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EVALUATING THE IMPLEMENTATION OF CONTENT CLASSES DELIVERED IN
ENGLISH IN LIGHT OF A CLIL-BASED CURRICULUM

BY

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THESIS

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AFFIDAVIT

I, Rubén Darío Cano Blandón, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana)

A handwritten signature in dark ink, appearing to read 'Rubén', is written over a horizontal line.

RUBÉN DARIO CANO BLANDÓN

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Abstract

At present, the constant pressure that the local government exerts on the implementation of bilingual education in both public and private schools has affected second language teaching in Colombia. As a result, some private schools have started to modify their curriculum by delivering some content subjects in English. This thesis examines the implementation of Content-Based Instruction (CBI) in a private school in Medellin-Colombia from three different perspectives: the teachers' profile, the methodology used in the classes and the sources of knowledge. It first deals with the concepts of bilingualism, bilingual education, Content-Based Instruction (CBI), and Content and Language Integrated Learning (CLIL). It then considers the actual implementation of the teaching practice and evaluates it in light of what CLIL proposes. The instruments used to collect the data were surveys, class observations and interviews. The results of this study indicate that the content teachers, apart from learning English to deliver their classes, lack training in CBI as well as in the integration of content and language teaching in their classes. It also shows the absence of collaborative work between the language teacher and the content teacher, making it difficult for the latter to deal with language teaching. The research also shows that the content classes were teacher-centered, and that teachers lack training in the use of authentic materials and visual aids along with the development of High Order Thinking Skills (HOTS). This thesis concludes that it is fundamental to revisit the concepts of bilingualism and bilingual education in the Colombian context because bilingual education top-

down policies go in one direction and private schools bottom-up actions go beyond the government programs.

Keywords: Bilingualism, Bilingual Education, CBI, CLIL.

Chapter 1

A Scope of Content Classes Delivered in English

This thesis reports a case study of content-based instruction implemented in a private school in Medellin, Colombia. It essentially explores how some content subjects (geography and history) are delivered in English in light of Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL). The researcher will discuss both concepts (CBI and CLIL) further on in this paper. The research focuses particularly on the profile of the geography and history teachers, the delivery of their classes, the materials used, and how their practices fit the concepts of bilingualism and bilingual education in the Colombian context.

In this chapter the researcher provides a broad description of the research process; beginning with some reasons why exploring the grounds of bilingualism would be a worthwhile endeavor in today's local educational context. The term bilingualism has acquired a particular meaning in Colombia. Silvia Valencia (2005, cited by de Mejia, 2006) explains that "As a result of globalization and widespread use of English worldwide, the term 'bilingüismo' has acquired a different meaning in the Colombian context. It is used by many ...to refer almost exclusively to Spanish/English bilingualism..." It is also worth mentioning the link between bilingual education and bilingual schools. According to de Mejia (2009) in a research with Universidad de Los Andes, "bilingual education in Colombia is associated with 'bilingual private schools.'" Most of them are located in the main cities such as Bogota, Medellin, Cali, Cartagena and Barranquilla. Some reasons

to choose bilingual education are because a great number of the students' goal is to advance in their graduate education abroad after their undergraduate degree in Colombia; and according to a study carried out in Cali (de Mejia, 1994), many parents, who could not be educated in a bilingual school, wanted their children to benefit from this opportunity.

Further on in the chapter, the researcher provides a theoretical framework to facilitate the understanding of the phenomenon; followed by the research goals, a brief description of the methodology used in the research, and finally an outline of the succeeding chapters.

Motivation for the Study

The main reason for this study came from the researcher's observation of how the implementation of content classes delivered in English at both primary and secondary education has become a common practice in private schools in Colombia. A research carried out by de Mejia & Fonseca (2006) regarding the state of the art of bilingual education in Colombia, which involved 36 bilingual schools - six of which are located in Medellin, found that the conception of bilingualism that those schools have is associated with the teaching of most content areas in English (around 60% of the curriculum), whereas the Colombian government understands 'bilingualism' as the inclusion of the teaching and learning of English in the school curriculum despite the fact that Colombia is a multicultural and plurilingual country. As a result, the teaching of English in both public and private schools has acquired a high status to the point that offering bilingual

education (English – Spanish) in the school curriculum has become a “plus” greatly favored by parents. Furthermore, bilingualism is closely related to “high quality” education (Mc Dougald, 2009). At the moment of choosing a school for their children, parents’ decisions are influenced, not only by moral principles, education fees, or location, but also, to a large extent, by the “bilingual curriculum” that it offers. It can be concluded that parents tend to be more concerned about the content subjects delivered in English than about the foreign or second language classes. As a result, some private schools in Medellin have been reshaping their pedagogical model to meet this need.

The Research Context

This research is mainly located within the field of Applied Linguistics because it tackles issues that have direct impact on how language is taught in an educational setting. It is worthwhile to mention that the researcher did not specifically base his research on a single class observation and that the number of content teachers who took part in the project was significant enough in order to have a clear understanding of how this practice was implemented at the school where the research was carried out.

The broader social context that frames this research deserves consideration when attempting to answer the “how” questions. The fact of teaching content subjects in English (mainly in private schools) in Medellin has been given serious thought by numerous spheres of influence such as policy makers, politicians and the society in general. However, teachers are not equipped with the necessary

tools to cope with the external pressure exerted on them by the education system. Therefore, it is vital to acknowledge that this research is influenced by a broader social context that will be explored further in this thesis.

Back in 2005, the school where I carried out this research started to implement the teaching of geography in English in 5th grade. The content that initially made part of the social science syllabus was translated from Spanish into English, and a few years later, this teaching practice was implemented in sixth and seventh grades, followed by history in ninth grade. In 2013, natural science started being delivered in English in third grade. The plan for the coming years is to teach philosophy, physics and political science in English in 10th grade. Some of the teachers of the content subjects mentioned above take up English classes at local language schools and enroll in short (two months) immersion programs in Canada and in the United States because a policy of the school has been to train content area teachers in the command of English rather than having language teachers deliver content subjects in English.

Research Question

Considering the context afore mentioned, the research question stated for this study is: To what extent does the current implementation of content subjects delivered in English at a private school in Medellin match the principles stated by the Content-Based approach, particularly by CLIL?

Research Goals

- To determine how content teachers deliver their classes in English in order to analyze the current implementation of this teaching practice.
- To find out whether the content teachers have been trained to face the challenges that Content-Based classrooms present.
- To examine the delivery of content subjects in English taking the principles proposed by CBI and CLIL as reference.
- To propose possible strategies that may improve the implementation of this approach, should there prove to be problems.

Research Design and Methodology

This qualitative research study is framed within the case study methodology. Stake (1995, xi) argues that under this methodology, “(...) We look for the detail of interaction with its contexts. Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances.” In this particular instance, the research is framed under instrumental case study, since it implies understanding the context from a wider scope: it is not just to comprehend the way content classes are delivered in English, but to evaluate it in light of the CLIL model.

The participants are one elementary school teacher and two high school teachers, and their respective content subjects in English. All the teachers hold an undergraduate degree in their particular subject. Anonymity is maintained

throughout this research and at no point are the names of the school or the teachers divulged.

The data collection occurred over a period of four months, during which the researcher observed six content subjects delivered in English (geography and history), and conducted three in-depth interviews and three surveys with each of the teachers who participated in this research. During the class observations the researcher took extensive notes related to the way the classes were delivered, the roles of L1 and L2, the interactions between the teachers and the students, and the materials used in the classes. The interviews to the teachers, the surveys, and the observation sessions make up the bulk of the research findings. One of the major limitations is the fact that the students and the parents were not given any participation in this research; this aspect will be discussed further on.

Significance of the Study

This research project will have impact on the school curriculum, the parents, the students, and the teachers. The implementation of any pedagogical approach requires an evaluation at some point, and this research will provide insights that may be taken into account by the academic staff in order to make decisions concerning this teaching practice.

The parents will also benefit because the results of the research will show them the current state of the content subjects delivered in English, and when a teaching practice is implemented at an institution, parents often show some skepticism and demand results that will allow them to keep supporting the school

policies. Parents are an essential component of the education process and need to be informed of all the academic decisions that are taken by the school and whether they have proven to be successful or not.

Another important group that will benefit from this research is the students because they are the ones who are directly affected by any academic decision taken by the school. More often than not, students do not take active part in the schools decisions concerning education policies; they are not asked how they like to be taught and are only informed of the classes that they are to take. Therefore, a research like this will give them with arguments to either support the teaching practice implemented by the school, or propose changes.

Finally, the content teachers who deliver their classes in English will benefit from this work because they are the ones who are directly involved in the delivery of the classes, and are responsible for the teaching-learning process. They are also the ones to blame in the first place if something proves to go wrong. As a result, an evaluation of the teaching practice that the school has been implementing will give the teachers some insights on their pedagogical performance. It is of utmost importance for a teacher to know if she has the profile for her work, if the methodology she uses in her classes reflects the objectives of the teaching practice, and if the materials used really contribute to reach the teaching and learning goals. Despite the fact that teachers try to do their best in their classes, they need to be told whether or not their teaching practice is in accordance with the expectations of the school in order to implement the necessary changes.

Chapter Outlines

This section, chapter 1, of the thesis, provides the reader with a broad introduction to the research as a whole and highlights some of the main aspects that will be dealt with along the thesis. Chapter 2 describes the theoretical framework for the study and examines the theory and practice of bilingualism, bilingual education, Content-Based instruction, and CLIL. In the first place, a general view of bilingualism is considered as to provide some ground that supports the teaching and learning of a second language. As a way to contextualize the research, the chapter also deals with language policies in Colombia and the impact that they have had on school curricula in the last decade. Lastly, Content-Based Instruction and Language and Content Integrated Learning are tackled as to show the current teaching trends both in Europe and in the United States concerning second language learning. Chapter 3 describes the research design and methodology that I used in this research. I also discuss several methods of data collection and finally, I mention the strengths and weaknesses of the research along with various ethical considerations. Chapter 4 considers the findings through a thorough analysis of the data collected and also draws some conclusions of the study. Finally, chapter 5 considers the pedagogical implications of the research and outlines areas for further study.

Chapter 2

Literature Review

The primary intention of this chapter is to outline the theoretical framework that supports this thesis. This research aims to evaluate the implementation of content classes delivered in English at a private school in Medellin, Colombia in light of a CLIL-based curriculum. Consequently, this chapter discusses main concepts dealing with bilingualism, bilingual education, Content-Based Instruction (CBI) and Content and Language Integrated Learning (CLIL) for the teaching and learning of English in primary and secondary education in the Colombian context.

