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# NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING (NALTT): A EUROPEAN PERSPECTIVE

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# THE PROJECT

# 1. Introduction

It is an uncontested fact that we are currently being confronted with a "language challenge" (Tudor 2008: 42) in our increasingly multilingual and multicultural society. Language education is in turmoil (Lorenzo 2010) as a result of the new forces at work in our post-modern world: globalization, mobility, integration, and fusion (Mehisto et al. 2008; Coyle et al. 2010). We are living what Mehisto (2008) terms a period of disjuncture, characterized by the tension between the previous order and a new approach which changes the *status quo*. The demands of this new global order resonate directly through to the curriculum (Marsh 2006) and the need for what Aronin and Hufeisen (2009: 105) denominate "a new linguistic dispensation" arises, where a suffusive, complex, and liminal plurilingualism comes to the fore. In response to the demands posed by these powerful forces, Content and Language Integrated Learning (CLIL) emerges in the 1990s as a timely solution in harmony with broader social perspectives and fast becomes a "European solution to a European need" (Marsh 2002: 11). As Ball and Lindsay (2010: 163) put it, "The current ubiquity of the acronym and the practice that it allegedly comprises are a testament to the perception that it could form a new 'explosion' (Kuhn 1992) in educational practice, arriving to satisfy a thirst of a post-modern multilingual world whose key words are *fusion* and *flexibility*."

However, this new global order is not the sole driving force behind CLIL; it has dovetailed with the need to upgrade foreign language proficiency in Europe and to achieve sustainable learning outcomes (Marsh and Langé 2000; de Graaff et al. 2007). Indeed, the European Commission's White Paper on *Teaching and Learning. Towards the Learning Society* (1995) established the need for EU citizens to be proficient in three European languages (the mother tongue + 2 objective). In order to attain this goal, language teaching measures need to be stepped up, since the demolinguistics of Europe have consistently evinced that the resources and efforts invested in language learning have failed to deliver the goods, rendering FL education unresponsive to idealized competence standards. It is what Marsh (2002: 9) terms the "delivery gap" between FL curricula and foreign language attainment: "There is a broad consensus within the European Union that a delivery gap exists between what is provided in foreign language

education, and outcomes in terms of learner performance. Targets for requisite foreign language competencies are not yet being reached".

This clearly transpires from the 2006 Eurobarometer, a macro-survey on Europeans and their languages conducted by the European Commission, which revealed particularly alarming results for Spain: our country appears as "the bottom rung of the foreign-language knowledge ladder" (Lasagabaster & Sierra 2009: 7), with 56% of its citizens admitting to being monolingual and only 17% being capable of holding a conversation in two other languages. This unsuccessful, deficient, or dismal situation of language proficiency is Spain and the dissatisfaction it has spawned are vastly documented in the specialized literature (Agustín Llach 2009; Cenoz & Jessner 2009; Fernández Fontecha 2009; Lasagabaster & Sierra 2009; Lasagabaster & Ruiz de Zarobe 2010). In Hornillo Estrella's words (2009): "La enseñanza-aprendizaje de idiomas en España tiene una historia de fracasos, de complejos y de malos vicios [...] Nuestra sociedad es analfabeta en lo que a idiomas se refiere y, además, es consciente de ello y está acomplejada, lo cual tampoco ayuda a mejorar las cosas". Against this backdrop of attested shortcomings, CLIL has been embraced as a possible lever for change and success: "[...] the CLIL approach has become an important tool in supporting the achievement of the European Commission's objective of improving the foreign language proficiency of its citizens" (Lasagabaster & Sierra 2009: 15).

A further cause which has contributed to its gathering of momentum stems from the solid empirical groundwork laid by studies on age and foreign language learning. A sizeable literature, particulary in Catalonia and the Basque Autonomous Community (BAC) (Muñoz 2002; Muñoz 2006; Cenoz & Jessner 2009; Martínez Adrián & Gutiérrez Mangado 2009; Navés & Victori 2010), has evinced through both cross-sectional and longitudinal studies that findings from naturalistic settings which confirm "the younger, the better" hypothesis do not bear out in FL instructed settings. Here, neither starting language instruction early nor increasing the amount of exposure result in significant language gains. Other types of language programs thus need to be considered, where increased contact hours are compounded with meaningful exposure in order to push language learning forward. CLIL comes to prominence as a stepping stone to achieve this.

This recent approach to language teaching has also burgeoned as a response to Europe's desire to become the most competitive knowledge-based economy in the world (Marsh 2002). It helps prepare learners to be flexible and adaptable professionals who can adapt to the varied, unforeseeable, and complex situations they will encounter

throughout their personal, social, and professional lives (Jäppinen 2006), thus forming successful citizens with a substantial contribution to make to society (Cummins 2000): "We are all involved in the rapid growth of the 'knowledge society' with its far-reaching implications not only for the 'here-and-now', but for our future workforce and appropriately educated citizens" (Coyle 2009a: 172).

In this sense, CLIL is coming to the fore as the pre-tertiary equivalent of the European Higher Education Area. In Pérez-Vidal's (2007: 50) terms, it is "an innovative [...] approach to education which is gaining ground in the European Bologna era". It is held to be modernizing education and methodology (Coyle 2002, de Bot 2002; Marsh 2008; Coyle 2010); fostering didactic innovation (Coonan 2007; Van de Craen et al. 2007); breathing new life into experiential, student-centered methodologies like task-based approaches, while making language teaching more authentic (Lorenzo 2007); and, all in all, creating a learning environment better suited to modern pedagogical principles than traditional ones (Wolff 2002). In this sense, CLIL accommodates the "learn as you use, use as you learn" adage and the preference for hands-on experiential learning which characterizes the cyber generation born after 2001 (Mehisto et al. 2008; Coyle et al. 2010). CLIL is thus acting as a catalyst for the diversification of methodologies (Marsh 2002; Gimeno Sanz 2009) and the supercession of the teacher-controlled banking model of education, giving way to a more social-constructivist, interactive, and student-led learning where teachers pull back from being donors of knowledge to become facilitators.

This reconfiguration of teacher roles is an initial demand which CLIL places on the practitioner. Concomitantly, there are other potential barriers which they may encounter on the road to good CLIL practice. A first of them is the relative novelty of the project: teachers who embark on this difficult enterprise can apply little of others' navigational knowledge. A further issue which is highlighted as a possible pitfall is the increased workload which CLIL entails for instructors: it requires a great deal of initiative and effort on their part, as well as learning to collaborate and liaise with other content and/or language colleagues in order to guarantee integration. Instructors must be prepared to work collaboratively to achieve language and content integration and the teacher thus ceases to be "a lone rider" (Marsh 2006: 32). A final oft-cited problem which needs to be circumvented is the qualification of teachers: their insufficient mastery of the target language has surfaced as a major concern, together with the lack of support they receive from educational authorities and the shortage of teacher training programs. They must not only master the foreign or second language, but must also have expertise in the

subject content and training in second language pedagogy. This requires intensive staff training in pedagogical and theoretical aspects of language acquisition, as numerous authors underscore (Rennie 1993; Richards and Rodgers 2001[2]; Navés 2009; Muñoa Barredo 2011). It is thus not surprising that the shortage of CLIL teachers is documented in the official literature: the implementation of this approach is outpacing teacher education provision.

This is precisely the niche which the present investigation seeks to fill. Given the heightened importance of CLIL as the answer to Europe's need for plurilingualism, and the dearth of teacher training actions to prepare practitioners to successfully step up to this novel approach, it becomes increasingly urgent to equip them for one the key challenges of the 21st century: plurilingual education. To this end, the study carries out a comprehensive analysis of the training needs which language teachers across Europe currently have in facing up to bilingual education, in terms of linguistic and intercultural competence, theoretical and methodological aspects of CLIL, materials and resources, and ongoing professional development. It has designed, validated, and applied four sets of questionnaires, employing data triangulation, as multiple sources of information have consulted to mediate biases interjected by people with different roles in the language teaching context: pre-service teachers, teacher trainers, coordinators, and in–service teachers (and within the latter, non-linguistic area teachers, language teachers, and teaching assistants). The ultimate aim is to base decisions regarding language degrees and teacher training courses on empirically-grounded guidelines in order to guarantee a success-prone implementation of CLIL in our continent, country, and region.

The initial sections of this report delve deeper into this new educational approach in order to provide a conceptual anchor for the research project which is subsequently presented. CLIL is framed against the backdrop of North American immersion and bilingual education programs, and of European international schools, which are considered its antecedents. The definition and characterization of the term will then be broached, and prior studies into teacher training needs will be canvassed in Europe, Spain, and Andalusia. The nature of the studies thus far conducted will fully justify our research proposal, as shall be outlined in a final section, prior to focusing on the investigation in itself. The latter's objectives, materials and methodology, and results will be outlined, and the main conclusions reached will be foregrounded, together with suggestions for improvement in this arena and directions for future research.

# 2. Antecedents and literature review

## 2.1. The backdrop: Canadian immersion, North American bilingual education, and European international schools

CLIL is considered to be a descendent of French immersion programs and North American bilingual teaching models. Both Canada and the U.S. have an extensive and well-acknowledged tradition of bilingual education, dating back to the late 1950s, when the impact of French immersion began to be investigated in the English-speaking community in Montréal. The effects of these programs have been vastly, rigourously, and systematically researched, yielding outcomes which, as Pérez-Vidal (2007: 44) underlines, "are extremely revealing for the design and implementation of programs in Europe".

The numerous studies into North American bilingual education (Lambert & Tucker 1972; Swain & Cummins 1982; Dulay, Burt, & Krashen 1982; Willig 1985; Cummins & Swain 1986; Genesee 1987, 1994, 2004; Lyster 1987; Cummins 1989; Lapkin, Hart & Swain 1991; Krashen 1996, 1997, 1999; Greene 1997, 1998; Wesche 2002; Genesee & Jared 2008) attest to the success of these programs at the linguistic, subject content, cognitive, and attitudinal levels:

- To begin with, they have consistently demonstrated that children in immersion programs acquire impressive amounts of the second language, attain almost native-like levels of L2 competence, and develop much higher levels of proficiency than non-immersion students. In this sense, late immersion students have been found to attain the same level of L2 proficiency as early immersion students, despite having received significantly less exposure to the L2, perhaps due to their greater cognitive maturity and learning efficiency. Even children with limited proficiency end up performing better on standardized tests than children taught in a monolingual context.
- They also perform satisfactorily in the subject matter taught in the second language, assimilating this knowledge at the same high level as the monolingual control groups.

- The development of the native language is not at all curtailed, as these students do not evince significant problems in their first language skills.
- The children's cognitive growth is furthermore not impaired, providing –quite on the contrary– cognitive advantages for bilingual learners, with transfer across languages being documented.
- The attitudes they harbor towards the L2 and its native speakers are overwhelmingly positive.

However, less positive results have surfaced for productive skills (especially speaking), which, although functionally effective, are attained at lower levels of performance than receptive skills. Further weaknesses have been diagnosed for grammatical competence and vocabulary knowledge (Navés 2009), something which has led certain key figures in the field to posit that experiential learning approaches need to be balanced with more analytical approaches that focus on form (Pérez-Vidal 2007). Genesee (1994) is one such author, who calls for instructional plans in which language objectives are systematically integrated with academic objectives. Lyster (2006, 2007) also makes a strong case for some inclusion of focus on form, involving noticing activities, increase in metalinguistic awareness, and opportunities for production practice. Exposure and authentic communication, he maintains, are not sufficient to push interlanguage development forward.

Although not backed up by a comparable body of research, European international schools have also been object of empirical research, conducted primarly by Baetens Beardsmore and collaborators (Baetens Beardsmore & Swain 1985; Housen & Baetens Beardsmore 1987; Baetens Beardsmore & Kohls 1988; Baetens Beardsmore 1990). In these schools, students have different L1s and more than 50 languages are spoken on the playground. The L2 is introduced in first grade and the L3, at the beginning of grade seven. The research outcomes have been exceedingly positive, as the L2 literacy, L1 development, and subject matter learning of these students have been found to be the same as those of monolingual control cohorts. Furthermore, as Wode (1999) points out, when Canadian early total immersion and Brussels European schools were compared, the latter outperformed the former.

Thus, the overriding conclusion which can be reached from the precursors of CLIL education is that L2 instruction which is integrated with content matter has proved to be more effective than L2 instruction in isolation (Genesee 1994). Research in North American and European contexts seems to substantiate Joshua Fisherman's famous dictum "bilingual education is good for education" (in Marsh 2002: 70).

However, despite the valuable lessons which can be learned from the research outcomes in these settings, they cannot be simply transferred or transposed to the European scenario, as they are highly context-specific (Marsh et al. 1998; Marsh 2002; Wolff 2002) and their generalizability from one situation to another is thus severely limited: " […] most of the immersion conditions […] bear little resemblance to the study of English through CLIL programs in Europe, particularly in terms of the sociolinguistic and sociocultural context in which the L2 is learned and the authenticity of the input" (Gallardo del Puerto et al. 2009: 65).

Indeed, numerous authors distill those traits which differentitate Content and Language Learning from bilingual education. CLIL is considered "the European label for bilingual education" (Lorenzo 2007: 28), as it is deeply rooted in the linguistic needs of the EU (Muñoz 2007) and thus strongly European-oriented (Wolff 2005). Its distinctiveness lies in that it integrates language and content along a continuum, in a flexible and dynamic way, without an implied preference for either (Coyle 2006, 2007). Language *is* taught in CLIL, as it holds a central place (Wolff 2003), although not as much contact is offered with it as in immersion settings, where the language of instruction is often an official language (Dalton-Puffer 2008). In this sense, it aims at achieving a functional as opposed to a (near) native-like competence (Muñoz 2002, 2011). It is conceived for the majority group of any European country learning content through another European language to increase mobility and achieve higher standards of the L2 without altering national curricula (Jáimez Muñoz 2007). Further differences between CLIL and immersion education reside in the lesser command of the language of instruction which CLIL teachers evince in general, in the later starting age and lower amount of exposure to the target language in this type of program, in its use of abridged rather than authentic materials, in the greater absence of immigrant students within them, and in the comparatively meager amount of research into its effects, as opposed to those of immersion (Lasagabaster & Sierrra 2010).

Hence, CLIL is clearly distinct from North American bilingual education: it is " […] not just a new expression of educational bilingualism. The time when it has appeared, the places where it has been adopted and the learning theory behind it turns CLIL into a successful attempt at language and social change in 21st century Europe" (Lorenzo 2007: 27). It thus merits attention in its own right, as it is no longer considered a mere offshoot of other types of bilingual programs, but an increasingly acknowledged trend in FL teaching. To this end, the following two headings will trace its origins, offer its definition and models, and identify its key traits, assets, and pitfalls.

## 2.2. Definition and contextualization

CLIL definitions abound in the specialized literature, but perhaps the most oft-cited one is that provided by Marsh & Langé (2000: 2), as it admirably captures the essence of this approach: CLIL is defined as a generic or umbrella term used to refer to "a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language". The *dual-focused component* underscores the fact that CLIL has two aims: one subject- or theme-related, and the other, language-focused. The *additional language*, in turn, is normally not the most widely used one of the environment (Marsh & Langé 2000). Finally, the emphasis on both *teaching and content* points to the very hallmark of CLIL: the fact that it straddles these two aspects of learning, involving the fusion of previously fragmented elements of the curriculum and requiring teachers to forego their respective mindsets grounded on a single subject and to pool their skills and knowledge (Coyle et al. 2010).

It thus involves a "two for one" approach (Lightbown & Spada, in Lyster 2007: 2), where subject matter teaching is used at least some of the time (a minimum of 20%, according to Järvinen 2006) as a means of increased meaningful exposure to the target language. Therein lies its distinctiveness and innovative and ground-breaking character (Coyle et al. 2010). What separates it from other bilingual education initiatives (cf. also section 3.5.2.) is its "planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" (Coyle et al. 2010: 6). This is what Coyle (2002, 2006, 2007) refers to as the 4 Cs framework (cf. Fig. 1): *content* (subject matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (intercultural understanding and global citizenship).

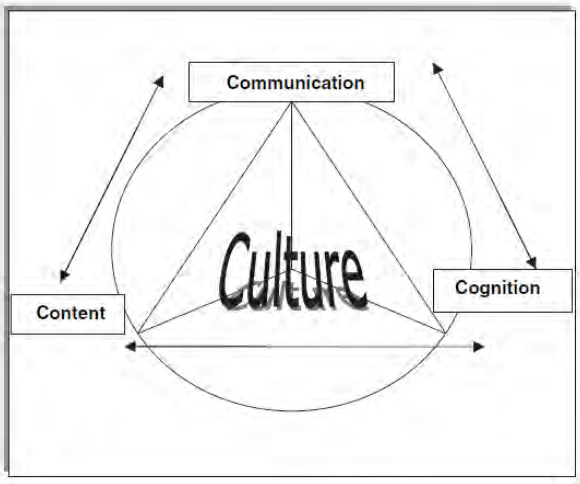



**Figure 1. The 4Cs Framework for CLIL (Coyle 2007: 551)**

If the integration of language and content is one of the cornerstones of CLIL, the other is its deeply rooted European character (Lasagabaster 2008). Its strong European orientation was documented in the introduction: CLIL has been coined, launched, and applied in the European context. It is, as Ruiz de Zarobe & Jiménez Catalán (2009: xi) highlight, "a label for different European approaches to bilingual education". It has been a commonplace response and has become instrumental to the creation of a multilingual and multicultural Europe, proficient in three languages (Lasagabaster 2008; Lorenzo, Casal, & Moore 2009).

Although teaching content through language is nothing new and dates back some 5,000 years (cf. Tejada Molina et al. 2005; Mehisto et al. 2008), the origins of CLIL can be traced to German-Franco programs (Lorenzo, Casal, & Moore 2009) at the very heart of Europe, from where it spread to all possible parts of the continent (Eurydice 2006). Stemming from communicative methodologies (Graddol 2006; Lorenzo 2007), it was pushed forward by a series of driving forces (Coyle et al. 2010): *reactive reasons* (responding to situations where there was a deficient foreign language competence which needed to be strengthened) and *proactive responses* (creating situations which would reinforce Europe's levels of multilingualism). The advancements in SLA research and language teaching have also substantially contributed to fuelling the interest in CLIL, according to Järvinen (2005). It is thus primarily pragmatic necessities which have bolstered the growth of this educational approach (Marsh 2002).

Its consolidation, however, would not have come about had it not been for an important set of EU documents from 1978 (with the European Commission's proposal to encourage teaching in schools through the medium of more than one language) to 2005 (with the European Council's recommendations that CLIL be adopted throughout the EU). The White Paper on *Teaching and Learning: Towards a Learning Society* (1995) was a particularly prominent landmark in this sense, with its establishment that the European population should gain proficiency in three languages upon completion of Secondary Education: a first language, a language of international communication, and a personal choice language (cf. section 3.5.2.). It was, however, in the 1990s that the concept of CLIL emerged (Coyle et al. 2010) and this decade has been considered that of "teaching and learning through a foreign language" (Marsh 2002: 54). The term was coined in 1994 and launched in 1996 by UNICOM, the University of Jyvärskyla (Finland) and the European Platform for Dutch education (Marsh 2006; Fortanet-Gómez & Ruiz-Garrido 2009). Since then and especially in the late 1990s, its usage has soared and it appears to continue accelerating as a "growth industry" (Marsh 2002: 59; Stoller 2002), becoming a buzz word

which is "finger-snappingly with it" (New York Times 1998, in Richards & Rodgers 2001[2]: 204). From 2003 onwards, as Dalton-Puffer & Nikula (2006) document, a truly international research scene focusing on CLIL has started to evolve. It has mushroomed particularly in mainstream education, with learner entitlement thereby becoming a key issue (Marsh 2002).

Hence, CLIL is at present an established term (Dalton-Puffer 2008), seen as a purveyor of "excellent educational practice" (Coyle et al. 2010: ix). However, it is still a "relative newcomer" (Järvinen 2005: 433) and far from being a fully consolidated and articulated educational model in any of the European countries where it is applied, as "a great deal more needs to be done" (Dalton-Puffer 2008: 139). This is largely due, according to this same author, to its lack of a coherent conceptual framework, given the variegated and multifarious types of approaches which can be subsumed within CLIL to accommodate the linguistic diversity of the European landscape (Wolff 2005; Coyle & Baetens Beardsmore 2007; Lasagabaster 2008). Indeed, a veritable plethora of models or variants can be identified, as CLIL comes "in all shapes and sizes" (Smit 2007: 3) given that it is not a homogeneous educational concept and no single blueprint can be applied across the board (Coyle et al 2010). CLIL is "commonly perceived as a flexible operational framework for language instruction, with a heterogeneity of prototypical models and application options available for different contexts and pedagogical needs" (Dueñas 2004: 75). One size does not fit all; it is what Mehisto (2008: 12) terms "the many faces of CLIL". Or, in Dickey's terms (2004: 13), CLIL is "like a small blanket on a large bed shared by many children, each pulling in their own direction. Either the blanket must stretch to meet all needs, or be torn to shreds".

This wide spectrum of models which CLIL encompasses is held to be dependent on a series of factors or paremeters. For Coyle et al. (2010), these are *operating factors* -among which she subsumes teacher availability, levels of teacher and student language fluency, amount of time available, ways of integrating content and language, out-of-school opportunities and networking with other countries, and assessment processes- and *scale* of the CLIL program –which rests on extensive instruction through the vehicular language, where the latter is almost exclusively used, or partial teaching, where code-switching or translanguaging are present to a greater extent-. According to Wolff (2005), CLIL variants are determined by *environmental parameters*, which he outlines as involving the degree of FL and content teaching, choice of subjects, time of exposure, and linguistic situation (monolingual/monocultural – multilingual-multicultural). In turn, Smit's (2007) proposal also encompasses extent of content and language teaching

and adds as further criteria population segments (elite-mainstream), age groups, monolingual-multilingual settings, types of teachers involved, learner assessment, type and amount of target language usage, and language taught. Finally, for Rimmer (2009: 4), the variables which intervene in what he terms "the CLIL mix" are degree and depth of content, L1/L2 balance, involvement of subject specialists, and the extent to which CLIL is present in the curriculum.

Thus, given this heterogeneity of prototypical models, it is not surprising that a single CLIL archetype is difficult, if not impossible, to pin down: "The diverse contexts to which CLIL is applied impede the development of parameters for a generic training model" (Ball & Lindsay 2010: 166). The flexible combination of these factors is conducive to a remarkably broad array of CLIL programs. This is already reflected in the host of terms which can be used to refer to CLIL approaches: more than 40 roughly equivalent labels coexist to designate the different approaches in this educational practice (available at www.content-english.org).

The exact place of CLIL within them, however, is far from consensual. For some authors (e.g. Coyle et al. 2010), CLIL is closely related to but distinct from the set of educational practices known as bilingual education, immersion, content-based language teaching, or English as an additional language. According to others (e.g. Mehisto et al. 2008), it is a term which encompasses or covers these approaches (immersion, bilingual education, multilingual education, language showers, or enriched language programs). Yet others (e.g. Lyster 2007) consider CLIL is one more model alongside these other approaches (sheltered, theme-based, or adjunct language instruction, immersion, or developmental bilingual programs) and see it as the European equivalent of content-based instruction (e.g., Ruiz de Zarobe 2008). Numerous scholars (Madrid & García Sánchez 2001; Richards & Rodgers 2001[2]; Martínez León 2002; Dueñas 2004; Horwitz 2005; Tejada Molina et al. 2005; Roldán Tapia 2005; Jáimez Muñoz 2007; Fortanet-Gómez & Ruiz-Garrido 2009; Luque Agulló 2009; Coyle et al. 2010) have tried to identify and define the different models which have sailed under the flag of bilingual education and to situate CLIL within them, using a varied and, on occasions, overlapping terminology where immersion, submersion, and sheltered, adjunct, and theme-based courses invariably come to the fore (cf. Fig. 2 below).

What remains uncontested is that CLIL is distinctive for its combination of language and content instruction along a cline, which is why Met's (1999) continuum of language and content integration is especially valuable for identifying possible CLIL models:

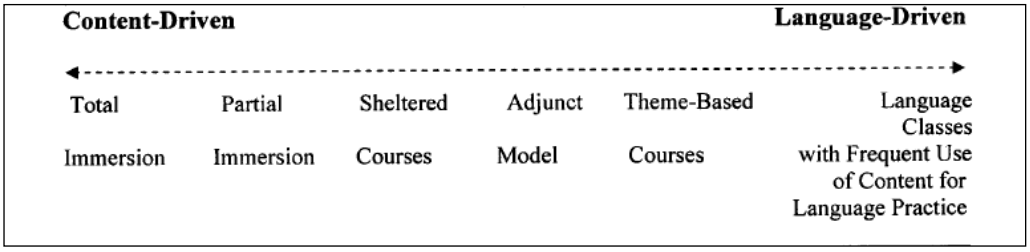



**Figure 2. Continuum of language and content integration (Met 1999: 7)**

*Immersion programs* are perhaps the most well-established model, thanks to the well-documented Canadian experience from 1965 onwards (cf. section 3.5.2.). A single learning group is offered content instruction in the target language for all (total immersion – 90%-10%) or part (partial immersion - 50%-50%) of the school day. Teachers typically understand and speak the students' mother tongue and adapt their teaching to make the material more accessible to the learners.

*Submersion programs* are slightly different in that non-English speaking children are placed in mainstream English classes with little or no additional support for language learning. Teachers do not speak or understand the non-native speakers' L1, so that the latter are very much left to their own devices to compete with their native peers, around whom subject instruction is organized.

*Sheltered subject-matter teaching* is carried out in the target language by a content area specialist to L2 learners who have been separated from native speakers. It is considerably content-driven and the subject matter is not watered down.

*Adjunct language instruction* involves concurrent enrollment in a paired course where language teaching and content instruction are coordinated, thus providing additional support classes for regular subject matter courses.

*Theme-based courses* build the language curriculum around selected topics or themes. They exploit both language and content, but have explicit language aims which are typically more important than the content learning objectives.

In addition to this gradation of models posited by Met (1999), two further paradigms or approaches also deserve to be singled out due to their close connection to CLIL:

*Content-enriched FL instruction* (Roldán Tapia 2005) entails the teaching of a number of elementary school subjects in the target language by stepping up coordination between the subject and the language objectives.

The *interdisciplinary module approach* (Wolff 2005; Coyle et al. 2010) teaches content in the FL in non-language subjects over shorter periods of time, involving teachers from different disciplines.

Depending on the specific combination of content and language instruction, CLIL will primarily adjust to one of the aforementioned paradigms or models. For instance, the Andalusian model has been assimilated to content-enriched FL instruction, theme-based courses, sheltered subject-matter teaching, or the modular approach (Roldán Tapia 2005; Jáimez Muñoz 2007; Luque Agulló 2009). Furthermore, certain of these approaches are considered to be more propitious for specific educational levels. To cite a few examples, Coyle et al. (2010) regard the interdisciplinary module approach particularly suited to Secondary Education and the adjunct model, to Tertiary level. In turn, Dueñas (2004) foregrounds sheltered subject-matter teaching as especially applicable at Secondary level and coincides with Coyle et al. (2010) on the adscription of adjunct courses to post-secondary education. Theme-based models, she claims, are the most widely used prototype at all educational levels in L2 and FL settings.

## 2.3. Characterization

Despite the multifaceted and heterogeneous nature of CLIL models which has just been ascertained, there are some clear-cut features which make it a distinctive approach to language instruction (in addition to those which differentiate it from North American bilingual education – cf. section 2.1.). This heading strives to summarize and classify these traits, together with the most outstanding assets and caveats associated with CLIL.

While the exact place of this approach within other bilingual models has been highly contested, there is widespread agreement on the **features** which characterize it. The manifold compilations of traits which have been put forward in the specialized literature (Leaver & Stryker 1989; Madrid & García Sánchez 2001; Richards & Rodgers 2001[2]; Dueñas 2004; Horwitz 2005; Tejada Molina et al. 2005; Marsh 2002, 2006; Coyle & Baetens Beardsmore 2007; Grabe & Stoller 1997; Lorenzo 2007; Lyster 2007; Alonso et al. 2008; Mehisto et al. 2008; Morton 2009; Navés 2009; Pérez Torres 2009a; Ruiz Garrido & Fortanet-Gómez 2009; Coyle et al. 2010) are now classified into eight broad categories which span the general curricular and organizational aspects of language teaching: *theory of language*, *theory of learning*, *learner and teacher roles*, *methodology*, *materials*, *evaluation*, and *organizational considerations*.

The *theory of language* underpinning CLIL sees language as a resource for meaning rather than a system of rules. The focus is on the substance or meaning of the content that is being taught, with language learning being a by-product of such a focus. The foreign or second language is used as the medium of instruction; it is the vehicle through which subject matter content is learned. Language is thus employed to teach new information and communicate, thereby heightening linguistic exposure. Language learning is more implicit –"learning out of the corner of one's eye", as Marsh (2002: 72) puts it– and there is a primacy of fluency over accuracy and grammar over vocabulary (Alonso et al. 2008; Pérez Torres 2009a). However, a focus on form is also paramount alongside it (Lyster 2007; Morton 2009): formal language instruction is still integral to CLIL, but synchronous to subject teaching through the L2/FL (Coyle et al. 2010).

In this sense, the learners can continue their academic and cognitive development while acquiring language proficiency. This is the seminal distinction between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) which has been put forward by Cummins (1999a). The former refers to the everyday, here-and-now language commonly used for social interaction which tends to take two years to develop, while the latter points to the core abstract variety of language used for academic purposes, which is held to unravel over the course of five to seven years. CLIL, by simultaneously developing language and content learning, targets both BICS and CALP. Linguistic education is integrated and content instruction takes place in a relevant and purposeful context. CLIL is thus, as Coyle & Baetens Beardsmore (2007) denominate it, a triptych linguistic approach, which involves developing the language *of* learning *for* learning *through* learning.

In turn, its *theory of learning* is clearly grounded on communal constructivism and cognitive theory (Madrid & García Sánchez 2001; Lorenzo 2007; Mehisto et al. 2008; Coyle et al. 2010). Indeed, CLIL provides meaningful learning opportunities by building on the students' previous learning and calling on their prior knowledge, skills, attitudes, interests, and experiences. It is what Wolff (2002) and Marsh (2006) term education through construction rather than instruction and what Mehisto et al. (2008) refer to as scaffolding. It is based on the premise that languages are learned more successfully when students are engaged in meaningful activities and when the information they are acquiring is seen as interesting, useful, and pertinent. CLIL thus makes learning appropriate to students' specific cognitive and affective needs and attunes it to their proficiency level.

In line with the constructivist principles on which it is based, CLIL favors learning by doing, something which necessitates an active *role* on the part of the *learner*. (S)he now takes center stage and is expected to interact frequently through collaborative learning (Rennie 1993). Learning is more autonomous and, consequently, a greater commitment is required on the part of the student, who needs to be psychologically and cognitively prepared for the increased demands placed on him/her by CLIL (Richards & Rodgers 2001²). Successful bilingual education programs also build in respect and support for the learners' L1 and home culture, as Navés (2009) points out. Interactive and student-led social-constructivist learning is favored (Cummins 2000).

In compliance with the foregoing, *teacher roles* are also recalibrated. The CLIL classroom is ideally not teacher-driven, but student-led, and the instructor thus becomes a facilitator, thereby relinquishing his/her hold on an encyclopaedic approach to teaching. In addition to this shift in perpective, CLIL also places further demands on the teacher (cf. Introduction). CLIL teachers need to be highly committed, enthusiastic, long-term and stable, linguistically proficient, and innovative, as the success of bilingual programs ultimately depends on them (Navés 2009). Embodying these traits is no mean feat, and a system of incentives should be articulated and offered to the teaching body, as Richards & Rodgers (2001²) propound.

*Methodologically* speaking, CLIL is a bid to bring innovation into the classroom, realigning teaching with modern pedagogical practices (cf. Introduction). In Van de Craen et al.'s words (2007: 70), it is "an innovative approach to language pedagogical practices in line with modern research about language learning and teaching as well as motivational aspects, cognitive development and learning and the brain". CLIL represents an opportunity to move from declarative to procedural knowledge and to minimize the transmission of knowledge model of education, in keeping with the post-methodology era we are currently living: "[…] the transmission model of teacher education is hopelessly inadequate to produce self-directing and self-determining teachers who constitute the backbone of any postmethod pedagogy" (Kumaravadivelu 2001: 552). Task-based learning, collaborative work, meaning- and form-focused processing are all considered pivotal in fostering this transformative pedagogy (Navés 2009).

Authenticity is frequently underscored as a key trait of appropriate and quality CLIL *materials* (Leaver & Stryker 1989; Richards & Rodgers 2001²; Mehisto et al. 2008). It can be construed in a doublefold way: in the sense of materials used in native-language instruction, or meaning that they have not been produced for teaching purposes. They

also need to be comprehensible (Richards & Rodgers 2001[2]) and varied (Pérez Torres 2009b). The use of ICT is also postulated for its teaching potential within this approach (García Jiménez 2009; Malagón Gallego et al. 2009; del Moral Villalta 2009; Pérez Torres 2009b; Román Fernández & Moreno Álvarez 2010).

Multiple assessment measures are equally propounded for the adequate *evaluation* of both content and language (Díaz Cobo 2009; Navés 2009). Finally, *organization-wise*, parental involvement is regarded as critical for successful CLIL implementation, as is support from gatekeepers and authorities, and the joint efforts and high expectations of all the parties involved (Rennie 2003; Navés 2009).

When all these traits converge in a successful CLIL program, they are conducive to numerous **assets**, particularly for the student. If the authors who attempt to characterize this approach are copious, those who expound on its purported benefits are even more profuse (Marsh & Langé 2000; Madrid & García Sánchez 2001; Coyle 2002, 2006, 2008, 2009a, 2009b, 2010; Marsh 2002, 2008; Wolff 2003; Brown 2004; Coonan 2005; Järvinen 2005; Tejada Molina et al. 2005; Darn 2006; Lyster 2007; Muñoz 2007; Van de Craen et al. 2007; Lasagabaster 2008; Ruiz de Zarobe 2008; Tudor 2008; Gimeno Sanz 2009; Navés 2009; Coyle et al. 2010), as the enthusiasts and advocates of CLIL vastly outnumber its detractors or skeptics. As Rimmer (2009: 5) puts it, CLIL certainly "makes all the right noises to the various stakeholders in the curriculum". Following Marsh's (2002) terminology, an original taxonomy of the *dimensions* into which CLIL merits can be categorized is presented below, articulated into nine main headings: *linguistic*, *content knowledge*, *learning*, *cognitive*, *teaching*, *orectic/volitional*, *social*, *cultural*, and *pragmatic dimensions*.

Within the *linguistic dimension*, one of the manisfest benefits of CLIL involves the increased presence of the FL in the curriculum, with its corollary rise in the amount of relevant input and exposure to the language. In this sense, it supersedes the shortcomings of traditional language teaching by providing sufficient, authentic, and unrestricted input. This is conducive to an increase in overall language competence in the target language (TL) (particularly in communicative skills) and the enhancement of specific language terminology. What is more, this takes place without causing collateral damage to the L1, as awareness of both the mother tongue and the foreign language have been documented in CLIL classrooms by the aforementioned authors. This approach is also held to trigger higher levels of communication between the protagonists of the teaching-learning process, as well as frequent interaction via collaborative learning. Language is seen as a tool for communication from the outset of instruction and is used

in uncontrived real-life situations. Learners are pushed to produce more meaningful and complex language and fluency is fostered.

In terms of *content knowledge*, just as CLIL is not detrimental for L1 learning, neither does it water down content knowledge (Grabe & Stoller 1997; Cummins 1999b). Integration safeguards the subject matter being taught and parallel development of academic competencies and domain-relevant communicative skills is documented (Tudor 2008). Dual-focused education thus appears to provide opportunities to study content through different perspectives, accessing subject-specific terminology in the target language.

As regards the *learning dimension*, CLIL creates the conditions for naturalistic, implicit, or incidental language learning, as it is based on acquisition rather than enforced learning. It provides a context for more meaningful language learning, as the FL is used for real communicative purposes, with more efficient learning outcomes ensuing from such authentic embedding. It equally promotes the negotiation of meaning, which enhances language acquisition, and can foster more in-depth learning by setting relevant and intellectually demanding communication tasks in the FL.

This connects directly with the *cognitive dimension*, since CLIL is heralded as providing cognitive engagement, which is a condition for increased and improved opportunities for language acquisition. It advances learners' cognitive development, broadening their conceptual mapping resources, and develops a wider range of skills: not only communicative ones, but also problem-solving, risk-taking, pragmatic, and interpersonal abilities.

On the *teaching front*, this educational approach is praised for being applicable across all educational levels, for offering teachers opportunities to refresh and hone their skills, and for contributing to build a community of practice where all stakeholders have a role to play. It also lends itself to cooperative learning, which has been shown to result in improved learning (Slavin 1995; Crandall 1993, 1994; Troncale 2002), and to team or tandem teaching, which enhances the quality of FL teaching. All in all, it brings about a modernization of classroom didactics and a diversification of methodologies and forms of pedagogical practice.

In *orectic/volitional terms*, the advantages of CLIL are no less conspicuous. Motivation is enhanced and sustained, and interest is increased in both the L1 and the FL through the linking of content study and language learning. It also raises confidence and student expectations in response to the challenges it poses, and lowers the affective

filter. The methodologies associated with it (task-based teaching or cooperative learning) are also more intrinsically motivating.

In turn, *socially*, CLIL affords all students, regardless of social class and economic consideration, the opportunity to learn additional languages in a meaningful way. It thus promotes social inclusion and egalitarianism, as the introduction of this approach in mainstream education provides a greater range of students with opportunities for linguistic development which they were previously denied. It can also have a positive impact on at-risk learner types.

The merits of CLIL within the *cultural dimension* have also been frequently voiced. It builds intercultural knowledge and understanding, develops intercultural communication skills, and promotes intercultural communicative competence. It equally raises awareness of cultures and the global citizenship agenda. In sum, it offers powerful opportunities for intercultural learning which go beyond those provided by traditional language learning settings.

Finally, on a *pragmatic level*, dual-focused education prepares students for internationalization and EU integration, for future studies and/or working life, and for lifelong learning. It results in increased employability and better equips individuals for the linguistic and cultural demands of an increasingly integrated and mobile Europe.

Though not voiced as forcefully as these advantages, a potentially large **downside** to CLIL practice has also been identified (Hellekjaer & Wilkinson 2001; Brown 2004; Dickey 2004; Smith 2005; The Guardian Weekly 2005; Darn 2006; Mehisto et al. 2008; Lasagabaster 2008; Ruiz de Zarobe 2008; Tudor 2008). If CLIL assets were primarily held to affect students, its possible hurdles are primarily faced by *teachers*. Nonetheless, they also have a bearing on *learners* and on the general *curriculum*, in terms of, inter alia, the *syllabus*, *materials*, *methodology*, and *evaluation*.

Following the aforementioned authors, the potential barriers which *teachers* may encounter on the road to good CLIL practice involve the relative novelty of the project. Their attitudes furthermore stem from their prior personal experience in compartmentalized learning and might thus give way to certain misgivings, misconstrued perceptions, or false myths about the CLIL endeavor which need to be dispelled. For instance, they might harbor misguided beliefs about content and L1 learning lagging behind as a result of integrated educational practices or regarding their suitability only for the most academically gifted students or those with a particular learning style.

A further oft-cited problem which needs to be circumvented is the qualification of teachers. Indeed, the demands which CLIL places on teachers are considerable: they must not only be content specialists, but should also have received training in second language pedagogy and need to be capable of providing adequate language input paramount to attaining success in these types of programs.

For the *student*, however, this educational approach is no less daunting. It poses a greater cognitive challenge which may cause the learner to feel confused, overwhelmed, or even frustrated. The difficulty lies especially in the study of complex academic subject matter through an L2/FL, which may make the task of assimilating such content more intimidating. The more difficult one factor -the language- is, as Dickey (2004) concurs, the less attention can be dedicated to another -the content-. Smith (2005) assimilates this to studying the content in "misty" rather than "clear" weather, something which may well lead to a feeling of inferiority and may negatively impinge on students' confidence.

This circumstance bears directly on the *syllabus* or *content*, which some authors (e.g. Smith 2005; Darn 2006) contend can be severely hampered or reduced. Or, alternatively, the opposite may occur: too much concern with area teaching may favor the neglection of formal language teaching and may also lead to L1 attrition (Brown 2004).

Yet another obstacle which is frequently underscored in the literature involves *materials*. There is a deficient development of content materials and instructional resources, and teachers can easily be deterred by the intimidating task of having to prepare their own materials.

A further attested shortcoming affects *methodology*: CLIL brings with it considerable pedagogical investment in innovative pedagogical practices with which teachers may well not be acquainted, not having experienced them first-hand as students. Another issue which comes to the fore concerns whether this quest to use an FL/L2 as a medium of instruction is an attempt to make the unnatural natural. Smith (2005), to take a case in point, contends that an Italian teacher teaching Italian children world history in English might come off as artificial.

Finally, the question of *evaluation* is also complicated. How can content and language be evaluated simultaneously? Should the focus be primarily on one or the other? To what extent? And with what instruments?

Further research is clearly called for to answer these questions and keep myths in check. Rimmer (2009: 4) is particularly adamant in sounding a note of caution in this sense: "… my chief concern with CLIL as a methodology is the fact that many, often

outlandish, claims made for it are simply unsubstantiated". The afore-mentioned problems will not abate until a solid empirical groundwork can guide CLIL implementation. To date, it remains embryonic (Madrid Fernández 2006; Langé 2007; Lyster 2007; Pérez-Vidal 2007; Lasagabaster 2008; Ruiz de Zarobe 2008; Lorenzo, Casal, & Moore 2009; Rimmer 2009): "Neither optimistic nor alarming viewpoints should be accepted unless they are supported by empirical evidence. Therefore, the more research data there is available, the more theoretically sound the decision will be" (Lasagabaster 2008: 40).

The following figure (Fig. 3) summarizes and relates the classifications of features, assets, and pitfalls which have been presented in this heading:

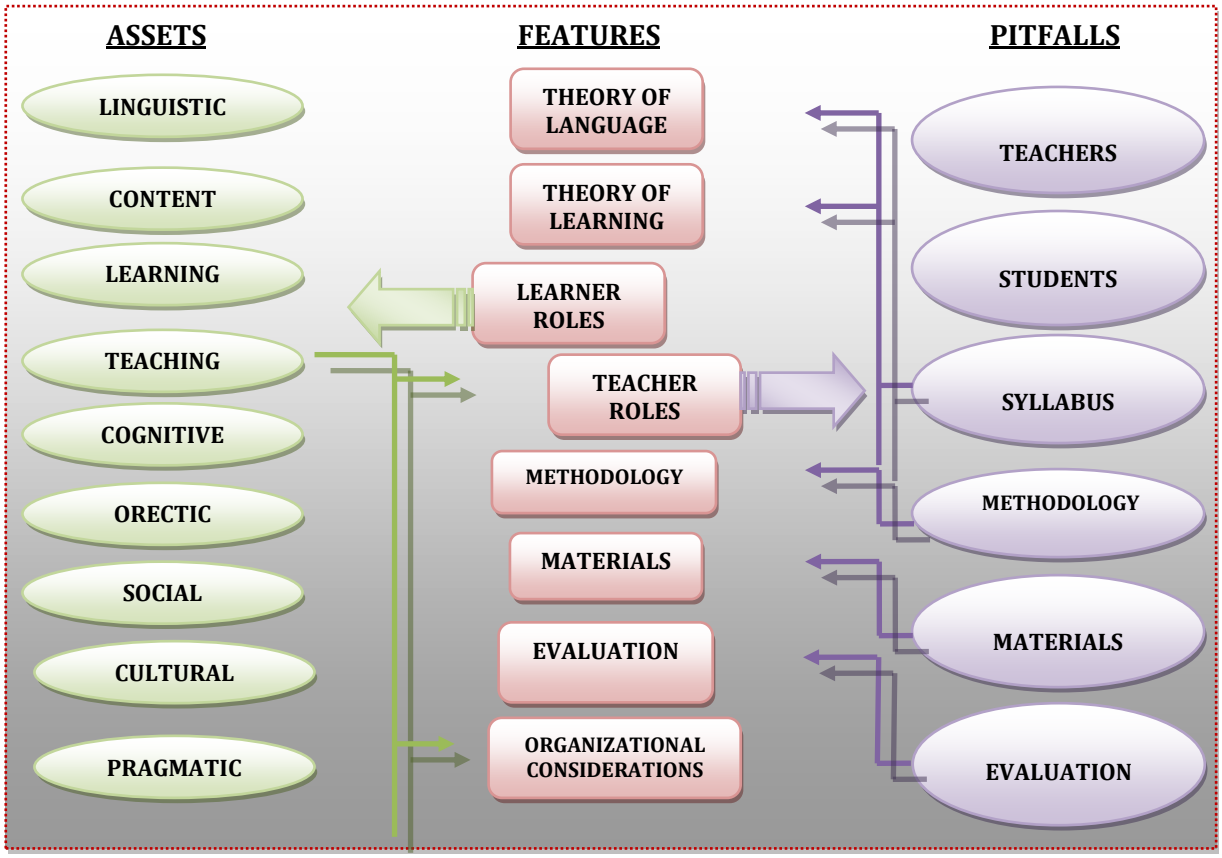



**Figure 3. Interaction of dimensions for the characterization of CLIL**

## 2.4. Prior research

Having traced the origins of Content and Language Integrated Learning and defined and characterized this approach, it becomes necessary to canvass the research which has been conducted into the analysis of teacher training needs on this front, precisely the aspect on which the research project here presented will focus. There is a

conspicuous paucity of research in this area across Europe, as the main strands around which CLIL investigations have been articulated, according to Wolff (2005), are the effects of CLIL on the acquisition of the FL, the L1, and content subject competence, and the evaluation of dual-focused education by teachers and students. Nonetheless, certain studies can be identified which have attempted to provide data on the main lacunae and needs which should be redressed via teacher training actions on our continent.

Only two studies which marginally focus on teacher training actions can be detected in European countries other than Spain. On the one hand, in **Poland**, Czura et al. (2009) report on the outcomes of a qualitative project coordinated by the National Center for Teacher Training and the British Council (known as the Profile Report), whose aim was to probe bilingual scheme results throughout the country. It provides an overview of CLIL practice in 19 schools, using classroom observation and interviews with students and staff. Teachers come across as involved, committed, and eager, and see CLIL as a challenge and a source of professional satisfaction. Greater networking with schools abroad, increased teamwork, external support, and teacher training are called for. Students regard it as prestigious and as a purveyor of enhanced learning conditions. They complain, however, about the lower standard of content subjects, the use of traditional methodology, and the unsystematic code-switching in class. Finally, the lack of curriculum and ICT availability and the poor access to materials in English are all documented.

And on the other, in **Italy**, Infante et al. (2009) interview 11 experienced CLIL teachers through questionnaires and follow-up telephone conversations on their trajectory with dual-focused education. The overall results which emerge are once again positive, with CLIL impacting methodological innovation and level of reflection. In hindsight, the participating instructors regard their experience as extremely satisfactory, as, despite the notable number obstacles they have had to overcome, they believe in the effectiveness of this approach and consider it improves their teaching and allows them to view the subject in a different light. They acknowledge the increased workload it has involved and the lack of materials as two of the main hurdles they have had to face. Methodologically, however, the benefits have been manifold: more attention is now devoted to oral communication and fluency rather than accuracy; activities which develop thinking skills are favored; cooperative learning techniques are adopted; and active participation is fostered. The result is more motivated students.

However, it is in **Spain** that the greatest number of investigations into the topic under scrutiny have been conducted. Indeed, our country particularly stands out within

the European landscape, since, as Coyle (2010: viii) contends, "Spain is rapidly becoming one of the European leaders in CLIL practice and research". **The Basque Autonomous Community** is prominently positioned within the Spanish CLIL scenario, given its long and entrenched tradition in bilingual teaching and research. Here, Alonso et al. (2008) consider stakeholder perspectives in CLIL implementation by using interviews, questionnaires, and diaries. Their outcomes lend credence to the value and effectiveness of the CLIL experiences for students, families, and teachers. The first of these collectives, while conceding that a greater effort is required on their part, consider dual-focused education more enriching and useful for their personal and professional lives. This last claim is upheld by their families. Teachers, in turn, also acknowledge their increased workload, the complexity of CLIL instruction, and the lack of didactic materials (something equally underscored by Kelly 2007). They voice, however, their satisfaction with personal and institutional resources and their motivation with the task at hand.

**Catalonia** is, alongside the BAC, the other major exponent of CLIL implementation and research in a multilingual setting. In private and semi-private schools, CLIL has been incorporated for many years, while in Tertiary education is still at an "embryonic stage", as these authors put it (Navés & Victori 2010: 34). This is the case since it has faced several major hurdles, among them lack of teacher and student language competence and lack of teacher training. However, the presence of a third language is being stepped up, particularly at graduate level. In this sense, Escobar Urmeneta (2010) documents an extremely interesting initiative –Teacher Education for Content and Language Integrated Learning (TED for CLIL)- which has been running for four years at the UAB within its Master's program and which provides pre-service teachers the skills needed for subject matter teaching and inter-area collaboration within CLIL.

In the **Valencian Community**, CLIL also has an established tradition for the teaching of Valencian, through the Valencian Teaching Program (PEV), the Linguistic Immersion Program (PIL), and the Progressive Incorporation Program (PIP). It has equally been the first autonomous community in Spain to regulate plurilingual education initiatives (Maldonado et al. 2009) via the Enriched Bilingual Education Program (PEBE), which, since 1998, has allowed the introduction of English through CLIL from ages 6, and the Pluriligual Education Experimentation, which made its introduction in pre-Primary (2001) and Secondary (2008) Education possible. As of last year, there were 310 schools partaking in these programs at pre-Primary and Primary

level. In Higher Education, Jaume I University started a project in 2003 for the introduction of English as the third language of tuition (Fortanet-Gómez 2010).

