



Content and language integrated learning (CLIL) at school in Europe

Country Reports



CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

AT SCHOOL IN EUROPE

SPAIN

NATIONAL DESCRIPTION – 2004/05

The national contributions formed the basis for the comparative study on Content and Language Integrated Learning (CLIL) at School in Europe. Each contribution has the same structure with six main sections entitled as follows:

- 1) National terminology associated with the concept of CLIL
- 2) Organisation and status of CLIL provision
- 3) The qualifications and specialised training of teachers involved in CLIL
- 4) Debate and ongoing reform
- 5) Statistical data (optional)
- 6) References (optional)

Contributions are available in English and, in the case of some countries, in French.

1. NATIONAL TERMINOLOGY ASSOCIATED WITH THE CONCEPT OF CLIL

1.1. INTRODUCTION (1)

In Spain, the concept expressed in English as Content and Language Integrated Learning (CLIL) can be translated as *Aprendizaje Integrado de Contenidos y Lengua*. While the concept has been undergoing development for several years, there is no single term in common usage throughout the Spanish educational community.

The curriculum may be covered in at least two different languages (with some subjects taught in a first language and others taught in a second one) in two very different modes:

- it may be taught in the official language of the State (Spanish) but also in a joint official language other than Spanish (Basque, Catalanian, Valencian and Galician);
- it may be taught in the official language of the State (Spanish) but also partly in one or two foreign languages, such as English in accordance with the Ministry of Education and Science/British Council Agreement.

Each approach exists in both primary education (ISCED level 1) and lower secondary education (ISCED level 2).

A third type of initiative, the so-called *Programa de Lengua y Cultura Portuguesa* (Portuguese Language and Culture Programme) which provides terminology for CLIL, is not included in the present survey.

1.2. NATIONAL TERMINOLOGY

CURRÍCULO INTEGRADO

In February 1996, the Spanish Minister of Education and Science and the United Kingdom Ambassador to Spain signed a cooperation agreement to develop a Hispanic/British **integrated curriculum** in pre-primary and primary education centres and The British Council School. This term does not refer exclusively to the concept abbreviated to CLIL in English, since it may be used in contexts that have nothing to do with teaching in a language other than the normal language of instruction. Aside from this use of the same term for different concepts, there has been a semantic shift towards its use to convey the latter.

The integrated curriculum embodies several objectives of the foregoing agreement, including the following:

- to promote mutual knowledge of Spanish and British cultures;
- to promote the acquisition of both languages through content teaching;
- to enable pupils to continue secondary education in both education systems.

CLASES INTEGRADAS Y CLASES SIMULTÁNEAS

Both terms have been coined within the so-called **Portuguese Language and Culture Programme** to designate types of action that might correspond to the concept of CLIL.

In so-called **integrated classes**, Portuguese and Spanish teachers develop their teaching with all pupils in the class. By contrast, in **simultaneous classes** Portuguese teachers teach those students who have chosen to take part in the Programme.

ENSEÑANZA BILINGÜE ESPAÑOL-INGLÉS

The term **bilingual teaching** is acquiring a new meaning in the Autonomous Community of Madrid with the implementation of a pilot project for content and language integrated learning. Bilingual education provides for at least a third of the weekly timetable to be taught in English. The establishments selected will increase the time devoted to the foreign language subject by up to five hours a week and it will be possible to teach other subjects in English, with the exception of mathematics and Spanish. This project will be implemented in pre-primary and primary public-sector schools.

(1) The information relates solely to the types of CLIL existing in Autonomous Communities that were able to take part in data collection.

In the Autonomous Community of Galicia, there is no specific term equivalent to CLIL. However, there is a plan for foreign language and content learning in English and French through progressive learning of a subject in one of those languages from the third year of *Educación Secundaria Obligatoria* (ESO, or compulsory secondary education). The official name for this is the **Plan experimental de Secciones Europeas** (European sections phased in). The Balearic Islands also have **European sections**, and in Navarre there are **bilingual centres**.

In the Autonomous Communities with joint official languages, there is legislation for standardisation to specify the areas or subjects taught in particular languages, but no name to refer specifically to the CLIL concept in those languages.

APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUA

Inclusion of the CLIL concept (in English) in national and international official documents has led to its translation in Spanish as **Aprendizaje Integrado de Contenidos y Lengua** (AICLE), which is likely to become the normally used official translation.

2. ORGANISATION AND STATUS OF CLIL PROVISION

2.1. CLIL PROVISION AS PART OF MAINSTREAM SCHOOL PROVISION

2.1.1 CLIL provision as part of mainstream school provision combining use of the state language with one or several foreign languages

This consists of the integrated learning of curricular content in the specific languages of the Autonomous Communities, and in Spanish ⁽²⁾. The Linguistic Standardisation Acts date from 1982 and 1983, although provision in the regional languages started at different times in the various Autonomous Communities concerned (and no specific information was provided by them).

2.1.1.1. CATALONIA

Catalan is normally used as the language of communication and instruction.

2.1.1.2. VALENCIAN COMMUNITY

In the **Spanish-speaking area**, Valencian is taught as a subject and Spanish is the normal language of instruction.

In the **Valencian-speaking area**, there are several programmes: in the **Programa de incorporación progresiva (progressive introduction programme)**, Valencian is taught as a subject while other subjects are progressively introduced in Valencian.

The other programmes are the **Programa de enseñanza en valenciano (education in Valencian programme)** and the **Programa de inmersión lingüística (linguistic immersion programme)**. In the first programme, Valencian is the language of instruction and Spanish (language and literature) is taught as a subject. The second one is similar to the first but, as its name suggests, with a particular emphasis on the teaching of Valencian during the first years of schooling.

2.1.1.3. GALICIA

The linguistic model in Galicia is **bilingual**, with some areas and subjects taught in Spanish and some in Galician.

⁽²⁾ Due to the complexity of the so-called *modelos lingüísticos* (linguistic models) adopted in each case, it is not possible to provide more information on them at present.

2.1.1.4. BALEARIC ISLANDS

Catalan is official at all levels of education.

The teaching of Catalan has to meet two essential requirements: a) it has to account for half the total number of hours; and b) at each level, it has to be used to teach the subject areas stated in the regulations.

2.1.1.5. NAVARRE

Model G: education in Spanish.

Model A: education in Spanish with the Basque language as a subject.

Model D: education in Basque with the subject of Spanish language and literature.

Model B: bilingual education, with some subjects taught in Basque and some in Spanish.

2.1.1.6. BASQUE COUNTRY

Model A: all subjects, apart from Basque language and literature and modern languages, are taught in Spanish.

Model B: both Spanish and Basque are used to teach all other subjects.

Model D: all subjects, except Spanish language and literature and modern languages, are taught in Basque.

2.1.2. Central level CLIL provision combining use of the state language with a foreign language

The cooperation agreement between the Spanish Ministry of Education and the British Council was signed in February 1996 between the Ministry and the United Kingdom Ambassador to Spain. Its aim is to promote mutual knowledge of the language, culture and history of both countries.

This initiative got under way at the beginning of the 1996/97 school year in 43 educational establishments within the sector managed by the Ministry of Education, and particularly in economically disadvantaged areas. The 44 schools now involved in the programme are located in nine Autonomous Communities, as well as the Autonomous Cities of Ceuta and Melilla.

So far, the programme has been running in pre-primary education, primary education and the first year of compulsory secondary education, with some 15,000 pupils aged 3-12 following this type of curriculum. Data for the first year of compulsory secondary education are still not available, although CLIL is now provided in 22 schools at this level.

As far as the organisation of this type of provision is concerned, content is meant to be taught in both languages, Spanish and English, in accordance with a proportional distribution, so that pupils can express themselves correctly in both at the end of compulsory education. It is not intended, therefore, that all content should be taught in both languages. Instead, the education authorities are responsible for deciding which elements of content have to be taught in each.

Pre-primary and primary education:

The aims of CLIL are as follows:

- to promote the knowledge and use of both Spanish and English;
- to develop provision that enables all pupils to be awarded two certificates at the end of compulsory education;
- to foster the exchange of teachers, pupils, teaching methods and experience, and methodology.