Bilingualism in the Colombian Context

Despite the vast array of definitions of the term 'bilingualism', I focus mainly on the way the term has been interpreted by the government and by private schools in Colombia. On the one hand, the government understands 'bilingualism' as the inclusion of English learning in the school curriculum, "at the expense of bilingualism on other foreign languages, or indigenous languages (de Mejia, 2006)." On the other hand, this term is associated with 'bilingual schools'. According to a study by de Mejia, Ordoñez and Fonseca (2006), private schools and the Colombian government believe that only schools which intensify contact with English to cover at least 80% of their curriculum provide 'true' bilingual education. This mismatch in how the term has been interpreted by various stakeholders has led to a clash between the top-down foreign language education

policies that the government has been implementing in the past years, and the bottom-up pressure that private schools have been exerting in the field of bilingual education. Foreign language policies in Colombia are mainly focused on improving the teaching and learning of English in public schools, whereas there is clearly a void related to policies that regulate the teaching of content subjects in English in private schools. The phenomenon of 'bilingual schools' in Colombia is spreading to the point that they can be classified in groups. According to a study by de Mejia (2009) in Bogota, Colombia, there are three main education models in the country: international bilingual schools, national bilingual schools, and schools with high-intensity foreign language classes (ten to fifteen hours per week). The latter are characterized by a transition process towards the implementation of bilingual education. That is to say that while intensifying the number of hours per week in the language class, they set the ground to further teaching content areas in English. In this research, the focus will be mainly on the third type of bilingual education since the school where I carried out this research has been implementing the delivery of some content areas in English for the past 10 years.

This research dealt with the most recent initiatives that have marked the field of foreign language teaching and learning in Colombia before and after the National Bilingual Project. Usma (2009), presents four initiatives taken by the Colombian government: The English Syllabus, the COFE Project or *Colombian Framework for English* carried out in different universities between 1991 and 1996 as part of a bi-national partnership between Colombia and the United Kingdom, the General Law of Education (1991), and the Curricular Guidelines for Foreign

Languages - Lineamientos Curriculares para Lenguas Extranjeras - (Ministerio de Educacion Nacional, 1999).

The English syllabus aimed to improve foreign language teaching and learning in Colombia. For its design, the Colombian government established a partnership with two bi-national language educational and cultural organizations (The British Council and Centro Colombo Americano). This project addressed mainly students' low proficiency levels, unclear objectives in schools, the need to renovate teaching and learning in schools, and the absence of updated materials and textbooks. The project introduced the communicative approach and a syllabus for high school level; however, the results were not as positive as expected because it was hard for the teachers to adapt to this new approach and they continued to teach in the same way they were used to.

Later on, in the early 1990s the government tried the COFE Project with a focus on teacher education programs, materials, self-access centers; and a reform for teacher preparation programs. As a result, different universities started to consider the revision of their curricula. The implementation of this project led to difficulties and improvisations when "it contrasted with the actual university structures, teachers' little familiarity with educational research, limited resources, and insufficient administrative leadership" (McNulty & Usma, 2005). The 1990s were not only full of actions to improve school practices and teacher education, but also of political changes. It is in this arena that the National Constitution and General Education Law gave birth to new perspectives and guidelines for schools, which were granted some autonomy to define their content and pedagogical

processes. The national policy stated the need to teach at least one foreign language in elementary school (Ministerio de Educacion Nacional (MEN), 1994), and included foreign language teaching as a mandatory area in the curriculum. Five years later, in 1999, the national government proposed the Curricular Guidelines for Foreign Languages (Lineamientos Curriculares Lenguas Extranjeras) (Ministerio de Educacion Nacional, 1999). These guidelines established the conceptual frameworks within which teachers should exercise their profession.

The lack of trained language teachers in public schools, few materials, and constrained school structures made it very difficult for the policy mandates to prove to be successful. However, the existing gap between private and public education seemed to widen and bilingual schools were depicted as the model to follow. This can be clearly seen in Ordoñez (2004) when she concludes,

Parental demand for bilingual education is constantly increasing in Colombia, from the youngest possible age. At present, the model appears widely admired. Furthermore, awareness of the practical advantages of mastering a second language is generalized, and there has been serious interest on the part of policy makers to find ways to provide access to early bilingual education in the public sector (p. 450).

As a response to the pressures exerted by private schools, late in 2005, the Ministry of Education presented the National Bilingual Program (NBP) 2004 – 2019, an unprecedented language policy in Colombia which would completely

change the way teachers and students perceive foreign language teaching and learning in Colombia. The main goal of the program was to offer all school students the possibility of reaching a B1 – low intermediate - proficiency level at the end of their school studies (11th grade). The objective was:

To have citizens who are capable of communicating in English, in order to be able to insert the country within processes of universal communication within the global economy and cultural openness, through (the adopting of) internationally comparable standards (MEN, 2006, p. 6).

Additionally, officials at the Ministry of Education and at the British Council presented five targeted areas for the implementation of the program, which would include the following actions: 1) developing standards for teaching and learning; 2) continuously evaluating communicative competence in students and teachers; 3) providing professional development programs for teachers; 4) supporting the use of new ICTs for the teaching of English; and 5) consolidating bilingual and trilingual models in the different ethnic communities around the country.

After the publication of the program, the government started to issue the decrees to regulate it. These policies included Law 1064 (Ministerio de Educacion Nacional, 2006a), which regulated non formal education programs and denominated it 'Education Programs for Work and Human Development'. Additionally, the government issued the Decree 3870 (Ministerio de Educacion Nacional, 2006b), which adopted the Common European Framework of Reference for the Teaching, Learning, and Assessment of Second Languages (CEFR); it also

regulated the organization and functioning of foreign language programs. Later on, in 2007, the government published *The Basic Standards of Competence in Foreign Languages: English* for secondary and high schools based on the recently adopted Common European Framework of Reference for Languages. In other words, the government issued a new set of standards for schools, defined standardized tests for students and teachers, and established attainment targets for the 2010-2019 Plan.

The reasons to support the adoption of the CEFR were because it provided a common language to establish foreign language performance levels throughout the Colombian education system, and it was also an international reference. This program aimed to identify the main needs in teacher-training programs, to tailor them so as to cope with the current needs of the students, and to closely monitor the current teaching and learning processes in the country. However, the adoption of this program generated different reactions in universities and raised a number of important questions about language and education policy in Colombia. One of them was the need to re-conceptualize the term bilingualism and foreign and second languages (Mora, 2013). The Colombian government defined bilingualism as “the different degrees in which an individual is able to communicate in more than one language or culture” (Ministerio de Educacion, 2006c, p.5), but limited the term bilingualism to Spanish and English only.

Despite all the actions of the government to improve the quality of foreign language teaching and learning, most language teachers and students still have

very low foreign language proficiency levels (A1 – A2)¹. Based on an article published in El Tiempo ² newspaper in October, 2013, only 25% of English teachers reach level B2 and 14% barely reach level A1, the lowest in the rank. According to this study, the low language level of the teachers has a direct effect on the students' proficiency level. The Ministry of Education argued that there was a slight improvement in the language level of pre-service teachers who are supposed to be in level B2. In 2012, only 39% of the English teachers were in level B2; and in 2013, more than 50 % reached the desired level. However, she also said that there was not a significant improvement in the language proficiency level during the years 2007 and 2011.

Another article published in El Tiempo in May, 2015 argues that the lack of bilingual education in Bogota is widening the gap of social inequity and enlarges the differences between public and private education. It also says that a vast number of scholarships are vacant due to the lack of bilingual education in public schools. It concludes that the program that started ten years ago has not shown the expected results.

The Ministry of Education launched a project aimed “to develop communicative competences in foreign languages, particularly in English, in public school teachers and students in order to insert the Colombian citizens within the knowledge economy and the global workforce market” (MEN, 2014). The idea of

¹ The Common European Framework divides learners into three broad divisions that can be divided into six levels: **A**: Basic User (A1 – A2); **B**: Independent User (B1 – B2) and **C**: Proficient User (C1 - C2).

² El Tiempo is a local newspaper published in Bogota-Colombia.

this project was to improve the results in the Basic and Middle levels of education, as well as in Tertiary education. Some actions to be carried were:

- To implement innovative communicative approaches for the teaching of English.
- To empower the pre-service language programs to better language teacher training.
- To implement regional projects that aim to improve second language teaching and learning.
- To encourage the use of ICTs in the teaching and learning of a second language.

Other actions taken by the local government include the implementation of strategies to improve the language level of Primary school teachers through ECO (English for Colombia), an initiative that started in August, 2014 and was implemented in 250 rural centers. It aims to train Primary school teachers in the command of a basic level of English and to provide them with the necessary didactic knowledge that allows them to improve their methodology in foreign language teaching. In July, 2014, The Colombian government launched the program “Colombia, very well”. The aim of this project is to promote bilingual education in the country through the application of new technologies. It focuses on the empowerment of Basic Education and English teacher training programs all over the country. The government will invest \$1.3 billion pesos in the coming ten years in the implementation of this project. However, it will continue having no

impact unless a careful follow-up is implemented in order to see the effect that it has on the students; furthermore, these kinds of initiatives require continuity and cannot depend on budgets allotted by the politicians during their terms.

Despite all the actions of the government to implement bilingualism in Colombia, many pedagogical initiatives related to this field have been empirical, unplanned and with no support on research done in the specific contexts (de Mejia & Tejada, 2001). All this necessarily has impact on the way English is taught in schools, and urges the researcher to conclude that it is mandatory to revise the education policies and the bilingual teaching practices implemented in schools in Colombia. Furthermore, the Colombian language policies show no provision for CBI or CLIL-type educational models. Instead, the priority lies on the improvement of English through intensive language training.

Content-Based Instruction (CBI)

Throughout the history of second/ foreign language teaching and learning, a wide range of teaching and learning methods have sprung. The first methods focused mainly on language and their priority was the acquisition of form and syntax - the way to construct correct sentences. One of these methods was grammar-translation which defined the content to be learned and taught as the grammatical structures of the target language. Later on, more emphasis was placed on interaction, and for the audio-lingual method the content was grammatical structures, vocabulary, and sound patterns presented in dialogue form. Some years later, communicative language teaching “made its way” in the

foreign language teaching field and viewed language from a broader perspective – as a tool for communication. Hence, the speakers' use of the foreign/ second language got a higher status with the content of the classes having a notional/ functional orientation.

The approaches mentioned above refer to the teaching and learning of language. However, other concerns about teaching content in and through a second language have also emerged. One of them is Content-Based Instruction, (CBI), understood here as “the integration of particular content with language-teaching aims” (Brinton, Snow & Wesche, 1989, p. 2) which promotes extended practice with coherent content coupled with relevant language learning activities (see Mohan, 1986; Tang 1992, 1997).

There are also a vast number of definitions of content. For Crandall and Tucker content is clearly “academic subject matter” while Genesee (1994) argues that content “...need not be academic; it can include any topic, theme or non-language issue of interest or importance to the learners” (p. 3). Chaput (1993) defines content as “...any topic of intellectual substance which contributes to the students' understanding of language in general, and the target language in particular” (p. 150). Finally, Met (1999) says that “...content' in content-based programs represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture” (p. 150). For this research, content will be those subjects that are delivered in English; in this particular case geography and history.

