UNIVERSIDAD DE MURCIA

FACULTAD DE
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BILINGUALISM WITH AND WITHOUT CLIL, A DOUBLE-EDGED SWORD

COMPARING BILINGUAL AND NON BILINGUAL YOUNG LEARNERS' BELIEFS ABOUT EFL AND SCIENCE LEARNING

BILINGÜISMO CON Y SIN AICLE, UN ARMA DE DOBLE FILO

COMPARANDO LAS OPINIONES DE ALUMNOS BILINGÜES Y NO BILINGÜES SOBRE EL APRENDIZAJE DE INGLÉS Y CIENCIAS

ALFONSO VÍCTOR SANDOVAL BROTONS

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ABSTRACT

Bilingualism and its reference methodology: CLIL are spreading at a very fast pace all through educative systems from some years on. The young status of bilingual programmes leads to little research about how bilingualism is influencing real learning contexts and which factors play important roles in that influence. In this way, this study aims to broaden the empirical base of the field and throw insights about down-to-earth bilingual/CLIL implementation and how it affects to learners' beliefs about the target subjects (EFL and Science/Conocimiento del Medio), about themselves as learners and about the learning context. The method employed is qualitative, over an intact and cross-sectional sample of students in 2nd, 4th and 6th grades within the regional Bilingual Programme in Murcia. Children were interviewed orally in open and recorded interviews guided by 5 key questions about their beliefs. Data was transcribed and coded into representative sections for its analysis. The results coming out of it shown that bilingualism is not always attached to CLIL, and this has a twofold implication: the positive effect of CLIL over children's beliefs and the negative motivational effect of bilingualism when taught with teacher-centred methodologies. This implication has been defined as the double-edged sword effect of bilingualism, which is representative of the higher influence of *methodology* over *bilingualism* on children's beliefs.

Keywords: CLIL, bilingualism, learner-centred, teacher-centred, beliefs, Primary Education, double-edged sword.

RESUMEN:

El bilingüismo y su metodología insignia: AICLE se están extendiendo rápidamente en los diferentes sistemas educativos desde hace unos años. El joven estado de los programas bilingües tiene como consecuencia la poca investigación llevada a cabo sobre cómo el bilingüismo influencia a contextos de aprendizaje reales en los que se lleva a cabo, y qué factores toman parte en dicho proceso influenciador. De esta forma, este estudio se plantea ampliar la base empírica del tema y lanzar implicaciones sobre auténticos contextos de implementación bilingüe/AICLE y de cómo afecta a las opiniones de los estudiantes sobre las asignaturas investigadas (Inglés y Science/Conocimiento del Medio), sobre ellos mismos como aprendices y sobre el contexto de aprendizaje. El método empleado es cualitativo, sobre una muestra transversal de estudiantes en 2º, 4º y 6º curso dentro del Programa Bilingüe de la Región de Murcia. Los participantes fueron entrevistados oralmente en entrevistas abiertas que fueron grabadas y que estaban guiadas por 5 preguntas clave sobre sus opiniones. Los datos fueron transcritos y codificados en secciones representativas para su posterior análisis. Los resultados emergentes mostraron que el bilingüismo no siempre va acompañado de AICLE, lo que tiene una doble implicación: el efecto positive de AICLE sobre las opiniones de los estudiantes y el efecto negativo sobre la motivación que el bilingüismo causa sobre los estudiantes bajo metodologías centradas en el profesor/a. Esta implicación ha sido definida como el efecto de arma de doble filo del bilingüismo, que es representativo de la mayor influencia ejercida por la *metodología* aplicada que por el *bilingüismo* en sí mismo sobre las opiniones de los estudiantes.

Palabras Clave: AICLE, bilingüismo, participativa, tradicional, opiniones, Educación Primaria, arma de doble filo.

1. INTRODUCTION

It is a well-known fact that nowadays, a globalised world sets the need for Education to enhance the multilingual training of citizens across societies. As a consequence, bilingualism is increasingly gaining importance and presence in educative systems. In the case of Spain, the regulation of Bilingual Programmes is carried out by autonomous communities. For this study, the legal framework for Bilingualism is the *Official Curriculum of the Region of Murcia* (CARM), in which the features of the regional Bilingual Programme were re-defined through the *Resolution from 2nd of June, 2014* in the *Region's Official Bulletin* (BORM). The Resolution counts 143 bilingual schools in our Region. This school-year (2014/2015), the first 25 promotions in the plan are graduating from Primary Education. In only six years, the number of schools in the plan has increased at a very fast pace. This trend started spreading across the European context and now, the new Spanish educative law: LOMCE (*Ley Orgánica para la Mejora de la Calidad Educativa*), is furthering the regulation of the Bilingual Plan with measures such as grading bilingualism in schools into three different stages: *initial*, *intermediate* and *advanced*. Children in the current Programme have been coursing a quarter of their school time in English.