As regards CLIL subjects and the number of hours a week, official recommendations relating to subject areas taught in English state that:

- Provision of this kind should account for half of all teaching time and not less than 40 % in primary education. A minimum of 30 % in pre-primary education is acceptable if teaching staff whose mother tongue is English or who are English language specialists do not have enough total teaching time available.
- Hours should be taken from other subject areas, while ensuring that none of the latter are allocated less teaching time than that specified in the core curriculum.
- In the first stage of primary education, subjects taught in English should never compromise the provision of Spanish Language and Literature.
- The *Documento Técnico de Mínimos*⁽³⁾ (technical report on core areas and the minimum weekly timetable) specifies the following levels of provision:

Pre-primary education: education comprising all subject areas.

Weekly timetable: 7-9 hours throughout.

First stage of primary education: part of the contents of the natural, social and cultural environment; artistic education (plastic arts); English; mathematics (just the teaching of basic concepts); sometimes music (within artistic education) and physical education (psychomotor skills).

Weekly timetable: 9-10 hours

Second stage of primary education: the same subject areas as in the first stage.

Weekly timetable: 10-11 hours

Third stage of primary education: the same subject areas as in the other two stages.

Weekly timetable: 11-12 hours

There are no admission requirements for pupils receiving CLIL type provision. Neither do they have to pay any supplementary registration fees since, as already mentioned, all schools involved in this programme are public-sector/state educational establishments at which provision is free. On the other hand, pupils are not selected by examination to determine their proficiency in the target language, in either pre-primary or primary education.

Methodology is kept uniform or constant at both educational levels. It involves a communicative, participatory, active and motivating approach. Activities are carried out in small groups, which implies flexibility in group work and considerable coordination between class teachers and teaching staff whose mother tongue is English or who are English language specialists. On the other hand, curricular development is meant to be the responsibility of both Spanish teaching staff and English mother tongue or English language specialist teachers, which implies substantial coordination between them. Finally, a set of recommendations for teaching materials are provided as follows:

- those subjects to be taught in English should be taken into account;
- it is preferable to use teaching units prepared by the teacher, especially in the case of those to be taught in English;
- teachers should be ready to confront difficulties created by the shortage of special teaching materials when choosing the textbooks to be used;
- teachers involved in this project must be ready to prepare their own materials;

⁽³⁾ *Documento Técnico de Mínimos*: this states the minimum number of hours that should be devoted each week to teaching subjects/subject areas in English.

- In the case of teaching in English, it is not advisable to use an established textbook, as books on the market are intended for pupils studying English as a foreign language; such books are not therefore adapted either to the real knowledge of pupils receiving CLIL type provision or to the objectives of this programme.

Continuous assessment is used to assess the attainment of pupils in both English and the content of the subject concerned. At the end of primary education, they are awarded a certificate stating that they have completed the CLIL programme.

Compulsory secondary education

Objectives at this level are the same as those for pre-primary and primary education.

The content of the following subjects is taught entirely in English: English itself (5 hours a week), geography and history (3 hours a week) and science (3 hours a week).

As in pre-primary and primary education, there are no admission requirements for pupils receiving CLIL type provision. Similarly, pupils do not have to pay any supplementary registration fees, since all educational establishments are in the public sector. On the other hand – and contrary to procedures in pre-primary and primary education – pupils in secondary education do have to sit a test to assess their level of competence in English.

Both the methodology and type of assessment (continuous) are the same as those described for pre-primary and primary education except that, in secondary education, all subjects taught in English are taught solely in that language and never in Spanish.

Finally, as regards barriers and restrictions that have prevented the programme from becoming more widespread, the fact that it is relatively new would seem to imply that certain aspects should still be improved. One of them is teacher training in that the standard of English required to teach CLIL subjects should be very high – comparable to that of a native speaker – so it is not always easy to find qualified teachers. Another concerns budgetary restrictions since appropriate teacher training calls for a considerable effort, in both material and economic terms, on the part of national and regional administrative authorities as well as schools involved in the initiative.