Content-Based Instruction has been gaining popularity in the Colombian context, particularly in 'bilingual' schools; nonetheless, very few teachers have experience in teaching content subjects in English and, in many cases, their language level is below the required one. A study published in 2013 in "Documentos de Trabajo Sobre Economía Regional"³ about the state of bilingual education in Colombia shows the results of a diagnosis test applied to state school English teachers: 25% reached level B+ and 35% level B1⁴. However, it is worrying that 12.4% reach level A2; 12.7% level A1, and 14.4 level A-, since the main goal of language policies in Colombia is that English teachers reach level B2 by the year 2019. These results clearly show one of the fundamental problems of Education in Colombia: teachers' quality is relatively poor (Baron & Bonilla, 2011). It can be concluded that the poor quality of bilingual education depends, to a great extent, on the low levels of language proficiency that English teachers have. It is also true that there are few, if any, teacher training programs that focus on the content teachers' needs. As a result of this, schools face a lack of well-trained content teachers and the quality of the education currently offered by them calls for urgent evaluation.

CBI has been conceived in several ways, but it can be concluded that all the approaches, models, and curricula that integrate language and content have a characteristic in common; students engage content using a second language.

³ 'Documentos de Trabajo Sobre Economía Regional' is a publication of Banco de la República – Cartagena. The bank or the board is not liable for the articles published in this series.

⁴ These levels correspond to the ones suggested by the CEFR.

Stoller (2008) states that CBI is an 'umbrella term' for approaches that combine language and content learning regardless any differences in the emphasis given to language or content. Genesee and Lindholm-Leary (2013) argue that there are alternative forms of CBI depending mainly on three factors: the education level, the organization of the curriculum and the type of emphasis given to language or content. The first one refers to using CBI in preschool, primary, secondary and tertiary levels; the second one refers to total immersion or a curriculum organized around themes in the language classes. The last one refers to curricula that can be either content-driven or language-driven.

According to Brinton, Snow and Wesche (1989), there are three different models of CBI that can be applied in second language classes: Theme-based, Sheltered and Adjunct. They also argue that these models tend to be found in elementary, secondary, postsecondary, and university settings.

The first model, Theme-Based, constitute the most common one in CBI due to its relative lack of complexity for its implementation. It deals basically with a specific topic, and all the language activities and the content emerge from it. Brinton and colleagues (1989) argue that it is necessary to distinguish between "weak" and "strong" forms of CBI. Theme-Based courses would constitute the weak representation of CBI models". According to this, the weak form includes language courses whose main aim is to develop learners' communicative proficiency; whereas the strong version integrates content courses whose primary goal is the mastery of the subject matter. Some characteristics of this model are: the teacher responsible for teaching content is a language teacher, and not a

subject specialist; the foreign language syllabus is organized either around different topics within a particular discipline, or including a number of individual topics associated with a relevant general theme or content area; contents or topics have to be chosen considering the learners' academic and cognitive interests and needs, content resources, educational aims, and institutional demands and expectations; explicit language aims are usually more important than the content learning objectives; and it integrates all four language skills.

The second one, the Adjunct model, aims at connecting a specially designed language course with a regular academic course. This model is applied to students who are enrolled in the regular content course, but who lack the necessary competence to follow the course successfully unless some additional aid is provided. Both the regular discipline and the adjunct course share a common content base, but differ in the focus of instruction: the content teacher focuses on academic concepts, and the language teacher emphasizes language skills using the academic content as a way to contextualize the language learning process. This model requires interaction and coordination among teachers from different disciplines and across academic units making it administratively difficult to arrange. Some characteristics of this model are: The adjunct courses work as support classes for regular subject matter courses and offer opportunities to develop the academic strategies necessary to cope with real academic content; the language component of the course is directly linked to the students' academic needs; the course deals with real academic subject matter which helps students to increase their motivation in terms of mastering both the language and the content; these

courses are more common in second language contexts than in foreign language ones since they are more often offered at international institutions.

The third model, the Sheltered, derives its name from the separation of second language students from native speakers of the target language for the purpose of content instruction. It is defined by Brinton et al. (1989) as “a Content-Based course that is taught in a second language by a content specialist to a group of learners who have been segregated or ‘sheltered’ from native speakers” (p. 15). This model was originally developed in Canada at the University of Ottawa as an alternative to the traditional foreign language class. Some characteristics of this model are: It facilitates the development of language abilities for students to meet the course aims since the overall purpose of these courses is content learning rather than language learning; these courses are typical of second language situations rather than of foreign language instruction; the class is commonly taught by a content instructor, not a language teacher. Nevertheless, some authors mention the possibility that the instructor may be a language teacher with subject matter knowledge, or an instructor working collaboratively with a language specialist and a content specialist (Gaffield-Vile 1996 cited in Dueñas, 2004, p. 8) These CBI models differ from one another in terms of being content or language driven. Table 1 highlights some of the characteristics of each.

Table 1.

Characteristics of Content and Language Driven CBI Curriculums⁵

Content-Driven	Language-Driven
Content is taught in L2. Content learning is priority. Language learning is secondary. Content objectives determined by course goals and curriculum. Teachers must select language objectives. Students evaluated on content mastery.	Content is used to learn L2. Language learning is priority. Content learning is incidental. Language objectives determined by L2 goals or curriculum. Students evaluated on content to be integrated. Students evaluated on language skills/proficiency.

In Colombia, a variation of the Sheltered Model has been implemented in some private schools. It is called here a variation because the students have not been segregated or 'sheltered' from native speakers. A main reason for applying this model is, perhaps, the fact that the teaching and learning of foreign languages at schools only as a subject has not been bearing the expected fruits in the twenty-first century. In fact, the level of English expected from students by the time they graduate from high school in Colombia, according to MEN, (in 2014) is B2; however, after going through hundreds of hours of instruction, students reach very low levels of proficiency. Research has shown that there is no linear relationship between instruction time and learning achieved (Collins, Halter, Heining - Boynton and Haitema, 2007, Lightbown, and Spada, 1999; Rifkin, 2005;). The reason is that the knowledge acquired in a formal learning context reaches a plateau, and learning is not automatically increased as a result of additional exposure. This has

⁵ Taken from *Content-Focused Approaches to Language Instruction* by Brent A. Jones Konan University, Hirao School of Management bjones@center.konan-u.ac.jp

led to modifications of the school curriculum in some private schools in Medellín favoring the teaching of content subjects in English as a way to improve the students' language level.

Content and Language Integrated Learning (CLIL)

CLIL is an approach that was launched by a group of experts in Europe in 1994. One of the best-known definitions of CLIL is the one provided by Coyle, Hood, and Marsh (2010, p.1), “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. It is necessary to clarify the concept of “additional language” since CLIL does not refer only to English, but to the learner's foreign language, a second language or some form of heritage or community language. Therefore, the concept of “vehicular language” which becomes an inclusive term refers to the language(s) in CLIL settings. However, according to Dalton-Puffer, Nikula, and Smit (2010), this term is often associated with teaching through the medium of English. Massler, Stotz, and Queisser (2014) show two types of CLIL: A CLIL in subject lessons and a CLIL in language lessons. The former takes place in situations when learning aims are based on the content of the area subject delivered through the medium of a foreign language (in this case, English), and assessment is based on content. In our context it is the teaching of Geography and History in English. The latter refers to cases in which the foreign language classes are thematically based and content from other school subjects is used in the foreign language class.

CLIL is seen as an umbrella term for a variety of approaches, methods and programs that concentrate on teaching subject content through one or more additional language/s, such as: Bilingual Language Programs, Content-Based Instruction, Foreign Languages across the Curriculum, Dual Language Programs, Immersion Programs, and plurilingual programs among others.⁶ Despite being an umbrella term for all those approaches that involve the teaching of content by means of a second language, CLIL is separated from other established approaches because of its planned, pedagogic integration of contextualized content, cognition, communication, and culture into teaching and learning practice. (Coyle, 2002, p. 45)

CLIL has taken various forms in Europe and it is seen as new opportunity for language learning, for the acquisition on content subject knowledge and competences for cultural learning. Therefore, a successful CLIL lesson should combine elements of the following principles:

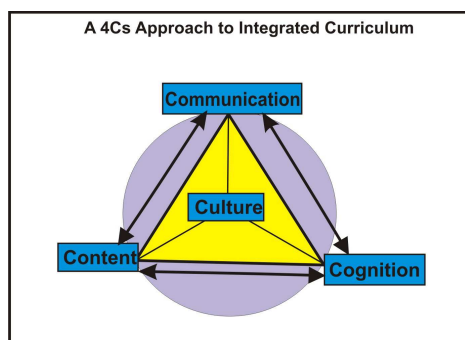
- Content: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- Communication / Language: Using language to learn while learning to use language. The key is interaction, NOT reaction.
- Cognition / Learning: Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

⁶ Visit <http://www.content-english.org> for a more detailed description of terms that are used to refer to this area.

- Culture: Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Figure 1.

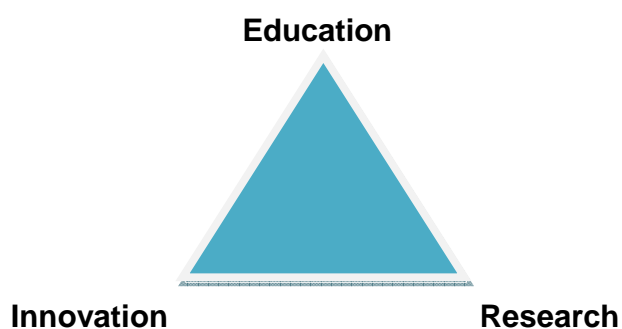
4Cs approach to integrated curriculum



According to Marsh and Coyle (2010, p. 6), much CLIL practice involves the learners being active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive process and means for problem solving (innovation). This can be clearly seen in the following graph.

Figure 2.

Elements of CLIL



In an effective CLIL model, students must be cognitively engaged, they need to be aware of their own learning through the development of metacognitive skills such as “learning to learn”. The teacher, on the other hand, must know how to actively involve learners to enable them to think through and articulate their own learning. CLIL classrooms are interactive and are typified by group work, students questioning and problem solving. Furthermore, students are required to cooperate with each other and must learn how to operate cooperatively and how to work effectively in groups. Besides, they have to be intellectually challenged in order to transform information into ideas, to solve problems, to gain understanding and to discover new meaning. As a result, CLIL is “far more than simply teaching non-language subject matter in an additional language in the same way as the mother tongue...[It] is not a matter of simply changing the language of instruction.” (Marsh, Enner and Sygmund, 1999, p. 17)

This approach has been implemented in some European countries such as Finland, Austria, Spain, and Italy among others, and it has also been a main issue of research in Latin America. According to Graddol (2006), CLIL is gaining momentum and extending as an educational approach across continents. In Europe, for instance, the European language policy states in the European Commission’s White Paper on Teaching and Learning as one of the objectives of Education in Europe proficiency in three community languages. It is clearly stated in Eurydice’s (2006) report on *Content and Language Integrated Learning at school in Europe* that CLIL is adopted in Europe as an integral part of foreign language

teaching. As a result of this, CLIL type provision is part of mainstream education in the majority of countries in Europe at primary and secondary levels. There are only six countries in which CLIL provision is non-existent due partly to historical factors or geographical remoteness.