As the implementation of bilingualism is still in an early stage, research about it suffers a similar situation. Probably as a consequence of the short period this system has been implemented, only few studies have looked through the consequences of bilingualism in children's beliefs, and none of them have aimed at checking which beliefs are caused by bilingualism and which are not. The gross of research about beliefs has been mostly devoted to Second Language Learning (SLA), not Content and Language Integrated Learning (CLIL henceforth). In addition, little research about beliefs on CLIL-implemented subjects focusing on Young Learners has been carried out, being it mostly devoted to older learners. On the other side of the coin, those who have researched bilingualism have had teachers and parents as their primary focus, as well as university students and lecturers.

As a consequence of the importance of the topic and taking into account the lack of research about it, this study attempts to explore how bilingualism affects Primary Education children's beliefs about EFL and Science/Conocimiento del Medio (CdM henceforth). To do so, the beliefs of children from the Bilingual Programme will be compared to standard schooling children's owns. In this way, I attempt to identify what shapes learners beliefs in both contexts and which of those elements are related to contextual matters caused by bilingualism.

Studies related to the field of bilingualism and beliefs about SLA will be looked at in the next section, together with a revision of the theoretical implications this study is based upon. The following sections will be devoted to the method the study has employed, later on, the results and the main insights it has offered will be presented, and finally, the conclusions will be layered together with some suggestions for future research and pedagogical implications.

2. LITERATURE REVIEW

Two theoretical fields meet the interests of this research. The first one is bilingualism, which is the factor provoking the change this study explores. The second one is young learners' beliefs about learning, which are the elements we will deal with, seeking for changes in them depending on bilingualism. The sociocultural approach is the approach adopted for researching about beliefs in this document (Barcelos & Kalaja, 2011). The following sub-sections offer the theoretical framework needed for the understanding of the approach followed here, as well as previous avenues of researchers who have worked in the field.

2.1 Content and Language Integrated Learning (CLIL)

Although CLIL (AICLE in Spanish) concept has existed since two decades ago, it was re-defined by Coyle, Hood and Marsh in 2010 as *a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language*. In the same reference opus, they explain the dual focused nature of the approach as a content-driven one, where the focus is equally placed on language. In this way, school subjects as Science are the entity providing the contents, English is the additional language and CLIL becomes the means of learning that blends both factors into the same learning environment. The way CLIL works implies far more than teaching the content in a different language. It has a certain set of principles in order to promote successful learning in an appropriate way. This methodology shifts the role of the teacher from expert and source of all knowledge in the class to learner-centred classes in which the teacher scaffolds (this is, supports progressively) children's own learning. In this way, CLIL must mean a cognitive challenge in which the teacher's leading role is being a supporter of children's self-improvement.

Given its appropriateness for bilingual education, CLIL has become the driving force for the implementation of bilingualism. In fact, the aforementioned Bilingual Programme in which half of the sample was immersed adopts CLIL as the official methodology and legislates about the training teachers must take in order to carry out bilingual courses. The remarkable aspect of the relatively recent (2009) introduction of this methodology as official is that most of the teachers working today were not formed in CLIL during their years of training and they must take the now imposed courses in order to update their teaching procedures. Nevertheless, CLIL training still remains an uncovered topic in teachers and aspiring teachers' formative basement in Spain.

2.2 Young learners' beliefs about learning

If CLIL is the theoretical framework for this study, the method of research is based upon research on children's beliefs about SLA. First of all, let us define what beliefs are. Beliefs are changing perceptions children hold about several aspects of learning. Some of the fields of learning children hold beliefs about are *the purpose of school; learning orientation; regulation; learning demands; and mental activities* (Klatter, Lodewijks & Aarnoutse, 2001). This study follows the Sociocultural approach to beliefs (Benson & Lor, 2011); this is, considering them context-dependent (in this case dependent on bilingual or standard) instead of static. The way beliefs are contemplated here is in a comparative approach between bilingual and non-bilingual contexts of learning in order to reflect contextual changes. Following Yang and Kim (2011, cited in Benson & Lor, 2011), changes in learner beliefs are a factor that can *bring about a qualitative transformation in the relationship between the learner and the environment*. In this way, analysing children's beliefs gives us useful insights about their relationship with the target subjects: EFL and Science/CdM.

The Early Language Learning in Europe (ELLiE) study (Enever, 2011) was a longitudinal research on children's beliefs about SLA in which several European countries foreign language programmes were examined together with the factors affecting at the learning context (parents, schools, policy makers, media, etc.). Their study was only aimed at beliefs on SLA, while here I attempt to study EFL and Science/CdM learning. Nevertheless, the methods employed by Muñoz (2013), who analysed data from the ELLiE and the LLLA studies together in her 2014 work, have influenced this study on the way it will research children's beliefs about CLIL. Further information about the influence of their works in the method of this study is detailed in the *Method* section of this document.