The ELA research group at this University has focused on third language acquisition and multilingualism, but no published research on the effects of CLIL in this context can be located to date. The connection between this approach and needs analysis has been foregrounded by Ruiz-Garrido & Fortanet-Gómez (2009), who propound conducting a needs analysis with all CLIL stakeholders, thereby substantiating the objective of our present research project. They advocate using triangulation by employing interviews, questionnaires, and observation, and suggest including items related to language command, methodology, collaboration, and materials for the teachers, and content, methodology, language, motivation, and attitude for the students. Their insights are incorporated into our qualitative instrument design (cf. section 5.4.).

Turning now to monolingual communities, the autonomous community of **Madrid** particularly stands out. Here, the CLIL project led by Ana Halbach at the University of Alcalá de Henares (UAH) is particularly enlightening for our purposes. It has investigated teachers' beliefs and fears within the CAM initiative using a qualitative methodology. Departing from the firm belief that the success of CLIL programs is ultimately reliant on teachers and that training courses should be based on actual needs analysis, Fernández Fernández et al. (2005) trace teachers' perceptions regarding the implementation of bilingual programs within the CAM Project. Four questionnaires and four semi-structured interviews were conducted in four different public schools to obtain insight into the way these participating teachers value bilingual education in general and their bilingual project in particular, their opinion on their training and preparation for bilingual teaching, and their motivation towards the CAM Project. The vision which transpires is one of extremely motivated teachers with serious training deficits. They harbor, to begin with, an exceedingly positive outlook on bilingual education and the CAM Project, considering they respond to societal needs; contribute to the quality, prestige, and revitalization of public language education; and respond to the urgent need to realign ELT methodology with more communicative teaching. The training received has enhanced their enthusiasm and motivation towards the Project, but they voice their need for further language training and methodological formation with bilingual education (BE) experts. Finally, regarding their motivation, it is initially very high, although the interviewees express their concern for the reactions it will garner from stakeholders once implemented and their interest in receiving information on its future development and outcomes.

Three years later, Pena Díaz & Porto Requejo (2008) follow up this study with two further questionnaires. The first of them probed teachers' opinion on BE and identified their main needs, while the second inquired into their opinion of the grassroots implementation of CLIL. The results are largely concurrent with those previously obtained. While the respondents perceive the experience as extremely positive and believe the CAM Project is working well, they feel insecure about their fluency and general English level (only 16% consider it is good enough to teach through this language) and about their specific knowledge of bilingual methodology (40% believe they have none). They also acknowledge their increased workload. From the second survey, it transpires that they are dedicated to and motivated by the Project, yet do not consider it a fully bilingual one, given the lack of extramural exposure to the language which students receive. It has been positive in bringing about a more communicative, meaningful, and active methodology, but is possibly negative for L1 development. Further training is required, particularly of a practical nature.

The specific training needs of English language teachers participating in the Madrid bilingual project are further charted in a recent study conducted by Fernández & Halbach (2011). They probe the views which practitioners with at least two years' experience harbor of the implementation of this project. 15 schools were polled and 56 questionnaires were received with feedback on four main areas of interest: training needs, availability of resources, organization of teaching, and overall evaluation of the project.

The chief training needs which transpire pertain to language skills (although the informants are rather complacent in the self-assessment of their current level in this area), teaching literacy in the FL, methodological aspects, ICT, and the articulation of the holistic curriculum. In turn, resources appear to be patently insufficient, and additional (especially audiovisual and ICT) material, extra staff to help students with learning difficulties, more teachers to split up groups, and enhanced opportunities for training abroad are called for. Vis-à-vis the effects of the project on the organization of teaching, the chief threats which surface affect coordination (generally made more difficult by L1 teachers), the need to be aware of the methodological implications of CLIL, the students' low level of English, the increased workload of teachers, and the limited support received from families. Nonetheless, the global appraisal of the project is highly positive, mainly as regards its effects on students, albeit also on teachers, schools, families, and the language level in Spain.

The enthusiasm and hard work of participating teachers once again shines through, although the danger of burn-out, according to the authors, also looms large and thus needs to be kept in check. Practitioners, they conclude by highlighting, need to receive appropriate linguistic and methodological training, to be given the opportunity to reflect on their teaching, and to be conferred time to respond to the requirements of the project, as the success of the latter ultimately relies on their commitment and motivation, even more than on the support of educational authorities in terms of training and guidance.

In the light of their results, these authors suggest incorporating specific CLIL training in pre-service teaching modules or Master's, with a special focus on language and methodology. This is exactly what Halbach (2010) has done by setting up a CLIL track within the UAH's Teacher Training Master's in order to address the previously diagnosed needs of teachers through specific subjects. These include English language skills (especially oral ones), grounded in student-centered methodologies and theoretical aspects of BE, classroom management issues, and materials development (with ICT figuring prominently within them). Thus, this is a clear instance of how research outcomes have fruitfully fed into enhanced teaching practice.

A further interesting needs analysis has been carried put in **Castilla y León** (Martín del Pozo 2011). Here, 12 content teachers at tertiary level were polled across such diverse disciplines as Economics, Mathematics, or Physics at the University of Valladolid via informal questionnaires and interviews. The results were interpreted in the light of the language tryptich approach Coyle & Baetens Beardsmore (2007), revealing that, in order to function in an academic environment, these subject area instructors needed interpersonal social language, awareness of cognitive academic language, and greater work on pronunciation and improvisation.

Alongside Madrid, **Andalusia** is particularly conspicuous in the research panorama on teacher training needs. The flurry of interest and sweeping changes generated by the APPP (Andalusian Plan for the Promotion of Plurilingualism) have spawned a remarkably broad array of publications on CLIL in the Andalusian community. Two investigations are crucial for the topic under study here, as they constitute qualitative instances of needs and SWOT analyses. Rubio Mostacero (2009) carried out needs analysis interviews with 20 teachers in 4 Secondary schools in the province of Jaén in June 2005, with a view to designing a training course for NLA teachers on the basis of her outcomes. She initially drafted a course model based on her prior experience and subsequently revised it in two successive phases: after conducting

the needs analysis and after subjecting it to the critical scrutiny of the interviewees and the local TTC.

The results she obtained revealed a much lower level of English language proficiency among the instructors than she had initially predicted and a generalized lack of information and knowledge about CLIL. When questioned about potential problems which the *Junta de Andalucía* might have when implementing the APPP, the informants mentioned reluctance and opposition on the part of the stakeholders, economic problems, difficulties stemming from a rough-and-ready realization of the Plan, and lack of rewards, resources, and effective training. The general outlook on the APPP was, however, optimistic, as teachers saw it as a personal and professional challenge. They did express their concern, however, for equity issues, students' lack of motivation, or the possible deleterious effect of instructors' low linguistic level on students' proficiency. Parent and student opinions were also gathered, albeit via the teachers: according to the latter, families had an overwhelmingly negative perpective, while learners were held to be more enthusiastic. Finally, when asked about their training needs, the respondents unanimously voiced the urgency of language training, with methodology being mentioned only by those who were confident in using the language. The author's conclusion in this sense is particulary eloquent (Rubio Mostacero 2009: 58): "[…] language is the basic need to teach through CLIL, and only when this need is covered, others may emerge". Additional materials and ICT resources are also mentioned, along with the desire to receive extended courses with over 100 hours of instruction.

Rubio Mostacero's endeavor is particularly valuable due to its early concern for APPP preparation: it is not surprising that the informants were scarcely familiar with the Plan since it had just been launched. This circumstance is perhaps also responsible for the author's lack of grounding on previous analyses and research outcomes: her proposal is largely intuitive possibly as a result of its trail-blazing nature. The results, however, would have been more pertinent if the interviewees had actually been involved with the implementation of the APPP. It would also have benefited from both methodological (only focused interviews are employed) and data triangulation (student and parent opinions are probed via the teachers, instead of interviewing these other stakeholders directly). Finally, the sample is very reduced both numerically and geographically.

This last deficiency is overcome by Cabezas Cabello's (2010) more recent research. During a 6-month leave of absence (January to June, 2009) granted by the educational authorities, this author interviewed over 100 teachers and 30 coordinators in 30 Primary and Secondary schools implementing English, French, and German bilingual sections in

the APPP in all 8 Andalusian provinces. His aim is to carry out a SWOT analysis of APPP implementation and to contrast top-down and bottom-up approaches to the Plan: "We explore whether there are contradictions and discrepancies between educational policy and what is actually happening in schools, mindful that an ambitious and wide-reaching program such as the APPP may have created expectations that do not correspond with everyday reality" (Cabezas Cabello 2010: 84).

As *strengths*, he documents greater cognitive, cultural, social, affective, and intellectual benefits for students, whose motivation and opportunities to travel and experience multicultural contact also increase; enhanced coordination, communication, recycling, enthusiasm, and stability for the teaching staff; more availability of ICT resources; and a more communicative, oral, and integrated methodology.

The *weaknesses*, in turn, affect teachers, students, parents, organizational aspects, and materials. The main hurdle being faced by teachers pertains to training: NLA teachers lack linguistic and methodological grounding, something especially detrimental since the author considers they are the backbone of the APPP (2010: 84). Furthermore, senior teachers' experience has not been drawn upon, lack of coordination is conspicuous, and the workload has exponentially increased. For students, CLIL poses a much greater cognitive demand, causing a 10% drop-out rate and good students in non-bilingual schools to outperform those in bilingual sections, the author claims. Parents complain that they can no longer help their children with homework, even at Primary level. Organizationally, the plan is overly ambitious and lacks tangible milestones, causing confusion about basic aspects like what CLIL is and what curricular integration involves. This, compounded with lack of clear guidelines for coordination, timetable difficulties, and fragmentation of authority, all lead to serious discrepancies between educational policies and real teaching contexts. Finally, in terms of materials, originally designed ones quickly become obsolete, those prepared in too much haste do not truly address students' needs, and problems with ICT connections hinder the use of new technologies.

The *opportunities* which the author identifies on the basis of his research involve homogenizing the APPP across schools and assimilating language learning as much as possible to real bilingual environments; training teachers (especially NLAs) linguistically and methodologically; involving students and families actively and facilitating as much extramural exposure to the language as possible (e.g., by not dubbing films); increasing information about CLIL for all stakeholders; and carrying out a real external assessment of APPP schools.

Finally, the main *threats* which come to the fore have to do with the excessive teacher-student ratio, with restoring the L2 teacher to his/her rightful place, without undermining his/her contribution, and most prominently, with keeping overly positive accounts of the APPP implementation in check. As the author documents, countless papers are being published waxing lyrical on the merits of the Plan, which may be detrimental as it may well "die of *fictitious* success" (emphasis in the original) (2010: 89). As he goes on to claim (2010: 90), "In most cases, only lip service has been paid to both quality and equality in education". Cabezas Cabello concludes by making an urgent call for unbiased research and by stating that the APPP document, as it stands, is simply not feasible: "[...] in the present circumstances of most Andalusian schools, it is neither viable nor doable" (2010: 90).

Despite the attested shortcomings of this piece -lack of data and methodological triangulation, no theoretical grounding of the interview content, unclear account of research design, sample, instruments, and procedure-, it deserves praise if only for being the first endeavor to orchestrate a balance between the grassroots and top-down implementation of the APPP and to trace its inconsistencies.

## 3. Justification of the investigation

This literature review has allowed us to trace the *when* (origins of CLIL), *what* (its characterization and features), *why* (its assets and pitfalls), *where* (Europe, Spain, and Andalusia), *who* (its key figures and researchers), and *how* (models and research outcomes) of CLIL, all of which have been presented as the necessary backdrop against which to solidly frame our research project. Our remit has not only been to provide an objective description of CLIL characteristics and implementation and to relay its research results, but to carry out a personal reading and critical approximation to the literature which has been produced on the topic by proposing original classifications and analyzing the contributions and pitfalls of the studies reviewed in order to identify future research agendas which continue to map the CLIL terrain.

Through this review, we have ascertained that there is a well-documented paucity of research into the needs of teacher training for CLIL, a first reason which clearly warrants and justifies the present research project proposal. Indeed, the single most

widely consensual affirmation with respect to CLIL at European, Spanish, and Andalusian level is the dire need for further research: "What is certain is that despite the recent surge in evaluative reports, there is much, much more still to investigate" (Coyle et al. 2010: 149). This is largely incumbent on universities: "It is the responsibility of universities and not only of public administrations, to carry out conclusive research to check whether the adopted pedagogical options produce the desired results, and to understand the reasons why such results are obtained or not" (Escobar Urmeneta & Sánchez Sola 2009: 80). Research into teacher training needs is especially necessary, as the key to any future vision for bilingual education is held to rely in teacher education (Coyle 2011; Gisbert 2011). As Coyle (2011) puts it, "it is where we will stand or fall in terms of sustainability".

It is also particularly relevant at this precise moment, as it appears that we are currently at a crucial crossroads: if CLIL initiatives are expected to come to fruition in 20 years (Hughes 2010) and have now been running for approximately a decade in our continent, "it would be possible to suggest that European CLIL/EMILE might reach its watershed around 2010" (Marsh 2002: 185). Thus, we must undertake much-needed stocktaking, as practitioners themselves are asking for results to help defuse fears (de Graaff, Koopman, Anikina, & Westhoff 2007) and reinforce the connection between the academic world and classroom praxis (Infante et al. 2009). We otherwise run the risk of jeopardizing the effectiveness of CLIL or dissipating some of its promise:

> In communities struggling with language issues, undisciplined thinking can generate myths that are presented as fact, backed up with skewed logic, with circumstancial evidence, with the use of false and unsupported assumptions, and by the agenda of power politics that smother real debate [...] (Mehisto 2009: 9).

A further reason which justifies our project proposal is the fact that what research *has* been conducted presents certain shortcoming which our study seeks to overcome. Prior investigations have worked with numerically and geographically reduced samples, have not worked in data triangulation, have not grounded instrument design on recent research outcomes in the CLIL arena, have not validated the instruments employed or guaranteed their validity and reliability, and have not stemmed in the proposal of a specific CLIL Master's which explicitly addresses the lacunae diagnosed and troubleshoots problematic areas.

An independent large-scale study into the needs of all stakeholders involved in CLIL programs is thus fully justified in our context if only for the sake of replication purposes in more updated circumstances. A European macro-investigation is here

proposed, which employs a qualitative methodology, bases instruments design and validation on the latest CLIL research, factors in and controls for identification variables, provides three types of triangulation, works with a large and geographically comprehensive cohort, and derives in the proposal of a specific CLIL Master's based on the research outcomes obtained and on the latest macro-frameworks for CLIL teacher training.

The ultimate aim is to contribute empirically sound data to continue pushing CLIL implementation forward, given the potential which this type of program is held to have for European education (Lorenzo 2010). If we are prepared to march under the banners of CLIL, it is incumbent upon us to base our decisions on objective empirical data into its functioning and to ensure a sufficient evidence base to make secure judgements.

## 4. Objectives

The broad objective of this investigation is to conduct a large-scale multi-faceted CLIL evaluation project into the main training needs which teachers currently have across Europe in order to successfully implement bilingual education programs. Four key metaconcerns drive the study and serve as cornerstones for this project. They are presented and broken down into component corollaries below:

**Metaconcern 1** *(questionnaire design and validation)*

1. To design and validate four sets of questionnaires (linguistic and intercultural competence, theoretical underpinnings of bilingual education, methodological aspects, materials and resources, and ongoing professional development) in order to determine the training needs of language teachers across Spain and Europe via data triangulation (*teacher trainers – in-service teachers – pre-service teachers – bilingual coordinators).*

**Metaconcern 2** *(needs analysis)*

2. To determine which are the main training needs of language teachers in Spain and Europe as regards linguistic and intercultural competence.

3. To determine which are the main training needs of language teachers in Spain and Europe vis-à-vis the theoretical underpinnings of Content and Language Integrated Learning.

4. To determine which are the main training needs of language teachers in Spain and Europe with respect to methodological aspects.

5. To determine which are the main training needs of language teachers in Spain and Europe concerning materials and resources (with special emphasis on ICT).

6. To determine which are the main training needs of language teachers in Spain and Europe regarding ongoing professional development.

**Metaconcern 3** *(cohort comparison)*

7. To determine if there are statistically significant differences in terms of training needs among the four cohorts: teacher trainers, in-service teachers, pre-service teachers, and bilingual coordinators.

8. To determine if there are statistically significant differences in terms of training needs within the cohort of teacher trainers vis-à-vis age, gender, nationality, university, degree, and teaching experience.

9. To determine if there are statistically significant differences in terms of training needs within the cohort of in-service teachers vis-à-vis age, gender, nationality, type of teacher, administrative situation, type of school, setting, level, and teaching experience.

10. To determine if there are statistically significant differences in terms of training needs within the cohort of pre-service teachers vis-à-vis age, gender, nationality, university, and language level.

11. To determine if there are statistically significant differences in terms of training needs within the cohort of bilingual coordinators vis-à-vis age, gender, nationality, and experience.

**Metaconcern 4** *(course design)*

12. To design an original teacher training model for language teachers involved in CLIL programs based on the research outcomes of the project and to disseminate it among universities, teacher training centers, the British Council, and English teacher associations, so that they can set up courses and subjects based on the diagnosed needs.

# 5. Materials and methodology

## 5.1. Research design

The present investigation is **qualitative** in nature. It is an instance of primary research, and within it, of survey research, as it includes questionnaires (Brown 2001). Three are the characteristics which this author ascribes to survey research: it is data-based, employs interviews and questionnaires, and is mid-way between qualitative and statistical research, as it can make use of both these techniques. Within it, what Denzin (1970) terms ***multiple triangulation*** will be employed, specifically of the following three types:

- ***Data triangulation,*** as multiple sources of information will be consulted to mediate biases interjected by people with different roles in the language teaching context: pre-service teachers, teacher trainers, coordinators, and in-service teachers (and within the latter, non-linguistic area teachers, English language teachers, and teaching assistants).

- ***Investigator triangulation***, due to the fact that three different researchers will analyze the open-response items on the questionnaire and interviews, write up their conclusions, and collate their findings.

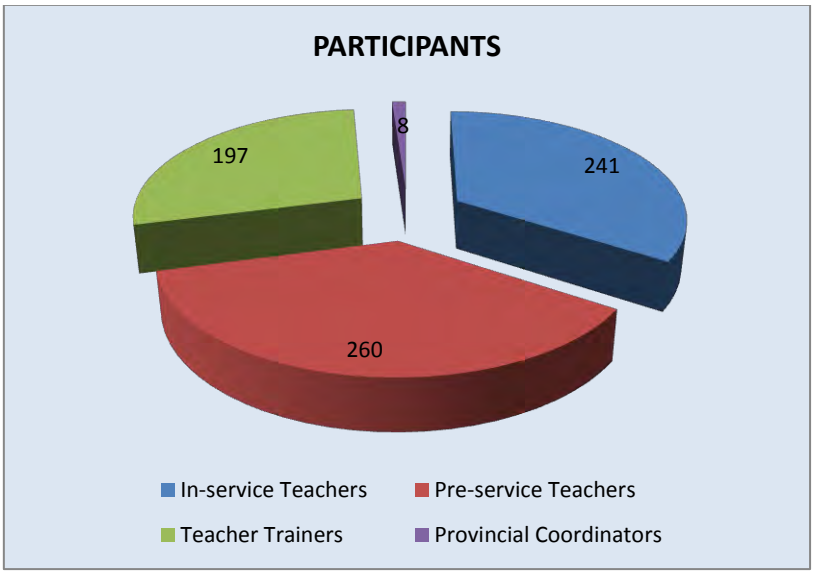
- ***Location triangulation***, given that language learning data will be collected from multiple data-gathering sites: Primary Schools, Secondary Schools, universities, and the provincial educational administration.

## 5.2. Sample/Participants

The project has worked with an ample cohort of students, teachers, teacher trainers, and coordinators across the whole of Europe. The breakdown of the sample is provided below, first in overall terms and subsequently by cohort, in terms of the identification variables considered for each of the four stakeholders.

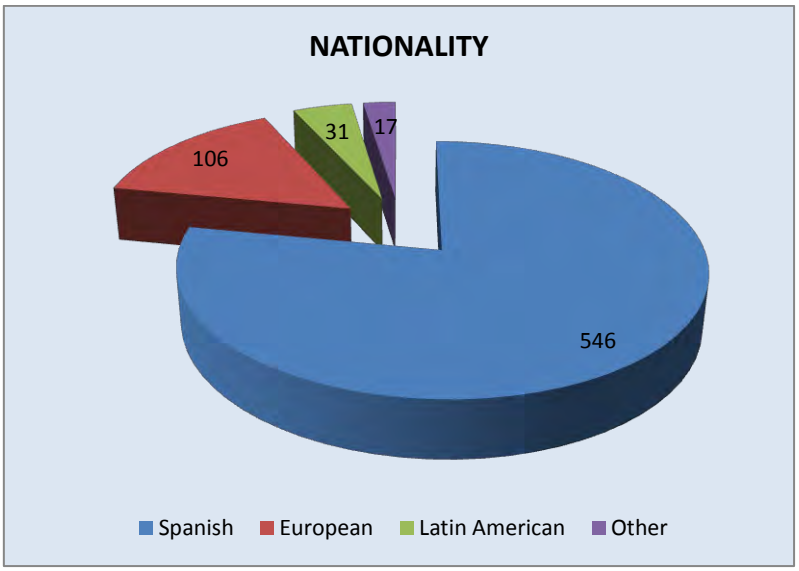
### *5.2.1. Overall sample*

The study has had a significant return rate, as the surveys have been completed by a total of 706 informants. Roughly equal amounts of pre- and in-service teachers have participated (260 and 241, respectively), with the third most representative cohort being that of teacher trainers (197 in all). Only 8 educational administration coordinators have responded (cf. Graph 1).



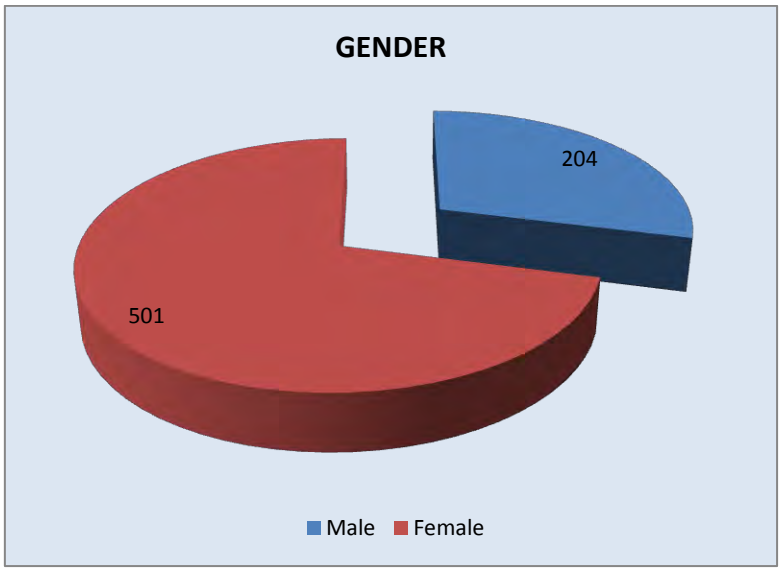

**Graph 1. Breakdown of the overall sample in terms of cohort**

They are primarily of Spanish nationality, albeit with a considerable percentage also belonging to European countries (cf. Graph 2). It is curious to note that, although our study was originally intended to diagnose teacher training needs across Europe, a considerable number of respondents from North and South America and other continents (Africa, Asia, Australia) has also answered our surveys, thereby allowing us to enrich our results by analyzing and comparing bilingual teachers' needs in a broader ambit than was initially envisaged.




**Graph 2. Breakdown of the overall sample in terms of nationality**

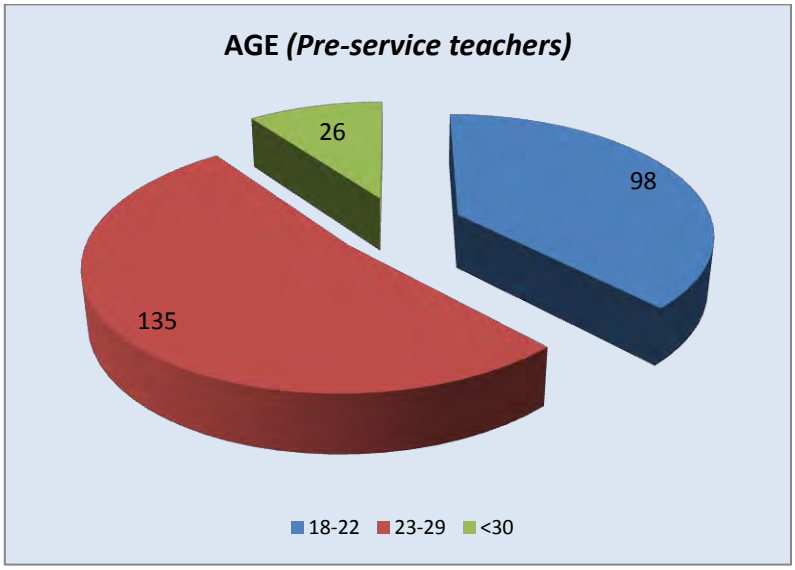
Finally, in terms of gender, women (70.9%) clearly outnumber their male counterparts (29.1%) (cf. Graph 3).




**Graph 3. Breakdown of the overall sample in terms of gender**

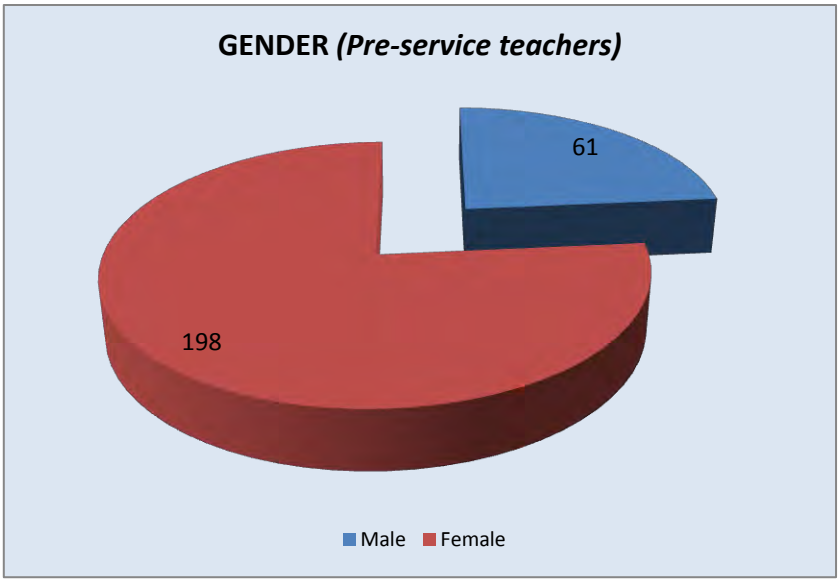
### *5.2.2. Pre-service teachers*

If we unpack each of the participating cohorts, we find, to begin with, that the 260 pre-service teachers who have participated in the study can be classified in three chief age groups: 18 to 22 (37.8%), 23 to 29 (52.2%), and 30 or older (10%) (cf. Graph 4).

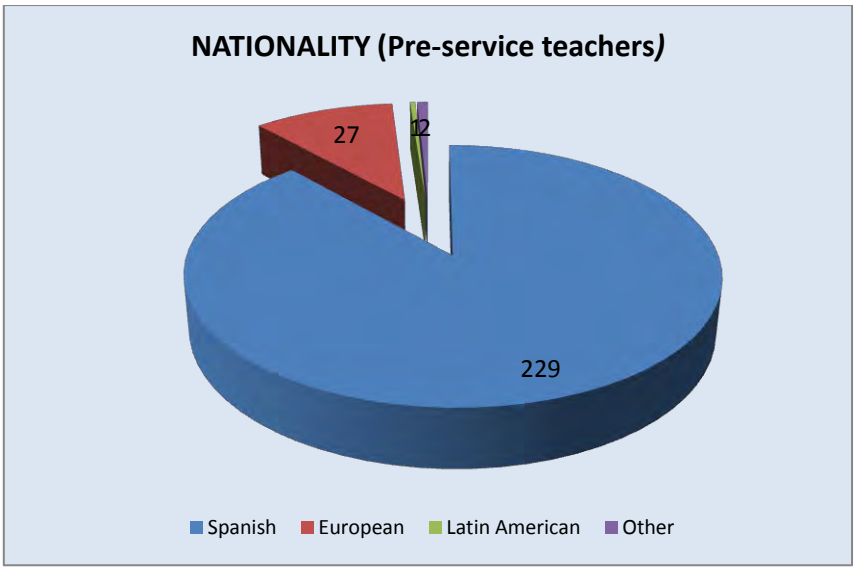



**Graph 4. Age of pre-service teachers**

There is a predominance of female respondents (76.4%) of Spanish nationality (88.4%) and, within the latter, of Andalusian origin (86.3%), although European (10.4%9, Latin American (0.4%) and other nationalities (0.8%) can also be located, together with representatives from 8 Spanish autonomous communities (Madrid, Cataluña, Galicia, País Vasco, Canarias, Extremadura, Comunidad Valenciana, and Castilla y León) (cf. Graphs 5 and 6).

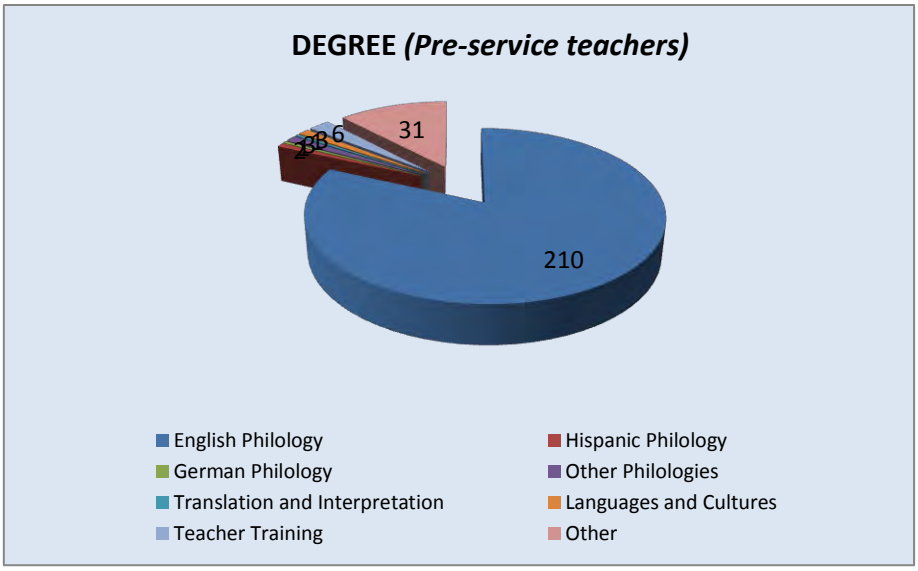



**Graph 5. Gender of pre-service teachers**

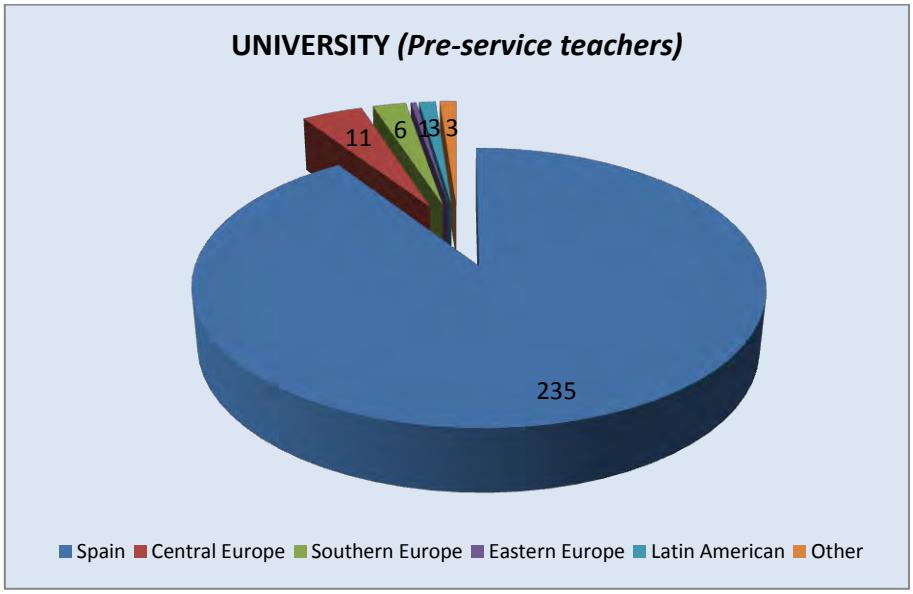



**Graph 6. Nationality of pre-service teachers**

They are enrolled in English Studies degrees (81.71%), and study mainly at Spanish (90.7%), Central European (4.2%), and Southern European (2.3%) universities (cf. Graphs 7 and 8).

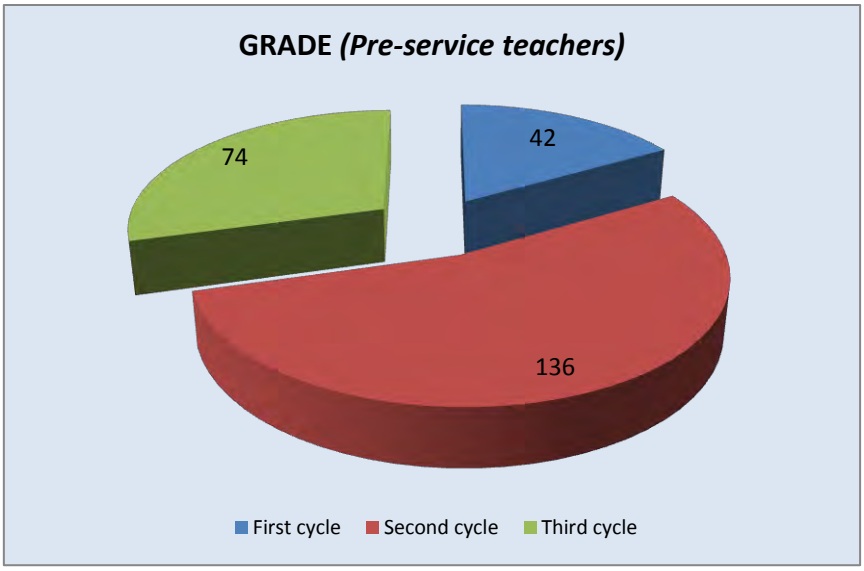



**Graph 7. Degree of pre-service teachers**

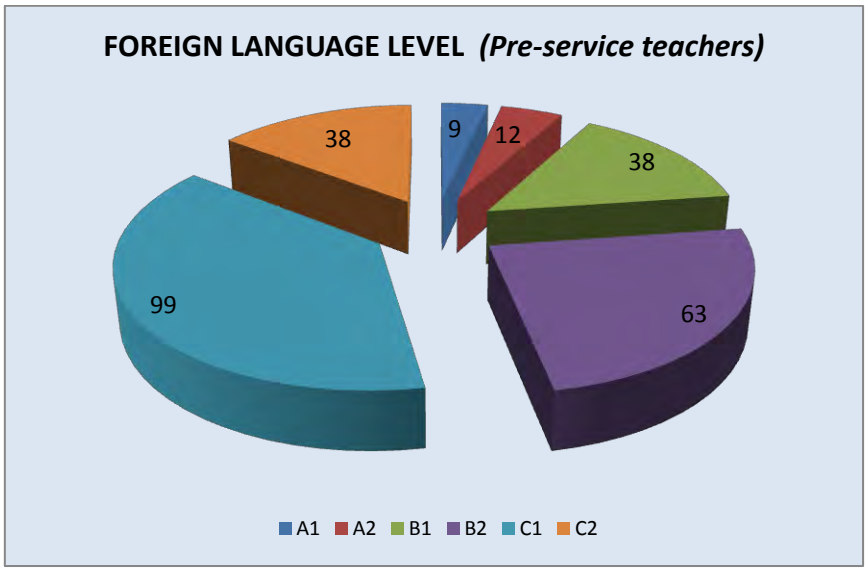



**Graph 8. University of pre-service teachers**

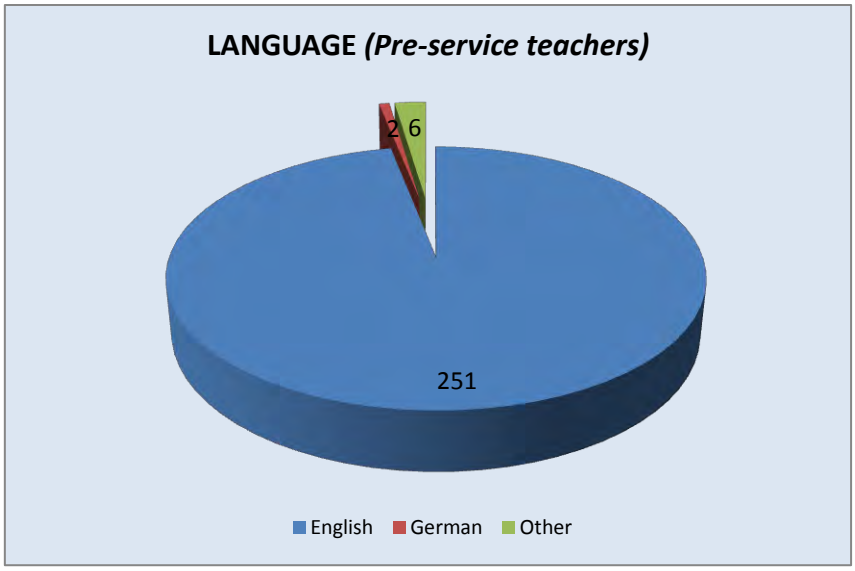
Finally, they appear to be advanced students, as they are primarily in the second (54%) and third (29.4%) cycles of their degrees, and have a C1 (38.2%) and B2 (24.3%) level of the language they are studying - chiefly English (96.9%) (cf. Graphs 9, 10, and 11).




**Graph 9. Highest year of the degree of pre-service teachers**



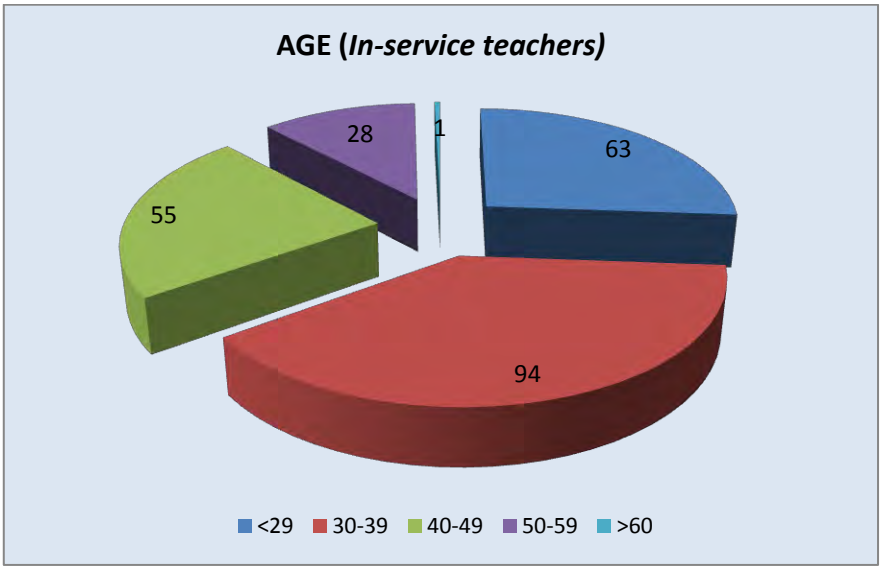

**Graph 10. Foreign language level of pre-service teachers**




**Graph 11. Foreign language of specialization**

### *5.2.3. In-service teachers*

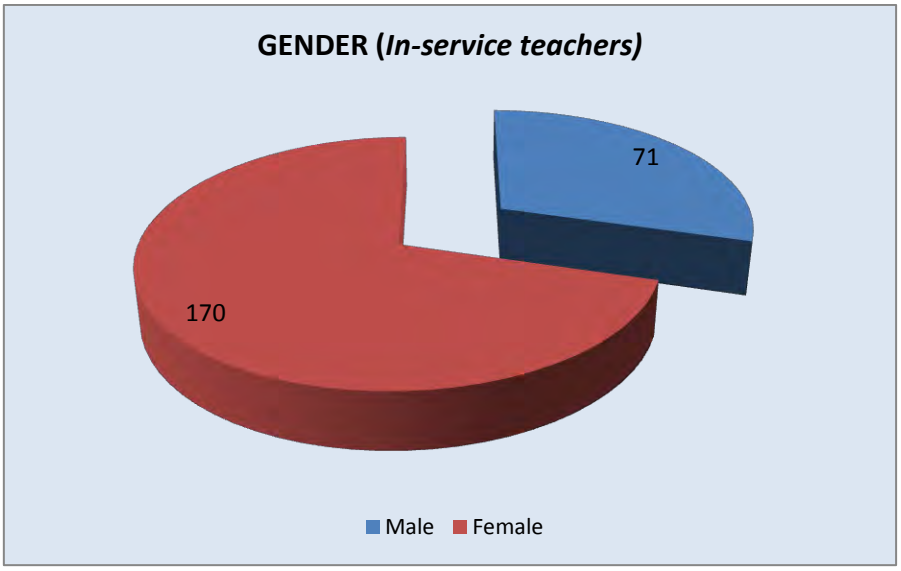
The 13 identification variables considered for in-service teachers allow a fine-grained portrayal of the participating cohort. They are young or middle-aged teachers (only 12.03% are 50 or older), with the most representative age bracket being 30 to 39 (39%), followed by <29 (26.14%) and 40 to 49 (22.82%) (cf. Graph 12).



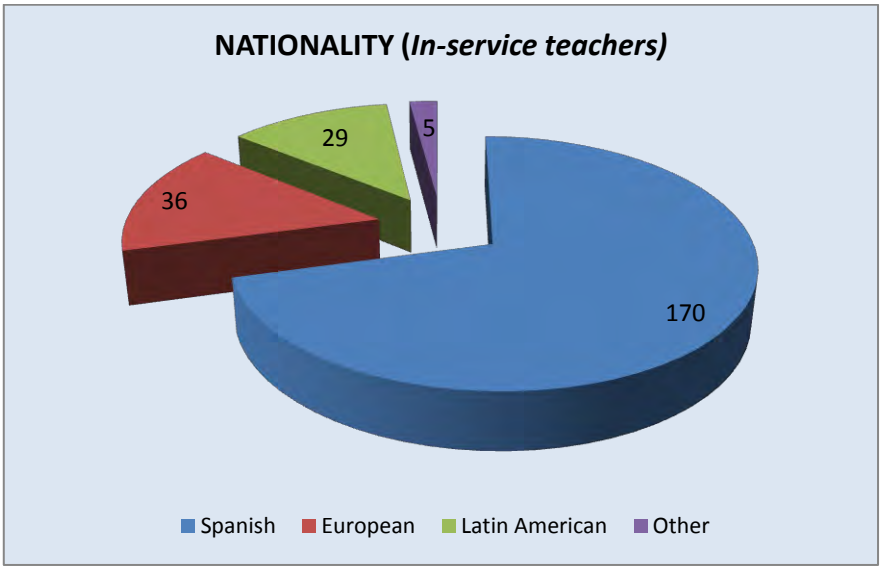

**Graph 12. Age of in-service teachers**

They are mainly women (70.54%) of Spanish nationality (70.83%), with roughly equal percentages of European (15%) and Latin American (12.08%) teachers. The former are from countries such as Germany, Denmark, Finland, Italy, Greece, Malta, France,

England, Poland, Switzerland, and Portugal. In turn, the latter originate from Argentina, Chile, Ecuador, Mexico, Peru, and Venezuela. The remaining 2.08% is from North America, Australia, China, India, Indonesia, and Tunisia (cf. Graphs 13 and 14).

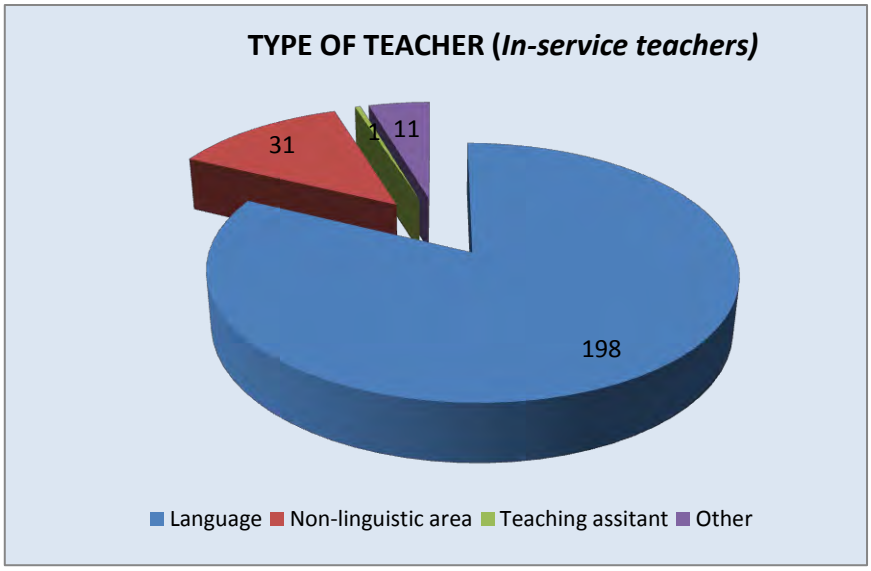



**Graph 13. Gender of in-service teachers**

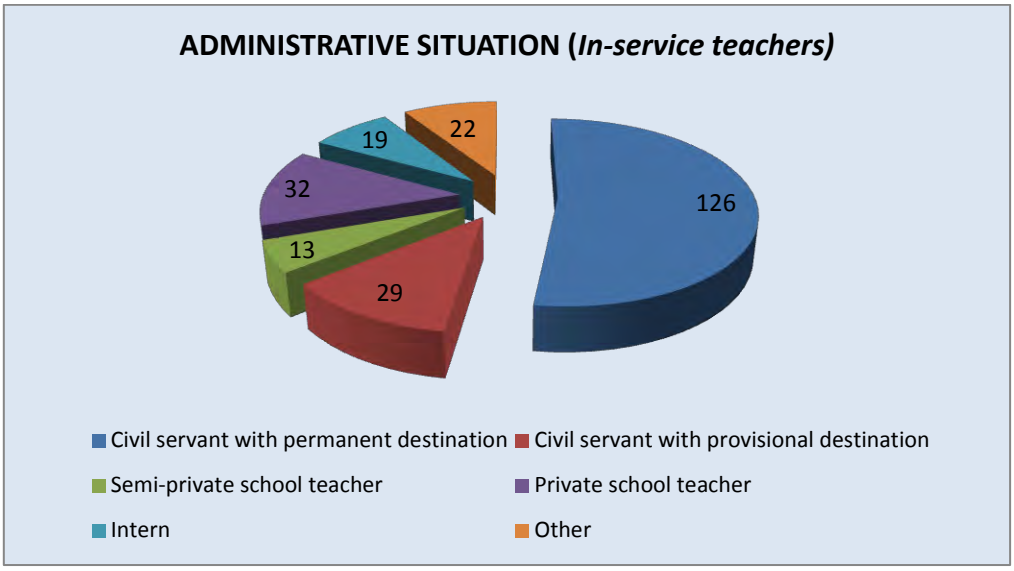



**Graph 14. Nationality of in-service teachers**

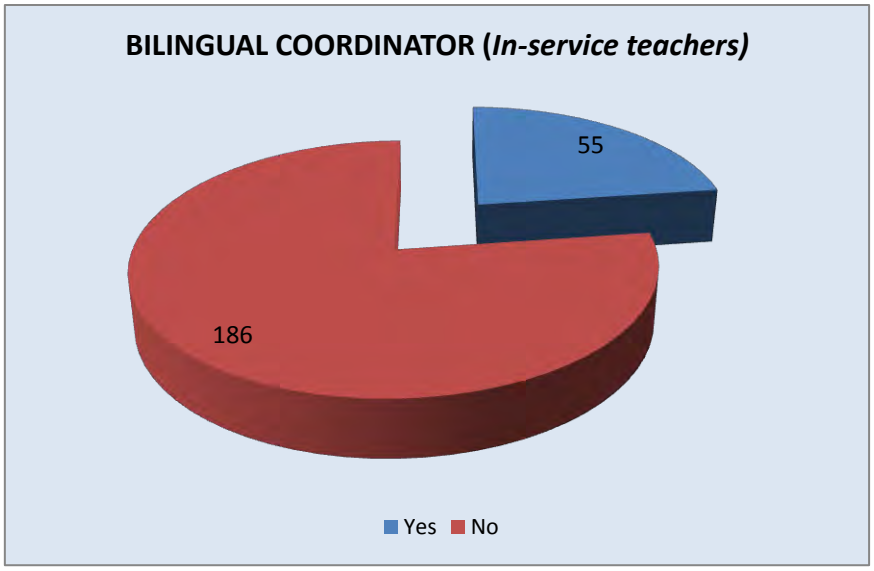
They are chiefly linguistic area teachers (82.16%) who are civil servants with a permanent destination (52.28%) and who participate (but do not coordinate) bilingual programs in their schools (77.18%) (cf. Graphs 15, 16, and 17).