In Colombia, CLIL has also been a research issue. An article by Monica Rodriguez Bonces published in 2012 encourages reflection on the characteristics and considerations when implementing CLIL in a diverse context as the Colombian one. The research concludes that “English teachers have to work closely with subject teachers to ensure that language development is appropriately catered to, in other words, to guarantee that content and languages are truly integrated.” It also draws the conclusion that English is moving into a position where it becomes a subject that students learn in order to do something else.

It is also worth mentioning that Universidad de la Sabana in Bogotá has a publication called *Latin American Journal of Content and Language Integrated Learning* (LACLIL), which periodically publishes research papers on the topic. Andy Curtis (2012) tackles the issue of the role that Colombian teachers play in terms of their inquiries on CLIL and what they have to say about this approach. The author shows a sample of questions collected from language teachers on a new MA program jointly offered by a Colombian university and one in the United States. The analysis of the questions clearly showed that teachers’ voices need to be heard, and that they provide a rich basis for further teacher development and CLIL training programs in Colombia.

Another research carried out by Costa and D'Angelo (2011), shows that not all what teachers do in their classrooms should be called CLIL, and that teachers have many doubts concerning what they do in class regarding the implementation of CLIL. The article argues that after ten years of implementation of this approach, "the time has come to place it in its own context and to define a theory of practice that defines what CLIL is and is not." McDougald (2009) did some research on the state of language and content instruction in Colombia. A conclusion of this research is that 'there needs to more research in terms of content and language integration using the CLIL approach in Colombia... so that ideal teaching practices are established.' Another research carried out by Rodriguez (2011) showed that there are four areas that need to be worked on for CLIL to suit the Colombian scenario: 1) Language learning approach; 2) Teacher training; 3) Materials' development; 4) Cultural and intercultural competence. She also argued that 'CLIL is an approach that can empower bilingual programs in Colombia.' However, implementing CLIL is a challenge and requires adequate preparation, especially in the Colombian context and it (CLIL) will eventually lead to master language learning and bilingualism.

As research on CLIL in Colombia becomes a central issue for researchers, educators and anyone else involved in the field, some private schools keep implementing this approach. An example of this is ASPAEN, an association of nine preschools and 16 private catholic schools spread all over Colombia, which has been implementing CLIL in all its institutions. Recently, a group of bilingual teachers at one of the ASPAEN schools received their CLIL certificate provided by

the British Council after 130 hours of training in the methodology of teaching content areas such as Math and Science using English as a means.

Chapter 3

Methodology

It is important to understand that rigorous qualitative case studies provide researchers with opportunities to explore or describe a phenomenon in context using a variety of data sources. That is, to explore the phenomenon through a variety of lenses rather than through a single one. There are two main approaches to this methodology; one proposed by Stake (1995), and the second by Yin (2003, 2006). Both base their approach to case study on a “constructivism paradigm which recognizes the importance of the subjective human creation of meaning, but does not reject outright some notion of objectivity. Pluralism, not relativism, is stressed with focus on the circular dynamic tension of subject and object.” (Miller & Crabtree, 1999, p.10, cited by Baxter & Jack, 2008). It is, therefore, worthwhile for a researcher to know when to use case study design. Yin (2003) suggests to consider the following: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context.

Case studies can be categorized in different ways. Yin categorizes them as explanatory, exploratory or descriptive. An explanatory case study is used when the researcher is seeking to answer a question that sought to explain the presumed causal links in real-life interventions that are too complex for the survey

or experimental strategies. An exploratory case study is used when the researcher aims to explore those situations in which the intervention being evaluated has no clear, single set of outcomes. A descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred.

On the other hand, Stake (1995) identifies case studies as intrinsic, instrumental, or collective. An intrinsic case study is carried out when:

The intent is to better understand the case. It is not taken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because in all its particularity and ordinariness, the case itself is of interest. The purpose is NOT to come to understand some abstract construct or generic phenomenon. The purpose is NOT to build theory. (Stake, 1995)

According to the same author, instrumental case study will be used,

[T]o accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is often looked at in depth, its contexts scrutinized, its ordinary activities detailed, and because it helps the researcher pursue the external interest. The case may or may not be seen as typical of other cases. (Stake, 1995)

Collective case studies are similar in nature and description to multiple case studies (Yin, 2003), that is, when the researcher aims to explore differences

within and between cases. The goal of this type of case study is to replicate findings across cases.

Case study is defined as “an empirical inquiry that investigates contemporary phenomena within its real life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003). Based on this statement, it can be said that the strength of this approach is the fact that we can undertake an investigation into a phenomenon in its context. According to Rowley (2002), it (case study) has “traditionally been viewed as lacking rigor and objectivity when compared with other social research methods”; however, it is widely used due to the fact that it may offer insights that might not be achieved with other approaches.

Based on my research question, my choice for case study is based on the following arguments: In the first place, I intend to evaluate the implementation of content subjects delivered in English at a private school; therefore, the phenomenon is within the boundaries of an educational context. A second reason is the type of question. Case study research typically answers the questions “how” or “why”; and, in this case, I will deal with *how* content subjects are being delivered in English at a private school and to what extent this practice is aligned to the model proposed in a CLIL setting. A third reason to use case study is the type of phenomenon (case) to be studied. According to Miles and Huberman (1994), the case is defined as, “a phenomenon of some sort occurring in a bounded context.” The case studied in this research, teaching content area subjects in English at a private school, is a phenomenon which is occurring in the context of bilingual

education and it is becoming a widespread teaching practice in the ESL teaching and learning arena.

The case under study here is exploratory since it is the researcher's intention to explore the way in which the teaching of content subjects in English is being implemented at a private school, and to compare it with the model proposed by CLIL.

Participants and Procedure

Even in small scale research projects, it is the researcher's responsibility to secure a representative sample, and this can be done by using the variables that the researcher deems important. The selection followed the following criteria: (a) Content teachers who had been teaching their classes for more than two years; and (b) Content teachers who worked with elementary and secondary levels.

The participants were chosen to learn about their actual teaching practice when delivering their classes in English considering three basic variables: Their profile, their methodology, and the materials used in their classes. The participants were three in-service content teachers: One of them teaches geography in fifth grade, the other one history in eighth and ninth grades, and the third one teaches geography in sixth and seventh grades. They are non-native speakers of English, but have received training in the command of English both locally and internationally. One of the teachers holds a degree in foreign language teaching and the other two were trained to teach their specific fields of knowledge in

Spanish. This information becomes relevant at the moment of analyzing the results of the research.

It is important to mention here that two stakeholders did not make part of this research: parents and students due to institutional policies of the school. The researcher was clearly instructed by the administrative staff not to include the parents or the students as active participants in the research.

After having the approval of the school principal to carry out this research, the researcher informed the three participants of their role and what was expected from them. In the first place, a survey was distributed to each teacher (see appendix 1). The rationale behind the survey was explained to the teachers in advance after having requested their cooperation very politely. Each survey contained twenty-four items related to their teaching background, their language proficiency level, their teacher training in CBI, their use of L1 in the classes, the teaching of both language and content, the sources of input for the students, and their viewpoint about the implementation of teaching content classes in English. The answers were tabulated in categories that would make the analysis a lot easier.

Next, I interviewed the teachers. I asked each teacher questions related to the main challenges that they had to face when delivering their classes in English, the training on CBI they had received, the integration of content and language in their classes, the collaboration with the language teachers, the materials they used in their classes, and the interactions in class with the students concerning the use of L2. (See Appendix 3)

Finally, the researcher observed six classes (two for each teacher). The content teacher delivered her class as naturally as possible and the researcher took notes of the different stages of the class. Later, the observation notes were categorized for further analysis and triangulation. (See appendix 2)

The content teachers were given the transcript of the interviews as a token for their cooperation in the project. It is worth mentioning that the three content teachers signed a consent letter and showed willingness and interest in being part of the project.

Data Collection

For this study, three data sources were collected, as detailed below.

Surveys. The surveys were applied as the first instrument to gather data because they contained general information related to the teachers' profile, the methodology used in their classes, and the materials (see appendix 1). The information gathered here provided the researcher with a starting point that later would allow him to compare with what was really going on in the classrooms.

The surveys consisted of twenty-four multiple-choice items organized in three basic categories: the teachers' professional background concerning their L2 learning, their teaching certifications, and their CBI teaching experience. The second category dealt with the methodology they used in the classroom and whether they had any collaborative work with the language teachers. The third one

was related to the materials that were used in the classroom and the teachers' viewpoint about the use of textbooks and authentic materials.

The teachers were given the printed copies of the survey and they took their time to answer them. Once they were ready, the surveys were collected and analyzed by the researcher.

Class observations. Observations involve “watching what people do; listening to what they say; and sometimes asking them clarifying questions” (Gillham, 2000, p. 45). In this case, the researcher observed six classes paying close attention to the ways in which the content teachers delivered them, the materials used, and the teaching of content and language. Other items that were observed were language input, teacher-talking time versus student-talking time, questioning, seating arrangement, error correction, and the way the content teachers communicated with the students (See appendix 2). The researcher took notes of what he observed. Next the information was classified considering some CLIL indicators. This was the major method used to describe what really happened in the classroom, in conjunction with the interview data because, according to Gillham (2000), there is common discrepancy between what people say and what they actually do.

Interviews. The interviews sought to find out the teachers' perception of their new teaching experience and their adaptation to the new teaching environment. The semi-structured interview was considered most suitable for the purposes of this study as it produces “a qualitative understanding of the topic under study” (Allison et al, 1996, p. 117). The teachers were asked nine questions related

to the main challenges that they had to face when teaching their classes in English, their prior teaching experience and teacher training in CBI, and the materials they used in their classes (see appendix 3). The interviews were recorded and later transcribed. Seidman (1991) believes that the most reliable way to work with the data is to have the words of the participants transformed into a written text. After the transcription, the information was categorized and later correlated with the data obtained from the other instruments.

Chapter 4

Findings

This chapter describes what transpired through the analysis of all the data. The findings will be presented in narrative form, according to what was discovered with each of the data sources.

Description of the Interviews

After analyzing the information collected through the interviews to three content teachers (who will be called Mary, Chris, and Rita), it can be seen that there is a belief that guides the teachers' practice: – *the most important thing is that the students understand the concepts*. This statement clearly indicates that the teaching of language plays a secondary role in their classes. The content teachers argued that it was not their duty to correct the students' grammar or pronunciation mistakes; let alone teach them English along with the particular content of the classes.

Table 2.