2.3 Previous studies on children's beliefs about CLIL.

Some of the few studies researching perceptions about CLIL in Primary Education have been directed to its stakeholders (parents, teachers and children). The studies that included children's perceptions as an aim are those by Pladevall-Ballester (2014), and Massler (2012). Both of them used longitudinal and qualitative approaches. The former was carried out in an already bilingual (Catalonian-Spanish) environment, but in a similar context than the present study. Pladevall-Ballester findings on children's beliefs about CLIL in Science were that most of the participant children were aware of the usefulness of learning a foreign language and they realised they were applying it to content learning situations. Additionally, children in the study perceived they had learned content in a conscious way, while a minor part of the participants felt they had learned language explicitly. Her general conclusion on children's perception about CLIL was that children were generally satisfied with the experience (excepting low achievers, who could not cope with CLIL), and they adapted their perceptions to the environment faster than parents and teachers. Nevertheless, that study had some differentiating points to this one. Here, classes were intact and teachers were already in charge of participants CLIL teaching, while in Padevall-Ballester previous learning experiences with CLIL were under control, as teachers who had never taught CLIL before were selected for the study. Furthermore, CLIL was not continuously taught, as their exposure was limited to only one hour a week of Science (or Arts and Crafts in some parts of the sample). Finally, their sample was not included in a public bilingual programme as all the schools were semi-private state funded schools. On the other hand, Massler's study took children in grades one to four in six German state Primary Schools. As in the other research, Massler's study recruited teachers, controlling the factor *"methodology"*, they also trained them in CLIL. The main finding in that study concerning children's perceptions was their willingness to learn content-driven subjects in English, and some of them said they saw it more entertaining than EFL classes. The conclusions in that study were entirely devoted to teacher's perceptions. The main point distancing Massler's study from the present one is, as in Padevall-Ballester's, the control over teachers in the study; which means a lack of analysis of real teaching-learning environments under the influence of State-level policies. Finally, Heras and Lasagabaster (2015) researched in a very similar approach to this study, comparing secondary education students from a CLIL programme in Physical Education in a Basque-Spanish speaking context in Navarra. They conceive gender differences and vocabulary acquisition, both factors are not included in this study but one of their conclusions is that CLIL and non-CLIL students do not show motivational differences in their beliefs. This study attempts to broaden the empirical base of their assumption or to contradict it depending on data behaviour.

From the few existing studies, some claim CLIL has a motivating effect over children (Massler, 2012; Pladevall-Ballester, 2014), but others claim there is no motivational difference among CLIL and non-CLIL students. Given the young age of bilingual programmes and the lack of solidness of results, this study attempts to fill the gaps on the way bilingualism as a context changes children's beliefs about different aspects of EFL and Science/CdM learning. The questions this study aims to throw light on are:

Do children in bilingual programmes have a different relationship with EFL and Science/CdM subjects than children in standard schooling? Do children from those different contexts hold different beliefs about themselves as learners? Do they hold different beliefs about the learning context? But above all, is bilingualism the cause of those changes? This research will try to explain in detail the reasons and the factors behind those answers.

3. METHOD

3.1. Scope

This study seeks to find how different are the beliefs about EFL and Science/CdM learning in 29 students from a Bilingual Programme and other 29 from the standard schooling system. Six schools took part in the project, and the data from the participants was collected through interviews and class observation between the months of April and May, 2015 and analysed in June of the same year. The analysis of data was carried out qualitatively.

3.2. Context and participants

This study was conceived at first as a cross-sectional comparison to be conducted in intact classes from three bilingual schools and three non-bilingual schools. The comparison would seek for changes in YL's beliefs about EFL and Science, trying to find the relationship of those changes with the variable *"Bilingualism"*. Although keeping this aim, the participants' sample has become an involuntary depiction of how current diversity in educative legislations is affecting schools' internal networks. The following are the selection criteria for participants.

The first selection criterion has been already mentioned; it is selecting three bilingual schools and three non-bilingual schools, having an equal amount of participants from both contexts. Nowadays, the Bilingual Programme starts in schools from grade one, continuing then as the first promotion progresses along the system. The increasing trend of bilingualism makes it hard to find 1st and 2nd grade classes that still belong to the standard system. Only one out of the five participating schools could provide a 2nd grade sample that still remains outside the Bilingual Programme. This early stage of the Programme is characterised by the fact of having many schools with a mixed profile of bilingual and non-bilingual courses.

Table 1 explains the final arrangement of courses and schools in this study. Two schools are completely bilingual (from 1st to 6th grade) and one school remains entirely standard. The remaining schools have been labelled taking into account their predominant system. *Total=58*. *Bilingual sample=29* and *Non-Bilingual sample=29*.