**Graph 15. Types of in-service teachers**

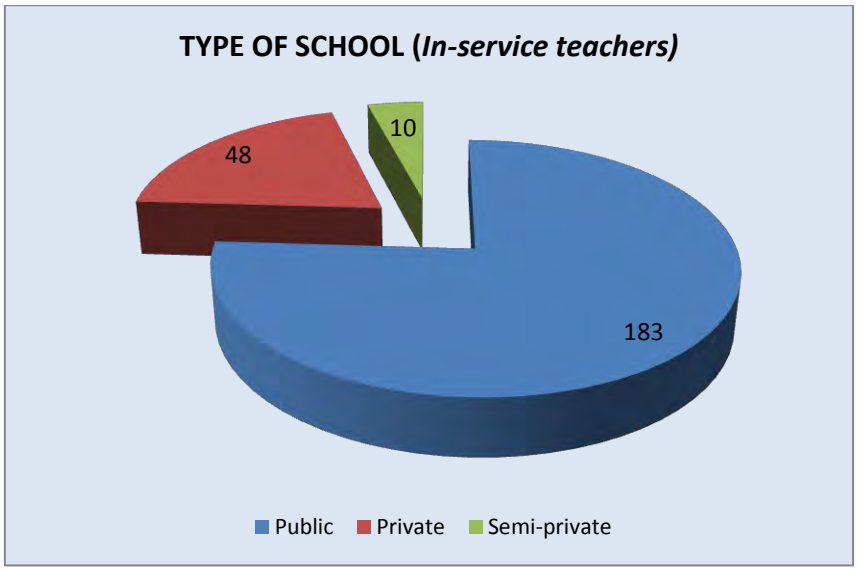



**Graph 16. Administrative situation of in-service teachers**

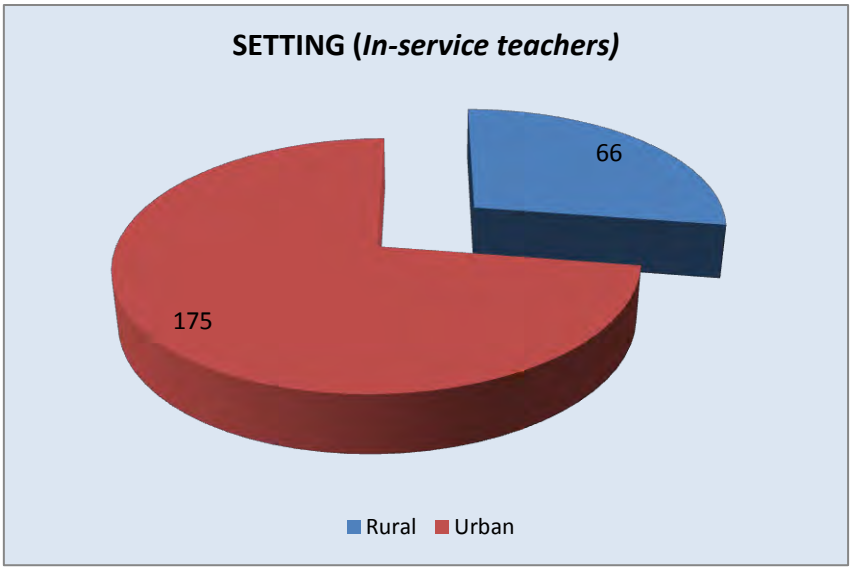



**Graph 17. Coordinators vs. participants in bilingual programs**

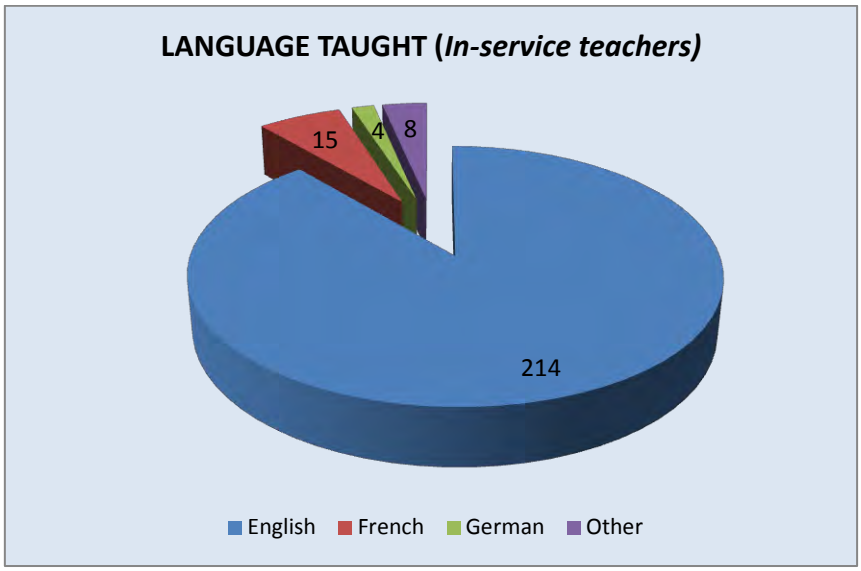
75.93% teach in public schools, 19.92% do so in private ones, and only 4.15% are based in charter schools (cf. Graph 18). These centers are mainly located in urban areas (72.61%) (cf. Graph 19) and have English bilingual sections (88.797%) (cf. Graph 20) at Secondary (42.32%) and Primary (36.51%) levels (cf. Graph 21).



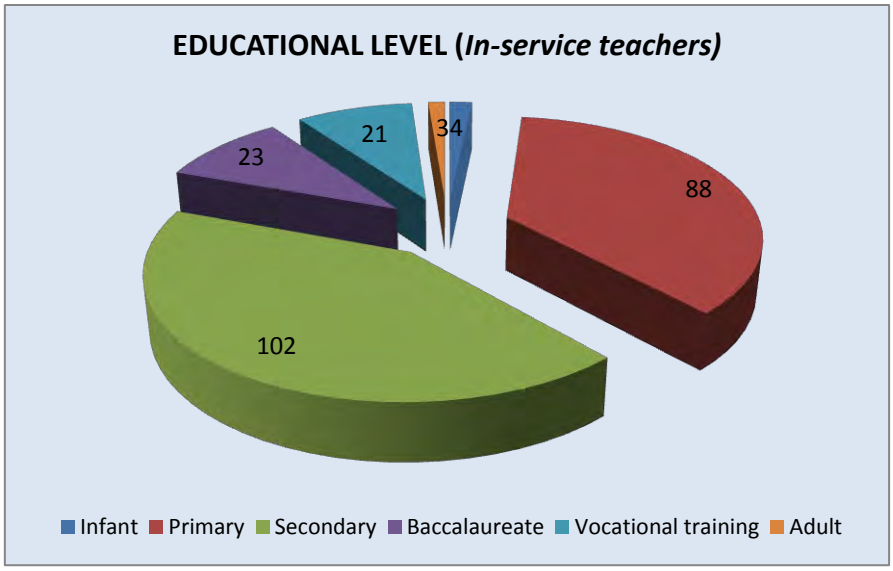

**Graph 18. Type of school**




**Graph 19. Setting**

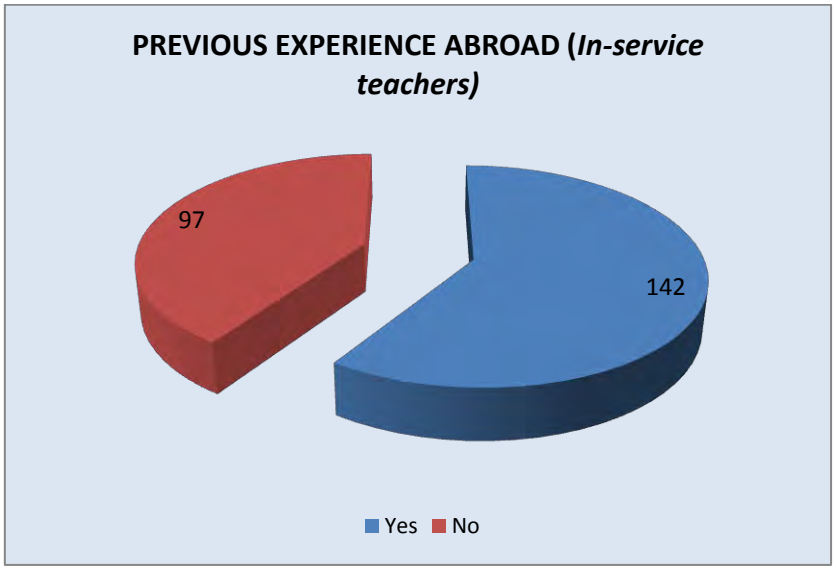



**Graph 20. Language of the bilingual section**

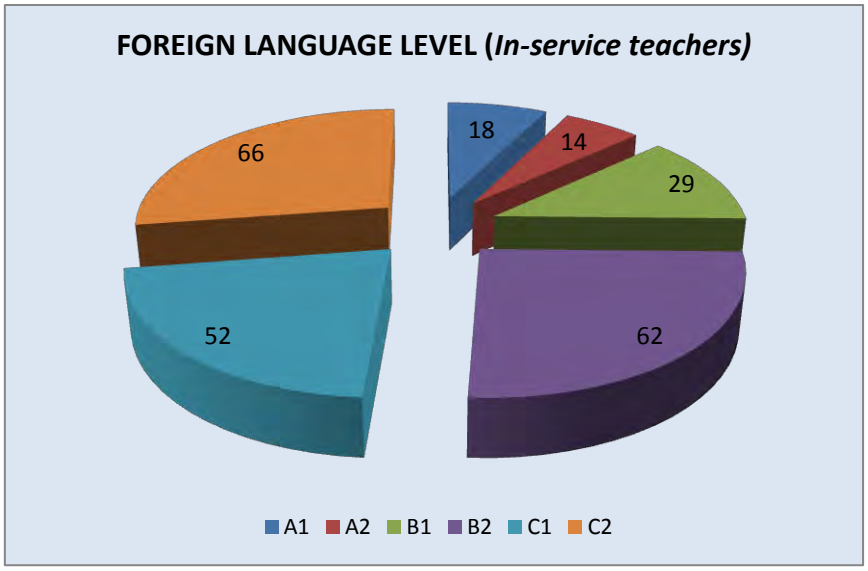



**Graph 21. Educational level**

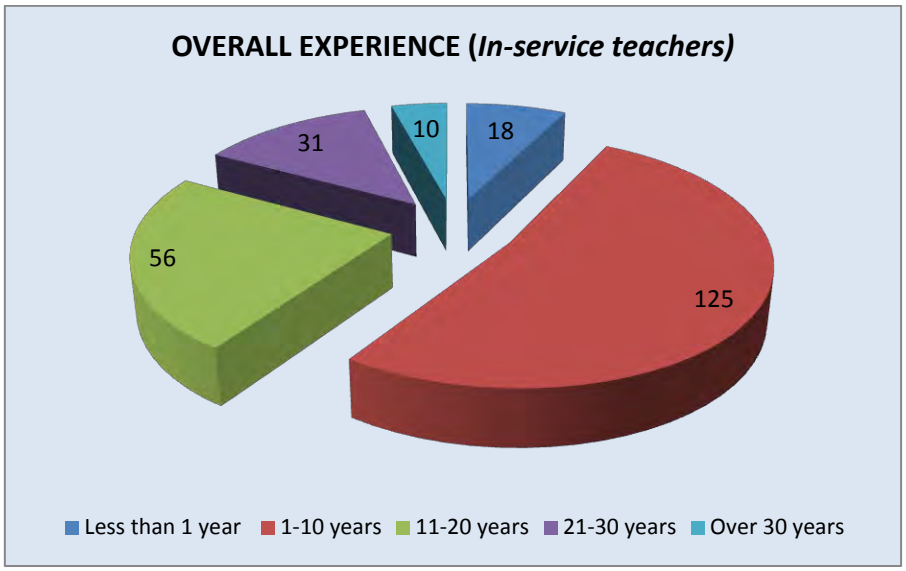
Most of the in-service teachers in our sample have studied or worked previously in a country where the language they teach is spoken (59.41%) (cf. Graph 22) and have quite a high level of foreign language they teach (27.39% have a C2 level, 25.73% have a B2, and 21.58% have a C1) (cf. Graph 23). However, their teaching experience is not very vast, as they have primarily been teaching between 1 to 10 years (52.08%), and from 1 to 5 (50.63%) (cf. Graph 24) or less than a year (35.15%) in a bilingual school (cf. Graph 25).



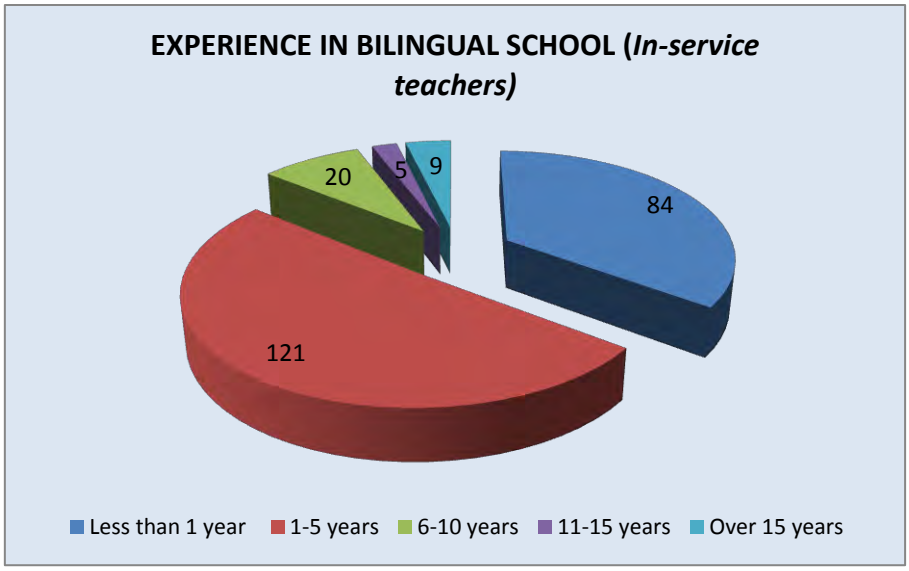

**Graph 22. Previous experience abroad**




**Graph 23. Foreign language level**



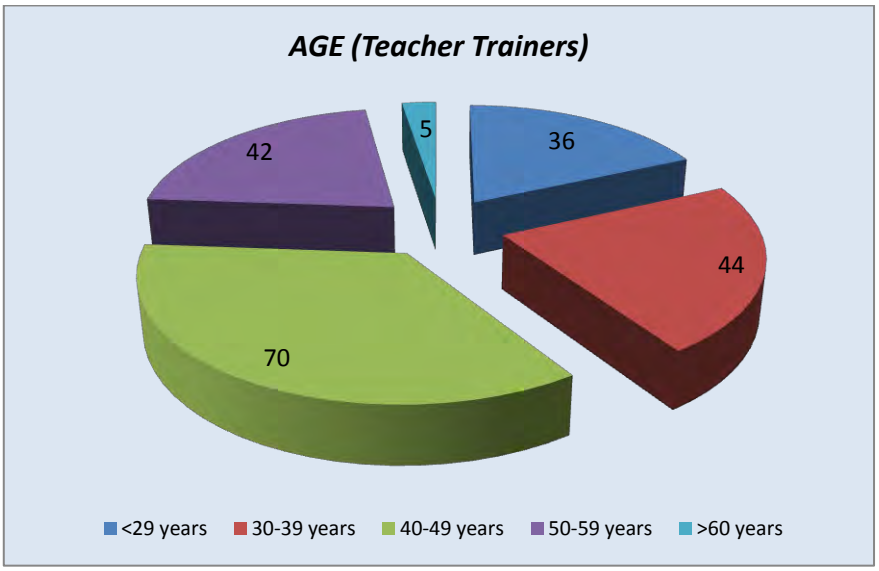

**Graph 24. Overall teaching experience**



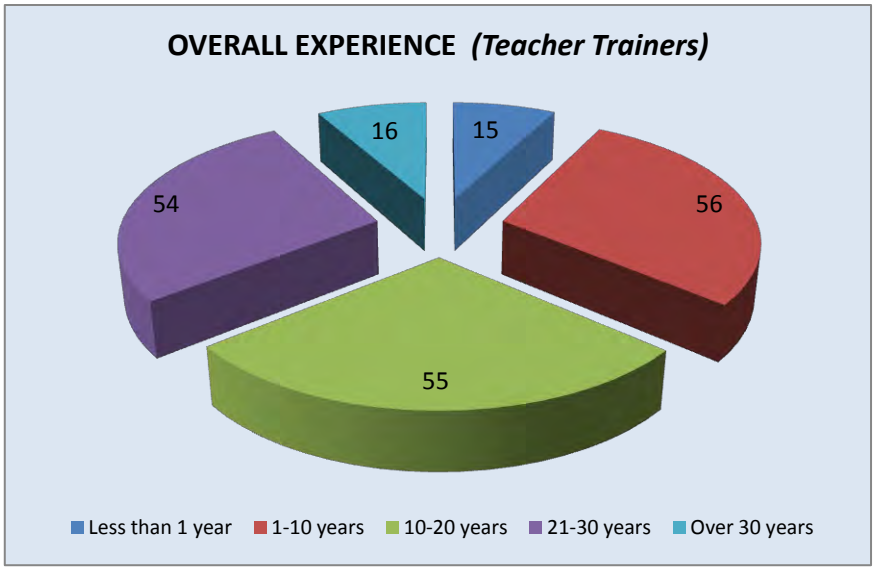

**Graph 25. Teaching experience in a bilingual school**

### *5.2.4. Teacher trainers*

Teacher trainers are, on the whole, older that in-service teachers and have a greater amount of teaching experience. The majority of the respondents in this cohort are from 40 to 49 (35.5%), and roughly equal percentages have from 1 to 10 years of teaching experience at tertiary level (28.6%), 10 to 20 years (28.1%), and 21 to 30 years (27.6%) (cf. Graphs 26 and 27 below).

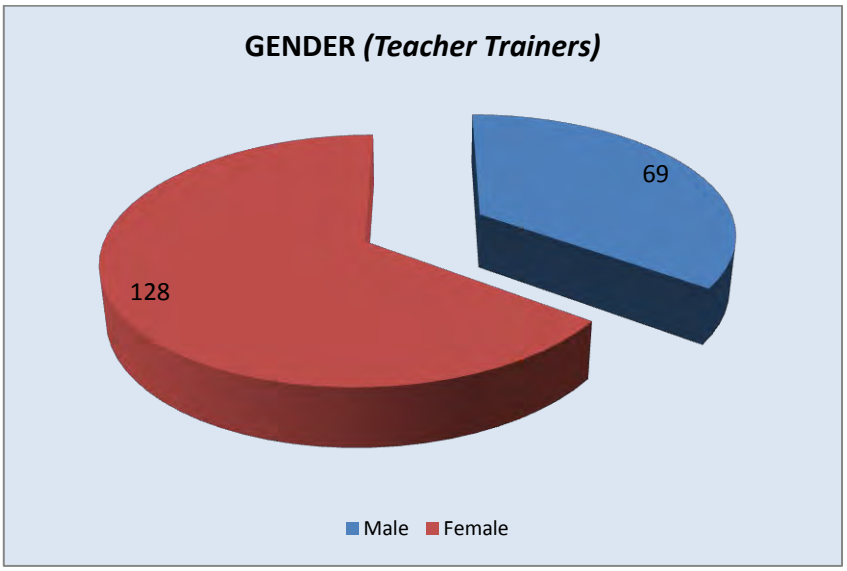



**Graph 26. Age of teacher trainers**

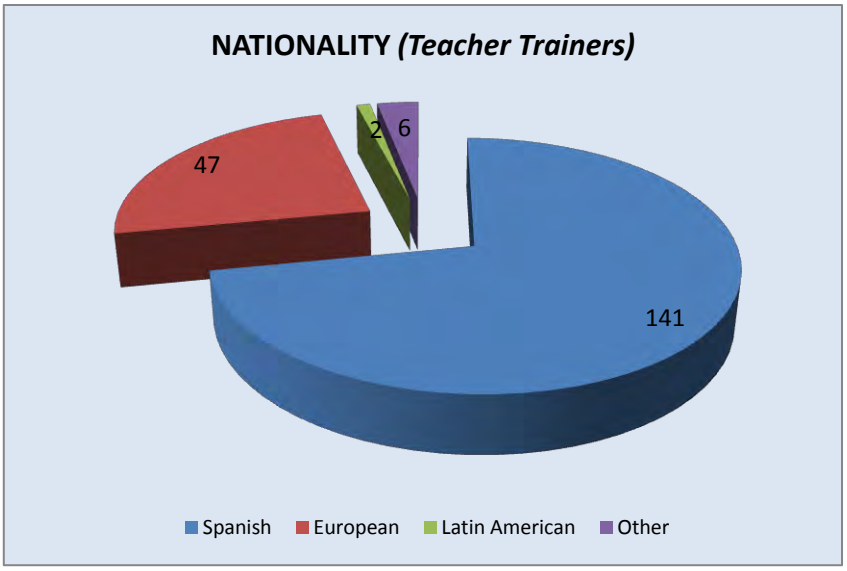



**Graph 27. Overall teaching experience**

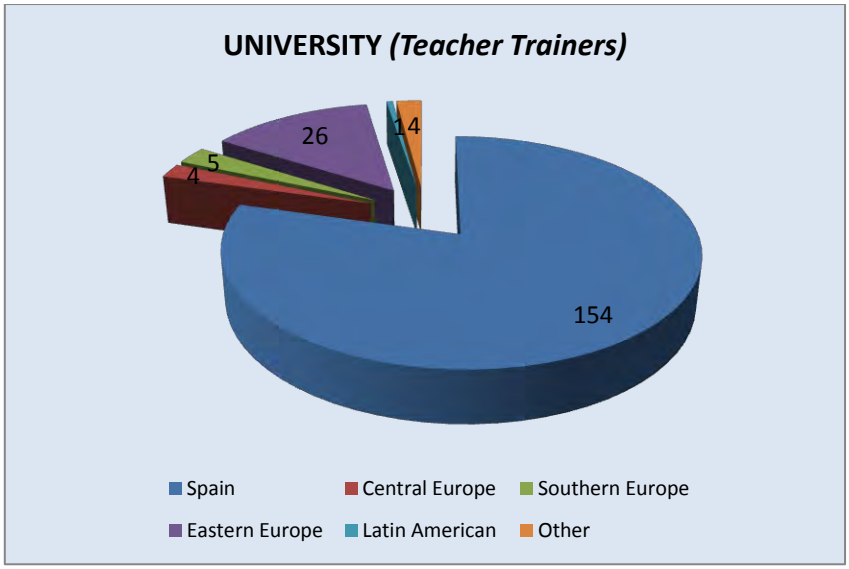
They are primarily women (65%) of Spanish nationality (71.9%) working at Spanish universities (79.4%). The latter are chiefly situated in Andalucía (40.3%), although there are also notable numbers of informants from Galicia, Canarias, Comunidad Valenciana, Madrid, Cataluña, Castilla y León, Aragón, Murcia, Cantabria, Castilla-La Mancha, País Vasco, and Extremadura. In turn, European teacher trainers (24%) are primarily from Eastern European universities (13.4%), followed by Southern (2.6%) and Central European (2.1%) ones (cf. Graphs 28, 29, and 30).




**Graph 28. Gender of teacher trainers**

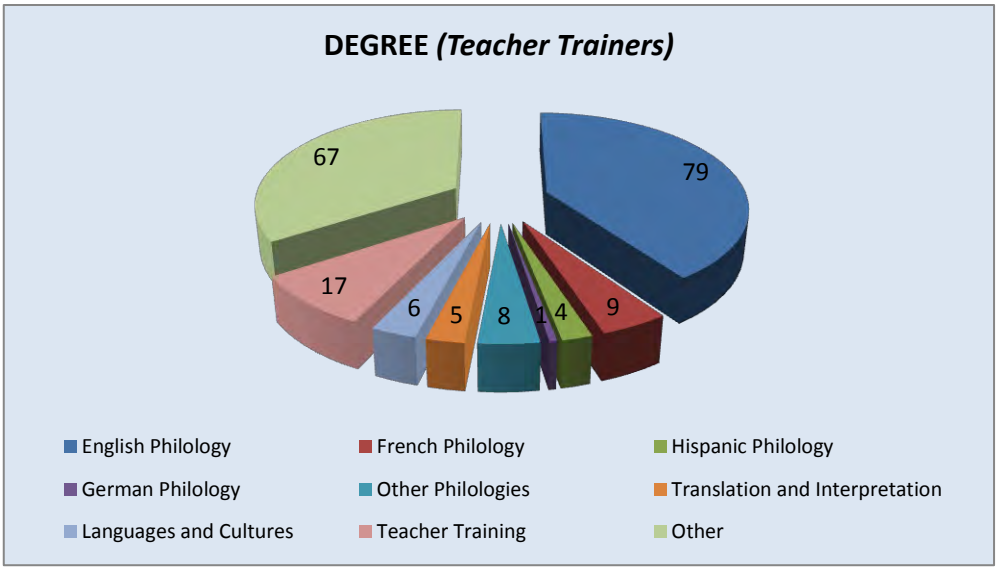



**Graph 29. Nationality of teacher trainers**

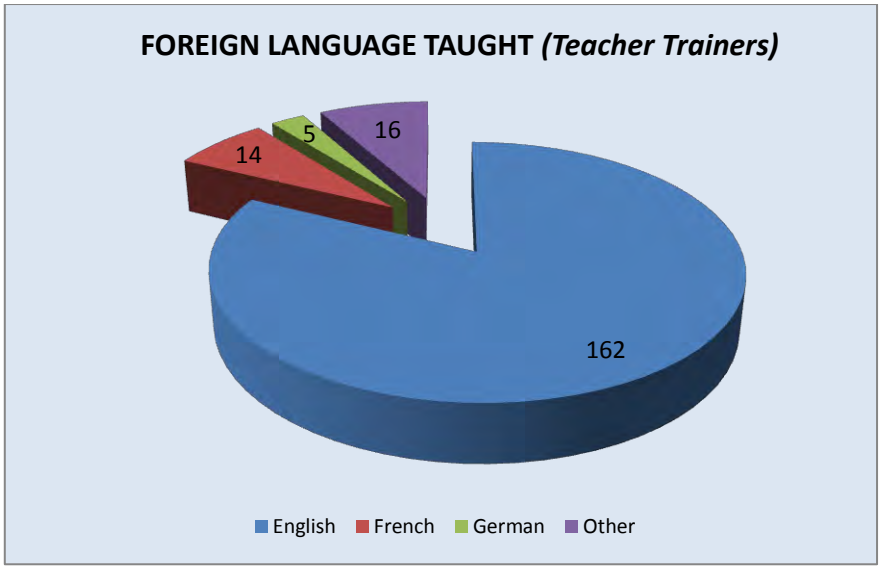



**Graph 30. University of teacher trainers**

Finally, as had occurred with previous cohorts, the majority are English Philology instructors (40.3%) and, thus, primarily teach English as a foreign language (82.2%) (cf. Graphs 31, and 32).



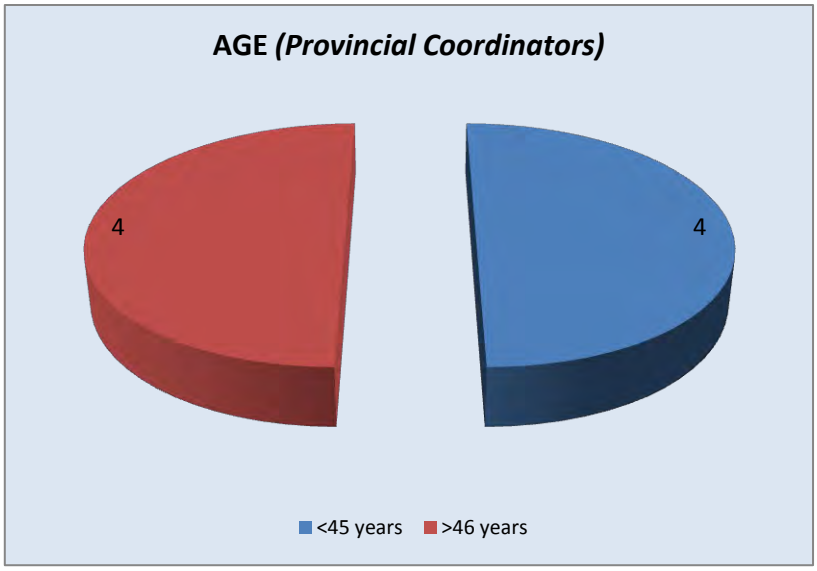

**Graph 31. Degree of teacher trainers**



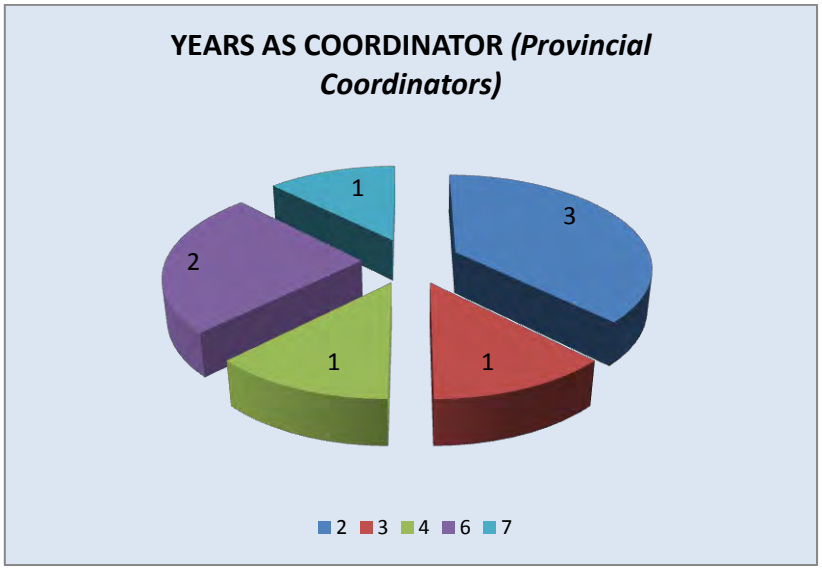

**Graph 32. Foreign language taught**

### *5.2.5. Coordinators*

The last group considered in this study – that of provincial coordinators – is extremely reduced and thus nowhere nearly as representative as the remaining three. Half of the respondents in this category are under the age of 45, and the other 50%, 46 or older (cf. Graph 33), and they have all been bilingual coordinators for less than a decade (cf. 34).

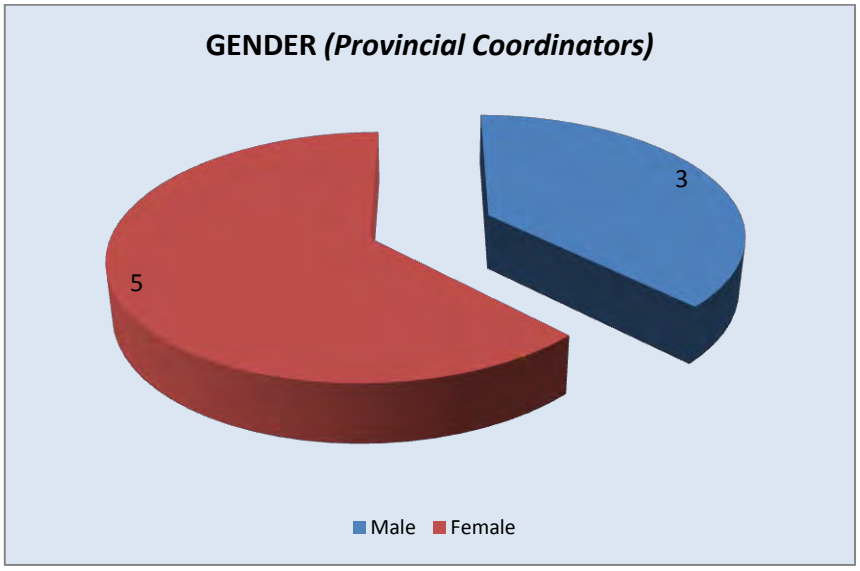



**Graph 33. Age of provincial coordinators**

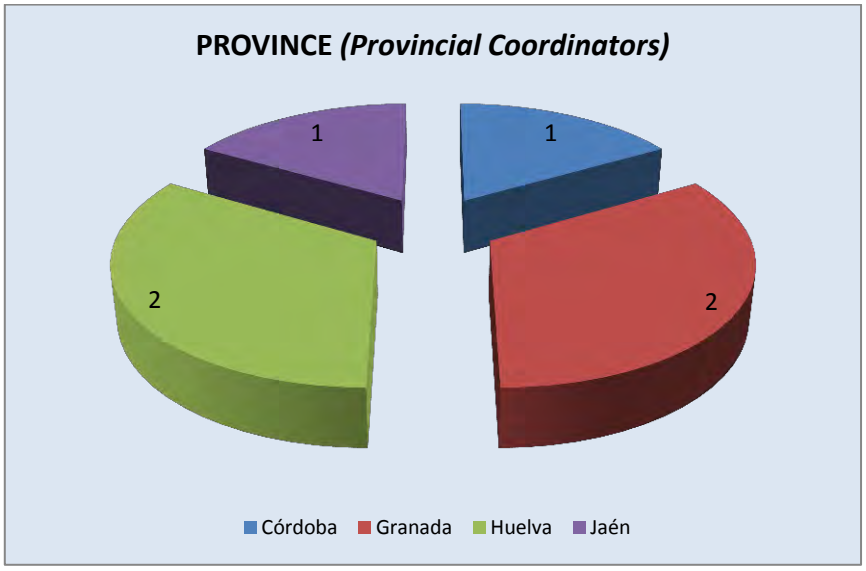



**Graph 34. Years as bilingual coordinator**

The informants are once again primarily women (62.5%) (cf. Graph 35) and all of them are of Spanish nationality. More specifically, they are all coordinating bilingual schemes in Andalusian provinces, across which they are quite homogenously spread out (Granada, Huelva, Córdoba, and Jaén) (cf. Graph 36). Thus, the sample is representative of Andalusian bilingual programs. Nonetheless, despite being numerically and geographically reduced, it will be described in the same terms as the prior three and compared to them through the ANOVA and the t test, as the view on current level and training needs held by educational administration authorities can usefully qualify the overall picture painted by the present study.




**Graph 35. Gender of provincial coordinators**




**Graph 36. Provincial coordinators by province**

## 5.3. Variables

A series of ***identification (subject) variables*** have been contemplated, related to the individual characteristics of the four different stakeholders who will be polled through the questionnaire. The modulating effects exerted by these variables on the five aspects considered within the teacher/coordinator and student questionnaires have been gauged through research questions 8 to 11. The identification variables for each collective are specified below:

**In-service teachers:**

- Age
- Gender
- Nationality
- Country
- Type of teacher (NLA, FL, TA)
- Administrative situation (civil servant with permanent destination, civil servant with provisional destination, semi-private school teacher, private school teacher, intern)
- Type of school (public – private – semi-private)
- Setting (urban – rural)
- Level (Infant – Primary – Secondary – Baccalaureate - vocational training)
- Language taught
- Previous work/study in country where foreign language taught is spoken
- Overall teaching experience
- Teaching experience in a bilingual school
- Foreign language level

**Pre-service teachers:**

- Age
- Gender
- Nationality
- University
- Degree
- Grade
- Foreign language
- Foreign language level

**Teacher trainers:**

- Age
- Gender
- Nationality
- University
- Degree
- Foreign language taught

- Level at which the foreign language is taught
- Overall teaching experience

**Coordinators:**

- Age
- Gender
- Nationality
- Country
- Type of coordinator
- Province
- Experience

## 5.4. Instruments

The study has employed questionnaires (self-administered and group-administered), which Brown (2001) subsumes within *survey tools*, to carry out the targeted needs analysis. Four sets of questionnaires (one for each of the cohorts) have been designed and validated in both Spanish and English. They include, in line with Patton's (1987) question types, *demographic or background questions* to elicit biographical information from the respondents (which correspond to the identification variables of the qualitative study – cf. previous section) and *opinion or value questions*, to probe the outlook on their current level and training needs on a total of 52 items related to bilingual education programs in which they are/will be partaking. The former type of questions are *fill-in* and *short-answer* ones (following Brown's 2001 typology) and the latter, *alternative answer* and *Likert-scale* ones (from 1 to 4, in order to avoid the central tendency error). Thus, *closed-response* items predominate, for ease and speed of applicability, although some *open-response* questions have also been included at the end of each questionnaire for the cohort to elaborate on those aspects they deem

Zarobe 2010): "dissatisfaction is the common denominator when the proficiency in English of Spanish students is scrutinized, despite many having spent quite a few years trying to learn the language" (Lasagabaster and Sierra 2009: 7).

These lacunae in language learning can be traced to the lack of teaching tradition and social concern for language education (Fernández Fontecha 2009), which have been clearly reflected in the official legislation guiding foreign language instruction. Indeed, for most of the 20th century, the latter was restricted to Baccalaureate and mainly involved the teaching of French, which was not taught following communicative principles. The general tendency since the *Ley General de Educación de 1970* was passed has been to push foreign language teaching to increasingly earlier stages of the education ladder: from the age of 11-12 with the aforementioned Law, to 6 with the 1990 *Ley Orgánica General del Sistema Educativo* (LOGSE) and the 2002 *Ley Orgánica de Calidad de la Educación* (LOCE), to the second cycle of Infant Education with the 2006 *Ley Orgánica de Educación* (LOE). An optional second foreign language has also been introduced since 2006 in the third cycle of Primary Education. Furthermore, under the auspices of the 2006 LOE, which rewards instruction in the foreign language in bilingual centers, an increasing number of CLIL projects and programs fostering innovative education methods have been incorporated across the country (Fernández Fontecha 2009).

However, teachers participating in such programs have been found to have a worryingly low level of linguistic proficiency, not surpassing a B2 in the case of English (Lorenzo, Casal, Moore, and Afonso 2009). This has caused instructors to feel insecure about their fluency and general English level (only 16% considered it was good enough to teach through this language in Pena Díaz and Porto Requejo's 2008 study) and, consequently, to voice their need for further language training (Fernández Fernández et al. 2005). The possible deleterious effect of practitioners' low linguistic level on students' proficiency has also been foregrounded in recent Andalusian investigations (e.g. Rubio Mostacero 2009) and the general lack of linguistic training being received arises in the overwhelming majority of SWOT analyses and general studies (Ruiz Gómez and Nieto García 2009; Blanca Pérez 2009; Cabezas Cabello 2010). Thus, upgrading the linguistic proficiency of CLIL teachers is one of the most important lines of action which needs to be pursued in the future, according to numerous authors (Blanca Pérez 2009; Fernández Cézar et al. 2009; García Mayo 2009; Lasagabaster and Ruiz de Zarobe 2010; Navés 2010). It becomes a cornerstone for successful CLIL implementation, which must be covered prior to turning to other lacunae: "[…] language is the basic need to teach through CLIL,

and only when this need is covered, others may emerge" (Rubio Mostacero 2009: 58). Heightened care should thus be taken to increase teachers' language training in our context (Lasagabaster and Ruiz de Zarobe 2010; Muñoz 2011; Navés 2010).

Alongside it, the ***theoretical underpinnings*** and ***practical student-centered methodologies*** of CLIL come across as areas in need of further attention. Rubio Mostacero (2009) has evinced teachers' lack of familiarity with the theory of language and learning underlying CLIL and the key traits, models, and variants of these types of programs. In turn, the qualitative studies conducted by Fernández Fernández et al. (2005), Pena Díaz and Porto Requejo (2008), Ruiz Gómez and Nieto Gracía (2009), Blanca Pérez (2009), or Cabezas Cabello (2010) have revealed serious deficits in CLIL methodology, especially on the part of NLAs and TAs.

Also on the practical plane, the lack of CLIL ***materials*** has transpired as one of the main hurdles teachers currently have to face (Infante et al. 2009). Poor access to materials in English and ICT availability have been documented by Czura et al. (2009) and are also underscored by Kelly (2007) and Alonso et al. (2008). Those which *are* available lack quality (Muñoz 2011), practicality, and feasibility (Ruiz Gómez and Nieto García 2009), so that offering guidelines for adequate materials design (with ICT figuring prominently among them – Halbach 2010) becomes paramount in our context (Rubio Mostacero 2009).

Finally, ***collaboration***, ***coordination***, and ***teamwork*** also need to be dramatically stepped up (Czura et al. 2009; Ruiz Gómez and Nieto García 2009). As Roldán Tapia (2007) and Lorenzo (2010) underscore, the curriculum in Andalusian bilingual sections needs to be altered in order to favor integration, and this has exponentially increased teacher and coordinator workload (Ruiz Gómez and Nieto García 2009; Cabezas Cabello 2010). Techniques for successful tandem teaching among language teachers, NLAs, and TAs are therefore required to ensure smooth sailing on this front.

### *5.5.2. Questionnaire validation*

The initial version of the surveys has been carefully edited and validated via a double pilot process. It has first of all been submitted, in both English and Spanish, to the expert ratings approach, where a total of 7 external experts have provided their opinion on possible problems with questionnaire content, vague directions, clarification or rewording of questions, missing information, specification of data, or length of the

questionnaires. They have been experts at all the levels targeted: Primary, Secondary, and Tertiary education.

The external experts have all unanimously agreed on the adequacy of the questionnaires' length, content (no question was deemed redundant), and instructions, although they have also suggested ten main types of modifications which have all been incorporated and are now specified below:

- Greater specificity in the wording of certain items (e.g. item 15[1] in the demographic questions: "in the foreign language you teach");
- Reformulation of certain items (e.g. item 38 in the English version);
- Elimination of certain words (e.g. "fluent"/"fluida" in item 5);
- Addition of certain words (e.g. "Conocimiento de" in items 14 through 21);
- Inclusion of italics for greater clarity (e.g. all English words in items 36, 38, 39, and 41);
- Fleshing out of certain acronyms with which the respondents may have been unfamiliar (e.g. CEFR or ELP in items 22 and 23);
- Substitution of certain local terms for more globally applicable ones (e.g. Andalusian Plan for the Promotion of Plurilingualism was changed to "Your national/regional bilingual policy framework" in item 20);
- Addition of certain questions (e.eg. item 12 in the demographic questions, and 13 and 24 in the opinion ones);
- Modification of the age ranges provided to avoid overlap (e.g. items 13 and 14 in the demographic questions);
- Alteration of the order of certain items (e.g. item 13 was initially number 9, but it was pushed to the end of its section since one of the referees considered it built on previous capacities mentioned in other questions).

Once the suggestions of the referees were introduced, the second version was piloted with a representative sample of 39 informants (4 students, 14 teachers, and 21 teacher trainers) with exactly the same traits as the target respondents who would subsequently be surveyed with the final questionnaire. Their responses allowed us to continue refining the questionnaires in terms of ambiguities, confusion, or redundancies and enabled the calculation of Cronbach alpha for each of its thematic blocks and for the survey as a whole in order to guarantee its *reliability* or internal consistency. The latter was ascertained by means of the extremely high coefficients

[1] The number of the items referred to in this section correspond to the English and Spanish versions of the in-service teachers' questionnaire.

obtained not only for the questionnaire as a whole, but also for each of its thematic blocks, both on perceived *current level* and on *training needs* (cf. Table 1 below).

| QUESTIONNAIRE | NUMBER OF SUBJECTS | NUMBER OF ITEMS | CRONBACH ALPHA *(Current level)* | CRONBACH ALPHA *(Training needs)* |
|---|---|---|---|---|
| Linguistic and intercultural competence | 39 | 13 | 0,9532 | 0,9565 |
| Theoretical underpinnings of CLIL | 39 | 8 | 0,9635 | 0,9855 |
| Methodological aspects | 39 | 9 | 0,9623 | 0,9305 |
| Materials and resources | 39 | 11 | 0,9087 | 0,9172 |
| Ongoing professional development | 39 | 11 | 0,8754 | 0,9321 |
| Overall questionnaire | 39 | 52 | 0,9785 | 0,9789 |

**Table 1. Cronbach alpha results**

Its *content validity* was equally bolstered by the fact that the contents of the questionnaire stem directly from the organizational and curricular aspects mentioned in the official document of the APPP and on the findings of qualitative studies carried out into their functioning. Finally, *face validity* was also guaranteed by setting up and administering the surveys through Surveypro (http://www.surveypro.com), an intuitive and user-friendly software which allows quick and efficient answer and analysis of the types of items comprised in the questionnaires (cf. Fig. 37 below). The final version of the questionnaires are included in Appendices I (English) and II (Spanish).

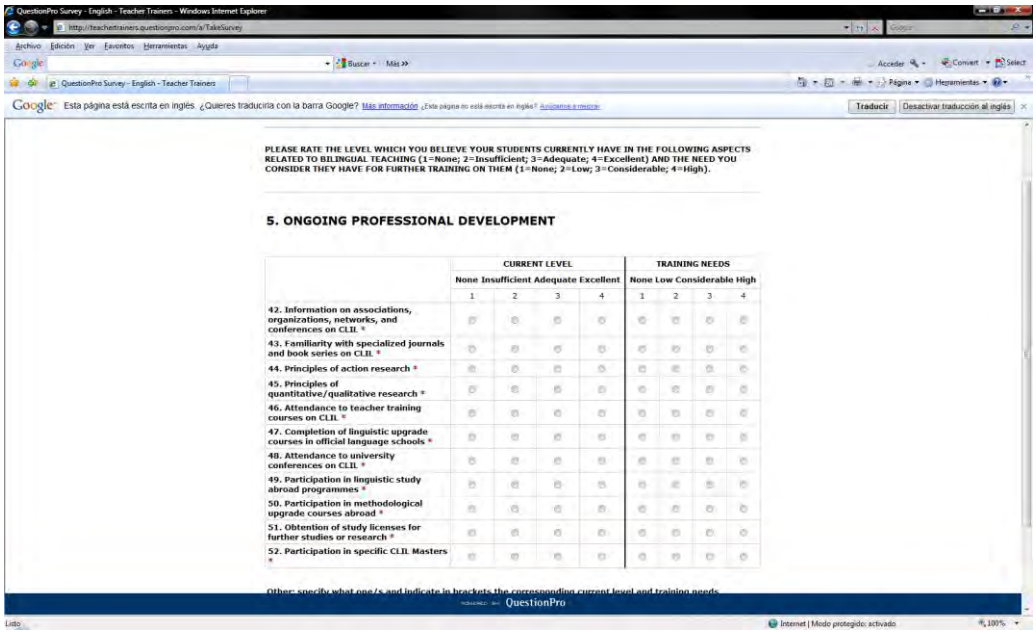



**Fig. 37. Screenshot of the final section of the questionnaire on *Surveypro***

### *5.5.3. Questionnaire administration*

The administration of the questionnaires has been different for the coordinators/teachers and students, drawing on the experience of previous survey application in similar contexts (Casal & Moore 2008; Pérez Cañado (coord.) 2010). In the former case, self-administration has been fostered. A *cover letter* has been sent out introducing the project, its objectives, and the affiliation of the researchers, together with the links from which to access the surveys (cf. Appendix III). Following Brown's guidelines (2001: 86), the latter has been brief and has thanked potential participants in advance. The questionnaires themselves have also been kept as *short* as possible, with a predominance of closed questions which can be answered simply by clicking on the desired option. An *incentive* (e.g., 2 laptops and 4 flashdrives) has been offered to the participants. The questionnaires are programmed to take a maximum of 20 minutes to complete.

The questionnaire has been distributed internationally through mailing lists such as *Anglonet* and *LinguistList*, and nationally via those of the *Asociación Española de Lingüística Aplicada* (*AESLA*) and the *Asociación Española de Estudios Anglo-Americanos* (*AEDEAN*). Social networks have also been employed to publicize the survey, with *Facebook* figuring prominently among them. Through it, a large number of coordinators and teachers have been contacted and the cover letter has been posted on the wall of associations such as *The European Society for the Study of English* (*ESSE*) (an

"event" related to it was created and members were "invited" to it). Finally, international outreach has also been promoted via colleagues in partner European universities and contact with provincial bilingual coordinators and the education administration, who have helped to publicize the survey among relevant informants by underscoring its importance.

In turn, the student surveys at our and nearby universities have been group-administered; that is, as Brown (2001: 89) puts it, the questionnaire has been applied "to a large group of people at one time", by taking *large groups of students* to the computer lab in order to monitor their completion of the surveys and thereby ensure their participation. Each question has been read, on-the-spot clarification has been fostered, and the conditions of administration have been carefully controlled. This has been done following Brown's (2001) guidelines for large-group administration of questionnaires, which include previously checking the time (which has involved no more than 30 minutes), space, and logistics (materials and equipment); preparing all participants by establishing a clear purpose and providing unambiguous directions; giving specific instructions when necessary; having assistants circulate and monitor the entire application process so that individual questions can be posed; and thanking participants profusely and offering some form of reward (a certificate of participation).

The surveys were open for one month, during which several follow-up mails and reminders were posted to pertinent stakeholders and contacts in order to increase the return rate, which was extremely satisfactory given the over 700 informants who completed the questionnaires (cf. section 5.2. for a breakdown of the sample).

### *5.5.4. Conclusion*

The design, validation, and administration of the surveys have thus closely observed the four main requirements associated in the specialized literature (Denzin 1994; Brown 2001) to qualitative research. To begin with, their *credibility* (loosely analogous to internal validity in quantitative research) has been ensured via our multiple triangulation procedures (cf. section 5.1.). Secondly, *transferability* (roughly corresponding to external validity) has been guaranteed by providing a thick description "with enough detail so readers can determine for themselves of transferability is justified" (Brown 2001: 226). In turn, *dependability* (approximately equivalent to reliability) has been warranted through the use of multiple data-gathering procedures for cross-validating information. Finally, *confirmability* (closely akin to

objectivity) has been secured by careful record keeping and retention of data for further scrutiny (via the electronic submission of the surveys and field notes taken by the researchers).

All in all, these qualitative instruments have allowed for a thorough *program evaluation* –defined by Brown (2001: 218) as "the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and assess its effectiveness within the context of the particular institutions involved". It has also allowed us to meet objective 1, by designing and validating the four sets of questionnaires which have been employed to collect the data in our investigation and which are disseminable in future ones.

## 5.6. Data analysis: statistical methodology

The data obtained has been analyzed statistically, using the SPSS program in its 19.0 version. The specific operations which have been performed are now specified for each of the chief metaconcerns and objectives of the study.

**Metaconcern 1** ***(objective 1)*****:** to calculate the internal consistency or reliability of the questionnaires after submitting them to the critical scrutiny of seven experts and subjecting them to a pilot application, **Cronbach alpha** has been used. This measure provides an accurate internal consistency estimate with answers coded dichotomously and on a Likert scale (Brown 2001), as is the case of the closed-response items comprised in our questionnaire. It has been calculated for the questionnaire as a whole and for each of its main sections.