Categories and observation notes of interviews to content teachers

Item	Mary	Chris	Rita
Main challenges	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2 	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2 	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2
Teacher training in CBI	No training	No training	No training
Course Syllabus	Had to restructure it, translate it into English.	Had to restructure it, translate it into English.	Had to restructure it, translate it into English.
Teaching of language and content	Main focus was content. Occasional moments to teach language.	Main focus was content. Occasional moments to teach language.	Main focus was content, but also paid some attention to teaching language.
Contact with the language teacher	Not for planning. More for teacher's language.	Not for planning. More for teacher's language.	No need. She herself was a language teacher.
Source of knowledge	No textbook Teacher's notes taken from books or the internet	No textbook Teacher's notes taken from books or the internet	Textbook for students. It was the main source of knowledge

Table 2 shows the different categories of the interviews to the three content teachers. A wider scope will be given in the coming paragraphs.

Main challenges content teachers face when implementing CBI. The teachers mentioned that the main challenge that they had to face when delivering their subject in English was the vocabulary that was specific to each topic. They argued that sometimes the learners were familiar with the colloquial meaning of some words, but had some difficulties to understand that the word had a specific meaning when dealing with the particular content. Such was the case of the words "will" in the history class and the word "lie" in geography. One of the teachers said, "...so, it's hard for them to separate the meaning in the historical context, for

example, and the meaning in the use in the English structure or grammar.”

Another teacher said:

For me the most important one is the vocabulary because in geography we have specific vocabulary; so, maybe they know how to speak in English, they know the language, they know how to interact in English, but sometimes they don't have the best vocabulary.

(Mary)

In addition, one of the teachers argued that her main challenge was at the moment when her students asked her questions related to the subject. She said:

Well, I think the biggest challenge that I face in every class is being able to answer all the questions the kids ask me. I am not an expert in the topic, so every time I stand up in front of them I have to study in advance in order to provide them with good information and accurate information. I don't want to tell them things that are not right. And whenever I don't know, I just have to answer I don't know. That is the biggest challenge that I face. (Rita)

This information clearly shows the difference between language teachers delivering a content class in English and content teachers doing the same. Whereas the main concern for content teachers is the fact that the students grasp the concepts; no matter if they have to use the learners' native language, the language teacher is more aware of the need to have accurate information related to the subject.

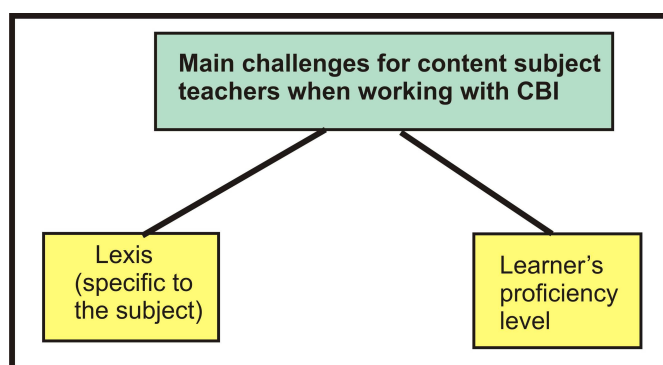
The three teachers agreed that the students' language proficiency level was another challenge that they had to cope with. They admitted that not all the students grasped the concepts explained in class in the same way due to their limited knowledge of the language. One of the teachers said:

Of course there are kids who don't have good level of English, so I have to, like, to work with them in a different moment, or individually in order to make them understand some of the content because the idea is not to fail them because of the language. (Rita)

This situation makes the teacher use L1 to make sure that the students grasp the main concepts and that they do not fail their class as a result of the limited knowledge of the language. The figure below shows the main challenges that content teachers have to cope with when working with CBI.

Figure 3.

Main challenges when dealing with CBI



Teacher training in CBI. The teachers stated that they had not received any training in how to teach their classes in English. They were simply asked to do

it without being guided on what CBI meant. The teachers expressed that they were given a list of contents to be covered (in Spanish) during the course without any further training on how to teach the content, let alone the language. Mary said, "And they gave me all the topics that I need to teach, something like that. And then, I had to organize my information in English. That's what I had to do, I did at the end." When Chris was asked if she had been given any teacher training on CBI, her answer was, "No, to be honest. The learning I have is for improving the language, but not for the teaching. I've been learning to teach history in English by myself, really." And Rita answered the same question with very similar words,

Well, the previous teacher was the one who provided me with the information or with the planning, but I never observed her classes. She just gave me, like, some, the planning or the ideas, or some activities to do in my classes, but nobody.... I never received any other training, like I'm going to train you for a week or for a month in order to be a geography teacher, no. (Rita)

As can be gathered from the previous information, it is quite clear that the implementation of CBI in this school has been done without a well-structured teacher training process. Content teachers have been sent to the arena without the necessary pedagogical tools to face the challenges of teaching a subject through the medium of English.

Course syllabus. When asked if they had been given the course syllabus, two of the three teachers interviewed agreed to say that they were the ones who had to construct and reshape the contents, and then translate them into English

with the help of textbooks, reference books, or the internet. One of the teachers said that the school provided the students with a geography textbook in English which had been edited by the school for local purposes only, and the textbook determined the course syllabus. All the teacher and the students had to do was to follow the textbook. One of the teachers said:

Well, as you know, we use a book. And the book was provided by the school. A group of teachers were the ones in charge of putting it together. They created the material, but at the beginning we only had copies. Those copies were very hard for the kids to handle, so I asked the school if it was possible to have some kind of module and they came up with the book. They put the resources in order to create the book and now we have it. And for the kids it's much easier to follow the topics, to understand, to do the activities, all in one place was... has been better. (Rita)

For Mary the construction of the syllabus was a process that started searching for the information in books and on the internet, and then editing a sort of booklet. Here is what she said:

At the beginning I started looking for the... I learned geography at the university as a subject in my program, but when they said that you have to teach geography in English, you have to start, like, looking for the information. So, I had the topics that I needed to teach, so, I started to do my own research. So, at the beginning, I started in Spanish, but I said – If I have to do it in English, now we have the tools

to find information in English, why you don't do that? So, I started searching for the information on internet and I started to make, like a... let's say a booklet, maybe, with the information that I need and it was everything in English, but I checked in... I had a book in Spanish, so I checked that everything was correct and what do I need, and everything. (Mary)

A similar case was found with Chris. She also had to create her own syllabus in English based on her knowledge of the subject. When asked about the process to teach her classes in English, she answered:

I use a lot internet. It's true. I check. At the beginning of this process I checked a lot of webpages, but about English classes, the most important topics, and at the beginning, I used to copy some of the activities from the... some schools and universities have got some guidelines to do something, but then I started to prepare my own material. (Chris)

Teaching language and content. Two of the content teachers repeatedly insisted that the few times that they dealt with language teaching in the classroom were to clarify the meaning of a word, but they showed no emphasis on the students' improvement of the language. Furthermore, one of them argued that she was not their English teacher. They insisted that the idea was not to focus on the learning of the foreign language but on the learning of content. Rita showed some correction initiatives in pronunciation and grammar in her class. Here are some parts of the interviews concerning this aspect. Mary is an anthropologist and she is

teaching geography in English: "Sometimes I feel that I'm not their English teacher and I don't have to do that, maybe they are going to get confused with that. (Mary). For Chris the teaching of language is reduced to grammar and vocabulary, but this plays a secondary role in her classes. When asked about the importance of teaching language in her classes she answered:

It doesn't interfere in their grade because the important thing of the class is the concept of the subject, not the grammar. If I know how to, I correct it. Sometimes they spell wrong some words. I write over how is the correct spelling, but if I understand what are trying to say and they are answering in a good way the subject, it's good. (Chris)

However, Rita who is a language teacher said that she cared about language teaching and learning along with the content. Here is what she answered when asked if apart from content she taught language to her students.

Yes, I do. I think that they are learning. They are in their language learning process and I can contribute to that in my classes, so I'm not their English teacher, but I can help them to improve their language and I think it is very important. I do it in terms of pronunciation, or spelling, or structure. I help them with that, but I don't punish them for not using the language properly. (Rita)

The language teacher and the content teacher. After analyzing the interviews, it could be seen that the connection between the content teacher and the language teacher took place during the first stages of the implementation, but it was more for satisfying the content teacher's language needs; that is, the content

teachers got some support from the language teachers because the latter were not very confident of their level of language and required some corrections. However, nothing could be seen concerning a support on how to deal with the teaching of language in the classroom, to the point that the interviewees argued that they no longer need the language teachers. When asked if they looked for support from a language teacher, they answered:

[At] the beginning, yes. And at the beginning I did that because I wasn't too confident about my English, so I told them, maybe, I needed a hand in that. So, at the beginning, yes, and sometimes I asked, but not now. Now I feel that I know how to deal with it, so now I don't do that, but at the beginning, yes. (Mary)

Not how to teach. When I am preparing my lessons and I have some doubts about the grammar, or the meaning of some sentences, I ask the English teacher especially because she is in front of me. At the beginning I asked some teachers to help me with the preparation of the final exams, but now I am doing it by myself. (Chris)

Sources of knowledge. One of the teachers said that the students had to copy in their notebooks what she wrote on the chalkboard. Her practice was based on the idea that knowledge is changing constantly and that using a textbook would not allow her to be updated every year since the information that the students received came from the internet; she searched on the web for the information that she was going to teach. When asked if the students used a notebook, she said:

Yes, they use their notebooks because we have to copy. The thing is that I don't... because I'm... the material that I have change. Sometimes, I have basic information, my theory, and then I start surfing on the net and I find more things. I don't like to make, like, a book for geography. It's better when you have, like, open resources or something like that. (Mary)

On the other hand, Chris said that she used the internet a lot to find information about her subject, and that her students had to copy all the information in their notebooks. She believed that having a textbook would make her students lazy since they would have all the information in it. When asked about the usefulness of having a textbook, she answered: "I don't really like textbooks for the students because I think they (textbooks) make them a little lazy because they think they have everything there, so I don't like it."

However, Rita stated that it was important for the students to have a textbook since they had all the information they need at hand. When asked about the advantages of using a textbook in class, she answered:

Yes, it is. Because the kids, at the very beginning when the geography class started being taught in English, the kids complained a little bit about having to write so much in English or taking so many notes, and to write a lot. So, they didn't really enjoy the subject. Now, we have a book, for them it's attractive. They can see color pictures, they can see maps, they don't have to do the maps themselves, so of them don't feel so well drawing, so they enjoy it a lot. (Rita)

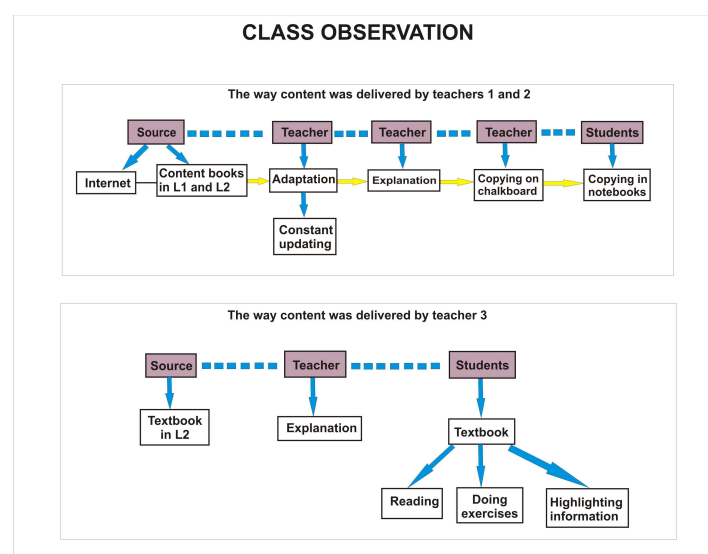
Description of the Class Observations

Four issues were found in the class observations: Subject content delivery, Resources, Language input and Sources of knowledge. Each will be described below.