Grade	**BIL SCHOOL 1**	**BIL SCHOOL 2**	**BIL SCHOOL 3**	**SPA SCHOOL 1**	**SPA SCHOOL 2**	**SPA SCHOOL 3**
2nd	BIL	***BIL***	***BIL***	***NON-BIL***	***BIL***	BIL
	NP	***1L 1A 1H***	***1L 1A 1H***	***1L 4A 4H***	***1L 1A 1H***	NP
4th	***BIL***	***BIL***	***BIL***	***NON-BIL***	***NON-BIL***	***NON-BIL***
	1L 2A 1H	***1L 2A 1H***	***1L 2A 1H***	***1L 2A 1H***	***1L 2A 1H***	***1L 2A 1H***
6th	NON-BIL	***BIL***	***BIL***	NON-BIL	***NON-BIL***	***NON-BIL***
	NP	***1L 2A 1H***	***1L 2A 1H***	NP	***1L 2A 1H***	***1L 2A 1H***

Table 1. *Boxes in bold and italics represent the groups taking part in the study.* ***L****: number of low-achievers the class provides for the study.* ***A****: Number of average-achievers the class provides for the study.* ***H****: Number of high-achievers the class provides for the study.* ***NP****: No Participants provided for the study from this class.*

As you can observe from table 1, the sample has been divided into three profiles: *Low achievers, Average achievers* and *High achievers*. Teachers labelled students in their classes in order to facilitate more detailed comparisons later on.

As it was promised in the request for participation that I send to schools, I will not join any of the participant classes with their results and interpretations. On the basis of this, and keeping in mind that this research conceives the variable *"methodology"* as a decision of teachers and not of schools, the different schools will be briefly explained here, but not referenced in the analysis.

The bilingual group of the sample (*n=29*) was provided by state schools C.P. Manuel Fernández Caballero (Murcia), with 11 students from 2nd, 4th and 6th grade; C.E.I.P. Virgen de Guadalupe (Guadalupe), which contributed with the same amount and distribution of children as the previous school; and Antonio Buitrago Gómez (Cieza), which was the only school in which the interviews were carried out by classmates from university, as it was the only one far of Murcia and its outskirts. Cieza's school provided the study with 4 children from 4th grade. A non-bilingual school offered 3 other children from their 2nd grade, which was their first bilingual group. That school was the only semi-private one in which the study was conducted: Centro de Estudios CEI (Murcia).

The non-bilingual sample (*n=29*) came from state schools C.E.I.P. Santa María de Gracia (Murcia), which provided the study with 13 children from 2nd and 4th grades; and C.E.I.P. Maestro José Castaño (Murcia) which helped with 8 children from 4th and 6th grades. The last school was the one included in both samples: Centro de Estudios CEI (Murcia), where I interviewed 11 children from 4th and 6th grades.

The schools in this study were selected in a similar socioeconomic status of local middle class in order to neutralise the influence of this factor in the results. All schools followed the same bilingual programme. The only criterion required for participating was that they did not assist to EFL academies or particular classes outside the school.

Another important factor to take into account for the selection of participants was the current change of legislation on education. In the school year 2014-2015 we still find the previous legislation: LOE (Ley Orgánica de Educación) in 2nd, 4th and 6th grades; while new LOMCE's requirements have been established for the first time this school-year in 1st, 3rd and 5th grades. LOMCE's schedule plans to cover every grade in Primary Education (from 1st to 6th) the next school year. Taking into account this factor, I selected only those grades in which the previous legislation (LOE: 2nd, 4th and 6th grades) still remains in force, in order to avoid factors that could distort the reliability of results. The most important fact leading to choosing only the aforementioned grades comes given by the focus of this study on comparing children's beliefs about Science (bilingual) to CdM (non-bilingual). Science and CdM were removed from 1st, 3rd and 5th grades this year. Choosing only grades with the LOE system disables the "newness" factor of recently introduced subjects.

3.3 Data collection instruments

As is detailed in following sections of this document, I carried out a scan in the whole sample, looking for the different methodological profiles that could be found within the sample. This was an unexpected need that the study demanded for the analysis of data. In order to build those profiles, two sources were used. The more reliable source was university classmates' and personal observation through two months of Teaching Practices this year and further

periods along other years in some cases. The complementary source was children's answers in interviews, which are explained next.

The aim of this study was to examine children's beliefs looking for differences across contexts. In order to obtain a varied set of information I combined different types of questions from previous studies with others designed by myself for this purpose. The interviews were carried out orally and recorded on audio for a later analysis (the guide that I followed for the interview corresponds to appendix 1). The process of data collection took place in April and May, 2015.

Some questions were completely open (question 5), some others had limited possible answers (those like questions 1 and 3), and some others offered the possible answers for children to choose (question 2). For every question, I elicited the most information children could give by asking them to reflect and also asking for the reasons behind their answers. The same questions were asked for both EFL and Science/CdM, but the procedure consisted in asking every question from 1 to 5 attaching the EFL subject first, and then asking the whole row again attaching Science/CdM.

As I explained in the introductory sections of this document, the study partially applies some methods from previous research such as ELLiE project (Enever, 2011) or Muñoz (2013), but applies them to a different context; the Bilingual Programme, and different target subjects; EFL and Science/CdM. Following the procedures used in the aforementioned studies, the interview was carried out in Spanish, as it was the mother tongue of every participant and they would feel more confident and able to express their beliefs in a more detailed way. Another concept that I adopted from previous studies was Benson and Lor's (1999) spheres of learner belief, applying them to the questions in a similar way to Muñoz (2013). The spheres are: "beliefs about language learning, about themselves as learners, and about the learning situation", and they relate respectively to the three sections (I, II and III) in the interview:

I. Questions related to affective factors involved in children's relationship with EFL and Science/CdM

Q1. Do you like (English or Science/CdM) classes? Why? And, do you prefer the English or the Science/CdM class? Why?