**Metaconcern 2** ***(objectives 2-6)*****:** raw data, percentages, and graphical displays have been included when reporting on the results obtained. The following **descriptive statistics** have been used:

- Central tendency measures:
    - Mean
    - Median
    - Mode
- Dispersion measures:
    - Range

- Low-high
- Standard deviation

**Metaconcern 3 *(objectives 7-11)*:** the **ANOVA,** the **t test, and the Mann-Whitney *U* test** have been employed to determine the existence of statistically significant differences between groups and within groups, in terms of the moderating and identification variables considered.

# 6. Results and discussion

The results yielded by such analyses are now rendered and discussed in connection to the specialized literature reviewed in the second section of this project. The current level and training needs perceived by each of the cohorts (pre-service teachers, in-service teachers, teacher trainers, and coordinators) will be presented globally (by thematic blocks and by items within each thematic block) and will then be described more specifically in terms of the diverse identification variables considered for each of the stakeholders. The four cohorts will then be compared by determining the existence of statistically significant differences across them on all the items comprised in the survey.

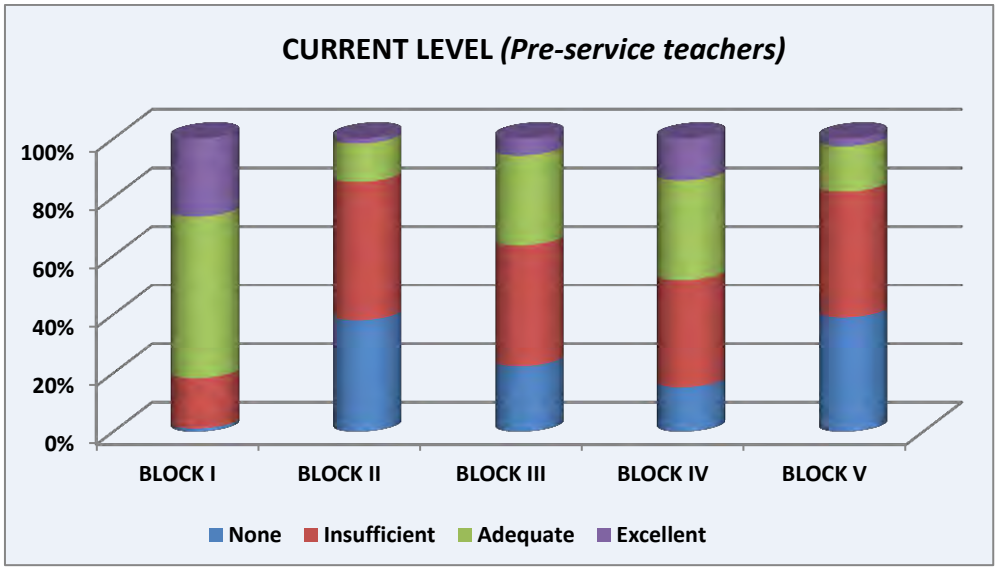
## 6.1. Pre-service teachers

Let us begin the analysis with the most numerous cohort in our sample: that of pre-service teachers.

### *6.1.1. Global results*

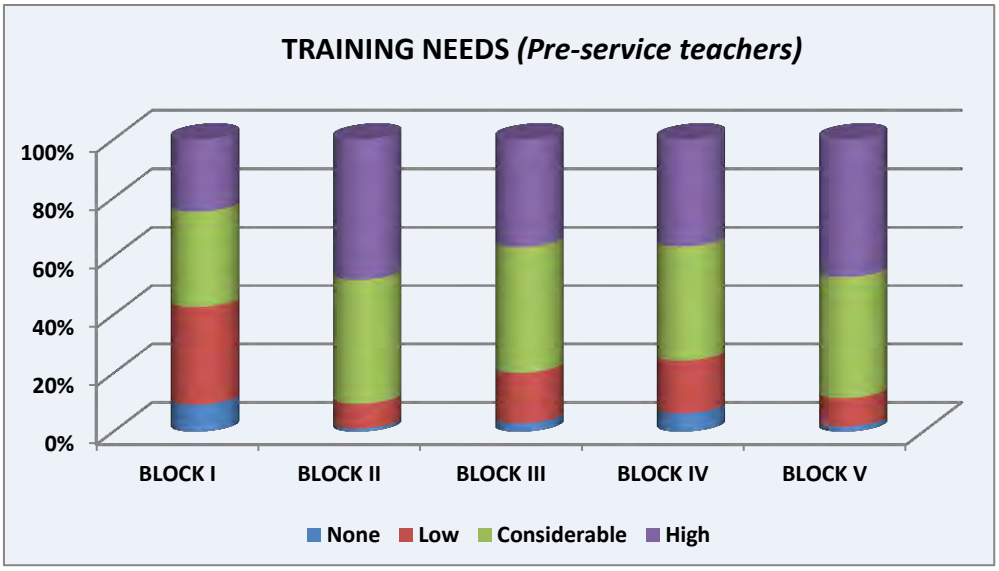
The global outcomes for pre-service teachers already unravel some interesting patterns which will also surface for the remaining cohorts, albeit in a less marked way than for these graduate and undergraduate students. The latter consider their current level is adequate in terms of linguistic and intercultural competence (not surprising considering they are chiefly English Philology students with a B2 to C1 level in the foreign language), but patently insufficient or simply non-existent for the theoretical

underpinnings of CLIL and ongoing professional development. It also comes across as insufficient on both methodology and materials, although not as markedly so as on thematic blocks II and V (cf. Graph 38).



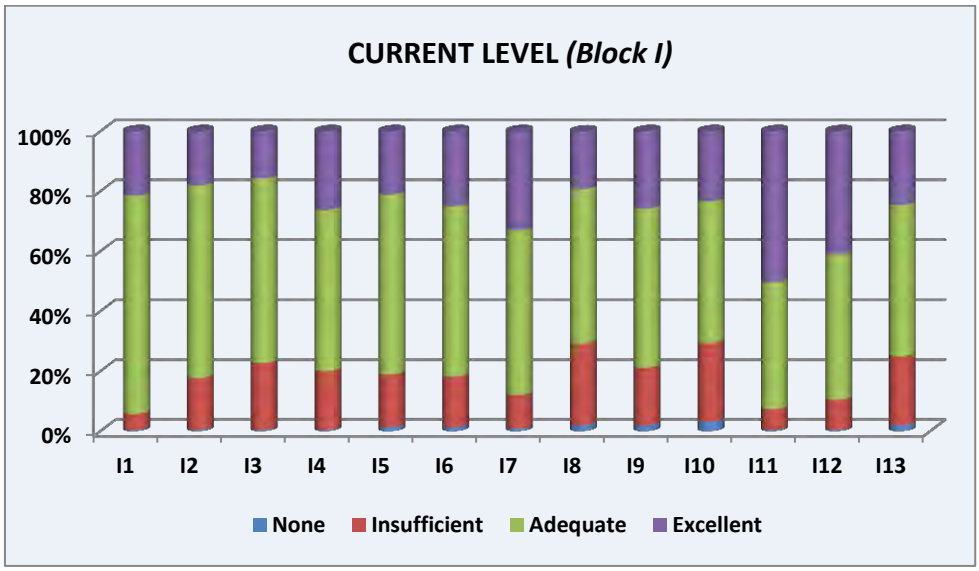

**Graph 38. Current level of pre-service teachers by thematic blocks**

In harmony with these outcomes, training needs are considered from low to considerable on linguistic and intercultural aspects, but high on theoretical and professional development ones. They are also perceived from considerable to high on methodology and materials (cf. Graph 39). Thus, this initial group of informants appears to stand in conspicuous need of further education on absolutely all the thematic blocks contemplated in this study, as their current level is clearly insufficient on all aspects save linguistic ones, and this, despite their being majoritarily at the end of their graduate or undergraduate studies.



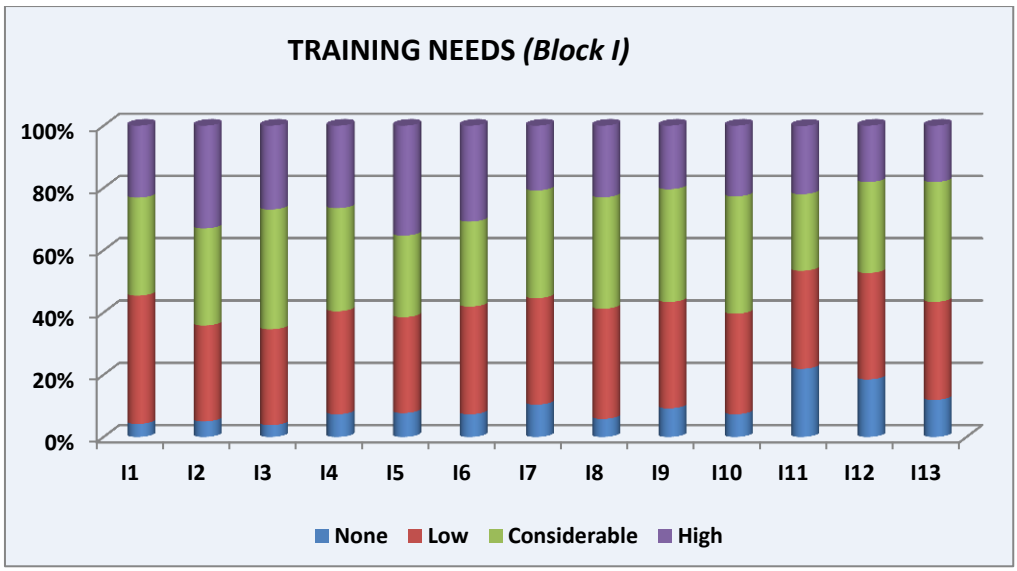

**Graph 39. Training needs of pre-service teachers by thematic blocks**

If we chart level and needs in a more fine-grained manner within each thematic block, we find, to begin with, that the results for ***linguistic and intercultural competence*** are unequivocal for current level: it is considered adequate or excellent for all 13 items comprised in this initial section (with modes of 3 or 4 across the board). Pre-service teachers consider they especially master the capacity to foster attitudes of tolerance, respect, and empathy (item 11); pronunciation (item 2) and oral skills (item 5); grammar (item 1); and CALP (item 3) (cf. Graph 40).



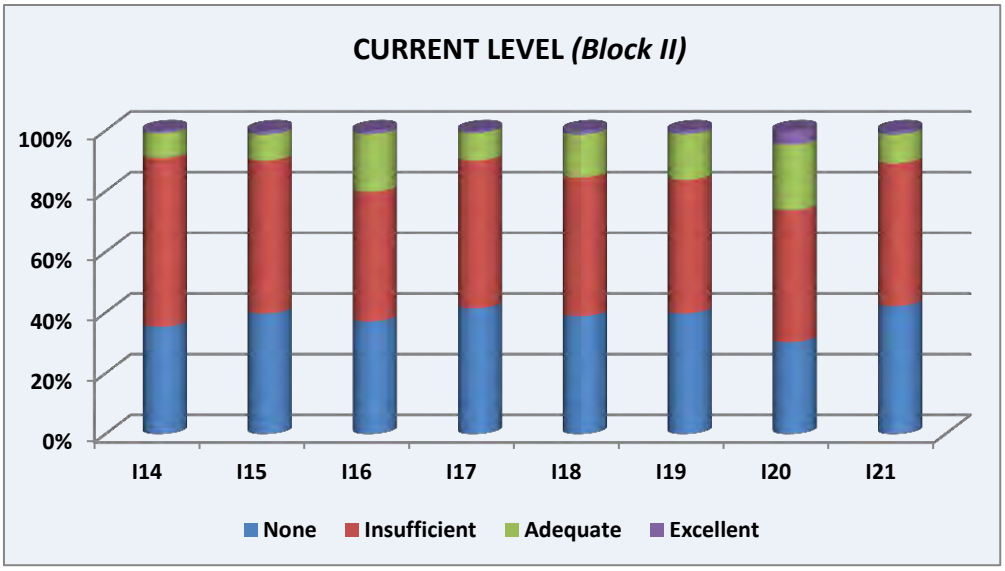

**Graph 40. Current level of pre-service teachers on linguistic and intercultural competence**

However, the outcomes for training needs are more heterogeneous and not always in harmony with perceived level. They are seen as low and considerable on the same number of items: five in each case. Within the former, grammar (item 1), oral and listening skills (items 5 and 6), and the capacity to foster attitudes of tolerance and to overcome stereotypes (items 11 and 12) particularly stand out. In turn, considerable training needs surface for pronunciation (item 2), CALP (item 3), and intercultural and cross-cultural analysis and comparisons through critical cultural awareness (items 9, 10, and 13). The remaining three items (4, 7, and 8) present equal percentages for low and considerable training needs. Opinions are consequently quite leveled out as regards training needs in this initial heading (cf. Graph 41).

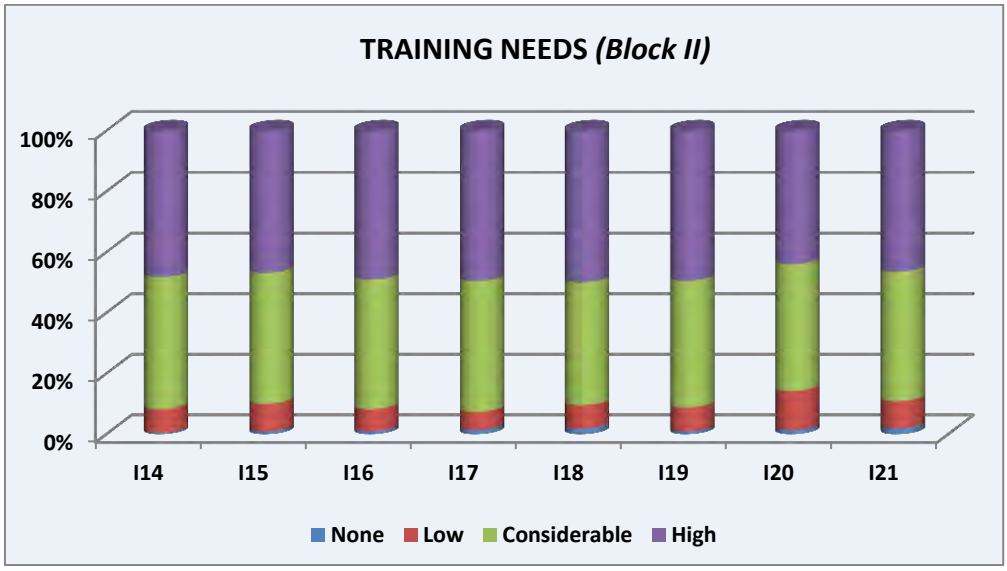



**Graph 41. Training needs of pre-service teachers on linguistic and intercultural competence**

There is much greater homogeneity of responses on the two blocks which present the lowest level and highest training needs: the ***theoretical underpinnings of CLIL*** and ongoing professional development. In the former, current level is perceived as insufficient on absolutely all aspects sampled, with very high percentages obtained for no mastery as well. Fully commensurate with these findings are the high training needs which transpire across the board – no item can in fact be underscored over another, as the percentages of respondents are equally high on all 8 items subsumed in this section (cf. Graphs 42 and 43).

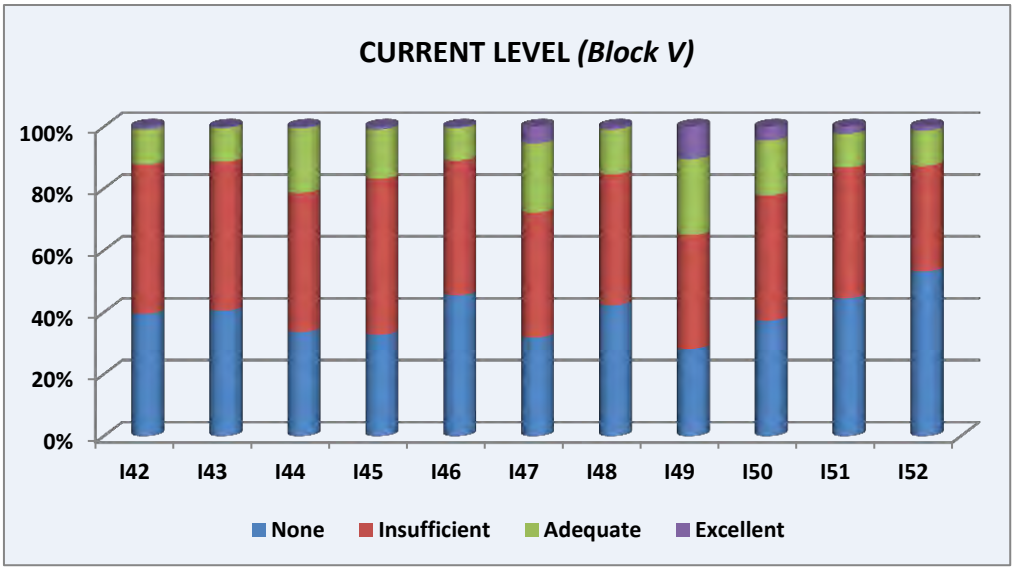



**Graph 42. Current level of pre-service teachers on the theoretical underpinnings of CLIL**

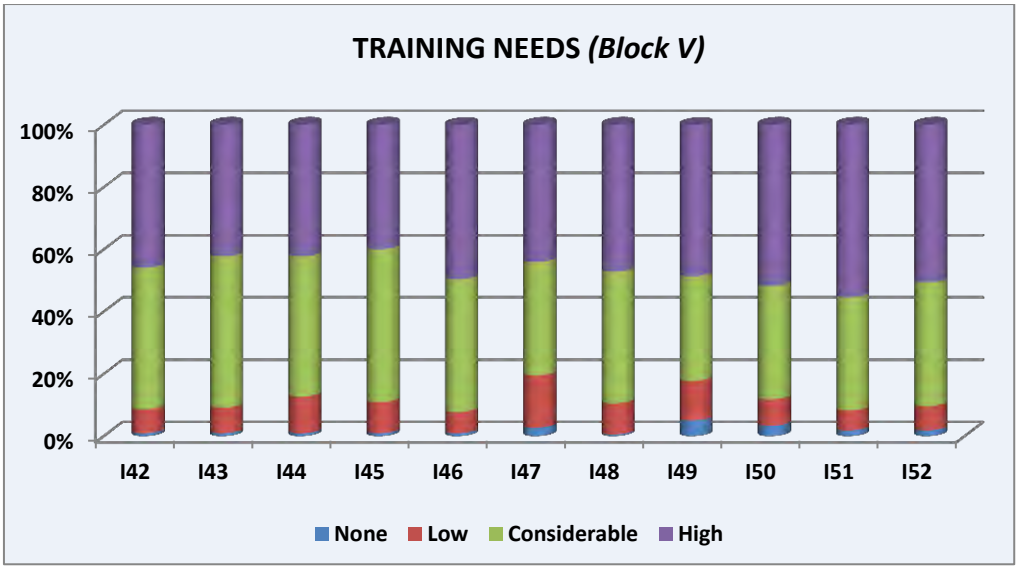



**Graph 43. Training needs of pre-service teachers on the theoretical underpinnings of CLIL**

Much the same occurs for ***ongoing professional development***. As can be visually observed in Graphs 44 and 45, current level is even lower in this section than in block II. It is insufficient or non-existent on absolutely all items, and more markedly so on participation in CLIL courses, conferences, study licenses, and Masters (items, 46, 48, 51, and 52). This is precisely what pre-service teachers call for, alongside methodological upgrade courses (item 50). These findings clearly substantiate the need for the CLIL Master's we propose, as well as for specific CLIL courses which can derive from its structure. Such teacher education initiatives appear to be pivotal in enhancing pre-service practitioners' preparation for successful participation in bilingual programs.

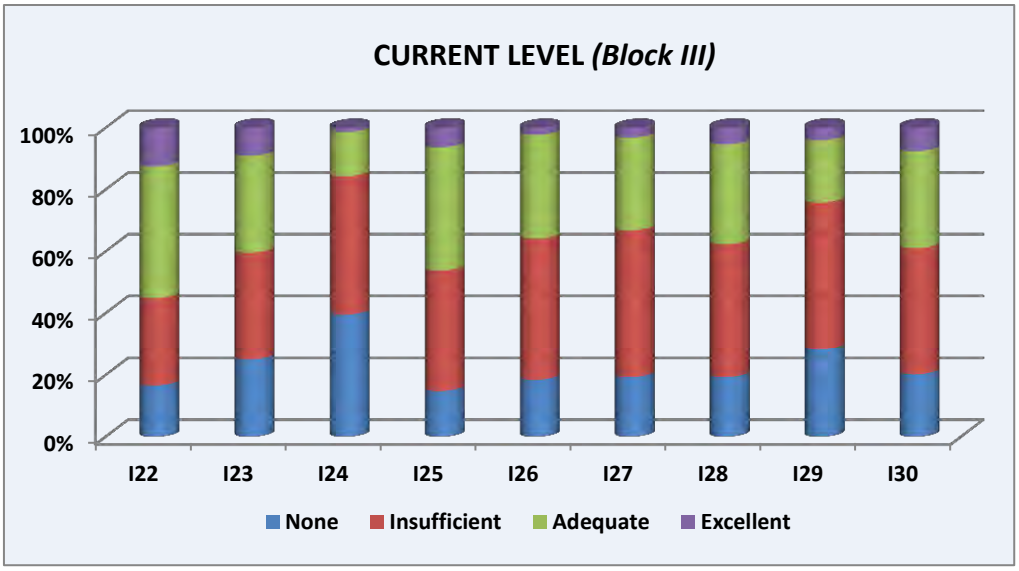



**Graph 44. Current level of pre-service teachers on ongoing professional development**

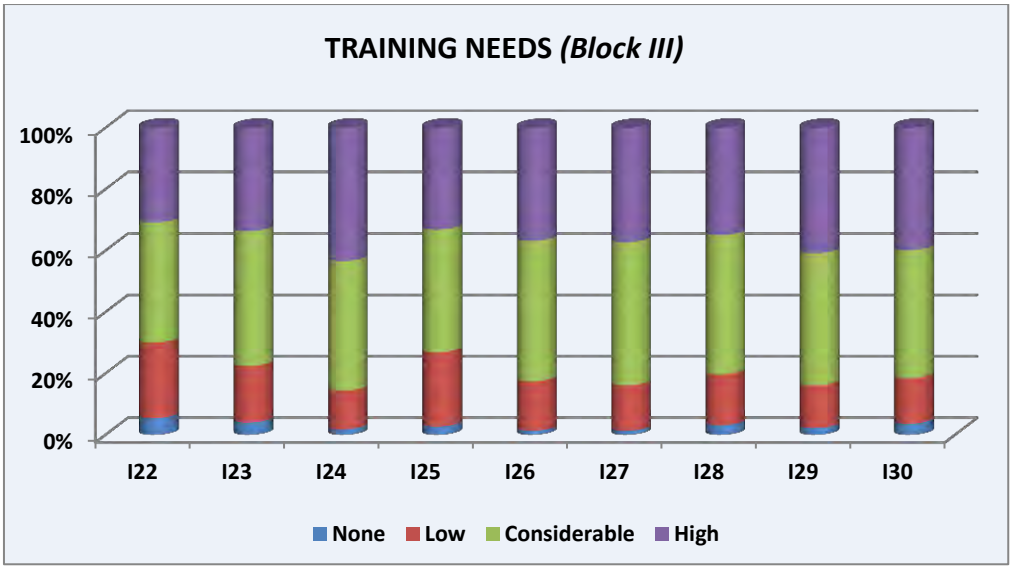



**Graph 45. Training needs of pre-service teachers on ongoing professional development**

This same harmony ascertained for blocks II and V also transpires for ***methodological aspects***. Here, current level only appears to be adequate for the CEFR (item 22) and task-based language teaching (item 25). It is particularly deficient on the Autobiography of Intercultural Encounters (item 24), project-based learning and the lexical approach (items 26 and 27), and assessment principles and techniques (item 29). It is precisely on these four aspects the highest training needs are diagnosed, thereby evincing the consistency of the informants' responses. On the remaining items, training needs are also considerable (cf. Graphs 46 and 47). Thus, methodological training clearly needs to be stepped up for pre-service teachers.

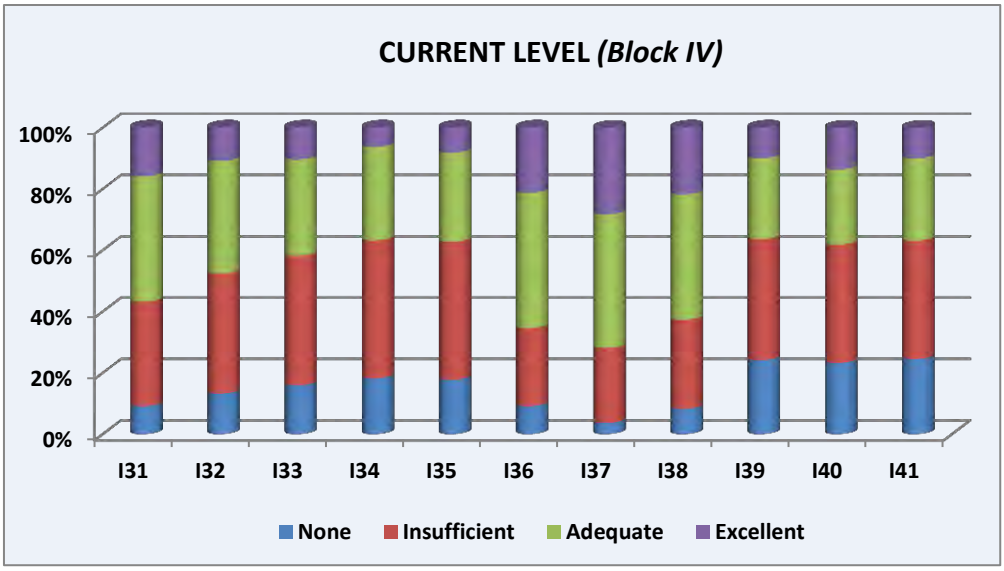



**Graph 46. Current level of pre-service teachers on methodological aspects**

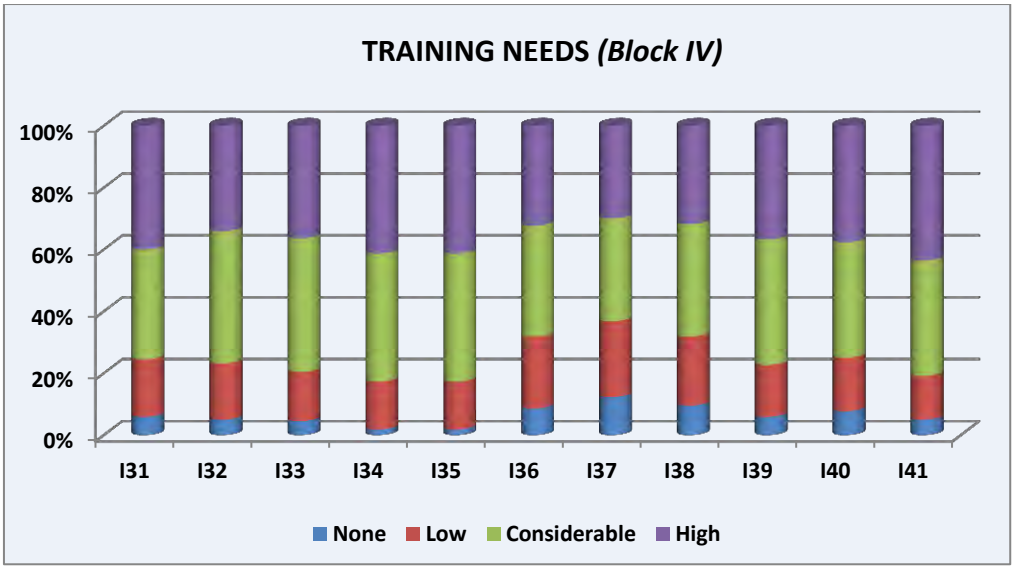



**Graph 47. Training needs of pre-service teachers on methodological aspects**

***Materials and resources*** seem to be mastered to a slightly greater extent than methodological aspects, although current level is considered to be low on 7 out of the 11 items in this fourth section. Only authentic materials (item 31), multimedia software, online reference materials, and Web 2.0 tools (items 36 through 38) are adequately mastered. However, even on these four aspects training needs are considerable, so that less congruence is detected between both sections in this block. They are especially high for access to authentic materials (item 31), principles for the design of the integrated curriculum and collaborative teaching (items 34 and 35), and the ICT options of interactive whiteboards and CMC (items 40 and 41) (cf. Graphs 48 and 49).




**Graph 48. Current level of pre-service teachers on materials and resources**




**Graph 49. Training needs of pre-service teachers on materials and resources**

### *6.1.2. Specific results*

The comparison of this cohort in terms of the intervening variables considered allows us to ascertain that, despite being the most numerous sub-group, they are quite homogenous in their perception of current level and training needs. Only four variables yield a notable number of statistically significant differences for both these aspects: age, grade, nationality, and university. In the remainder, they are so scarce (or inexistent) that they are not worthy of commentary.

The outcomes obtained for ***age*** already evince the consistency and validity of ours results. It is the oldest students (over 30) who invariably present a significantly higher

level on the 16 items for which differences can be detected, while the youngest (18 to 22) have the greatest training needs on all 16. These aspects are roughly equivalent for both level and needs, and affect especially linguistic and intercultural competence (particularly the former), methodological aspects, materials design, and ongoing professional development (cf. Tables 2 and 3).

| AGE | 18-22 | | 23-29 | | >30 | | |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,07 | 0,44 | 3,13 | 0,52 | 3,58 | 0,50 | 0,000 |
| I2 | 2,87 | 0,60 | 3,04 | 0,58 | 3,27 | 0,67 | 0,005 |
| I3 | 2,80 | 0,59 | 2,96 | 0,62 | 3,23 | 0,71 | 0,004 |
| I4 | 2,88 | 0,68 | 3,13 | 0,66 | 3,38 | 0,70 | 0,001 |
| I5 | 2,86 | 0,64 | 3,08 | 0,62 | 3,23 | 0,82 | 0,007 |
| I6 | 2,90 | 0,67 | 3,14 | 0,66 | 3,19 | 0,75 | 0,014 |
| I7 | 3,07 | 0,63 | 3,23 | 0,68 | 3,54 | 0,51 | 0,004 |
| I8 | 2,73 | 0,71 | 2,93 | 0,71 | 3,15 | 0,78 | 0,016 |
| I13 | 2,81 | 0,70 | 3,04 | 0,78 | 3,31 | 0,62 | 0,004 |
| I20 | 1,78 | 0,75 | 2,18 | 0,89 | 1,95 | 0,76 | 0,002 |
| I22 | 2,31 | 0,87 | 2,63 | 0,93 | 2,63 | 0,90 | 0,041 |
| I23 | 1,98 | 0,78 | 2,39 | 1,00 | 2,47 | 0,90 | 0,003 |
| I29 | 1,84 | 0,73 | 2,08 | 0,82 | 2,26 | 0,93 | 0,037 |
| I30 | 2,08 | 0,79 | 2,38 | 0,89 | 2,37 | 1,01 | 0,042 |
| I33 | 2,09 | 0,81 | 2,54 | 0,87 | 2,53 | 0,90 | 0,001 |
| I45 | 1,67 | 0,62 | 1,97 | 0,75 | 1,95 | 0,62 | 0,009 |

**Table 2. Differences in terms of *age* for pre-service teachers (*current level*)**

| AGE | 18-22 | | 23-29 | | =>30 | | |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | *p* |
| I2 | 3,05 | 0,87 | 2,91 | 0,93 | 2,54 | 0,95 | 0,037 |
| I3 | 3,05 | 0,74 | 2,82 | 0,90 | 2,62 | 0,90 | 0,028 |
| I4 | 3,03 | 0,84 | 2,69 | 0,93 | 2,42 | 0,95 | 0,002 |
| I5 | 3,10 | 0,94 | 2,81 | 0,99 | 2,54 | 0,99 | 0,012 |
| I6 | 3,03 | 0,90 | 2,73 | 0,98 | 2,50 | 0,91 | 0,011 |
| I7 | 2,83 | 0,89 | 2,61 | 0,95 | 2,31 | 0,79 | 0,024 |
| I20 | 3,42 | 0,67 | 3,22 | 0,77 | 3,05 | 0,76 | 0,049 |
| I22 | 3,16 | 0,81 | 2,86 | 0,90 | 2,58 | 0,90 | 0,008 |
| I28 | 3,29 | 0,75 | 3,03 | 0,81 | 2,84 | 0,76 | 0,021 |
| I30 | 3,37 | 0,65 | 3,08 | 0,89 | 2,95 | 0,85 | 0,016 |
| I31 | 3,28 | 0,84 | 3,03 | 0,91 | 2,68 | 1,00 | 0,016 |
| I33 | 3,33 | 0,71 | 3,00 | 0,89 | 2,84 | 0,83 | 0,007 |
| I44 | 3,45 | 0,63 | 3,20 | 0,72 | 3,05 | 0,85 | 0,016 |
| I49 | 3,45 | 0,75 | 3,17 | 0,92 | 2,89 | 0,88 | 0,014 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| I50 | 3,54 | 0,59 | 3,29 | 0,88 | 3,05 | 0,71 | 0,013 |
| I51 | 3,55 | 0,61 | 3,46 | 0,70 | 2,95 | 0,85 | 0,003 |

**Table 3. Differences in terms of *age* for pre-service teachers (*training needs*)**

These findings are echoed by those obtained for ***grade***, where the same patterns emerge. Third cycle students invariable evince a significantly higher level on absolutely all linguistic and intercultural aspects sampled (items 1 to 13), on familiarity with the bilingual policy framework in their region (item 20), on the CEFR and ELP (items 22 and 23), and on the principles for working with TAS and for the design of original materials (items 30 and 33) (cf. Table 4). In line with these results, first cycle teacher trainees require significantly greater training on all linguistic and intercultural aspects (items 1 to 13), the CEFR and the ELP (items 22 and 23), on practically all materials and resources items (31, 33, 35, 36, 37, an d38), and on participation in linguistic study abroad programs (item 49) (cf. Table 5). This again points to the harmony within and across blocks in our study, and therefore, to the validity and consistency or our outcomes, as well as to the need to include some background subjects on CLIL within new undergraduate Bologna-adapted degrees, especially targeting linguistic and intercultural aspects, methodology, and materials (this has in fact been done within the English Studies degree at the University of Jaén, where the presence of Instrumental English and Applied Linguistics subjects has been conspicuously stepped up as compared to the prior English Philology degree).

| GRADE | First cycle | | Second cycle | | Third cycle | | |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,05 | 0,44 | 3,04 | 0,46 | 3,39 | 0,54 | 0,000 |
| I2 | 2,79 | 0,75 | 2,96 | 0,58 | 3,18 | 0,53 | 0,002 |
| I3 | 2,69 | 0,52 | 2,90 | 0,62 | 3,11 | 0,65 | 0,002 |
| I4 | 2,76 | 0,69 | 2,99 | 0,68 | 3,36 | 0,61 | 0,000 |
| I5 | 2,67 | 0,72 | 2,99 | 0,64 | 3,22 | 0,60 | 0,000 |
| I6 | 2,74 | 0,73 | 3,02 | 0,66 | 3,26 | 0,62 | 0,000 |
| I7 | 2,98 | 0,56 | 3,13 | 0,66 | 3,45 | 0,64 | 0,000 |
| I8 | 2,45 | 0,71 | 2,88 | 0,72 | 3,11 | 0,67 | 0,000 |
| I9 | 2,71 | 0,89 | 3,01 | 0,66 | 3,24 | 0,70 | 0,001 |
| I10 | 2,45 | 0,86 | 2,93 | 0,74 | 3,11 | 0,73 | 0,000 |
| I11 | 3,26 | 0,66 | 3,38 | 0,66 | 3,58 | 0,57 | 0,021 |
| I12 | 3,05 | 0,76 | 3,31 | 0,65 | 3,42 | 0,60 | 0,014 |
| I13 | 2,67 | 0,79 | 2,92 | 0,73 | 3,22 | 0,69 | 0,000 |
| I20 | 1,74 | 0,73 | 1,94 | 0,83 | 2,20 | 0,86 | 0,014 |
| I22 | 2,49 | 0,84 | 2,31 | 0,89 | 2,86 | 0,95 | 0,001 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| I23 | 2,07 | 0,88 | 2,12 | 0,90 | 2,52 | 1,00 | 0,011 |
| I30 | 2,12 | 0,81 | 2,13 | 0,85 | 2,56 | 0,84 | 0,004 |
| I33 | 2,27 | 0,90 | 2,25 | 0,87 | 2,58 | 0,84 | 0,047 |

**Table 4. Differences in terms of *grade* for pre-service teachers (*current level*)**

| GRADE | First cycle | | Second cycle | | Third cycle | | |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,02 | 0,81 | 2,82 | 0,84 | 2,39 | 0,84 | 0,000 |
| I2 | 3,24 | 0,88 | 3,01 | 0,89 | 2,58 | 0,89 | 0,000 |
| I3 | 3,24 | 0,76 | 2,90 | 0,80 | 2,62 | 0,92 | 0,001 |
| I4 | 3,26 | 0,77 | 2,85 | 0,89 | 2,41 | 0,94 | 0,000 |
| I5 | 3,36 | 0,88 | 2,96 | 0,94 | 2,50 | 0,97 | 0,000 |
| I6 | 3,26 | 0,86 | 2,89 | 0,90 | 2,39 | 0,96 | 0,000 |
| I7 | 3,07 | 0,81 | 2,71 | 0,90 | 2,32 | 0,94 | 0,000 |
| I8 | 3,14 | 0,78 | 2,79 | 0,86 | 2,47 | 0,85 | 0,000 |
| I9 | 3,02 | 0,78 | 2,67 | 0,88 | 2,50 | 0,95 | 0,010 |
| I10 | 3,07 | 0,87 | 2,78 | 0,86 | 2,55 | 0,91 | 0,009 |
| I11 | 2,95 | 1,06 | 2,49 | 1,03 | 2,12 | 1,01 | 0,000 |
| I12 | 2,98 | 0,98 | 2,44 | 0,94 | 2,23 | 0,96 | 0,000 |
| I13 | 3,12 | 0,80 | 2,63 | 0,89 | 2,39 | 0,90 | 0,000 |
| I22 | 3,15 | 0,79 | 3,06 | 0,81 | 2,65 | 1,00 | 0,004 |
| I23 | 3,32 | 0,69 | 3,12 | 0,77 | 2,86 | 0,96 | 0,017 |
| I31 | 3,37 | 0,70 | 3,14 | 0,92 | 2,85 | 0,96 | 0,015 |
| I33 | 3,27 | 0,63 | 3,22 | 0,85 | 2,85 | 0,88 | 0,011 |
| I35 | 3,46 | 0,64 | 3,20 | 0,75 | 3,06 | 0,83 | 0,032 |
| I36 | 3,29 | 0,84 | 3,03 | 0,93 | 2,53 | 0,92 | 0,000 |
| I37 | 3,17 | 0,92 | 2,84 | 1,02 | 2,55 | 0,95 | 0,008 |
| I38 | 3,24 | 0,89 | 2,95 | 0,92 | 2,65 | 0,99 | 0,007 |
| I49 | 3,51 | 0,64 | 3,30 | 0,88 | 3,03 | 0,94 | 0,019 |

**Table 5. Differences in terms of *grade* for pre-service teachers (*training needs*)**

The same harmony which has surfaced between age and grade can also be detected between nationality and university. In terms of this former variable – ***nationality*** -, a clear patterns emerges with respect to current level: European students are clearly superior to Spanish and Latin American ones on the theoretical underpinnings of CLIL (items 15, 17, 20, and 21) and on ongoing professional development (items 42, 43, 45, 46, 47, 48, 51, and 52), precisely those blocks where the lowest level and highest training needs surfaced for this cohort (cf. Table 6). It would thus behoove us in Spain to observe from how these two aspects are being dealt with in neighboring European countries to learn from their success stories and apply those lessons in our context. We would particularly benefit, according to our outcomes for training needs, from heightening

training on materials adaptation and design (items 32 and 33) and on linguistic upgrade courses (item 47) (cf. Table 7).

| NATIONALITY | Spanish | | European | | Latin American | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I15 | 1,67 | 0,67 | 2,07 | 0,68 | 1,00 | . | 2,00 | 0,00 | 0,017 |
| I17 | 1,64 | 0,64 | 2,07 | 0,73 | 1,00 | . | 2,50 | 0,71 | 0,002 |
| I20 | 1,95 | 0,82 | 2,30 | 0,91 | 2,00 | . | 3,50 | 0,71 | 0,015 |
| I21 | 1,64 | 0,67 | 2,07 | 0,73 | 1,00 | . | 2,50 | 0,71 | 0,004 |
| I32 | 2,41 | 0,87 | 2,73 | 0,67 | 4,00 | . | . | . | 0,037 |
| I42 | 1,70 | 0,68 | 2,04 | 0,72 | 1,00 | . | . | . | 0,035 |
| I43 | 1,67 | 0,66 | 2,04 | 0,72 | 1,00 | . | . | . | 0,018 |
| I45 | 1,79 | 0,68 | 2,31 | 0,74 | 3,00 | . | . | . | 0,000 |
| I46 | 1,60 | 0,65 | 2,08 | 0,74 | 1,00 | . | . | . | 0,002 |
| I47 | 1,97 | 0,85 | 2,31 | 0,93 | 4,00 | . | . | . | 0,013 |
| I48 | 1,70 | 0,73 | 2,08 | 0,74 | 1,00 | . | . | . | 0,028 |
| I51 | 1,66 | 0,75 | 2,08 | 0,69 | 1,00 | . | . | . | 0,019 |
| I52 | 1,55 | 0,72 | 2,08 | 0,74 | 1,00 | . | . | . | 0,002 |

**Table 6. Differences in terms of *nationality* for pre-service teachers (*current level*)**

| NATIONALITY | Spanish | | European | | Latin American | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I30 | 3,16 | 0,82 | 3,38 | 0,64 | 1,00 | . | . | . | 0,011 |
| I32 | 3,10 | 0,84 | 2,85 | 0,83 | 1,00 | . | . | . | 0,019 |
| I33 | 3,13 | 0,82 | 3,08 | 0,84 | 1,00 | . | . | . | 0,038 |
| I47 | 3,23 | 0,83 | 3,15 | 0,67 | 1,00 | . | . | . | 0,022 |

**Table 7. Differences in terms of *nationality* for pre-service teachers (*training needs*)**

We would especially do well to learn on these fronts from Eastern and Central European ***universities***, as these are the ones which evince the significantly highest level on the theoretical underpinnings of CLIL (items 14, 15, 16, 17, 20, and 21), as well as on assessment principles and techniques (item 29) (cf. Table 8). On the theoretical (items 16 and 21) and practical (items 27, 29, and 38) aspects of CLIL, it is Spanish and Southern European universities which evince the significantly highest training needs, something which tallies with the findings of the latest Eurobarometer (2006), where our country, alongside others such as Italy, appeared as "the bottom rung of the foreign-language knowledge ladder" (Lasagabaster & Sierra 2009: 7) (cf. Table 9).

| UNIVERSITY | | I14 | I15 | I16 | I17 | I20 | I21 | I29 |
|---|---|---|---|---|---|---|---|---|
| Spain | Mean | 1,73 | 1,68 | 1,82 | 1,65 | 1,97 | 1,66 | 1,97 |
| | SD | 0,63 | 0,66 | 0,76 | 0,64 | 0,82 | 0,67 | 0,80 |
| Central Europe | Mean | 2,10 | 2,20 | 2,10 | 2,00 | 2,10 | 2,20 | 2,44 |
| | SD | 0,57 | 0,63 | 0,74 | 0,67 | 0,88 | 0,79 | 0,53 |
| Southern Europe | Mean | 1,50 | 1,83 | 2,00 | 2,17 | 2,50 | 1,67 | 1,83 |
| | SD | 0,55 | 0,41 | 0,63 | 0,75 | 0,84 | 0,52 | 0,98 |
| Eastern Europe | Mean | 3,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 |
| | SD | . | . | . | . | . | . | . |
| Latin American | Mean | 1,33 | 1,33 | 1,33 | 1,33 | 1,67 | 1,33 | 2,67 |
| | SD | 0,58 | 0,58 | 0,58 | 0,58 | 0,58 | 0,58 | 0,58 |
| Other | Mean | 2,50 | 2,00 | 2,50 | 2,50 | 3,50 | 2,50 | . |
| | SD | 0,71 | 0,00 | 0,71 | 0,71 | 0,71 | 0,71 | . |
| | *p* | 0,033 | 0,002 | 0,030 | 0,000 | 0,009 | 0,001 | 0,020 |

**Table 8. Differences in terms of *university* for pre-service teachers (*current level*)**

| UNIVERSITY | | I16 | I21 | I27 | I29 | I38 |
|---|---|---|---|---|---|---|
| Spain | Mean | 3,42 | 3,36 | 3,20 | 3,23 | 2,93 |
| | SD | 0,65 | 0,70 | 0,73 | 0,77 | 0,95 |
| Central Europe | Mean | 3,30 | 3,20 | 3,11 | 3,00 | 2,33 |
| | SD | 0,67 | 0,79 | 0,60 | 0,50 | 0,71 |
| Southern Europe | Mean | 3,33 | 3,17 | 3,33 | 3,33 | 3,50 |
| | SD | 0,52 | 0,41 | 0,52 | 0,52 | 0,84 |
| Eastern Europe | Mean | 1,00 | 1,00 | 1,00 | 1,00 | 1,00 |
| | SD | . | . | . | . | . |
| Latin American | Mean | 3,33 | 3,33 | 3,33 | 4,00 | 2,67 |
| | SD | 1,15 | 1,15 | 1,15 | 0,00 | 1,53 |
| Other | Mean | 3,50 | 3,50 | . | . | . |
| | SD | 0,71 | 0,71 | . | . | . |
| | *p* | 0,017 | 0,038 | 0,050 | 0,014 | 0,043 |

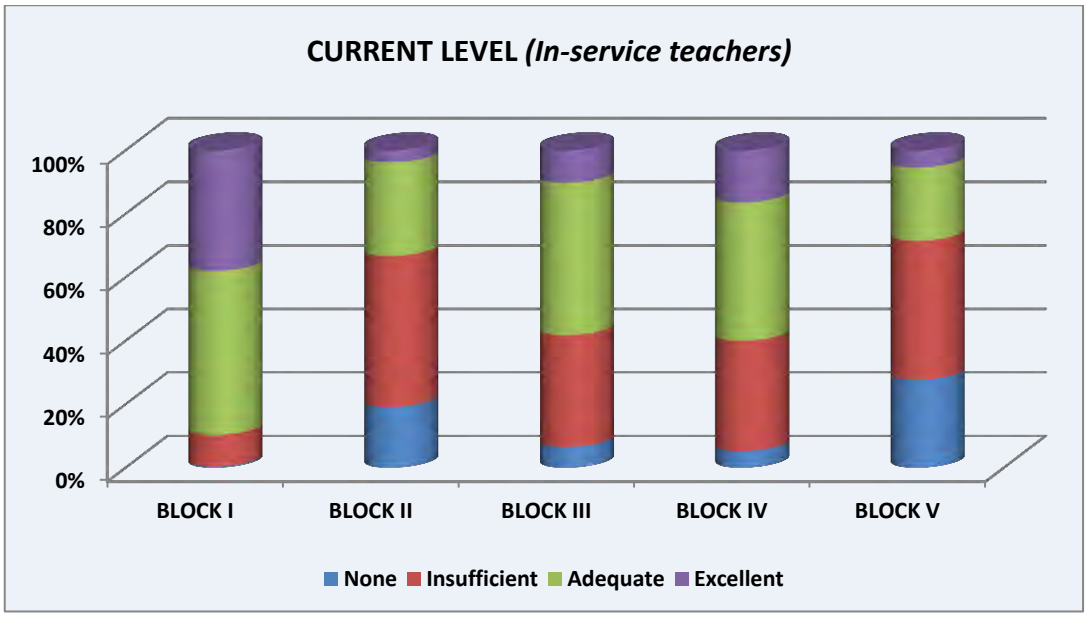
**Table 9. Differences in terms of *university* for pre-service teachers (*training needs*)**

## 6.2. In-service teachers

Let us now turn to the analysis of the global and specific results for in-service teachers, a cohort of special interest for our study, given the substantial number of respondents belonging to this group; the fact that it comprises, in turn, language teachers, non-linguistic area teachers, and teaching assistants; their current implication in CLIL education at the grassroots level; and the fact that their outcomes can be compared to those of other European and Spanish studies which have probed in-service (albeit not pre-service or teacher trainer) perspectives on training needs.

### *6.2.1. Global results*

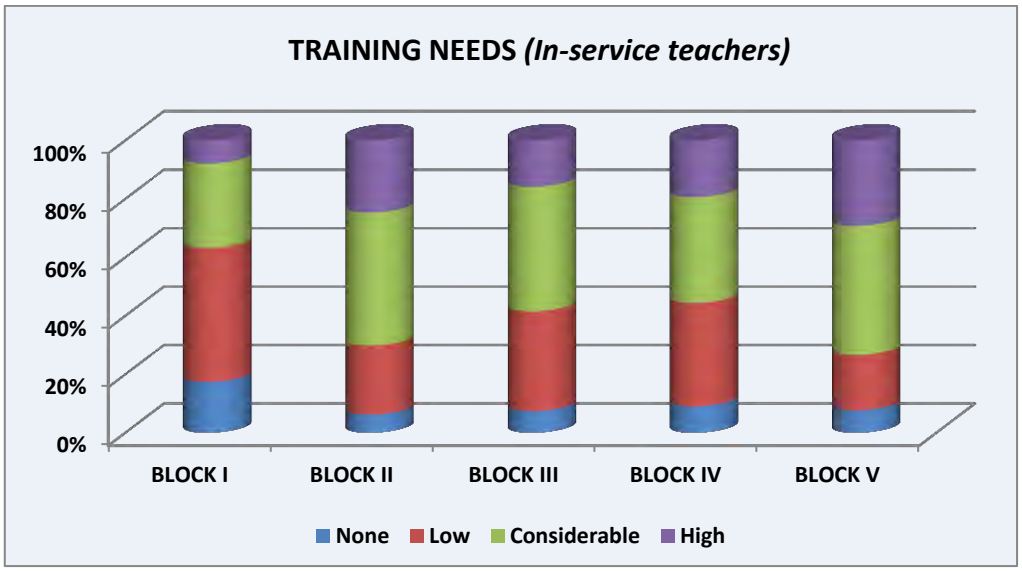
The global outcomes for the five main thematic blocks of the survey already bear revealing insights into this cohorts' outlook on their current level and training needs. Interestingly, in-service practitioners' view of their current level of linguistic and intercultural competence is quite complacent, something which fully concurs with Fernández & Halbach's (2011) recent findings. This is not surprising if we consider that the majority of in-service teachers polled in this study are linguistic area teachers with a C2 level of the foreign language they teach (cf. Sample). Their level is lowest on the theoretical underpinnings of CLIL and on ongoing professional development, while very close percentages of informants consider they have either insufficient or adequate levels vis-à-vis methodology and materials (albeit with higher percentages for adequate level on both aspects) (cf. Graph 50).