Subject content delivery. The class observations showed a difference between the way content teachers (Mary and Chris) delivered their classes, and how the language teacher (Rita) did it. Mary and Chris adapted the information found both on the internet and the reference books; then, they explained it to the students; next, they copied it on the board, and later the students copied it in their notebooks. Rita, on the other hand, used the textbook to explain the concepts and the students applied several learning techniques. The chart below shows the way content was delivered by both groups of teachers.

Figure 4.

Subject content delivery



Resources. The classrooms were not equipped with visual aids. The teachers used a chalkboard, some printed copies with a summary of the main concepts studied in class or a booklet which contained some maps, and one of the teachers used a textbook. The teachers were the main source of knowledge, probably due to the fact that this school favors teacher-centered classes.

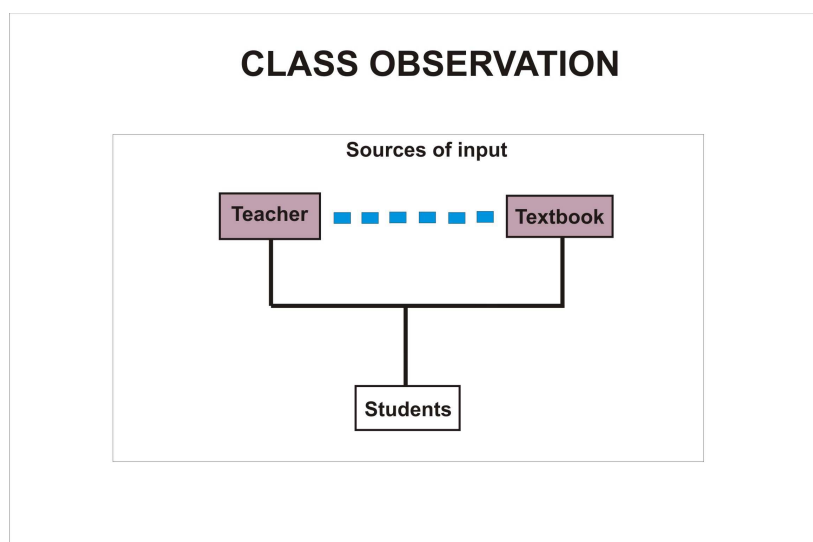
Language input. The language input came from the content teacher and from the textbook. The students were exposed to teacher-centered classes in which Teacher-Talking-Time (TTT) greatly surpassed Student-Talking-Time (STT). The students did not use English actively and were mere decoders of the teacher's output. It was not observed that the learners were exposed to different sources of input such as videos, lectures, authentic materials related to the subject, or any other type of materials.

Sources of knowledge. During the observations it could be seen that the teachers' role was that of "knowledge provider". They were the ones in charge of sharing all their knowledge with their learners. The students' role was to pay close attention to the explanations of the teacher, and to register, in their notebooks, the information that the teacher copied on the board. In the case of the teacher who followed a textbook, the students had access to visual information and did not have to copy the information in their notebooks; they had to read it and to be able to interpret it. In both cases, the source of knowledge was limited to what the

teachers could provide to their learners. It resembled the banking model of education. Freire (1970) first used the term in “Pedagogy of the Oppressed”, and it referred to a way to “deposit” information into the students aiming at memorizing basic facts rather than at understanding and critical thinking.

Figure 5.

Source of knowledge



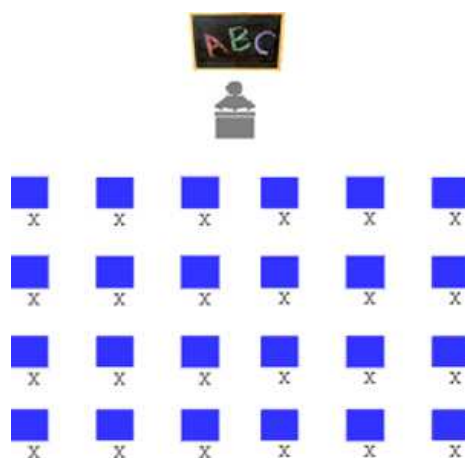
Accessibility of content and language. After observing the classes, it could be seen that the learners had more access to content than to language. The content teachers dealt with vocabulary that was particular to their field and did not go beyond in the teaching of grammar topics.

Classroom arrangement. The classrooms were organized in orderly rows and the teacher was always at the front. The number of students and the school

policy of teacher-centered classes allow for this type of organization. The picture below shows the way the classroom was organized.

Figure 6.

Classroom arrangement



Description of the Surveys

The surveys included three main parts: the teachers' profile, the methodology and the materials. The three teachers answered the surveys based on their experience in teaching content classes in English in the school.

Teachers' profile. The first aspect to be considered was the teachers' profile: level of education, language level and certifications, training in CBI, and experience in teaching content subjects in English. One of the teachers held a bachelor's degree in Anthropology, the other one in Education and Human Development, and the third one in Foreign Language Teaching. Their knowledge of the language came basically from the school, university, and some courses they

had taken in language schools in the city and abroad (Canada and the United States). However, the surveys showed that the content teachers did not receive any training in how to deliver content classes in English, and that there was more concern about the content teachers' learning of English. Concerning their teaching experience, the surveys showed that the content teachers had been delivering their classes in English for the past three years.

Methodology. Classes were teacher-centered. The students had very little interaction in English in the classes. There was intensive textual copying from the board. The common stages of the class were: the teacher's explanation of some pieces of information related to the class topic, a copy of this information on the board (usually taken from the teacher's notes), and the registration of this information in the students' notebooks (carefully supervised by the teacher). There were constant language switches (English – Spanish) made by the teachers to clarify ideas or lexis. The resources used were the chalkboard, the students' notebooks, and occasional copied strips of paper containing basic information in English about the topic of the class. The teaching of language could not be clearly seen during the observations.

Materials. The surveys showed that the teachers' choice of materials was based on the course syllabus. Their main source was the internet, some reference books, and their own designed materials. It was clearly seen that the language teacher was not consulted at the moment of selecting materials. Only one of the teachers uses a textbook in her classes and there was no evidence of the use of

authentic materials or of a concern for the language of the materials in terms of level of difficulty.

Conclusions

In the researcher's opinion, the content teachers have been struggling to cope with the diverse challenges involved in teaching their classes in English, and it appears that little support in CBI teacher training has been offered. This can be seen in the fact that the content teachers did not include the teaching of language as one of their priorities. In fact, they believed that it was not their job and it occurred more accidentally than planned.

One aspect to discuss is CBI teacher training. The school believes that the best way for content teachers to implement the CBI model is to train these teachers in the command of the language rather than having language teachers deliver content classes in English. This policy is reflected in the intense language training that content language teachers have been going through during the last five years; however, along their experience, content teachers develop an academic discourse in L1 that requires special attention when trying to convey it in English, and these teachers have not yet been trained in the acquisition of the lexis and in the learning of the specific language related to their subjects. Furthermore, these teachers have not been trained to teach a class through English. Most content has been translated from Spanish to English, and the foreign language is barely used the medium of instruction.

A second aspect is the methodology used by the content teacher to deliver her classes in English. This school follows the traditional teacher-centered model and believes that the teacher is a knowledge provider, making it difficult for CBI to take place. Besides, content teachers seem to have very limited access to authentic materials and visual aids that would help the students to better understand the concepts of the particular subject.

A final issue to consider is the source of knowledge that the students are exposed to in their content classes. The teacher should not be the only provider of knowledge in the classroom. The students need to be given the opportunity to discover knowledge through the use of different sources and through the use of Higher Order Thinking Skills (HOTS) which include critical, logical, reflective, metacognitive, and creative thinking (Anderson & Krathwohl, 2001). They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. As a result, it is not just to transfer information from the teacher's head and put in in the students' notebooks for further memorization and textual reproduction.

Chapter 5

Conclusions and Pedagogical Implications

The importance and need to improve the teaching of English in Colombia is unquestionable, and the teaching of a language along with content has proven to be beneficial for second language acquisition. Buchholz (2008), argues that being in contact with a foreign language when learning other contents other than the language itself can support the acquisition process; i.e. foreign language is used as a means of learning other subjects. Another argument that supports this idea is that second language acquisition increases with CBI because students learn language best when there is an emphasis on relevant, meaningful content rather than on language acquisition. However, for CBI to be implemented in Colombia there is still a long way to go. After exploring and analyzing the implementation of CBI at a private school in Medellin, the researcher proposes some actions that should be taken for the implementation of this teaching practice.

Language Learning Approach

Despite the fact that the school does not follow a particular method to learn English, it is clear that there is a need to improve the learning of English. The students are exposed to a significant number of hours of English input per week (nine hours in sixth and seven grades), and efforts are made to train the content teachers in the learning and improvement of their proficiency in English. However, this research clearly shows that the content teachers did not have a clear approach

to teach their classes in English; neither did they have the intention to teach language due to the fact that they believed that the teaching of content in English was what really mattered.

What is proposed here is to integrate the teaching of content and teaching through the medium of English. This implies the implementation of intellectually challenging tasks, i.e. to transform information into ideas, to learn how to solve problems, to gain understanding, and to discover new meaning. It also implies to have a different view of the role of English in the content class. Language should no longer follow the same grammatical progression one would find in a language-learning setting; an alternative approach to language use in this type of classrooms is required. Snow, Met and Genesee (1989) suggest identifying content obligatory language (essential for learning content) and content compatible language (language that supports content of lesson, as well as the linguistic cultural objectives of the curriculum) as to enable teachers to strategically sequence their language and content objectives.

The teaching of language must be a concern for content teachers since it is the vehicle used to convey all or most of the information that the learners will need to assimilate concepts and ideas. When dealing with teaching language in CLIL, there must be some strategic planning in order to make explicit the interrelationship between content objectives and language objectives. As a result, three main areas appear: language of learning, language for learning, and language through learning.

The first one refers to an analysis of the language needed for learners to access to basic concepts and skills relating to the subject theme or topic. This conception of language leads to a shift from linguistic progression from a dependency on grammatical levels to difficulty in terms of functional and notional levels demanded by the content. An example of this would be the use of past tense in a science lesson. Here the learner needs to be supported in understanding the concept of “pastness” and “past markers”, and not just through paradigms of verbs conjugated in the past tense. In this case, the selection of verbs will depend on the content, and the past tense is used for authentic purposes and not just to mechanize rules and grammatical transformations out of context. As a result, the learners will use language that is appropriate to the content in a meaningful way. All this implies that the content teacher must be aware of the linguistic demands of her subject or content to take account of the literacy and oracy in the vehicular language.