With this question I aimed to find out if insights and differences could arise in children's affective relationship with EFL and Science/CdM.

After asking the 5 questions attaching the EFL subject, I asked this first question attaching Science/CdM. When children had answered *Q1* referring to their perception about Science/CdM, I always added the final sub-question: And **do you prefer the English or the Science/CdM class? Why?** I realised that children could say they like or dislike both subjects. Asking this sub-question I could know which one they like more and why.

Q2. Choose one word from the following pair that relates better to how you feel when…

This question consists on proposing two words and telling children to choose the one that depicts better how they feel about the subject, but there is a slight variation on its target depending on the subject:

- When asking about EFL classes, it focuses on their feelings about <u>speaking</u> in English (not on the whole EFL class).
- When attaching Science/CdM, children are asked about the class in general.

In each pair of words, there is one word representing a positive value associated with motivation and another one representing a negative value. The first pair of words is *"fun or laziness?"* This pair measures the grade of attachment of children to the subject or the class as they live it. The second pair of words is *"enjoyable or difficult?"*, and it measures children's opinion on the contents or the way they are taught.

It is important to explain that the positive value is the same in both pairs (*funny* and *enjoyable* represent the value *"motivation"*). It was expressed through synonym words in order to disguise their meaning and avoid dependence among both pairs of words. Using the same positive value: *motivation* against *discourage* in the first pair and *motivation* against *difficulty* in the second, relies on the idea of motivation being a factor that strengthens their relationship with the subject, which effective methodologies arise regardless of the nature or the difficulty of the topics and contents in a subject.

II. Questions about themselves as learners

Q3. Do you think you learn (English or Science/CdM) as fast as other children in class, or faster, or slower? How do you know?

The third question is the first of two external questions adapted from Muñoz (2013). Originally, it was only directed towards English classes, here it is also directed towards Science. The ELLiE study used this question in order to elicit information about how children perceive their own learning performance, as this can raise implications on how the context influences children's perceptions about success and failure and it is certainly related to motivation as some theories about learners' beliefs say (Barcelos et. al, 2011).

In this study, a more focused approach to results contrast has been added. It is, dividing children into low, average and high achievers on the basis of the opinion of their teachers. In this way, we will check if teachers' perceptions meet children's owns. We will also look for differences caused by bilingualism in their beliefs about themselves as learners in both target subjects.

Q4. How much do you think you have learnt at school in (English or Science/CdM)? Do you think you could have learnt more?

This question attempts to measure the differences about children's beliefs about how much the target subjects demand, and how children think they can meet those demands depending on their self-conception. I added this question with the idea of checking if CLIL will affect to children answers in both subjects, taking into account the influence of the new language added and also taking into account separately the changes in their perceptions about content learning, regardless of the change of language.

III. Questions about the learning context

Q5. Which (English or Science/CdM) class activity do you enjoy most? And which one do you enjoy less?

The original question was included in the LLLA study (Muñoz, 2013) as follows: "*What English class activities help you learn most? Why?"* This study attempts to use it with the purpose of exploring the differences from the scope of the variable bilingualism, in different subjects.

3.4 Data analysis procedures

The following are the steps for the data analysis, together with the instruments used in each moment of the process.

The first step was listening to the recorded interviews and taking notes on children's answers, helped by a data transcription sheet that I designed for the study (appendix 2). Then I coded items by grouping those with similar features. E.g. In question 5, children spoke about their favourite activities. Some of them said games, songs, stories or speaking activities; I coded those categories under the tag *"Speaking/listening activities"*.

After having the definitive set of data, I introduced every answer in an Excel sheet and linked children's data to their original group at school. Each group at school was then assigned to a methodological profile; in this way, the participants under the same conditions were collected together in order to facilitate the interpretation of data. I added the variables *"grade"* (age) and *"level of performance"* in order to widen the possible interpretations of data. After having every answer attached to the different variables, I started drawing out the percentages and distribution of participants depending on the influence of each variable in order to prepare the interpretation of data.

4. RESULTS AND DISCUSSION

In this section, children's opinions and beliefs will be presented first in an objective and unified way. Then, the data here exposed will be analysed in depth examining changes and tendencies in beliefs that seem interesting for the aim of the study: seeking for differences among students from the Bilingual Programme and students from the standard schooling in the following fields:

I. Affective factors involved in children's relationship with EFL and Science/CdM.
II. Beliefs about themselves as learners in EFL and Science/CdM.
III. Beliefs about the learning context in EFL and Science/CdM.