**Graph 50. Current level of in-service teachers by thematic blocks**

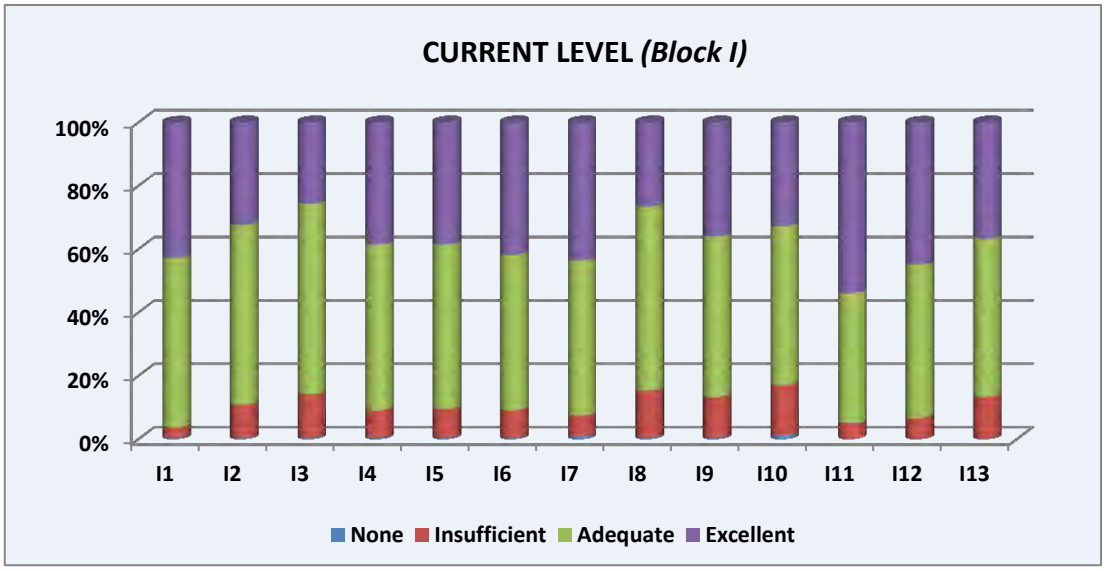
In line with the foregoing, training needs are majoritarily perceived as low for linguistic and intercultural competence, and are higher (considerable) for theoretical aspects and ongoing development, respectively. However, interestingly, they are also considerable for methodology and materials, despite having been considered as adequately mastered by the majority of this cohort. Thus, it appears that in-service teachers call for increased training across the board, save on linguistic and intercultural aspects. This departs from previous studies, where linguistic training, alongside

methodological aspects, figured most prominently among in-service teachers' needs (Fernández Fernández et al. 2005; Pena Díaz & Porto Requejo 2008; Rubio Mostacero 2009; Cabezas Cabello 2010; Fernández & Halbach 2011; Martín del Pozo 2011). In our outcomes, these are precisely two of the aspects where the least training appears to be required. It furthermore seems to be of a more a theoretical than practical nature (vs. Pena Díaz & Porto Requejo's 2008 findings), as it is on the underpinnings of CLIL that greater training emphasis needs to be laid (cf. Graph 51).



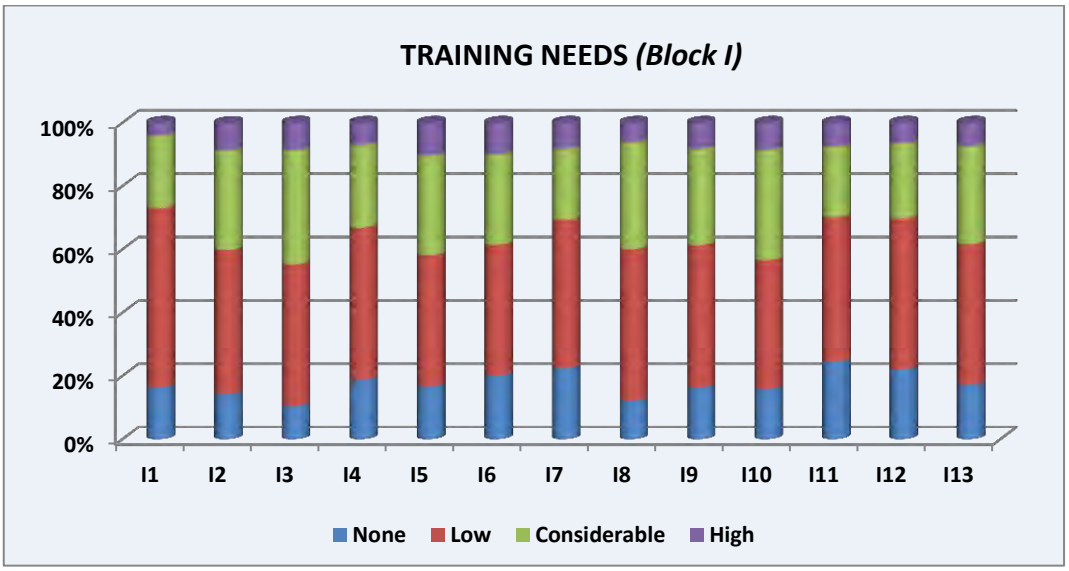

**Graph 51. Training needs of in-service teachers by thematic blocks**

If we tease apart each of the thematic blocks, we find, to begin with, that all the items comprised within ***linguistic and intercultural competence*** are invariably considered to be adequately mastered (the mode is 3 in all cases, and 4 for item 11). This is especially the case for accurate pronunciation and knowledge of specialized academic vocabulary (within linguistic competence) and practically all intercultural competence items (particularly the capacity to foster attitudes of tolerance, respect, and empathy towards diversity), which in-service teachers believe they master adequately (cf. Graph 52). This finding once more deviates from the outcomes of prior studies (e.g. Martín del Pozo 2011), which revealed pronunciation as a major aspect in need of further recycling.



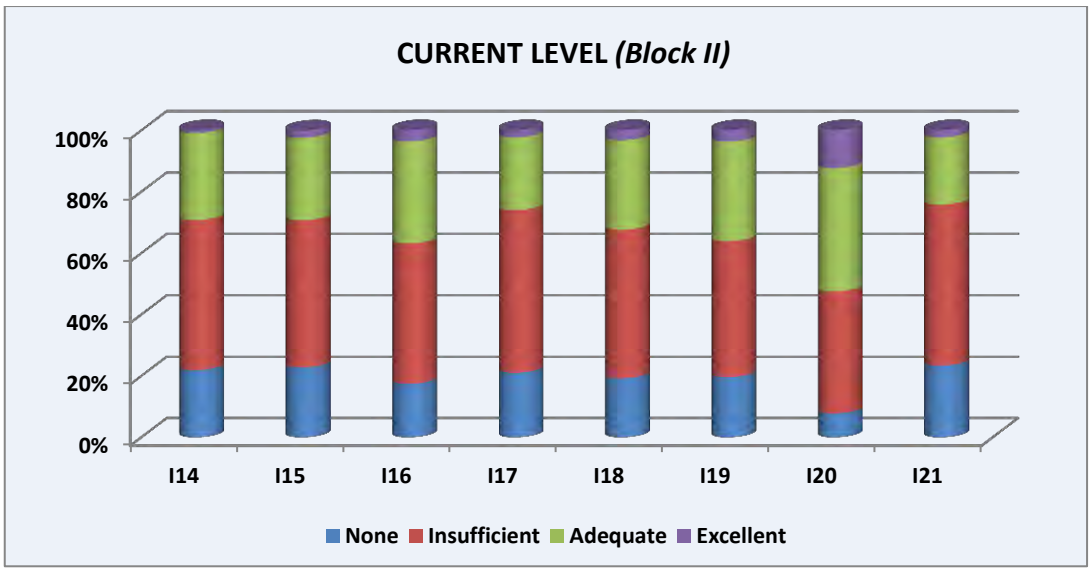

**Graph 52. Current level of in-service teachers on linguistic and intercultural competence**

There is less harmony, however, between current level and training needs in this block than on the overall questionnaire. The lowest training needs surface on accurate grammatical knowledge and reading comprehension skills (for linguistic competence), and on the capacity to foster attitudes of tolerance, respect, and empathy towards diversity (this is the only item where there is accordance with current level) and the capacity to identify and overcome stereotypes. There is, nonetheless, overall consistency between perceptions on current level and training needs in that the latter are viewed as low across the board (the mode for all of them is 2) (cf. Graph 53).

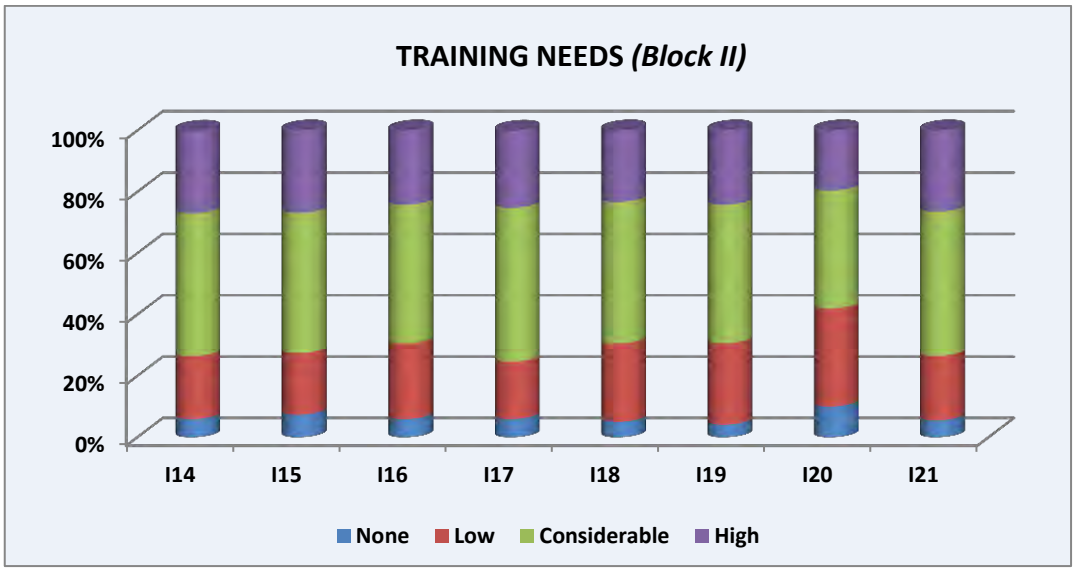



**Graph 53. Training needs of in-service teachers on linguistic and intercultural competence**

The situation drastically changes for the next thematic block, namely, ***theoretical underpinnings of CLIL***. Here, there is complete harmony between in-service practitioners' view of their current level (insufficient on all items except their national/regional bilingual policy framework, with which they appear to be familiar to a greater extent) and their perceived needs (considerable on absolutely all items, with a mode of 3 across the board). Those items on which their current level is lower (CLIL models, variants, and parameters, and the effects and functioning of CLIL in evidence-based research) are also those on which their training needs come across as higher. Thus, this second block is clearly one to which enhanced attention needs to be accorded in future teacher training courses (cf. Graphs 54 and 55).

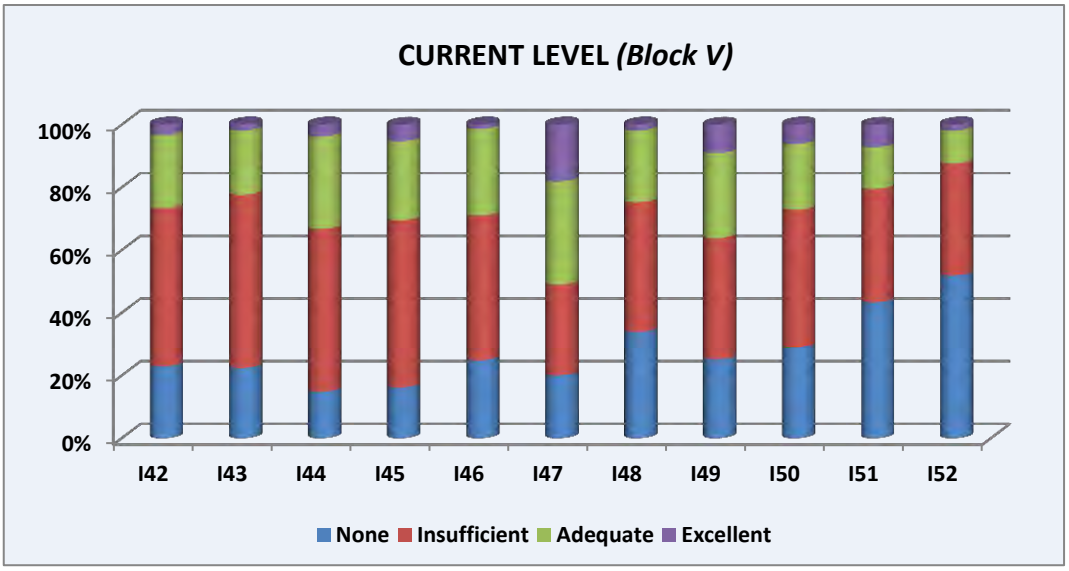



**Graph 54. Current level of in-service teachers on the theoretical underpinnings of CLIL**

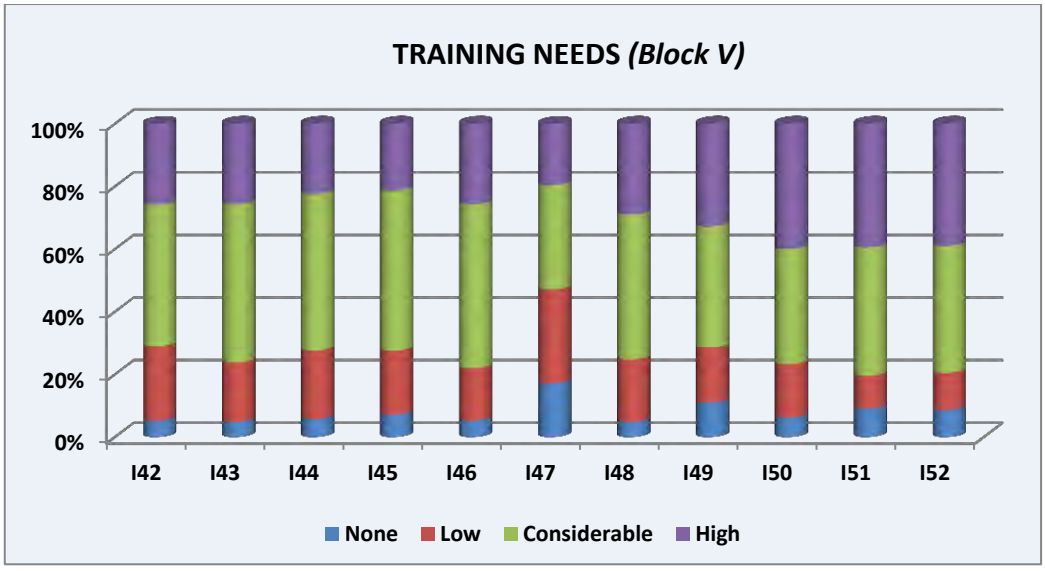



**Graph 55. Training needs of in-service teachers on the theoretical underpinnings of CLIL**

Training needs are even more marked as regards ***ongoing professional development***. This is the only thematic block where no level whatsoever is discerned for certain items and high training needs surface for others. In-service teachers claim to have an insufficient level on absolutely all items, except for completion of linguistic upgrade courses in official language schools (this is fully in keeping with their optimistic view of linguistic competence), and have majoritarily never obtained study licenses for further research or participated in specific CLIL Masters. In complete harmony with these outcomes, these two aspects are the ones here they claim to have high training needs, together with participation in methodological upgrade courses abroad. Also in line with the foregoing, the lowest training needs can be detected for linguistic upgrade courses. They are, however, considerable or high on absolutely all items considered (with modes of 3 or 4). This fully concurs with the findings of Fernández & Halbach (2011), where in-service teachers underscored their need for enhanced opportunities for training abroad. It also endorses Coyle's (2011) and Genesee's (2011) views that in-service practitioners must engage in research as a device to drive reflection, and take ownership of CLIL pedagogies by embracing classroom-based inquiry. The lack of familiarity with specialized journals and book series on CLIL (item 43) and the principles of quantitative/qualitative research (item 45) is also consistent with the findings in the second thematic block, where it transpired that teachers were not up-to-date with the effects of CLIL in evidence-based research. Thus, the results for this section fully substantiate the need to set up a CLIL Master's such as the one we propose in section 8, where participants are acquainted with the basics of evidence-based research both to carry out action research in their classrooms and to interpret the findings of other investigations is specialized publications, on which they equally need to be briefed (cf. Graphs 56 and 57).



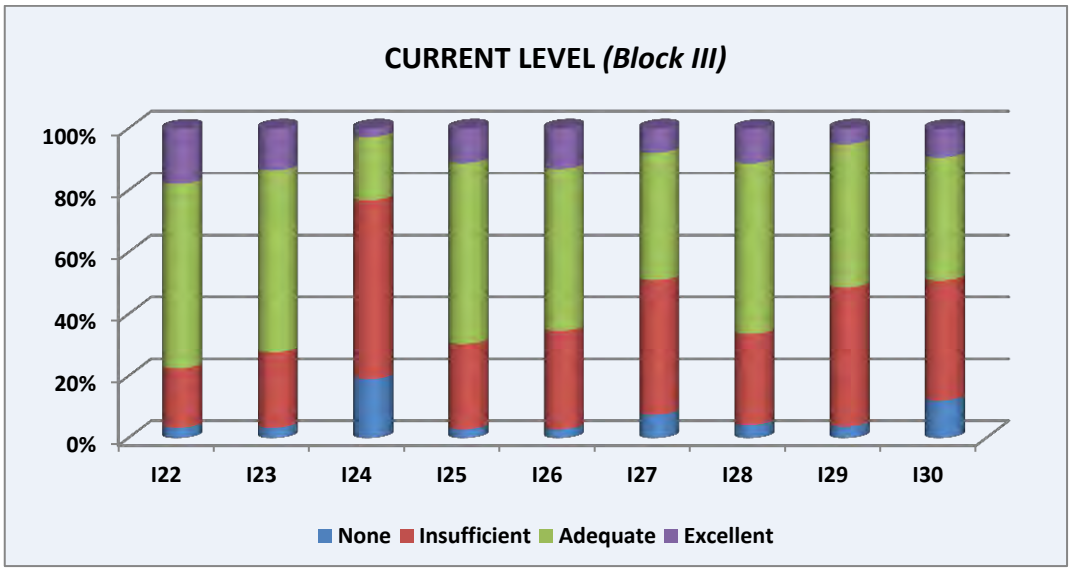

**Graph 56. Current level of in-service teachers on ongoing professional development**




**Graph 57. Training needs of in-service teachers on ongoing professional development**

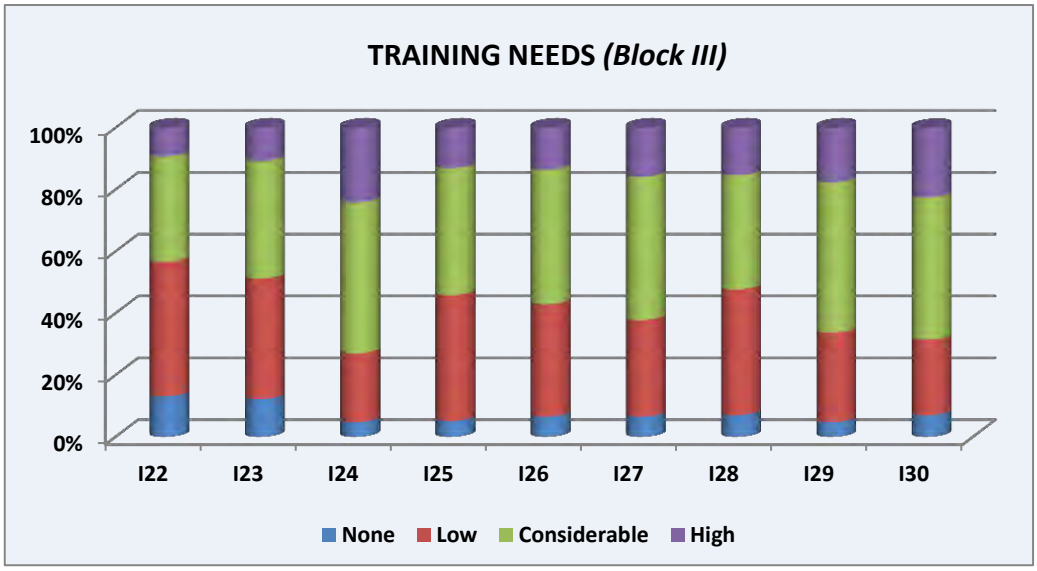
More mixed results can be found in the remaining two thematic blocks: methodology and materials. Much the same tendency can be discerned for both: very similar percentages of respondents who consider their level/training needs are insufficient/low or adequate/considerable; a majority of informants who deem their current level is adequate; and a majority of teachers who claim that, despite this, their training needs are considerable. Thus, these are the two blocks on which there is less harmony between current level and training needs, which attests to the importance of providing teacher education even on those aspects which are considered adequately mastered.

With respect to ***methodological aspects***, in-service teachers appear to be particularly acquainted with the CEFR, the ELP, and task-based language teaching. They are less familiar with the Autobiography of Intercultural Encounters and the lexical approach. Roughly equal percentages of informants claim to have an adequate and insufficient level vis-à-vis Bologna-adapted evaluation and the preparation of teaching assistants (a major niche upon which to act, according to Gerena 2011) (cf. Graph 58).



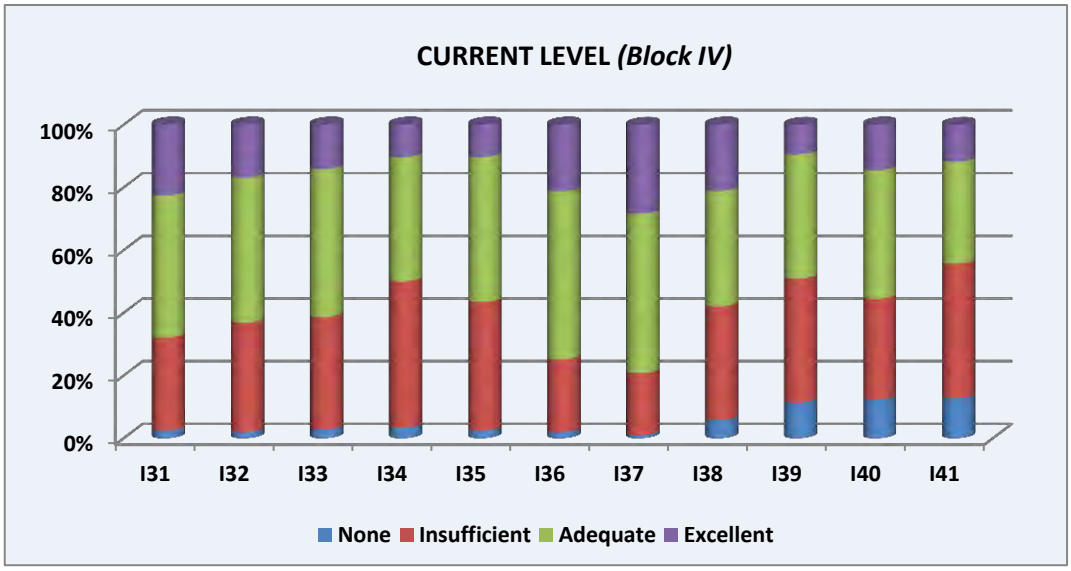

**Graph 58. Current level of in-service teachers on methodological aspects**

Training needs, however, are considerable for all aspects (with a mode of 3), except for the CEFR, the ELP, and cooperative learning (with a mode of 2) (cf. Graph 59). This fully commensurate with a number of studies carried out in Spain, where methodological formation has come to the fore as a serious training deficiency (Fernández Fernández et al. 2005; Pena Díaz & Porto Requejo 2008; Rubio Mostacero 2009; Cabezas Cabello 2010; Fernández & Halbach 2011).

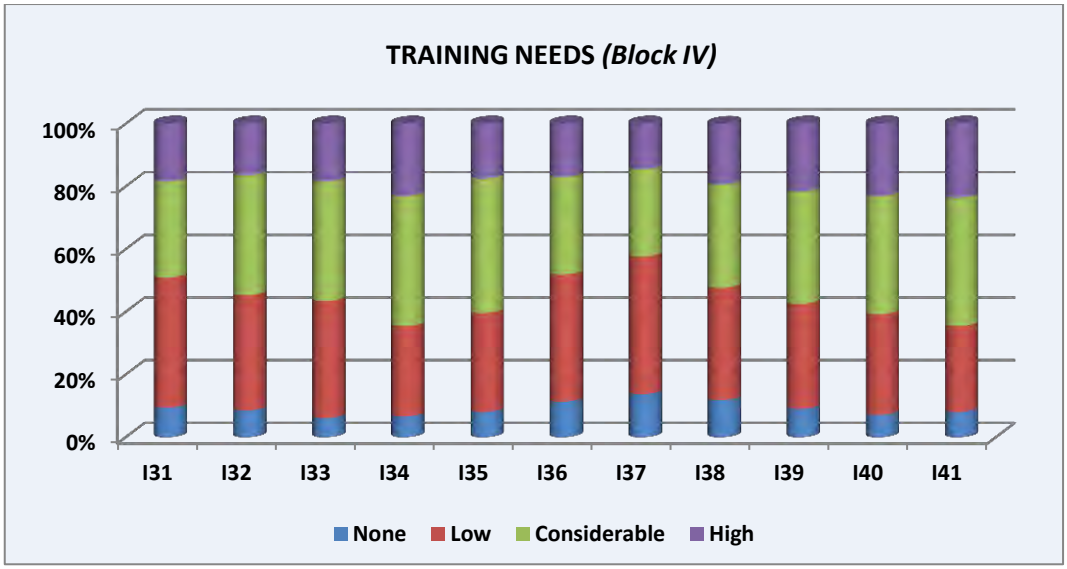



**Graph 59. Training needs of in-service teachers on methodological aspects**

Finally, a very similar pattern shines through for ***materials and resources***. Teachers believe they have an adequate level on all aspects sampled in this heading, save for the design of the integrated curriculum and three ICT resources: Web 2.0 tools, webquests, and computer-mediated communication. However, training needs are considerable on all items, except for access to authentic materials, the use of multimedia software and online reference materials. Thus, it seems that practicing teachers are well-acquainted with the authentic materials and software available for CLIL programs, but lack sufficient grounding on ICT options, (except for interactive whiteboards), materials design and adaptation, and collaborative work for integrated curriculum design. This is fully congruent with the outcomes of both European (Czura et al. 2009; Infante et al. 2009) and Spanish studies (Kelly 2007; Alonso et al. 2008; Cabezas Cabello 2010; Fernández & Halbach 2011) (cf. Graphs 60 and 61).




**Graph 60. Current level of in-service teachers on materials and resources**




**Graph 61. Training needs of in-service teachers on materials and resources**

### *6.2.2. Specific results*

This global diagnosis is interestingly qualified when the diverse identification variables considered for this cohort are factored in. The ANOVA and t test have allowed us to identify those variables which yield a substantial number of statistically significant differences within this group. In this case, those worthy of commentary are five: nationality, type of teacher, level taught, previous experience abroad, and foreign language level. The remaining variables produce an unsubstantial number of significant differences both for current level and training needs.

Very distinct patters can be identified when we compare in-service teachers across ***nationalities***, all of which do not paint a very positive picture for the current level and training needs of practitioners in our country. As regards *current level*, there are statistically significant differences on 25 items of the survey across all five thematic blocks. They are invariably in favor of European teachers across the board: on linguistic and intercultural aspects (items 2, 4, 5, and 6), the theoretical underpinnings of CLIL (items 16, 18, 19, 20, and 21), methodological aspects (items 24, 25, and 29), materials and resources (items 32 to 37), and ongoing professional development (items 44 and 45). Latin American teachers appear to be best at student-centered methodologies (project-based language learning –item 26-, the lexical approach –item 27-, and collaborative teaching –item 35-). On all these aspects, Spanish teachers lag behind both European and Latin American ones in terms of current level. The only two on which they approximate European standards involve familiarity with regional policy frameworks (item 20) and knowledge of the CEFR (item 22) (cf. Table 10).

| NATIONALITY | Spanish | | European | | Latin American | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I2 | 3,14 | 0,63 | 3,56 | 0,50 | 3,24 | 0,58 | 2,80 | 1,10 | 0,002 |
| I4 | 3,23 | 0,66 | 3,61 | 0,49 | 3,24 | 0,51 | 3,20 | 0,84 | 0,011 |
| I5 | 3,22 | 0,66 | 3,58 | 0,50 | 3,31 | 0,54 | 3,00 | 1,00 | 0,015 |
| I6 | 3,26 | 0,66 | 3,72 | 0,45 | 3,21 | 0,56 | 3,20 | 0,84 | 0,001 |
| I13 | 3,18 | 0,68 | 3,53 | 0,56 | 3,24 | 0,64 | 3,00 | 1,00 | 0,032 |
| I16 | 2,21 | 0,78 | 2,44 | 0,70 | 2,21 | 0,72 | 1,25 | 0,50 | 0,025 |
| I18 | 2,10 | 0,75 | 2,44 | 0,70 | 2,21 | 0,83 | 1,50 | 0,58 | 0,032 |
| I19 | 2,13 | 0,80 | 2,50 | 0,66 | 2,25 | 0,79 | 1,50 | 0,58 | 0,025 |
| I20 | 2,60 | 0,78 | 2,76 | 0,78 | 2,08 | 0,72 | 2,25 | 1,26 | 0,008 |
| I21 | 1,98 | 0,75 | 2,35 | 0,65 | 1,96 | 0,69 | 1,50 | 0,58 | 0,022 |
| I22 | 2,93 | 0,65 | 3,18 | 0,58 | 2,55 | 1,06 | 2,25 | 0,50 | 0,002 |
| I24 | 2,01 | 0,69 | 2,39 | 0,66 | 2,14 | 0,83 | 1,50 | 0,58 | 0,012 |
| I25 | 2,69 | 0,68 | 3,09 | 0,45 | 3,00 | 0,69 | 2,50 | 1,00 | 0,004 |
| I26 | 2,67 | 0,71 | 2,97 | 0,63 | 3,05 | 0,72 | 2,50 | 1,00 | 0,024 |
| I27 | 2,40 | 0,74 | 2,71 | 0,63 | 2,82 | 0,80 | 2,50 | 1,29 | 0,024 |
| I29 | 2,39 | 0,64 | 2,97 | 0,52 | 2,77 | 0,53 | 2,75 | 0,96 | 0,000 |
| I31 | 2,75 | 0,76 | 3,26 | 0,71 | 3,10 | 0,77 | 3,25 | 0,96 | 0,001 |
| I32 | 2,61 | 0,70 | 3,38 | 0,55 | 3,00 | 0,77 | 3,00 | 0,82 | 0,000 |
| I33 | 2,57 | 0,72 | 3,26 | 0,57 | 2,95 | 0,59 | 2,75 | 0,96 | 0,000 |
| I34 | 2,47 | 0,71 | 2,94 | 0,74 | 2,71 | 0,56 | 2,75 | 0,96 | 0,004 |
| I35 | 2,55 | 0,68 | 2,88 | 0,69 | 2,95 | 0,67 | 2,75 | 0,96 | 0,010 |
| I36 | 2,87 | 0,71 | 3,26 | 0,67 | 2,90 | 0,83 | 3,25 | 0,50 | 0,026 |
| I37 | 2,94 | 0,69 | 3,44 | 0,66 | 3,29 | 0,78 | 3,50 | 0,58 | 0,000 |
| I44 | 2,13 | 0,71 | 2,56 | 0,75 | 2,40 | 0,82 | 2,25 | 0,96 | 0,013 |
| I45 | 2,07 | 0,72 | 2,56 | 0,79 | 2,40 | 0,88 | 2,50 | 0,58 | 0,003 |

**Table 10. Differences in terms of *nationality* for in-service teachers (*current level*)**

Consistent with these findings are those for *training needs*: Spanish practitioners invariably evince the highest training needs on the 16 aspects which yield statistically significant differences for this variable (cf. Table 11) and their European counterparts, the lowest. Here, they cluster around three main blocks: linguistic competence (our teachers need to hone their oral, listening, and pronunciation skills), materials and resources (they require further work on materials design and adaptation, as well as on the integrated curriculum and tandem teaching), and ongoing professional development (where practically all aspects need to be fine-tuned, especially those pertaining to research, linguistic and methodological upgrade courses abroad, and CLIL Masters). Thus, it appears that in-service teachers in Europe are currently better equipped to face up to the challenge of CLIL than our Spanish practitioners, who seem to be fully cognizant of their limitations across all five blocks considered and come across as eager and avid for further training on linguistic competence, materials and resources, and ongoing professional development. The educational authorities in our country would do well to take note of these lacunae and to redress them via specific teacher training actions, among which a CLIL Master's (item 52) surfaces as a preferred option.

| NATIONALITY | Spanish | | European | | Latin American | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I2 | 2,45 | 0,81 | 1,94 | 0,75 | 2,38 | 0,82 | 1,80 | 0,84 | 0,003 |
| I5 | 2,44 | 0,87 | 2,00 | 0,83 | 2,41 | 0,87 | 2,00 | 1,00 | 0,036 |
| I6 | 2,38 | 0,86 | 1,81 | 0,82 | 2,41 | 0,95 | 2,20 | 1,30 | 0,005 |
| I31 | 2,69 | 0,91 | 2,26 | 0,71 | 2,38 | 0,92 | 2,25 | 1,26 | 0,043 |
| I32 | 2,76 | 0,84 | 2,18 | 0,67 | 2,48 | 0,93 | 2,25 | 1,26 | 0,002 |
| I33 | 2,84 | 0,84 | 2,24 | 0,70 | 2,43 | 0,68 | 2,50 | 1,29 | 0,001 |
| I34 | 2,91 | 0,87 | 2,53 | 0,79 | 2,52 | 0,75 | 2,75 | 1,50 | 0,044 |
| I35 | 2,80 | 0,85 | 2,47 | 0,75 | 2,29 | 0,78 | 2,75 | 1,50 | 0,021 |
| I42 | 2,99 | 0,80 | 2,91 | 0,83 | 2,55 | 1,00 | 2,00 | 0,82 | 0,018 |
| I43 | 3,07 | 0,74 | 2,88 | 0,88 | 2,60 | 0,88 | 2,00 | 0,82 | 0,004 |
| I44 | 3,01 | 0,77 | 2,68 | 0,91 | 2,50 | 0,76 | 2,00 | 0,82 | 0,001 |
| I45 | 3,03 | 0,74 | 2,47 | 0,93 | 2,40 | 0,88 | 2,25 | 0,96 | 0,000 |
| I49 | 3,06 | 0,87 | 2,62 | 1,10 | 2,85 | 1,14 | 1,75 | 0,96 | 0,006 |
| I50 | 3,22 | 0,84 | 2,88 | 0,98 | 2,90 | 0,97 | 2,00 | 1,15 | 0,008 |
| I51 | 3,25 | 0,82 | 2,68 | 1,04 | 2,95 | 1,10 | 2,25 | 1,50 | 0,002 |
| I52 | 3,20 | 0,83 | 2,79 | 1,04 | 3,00 | 1,08 | 2,25 | 1,50 | 0,026 |

**Table 11. Differences in terms of *nationality* for in-service teachers (*training needs*)**

Equally interesting outcomes emerge for ***type of teacher***. Statistically significant differences can be located here chiefly on two thematic blocks: linguistic and intercultural competence, and materials and resources. If the general outlook on *current level* of linguistic and intercultural aspects was extremely positive for the overall

sample, this fine-grained analysis evinces that this is not the case for all types of teachers. Significant differences emerge on absolutely all linguistic items (1 through 7) and on two intercultural competence ones (8 and 9), always in detriment of NLA teachers, who invariably evince the lowest level on this initial block. Teaching assistants, on the other, are best at BICS (item 4), oral skills (item 5), knowledge of the FL culture (item 8), and capacity to analyze and reflect on intercultural experience and contact (item 9). The other major front on which NLA teachers appear to have the greatest gaps pertains to materials and resources. They have the significant lowest level on TBLT and access to authentic materials (alongside teaching assistants in both cases – items 25 and 31); principles for materials adaptation and design (items 32 and 33); and the use of online reference materials and CMC (items 37 an d41). Teaching assistants are, on the contrary, particularly helpful for the design of original materials (item 33) and for the adaptation of already existing ones (item 32). These findings are consistent with the roles which TAs are currently assigned in bilingual programs, for instance, in Andalucía. According to the *Order de 20 de junio de 2006*, the *Orden de 14 de septiembre de 2007*, and the *Instrucciones de 17 de julio de 2009*, TAs should complement and support CLIL teachers for 12 hours a week, fostering oral conversation practice, providing correct pronunciation and grammatical models, collaborating in materials design, and constituting a gateway into their home country's culture. Our findings thus fully substantiate their current tasks (cf. Table 12).

| TYPE OF TEACHER | Language | | Non-linguistic area | | Teaching Assistant | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,47 | 0,55 | 3,03 | 0,55 | 3,00 | . | 2,91 | 0,54 | 0,000 |
| I2 | 3,29 | 0,63 | 2,77 | 0,50 | 3,00 | . | 3,00 | 0,63 | 0,000 |
| I3 | 3,17 | 0,62 | 2,84 | 0,58 | 3,00 | . | 2,82 | 0,75 | 0,018 |
| I4 | 3,36 | 0,62 | 2,94 | 0,57 | 4,00 | . | 2,91 | 0,70 | 0,000 |
| I5 | 3,35 | 0,62 | 2,87 | 0,62 | 4,00 | . | 3,18 | 0,75 | 0,001 |
| I6 | 3,41 | 0,61 | 2,84 | 0,64 | 3,00 | . | 3,09 | 0,70 | 0,000 |
| I7 | 3,41 | 0,62 | 3,03 | 0,66 | 3,00 | . | 3,18 | 0,75 | 0,013 |
| I8 | 3,15 | 0,62 | 2,81 | 0,70 | 4,00 | . | 3,09 | 0,83 | 0,023 |
| I9 | 3,28 | 0,65 | 2,94 | 0,73 | 4,00 | . | 2,91 | 0,70 | 0,012 |
| I25 | 2,84 | 0,66 | 2,45 | 0,62 | 2,00 | . | 2,90 | 0,74 | 0,015 |
| I31 | 2,96 | 0,76 | 2,47 | 0,73 | 2,00 | . | 2,90 | 0,88 | 0,009 |
| I32 | 2,85 | 0,74 | 2,40 | 0,62 | 3,00 | . | 2,70 | 0,82 | 0,020 |
| I33 | 2,80 | 0,71 | 2,33 | 0,76 | 3,00 | . | 2,60 | 0,84 | 0,012 |
| I37 | 3,13 | 0,69 | 2,73 | 0,74 | 3,00 | . | 3,00 | 0,94 | 0,049 |
| I41 | 2,53 | 0,85 | 1,97 | 0,76 | 2,00 | . | 2,30 | 0,95 | 0,009 |

**Table 12. Differences in terms of *type of teacher* for in-service teachers (*current level*)**

Completely in line with the foregoing, the *training needs* of these NLA teachers are significantly higher on absolutely all linguistic aspects (items 1 through 7) and on materials access and adaptation (items 31 and 33) (cf. Table 13). Thus, in the light of these outcomes, it seems that NLA teachers would greatly benefit from specific teacher training actions comprising attention to language and culture, targeting both BICS and CALP, as well as to materials design and adaptation. Tandem work in these areas with TAs, if done properly, could also prove to be extremely positive.

| TYPE OF TEACHER | Language | | Non-linguistic area | | Teaching Assistant | | Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 2,07 | 0,69 | 2,48 | 0,81 | 2,00 | . | 2,73 | 0,90 | 0,001 |
| I2 | 2,26 | 0,79 | 2,77 | 0,84 | 2,00 | . | 2,82 | 0,98 | 0,002 |
| I3 | 2,36 | 0,76 | 2,68 | 0,87 | 3,00 | . | 2,91 | 0,94 | 0,029 |
| I4 | 2,13 | 0,80 | 2,55 | 0,81 | 2,00 | . | 2,82 | 0,98 | 0,004 |
| I5 | 2,27 | 0,85 | 2,74 | 0,89 | 2,00 | . | 2,91 | 0,94 | 0,005 |
| I6 | 2,19 | 0,88 | 2,74 | 0,82 | 2,00 | . | 2,82 | 0,87 | 0,002 |
| I7 | 2,09 | 0,84 | 2,45 | 0,93 | 3,00 | . | 2,73 | 0,90 | 0,014 |
| I31 | 2,49 | 0,88 | 2,93 | 0,91 | 4,00 | . | 3,00 | 0,82 | 0,010 |
| I33 | 2,61 | 0,84 | 3,00 | 0,79 | 2,00 | . | 3,10 | 0,74 | 0,035 |

**Table 13. Differences in terms of *type of teacher* for in-service teachers (*training needs*)**

Alongside NLA teachers, it seems that Primary school practitioners would be the other major cohort to benefit from linguistic training, cooperation with TAs, and materials preparation. This is precisely what transpires from the analysis of our outcomes in terms of ***teaching level***. Infant and Primary Education teachers have the significantly lowest *level* on pronunciation (item 2), the Autobiography of Intercultural encounters (item 24), the preparation of TAs (item 30), and access to authentic materials (item 31) (cf. Table 14).

| TEACHING LEVEL | | I2 | I24 | I30 | I31 |
|---|---|---|---|---|---|
| Infant | Mean | 3,00 | 2,67 | 2,33 | 2,67 |
| | SD | 0,00 | 0,58 | 0,58 | 0,58 |
| Primary | Mean | 3,07 | 1,93 | 2,22 | 2,68 |
| | SD | 0,54 | 0,66 | 0,86 | 0,74 |
| Secondary | Mean | 3,24 | 2,08 | 2,65 | 2,90 |
| | SD | 0,65 | 0,70 | 0,76 | 0,82 |
| Baccalaureate | Mean | 3,174 | 2,000 | 2,389 | 3,222 |
| | SD | 0,83 | 0,49 | 0,85 | 0,55 |
| Vocational training | Mean | 3,714 | 2,550 | 2,550 | 3,300 |
| | SD | 0,46 | 0,94 | 0,89 | 0,73 |
| Adult | Mean | 3,667 | 2,000 | 2,667 | 2,667 |
| | SD | 0,58 | 0,00 | 0,58 | 0,58 |
| | *p* | 0,001 | 0,013 | 0,036 | 0,010 |

**Table 14. Differences in terms of *teaching level* for in-service teachers (*current level*)**

Once more in keeping with current level, significant *training needs* emerge for both these types of teachers mainly on linguistic aspects: pronunciation, oral and listening skills, and BICS (items 1, 5, 6, and 4), and completion of linguistic upgrade courses in official language schools (item 47 – here, alongside Baccalaureate teachers) (cf. Table 15). Consequently, it seems teachers of early educational stages would particularly benefit, together with NLAs, from a CLIL Master's where linguistic aspects are accorded explicit and extensive attention, which is exactly what our *Máster en AICLE* has done (cf. Section 8).

| TEACHING LEVEL | | I2 | I4 | I5 | I6 | I47 |
|---|---|---|---|---|---|---|
| Infant | Mean | 2,75 | 2,75 | 2,75 | 2,75 | 2,67 |
| | SD | 0,96 | 0,50 | 0,50 | 0,50 | 0,58 |
| Primary | Mean | 2,51 | 2,36 | 2,53 | 2,44 | 2,73 |
| | SD | 0,74 | 0,71 | 0,86 | 0,81 | 0,95 |
| Secondary | Mean | 2,35 | 2,19 | 2,31 | 2,27 | 2,42 |
| | SD | 0,85 | 0,90 | 0,90 | 0,94 | 1,00 |
| Baccalaureate | Mean | 2,217 | 2,130 | 2,304 | 2,174 | 2,889 |
| | SD | 0,85 | 0,87 | 0,82 | 1,03 | 1,02 |
| Vocational training | Mean | 1,857 | 1,905 | 2,000 | 1,905 | 2,368 |
| | SD | 0,79 | 0,77 | 0,77 | 0,77 | 0,96 |
| Adult | Mean | 1,333 | 1,000 | 1,000 | 1,000 | 1,000 |
| | SD | 0,58 | 0,00 | 0,00 | 0,00 | 0,00 |
| | *p* | 0,004 | 0,013 | 0,008 | 0,014 | 0,013 |

**Table 15. Differences in terms of *teaching level* for in-service teachers (*training needs*)**

These linguistic deficiencies, it seems, could also be redressed via linguistic upgrade courses abroad, as the final two variables which evince statistically significant differences – previous experience abroad and language level – appear to have a direct bearing on mastery of language and practical CLIL aspects.