The second one, language for learning, refers to the kind of language needed to operate in a foreign language environment. In order to ensure quality of learning, learners should be able to understand and use language which enables them to learn, to support each other, and to be supported. Therefore, the learners will need to be supported in developing skills such as pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, and memorizing. In this particular setting, the learners are not taught how to operate in this new environment. They need strategies to enable them to use English effectively. They also need to develop a repertoire of speech acts which relate to the content such

as describing, evaluating, and drawing conclusions. All this requires planning as a prerequisite for effective scaffolding.

The third one, language through learning, is based on the principle that effective learning cannot take place without active involvement of language and thinking. The level of talk, interaction, and dialogic activity required in the CLIL classroom differs greatly from that of the traditional language or content classroom. Language has to be captured as it is needed by the individual learners during the learning process.

In short, the environment of teaching content classes through English creates a new arena that requires some serious thought on the way language is delivered and how learners use it. Content teachers must be aware of the need to learn about foreign or second language acquisition and equip their learners with the tools required to learn both content and language.

Collaborative Work – The Content Teacher and the Language Teacher

When an institution starts teaching content classes through English, it is fundamental to establish some collaborative work between the content teacher and the language teacher. Firstly, teaching a subject through English is not an easy task and it requires some pedagogical expertise and teachers start realizing that there is a myriad of other elements that do not usually occur when teaching their classes in L1. For instance, they start thinking about the language and how to talk in a comprehensible way, how to support the students when they listen to them, how to organize and teach their academic discourse, how to help learners to

interact with their peers and the teacher about the content of the class, how to understand complex subject materials and write about new concepts in L2. Few teachers are trained in this new methodology and need to find some help in colleagues who are going through the same situation as well as in the language teachers in order to find ways to teach both language and content effectively and efficiently. The content teacher and the language teacher can collaborate on a range of functions: co-planning of a scheme of work, co-planning of lessons, co-construction of materials, co-assessment of performance, and co-evaluation of the practice as a whole.

The language teacher can influence good practice in teaching content subjects through English in several ways. They can, for example, advise content teachers on their own language use, on the language demands of their subjects and on the kinds of language support practice. The language teacher is a valuable resource for the content teacher and the institution must understand its importance.

When interviewing the content teachers, the researcher observed that there was no collaboration between the language teacher and the content teacher, partly because of the nature and beliefs about the teaching practice being implemented. It is not enough to believe that the content teachers only need to learn English in order to deliver their classes in L2. The institution needs to be aware of the need to open spaces in the teachers' timetables and to provide the necessary resources to carry out the implementation on content classes through English.

There are some ways in which the language and content teachers can work collaboratively. One of them is helping learners by orientating the English language syllabus to the demands of the content subject needs in terms of language. Teaching content subjects in English makes language demands on learners. Some of these demands are particular to the content subject and can only be met by the content teacher. Such is the case of lexis, subject-specific written and spoken discourse and learning activities. In the content classes, teachers have to deal with formal written discourse and language skills (listening, speaking, reading and writing) and language teachers can teach these skills better than content teachers, and content teachers find it a burden to have to teach them. Therefore, there is a need to have an English-as-an-Additional-Language Model, i.e. a form of language support for content learning in which language teachers are specialists in providing learners with the means to meet the language demands of the content subject syllabus.

Another way in which language teachers can have a positive effect in CBI projects is by helping their content subject colleagues. For instance, they can guide content teachers in their own language use, in the language demands of their subject and in the types of language support activities which the content teacher can incorporate in her classes. They can also be of great help on planning lessons, designing and adapting materials, scaffolding, and assessment. It is true that collaboration does take place informally among colleagues, but the institution must encourage formal administrative frameworks for collaboration with clear objectives and performance indicators. These collaborative frameworks are

necessary when schools need to maintain high quality levels in classes delivered through English.

The Content Teacher and Teacher Training in CBI

A crucial aspect when implementing the teaching of content classes through English is teacher availability, and it has to be given serious thought before designing this model. Content teachers must be prepared not only in their particular area, but also in the command of the vehicular language; i.e. the language(s) used in the CLIL setting. It is true that training content teachers in the command of English is more appropriate than having the language teacher deliver a content class in English. However, content teachers need to be trained in how to deliver their classes in English and in the ways in which content and language are integrated. It is not enough to tell the content teacher to go and teach her class in English because this model should not simply be to change the language of instruction or simply teaching non-language subject matter in English in the same way as it is done in Spanish. Therefore, it is crucial to have trained teachers who can design and apply effective strategies to integrate the teaching of content and language. Schools need to support professional development by providing content teachers with the opportunity of getting training in how to teach their content through English and not in English. Teachers need to understand how content and language go together (McDougal, 2009). However, it is not easy to solve this issue since teacher training programs in CLIL are scarce in Colombia.

Materials' Development

This research showed that the materials used by the teachers and learners in this particular context were limited to a chalk board, a notebook, a booklet, and some copies of texts adapted by the content teacher. When content and language are integrated, materials play a crucial role. However, it is true that there is a lack of marketed course books for CLIL classes. As a result, content teachers end up producing their own materials in order to make truly context-responsive. McGrath (2002, p. 159) observes that one advantage of teachers adapting or designing their own materials within a content-based approach is that coherence may be easily achieved as it derives from the common theme or subject-matter content. However, this flexibility may put at risk principles such as sequencing and evolving complexity as the sequence of themes could be arbitrary or depend on the subject syllabus. According to Mehisto (2012), all learning materials are meant to support students and teachers, not restrict them. Each teacher determines how and to what extent a book or other learning materials will be used. This author also mentions ten criteria for the development of quality CLIL materials that seek to maintain a dual focus on content and language. According to him, materials should:

- Make the learning intentions (language, content, learning skills) and process visible to students.
- Systematically foster academic language proficiency.
- Foster learning skills development and learner autonomy.
- Include self, peer and other types of formative assessment.

- Help create a safe learning environment.
- Foster cooperative learning.
- Seek ways of incorporating authentic language and authentic language use.
- Foster critical thinking.
- Foster cognitive fluency through scaffolding of (a) content, (b) language, (c) learning skills development helping student to reach well beyond what they could do on their own.
- Help to make learning meaningful.

A crucial aspect when dealing with materials is the term “authentic”, which has been described as a central component to the core of CLIL; however, the definition of the term is not quite clear yet. Pinner (2013) tackles the various problematic definitions of the term ‘authenticity’ with regards to CLIL and mainstream language pedagogy. In a study carried out in Japan, he examined the perceptions that some Japanese students had of authenticity within language teaching and the relationship between content and authenticity. This study concluded that content was found to be the most important aspect in defining authenticity and that it can be defined as authentic communication in the sense that language acquisition arises from language being used as a tool to support other learning. Tomlinson & Masuhara (2010) define authentic materials as those “designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use”. That is to say that

authentic language is language where something other than language for its own sake is being discussed. Authentic CLIL materials are not the sole domain of advanced learners, in fact they are a useful way to motivate students at all levels and make the classroom content more engaging and relevant for them. As a result it is of paramount importance to give serious thought to the kind of materials and learning resources being used when delivering content subjects in English.

Limitations

Some limitations of this research include the following:

Limited stakeholders. That is that the only source of information regarding the implementation of the teaching practice was a group of content teachers. It is true that students and parents play an important role in the education community and that they are an excellent source of information. However, the school policies did not allow the researcher to make them part of the process.

The context. That is that this type of research could be done using a wider range of schools and teachers in different settings. This would give a broader view of the impact that bilingual education and CBI models have in schools in Medellín.

Time. The time allotted to observe the classes was very short and may not have allowed the researcher to have a wider perspective of the situation. It would be ideal to observe classes during a whole academic year.

Future Research

There needs to be more research on how stakeholders (parents and learners) perceive bilingual education in terms of content and language achievement. Mainly due to the fact that what the government understands as bilingualism seems to differ greatly from the conception that parents and students have of the term. It is also important to go deeper into the effects that delivering classes in English has on the learning of content and further assessment. In Colombia, the results the students have in *Pruebas SABER* indicate the quality of education that the schools are providing by ranking the schools from the best to the worst. However, this type of exam is in Spanish (not bilingual), and does not assess speaking or listening in the language section. Therefore, an analysis of these top-down policies and trends would give all education stakeholders a wider view of the current state of education in Colombia.

Conclusions

Pedagogical practices at schools depend greatly on top-down policies and reforms, and Colombia is not the exception. The government has encouraged the idea of turning Colombia into a bilingual (Spanish – English) country. However, these policies exert some pressure on English teachers because “.... (English teachers) are seen as responsible for the success of the national language education policy of bilingualism through their commitment to the achievement of the standards and their engagement in shaping the quality of teaching (González, 2007; Sanchez & Obando, 2008). This pressure is moving on to content teachers

as a result of the changes that private schools are making on the curriculum when they include the teaching of mainstream subjects in English. In this particular case, we can find that teaching content classes in English can have benefits, but it also carries challenges. One of them is to consider the contextual conditions and the needs that the community has through a serious needs analysis (Butler, 2005; Ruiz-Garrido & Gómez, 2009). In this way, schools would be aware of the need and effects that delivering content subject through the medium of English may have in their settings. It is true that there are criticisms against this type of pedagogical practice arguing that it is inevitable that one of the subjects suffers, be it content knowledge or language proficiency.

A second aspect to consider here is the training that content teachers must have to deliver their classes through the medium of English due to the nature of their work. Integrating content and language differ greatly from the way each one is taught independently; therefore, it must not be assumed that because a content teacher can deliver her classes in L1 quite well, she will also have the same performance when doing it in L2, and that it only suffices to equip the teacher with the knowledge of L2 required to deliver her class. Content teachers need training in the integration of content and language teaching for an effective implementation of bilingual education in the Colombian context. The content teacher needs to be experienced and familiar with both language teaching and the content area, or there needs to be a team-teaching scenario in which content and language teachers support each other, as suggested by Coyle, Hood & Marsh (2010).

In a research carried out by Rodriguez (2011), she states that in Colombia teacher training programs in CLIL are scarce and that in many cases, it is common to see English teachers teaching science, math or social studies. She goes further saying that “schools need to support professional development by providing English teachers with the opportunity of completing a B.A. or B.S. in other core areas, or by supporting core area teachers taking English classes to acquire the necessary language proficiency.” McDougal (2009) says that it is necessary to offer programs on bilingual education so that educators better understand how content and language go together.

A third aspect is the collaborative work between the content teacher and the language teachers. In educational settings where content classes are delivered in English the relationship between the content and the language teacher must be encouraged and strengthened due to the nature of the model. Collaboration between the English and content subject teachers has been strongly advocated since content-based instruction (CBI) programs involve certain degrees of integration of second language (L2) and content learning. If the content teacher and the language teacher work separately, the students might be negatively affected either in the learning of content or in the improvement of the second language. The school where this research was carried out lacks this collaborative practice between the English and the content teacher, making it harder for the latter to make language teaching part of her duties.