The current legal framework (LOMCE) exposes CLIL to be the official methodology of the Bilingual Programme so; it was my conception that it was the methodology that I will find at bilingual schools. After reflecting on how some teachers in the study carried out their classes, I realised that I could not consider the whole bilingual group as a CLIL group. In the same way, I thought that different grades of accuracy to CLIL principles were present at schools, always depending on the teacher. On the basis of this fact I decided to scan both bilingual and non-bilingual groups in order to set up methodological profiles of each classroom. This process was described in the method section. What I want to highlight here is that this was an unexpected "pre-result", as the scanning and drawing of methodology profiles was not expected to be such a necessary process when the study was first theoretically conceived and not yet taken to practice; by that moment I considered bilingualism to be naturally linked to CLIL methodology, but this seems to be far from reality, at least in the context were the sample was taken from.

From the sample of bilingual students (*n=29*), three methodological profiles were drawn: The *"CLIL group"*, the *"Semi-CLIL group"*, and the *"Traditional group"*. The proportion of children in each group, as described here is depicted in Figure 1.

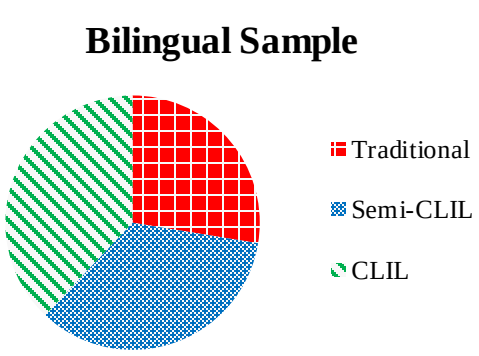

Figure 1. Distribution of the Bilingual Sample into Methodology Profiles.

Eleven children assisted to classes following CLIL principles, coming all of them from the same school. This group was tagged as the *"CLIL group"*. No teachers in other participant schools followed CLIL principles fully. This lets us with other two groups, being the first of them called *"Editor's Semi-CLIL"* or simply *"Semi-CLIL group"*, which provided 10 participants in 3 different schools. The *"Semi-CLIL"* concept obeys to teachers who use their textbooks and editorials' complementary resources as the very principal tool for their classes. After several School Training periods in different schools, I realised that many textbooks are based on CLIL principles and feature numerous valid resources, having a relieving effect over traditional textbook based classes. That is why I differentiated this style of textbook use in a separate category. The last group is the one that relates less to CLIL; the *"Traditional group"*, in which 2 classes from 1 school were included, providing the study with 8 participants. Their teacher speaks Spanish a large part of the time in both EFL and Science lessons and classes are mostly unidirectional, with a poorer level of English than teachers in the other profiles.

It is important to say that in the case of the bilingual sample, the label assigned to the EFL teacher's methodology is also valid for the Science class, as it is always the same teacher who is in charge of both English-spoken subjects. There is an only exception: the CLIL group. As CLIL is a methodology that applies specifically to bilingual contexts and EFL is coursed both in monolingual and bilingual contexts, the CLIL group seemed to practice Task Based Learning in EFL classes. In order to simplify the identification of the group it will remain being referenced as the CLIL group, avoiding the use of one label for the EFL methodology.

The non-bilingual group has an added complexity to the drawing of methodological profiles; it is that the two school subjects studied in this research (EFL and CdM in their case) were taught by different teachers, thus, methodologies can vary from one subject to another within the same group of children. On the basis of this fact, I will describe the combination of EFL/CdM methodological profiles from the different classes as they were found instead of ordering them on the basis of theoretical criteria.

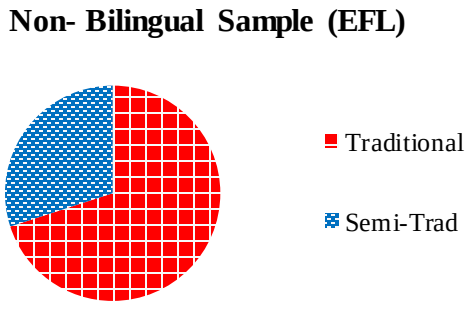

Figure 2. Methodology profiles for the teaching of EFL in the Non-Bilingual sample

Three methodology profiles were found within the non-bilingual sample. The *"Semi-traditional group"*, the *"Traditional group"* and the *"Traditional/PBL (Project-Based Learning) group"*. As the profiles are different for EFL and CdM, two figures (figure 2 for EFL and figure 3 for CdM) will show the distribution of the non-bilingual sample separately for each subject.