To begin with, ***previous experience abroad*** proves crucial to attain higher *standards* of absolutely all the linguistic aspects sampled (items 1 through 7), of FL cultural knowledge (item 8), of the CEFR and the ELP (items 22 and 23), of practical aspects such as the preparation of TAs or materials design (items 30 and 32), and of ICT mastery (items 36 through 41). Those teachers who have prior experience abroad also seem to engage in research to a greater extent via study licenses (item 51) (cf. Table 16).

| PREVIOUS EXPERIENCE ABROAD | Yes | | No | | |
|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | *p* |
| I1 | 3,46 | 0,54 | 3,28 | 0,61 | 0,017 |
| I2 | 3,33 | 0,62 | 3,03 | 0,62 | 0,000 |
| I3 | 3,22 | 0,57 | 2,96 | 0,68 | 0,002 |
| I4 | 3,37 | 0,61 | 3,15 | 0,65 | 0,009 |
| I5 | 3,39 | 0,62 | 3,12 | 0,65 | 0,001 |
| I6 | 3,44 | 0,59 | 3,15 | 0,70 | 0,001 |
| I7 | 3,42 | 0,59 | 3,24 | 0,70 | 0,028 |
| I8 | 3,25 | 0,62 | 2,89 | 0,63 | 0,000 |
| I22 | 3,01 | 0,63 | 2,76 | 0,80 | 0,014 |
| I23 | 2,90 | 0,67 | 2,70 | 0,73 | 0,045 |
| I30 | 2,56 | 0,85 | 2,31 | 0,77 | 0,028 |
| I31 | 2,96 | 0,76 | 2,73 | 0,77 | 0,034 |
| I33 | 2,81 | 0,72 | 2,58 | 0,74 | 0,029 |
| I36 | 3,04 | 0,69 | 2,79 | 0,75 | 0,015 |
| I37 | 3,15 | 0,67 | 2,93 | 0,77 | 0,030 |
| I38 | 2,83 | 0,82 | 2,59 | 0,88 | 0,049 |
| I39 | 2,57 | 0,78 | 2,31 | 0,83 | 0,020 |
| I40 | 2,69 | 0,88 | 2,41 | 0,85 | 0,023 |
| I41 | 2,57 | 0,80 | 2,23 | 0,91 | 0,006 |
| I51 | 1,95 | 0,93 | 1,69 | 0,87 | 0,041 |

**Table 16. Differences in terms of *previous experience abroad* for in-service teachers (*current level*)**

In complete harmony with these outcomes, these in-service practitioners who have no previous experience abroad present significantly higher *training needs* on absolutely all linguistic aspects (items 1 to 7) and FL culture knowledge (item 8), and, in line with this, for the completion of linguistic upgrade courses in OLSs (item 47). They equally seem to require greater grounding on the precursors of CLIL (item 14), the ELP (item 23), and the preparation of TAs (item 30) (cf. Table 17).

| PREVIOUS EXPERIENCE ABROAD | Yes | | No | | |
|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | *p* |
| I1 | 2,08 | 0,68 | 2,27 | 0,80 | 0,049 |
| I2 | 2,27 | 0,79 | 2,48 | 0,87 | 0,046 |
| I3 | 2,34 | 0,75 | 2,57 | 0,84 | 0,029 |
| I4 | 2,11 | 0,82 | 2,39 | 0,81 | 0,008 |
| I5 | 2,26 | 0,86 | 2,52 | 0,88 | 0,027 |
| I6 | 2,15 | 0,86 | 2,49 | 0,91 | 0,004 |
| I7 | 2,06 | 0,79 | 2,33 | 0,95 | 0,020 |
| I8 | 2,23 | 0,76 | 2,52 | 0,75 | 0,005 |
| I14 | 2,86 | 0,86 | 3,09 | 0,81 | 0,043 |
| I23 | 2,36 | 0,83 | 2,65 | 0,84 | 0,013 |
| I30 | 2,68 | 0,87 | 3,10 | 0,75 | 0,000 |
| I47 | 2,38 | 0,98 | 2,85 | 0,94 | 0,001 |

**Table 17. Differences in terms of *previous experience abroad* for in-service teachers (*training needs*)**

The consistency of our results and the validity of teacher perceptions are confirmed in this next section, which explores differences in terms of ***foreign language level***. The latter, in line with the previous variable, seems to impinge on the mastery of absolutely all linguistic and intercultural items (save for 11), on the familiarity with the basic European documents pivotal for CLIL teaching (the CEFR –item 22-, the ELP –item 23-, and the Autobiography of Intercultural Encounters –item 24-), on acquaintance with evaluation principles and techniques (item 29), and on materials and integrated curriculum design (items 31, 32, 33, 34, and 37). The higher the language level (C2), the greater the mastery of all these areas, which attests to the reliability of teacher perceptions. However, higher FL level does not bring with it greater familiarity with student-centered methodologies, as it is teachers with an A1 level who claim to have a significantly greater mastery of the lexical approach (item 27) and cooperative student learning (item 28) (cf. Table 18).

| LANGUAGE LEVEL | A1 | | A2 | | B1 | | B2 | | C1 | | C2 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,28 | 0,67 | 3,29 | 0,61 | 3,17 | 0,54 | 3,16 | 0,45 | 3,46 | 0,54 | 3,68 | 0,56 | 0,000 |
| I2 | 3,17 | 0,79 | 3,43 | 0,51 | 2,93 | 0,65 | 2,92 | 0,52 | 3,33 | 0,58 | 3,48 | 0,59 | 0,000 |
| I3 | 2,94 | 0,80 | 2,93 | 0,62 | 2,93 | 0,59 | 2,97 | 0,57 | 3,27 | 0,53 | 3,29 | 0,67 | 0,005 |
| I4 | 3,17 | 0,79 | 3,36 | 0,50 | 3,00 | 0,53 | 3,00 | 0,54 | 3,37 | 0,56 | 3,65 | 0,62 | 0,000 |
| I5 | 3,17 | 0,86 | 3,36 | 0,63 | 3,14 | 0,58 | 3,03 | 0,60 | 3,37 | 0,60 | 3,55 | 0,59 | 0,000 |
| I6 | 3,22 | 0,81 | 3,14 | 0,53 | 3,00 | 0,76 | 3,10 | 0,53 | 3,42 | 0,57 | 3,67 | 0,56 | 0,000 |
| I7 | 3,33 | 0,77 | 3,43 | 0,51 | 3,17 | 0,66 | 3,11 | 0,58 | 3,35 | 0,59 | 3,65 | 0,62 | 0,000 |
| I8 | 3,00 | 0,77 | 3,00 | 0,78 | 2,93 | 0,65 | 2,94 | 0,60 | 3,13 | 0,60 | 3,38 | 0,60 | 0,002 |
| I9 | 3,00 | 0,84 | 3,07 | 0,73 | 3,03 | 0,68 | 3,05 | 0,66 | 3,31 | 0,64 | 3,50 | 0,56 | 0,001 |
| I10 | 2,94 | 0,80 | 2,79 | 0,97 | 2,90 | 0,67 | 3,03 | 0,65 | 3,17 | 0,71 | 3,47 | 0,61 | 0,000 |
| I12 | 3,28 | 0,67 | 3,14 | 0,77 | 3,21 | 0,62 | 3,29 | 0,52 | 3,37 | 0,69 | 3,64 | 0,48 | 0,002 |
| I13 | 3,17 | 0,71 | 2,86 | 0,77 | 3,07 | 0,65 | 3,16 | 0,68 | 3,18 | 0,62 | 3,52 | 0,59 | 0,001 |
| I22 | 2,62 | 0,65 | 2,73 | 0,65 | 2,57 | 0,92 | 2,75 | 0,69 | 3,07 | 0,45 | 3,23 | 0,65 | 0,000 |
| I23 | 2,85 | 0,69 | 2,64 | 0,50 | 2,43 | 0,79 | 2,68 | 0,60 | 2,93 | 0,62 | 3,10 | 0,71 | 0,000 |
| I24 | 2,23 | 0,73 | 1,73 | 0,47 | 1,79 | 0,57 | 1,98 | 0,67 | 2,18 | 0,79 | 2,24 | 0,73 | 0,021 |
| I25 | 2,77 | 0,60 | 2,55 | 0,69 | 2,71 | 0,66 | 2,54 | 0,71 | 2,87 | 0,63 | 3,02 | 0,62 | 0,004 |
| I27 | 2,85 | 0,55 | 2,36 | 0,67 | 2,50 | 0,69 | 2,21 | 0,73 | 2,40 | 0,72 | 2,78 | 0,76 | 0,001 |
| I28 | 3,00 | 0,58 | 2,55 | 0,69 | 2,54 | 0,58 | 2,54 | 0,76 | 2,80 | 0,73 | 2,93 | 0,69 | 0,015 |
| I29 | 2,54 | 0,78 | 2,45 | 0,52 | 2,43 | 0,69 | 2,37 | 0,62 | 2,51 | 0,66 | 2,75 | 0,63 | 0,047 |
| I31 | 2,92 | 0,95 | 2,82 | 0,40 | 2,50 | 0,69 | 2,68 | 0,66 | 2,82 | 0,78 | 3,31 | 0,77 | 0,000 |
| I32 | 2,62 | 0,87 | 2,45 | 0,69 | 2,71 | 0,85 | 2,59 | 0,60 | 2,78 | 0,70 | 3,10 | 0,74 | 0,003 |
| I33 | 2,77 | 0,93 | 2,55 | 0,52 | 2,64 | 0,78 | 2,50 | 0,63 | 2,78 | 0,74 | 2,97 | 0,74 | 0,023 |
| I34 | 2,69 | 0,95 | 2,36 | 0,50 | 2,39 | 0,63 | 2,39 | 0,68 | 2,62 | 0,68 | 2,80 | 0,76 | 0,028 |
| I37 | 3,00 | 0,91 | 2,82 | 0,40 | 3,07 | 0,81 | 2,84 | 0,71 | 3,00 | 0,64 | 3,39 | 0,64 | 0,001 |

**Table 18. Differences in terms of *foreign language level* for in-service teachers (*current level*)**

Less marked patterns transpire for *training needs* in terms of this variable. The only interesting one which can be discerned affects linguistic and intercultural competence: contrary to what might initially be expected, it not the teachers with an A1 level who appear to have the greatest training needs on this front, but those with a B1 level. The latter have significantly higher means on absolutely all linguistic aspects (items 1 through 7), on the capacity to develop critical intercultural awareness (item 13), and, in line with this, on the need to complete linguistic upgrade courses in Official Language Schools (item 47). This could well be due to the fact that the latest *ORDEN de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía,* has pushed up the language level which teachers need to accredit in order to participate in CLIL schemes to a B2. Thus, practitioners with a B1 are acutely aware of the need to upgrade their language skills and more urgently call for greater training on this front (cf. Table 19). In line with these findings, the Master's proposed in section 8 will pre-empt this faultline, targeting precisely this language level group. The entry point will be a B1 level and the aim is for participants to exit, not only with the Master's diploma, but also with a B2 certificate which enables them to partake in bilingual programs in communities like Andalucía.

| LANGUAGE LEVEL | A1 | | A2 | | B1 | | B2 | | C1 | | C2 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 2,28 | 1,02 | 2,21 | 0,80 | 2,41 | 0,78 | 2,29 | 0,69 | 2,14 | 0,57 | 1,86 | 0,70 | 0,004 |
| I2 | 2,39 | 0,98 | 2,29 | 0,83 | 2,69 | 0,85 | 2,61 | 0,78 | 2,25 | 0,74 | 2,03 | 0,78 | 0,000 |
| I3 | 2,72 | 0,83 | 2,50 | 0,76 | 2,69 | 0,71 | 2,52 | 0,78 | 2,31 | 0,70 | 2,24 | 0,86 | 0,044 |
| I4 | 2,44 | 0,98 | 2,14 | 0,66 | 2,59 | 0,87 | 2,40 | 0,78 | 2,29 | 0,67 | 1,77 | 0,80 | 0,000 |
| I5 | 2,39 | 0,98 | 2,36 | 0,74 | 2,66 | 0,77 | 2,60 | 0,93 | 2,33 | 0,76 | 2,02 | 0,87 | 0,002 |
| I6 | 2,44 | 1,15 | 2,36 | 0,74 | 2,79 | 0,77 | 2,47 | 0,82 | 2,27 | 0,79 | 1,85 | 0,88 | 0,000 |
| I7 | 2,39 | 0,92 | 2,36 | 0,84 | 2,45 | 0,78 | 2,31 | 0,88 | 2,12 | 0,70 | 1,85 | 0,93 | 0,007 |
| I8 | 2,39 | 0,78 | 2,50 | 0,85 | 2,45 | 0,78 | 2,43 | 0,69 | 2,46 | 0,73 | 2,08 | 0,81 | 0,048 |
| I13 | 2,33 | 0,91 | 2,43 | 0,76 | 2,55 | 0,83 | 2,27 | 0,83 | 2,47 | 0,78 | 2,00 | 0,83 | 0,018 |
| I14 | 2,50 | 0,94 | 3,45 | 0,69 | 3,21 | 0,86 | 2,95 | 0,81 | 2,85 | 0,79 | 2,90 | 0,86 | 0,041 |
| I19 | 2,43 | 0,85 | 3,27 | 0,65 | 3,21 | 0,90 | 2,84 | 0,77 | 2,83 | 0,71 | 2,89 | 0,85 | 0,036 |
| I21 | 2,43 | 0,85 | 3,27 | 0,79 | 3,21 | 0,90 | 2,82 | 0,83 | 2,93 | 0,68 | 3,00 | 0,87 | 0,042 |
| I22 | 2,77 | 0,83 | 2,36 | 0,67 | 2,61 | 0,88 | 2,54 | 0,71 | 2,38 | 0,78 | 2,10 | 0,92 | 0,015 |
| I23 | 2,77 | 0,93 | 2,55 | 0,69 | 2,68 | 0,86 | 2,63 | 0,75 | 2,39 | 0,84 | 2,22 | 0,88 | 0,043 |
| I31 | 2,62 | 0,96 | 2,64 | 0,81 | 2,96 | 0,79 | 2,75 | 0,92 | 2,67 | 0,83 | 2,15 | 0,85 | 0,001 |
| I32 | 2,77 | 0,93 | 2,82 | 0,75 | 2,82 | 0,77 | 2,79 | 0,95 | 2,62 | 0,75 | 2,32 | 0,84 | 0,037 |
| I37 | 2,62 | 0,96 | 2,82 | 1,17 | 2,25 | 0,80 | 2,64 | 0,94 | 2,51 | 0,79 | 2,15 | 0,87 | 0,024 |
| I47 | 2,77 | 0,83 | 3,09 | 0,83 | 2,89 | 0,96 | 2,60 | 0,91 | 2,49 | 0,99 | 2,24 | 1,06 | 0,020 |

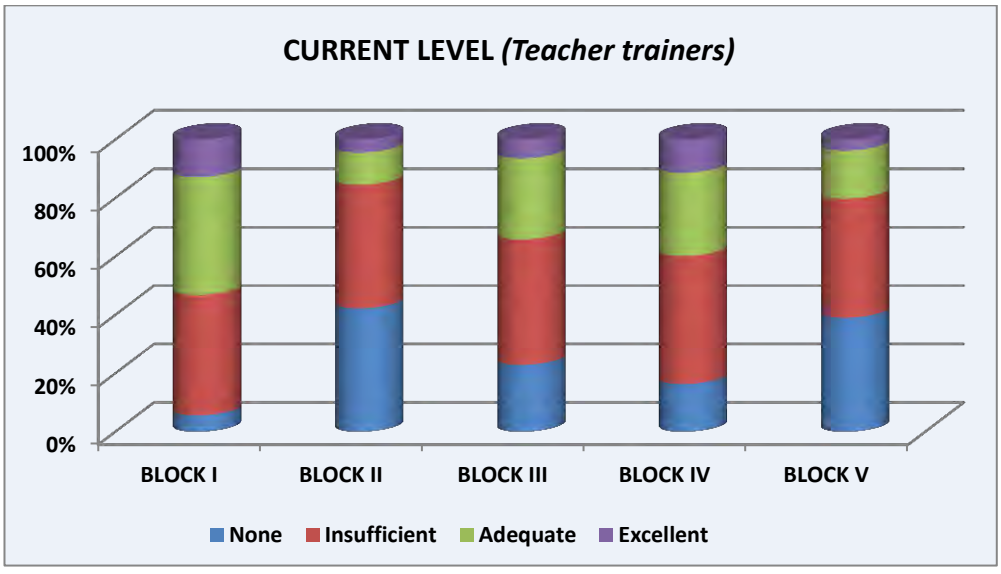
**Table 19. Differences in terms of *foreign language level* for in-service teachers (*training needs*)**

## 6.3. Teacher trainers

The same tendencies which have been ascertained for pre- and in-service teachers also transpire for teacher trainers, albeit in a much more marked way. This cohort undoubtedly harbors a more pessimistic outlook on current level and considers training needs are particularly urgent across absolutely all thematic blocks.

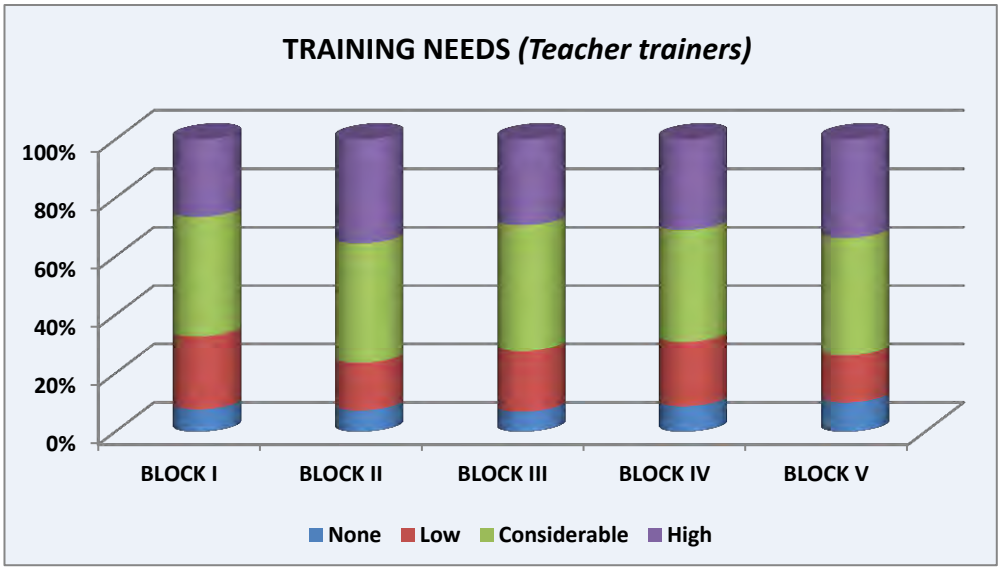
### *6.3.1. Global results*

Globally, current level is considered insufficient across the board by this third cohort. This is particularly the case for blocks II and V, as had occurred for pre- and in-service teachers, but also for methodology and materials (to a greater extent than the prior two groups). It is even considered deficient for linguistic and intercultural competence, contrary to what students and practitioners had perceived, although a roughly equal percentage of trainers considers their learners have an adequate level on this section (cf. Graph 62).



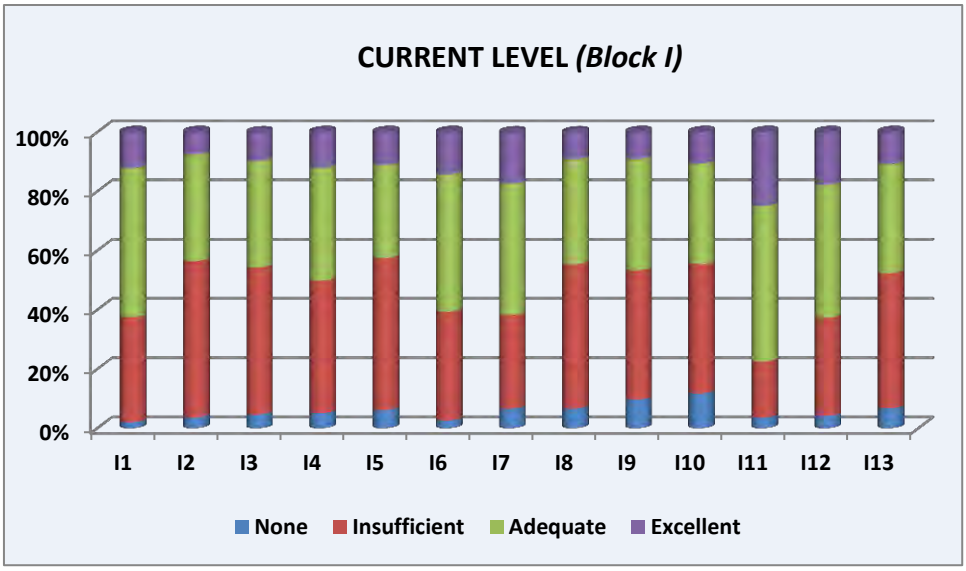

**Graph 62. Current level according to teacher trainers on linguistic and intercultural competence**

In turn, training needs are seen as considerable to high on all five thematic blocks, again, particularly on the theoretical underpinnings of CLIL and ongoing professional development (cf. Graph 63).



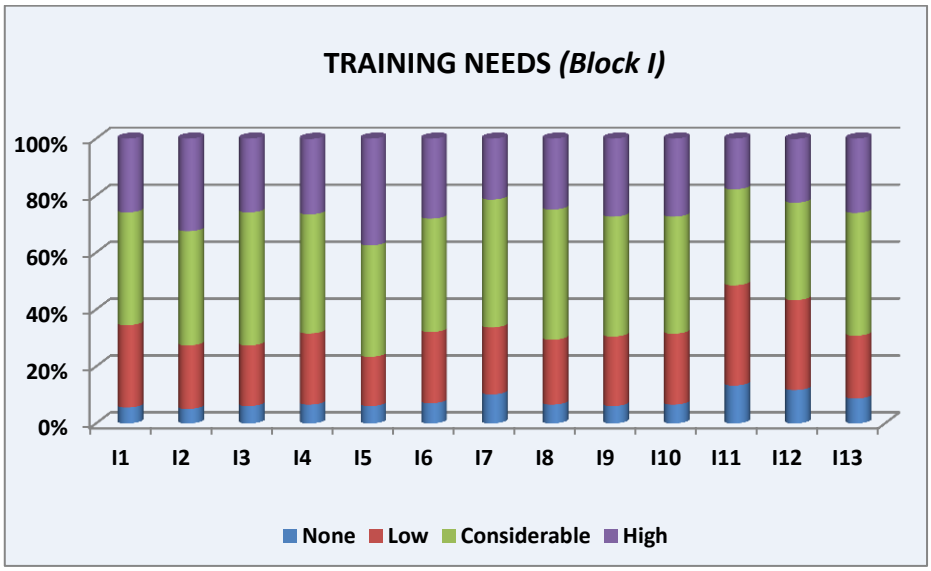

**Graph 63. Training needs according to teacher trainers on linguistic and intercultural competence**

If thrashed out in detail, these outcomes reveal that, in terms of ***linguistic competence***, teacher trainers consider their students' current level is particularly deficient on pronunciation (item 2), oral communication (item 5), and BICS (item 4) and CALP (item 3). It is more chiefly adequate on grammar (item 1) and the receptive skills (items 6 and 7), something which is not surprising considering the essentially grammar-based and passive teaching style traditionally favored in Spanish university (cf. Peréz Cañado (coord.) 2010). Vis-à-vis ***intercultural competence***, current level is regarded as insufficient on all items save on the capacity to foster attitudes of tolerance, respect, and empathy (item 11) and to overcome stereotypes (item 12), something which fully concurs with the response of the in-service informants, thereby confirming the consistency of our outcomes across cohorts (cf. Graph 64).



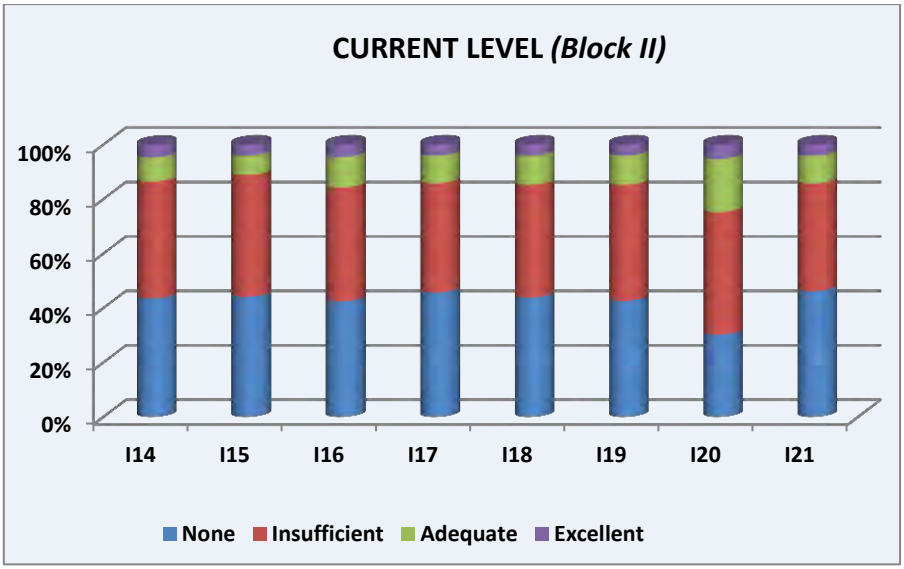

**Graph 64. Current level according to teacher trainers on linguistic and intercultural competence**

Much greater homogeneity of results can be detected on training needs within this thematic block, as they are either considerable or high on all 13 items, except for the capacity to foster attitudes of tolerance, respect, and empathy (item 11). Teacher trainers consider further work is required especially on pronunciation (item 2), oral aspects (item 5), CALP (item 3), and knowledge of the FL culture (item 8). This clearly points to the need to realign methodology with more communicative teaching at tertiary level, as Fernández Fernández et al. (2005) also underscore (cf. Graph 65).




**Graph 65. Training needs according to teacher trainers on linguistic and intercultural competence**

As had been the case for the previous cohorts, much greater homogeneity can be detected between current level and training needs for blocks II and V – those which clearly require enhanced teacher education. Teacher trainers hold their students are not at all familiar with any of the aspects sampled within the ***theoretical underpinnings of CLIL*** and, in line with this, signal from considerable to high training needs on absolutely all of them, as is visually illustrated in Graphs 66 and 67.

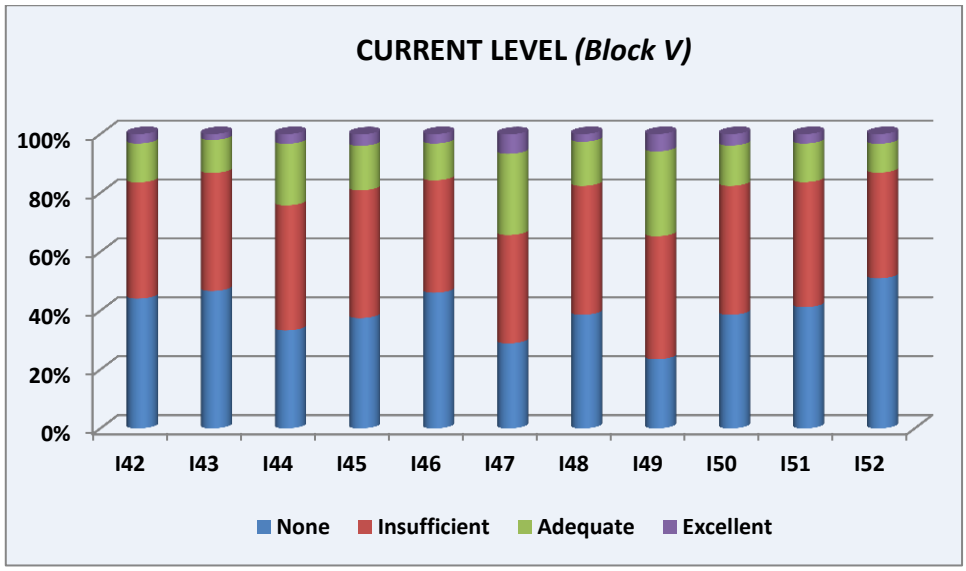



**Graph 66 Current level according to teacher trainers on the theoretical underpinnings of CLIL**

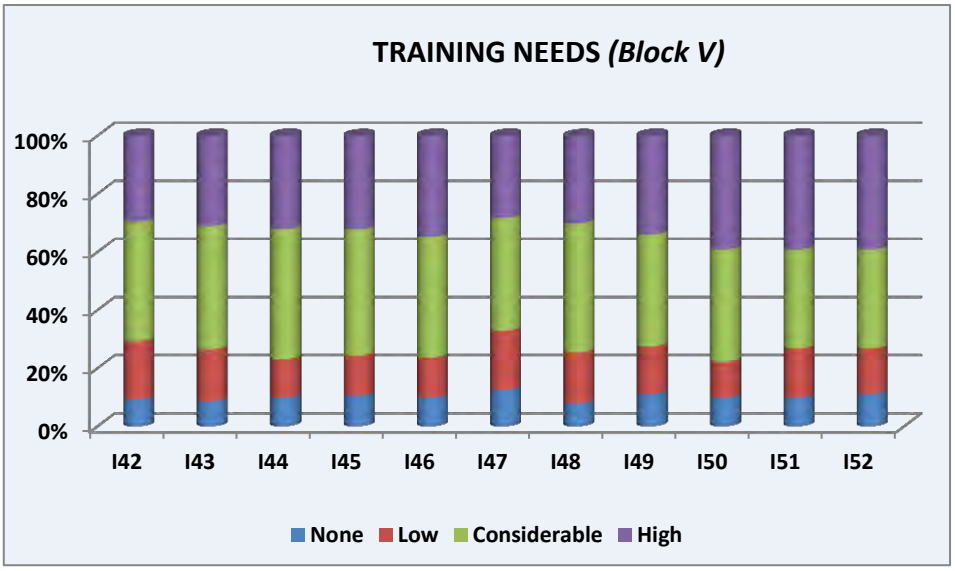
**Graph 67. Training needs according to teacher trainers on the theoretical underpinnings of CLIL**

Exactly the same tendency can be discerned for the fifth thematic block: ***ongoing professional development***. Current level is insufficient or none on absolutely all aspects considered, and training needs are considerable to high again in all cases (cf.

Graphs 68 and 69). Students' level is particularly low, according to teacher trainers, on information on CLIL networks (item 42), familiarity with specialized journals and book series (item 43), and participation in CLIL courses (item 46) and Masters (item 52). In line with the foregoing, they consider training needs to be stepped up vis-à-vis participation in methodological courses, Masters, and study licenses for further research. This substantiates our desire to set up a specific CLIL Master's at university and empirically confirms a tendency we have been informally ascertaining in the three already existing language-related Masters at the University of Jaén over the course of the past two years: the need to bolster our students' research capacities through further courses for successful completion of their end of Master's project. This has in fact just led us to propose a biannual pedagogical innovation project at the University of Jaén to design specific material in order to acquaint our students with the basics of quantitative and qualitative research.

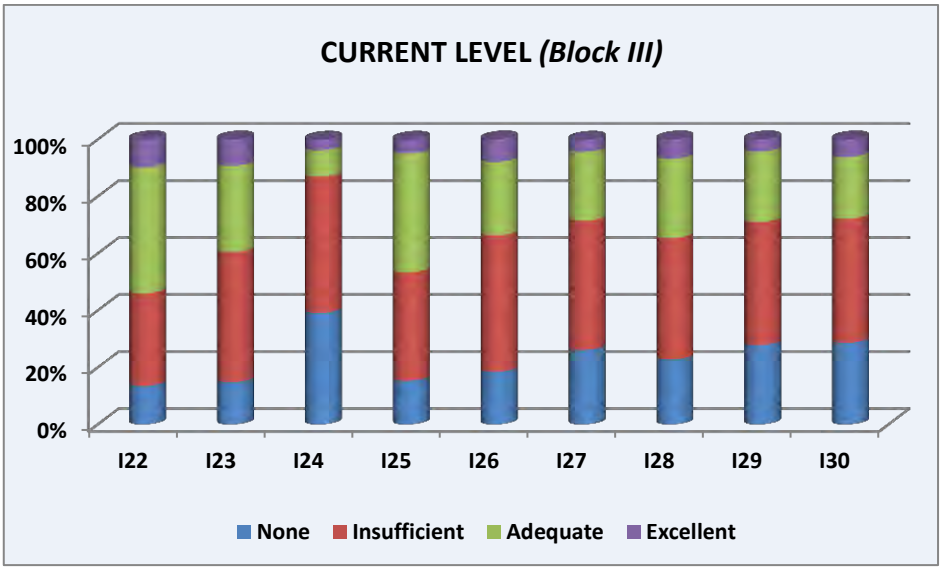



**Graph 68. Current level according to teacher trainers on ongoing professional development**

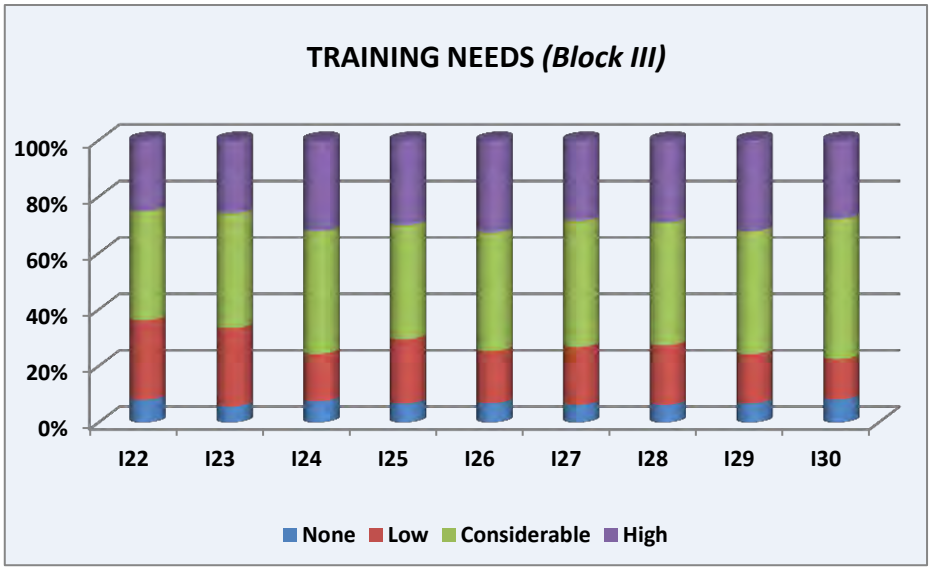



**Graph 69. Training needs according to teacher trainers on ongoing professional development**

Turning now to ***methodological aspects***, we find that teacher trainers' perceptions of their students' current level are once again insufficient across the board, except for the CEFR (item 22) and task-based language teaching (item 25). This fully concurs with the pre-service teachers' views, which points to the fact that these methodological aspects seem to be adequately covered in current syllabuses at tertiary level (cf. Graph 70). In turn, training needs are invariably considerable on all items, although more markedly so on the Autobiography of Intercultural Encounters (item 24), the lexical approach and cooperative learning (items 27 and 28), evaluation principles (item 29), and work with TAs (item 30) (cf. Graph 71).

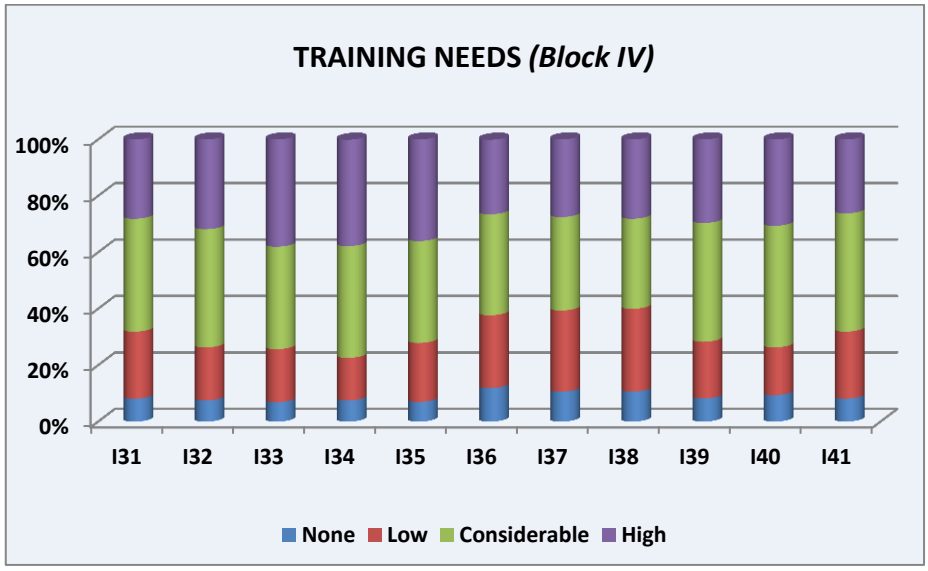



**Graph 70. Current level according to teacher trainers on methodological aspects**

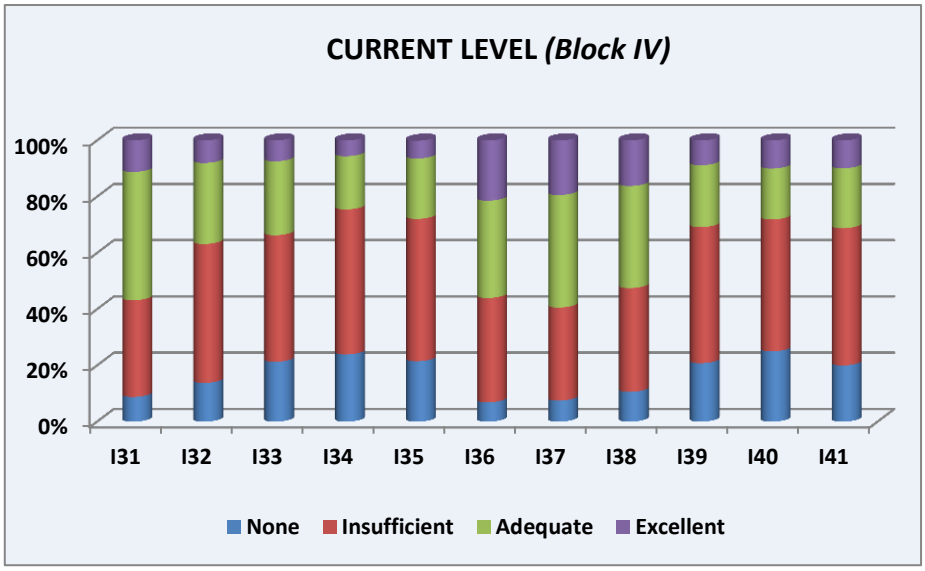



**Graph 71. Training needs according to teacher trainers on methodological aspects**

These training needs are even higher for ***materials and resources*** (cf. Graph 72), especially in terms of materials design, the integrated curriculum, and tandem teaching (items 33 to 35). In line with this, current level is deemed insufficient on all items except access to authentic materials (31), use of online reference materials (37), and use of Web 2.0 tools (38) (cf. Graph 73). These outcomes largely concur with those of pre-service teachers, thereby confirming, once again, the consistency of our results.




**Graph 72. Training needs according to teacher trainers on materials and resources**




**Graph 73. Current level according to teacher trainers on materials and resources**

### *6.3.2. Specific results*

The more fine-grained analysis of the results for teacher trainers reveals extremely few statistically significant differences within this cohort. The only ones worthy of comment affect degree and language taught. The outcomes for age, gender, nationality, university, and overall experience yield no or unsubstantial significant differences.

Relatively clear patterns emerge for ***degree*** taught. German and other Philologies, together with Teacher Training, present the lowest *levels* of mastery across the five thematic blocks considered, and in harmony with these outcomes, Teacher Training degrees and German Philology appear to have the greatest *training needs*, according to university lecturers. Translation and Interpretation comes across as the best prepared degree for bilingual education and that with the lowest training needs. Teacher Training students have, according to their instructors, significantly lower levels of pronunciation (item 2) and require increased training/education on this aspect (something which concurs with the findings for Primary school in-service teachers – cf. section 6.2.2.), grammar (item 1), oral and listening skills (items 5 and 6), the capacity to develop critical intercultural awareness (item 13), the features of CLIL (item 16), its underlying theory of learning (item 19), national and regional policy frameworks (item 20), integrated curriculum design (item 34), and ongoing development in terms of methodological courses (item 50), further research (item 51), and specific CLIL Masters (item 52). German Philology students also appear to have high training needs on 8 out of these 12 aspects (items 1, 2, 5, 6, 13, 16, 20, and 34). Students in other Philologies, in

turn, have the lowest levels on oral communication skills (item 5), the origins and driving forces of CLIL (item 15), methodological aspects related to the ELP (item 23), the Autobiography of Intercultural Encounters (item 24), task and project-based learning(items 25 and 26), and cooperative learning and teaching (items 28 and 35) (cf. Tables 20 and 21).

| DEGREE | | I2 | I5 | I15 | I23 | I24 | I25 | I26 | I28 | I35 | I50 | I51 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English Philology | Mean | 2,35 | 2,24 | 1,57 | 2,22 | 1,68 | 2,20 | 2,09 | 2,13 | 2,06 | 1,83 | 1,87 |
| | SD | 0,68 | 0,64 | 0,68 | 0,68 | 0,65 | 0,80 | 0,77 | 0,81 | 0,70 | 0,75 | 0,75 |
| French Philology | Mean | 2,56 | 2,67 | 2,00 | 2,63 | 2,13 | 2,50 | 2,13 | 2,14 | 2,13 | 2,00 | 2,00 |
| | SD | 0,73 | 0,71 | 0,93 | 1,06 | 0,99 | 0,76 | 0,83 | 0,90 | 0,83 | 1,07 | 1,07 |
| Hispanic Philology | Mean | 3,00 | 3,00 | 2,00 | 2,33 | 2,00 | 2,67 | 2,00 | 2,00 | 2,67 | 3,00 | 3,00 |
| | SD | 0,82 | 0,82 | 1,73 | 1,53 | 1,73 | 1,15 | 1,73 | 1,73 | 1,15 | 1,41 | 1,41 |
| German Philology | Mean | 3,00 | 2,00 | 2,00 | 2,00 | 2,00 | 3,00 | 2,00 | 2,00 | 3,00 | 1,00 | 1,00 |
| | SD | . | . | . | . | . | . | . | . | . | . | . |
| Other Philologies | Mean | 2,50 | 2,00 | 1,38 | 1,63 | 1,63 | 1,75 | 1,75 | 1,50 | 1,50 | 1,50 | 1,83 |
| | SD | 0,53 | 0,53 | 0,74 | 0,52 | 0,52 | 0,71 | 0,71 | 0,76 | 0,55 | 0,55 | 0,98 |
| Translation and Interpretation | Mean | 3,20 | 3,60 | 3,00 | 4,00 | 3,33 | 3,67 | 3,67 | 3,67 | 3,67 | 3,33 | 3,00 |
| | SD | 0,84 | 0,55 | 1,00 | 0,00 | 1,15 | 0,58 | 0,58 | 0,58 | 0,58 | 1,15 | 1,00 |
| Languages and Cultures | Mean | 2,67 | 2,50 | 2,00 | 2,50 | 1,67 | 2,33 | 2,33 | 2,00 | 2,33 | 1,50 | 1,33 |
| | SD | 0,82 | 0,84 | 1,26 | 0,55 | 0,82 | 0,52 | 0,82 | 0,89 | 0,82 | 0,84 | 0,82 |
| Teacher Training | Mean | 2,18 | 2,24 | 1,57 | 2,50 | 1,71 | 2,57 | 2,50 | 2,64 | 2,36 | 1,57 | 1,64 |
| | SD | 0,39 | 0,75 | 0,65 | 0,94 | 0,73 | 0,65 | 0,85 | 0,84 | 0,84 | 0,76 | 0,74 |
| Other | Mean | 2,60 | 2,76 | 1,81 | 2,42 | 1,80 | 2,49 | 2,36 | 2,22 | 2,07 | 1,86 | 1,63 |
| | SD | 0,68 | 0,78 | 0,71 | 0,88 | 0,76 | 0,77 | 0,82 | 0,81 | 0,87 | 0,74 | 0,67 |
| | *p* | 0,027 | 0,000 | 0,036 | 0,005 | 0,038 | 0,012 | 0,033 | 0,014 | 0,013 | 0,010 | 0,016 |

**Table 20. Differences in terms of *degree* for teacher trainers (*current level*)**

| DEGREE | | I1 | I2 | I5 | I6 | I13 | I16 | I19 | I20 | I34 | I50 | I51 | I52 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English Philology | Mean | 2,97 | 3,11 | 3,20 | 2,95 | 2,94 | 3,22 | 3,14 | 3,02 | 3,14 | 3,19 | 3,19 | 3,16 |
| | SD | 0,85 | 0,80 | 0,82 | 0,82 | 0,89 | 0,76 | 0,80 | 0,87 | 0,82 | 0,86 | 0,82 | 0,87 |
| French Philology | Mean | 2,78 | 3,44 | 3,33 | 3,33 | 3,11 | 3,25 | 3,25 | 3,13 | 3,13 | 3,00 | 2,63 | 2,88 |
| | SD | 0,97 | 1,13 | 1,00 | 1,00 | 0,93 | 1,04 | 1,04 | 1,13 | 1,13 | 1,07 | 1,30 | 1,25 |
| Hispanic Philology | Mean | 2,50 | 2,50 | 2,50 | 1,75 | 2,50 | 2,67 | 2,00 | 2,67 | 2,33 | 2,00 | 2,50 | 2,00 |
| | SD | 1,29 | 1,29 | 1,29 | 0,96 | 1,29 | 1,53 | 1,00 | 1,53 | 1,15 | 1,41 | 2,12 | 1,41 |
| German Philology | Mean | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 4,00 | 1,00 | 1,00 | 1,00 |
| | SD | . | . | . | . | . | . | . | . | . | . | . | . |
| Other Philologies | Mean | 2,75 | 2,75 | 3,25 | 2,50 | 3,13 | 3,25 | 3,13 | 3,25 | 2,67 | 3,00 | 2,50 | 2,33 |
| | SD | 0,71 | 0,89 | 0,71 | 0,76 | 0,64 | 0,46 | 0,64 | 0,46 | 1,03 | 0,89 | 1,05 | 1,03 |
| Translation and Interpretation | Mean | 1,80 | 1,80 | 2,00 | 1,80 | 1,60 | 1,67 | 2,00 | 1,33 | 1,67 | 1,67 | 2,33 | 2,67 |
| | SD | 0,84 | 0,84 | 1,00 | 0,84 | 0,55 | 0,58 | 1,00 | 0,58 | 0,58 | 1,15 | 0,58 | 0,58 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Languages and Cultures | Mean | 3,17 | 2,67 | 3,00 | 2,83 | 3,00 | 2,83 | 2,67 | 2,67 | 3,50 | 2,67 | 2,33 | 2,17 |
| | SD | 1,17 | 1,03 | 1,10 | 0,98 | 0,63 | 0,98 | 1,03 | 1,03 | 0,84 | 1,03 | 1,21 | 0,98 |
| Teacher Training | Mean | 3,18 | 3,53 | 3,47 | 3,35 | 3,24 | 3,43 | 3,64 | 3,50 | 3,43 | 3,29 | 3,21 | 3,21 |
| | SD | 0,81 | 0,62 | 0,62 | 0,79 | 0,66 | 0,65 | 0,50 | 0,52 | 0,65 | 0,83 | 0,89 | 0,80 |
| Other | Mean | 2,73 | 2,87 | 2,93 | 2,85 | 2,74 | 2,98 | 2,97 | 2,98 | 3,04 | 3,14 | 3,12 | 3,12 |
| | SD | 0,81 | 0,78 | 0,88 | 0,87 | 0,92 | 0,92 | 0,99 | 0,96 | 0,93 | 0,94 | 0,97 | 1,05 |
| | *p* | 0,040 | 0,001 | 0,016 | 0,001 | 0,016 | 0,039 | 0,019 | 0,025 | 0,043 | 0,023 | 0,045 | 0,031 |

**Table 21. Differences in terms of *degree* for teacher trainers (*training needs*)**

Confirming these results are those for ***language taught***. Although here differences are considerably scantier, they again reveal interesting tendencies. English teachers consider their students have the lowest *level* and highest *training needs* on ongoing professional development aspects (familiarity with specialized journals and book series –item 43-, obtention of study licenses for further research –item 51-, and participation in LCIL Masters – item 52-), while French language teachers think the same about the listening comprehension skills of their students (item 6). German teachers, in turn, hold their trainees to need further information on CLIL associations, networks, conferences, journals, and book series (items 42 and 43) (cf. Tables 22 and 23).

| LANGUAGE | | I6 | I43 |
|---|---|---|---|
| English | Mean | 2,68 | 1,64 |
| | SD | 0,72 | 0,70 |
| French | Mean | 2,43 | 2,23 |
| | SD | 0,65 | 0,93 |
| German | Mean | 3,40 | 1,67 |
| | SD | 0,55 | 0,58 |
| Other | Mean | 3,25 | 1,50 |
| | SD | 0,68 | 0,97 |
| | *p* | 0,001 | 0,046 |

**Table 22. Differences in terms of *language taught* for teacher trainers (*current level*)**

| LANGUAGE | | I6 | I42 | I43 | I51 | I52 |
|---|---|---|---|---|---|---|
| English | Mean | 2,93 | 2,99 | 3,04 | 3,13 | 3,13 |
| | SD | 0,87 | 0,92 | 0,90 | 0,93 | 0,95 |
| French | Mean | 3,21 | 2,69 | 2,69 | 2,69 | 2,62 |
| | SD | 0,89 | 0,85 | 0,85 | 1,03 | 1,04 |
| German | Mean | 2,20 | 3,33 | 3,33 | 2,00 | 2,00 |
| | SD | 1,10 | 0,58 | 0,58 | 1,00 | 1,00 |
| Other | Mean | 2,38 | 2,10 | 2,20 | 2,50 | 2,40 |
| | SD | 0,96 | 0,88 | 0,92 | 1,18 | 1,17 |
| | *p* | 0,015 | 0,018 | 0,022 | 0,028 | 0,013 |

**Table 23. Differences in terms of *language taught* for teacher trainers (*training needs*)**

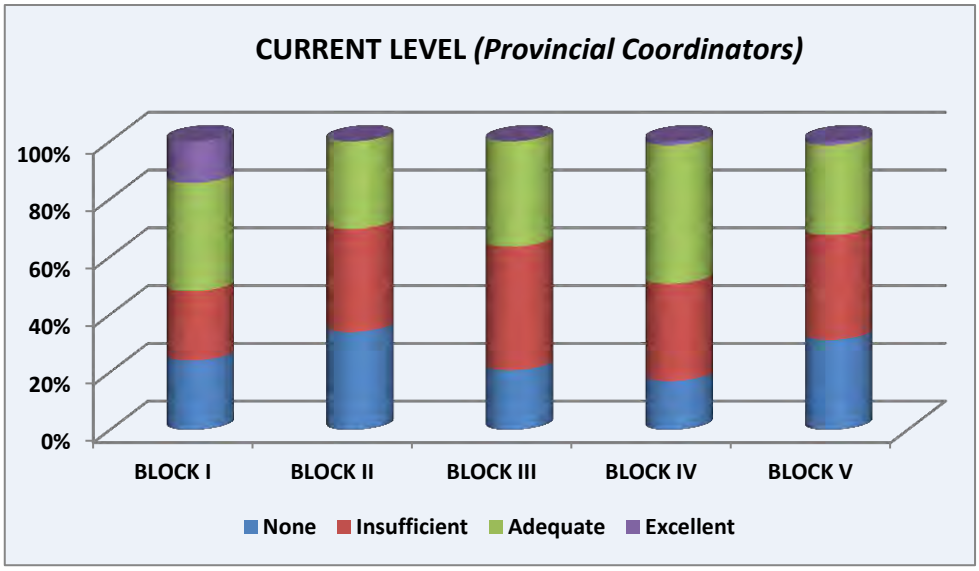
The joint outcomes for these two identification variables point to the desirability of including strands in the CLIL Master's for other languages (this has been contemplated in our proposal, provided there is a minimum of 10 students per branch) and of targeting Primary school pre-service teachers as one of the major cohorts (which has also been explicitly worked into our proposal).

## 6.4. Coordinators

Starkly contrasting with teacher trainers' outlook is that of provincial coordinators, the final cohort considered in the present study. If the former considered current level was considerably low and training needs high across all thematic blocks, the latter harbor a much more optimistic perspective as regards where we currently stand in the teacher training arena.

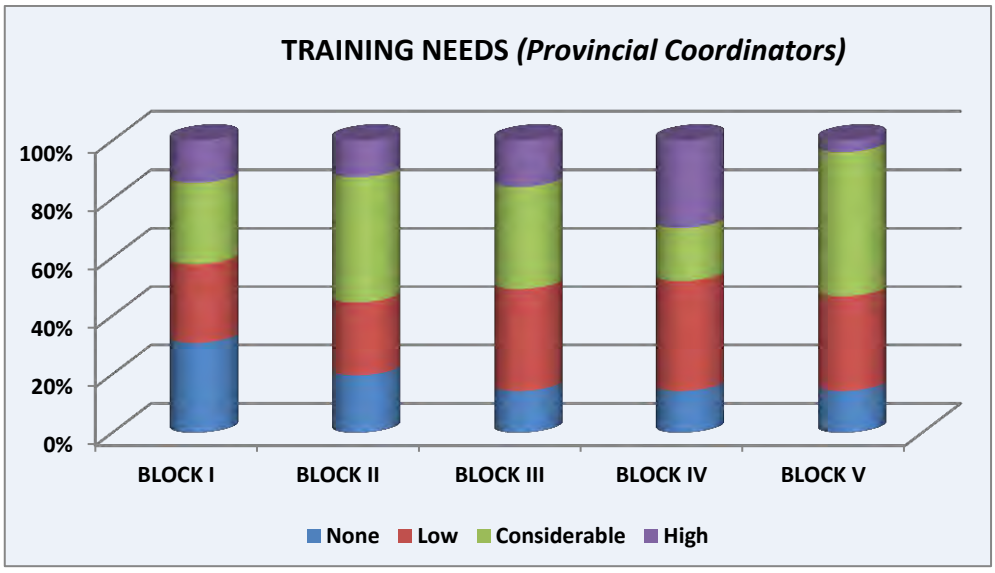
### *6.4.1. Global results*

This is already ascertained in the global analysis by thematic blocks. Linguistic and intercultural competence are considered to be adequately mastered, as are materials and resources, a view which departs from that of the previous cohorts. The theoretical underpinnings of CLIL, however are held to be, as in prior cases, the least mastered, together with methodology and ongoing professional development. In this last block, however, it is curious to find a roughly equal percentage of respondents who claim that this aspect is adequately mastered, which once again deviates from previous tendencies (cf. Graph 74).