2.1.3. Regional CLIL provision combining use of the state language with either of two foreign languages

This type of CLIL provision was implemented in the **Autonomous Community of Galicia** in 1999 and aims to teach a non-linguistic subject area in a foreign language (English or French). The experiment has now been launched in the European sections of 21 educational establishments, namely 18 secondary schools and 3 *Centros Públicos Integrados* (CPI, or public-sector/state-integrated schools) for pre-primary, primary and secondary education. The programme has been implemented at the levels of compulsory secondary education (second stage) and the *Bachillerato* (Baccalaureate). The minimum mark for securing access to the programme is *Bien* (C).

Subjects taught in a language different from Spanish:

- **English:** physics and chemistry, social sciences, music, physical education, biology and geology, mathematics, and technology.
- **French:** plastic and visual arts, physics and chemistry, social sciences, music, physical education, biology and geology, and mathematics.

Pupils following this type of programme can have one or two extra periods a week to reinforce their proficiency in the target language. In case of need and provided there are enough school resources for these extra periods, the latter are taught by specialist teaching staff.

At the end of the year, pupils with a satisfactory mark in the subject associated with this programme are awarded an official certificate. The mark is also included in the pupil's school record.

- Number of educational establishments with European Sections: 21
- Number of Sections in English: 18
- Number of Sections in French: 13

2.1.4. Regional CLIL provision combining use of the state language with one foreign language

The **Autonomous Community of Navarra** has four bilingual educational establishments, two of which correspond to pre-primary and primary levels and the other two to secondary education. The pre-primary bilingual programme was launched in 1997 and the primary level programme at the beginning of the 2002/03 school year. The bilingual programme in secondary education started in 2003/04.

The programmes aim to increase educational provision in public-sector/state schools and improve the foreign language performance of pupils, whose proficiency is tested before they are admitted. The test is meant simply to determine the level they have already reached in the foreign language, and is not used for selection purposes or intended as a formal record of academic achievement

As regards areas or subjects taught in a language other than Spanish or Basque, any non-language subject can be taught in English, other than English itself. In secondary education, subjects usually taught in English are technology, music, social sciences and sciences, as determined by the school.

As regards the minimum amount of time to be spent teaching these subjects in English each week, the number of hours a week recommended in the two bilingual pre-primary and primary schools is 11-12, compared to 2 hours a week in mainstream schools at the same educational level.

Finally, methodology may differ from one year to the next. Thus, in the first year or two, one half of the content may be offered in the CLIL target language and the other half in Spanish.

2.2. CLIL PROVISION IN PILOT PROJECTS

2.2.1. Regional CLIL provision combining use of the state language with one foreign language

A pilot project developed by the **Autonomous Community of Madrid** (whose Department of Education is responsible for its funding and management) aims to implement bilingual (Spanish/English) education in 110 public-sector/state schools in pre-primary and primary education.

The project was launched in 25 schools at the beginning of the 2004/05 school year. In the immediately subsequent years, it will be extended to another 85 centres (110 in all). The selection of schools taking part in the project took account of the willingness of their councils to cooperate, as well as the geographical location of schools, so that they would not all be clustered in the same area. Their applications to participate have also been carefully considered, with due regard for their previous experience, the availability of staff resources (particularly specialist English language teachers), and the number of pupils.

This pilot project states that at least one-third of the weekly timetable should be taught in English. Selected schools should increase the number of class periods for English to five, and teach other subjects in English except mathematics and Spanish.

The project includes a set of specific support measures for these regionally administered schools. Among them are the following:

- an increase in the number of teachers in each school, including the provision of English language assistants, to enable development of the programme;
- a training programme intended specifically for the teaching staff of the schools selected;
- guidance for teachers in the classroom development of the programme;
- an increase in the school budget;

- special facilities and equipment for the use of information and communication technology (ICT), to facilitate development of the programme;
- the possibility for pupils to be awarded a certificate officially approved by the Council of Europe;
- participation in international projects and exchanges;
- increased teacher salaries.

2.2.2. Regional CLIL provision combining use of the state language with two foreign languages

This pilot project aims to promote knowledge of English or French language and culture, depending on the country focus of the European section of schools in the **Autonomous Community of the Balearic Islands**, whose Department of Education is responsible for its funding and management.