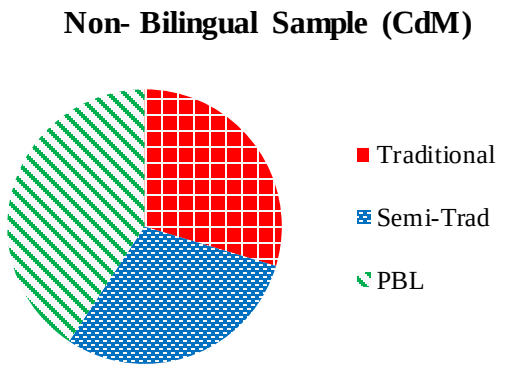

Figure 3. Methodology profiles for the teaching of CdM in the Non-Bilingual sample

The *"Semi-traditional group"* in which the implementation of EFL was carried out almost entirely in English and the classes were well intended in terms of promoting meaning-focused activities from time to time. The tag *"semi"* was assigned to this group taking into account the predominance of language-focused activities and the lack of scaffolding by teachers. In addition, *"semi"* was also assigned to this group because no theoretical traces of any defined methodology in EFL nor CdM could be identified in these classes. This first group, composed by 2 classes from different schools, provided the study with 8 participants. The *"Traditional group"* is composed by 8 participants coming from two classes from the same school. It shared a teacher-centred methodology for both EFL and CdM, being the former grammar-based and taught in Spanish, and mostly based on learn-by-hart the latter. The EFL teacher from this group made a similarly versatile use of the textbook as described in the *"Semi-CLIL"* group from the bilingual sample, taking advantage on the use of songs, games and other useful resources that bettered her classes. Nevertheless, it turns out that this is the teacher who I have observed for longer, and I included her groups under the tag *"traditional"* omitting the use of Editorial's resources because of the way they were used differed much from those included in the *"Semi-Traditional"* group. Taking into account this, the *"Traditional group"* may provide better results than if not helped by the Editorial's songs, stories and extra material. The last group is a mixture of two different methodologies: it is the *"Traditional/PBL group"*, which was formed with 13 children from 2 classes in different schools. EFL teaching follows similar principles to the *"Traditional group"* but, in contrast, their CdM teachers follow a learner-centred PBL methodology.

The layout that the study provides us with has some facts to highlight coming out from the collected data. The first one is the greater variety of methodological approaches in bilingual contexts, where 3 different levels of EFL and Science teaching were found. In contrast, non-bilingual groups are taught EFL with only *"Traditional"* and *"Semi-traditional"* approaches and CdM with the opposite *"Traditional"* and *"PBL"* methodologies, as well as an intermediate *"Semi-Traditional"* version. This could be interpreted as a lack of equity in education if some of the existing methodologies proved to be less effective than others.

Something to be said about the distribution of the methodology profiles is that they may give different implications if examined from the perspective of how they distribute along schools rather than if we only look for the numeric proportion. The bilingual sample is almost equally distributed among methodology profiles: *CLIL=11*; *Semi-CLIL=10*; and *Traditional=8*, as shown in figure 1. This could be positive if we take into account that we found more classes following a specific methodology for bilingual contexts. But this view differs if we take a look on how the methodological profiles are distributed into different schools. In that case, and keeping in mind that the bilingual sample was extracted from classes coming from 4 schools, the distribution will be: *CLIL=1 school*; *Semi-CLIL=3 schools*; and *Traditional=1 school*. Having more profiles than schools means that children will suffer those changes in methodologies longitudinally in each subject as they pass along the different grades and find different generalist tutors and specialists; and also horizontally, each year, their teachers from different subjects are very likely to use a wide range of different models of class. This is more remarkable in the non-bilingual group than in the bilingual one because in the latter, Science

and EFL are taught by the same teacher in most occasions. But in the case of non-bilingual schools, they normally have different teachers for each one of those subjects and profiles of opposite nature as the here present *"Traditional EFL + PBL Conocimiento del Medio"* can be found. In the following questions we will see how such distant approaches perform at the results table and we will be able then to judge the problematic of methodological differences when they are extreme.

In the case of the non-bilingual group, EFL was distributed into*: Semi-Traditional=4 children* and *Traditional=10 children*. No specific EFL approaches such as TBL were found in the non-bilingual sample, and the traditional approach remained predominant. In CdM, the distribution was: *Traditional=8 children*; *Semi-Traditional=8 children*; and *PBL=13 children*. The distribution of the methodological profiles is more complex than in the bilingual group, as the schools providing the *"Semi"* and the *"Trad/PBL"* samples are the same 2 schools. Their distribution is more attached to the aforementioned longitudinal discontinuity.

After exposing the methodological landscape observed at schools, we are able to proceed with the results obtained in interviews.

I. Questions related to affective factors involved in children's relationship with EFL and Science/CdM

Q1: Do you enjoy (EFL or Science/CdM) classes? Do you prefer the English or the Science/CdM class?

In the bilingual sample (*n=29*), a 6.9% of students said they do not enjoy EFL classes, 3.5% said EFL classes are *"so-so"* and the remaining 89.6% participants stated to enjoy those classes.

When the same sample was asked about Science classes, 6.9% participants said they dislike the subject, 3.5% said it was *"so-so"* and the remaining 89.6% liked the Science class.