**Graph 74. Current level of provincial coordinators by thematic blocks**

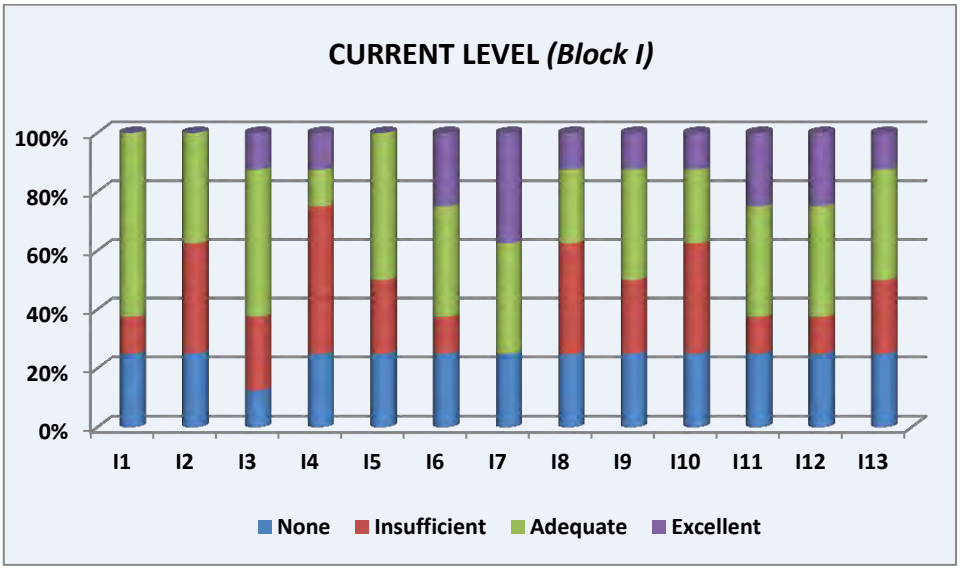
In harmony with these findings are those for training needs. Interestingly, the majority of the coordinators polled hold that there are no such needs for linguistic and intercultural competence, although they are considerable for theoretical aspects and ongoing development. Also in line with the outcomes for current level, training needs are low for materials and resources and mixed –between low and considerable- for methodology (cf. Graph 75).




**Graph 75. Training needs of provincial coordinators by thematic blocks**

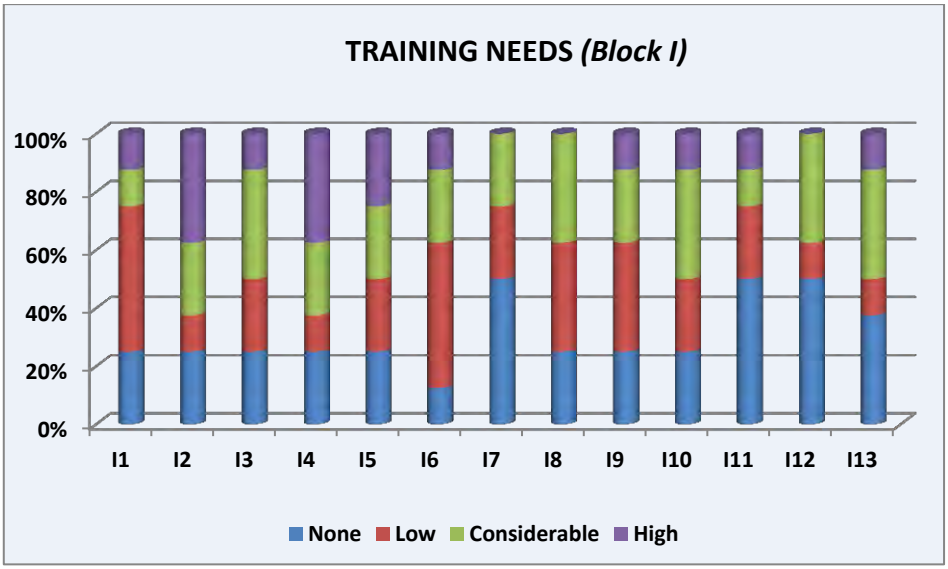
If we unravel each of these parameters, interesting findings emerge as compared to the remaining cohorts. To begin with, the level of mastery of ***linguistic and***

***intercultural competence*** is considered adequate (and even excellent) across the board. Only two linguistic and two intercultural aspects evince a lower level, according to coordinators: pronunciation (item 2), BICS (item 4), knowledge of the FL culture (item 8), and the capacity to make cross-cultural comparisons (item 10) (cf. Graph 76).



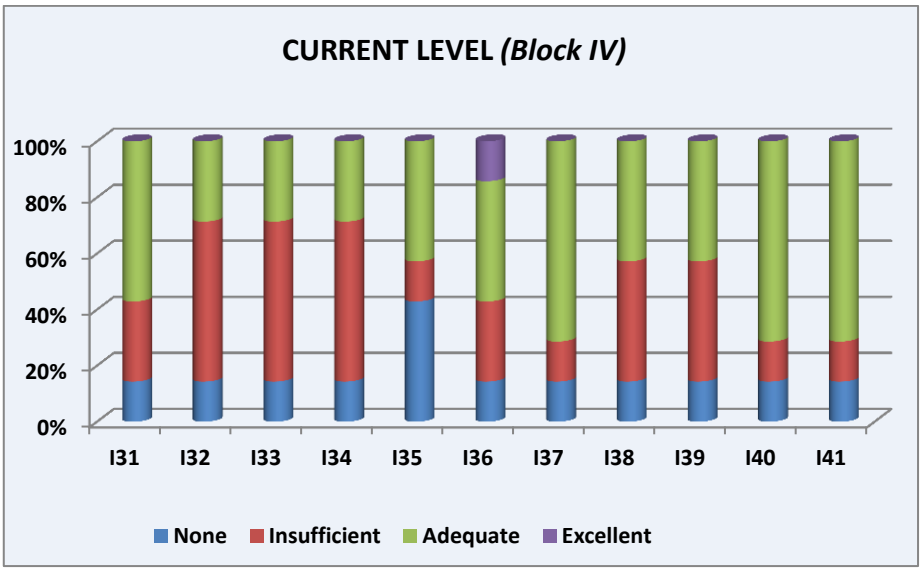

**Graph 76. Current level according to coordinators on linguistic and intercultural competence**

In line with the foregoing, training needs are considerable or high for these four items, as well as for CALP (item 3), but low or none for the remaining ones, especially for intercultural competence, which coordinators thus consider is mastered to a greater extent (cf. Graph 77).

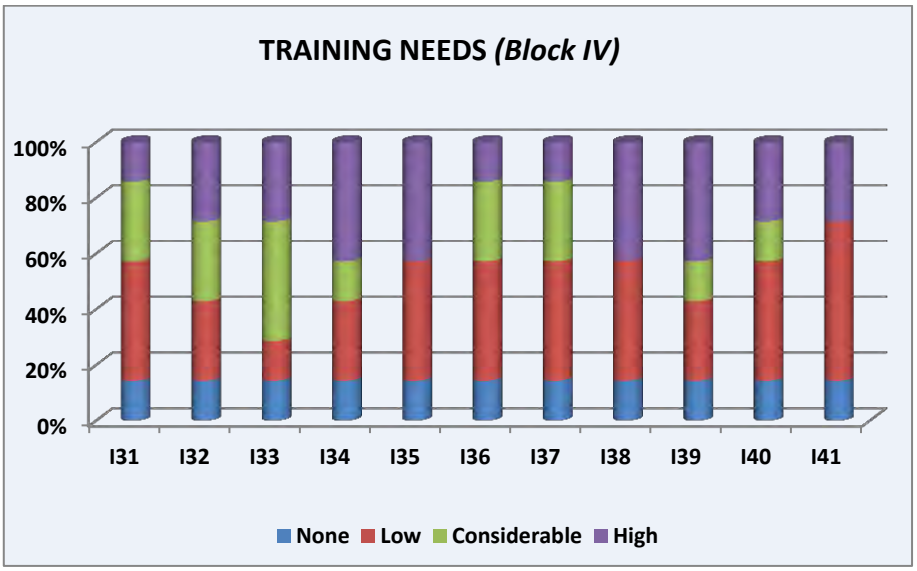



**Graph 77. Training needs according to coordinators on linguistic and intercultural competence**

The other thematic block which is considered to be more greatly mastered is that of ***materials and resources***. Current level is seen as insufficient by coordinators only on three items: materials adaptation and design (items 32 and 33) and integrated curriculum design (item 34). In harmony with these outcomes, training needs are perceived as considerable or high for these three aspects, together with collaborative teaching (item 35), Web 2.0 tools (item 38), and webquests (item 39). They are low on all remaining items (cf. Graphs 78 and 79).

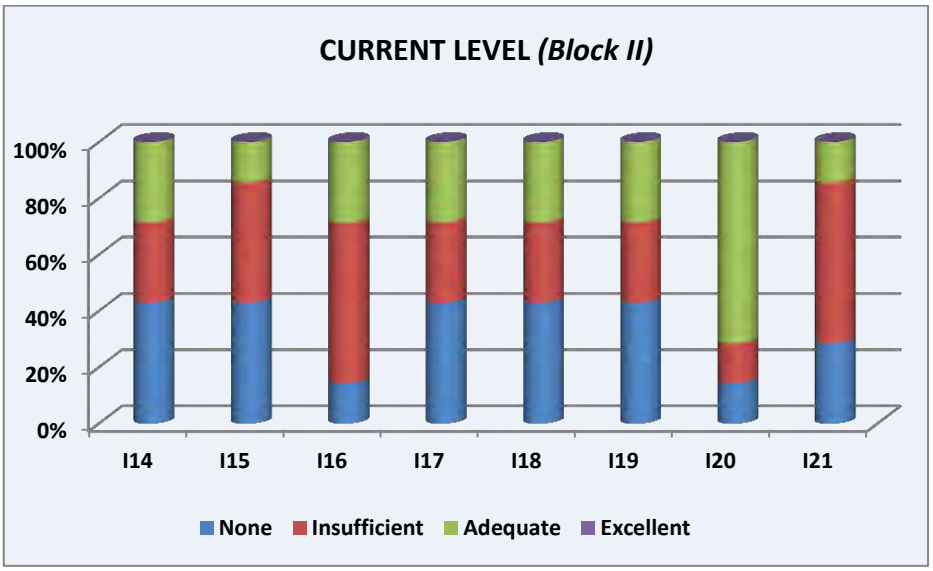



**Graph 78. Current level according to coordinators on materials and resources**

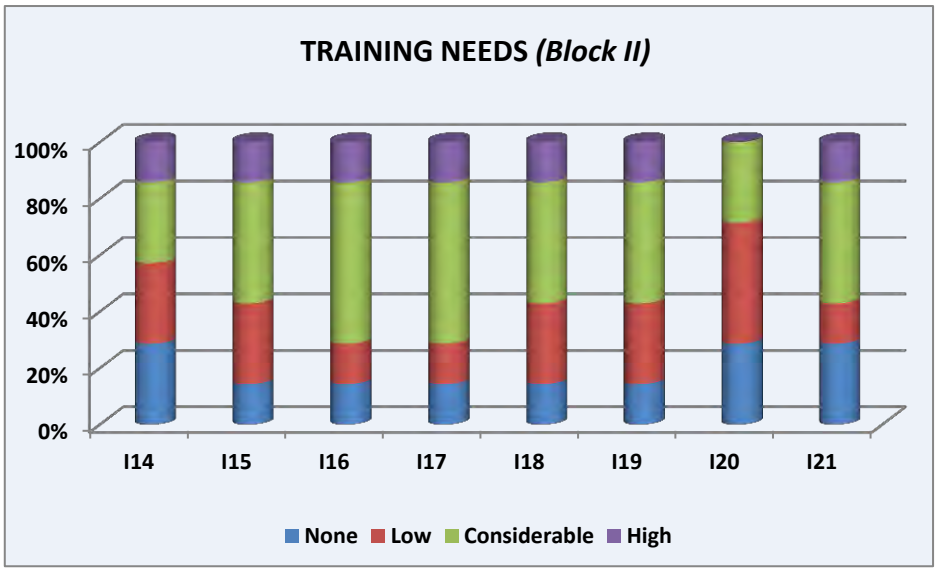



**Graph 79. Training needs according to coordinators on materials and resources**

Even on those blocks where current level is deemed lower and training needs, more considerable (I, II, and V), there is greater variability of responses than in prior cohorts. There is more of a consensus on the ***theoretical underpinnings of CLIL***, which comes across as the least mastered section and, consequently, that in greater need of enhanced teacher training. The only aspect which coordinators consider is adequately mastered and, thus, has low training needs is the national/regional bilingual policy framework (item 20), which, interestingly, concurs with the view harbored by in-service teachers, thereby attesting to the consistency of our outcomes. Insufficient or no mastery pervades all other items, which also present considerable training needs (cf. Graphs 80 and 81).

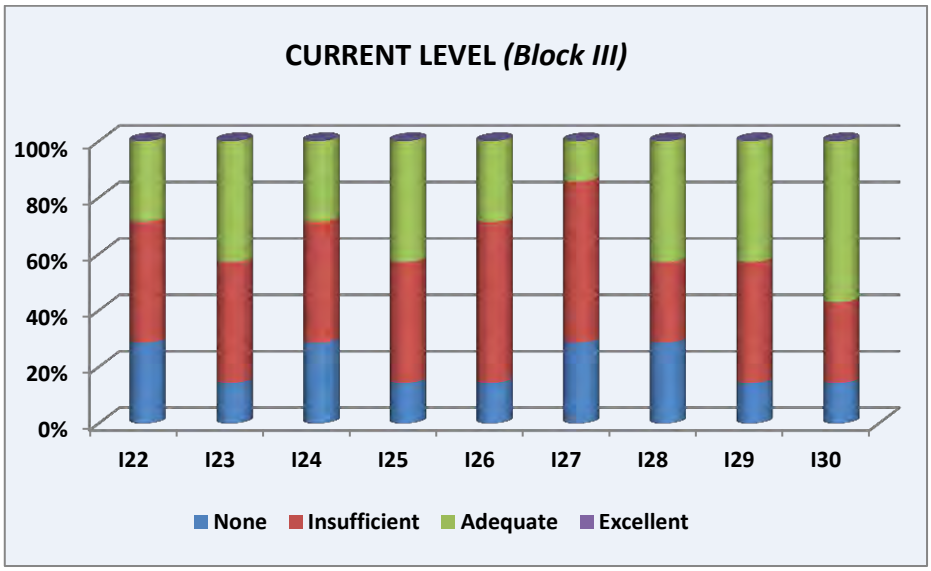



**Graph 80. Current level according to coordinators on the theoretical underpinnings of CLIL**

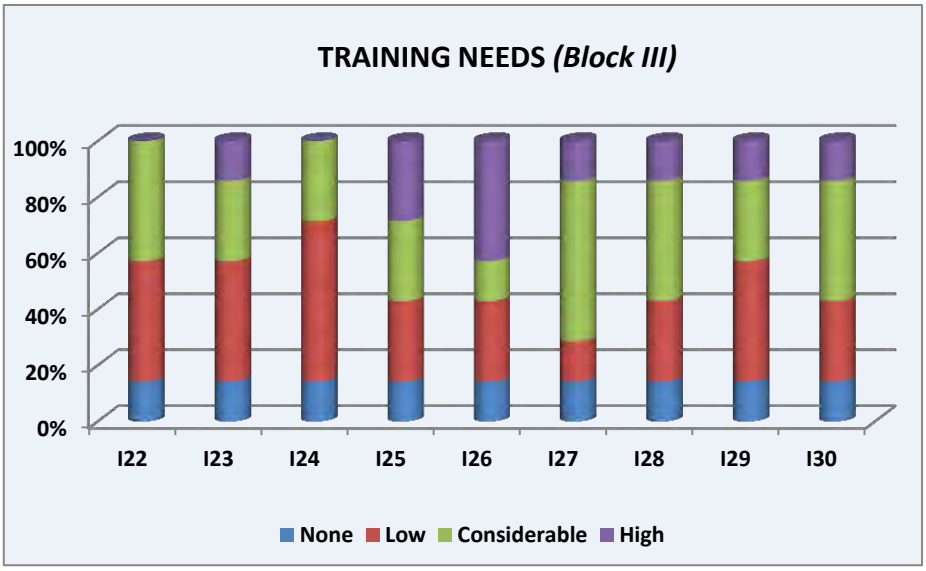



**Graph 81. Training needs according to coordinators on the theoretical underpinnings of CLIL**

However, less homogeneity transpires for ***methodological aspects***. Although the overriding impression from our results is that current level is, on the whole, insufficient, the only items on which this is patently so are the CEFR (item 22 – which poignantly diverges from the opinion of the other cohorts, who considered this aspect as one of the most familiar), the Autobiography of Intercultural Encounters (item 24 – in line with what remaining groups also perceived), project-based learning (item 26), and the lexical approach (item 27). On the other five items, results are either mixed or incline towards adequate mastery (cf. Graph 82). Similarly, training needs are only seen as considerable or high on another four aspects: project-based learning (item 26, where they are especially high), the lexical approach (item 27), cooperative learning (item 28), and preparing TAs (item 30) (cf. Graph 83).

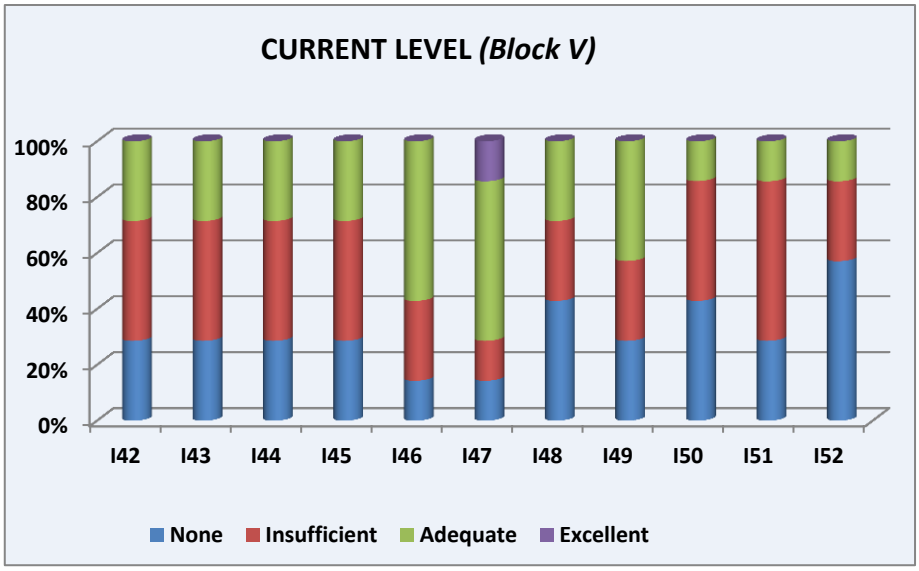



**Graph 82. Current level according to coordinators on methodological aspects**

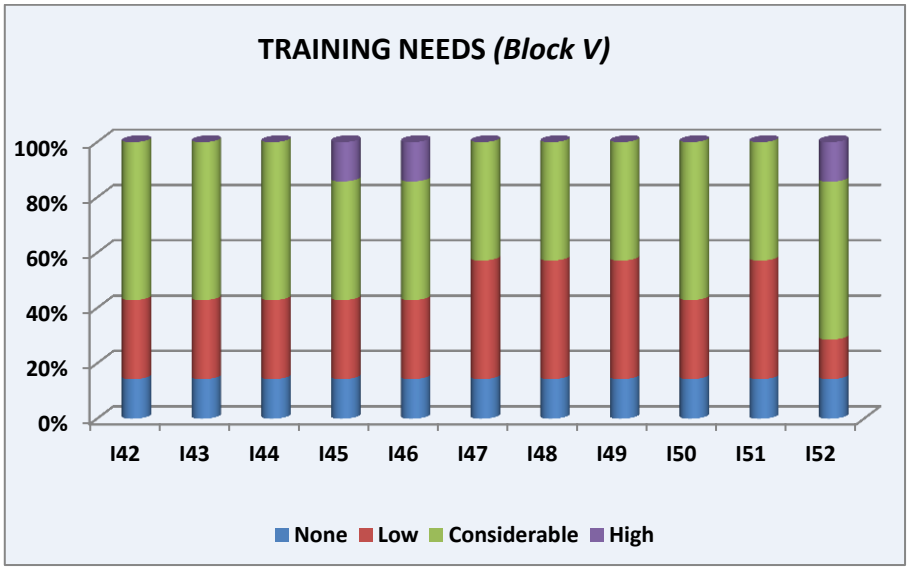



**Graph 83. Training needs according to coordinators on methodological aspects**

The same happens for ***ongoing professional development***. This block is mid-way between theoretical underpinnings and methodological aspects in terms of perceived level and training needs and also vis-à-vis homogeneity of responses. Only three items are considered to be adequately mastered in this section: attendance to teacher training courses on CLIL (46), completion of linguistic upgrade courses in OLSs (47), and participation in linguistic study abroad programs (49). Thus, coordinators believe that teachers are currently benefitting from the training actions which are currently in place in Andalusia and which chiefly coincide with these aspects (cf. Salaberri Ramiro 2010). However, current level is conspicuously low or none especially on attendance to CLIL university conferences (item 48), research (item 51), and participation in CLIL Masters (item 52), something which again substantiates our *Máster en AICLE* proposal (cf. Graph 84). Training needs, in turn, are considerable across the board, save on linguistic upgrade courses (item 47), attendance to CLIL conferences (item 48), participation in linguistic study abroad programs (item 49), and the obtention of study licenses for further research (item 51), where more mixed results come to the fore (cf. Graph 85).




**Graph 84. Current level according to coordinators on ongoing professional development**




**Graph 85. Training needs according to coordinators on ongoing professional development**

### *6.4.2. Specific results*

Our commentary for specific coordinator results is necessarily brief, as there are practically no statistically significant differences within this cohort. This is not surprising, given the very reduced sample of respondents in this category. This circumstance has also led us to apply the Mann-Whitney *U* test instead of using ANOVA and the t test to determine the existence of statistically significant differences in terms of the identification variables.

The only ones which can be detected affect perception of *current level* according to ***age***. It seems that the youngest coordinators are those who harbor a more cautious view of the current level of teachers on linguistic aspects (grammar, pronunciation, and CALP –items 1, 2, and 3), and also of their capacity to access authentic materials (item 31). Those coordinators over 46 are significantly more optimistic on all these aspects (cf. Table 24).

| AGE | | I1 | I2 | I3 | I31 |
|---|---|---|---|---|---|
| <45 | Mean | 1,75 | 1,50 | 2,00 | 1,67 |
| | SD | 0,96 | 0,58 | 0,82 | 0,58 |
| >46 | Mean | 3,00 | 2,75 | 3,25 | 3,00 |
| | SD | 0,00 | 0,50 | 0,50 | 0,00 |
| Total | Mean | 2,38 | 2,13 | 2,63 | 2,43 |
| | SD | 0,92 | 0,83 | 0,92 | 0,79 |
| | *p* | 0,046 | 0,032 | 0,044 | 0,018 |

**Table 24. Differences in terms of *age* for coordinators (*current level*)**

## 6.5. Comparison across cohorts

The descriptive data we have thus far been relaying by stakeholders is interestingly qualified by the comparison across cohorts. Some of the tendencies which we had been informally ascertaining throughout the descriptive analysis are now confirmed statistically. Indeed, the ANOVA and the t test have allowed us to detect statistically significant differences (and at extremely high confidence levels in all cases) on practically all the items of the questionnaires for both current level and training needs, and to discern very clear-cut patterns for each of these aspects.

Vis-à-vis ***current level***, there is a quite homogenous tendency across all five thematic blocks of the survey: in-service teachers consider they have, on the whole, a significantly higher current level on 45 of the 47 items which yield statistically significant differences, as opposed to teacher trainers (primarily), but also pre-service teachers and, on some occasions, coordinators, all of whom harbor a significantly more pessimistic outlook as regards where we currently stand in teacher education for CLIL. There are no significant differences between teacher trainers and pre-service teachers and only a few between in-service practitioners and coordinators (mainly on linguistic and intercultural aspects), which points to the harmony of responses between each of these sets of cohorts (cf. Table 25).

| PARTICIPANTS | In-service Teachers | | Pre-service Teachers | | Teacher Trainers | | Provincial Coordinators | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 3,39 | 0,57 | 3,15 | 0,51 | 2,73 | 0,70 | 2,43 | 0,98 | 0,000 |
| I2 | 3,21 | 0,63 | 3,00 | 0,61 | 2,48 | 0,69 | 2,14 | 0,90 | 0,000 |
| I3 | 3,11 | 0,63 | 2,93 | 0,63 | 2,51 | 0,73 | 2,57 | 0,98 | 0,000 |
| I4 | 3,29 | 0,64 | 3,06 | 0,69 | 2,57 | 0,77 | 2,14 | 1,07 | 0,000 |
| I5 | 3,29 | 0,64 | 3,01 | 0,66 | 2,48 | 0,77 | 2,14 | 0,90 | 0,000 |
| I6 | 3,32 | 0,65 | 3,06 | 0,68 | 2,72 | 0,73 | 2,57 | 1,27 | 0,000 |
| I7 | 3,35 | 0,64 | 3,20 | 0,66 | 2,72 | 0,83 | 2,71 | 1,25 | 0,000 |
| I8 | 3,11 | 0,65 | 2,88 | 0,73 | 2,47 | 0,75 | 2,14 | 1,07 | 0,000 |
| I9 | 3,22 | 0,68 | 3,03 | 0,73 | 2,46 | 0,79 | 2,29 | 1,11 | 0,000 |
| I10 | 3,15 | 0,72 | 2,91 | 0,78 | 2,44 | 0,83 | 2,29 | 1,11 | 0,000 |
| I11 | 3,49 | 0,59 | 3,43 | 0,64 | 2,99 | 0,76 | 2,57 | 1,27 | 0,000 |
| I12 | 3,38 | 0,61 | 3,30 | 0,66 | 2,77 | 0,79 | 2,71 | 1,25 | 0,000 |
| I13 | 3,23 | 0,67 | 2,98 | 0,75 | 2,52 | 0,78 | 2,43 | 1,13 | 0,000 |
| I14 | 2,08 | 0,73 | 1,75 | 0,64 | 1,75 | 0,81 | 1,67 | 0,82 | 0,000 |
| I15 | 2,09 | 0,76 | 1,72 | 0,67 | 1,71 | 0,77 | 1,67 | 0,82 | 0,000 |
| I16 | 2,23 | 0,78 | 1,84 | 0,77 | 1,78 | 0,82 | 2,00 | 0,63 | 0,000 |
| I17 | 2,07 | 0,73 | 1,69 | 0,67 | 1,73 | 0,81 | 1,67 | 0,82 | 0,000 |
| I18 | 2,16 | 0,77 | 1,78 | 0,73 | 1,75 | 0,81 | 1,67 | 0,82 | 0,000 |
| I19 | 2,20 | 0,79 | 1,78 | 0,74 | 1,76 | 0,80 | 1,67 | 0,82 | 0,000 |
| I20 | 2,57 | 0,81 | 2,01 | 0,84 | 2,00 | 0,85 | 2,50 | 0,84 | 0,000 |
| I21 | 2,03 | 0,74 | 1,70 | 0,69 | 1,72 | 0,81 | 1,83 | 0,75 | 0,000 |
| I22 | 2,92 | 0,71 | 2,51 | 0,91 | 2,50 | 0,85 | 2,00 | 0,89 | 0,000 |
| I23 | 2,83 | 0,70 | 2,24 | 0,93 | 2,34 | 0,84 | 2,33 | 0,82 | 0,000 |
| I24 | 2,07 | 0,71 | 1,78 | 0,74 | 1,78 | 0,77 | 2,00 | 0,89 | 0,000 |
| I25 | 2,78 | 0,67 | 2,38 | 0,81 | 2,36 | 0,80 | 2,33 | 0,82 | 0,000 |
| I26 | 2,76 | 0,71 | 2,20 | 0,76 | 2,23 | 0,84 | 2,17 | 0,75 | 0,000 |
| I27 | 2,50 | 0,75 | 2,17 | 0,77 | 2,07 | 0,82 | 1,83 | 0,75 | 0,000 |
| I28 | 2,73 | 0,71 | 2,24 | 0,82 | 2,19 | 0,86 | 2,00 | 0,89 | 0,000 |
| I29 | 2,53 | 0,65 | 2,00 | 0,81 | 2,06 | 0,84 | 2,17 | 0,75 | 0,000 |
| I30 | 2,46 | 0,83 | 2,26 | 0,87 | 2,06 | 0,87 | 2,33 | 0,82 | 0,000 |
| I31 | 2,88 | 0,78 | 2,64 | 0,86 | 2,59 | 0,80 | 2,50 | 0,84 | 0,002 |
| I32 | 2,78 | 0,74 | 2,45 | 0,86 | 2,31 | 0,81 | 2,17 | 0,75 | 0,000 |
| I33 | 2,73 | 0,74 | 2,36 | 0,87 | 2,20 | 0,86 | 2,17 | 0,75 | 0,000 |
| I34 | 2,57 | 0,72 | 2,25 | 0,83 | 2,06 | 0,81 | 2,17 | 0,75 | 0,000 |
| I35 | 2,65 | 0,70 | 2,28 | 0,85 | 2,13 | 0,82 | 1,83 | 0,98 | 0,000 |
| I36 | 2,94 | 0,72 | 2,78 | 0,89 | 2,70 | 0,88 | 2,50 | 1,05 | 0,029 |
| I37 | 3,07 | 0,72 | 2,96 | 0,82 | 2,71 | 0,86 | 2,50 | 0,84 | 0,000 |
| I39 | 2,47 | 0,82 | 2,22 | 0,93 | 2,19 | 0,87 | 2,17 | 0,75 | 0,006 |
| I40 | 2,58 | 0,89 | 2,29 | 0,97 | 2,13 | 0,91 | 2,50 | 0,84 | 0,000 |
| I41 | 2,43 | 0,86 | 2,22 | 0,93 | 2,21 | 0,88 | 2,50 | 0,84 | 0,042 |
| I42 | 2,07 | 0,77 | 1,74 | 0,69 | 1,76 | 0,81 | 2,00 | 0,89 | 0,000 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I43 | 2,02 | 0,71 | 1,71 | 0,67 | 1,68 | 0,75 | 1,83 | 0,75 | 0,000 |
| I44 | 2,22 | 0,74 | 1,88 | 0,74 | 1,94 | 0,82 | 1,83 | 0,75 | 0,000 |
| I45 | 2,20 | 0,77 | 1,85 | 0,71 | 1,86 | 0,82 | 1,83 | 0,75 | 0,000 |
| I46 | 2,06 | 0,76 | 1,66 | 0,68 | 1,73 | 0,81 | 2,33 | 0,82 | 0,000 |
| I47 | 2,49 | 1,01 | 2,01 | 0,87 | 2,12 | 0,91 | 2,67 | 1,03 | 0,000 |

**Table 25. Comparison of cohorts in terms of current level**

If we tease these outcomes apart by thematic blocks, we find, to begin with, that results are quite homogenous for *linguistic and intercultural competence*: there are statistically significant differences in favor of in-service teachers on all 13 items, as opposed to coordinators, teacher trainers, and pre-service teachers on 9 of them (items 1, 2, 4, 5, 6, 8, 9, 10, and 13); with respect to teacher trainers ad pre-service teachers on item 3 (CALP); as regards teacher trainers and coordinators on item 11 (capacity to foster attitudes of tolerance, respect, and empathy towards diversity); and vis-à-vis teachers trainers on item 7 (reading comprehension) and 12 (capacity to identify and overcome stereotypes).

Differences between in-service teachers and coordinators decrease on the *theoretical underpinnings of CLIL* (there are none), but remain constant between them and teacher trainers and pre-service teachers on all 8 items of this section. The latter two cohorts have very close perceptions of current level on the theoretical grounding of bilingual education, in both cases significantly inferior to the view of in-service practitioners, who consider these aspects to be mastered to a greater extent.

Much the same pattern pervades on *methodological aspects*. Here, there are no statistically significant differences between in-service teachers and coordinators, or between pre-service ones and teacher trainers, but they continue to be conspicuous between in-service practitioners and teacher trainers/pre-service teachers (on 7 out of the 9 items of this section). They are found only between in-service teachers and teachers trainers on item 30 (preparing TAs to work with students and teachers) and across all four cohorts for item 22 (the CEFR).

The final two blocks maintain and reaffirm this pattern: statistically significant differences are discerned between in-service teachers and teacher trainers/pre-service teachers on practically all the items considered within *materials and resources* (except for 36 and 37 –multimedia and online materials-, where there are only differences between them and teacher trainers) and on absolutely all the ones which yield significant differences on *ongoing professional development* (items 44 through 47).

This same homogeneity detected for current level can be located on ***training needs***, with great consistency being perceived between both main sections. If previously differences had been statistically significant in favor of in-service teachers, now they are in favor of teacher trainers and also pre-service teachers, who consider there are significantly greater training needs across the board. The homogeneity and, therefore, lack of significant differences between in-service teachers and coordinators continues to be discerned, but those between teacher trainers and students increase, particularly on the two blocks which come across as in greater need of training: theoretical underpinnings and ongoing professional development (cf. Table 26).

| PARTICIPANTS | In-service Teachers | | Pre-service Teachers | | Teacher Trainers | | Provincial Coordinators | | |
|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | *p* |
| I1 | 2,15 | 0,73 | 2,73 | 0,86 | 2,86 | 0,87 | 1,86 | 0,69 | 0,000 |
| I2 | 2,35 | 0,83 | 2,92 | 0,91 | 3,00 | 0,87 | 2,57 | 1,27 | 0,000 |
| I3 | 2,43 | 0,79 | 2,88 | 0,85 | 2,92 | 0,84 | 2,29 | 1,11 | 0,000 |
| I4 | 2,22 | 0,83 | 2,79 | 0,92 | 2,88 | 0,88 | 2,57 | 1,27 | 0,000 |
| I5 | 2,36 | 0,88 | 2,89 | 0,98 | 3,08 | 0,89 | 2,57 | 1,27 | 0,000 |
| I6 | 2,29 | 0,90 | 2,82 | 0,96 | 2,89 | 0,90 | 2,43 | 0,98 | 0,000 |
| I7 | 2,17 | 0,87 | 2,66 | 0,92 | 2,78 | 0,90 | 1,86 | 0,90 | 0,000 |
| I8 | 2,34 | 0,77 | 2,76 | 0,87 | 2,89 | 0,86 | 2,14 | 0,90 | 0,000 |
| I9 | 2,31 | 0,84 | 2,68 | 0,90 | 2,91 | 0,87 | 2,29 | 1,11 | 0,000 |
| I10 | 2,37 | 0,85 | 2,76 | 0,89 | 2,89 | 0,88 | 2,29 | 1,11 | 0,000 |
| I11 | 2,13 | 0,87 | 2,47 | 1,06 | 2,56 | 0,93 | 1,86 | 1,21 | 0,000 |
| I12 | 2,15 | 0,84 | 2,47 | 0,99 | 2,67 | 0,95 | 1,71 | 0,95 | 0,000 |
| I13 | 2,29 | 0,84 | 2,63 | 0,91 | 2,87 | 0,90 | 2,14 | 1,21 | 0,000 |
| I14 | 2,95 | 0,84 | 3,40 | 0,65 | 3,01 | 0,90 | 2,50 | 1,05 | 0,000 |
| I15 | 2,92 | 0,87 | 3,36 | 0,68 | 3,01 | 0,91 | 2,50 | 1,05 | 0,000 |
| I16 | 2,88 | 0,85 | 3,40 | 0,66 | 3,10 | 0,87 | 2,67 | 1,03 | 0,000 |
| I17 | 2,95 | 0,82 | 3,41 | 0,66 | 3,08 | 0,86 | 2,67 | 1,03 | 0,000 |
| I18 | 2,88 | 0,82 | 3,39 | 0,71 | 3,04 | 0,93 | 2,67 | 1,03 | 0,000 |
| I19 | 2,89 | 0,81 | 3,40 | 0,67 | 3,06 | 0,91 | 2,67 | 1,03 | 0,000 |
| I20 | 2,68 | 0,90 | 3,28 | 0,74 | 3,01 | 0,93 | 2,17 | 0,75 | 0,000 |
| I21 | 2,95 | 0,83 | 3,34 | 0,72 | 3,05 | 0,91 | 2,67 | 1,03 | 0,000 |
| I22 | 2,40 | 0,83 | 2,96 | 0,88 | 2,81 | 0,91 | 2,33 | 0,82 | 0,000 |
| I23 | 2,47 | 0,84 | 3,07 | 0,82 | 2,87 | 0,86 | 2,50 | 1,05 | 0,000 |
| I24 | 2,92 | 0,81 | 3,27 | 0,75 | 3,01 | 0,89 | 2,17 | 0,75 | 0,000 |
| I25 | 2,62 | 0,78 | 3,04 | 0,83 | 2,94 | 0,89 | 2,67 | 1,21 | 0,000 |
| I26 | 2,64 | 0,80 | 3,18 | 0,74 | 3,01 | 0,89 | 2,67 | 1,21 | 0,000 |
| I27 | 2,71 | 0,81 | 3,20 | 0,73 | 2,96 | 0,86 | 2,67 | 1,03 | 0,000 |
| I28 | 2,61 | 0,83 | 3,12 | 0,79 | 2,96 | 0,87 | 2,50 | 1,05 | 0,000 |
| I29 | 2,79 | 0,78 | 3,22 | 0,77 | 3,01 | 0,88 | 2,50 | 1,05 | 0,000 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| I30 | 2,84 | 0,85 | 3,18 | 0,81 | 2,98 | 0,87 | 2,67 | 1,03 | 0,000 |
| I31 | 2,58 | 0,90 | 3,10 | 0,90 | 2,88 | 0,91 | 2,50 | 1,05 | 0,000 |
| I32 | 2,63 | 0,86 | 3,06 | 0,85 | 2,98 | 0,90 | 2,50 | 1,05 | 0,000 |
| I33 | 2,69 | 0,84 | 3,11 | 0,83 | 3,06 | 0,92 | 2,67 | 1,03 | 0,000 |
| I34 | 2,81 | 0,87 | 3,22 | 0,77 | 3,08 | 0,91 | 2,83 | 1,33 | 0,000 |
| I35 | 2,70 | 0,85 | 3,20 | 0,77 | 3,01 | 0,92 | 2,83 | 1,33 | 0,000 |
| I36 | 2,54 | 0,90 | 2,92 | 0,95 | 2,77 | 0,98 | 2,50 | 1,05 | 0,000 |
| I37 | 2,43 | 0,90 | 2,81 | 1,00 | 2,78 | 0,97 | 2,50 | 1,05 | 0,000 |
| I38 | 2,60 | 0,93 | 2,90 | 0,96 | 2,78 | 0,98 | 2,83 | 1,33 | 0,012 |
| I39 | 2,70 | 0,91 | 3,08 | 0,88 | 2,93 | 0,91 | 3,00 | 1,26 | 0,000 |
| I40 | 2,77 | 0,89 | 3,05 | 0,93 | 2,95 | 0,92 | 2,67 | 1,21 | 0,013 |
| I41 | 2,80 | 0,89 | 3,20 | 0,86 | 2,86 | 0,90 | 2,50 | 1,22 | 0,000 |
| I42 | 2,91 | 0,84 | 3,36 | 0,67 | 2,91 | 0,93 | 2,33 | 0,82 | 0,000 |
| I43 | 2,97 | 0,80 | 3,32 | 0,66 | 2,96 | 0,92 | 2,50 | 0,84 | 0,000 |
| I44 | 2,89 | 0,81 | 3,29 | 0,71 | 2,99 | 0,92 | 2,50 | 0,84 | 0,000 |
| I45 | 2,87 | 0,83 | 3,28 | 0,68 | 2,97 | 0,94 | 2,67 | 1,03 | 0,000 |
| I46 | 2,99 | 0,80 | 3,41 | 0,66 | 3,01 | 0,94 | 2,67 | 1,03 | 0,000 |
| I47 | 2,55 | 0,99 | 3,22 | 0,82 | 2,83 | 0,98 | 2,33 | 0,82 | 0,000 |
| I48 | 3,00 | 0,83 | 3,36 | 0,68 | 2,97 | 0,89 | 2,17 | 0,75 | 0,000 |
| I49 | 2,93 | 0,97 | 3,26 | 0,87 | 2,95 | 0,98 | 2,17 | 0,75 | 0,000 |
| I50 | 3,10 | 0,90 | 3,37 | 0,77 | 3,07 | 0,95 | 2,33 | 0,82 | 0,000 |
| I51 | 3,11 | 0,92 | 3,45 | 0,70 | 3,03 | 0,98 | 2,17 | 0,75 | 0,000 |
| I52 | 3,10 | 0,92 | 3,39 | 0,71 | 3,01 | 1,00 | 2,67 | 1,03 | 0,000 |

**Table 26. Comparison of cohorts in terms of training needs**

This already transpires for *linguistic and intercultural competence*. On all 13 items, there are statistically significant differences between teacher trainers and in-service teachers and between pre-service and in-service teachers, always in favor of teacher trainers and pre-service teachers, who are thus, in line with the findings for current level, the stakeholders who believe greater training is required on these aspects. On reading comprehension skills (item 7), there are also statistically significant differences between teacher trainers and coordinators, again in favor of the former cohort.

The tendency changes somewhat for the *theoretical underpinnings of CLIL*. Here, significant differences are always found in favor of pre-service teachers, both with respect to their in-service counterparts and to teacher trainers on all 8 items, and also with respect to coordinators on items 14 (the precursors of CLIL) and 20 (the regional/national bilingual policy framework). Thus, it is primarily the graduate and undergraduate students in our sample who call for increased training in this section.

Exactly the same pattern can be detected for *ongoing professional development*, albeit with increased differences between pre-service teachers and coordinators.

Significant differences surface on all 12 items in this section, again in favor of pre-service teachers, and between them and in-service teachers/teacher trainers across the board, as has been the case for the theoretical grounding of CLIL. In addition, there are differences between students and coordinators on items 42 (information on CLIL associations and networks), 48 (attendance to university conferences on CLIL), 49 (participation in linguistic study abroad programs), 50 (participation in methodological upgrade courses abroad), and 51 (obtention of study licenses for further studies or research).

Finally, the outcomes obtained for *methodological aspects* and *materials and methodology* revert back to those observed for linguistic and intercultural competence: statistically significant differences can in general be discerned between pre-service and in-service teachers and between teacher trainers and in-service teachers, always in favor of students and their professors at tertiary level. Thus, there is once more greater harmony between the perceptions of teacher trainers and pre-service teachers on these two blocks, both of whom consider there is a considerable need to step up teacher training on these fronts. The only exceptions worthy of commentary here are items 24 (The Autobiography of Intercultural Encounters) and 41 (the use of CMC), where there are also differences between pre-service teachers and teacher trainers/coordinators (in the first case) and pre-service teachers and teacher trainers (in the second); and items 29 (evaluation techniques and principles), 30 (preparing TAs), 36 (use of multimedia software), 38 (use of Web 2.0 tools), 39 (use of webquests), and 40 (use of interactive whiteboards), where there are only differences between pre-service and in-service teacher, always in favor of the former. Thus, it appears that pre-service teachers again require the greatest training on these two thematic blocks.

# 7. Conclusions

Which are the broader take-aways of our investigation? Let us now summarize its main findings, connecting them to the study's 4 metaconcerns and 12 objectives.

Vis-à-vis **Metaconcern 1** ***(Objective 1)***, we have designed and validated four sets of questionnaires for pre- and in-service teachers, teacher trainers, and coordinators, in English and Spanish, to determine the training needs of CLIL teachers across Spain and Europe on five main fronts: linguistic and intercultural competence, the theoretical underpinnings of CLIL, methodological aspects, materials and resources, and ongoing professional development. They have been grounded in the official literature and research findings on the topic, and validated following a double-fold pilot process. They have initially been submitted to the external ratings approach, where the suggestions provided by 7 external reviewers at Primary, Secondary, and Tertiary levels (in terms of specificity, reformulation of items, elimination or addition of words, substitution of terms, addition of certain questions, or alteration of order and age ranges) have been incorporated prior to turning to the second phase of the validation process. The latter has involved a pilot study with a representative sample of 39 students, teachers, and teacher trainers with the same traits as the target informants. In addition to honing the surveys, their responses have allowed us to calculate Cronbach alpha for the questionnaire as a whole and for each of its five parts, both in terms of current level and training needs. The internal consistency and reliability of each and every one of these sections has been amply ascertained via the extremely high coefficients obtained for all of them (very close to 1 in all cases). These instruments, which previously did not exist for the diagnosis of training needs, are disseminable in future replication studies or can simply be used in part to diagnose the needs of a specific cohort prior to setting up a course to cater for their needs in CLIL education.

With respect to **Metaconcern 2** ***(Objectives 2 to 6)***, our investigation has enabled us to carry out a detailed diagnosis of the current level and training needs which the key CLIL stakeholders have in terms of linguistic and intercultural competence, the theoretical underpinnings of CLIL, methodological aspects, materials and resources, and ongoing professional development.

The overriding impression is that current level is higher on linguistic and intercultural competence (something not surprising if we consider that the majority of respondents in the in- and pre-service teacher cohorts have been English language teachers and students with a B2 to C1 level) and insufficient or non-existent for the theoretical underpinnings of CLIL and ongoing professional development. More mixed results are obtained for methodological aspects and materials and resources, where roughly equal percentages of respondents claim to have an adequate and insufficient level.

Interestingly, however, training needs are deemed considerable across all five thematic blocks, to a lesser extent on linguistic and intercultural competence and to a much greater one on theoretical underpinnings and ongoing professional development, thereby confirming the overall consistency of results between current level and training needs. They are also from considerable to high on methodology and materials, which points to the generalized training needs of all the key players in CLIL settings.

These outcomes can be qualified by cohort, as informants cannot be seen as a homogeneous group in the light of our findings. *Pre-service teachers* come across as the stakeholders with the lowest current level (save on linguistic and intercultural competence) and the highest training needs (something which has benn confirmed statistically by the ANOVA and t test in Objective 7). They are especially marked for blocks II and V, but methodological training and familiarity with materials design, collaborative teaching, and ICT options also need to be stepped up.

Very similar tendencies can be detected for *teacher trainers*, who, alongside their graduate and undergraduate students, harbor the most pessimistic outlook on current level (even linguistic and intercultural competence is considered deficient) and training needs (again, with particular emphasis on theoretical aspects and ongoing professional development).

In turn, a greater harmony transpires between *in-service practitioners* and *provincial coordinators*, both of whom are more complacent in the assessment of current level and training needs. For both these groups of respondents, current level is only insufficient on blocks II and V, being considered overwhelmingly adequate on linguistic and intercultural competence and between adequate and insufficient on methodology and materials (coordinators have a more positive outlook on the latter). Training needs are, however, considerable across the board – albeit more markedly so on theoretical aspects and ongoing professional development –, except for linguistic and intercultural

competence (and materials and resources for coordinators), where they are majoritarily perceived as low.

These differences across cohorts are empirically substantiated by the ANOVA and t test, in line with **Metaconcern 3** ***(Objective 7)***. There are, to begin with, statistically significant differences (at extremely high confidence levels) across groups on absolutely all questionnaire items for training needs, and on 47 out of 52 for current level. On the latter, there is a greater congruence of responses between teacher trainers and pre-service teachers and between in-service practitioners and coordinators. However, there are numerous statistically significant differences between in-service teachers and teacher trainers/pre-service teachers, always in favor of in-service teachers, who thus hold a significantly more positive view of where we currently stand in teacher education for CLIL.

In line with the foregoing, on training needs, it is pre-service teachers and teacher trainers who obtain significantly higher means, thereby confirming their view of the need for enhanced teacher training across the board. This is especially the case for linguistic and intercultural competence, methodological aspects, and materials methodology, where there is a greater harmony of responses between pre-service teachers and teacher trainers. However, on theoretical aspects and ongoing professional development, increased differences between these cohorts emerge, as well as between students and coordinators, always in favor of pre-service teachers, who come across as the group which calls for the greatest training. Differences between in-service teachers and coordinators continue to be practically non-existent on training needs. Thus, it would be beneficial, according to our outcomes, to realign the perceptions of practicing professionals and those in charge of or undergoing teacher training.

If statistically significant differences are considered within each cohort in terms of our identification variables ***(Objectives 8 through 11)***, equally interesting findings emerge. To begin with, differences diminish from in-service practitioners to pre-service teachers to teacher trainers to coordinators.

The cohort which presents the greatest variability is thus that of *in-service teachers*, something which is not surprising considering that different types of practitioners have, in turn, been comprised within this group (language teachers, NLA teachers, and Teaching Assistants). Differences can be detected in terms of *nationality* (where European teachers come across as the best equipped for the CLIL challenge, although Spanish practitioners are, on the upside, fully cognizant of their limitations and call for increased training on linguistic competence, materials and resources, and

ongoing professional development), *type of teacher* (where NLA teachers appear to have the greatest gaps, particularly in terms of linguistic and intercultural competence and materials and resources), *teaching level* (where Infant and Primary school practitioners evince the lowest levels and highest training needs precisely on the same blocks as NLA teachers), *previous experience abroad* (which significantly impacts level and training needs on linguistic aspects, materials, and ongoing professional development), and *language level* (which has a direct bearing on the mastery of linguistic and intercultural items, on theoretical aspects, and on materials and resources). Interestingly, it is teachers with a B1 level who evince the greatest training needs on the linguistic front, perhaps owing to their desire to attain the B2 level which is required to partake in Andalusian CLIL schemes as of the present academic year.