The project was launched in the 2004/05 school year and will last two years. The institutional board for the development of the programme, the schools involved and the foreign languages department in centres for teachers will then issue an assessment designed to correct errors and improve the programme, with due regard for its evaluation by each school taking part.

CLIL is provided by 17 schools at both primary and secondary levels. Three of them have a French European section and five an English one, while nine primary schools have an English section.

Number of primary school pupils participating in the project:

- 6-year-olds: 407
- 11-year-olds: 59

Number of secondary school pupils taking part in the project:

- 12-year-olds: 64
- 13-year-olds: 27
- 14-year-olds: 207

As far as admission requirements are concerned, pupils who study the *Programa de Enseñanza Temprana del Idioma* (early language teaching programme) will have priority in the event of high demand for access. As to secondary school pupils, those with a satisfactory mark for foreign languages in primary education, or in the optional language subject in the first stage of secondary education, will be admitted to the project.

As regards subjects taught in a language other than Spanish or Catalan, any subject can be taught in either English/French or German. The decision as to which subjects/languages will be offered depends on the qualifications of teaching staff in the schools concerned.

As to the minimum amount of time to be spent on this provision each week, the official recommendations state that two or three hours a week should be devoted to the subject of foreign languages and 3 hours to other subjects.

Continuous assessment is used to evaluate both objectives and content in these subjects. The school record of pupils indicates that they took part in the programme.

3. THE QUALIFICATIONS AND SPECIALISED TRAINING OF TEACHERS INVOLVED IN CLIL

Specific qualifications and training are required for teaching in CLIL type provision, but no information was provided as regards regional CLIL provision.

3.1. MINISTRY OF EDUCATION AND SCIENCE/BRITISH COUNCIL AGREEMENT

- Teachers **engaged specifically** for the project, as well as **English specialist teachers**.
- The *Instituto Superior de Formación del Profesorado* (Higher Institute for Teacher Training) of the Ministry of Education and Science, and the British Council organise several **training courses** for teachers involved in the project:
 - Advanced English,
 - English language teaching methodology: reading and writing,
 - study visit to the UK,
 - introductory course.
- **Recruitment** of teachers of English is carried out in the U.K. and Spain between the months of March and June. Short-listed candidates are interviewed by a joint Spanish/British Board, the British Council in this case acting as recruitment agency on behalf of the Spanish government. In October 1999, the Autonomous Communities took over responsibility for education and they are now responsible for the contractual conditions of teachers employed in the project.

Requirements

Teachers must:

- be EU nationals and/or have a valid Spanish residence permit;
- have a native or near-native command of both spoken and written English;
- have recognised European QTS (qualified teacher status) in infant/primary school teaching (a secondary PGCE or TEFL qualification may be considered under certain circumstances);
- have had classroom experience with children aged between 3 and 11.

These teachers of English have to teach the same number of hours as 'normal' teachers. 'Official' teachers already working in the education system teaching in the school concerned get the normally awarded salary, while those employed specifically for the project are paid by the Autonomous Communities.

3.2. EUROPEAN SECTIONS IN THE AUTONOMOUS COMMUNITY OF GALICIA

(The situation regarding certification or diploma requirements varies widely from one Autonomous Community to the next).

- Teachers must hold the elementary stage certificate of the *Escuela Oficial de Idiomas* (the Official School of Languages, a state-run language school).
- In some cases, schools with European Sections have **foreign language assistants**.
- Teachers of either a specific subject or the foreign language in question may have their normal teaching time reduced by one period a week per level taught.

3.3. BILINGUAL CENTRES IN THE AUTONOMOUS COMMUNITY OF NAVARRA

- **Required qualifications:**
 - **pre-primary:** pre-primary and English specialist teachers;
 - **primary:** English specialist teachers;
 - **secondary:** specialist teachers in the subject in question and with an appropriate level of language competence.
- There is a full-time **English mother tongue assistant** (14 hours) in bilingual centres at pre-primary, primary and secondary levels.
- The hours of teachers in bilingual centres are **reduced** so that they can coordinate and prepare materials.

3.4. BILINGUAL SCHOOLS IN THE AUTONOMOUS COMMUNITY OF MADRID

➤ **Training:**

Intensive training for teachers to be carried out in two different stages:

Stage 1: Intensive course with British teachers in Madrid during May and June. The course consists of 240 teaching hours and a final test for a B2 level (independent user) English diploma (Common European Framework of Reference of the Council of Europe).