Finally, learners' input should be a main concern when implementing CBI. The content teachers should be trained in the selection and adaptation of materials, as well as in the use of resources that promote the use of high order thinking skills (LOTS) such as: Remembering, understanding and applying; and low order thinking skills (HOTS) such as: Analysing, evaluating and creating. That is to say, to move from concrete thinking towards abstract thinking. It is also important to consider the kind of language that learners should acquire. Bentley (2010) argues that 'learners should know content-obligatory language and content-compatible language to cater for the difference between subject-specific and general discourse'. Therefore, the materials in the content class should not simply be a translation of the original ones in Spanish, or a sheer search for content disregarding the language needs.

A fundamental issue that arises from this research is the need to re-conceptualize and re-contextualize the terms bilingualism and bilingual education. Parents, as main stakeholders, need to understand what a "bilingual school" is. More often than not, parents are misled by this 'tag' and are encouraged to pay higher fees. Should they understand the term 'bilingual' as the Ministry of Education states it, 'the different degrees in which an individual is able to communicate in more than one language or culture', or as the teaching practice of delivering several mainstream subjects in or through English?

In the same fashion, school administrators need a careful and deep analysis of bilingual education in Colombia before implementing changes in the

curriculum. This will surely lead to a more contextualized bilingual practice in which all the stake holders can join their efforts to improve the quality of education.

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Appendix 1. Survey

EVALUATING THE IMPLEMENTATION OF CONTENT CLASSES DELIVERED IN ENGLISH IN LIGHT OF A CLIL-BASED CURRICULUM

Researcher: Ruben Dario Cano Blandon

Dear teacher:

As part of my research project for the M.A. on Teaching and Learning Processes in Second Languages, I kindly ask you to complete this survey, which will provide information regarding the implementation of content classes in English at this school. Your personal information will not be disclosed. I greatly appreciate your cooperation in this process.

Aim of the survey

To gather information about content classes delivered in English in terms of methodology, materials used, and the content teacher's profile.

1. Level of education ☐ Bachelor ☐ Master's ☐ Ph. D. **Area:**

2. Where did you learn English? (More than one answer is possible)

- ☐ At school (before attending university).
- ☐ At university.
- ☐ I attended an English course in Colombia.
- ☐ I attended an English course in an English speaking country.
- ☐ I learned it abroad, but I have never attended a course. (Informal learning context)
- ☐ One of my parents is a native speaker of English.
- ☐ I am a native speaker of English.

☐ Other (specify)

3. Do you have any international certification stated in terms of the reference levels proposed by the Common European Framework for the Learning and Teaching of Foreign Languages?

☐ Yes. ☐ No

If your answer was affirmative, please answer the following question.

What level did you attain? ☐ A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2

4. Do you have any other international language certification?

☐ Yes ☐ No

If yes, please specify which one

5. If you have not taken any international certification, please try to place yourself in any of the following communicative language competencies:

☐ Elementary ☐ Intermediate ☐ Advanced ☐ Bilingual speaker

6. Did you have to attend a training course before beginning to teach your subject in English?

☐ Yes ☐ No

If your answer was affirmative, please indicate the type of training course and the number of hours.

If your answer was negative, please answer the following question:

Did you have to certify your competence by means of a linguistic test

before teaching your subject in English?

- ☐ Yes ☐ No

7. What is your experience in teaching content subjects in English.

- ☐ Very short ☐ Occasional, but more than once ☐ For the last two years
☐ For at least three years

8. Do you think you have the required competencies to teach your subject in English?

- ☐ Yes ☐ No

If do not, what do you think you need to improve?

- ☐ Your methodology related to teaching content in English.
☐ Your methodology related to teaching content and language in an integrated way.

Other (specify)

9. Do you plan your classes along with a language teacher?

- ☐ Yes ☐ No

If you do, when do you usually plan? (Only one answer is possible)

- ☐ We have planning hours in our timetable.
☐ We occasionally plan within our working hours.
☐ We plan informally when we have time or when we meet for other purposes.

10. Do you run the lesson together with the language teacher?

- ☐ Yes ☐ No

11. The contents you teach are:

- ☐ Completely new for the students ☐ Already learned by the students –

in Spanish.

12. Your teaching of the content subject in English is based on:

- ☐ Single activities ☐ Modules ☐ A three or four month plan
☐ A whole school year plan ☐ Other (specify)

13. How do you organize your teaching of the content in English? (Please, mark no more than two options, the most relevant to your teaching.)

- ☐ Students research on the Internet ☐ I use online teaching
☐ I run traditional lessons ☐ Students work on a project
☐ Other (specify)

14. Do you encourage your learners to interact in English in your classes?

- ☐ Always ☐ Often ☐ Sometimes ☐ Occasionally ☐ Never

15. How do you distribute work in your class?

- ☐ In teams ☐ In pairs ☐ Individually ☐ In teams, pairs and individually

16. Do you use copying and/or repetition in your classes?

- ☐ Yes ☐ No

17. Do you teach your class completely in English?

- ☐ Yes ☐ No

18. Do you switch from English to Spanish when you think it is necessary?

- ☐ Yes ☐ No

19. Do you connect language content with subject content?

- ☐ always ☐ often ☐ sometimes ☐ occasionally ☐ never

20. Do you use a variety of activities to help your learners recycle the vocabulary related to the subject?

☐ Always ☐ Often ☐ Sometimes ☐ Occasionally ☐ Never

21. Do you use a textbook in your class?

☐ Yes ☐ No

If yes, what language is it in?

22. Where do you extract your teaching materials from? (More than one answer is possible)

- ☐ The language teacher chooses them and prepares them for the lesson.
- ☐ I choose them and prepare them for the lesson.
- ☐ The language teacher and I choose them together and decide how to use them.
- ☐ I select only authentic materials.
- ☐ I only use the content textbook in English.
- ☐ I develop my own teaching materials in English.

23. Whenever I need to select texts in English for the students:

- ☐ I choose them on my own, without any problems.
- ☐ I choose them together with the support of the language teacher.
- ☐ I ask the language teacher to select them.
- ☐ Other (specify)

24. Do you provide different sorts of input (multimodal) – texts, pictures, real objects, videos - to help your learners understand the topic?

☐ Always ☐ Often ☐ Sometimes ☐ Occasionally ☐ Never

Thank you for answering!

Appendix 2. Class Observation Items

CLASS OBSERVATION CHART

ITEM	OBSERVED			CLIL INDICATOR
	May	Chris	Rita	
Subject content (challenge, richness)	The content is relevant, yet unchallenging. The teacher provides all the content. (banking model) It does not require further analysis.	The content is relevant, yet unchallenging. The teacher provides all the content. (banking model) It does not require further analysis	The content comes from the teacher and from the textbook. It does not require further analysis.	Content is challenging linked to a relevant context and previous learning, and is successfully applied by students during a task requiring high order thinking.
Language input	It comes from the teacher. New words related to the topics are explained by the teacher. Language is not displayed.	It comes from the teacher. New words related to the topics are explained by the teacher. Language is not displayed.	It comes from the teacher and from the textbook.	Synonym and antonym work is done. Language is displayed. A reading corner, learning centers &/or electronic media are available.

ITEM	OBSERVED			CLIL INDICATOR
	Mary	Chris	Rita	
Source of knowledge	<p>A copy with information taken from the internet for the teacher to write on the board.</p> <p>A map booklet for the students to locate places on the maps.</p> <p>Maps to display in the classroom.</p>	<p>A copy with information taken from the internet for the teacher to write on the board.</p> <p>Copies with main concepts printed by the teacher.</p>	<p>A textbook printed by the school.</p>	<p>Selects and adapts instructional material for learners' development level.</p> <p>Texts may be shortened, subheadings inserted and language support sheets created.</p> <p>Students cope with the assignments and participate actively.</p>
Teacher Talk (T-T-T) Student Talk (S-T-T) Interactions	<p>Teacher talked most of the time in L2. The students listened and copied the information in their notebooks.</p> <p>The students interacted in Spanish.</p>	<p>Teacher talked most of the time in L2. The students listened and copied the information in their notebooks.</p> <p>Some students interacted in English with the teacher.</p>	<p>The teacher talked most of the time. The students interacted in English with the teacher and with their peers.</p>	<p>Students speak more than the teacher.</p> <p>Peer cooperative work encourages equal participation</p> <p>Students, at times, take the lead in conversations.</p> <p>Students participate in discussions.</p> <p>Elements of critical and creative thinking are</p>

				present
ITEM	OBSERVED			CLIL INDICATOR
	Mary	Chris	Rita	
Accessibility of content and language. (charts, maps, diagrams)	Content came from what the copied on the board and from the map booklet.	Content came from what the teacher copied on the board and from the copies that she gave the students.	Content came from a geography textbook. The teacher explained thte information contained in the book.	Use of advanced organizers, concept and word charts, or maps. (pre-reading and pre-writing activities)
Classroom organization to promote learning	The classroom is organized in a traditional way (orderly rows)	The classroom is organized in a traditional way (orderly rows)	The classroom is organized in a traditional way (orderly rows)	Teacher displays students' work. Language is displayed Supplies are in logical places. Seating configurations promote cooperation.

Questioning	The questions dealt more with checking meaning of words or about a concept that she had explained in English	The teacher asked questions that aimed at retrieving previously learned information.	The teacher asked questions that aimed at retrieving previously learned information.	Follow-up questions take thinking a step further. HOT (High Order Thinking)
Checking understanding	All the time through questions.	All the time through questions.	All the time through questions.	Students can articulate what they have learned and can apply it through an assignment or activity.

ITEM	OBSERVED			CLIL INDICATOR
	Mary	Chris	Rita	
Activities	Most of he time the teacher copied on the board and the students transferred the information to their notebooks.	Most of he time the teacher copied on the board and the students transferred the information to their notebooks.	The teacher developed the activities that were proposed in the textbook.	Structures and facilitates high-interest, student-centered activities, e.g. Role playing, debates, presentations, peer cooperative work, peer and group teaching.
Error correction	Occasional corrections on the use of vocabulary related to the content.	Occasional corrections on the use of vocabulary related to the content.	The teacher cared about the correct use of language and corrected the students whenever an error occurred.	Teacher models right answer. Teacher encourages self and peer-repair.
Communication	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.	Uses body language, visuals, and realia to communicate meaning

Appendix 3. Semi-Structured Interview

TEACHERS' INTERVIEW QUESTIONS

1. What are the main challenges that you have to deal with when teaching your subject in English?
2. Do you feel that your students grasp the concepts directly in English or do you have to use Spanish to reinforce their learning?
3. Where and how did you learn to teach your subject in English?
4. Do you look for support from the language teacher?
5. Do you think the school provides you and the students with the appropriate materials to teach your classes in English?
6. Do the students feel confident learning your subject in English?
7. Do the students interact with the other classmates in English in your class?
8. Apart from the contents of your subject, do you also teach language to your students in your classes?
9. Is there anything else you would like to add?