A greater homogeneity can be discerned for *pre-service teachers* despite being a more numerous cohort. Statistically significant differences can be detected here especially on linguistic and intercultural aspects and on methodology and materials, and only for four variables: *age* (the oldest students evince the highest level and lowest training needs), *grade* (where the same patterns emerge for third cycle students), *nationality* (where European students are clearly superior to Spanish and Latin American ones precisely on the two blocks which have generally appeared to be less mastered: theoretical underpinnings and ongoing professional development), and *university* (where Eastern and Central European ones evince the significantly highest levels, and Spanish and Southern European ones, the greatest training needs). Learning from the good practices of other European countries in terms of the way in which pre- and in-service training for CLIL is envisaged and set up there would thus be beneficial, in terms of our outcomes.

Increasingly fewer differences emerge for *teacher trainers*, which can only be detected for two variables: *degree* and *language taught*. There is a great congruence between them, as Teacher Training and German and other philologies evince the lowest level and the highest training needs across all five thematic blocks, as do students of German and French, although English ones also require considerable training, according to their instructors. These findings point to the desirability of building in a specific branch for these languages within CLIL Masters and of targeting Infant and Primary School teachers as key cohorts.

Finally, differences within *coordinators* are unsubstantial. They only surface in terms of *age*, with younger coordinators harboring a more cautious outlook on current level, especially as regards linguistic aspects and authentic materials.

Using the instruments designed and validated through ***Objective 1***, ***Objectives 2 to 11*** have allowed us to paint a comprehensive, representative, and realistic picture of where we currently stand in terms of current level and training needs for CLIL education in our region, country, ad continent. The final step is to have this empirical evidence inform a specific teacher training model for pre- and in-service practitioners involved in CLIL programs, thereby favoring evidence-based practice (Coyle 2011). This is our **fourth Metaconcern** and ***final Objective*** (12), which is met via the specific and originally designed CLIL Master's we now propose.

## 8. Proposal of a specific CLIL Master's

Thus, having ascertained the urgent need for a CLIL Master's and determined the lacunae it should address, a concrete evidence-based proposal is now set forth to help prepare teachers for plurilingual education in Spain[2]. It adapts the European macro-framework recently propounded by Marsh et al. (2010) for teacher education to our micro-teaching context, responding to its specific traits, and, in doing so, addresses Metaconcern 4 (Objective 12) of our study.

In line with the Spanish adoption of the 4 + 1 Bologna structure, the Master's currently being designed for CLIL teaching in our country (*Máster Universitario en AICLE*) is a 60-credit one, envisaged to be completed in one year (although it can also spread out over two). Its five modules are aimed at linguistic and non-linguistic area teachers alike, both at pre- and in-service levels, and address all the deficiencies which teacher training has evinced in our investigation.

Thus, ***Module 1***, ***Approaching CLIL***, aims at providing current or future practitioners with the necessary theoretical grounding in bilingualism to understand the teaching practices which stem from the latter. An overview of bilingual education is offered, framing CLIL against the backdrop of what are considered to be its predecessors: Canadian immersion, North American bilingual education, and European international schools. The driving forces of CLIL are then examined, characterizing this type of program by presenting its features, models, variants, parameters, and contexts. The

[2] Specific modules or subjects of this Master's could also be implemented piecemeal in courses offered by Teacher Training Centers, Official Language Schools, or English Teacher Associations.

theory of language and learning underlying CLIL are equally expounded on by exploring socio-constructivist and cognitive theories, as well as meaningful language teaching with a focus on form. Finally, the specific school context where CLIL develops for participating teachers is amply revised anchoring this approach within the APPP. The legislative and policy frameworks which have pushed the latter forward, together with its objectives, actions, pillars, types of teachers, and curricular integration, are fleshed out in detail.

***Modules 2 and 3 – Mastering CLIL Language*** and ***Implementing CLIL*** – then complement this theoretical grounding from a more practical perspective. Here, attention is accorded to English language skills, targeting Cummins' (1999a) seminal distinction between BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) in order to equip participants with both here-and-now language commonly used for social interaction, and specialized abstract language used for academic purposes. The main types of student-centered methodologies which are fruitfully being implemented in connection to CLIL are also unraveled, presenting the approach, design, and procedure (Richards and Rodgers 2001[2]) of task-based language teaching, project-based learning, problem-oriented learning, cooperative learning, the lexical approach, or CALL. The latter is particularly prominent within materials, a third key topic covered in the third module. Here, practitioners are familiarized with the materials on offer for CLIL teaching at different levels and with the core principles for the adaptation and design of original materials. Lesson planning, the CEFR, the ELP, and the analysis of practical instances of CLIL materials in the Andalusian context are all presented and analyzed. A general overview of available multimedia software, webpages, reference materials, treasure hunts, webquests, and Web 2.0 tools (wikis, blogs, chats, e-mail, international portals, or computer-mediated communication) for CLIL instruction is also provided. The principles for designing such materials within the integrated curriculum constitute another important section of this module, where collaborative teaching, teacher interaction and cooperation, cross-curricular linkages, and intercultural aspects of course design are broached. Finally, the main traits of a Bologna-adapted evaluation system are explored, where assessment becomes more holistic, criterion-referenced, formative, focused on feedback, relevant, transparent, diversified, and student-centered.

The ***fourth module – Consolidating CLIL*** – points forward to the lifelong learning of participating teachers. It aims to harness and promote ongoing professional development on CLIL beyond the Master's. To this end, it provides participants with

information on associations, organizations, networks, journals, book series, and conference listings for future networking and the establishment of professional learning communities to keep up-to-date with CLIL at the local, national, and international levels. Students are also equipped with the tools to analyze CLIL implementation and become evidence-based practitioners. This is what Coyle (2011) terms taking responsibility in classroom-based inquiry, which she considers "the missing piece" for teachers to have ownership of CLIL pedagogies. The basics of action research and qualitative/quantitative designs are provided for participants to be able to undertake future investigations in their own classrooms or follow and understand those published in specialized journals on the way in which CLIL schemes are playing themselves out.

The ***final practicum module*** is devoted to a practical training period and the end of Master's project. The former entails an intense collaboration between the student's internal (University) and external (CLIL school) tutors and involves attendance to preparatory seminars at both University and the teaching center; immersion, observation, and teaching intervention activities; tutorials; and the elaboration of a report on the experience which details the activities and tasks carried out in the school, a critical appraisal, and self-evaluation on the part of the student. The participants are evaluated on the basis of this report and in terms of their participation in the school activities. In turn, the final project should comprise two main sections: (1) An epistemological background, where the student has to conduct an updated literature review of a topic related to CLIL or of a concrete methodological or didactic approach which can be implemented within it. (2) The didactic planning of the topic chosen for a specific cycle or level (Compulsory Secondary Education, Baccalaureate, Vocational Training, language teaching). It is publicly defended before a panel of three members in May, September, or December.

The breakdown of the Master's structure, with its modules, subjects and ECTS credits, is provided in Table 27 below.

| *MODULE* | *ECTS credits* | *Subjects and ECTS credits* |
|---|---|---|
| ***APPROACHING CLIL*** | ***12*** | *- The backdrop and origins of CLIL* ***(3)***<br>*- Definition and characterization: CLIL features, models, and variants* ***(3)***<br>*- The theories of language and learning underlying CLIL* ***(3)***<br>*- CLIL in the Andalusian context: The APPP and its outcomes* ***(3)*** |
| ***MASTERING CLIL LANGUAGE***<br>** Nivel final de idioma del alumnado: B2+/C1* | ***16*** | *- Instrumental English for CLIL teaching (I)* ***(4)***<br>*- Instrumental English for CLIL teaching (II)* ***(4)***<br>*- Instrumental English for CLIL teaching (III)* ***(4)***<br>*- Instrumental English for CLIL teaching (IV)* ***(4)*** |
| ***IMPLEMENTING CLIL*** | ***12*** | *- Student-centered methodologies for CLIL teaching* ***(3)***<br>*- CLIL materials development and the use of ICT* ***(3)***<br>*- Principles of integrated and intercultural curriculum design* ***(3)***<br>*- Testing and evaluation in CLIL programs* ***(3)*** |
| ***CONSOLIDATING CLIL*** | ***8*** | *- Keeping up-to-date with CLIL: Professional networks and learning communities* ***(4)***<br>*- Becoming an evidence-based practitioner: Action research* ***(4)*** |
| ***PRACTICUM*** | ***12*** | *- Teaching practicum* ***(6)***<br>*- End of Master's project* ***(6)*** |

**Table 27. Structure of the CLIL Master's**

This proposal has been presented at the University of Jaén, approved by the Directive Board of the Department of English Philology at this institution, and officially endorsed by the provincial educational authorities (*Consejería de Educación de la Junta de Andalucía*), Teacher Training Centers, and English Teacher Associations in Andalusia (GRETA and CETA). It is currently being considered for its implementation by the Postgraduate Studies Committee of the University of Jaén. Thus, the data stemming from our project have fruitfully fed into a concrete teacher training proposal. It is thus a clear

instance of what Coyle (2011) terms evidence-based practice. Its ultimate aim is to produce a cohort of well-trained professionals capable of successfully facing up to the challenge of plurilingual education in a country which has traditionally lagged behind in this area. It is largely consensual (Fernández & Halbach 2011; Gisbert 2011) that a success-prone implementation of CLIL programs hinges on committed, motivated, and well-prepared teachers. Since, as Kumaravadivelu (2001: 55) has aptly put it, "in any educational reform, teachers and teacher educators constitute pivotal change agents", it is incumbent upon us to equip CLIL teachers to bear the challenge of that change, particularly considering that CLIL may well become the lynchpin to tackle the current language deficit in our country.

## 9. Lines for future research

There are numerous interesting ways in which the present study could be followed up and extended.

To begin with, it would be worthwhile to carry out a quantitative longitudinal study into the effects of CLIL on the English language competence, Spanish language competence, and content knowledge of those subjects taught through the foreign language in Primary and Secondary Education students in a specific autonomous community (e.g. Andalusia). It would also determine whether such effects pervade one year after CLIL instruction is discontinued, when these same CSE students are in the first grade of Baccalaureate. It would then be complemented with a qualitative side by probing the students' and teachers' satisfaction with all the curricular and organizational aspects of CLIL schemes and carry out a detailed SWOT analysis of the way in which they are functioning, according to the key players involved in their grassroots, bottom-up implementation. This type of investigation could also be elaborated on by focusing on a specific province and increasing the number of schools of each type (public – private – semi-private) in order to obtain a more fine-grained picture of the way in which CLIL programs are functioning at a more local level within each province.

It would equally be extremely interesting to carry out a meta-analysis of all the studies into the effects of CLIL on linguistic competence and academic achievement which have thus far been developed in Europe and Spain and which meet Rossell &

Baker's (1996) criteria of methodological realiability. This would allow us to determine whether an unbiased reading of the scholarly research suggests that CLIL schemes are positively impacting these variables.

Conducting a study into the way in which CLIL education is being incorporated and is functioning at Tertiary level would also be of great interest (Hellekjaer & Wilkinson 2001; Wolff 2003; Dafouz 2007; Núñez Perucha & Dafouz Milne 2007; Tudor 2008; Fortanet-Gómez & Ruiz-Garrido 2009; Ruiz-Garrido & Fortanet-Gómez 2009; Lasagabaster & Ruiz de Zarobe 2010).

It would undoubtedly be useful carry out longitudinal case studies which involve the observation of the evolution of children with different levels of English and amount of extramural exposure to trace their progression within CLIL schemes.

Finally, it would also be necessary to carry out a needs and SWOT analysis which would offer a detailed diagnosis of the difficulties which the teacher trainers offering CAL courses in Official Language Schools are experiencing vis-à-vis CLIL professional development in order to realign resources with their specific requirements.

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# APPENDICES

# Appendix I

**NALTT: NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING FOR BILINGUAL EDUCATION**
**(PRE-SERVICE TEACHERS)**

1. AGE: _____
2. SEX: □ Male □ Female
3. NATIONALITY: _____
4. UNIVERSITY: _____
5. DEGREE: _____
6. HIGHEST YEAR OF THE DEGREE IN WHICH YOU ARE STUDYING: _____
7. FOREIGN LANGUAGE IN WHICH YOU ARE SPECIALIZING:
   - □ English
   - □ French
   - □ German
   - □ Other: _____
8. YOUR CURRENT LEVEL IN THIS FOREIGN LANGUAGE IS:
   - □ A1
   - □ A2
   - □ B1
   - □ B2
   - □ C1
   - □ C2

**PLEASE RATE THE LEVEL WHICH YOU BELIEVE YOU CURRENTLY HAVE IN THE FOLLOWING ASPECTS RELATED TO BILINGUAL TEACHING (1=None; 2=Insufficient; 3=Adequate; 4=Excellent) AND THE NEED YOU CONSIDER YOU HAVE FOR FURTHER TRAINING ON THEM (1=None; 2=Low; 3=Considerable; 4=High).**

**1. LINGUISTIC AND INTERCULTURAL COMPETENCE**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **1.** Accurate grammatical knowledge of the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Accurate pronunciation in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Knowledge of specialized vocabulary for academic purposes in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Knowledge of formulaic language used to express general functions in the FL (e.g., explaining, describing, justifying, directing, interacting) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Oral communication skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Listening comprehension skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Reading comprehension skills for specialized bibliography in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Knowledge of the FL culture(s) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacity to analyze and reflect on intercultural experience and contact | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **10.** Capacity to make cross-cultural comparisons from a multicultural perspective | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacity to foster attitudes of tolerance, respect, and empathy towards diversity | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacity to identify and overcome stereotypes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacity to develop critical intercultural awareness | | | | | | | | |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. THEORETICAL UNDERPINNINGS OF BILINGUAL EDUCATION/CLIL**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **14.** The precursors of CLIL: Canadian immersion, North American bilingual education, and European International Schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** The origins and driving forces of CLIL in Europe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** The features, assets, and pitfalls of CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** CLIL models, variants, and parameters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** The theory of language underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** The theory of learning underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Your national/regional bilingual policy framework: objectives, actions, pillars, and legislation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** The effects and functioning of CLIL in evidence-based research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. METHODOLOGICAL ASPECTS**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **22.** The Common European Framework of Reference | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** The English Language Portfolio | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** The Autobiography of Intercultural Encounters | | | | | | | | |
| **25.** The approach, design, and procedure of task-based language teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** The approach, design, and procedure of project-based learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** The approach, design, and procedure of the lexical dimension | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** The approach, design, and | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| procedure of cooperative student learning | | | | | | | | |
| **29.** The principles and techniques of diverse, formative, and holistic evaluation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** Preparing Teaching Assistants to work with students and teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALS AND RESOURCES**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **31.** Access to authentic materials for bilingual teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principles for adapting authentic materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principles for the design of original materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principles for the design of the integrated curriculum | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principles of collaborative, tandem teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Use of multimedia software | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Use of online reference materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Use of social media, e.g. blogs and wikis (sometimes also referred to as Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Use of webquests | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Use of interactive whiteboards | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Use of computer-mediated communication (e.g., e-Twinning) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. ONGOING PROFESSIONAL DEVELOPMENT**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **42.** Information on associations, organizations, networks, and conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.** Familiarity with specialized journals and book series on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principles of action research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principles of quantitative/qualitative research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Attendance to teacher training courses on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Completion of linguistic upgrade courses in official language schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Attendance to university conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **49.** Participation in linguistic study abroad programs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participation in methodological upgrade courses abroad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtention of study licenses for further studies or research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participation in specific CLIL Masters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**NALTT: NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING FOR BILINGUAL EDUCATION**
**(IN-SERVICE TEACHERS)**

1. AGE: _____
2. SEX: □ Male □ Female
3. NATIONALITY: _____
4. COUNTRY WHERE YOU TEACH: _____
5. TYPE OF TEACHER:

□ Language
□ Non-linguistic area
□ Teaching assistant
□ Other: _____

6. ADMINISTRATIVE SITUATION:

□ Civil servant with permanent destination
□ Civil servant with provisional destination
□ Semi-private school teacher
□ Private school teacher
□ Intern
□ Other: _____

7. ARE YOU A BILINGUAL COORDINATOR IN YOUR SCHOOL? □ Yes □ No
8. TYPE OF SCHOOL WHERE YOU TEACH:

□ Public
□ Private
□ Semi-private

9. SETTING WHERE YOU TEACH: □ Rural □ Urban
10. LEVEL WHERE YOU TEACH:

□ Infant
□ Primary
□ Secondary
□ Baccalaureate
□ Vocational training

11. LANGUAGE TAUGHT IN YOUR BILINGUAL/CLIL SCHOOL:

□ English
□ French
□ German
□ Other: _____

12. HAVE YOU STUDIED OR WORKED PREVIOUSLY IN A COUNTRY WHERE THE LANGUAGE YOU TEACH IS SPOKEN? □ Yes □ No
13. OVERALL TEACHING EXPERIENCE:

□ Less than 1 year
□ 1-10 years
□ 11-20 years
□ 21-30 years
□ Over 30 years

14. TEACHING EXPERIENCE IN A BILINGUAL SCHOOL:

□ Less than 1 year
□ 1-5 years
□ 6-10 years
□ 11-15 years
□ Over 15 years

15. YOUR LEVEL IN THE FOREIGN LANGUAGE YOU TEACH IS:

□ A1
□ A2
□ B1
□ B2
□ C1

□ C2

**PLEASE RATE THE LEVEL WHICH YOU BELIEVE YOU CURRENTLY HAVE IN THE FOLLOWING ASPECTS RELATED TO BILINGUAL TEACHING (1=None; 2=Insufficient; 3=Adequate; 4= Excellent) AND THE NEED YOU CONSIDER YOU HAVE FOR FURTHER TRAINING ON THEM (1=None; 2=Low; 3=Considerable; 4=High).**

**1. LINGUISTIC AND INTERCULTURAL COMPETENCE**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **1.** Accurate grammatical knowledge of the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Accurate pronunciation in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Knowledge of specialized vocabulary for academic purposes in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Knowledge of formulaic language used to express general functions in the FL (e.g., explaining, describing, justifying, directing, interacting) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Oral communication skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Listening comprehension skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Reading comprehension skills for specialized bibliography in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Knowledge of the FL culture(s) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacity to analyze and reflect on intercultural experience and contact | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacity to make cross-cultural comparisons from a multicultural perspective | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacity to foster attitudes of tolerance, respect, and empathy towards diversity | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacity to identify and overcome stereotypes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacity to develop critical intercultural awareness | | | | | | | | |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. THEORETICAL UNDERPINNINGS OF BILINGUAL EDUCATION/CLIL**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **14.** The precursors of CLIL: Canadian immersion, North American bilingual education, and European International Schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** The origins and driving forces of CLIL in Europe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** The features, assets, and pitfalls of CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** CLIL models, variants, and parameters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **18.** The theory of language underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** The theory of learning underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Your national/regional bilingual policy framework: objectives, actions, pillars, and legislation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** The effects and functioning of CLIL in evidence-based research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. METHODOLOGICAL ASPECTS**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **22.** The Common European Framework of Reference | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** The English Language Portfolio | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** The Autobiography of Intercultural Encounters | | | | | | | | |
| **25.** The approach, design, and procedure of task-based language teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** The approach, design, and procedure of project-based learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** The approach, design, and procedure of the lexical dimension | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** The approach, design, and procedure of cooperative student learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** The principles and techniques of diverse, formative, and holistic evaluation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** Preparing Teaching Assistants to work with students and teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALS AND RESOURCES**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **31.** Access to authentic materials for bilingual teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principles for adapting authentic materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principles for the design of original materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principles for the design of the integrated curriculum | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principles of collaborative, tandem teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Use of multimedia software | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Use of online reference materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **38.** Use of social media, e.g. blogs and wikis (sometimes also referred to as Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Use of webquests | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Use of interactive whiteboards | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Use of computer-mediated communication (e.g., e-Twinning) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. ONGOING PROFESSIONAL DEVELOPMENT**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **42.** Information on associations, organizations, networks, and conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.** Familiarity with specialized journals and book series on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principles of action research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principles of quantitative/qualitative research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Attendance to teacher training courses on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Completion of linguistic upgrade courses in official language schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Attendance to university conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participation in linguistic study abroad programs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participation in methodological upgrade courses abroad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtention of study licenses for further studies or research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participation in specific CLIL Masters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**NALTT: NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING FOR BILINGUAL EDUCATION**

**(TEACHER TRAINERS)**

1. AGE: _____
2. SEX: □ Male □ Female
3. NATIONALITY: _____
4. UNIVERSITY: _____
5. DEGREE: _____
6. FOREIGN LANGUAGE(S) WHICH YOU TEACH:

□ English
□ French
□ German
□ Other: _____

7. AT WHAT LEVEL DO YOU TEACH THE PREVIOUS FOREIGN LANGUAGE?

□ A1
□ A2
□ B1
□ B2
□ C1
□ C2

8. OVERALL TEACHING EXPERIENCE:

□ Less than 1 year
□ 1-10 years
□ 11-20 years
□ 21-30 years
□ Over 30 years

**PLEASE RATE THE LEVEL WHICH YOU BELIEVE YOUR STUDENTS CURRENTLY HAVE IN THE FOLLOWING ASPECTS RELATED TO BILINGUAL TEACHING (1=None; 2=Insufficient; 3=Adequate; 4=Excellent) AND THE NEED YOU CONSIDER THEY HAVE FOR FURTHER TRAINING ON THEM (1=None; 2=Low; 3=Considerable; 4=High).**

**1. LINGUISTIC AND INTERCULTURAL COMPETENCE**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **1.** Accurate grammatical knowledge of the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Accurate pronunciation in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Knowledge of specialized vocabulary for academic purposes in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Knowledge of formulaic language used to express general functions in the FL (e.g., explaining, describing, justifying, directing, interacting) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Oral communication skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Listening comprehension skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Reading comprehension skills for specialized bibliography in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Knowledge of the FL culture(s) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacity to analyze and reflect on intercultural experience and contact | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacity to make cross-cultural | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| comparisons from a multicultural perspective | | | | | | | | |
| **11.** Capacity to foster attitudes of tolerance, respect, and empathy towards diversity | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacity to identify and overcome stereotypes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacity to develop critical intercultural awareness | | | | | | | | |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. THEORETICAL UNDERPINNINGS OF BILINGUAL EDUCATION/CLIL**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **14.** The precursors of CLIL: Canadian immersion, North American bilingual education, and European International Schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** The origins and driving forces of CLIL in Europe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** The features, assets, and pitfalls of CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** CLIL models, variants, and parameters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** The theory of language underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** The theory of learning underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Your national/regional bilingual policy framework: objectives, actions, pillars, and legislation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** The effects and functioning of CLIL in evidence-based research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. METHODOLOGICAL ASPECTS**

| **ASPECTS** | **CURRENT LEVEL** | | | | **TRAINING NEEDS** | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **22.** The Common European Framework of Reference | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** The English Language Portfolio | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** The Autobiography of Intercultural Encounters | | | | | | | | |
| **25.** The approach, design, and procedure of task-based language teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** The approach, design, and procedure of project-based learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** The approach, design, and procedure of the lexical dimension | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** The approach, design, and procedure of cooperative student | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| learning | | | | | | | | |
| **29.** The principles and techniques of diverse, formative, and holistic evaluation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** Preparing Teaching Assistants to work with students and teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALS AND RESOURCES**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **31.** Access to authentic materials for bilingual teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principles for adapting authentic materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principles for the design of original materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principles for the design of the integrated curriculum | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principles of collaborative, tandem teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Use of multimedia software | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Use of online reference materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Use of social media, e.g. blogs and wikis (sometimes also referred to as Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Use of webquests | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Use of interactive whiteboards | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Use of computer-mediated communication (e.g., e-Twinning) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. ONGOING PROFESSIONAL DEVELOPMENT**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **42.** Information on associations, organizations, networks, and conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.** Familiarity with specialized journals and book series on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principles of action research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principles of quantitative/qualitative research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Attendance to teacher training courses on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Completion of linguistic upgrade courses in official language schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Attendance to university conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participation in linguistic study | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| abroad programs | | | | | | | | |
| **50.** Participation in methodological upgrade courses abroad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtention of study licenses for further studies or research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participation in specific CLIL Masters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

**NALTT: NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING FOR BILINGUAL EDUCATION**
**(PROVINCIAL COORDINATORS)**

1. AGE: _____
2. SEX: □ Male □ Female
3. NATIONALITY: _____
4. COUNTRY: _____
5. TYPE OF COORDINATOR: _____
6. PROVINCE: _____
7. NUMBER OF YEARS YOU HAVE BEEN COORDINATING BILINGUAL EDUCATION PROGRAMS: _____

**PLEASE RATE THE LEVEL WHICH YOU BELIEVE THE TEACHERS YOU COORDINATE CURRENTLY HAVE IN THE FOLLOWING ASPECTS RELATED TO BILINGUAL TEACHING (1=None; 2=Insufficient; 3=Adequate; 4=Excellent) AND THE NEED YOU CONSIDER THEY HAVE FOR FURTHER TRAINING ON THEM (1=None; 2=Low; 3=Considerable; 4=High).**

**1. LINGUISTIC AND INTERCULTURAL COMPETENCE**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **1.** Accurate grammatical knowledge of the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Accurate pronunciation in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Knowledge of specialized vocabulary for academic purposes in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Knowledge of formulaic language used to express general functions in the FL (e.g., explaining, describing, justifying, directing, interacting) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Oral communication skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Listening comprehension skills in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Reading comprehension skills for specialized bibliography in the FL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Knowledge of the FL culture(s) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacity to analyze and reflect on intercultural experience and contact | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacity to make cross-cultural comparisons from a multicultural perspective | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacity to foster attitudes of tolerance, respect, and empathy towards diversity | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacity to identify and overcome stereotypes | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacity to develop critical intercultural awareness | | | | | | | | |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

## 2. THEORETICAL UNDERPINNINGS OF BILINGUAL EDUCATION/CLIL

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **14.** The precursors of CLIL: Canadian immersion, North American bilingual education, and European International Schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** The origins and driving forces of CLIL in Europe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** The features, assets, and pitfalls of CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** CLIL models, variants, and parameters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** The theory of language underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** The theory of learning underlying CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Your national/regional bilingual policy framework: objectives, actions, pillars, and legislation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** The effects and functioning of CLIL in evidence-based research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

## 3. METHODOLOGICAL ASPECTS

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **22.** The Common European Framework of Reference | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** The English Language Portfolio | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** The Autobiography of Intercultural Encounters | | | | | | | | |
| **25.** The approach, design, and procedure of task-based language teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** The approach, design, and procedure of project-based learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** The approach, design, and procedure of the lexical dimension | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** The approach, design, and procedure of cooperative student learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** The principles and techniques of diverse, formative, and holistic evaluation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** Preparing Teaching Assistants to work with students and teachers | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALS AND RESOURCES**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **31.** Access to authentic materials for bilingual teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principles for adapting authentic materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principles for the design of original materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principles for the design of the integrated curriculum | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principles of collaborative, tandem teaching | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Use of multimedia software | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Use of online reference materials | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Use of social media, e.g. blogs and wikis (sometimes also referred to as Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Use of webquests | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Use of interactive whiteboards | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Use of computer-mediated communication (e.g., e-Twinning) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. ONGOING PROFESSIONAL DEVELOPMENT**

| ASPECTS | CURRENT LEVEL | | | | TRAINING NEEDS | | | |
|---|---|---|---|---|---|---|---|---|
| | NONE | INSUFFICIENT | ADEQUATE | EXCELLENT | NONE | LOW | CONSIDERABLE | HIGH |
| **42.** Information on associations, organizations, networks, and conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.** Familiarity with specialized journals and book series on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principles of action research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principles of quantitative/qualitative research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Attendance to teacher training courses on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Completion of linguistic upgrade courses in official language schools | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Attendance to university conferences on CLIL | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participation in linguistic study abroad programs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participation in methodological upgrade courses abroad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtention of study licenses for further studies or research | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participation in specific CLIL Masters | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Other ( please specify):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**THANK YOU VERY MUCH FOR YOUR PARTICIPATION**

# Appendix II

**ANÁLISIS DE NECESIDADES DE FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN BILINGÜE**
**(ALUMNADO)**

1. EDAD: _____
2. SEXO: Hombre ☐ Mujer ☐
3. NACIONALIDAD: _____
4. UNIVERSIDAD: _____
5. TITULACIÓN: _____
6. CURSO MÁXIMO EN EL QUE ESTÁ MATRICULADO/A: _____
7. LENGUA EXTRANJERA EN LA QUE SE ESTÁ ESPECIALIZANDO:

☐ Inglés
☐ Francés
☐ Alemán
☐ Otra: _____

8. SU NIVEL DE LENGUA EXTRANJERA ES:

☐ A1
☐ A2
☐ B1
☐ B2
☐ C1
☐ C2

**POR FAVOR, INDIQUE EL NIVEL QUE TIENE ACTUALMENTE EN LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1=Ninguno; 2=Insuficiente; 3=Adecuado; 4=Excelente) Y LAS NECESIDADES DE FORMACIÓN QUE CONSIDERA TENDRÍA EN CADA UNO DE ELLOS (1=Ninguna; 2=Baja; 3=Considerable; 4=Alta).**

**1. COMPETENCIA LINGÜÍSTICA E INTERCULTURAL**

| ASPECTOS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **1.** Conocimiento gramatical preciso de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Pronunciación precisa en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Conocimiento de vocabulario especializado para fines académicos en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Conocimiento de lenguaje formulaico para expresar funciones generales en la LE (e.g., explicar, describir, justificar, dirigir, interactuar, …) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Comunicación oral en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Comprensión auditiva en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Comprensión lectora de bibliografía especializada en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Conocimiento de la(s) cultura(s) de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacidad de analizar y reflexionar sobre el contacto y las | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| experiencias interculturales | | | | | | | | |
| **10.** Capacidad de realizar comparaciones entre culturas desde una perspectiva multicultural | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacidad de desarrollar actitudes de tolerancia, respeto y empatía hacia la diversidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacidad de identificar y superar estereotipos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacidad de desarrollar la competencia intercultural crítica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. FUNDAMENTOS TEÓRICOS DE LA EDUCACIÓN BILINGÜE/AICLE**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **14.** Conocimiento de los precursores del AICLE: la inmersión canadiense, la educación bilingüe norteamericana y los colegios europeos internacionales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** Conocimiento de los orígenes y motores del AICLE en Europa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** Conocimiento de las características y ventajas, y los inconvenientes del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** Conocimiento de los modelos, variantes y parámetros del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** Conocimiento de la teoría lingüística subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** Conocimiento de la teoría del aprendizaje subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Conocimiento del Plan de Fomento del Plurilingüismo en su contexto: objetivos, acciones, pilares, y marcos legislativos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** Conocimiento de los efectos y el funcionamiento del AICLE en la investigación empírica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. ASPECTOS METODOLÓGICOS**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **22.** El Marco Común Europeo de Referencia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** El Portfolio Europeo de Lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **24.** La Autobiografía de Encuentros Interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **25.** Los principios teóricos y prácticos del aprendizaje basado en tareas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** Los principios teóricos y prácticos del aprendizaje basado en proyectos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** Los principios teóricos y prácticos del enfoque léxico | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** Los principios teóricos y prácticos del aprendizaje cooperativo | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** Los principios y técnicas de la evaluación diversificada, formativa y holística | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** La preparación de los auxiliares lingüísticos para trabajar con el alumnado y profesorado | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALES Y RECURSOS**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **31.** Acceso a materiales auténticos para la enseñanza bilingüe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principios para la adaptación de materiales auténticos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principios para el diseño de materiales originales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principios para el diseño del currículo integrado de lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principios para la enseñanza colaborativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Uso de *software* multimedia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Uso de materiales de referencia online | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Uso de *blogs* y *wikis* (herramientas Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Uso de *webquests* | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Uso de pizarras electrónicas interactivas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Uso de la comunicación mediada por ordenador (e.g., *e-Twinning*) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. FORMACIÓN CONTINUA**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **42.** Información sobre asociaciones, organizaciones, redes y conferencias sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.**Conocimiento de revistas especializadas y series de libros sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principios de la investigación en el aula | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principios de la investigación cuantitativa/cualitativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Asistencia a cursos sobre AICLE en los CEPs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Realización de cursos de actualización lingüística en las EOIs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Asistencia a conferencias sobre AICLE en la Universidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participación en cursos lingüísticos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participación en cursos metodológicos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtención de licencias de estudios/investigación | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participación en másteres específicos sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**AGRADECEMOS ENCARECIDAMENTE SU COLABORACIÓN.**

**ANÁLISIS DE NECESIDADES DE FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN BILINGÜE**
**(PROFESORADO EN ACTIVO)**

1. EDAD: _____
2. SEXO: Hombre □ Mujer □
3. NACIONALIDAD: _____
4. PAÍS DONDE IMPARTE DOCENCIA: _____
5. PROVINCIA: _____
6. TIPO DE PROFESORADO:

□ Lengua extranjera
□ Área no lingüística
□ Auxiliar lingüístico
□ Otro: _____

7. SITUACIÓN ADMINISTRATIVA:

□ Funcionario/a con destino definitivo
□ Funcionario/a con destino provisional
□ Profesor/a de colegio concertado
□ Profesor/a de colegio privado
□ Interino/a
□ Otro: _____

8. ¿ES COORDINADOR/A DE SU SECCIÓN BILINGÜE? □ Sí □ No
9. TIPO DE COLEGIO DONDE ENSEÑA:

□ Público
□ Privado
□ Concertado

10. UBICACIÓN: □ Rural □ Urbana
11. ETAPA EDUCATIVA:

□ Infantil
□ Primaria
□ Secundaria
□ Bachillerato
□ Formación Profesional

12. IDIOMA DE SU SECCIÓN BILINGÜE:

□ Inglés
□ Francés
□ Alemán
□ Otro: _____

13. ¿HA ESTUDIADO O TRABAJADO PREVIAMENTE EN ALGÚN PAÍS DONDE SE HABLE LA LENGUA DE SU SECCIÓN BILINGÜE? □ Sí □ No
14. EXPERIENCIA DOCENTE GENERAL:

□ Menos de 1 año
□ 1-10 años
□ 11-20 años
□ 21-30 años
□ Más de 30 años

15. EXPERIENCIA DOCENTE EN UN COLEGIO BILINGÜE:

□ Menos de 1 año
□ 1-5 años
□ 6-10 años
□ 11-15 años
□ Más de 15 años

16. SU NIVEL EN LA LENGUA EXTRANJERA QUE ENSEÑA ES:

□ A1
□ A2
□ B1
□ B2

□ C1
□ C2

**POR FAVOR, INDIQUE EL NIVEL QUE TIENE ACTUALMENTE EN LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1=Ninguno; 2=Insuficiente; 3=Adecuado; 4=Excelente) Y LAS NECESIDADES DE FORMACIÓN QUE CONSIDERA TENDRÍA EN CADA UNO DE ELLOS (1=Ninguna; 2=Baja; 3=Considerable; 4=Alta).**

**1. COMPETENCIA LINGÜÍSTICA E INTERCULTURAL**

| ASPECTOS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **1.** Conocimiento gramatical preciso de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Pronunciación precisa en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Conocimiento de vocabulario especializado para fines académicos en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Conocimiento de lenguaje formulaico para expresar funciones generales en la LE (e.g., explicar, describir, justificar, dirigir, interactuar, …) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Comunicación oral en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Comprensión auditiva en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Comprensión lectora de bibliografía especializada en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Conocimiento de la(s) cultura(s) de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacidad de analizar y reflexionar sobre el contacto y las experiencias interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacidad de realizar comparaciones entre culturas desde una perspectiva multicultural | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacidad de desarrollar actitudes de tolerancia, respeto y empatía hacia la diversidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacidad de identificar y superar estereotipos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacidad de desarrollar la competencia intercultural crítica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. FUNDAMENTOS TEÓRICOS DE LA EDUCACIÓN BILINGÜE/AICLE**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **14.** Conocimiento de los precursores del AICLE: la inmersión canadiense, la educación bilingüe norteamericana y los colegios europeos internacionales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** Conocimiento de los orígenes y motores del AICLE en Europa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **16.** Conocimiento de las características y ventajas, y los inconvenientes del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** Conocimiento de los modelos, variantes y parámetros del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** Conocimiento de la teoría lingüística subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** Conocimiento de la teoría del aprendizaje subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Conocimiento del Plan de Fomento del Plurilingüismo en su contexto: objetivos, acciones, pilares, y marcos legislativos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** Conocimiento de los efectos y el funcionamiento del AICLE en la investigación empírica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. ASPECTOS METODOLÓGICOS**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **22.** El Marco Común Europeo de Referencia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** El Portfolio Europeo de Lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** La Autobiografía de Encuentros Interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **25.** Los principios teóricos y prácticos del aprendizaje basado en tareas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** Los principios teóricos y prácticos del aprendizaje basado en proyectos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** Los principios teóricos y prácticos del enfoque léxico | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** Los principios teóricos y prácticos del aprendizaje cooperativo | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** Los principios y técnicas de la evaluación diversificada, formativa y holística | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** La preparación de los auxiliares lingüísticos para trabajar con el alumnado y profesorado | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALES Y RECURSOS**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **31.** Acceso a materiales auténticos para la enseñanza bilingüe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principios para la adaptación de materiales auténticos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principios para el diseño de materiales originales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principios para el diseño del currículo integrado de lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principios para la enseñanza colaborativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Uso de *software* multimedia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Uso de materiales de referencia online | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Uso de *blogs* y *wikis* (herramientas Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Uso de *webquests* | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Uso de pizarras electrónicas interactivas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Uso de la comunicación mediada por ordenador (e.g., *e-Twinning*) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. FORMACIÓN CONTINUA**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **42.** Información sobre asociaciones, organizaciones, redes y conferencias sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.**Conocimiento de revistas especializadas y series de libros sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principios de la investigación en el aula | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principios de la investigación cuantitativa/cualitativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Asistencia a cursos sobre AICLE en los CEPs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Realización de cursos de actualización lingüística en las EOIs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Asistencia a conferencias sobre AICLE en la Universidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participación en cursos lingüísticos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participación en cursos metodológicos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtención de licencias de estudios/investigación | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participación en másteres específicos sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Otro (especificar):**<br>.....<br>.....<br>..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**AGRADECEMOS ENCARECIDAMENTE SU COLABORACIÓN.**

**ANÁLISIS DE NECESIDADES DE FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN BILINGÜE**
**(PROFESORADO UNIVERSITARIO)**

1. EDAD: _____
2. SEXO: Hombre ☐ Mujer ☐
3. NACIONALIDAD: _____
4. UNIVERSIDAD: _____
5. TITULACIÓN: _____
6. IDIOMA QUE ENSEÑA:

☐ Inglés
☐ Francés
☐ Alemán
☐ Otro: _____

7. EXPERIENCIA DOCENTE:

☐ Menos de 1 año
☐ 1-10 años
☐ 11-20 años
☐ 21-30 años
☐ Más de 30 años

**POR FAVOR, INDIQUE EL NIVEL QUE, EN SU OPINIÓN, TIENE ACTUALMENTE SU ALUMNADO EN LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1=Ninguno; 2=Insuficiente; 3=Adecuado; 4=Excelente) Y LAS NECESIDADES DE FORMACIÓN QUE CONSIDERA QUE SU ALUMNADO TIENE EN CADA UNO DE ELLOS (1=Ninguna; 2=Baja; 3=Considerable; 4=Alta).**

**1. COMPETENCIA LINGÜÍSTICA E INTERCULTURAL**

| ASPECTOS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **1.** Conocimiento gramatical preciso de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Pronunciación precisa en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Conocimiento de vocabulario especializado para fines académicos en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Conocimiento de lenguaje formulaico para expresar funciones generales en la LE (e.g., explicar, describir, justificar, dirigir, interactuar, …) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Comunicación oral en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Comprensión auditiva en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Comprensión lectora de bibliografía especializada en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Conocimiento de la(s) cultura(s) de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacidad de analizar y reflexionar sobre el contacto y las experiencias interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacidad de realizar comparaciones entre culturas desde una perspectiva multicultural | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacidad de desarrollar actitudes de tolerancia, respeto y empatía hacia la diversidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacidad de identificar y superar estereotipos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **13.** Capacidad de desarrollar la competencia intercultural crítica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. FUNDAMENTOS TEÓRICOS DE LA EDUCACIÓN BILINGÜE/AICLE**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **14.** Conocimiento de los precursores del AICLE: la inmersión canadiense, la educación bilingüe norteamericana y los colegios europeos internacionales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** Conocimiento de los orígenes y motores del AICLE en Europa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** Conocimiento de las características y ventajas, y los inconvenientes del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** Conocimiento de los modelos, variantes y parámetros del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** Conocimiento de la teoría lingüística subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** Conocimiento de la teoría del aprendizaje subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Conocimiento del Plan de Fomento del Plurilingüismo en su contexto: objetivos, acciones, pilares, y marcos legislativos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** Conocimiento de los efectos y el funcionamiento del AICLE en la investigación empírica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. ASPECTOS METODOLÓGICOS**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **22.** El Marco Común Europeo de Referencia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** El Portfolio Europeo de Lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** La Autobiografía de Encuentros Interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **25.** Los principios teóricos y prácticos del aprendizaje basado en tareas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** Los principios teóricos y prácticos del aprendizaje basado en proyectos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** Los principios teóricos y prácticos del enfoque léxico | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **28.** Los principios teóricos y prácticos del aprendizaje cooperativo | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** Los principios y técnicas de la evaluación diversificada, formativa y holística | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **30.** La preparación de los auxiliares lingüísticos para trabajar con el alumnado y profesorado | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALES Y RECURSOS**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **31.** Acceso a materiales auténticos para la enseñanza bilingüe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principios para la adaptación de materiales auténticos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principios para el diseño de materiales originales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principios para el diseño del currículo integrado de lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principios para la enseñanza colaborativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Uso de *software* multimedia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Uso de materiales de referencia online | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Uso de *blogs* y *wikis* (herramientas Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Uso de *webquests* | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Uso de pizarras electrónicas interactivas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Uso de la comunicación mediada por ordenador (e.g., *e-Twinning*) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. FORMACIÓN CONTINUA**

| **ASPECTS** | **NIVEL ACTUAL** | | | | **NECESIDAD DE FORMACIÓN** | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **42.** Información sobre asociaciones, organizaciones, redes y conferencias sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.**Conocimiento de revistas especializadas y series de libros sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principios de la investigación en el aula | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principios de la investigación cuantitativa/cualitativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **46.** Asistencia a cursos sobre AICLE en los CEPs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Realización de cursos de actualización lingüística en las EOIs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Asistencia a conferencias sobre AICLE en la Universidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **49.** Participación en cursos lingüísticos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participación en cursos metodológicos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtención de licencias de estudios/investigación | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participación en másteres específicos sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**AGRADECEMOS ENCARECIDAMENTE SU COLABORACIÓN.**

**ANÁLISIS DE NECESIDADES DE FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN BILINGÜE**
**(COORDINADORES/AS PROVINCIALES)**

1. EDAD: _____
2. SEXO: Hombre ☐ Mujer ☐
3. NACIONALIDAD: _____
4. PAÍS: _____
5. TIPO DE COORDINACIÓN: _____
6. PROVINCIA: _____
7. NÚMERO DE AÑOS QUE HA ESTADO COORDINANDO PROGRAMAS BILINGÜES: _____

**POR FAVOR, INDIQUE EL NIVEL QUE, EN SU OPINIÓN, TIENE EL PROFESORADO AL QUE COORDINA EN LOS SIGUIENTES ASPECTOS RELACIONADOS CON LA ENSEÑANZA BILINGÜE (1=Ninguno; 2=Insuficiente; 3=Adecuado; 4=Excelente) Y LAS NECESIDADES DE FORMACIÓN QUE CONSIDERA TENDRÍA EN CADA UNO DE ELLOS (1=Ninguna; 2=Baja; 3=Considerable; 4=Alta).**

**1. COMPETENCIA LINGÜÍSTICA E INTERCULTURAL**

| ASPECTOS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **1.** Conocimiento gramatical preciso de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **2.** Pronunciación precisa en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **3.** Conocimiento de vocabulario especializado para fines académicos en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **4.** Conocimiento de lenguaje formulaico para expresar funciones generales en la LE (e.g., explicar, describir, justificar, dirigir, interactuar, …) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **5.** Comunicación oral en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **6.** Comprensión auditiva en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **7.** Comprensión lectora de bibliografía especializada en la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **8.** Conocimiento de la(s) cultura(s) de la LE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **9.** Capacidad de analizar y reflexionar sobre el contacto y las experiencias interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **10.** Capacidad de realizar comparaciones entre culturas desde una perspectiva multicultural | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **11.** Capacidad de desarrollar actitudes de tolerancia, respeto y empatía hacia la diversidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **12.** Capacidad de identificar y superar estereotipos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **13.** Capacidad de desarrollar la competencia intercultural crítica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**2. FUNDAMENTOS TEÓRICOS DE LA EDUCACIÓN BILINGÜE/AICLE**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **14.** Conocimiento de los precursores del AICLE: la inmersión canadiense, la educación bilingüe norteamericana y los colegios europeos internacionales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **15.** Conocimiento de los orígenes y motores del AICLE en Europa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **16.** Conocimiento de las características y ventajas, y los inconvenientes del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **17.** Conocimiento de los modelos, variantes y parámetros del AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **18.** Conocimiento de la teoría lingüística subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **19.** Conocimiento de la teoría del aprendizaje subyacente en el AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **20.** Conocimiento del Plan de Fomento del Plurilingüismo en su contexto: objetivos, acciones, pilares, y marcos legislativos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **21.** Conocimiento de los efectos y el funcionamiento del AICLE en la investigación empírica | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**3. ASPECTOS METODOLÓGICOS**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **22.** El Marco Común Europeo de Referencia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **23.** El Portfolio Europeo de Lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **24.** La Autobiografía de Encuentros Interculturales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **25.** Los principios teóricos y prácticos del aprendizaje basado en tareas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **26.** Los principios teóricos y prácticos del aprendizaje basado en proyectos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **27.** Los principios teóricos y prácticos del enfoque léxico | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **28.** Los principios teóricos y prácticos del aprendizaje cooperativo | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **29.** Los principios y técnicas de la evaluación diversificada, formativa y holística | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **30.** La preparación de los auxiliares lingüísticos para trabajar con el alumnado y profesorado | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**4. MATERIALES Y RECURSOS**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **31.** Acceso a materiales auténticos para la enseñanza bilingüe | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **32.** Principios para la adaptación de materiales auténticos | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **33.** Principios para el diseño de materiales originales | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **34.** Principios para el diseño del currículo integrado de lenguas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **35.** Principios para la enseñanza colaborativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **36.** Uso de *software* multimedia | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **37.** Uso de materiales de referencia online | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **38.** Uso de *blogs* y *wikis* (herramientas Web 2.0) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **39.** Uso de *webquests* | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **40.** Uso de pizarras electrónicas interactivas | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **41.** Uso de la comunicación mediada por ordenador (e.g., *e-Twinning*) | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**5. FORMACIÓN CONTINUA**

| ASPECTS | NIVEL ACTUAL | | | | NECESIDAD DE FORMACIÓN | | | |
|---|---|---|---|---|---|---|---|---|
| | NIN-GUNO | INSUFI-CIENTE | ADE-CUADO | EXCELEN-TE | NIN-GUNA | BAJA | CONSIDERABLE | ALTA |
| **42.** Información sobre asociaciones, organizaciones, redes y conferencias sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **43.**Conocimiento de revistas especializadas y series de libros sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **44.** Principios de la investigación en el aula | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **45.** Principios de la investigación cuantitativa/cualitativa | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **46.** Asistencia a cursos sobre AICLE en los CEPs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **47.** Realización de cursos de actualización lingüística en las EOIs | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **48.** Asistencia a conferencias sobre AICLE en la Universidad | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **49.** Participación en cursos lingüísticos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **50.** Participación en cursos metodológicos en el extranjero | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **51.** Obtención de licencias de estudios/investigación | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **52.** Participación en másteres específicos sobre AICLE | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Otro (especificar):** ..... ..... ..... | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

**AGRADECEMOS ENCARECIDAMENTE SU COLABORACIÓN.**

# Appendix III

*Subject: Online survey on teacher training for bilingual education*

Dear colleagues,

We hope this finds you well in the new academic year.

At the University of Jaén, we are investigating the main training needs which teachers currently have across Europe in order to successfully implement bilingual education programs. We would like to request your help with a survey which is part of the NALTT Project ("**NEEDS ANALYSIS OF LANGUAGE TEACHER TRAINING: A EUROPEAN PERSPECTIVE)**"), funded by the Spanish Ministry of Education. To access the survey, please click on the appropriate link below or copy it to your browser (it should take no more than 20 minutes of your time):

i) For teacher trainers:
ENGLISH VERSION: http://teachertrainers.questionpro.com
SPANISH VERSION: http://profesoradouniversitario.questionpro.com/

ii) For pre-service teachers:
ENGLISH VERSION: http://pre-serviceteachers.questionpro.com
SPANISH VERSION: http://alumnado.questionpro.com/

iii) For provincial coordinators:
ENGLISH VERSION: http://provincialcoordinators.questionpro.com
SPANISH VERSION: http://coordinadoresprovinciales.questionpro.com/

iv) For in-service teachers:
ENGLISH VERSION: http://in-serviceteachers.questionpro.com
SPANISH VERSION: http://profesoradoactivo.questionpro.com/

The survey will be open for 10 days. After completing it, the system will offer you the possibility of entering your e-mail address to ask for a CERTIFICATE OF PARTICIPATION and/or enter a RAFFLE for a LAPTOP and 5 FLASHDRIVES.

Many thanks in advance for your participation. Please feel free to forward this message to anyone you think might be interested in the survey. The study should be concluded by the end of October and its findings will be available online at http://82.223.210.121/mec/ayudas/index.htm.

Thank you again for your assistance,

The ESECS research group (www.esecs.eu)