Stage 2: Course in the UK in July. This special training is primarily for foreign language (English) specialist teachers who are career civil servants, although teachers from other areas of specialisation may also participate if they are expected to be proficient enough in the language to teach those areas (in English) when the training course has been satisfactorily completed.

The above teachers hold a *Maestros* qualification (for work in pre-primary and primary education), and are preferably foreign language (English) specialists. They get supplementary payment.

3.5. EUROPEAN SECTIONS IN THE AUTONOMOUS COMMUNITY OF THE BALEARIC ISLANDS

- Teachers who teach non-linguistic subjects must hold the **Escuela Oficial de Idiomas** (higher stage certificate) or its equivalent. If their knowledge of the language has been derived from other sources, the *Comisión Institucional de Seguimiento del Programa* (the Institutional Committee responsible for the follow-up of the programme) will consider the specific situation and issue a report on the linguistic suitability of the candidate.
- There are **no English mother tongue teachers** in the schools with European Sections.
- CLIL teachers receive no remuneration, but schools should if possible provide:
 - 1 hour for coordination between NLS (non-linguistic subject) and FL (foreign language) teachers;
 - 2 hours for research, including searching for and preparing materials;
 - 1 hour with NLS and FL teachers working with the same pupils in order to achieve real coordination.

Teachers taking part in the programme have to be certified.

4. DEBATE AND ONGOING REFORM

The decision to postpone the reorganisation of the education system proposed by the *Ley Orgánica de Calidad de la Enseñanza* (LOCE) marks a new period of reflection and consultation with sectors of the school community and the education authorities, for the purpose of achieving an education system whose quality and equity are acceptable to all involved.

This reflection has served as a starting point for comprehensive debate on the reform proposals and subsequent drafting, discussion and approval of a new law. In order to facilitate and structure the debate, the Ministry of Education and Science has drawn up a document in which proposals are contained in seven sections. The fourth section pays special attention to the early introduction of foreign languages, and the integrated learning of content and languages.

The debate on language learning is articulated under the title ***Competencias y saberes para la sociedad del siglo XXI (competencies and knowledge for 21st century society)*** and seeks to overcome the social gap between those with a knowledge of foreign languages and those without. The gap is widening because individual families increasingly try to achieve these objectives for their children outside the school, in language schools and courses abroad. The present government considers that all education authorities are responsible for providing everyone with the means to obtain the knowledge and linguistic competence they require for their personal and professional future.

Among the aims of the Ministry of Education and Science are to ensure that every student has a knowledge of two foreign languages and to promote the use of languages in different areas of knowledge, in accordance with the educational plan of each school. However, it is felt that measures should be introduced to prevent language learning from occupying around half of the official curriculum given that, in several Autonomous Communities, there are two official languages while pupils need to be able to converse in two foreign languages. There is also a need for proposals for avoiding the repetition of linguistic structures common to all language classes in the curriculum.

The government's main objective is that these reforms should come into force from the beginning of the 2006/07 school year. Hence the following timetable has been established:

September-December 2004: debate on the document.

January-February 2005: presentation of the conclusions of the debate, formulation of reform proposals and preparation of the bill.

Up to the beginning of the 2005/06 school year: parliamentary debate and passing of the law.

2005/06 school year: normative development by the different administrative authorities for education.

2006/07 school year: implementation of the reforms.

After long debate on desirable reforms linked to educational issues, the Minister of Education and Science presented the new Education Bill (*Anteproyecto de Ley Orgánica de Educación*) on 30 March 2005. This legislation will replace the LOCE.

Among its novel features are that teaching of a foreign language will begin in the second stage of *Educación Infantil* (pre-primary education), particularly during the final year (when children are aged 5).

As regards in-service teacher training, education authorities will promote the training of all teachers in foreign languages, irrespective of their field of specialisation, by establishing specific training programmes to address this issue.

Note: For further information on the content of the new Education Bill, see: <http://www.mec.es/files/Anteproyecto Ley Organica Educacion.pdf>

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