Finally, when they were told to say which one of both classes they did enjoy more, 31% participants said they prefer the EFL class, while other 58.7% chose Science and 10.3% said they liked or disliked both of them equally. Their answers spread across the methodological profiles as table 2 shows:

	Do you enjoy EFL?			***Do you enjoy Science?***			***Favourite***		
	No	**So-so**	**Yes**	**No**	**So-so**	**Yes**	**EFL**	**Science**	**=**
CLIL	9.1%	0%	90.9 %	0%	0%	100%	18.2%	72.7%	9.1%
Semi-CLIL	10%	0%	90%	0%	0%	100%	10%	70%	20%
Traditional	0%	12.5%	87.5%	25%	12.5%	62.5%	75%	25%	0%

Table 2.

In the non-bilingual sample (*n=29*), 3.4% students gave a negative answer about EFL, 13.8% described those classes as *"so-so"* and the remaining 82.8% participants claimed to enjoy EFL classes.

When asked about if they enjoyed their CdM classes, 6.9% children gave *No*, 10.3% considered *it "so-so"* and the remaining 82.8% children gave positive answers.

When they were told to say which one of both classes they did enjoy more, 17.25% children chose the EFL class, 62.1% said they prefer CdM, 17.25% liked or disliked both subjects equally and 3.4% children gave no reply to the question. Table 3 takes into account the distribution of their answers across the different methodological profiles.

	Do you enjoy EFL?			***Do you enjoy CdM?***			***Favourite***			
	No	**So-so**	**Yes**	**No**	**So-so**	**Yes**	**EFL**	**CdM**	**=**	**No Reply**
Trad/PBL*				7.7%	0%	92.3%	7.7%	84.6%	7.7%	0%
SemiTrad	0%	0%	100%	0%	12.5%	87.5%	25%	50%	25%	0%
Trad*	4.8%	19%	76.2%	12.5%	25%	62.5%	25%	37.5%	25%	12.5%

***Table 3. * Trad/PBL** line shows only the group's results in **CdM** and in the question about **which one of both subjects they enjoyed most**. ** The results of the **Trad/PBL** group in EFL are considered **together** on the basis of them sharing the same methodology for this subject. Please note that the Traditional (n=8) and the Trad/PBL (n=13) make a total of **21** participants. This format will remain the same in the following tables.*

The results for the first question showed that the bilingual group and the non-bilingual group held similar beliefs about EFL and Science/CdM subjects. Nonetheless, as shown in tables 2 and 3, disparities appear if we look deeper into how their responses were dispersed along methodology profiles.

Regarding first to the case of the bilingual sample, results displayed in table 2 show that CLIL and Semi-CLIL methodologies had a 100% of positive answers about Science, meaning this that they cause a positive effect on children's beliefs about the subject. Along the study, some children claimed to dislike Science's topics, but none of them said they do not enjoy the class. This means that children who do not feel natural interest in Sciences are also engaged in the Science class when they are taught through CLIL methodology. One of the CLIL participants was very revealing about this fact. The following is the translated part of the interview where he exposed the reasons for saying he likes the Science class but he prefers EFL.

(After saying he prefers the EFL class).

> ***Researcher:*** *So, why do you like English best?*
> ***CLIL Student:*** *Because… Science is more difficult.*
> ***R:*** *And… Do you think it is more difficult because it is in English?*
> ***S:*** *No, it is not because it is in English.*
> ***R:*** *Would it be easier if it was in Spanish?*
> ***S:*** *No, it would be the same to me.*
> ***R:*** *It would be the same so, you don't like the topic?*
> ***S:*** *Not much… But, if I have to "make" Science I prefer to do it in English.*

Similar results (90.9% in the CLIL group and 90% in the Semi-CLIL) were obtained for their positive beliefs about EFL but, in the case of this subject, there were a 9.1% and a 10%

(respectively) of participants who did not enjoy the class. This slight difference among both subjects is backed up by their responses to the comparative question, in which they claimed to prefer Science to EFL in both groups.

Summarizing, the general tendency in the bilingual group is the growth of positive beliefs towards Science when the methodology is more learner-centred. No differences among groups' beliefs were detected in EFL. On the other hand, when the methodology is traditional, children tend to see the subject as a boring one, and contrarily to CLIL and Semi-CLIL children, they would prefer to have the CdM non-bilingual course. This is even more remarkable with older children, as all the participants from the Bilingual group who stated to dislike Science were in 6th grade.

The same tendency is followed by both collectives (CLIL and Semi-CLIL together on one side and Traditional on the other) in the second question, where the learner-centred groups showed a preference of around a 70% towards Science, while a similar preference (75%) was found in EFL in the Traditional group.

The implication to draw out of this comparison of CLIL and Semi-CLIL against Traditional teaching shows that *Bilingualism* is a double-edged sword. The positive side of it is the lesser number of children disliking Science in spite of learning it through English (0% in this study). Additionally, the bilingual sample shows that the more traditional the methodology is, the less children suffer indecision about which subject they prefer, and the amount of children preferring Science descends dramatically, shifting to EFL. The double-edged sword idea here exposed is shown in its negative version when content and language are not integrated, and they become two separate problems. In this case, children prefer the subject with less content. Their partners in CLIL and Semi-CLIL would prefer Science because it is funnier and they learn "stuff", which means that they consider Science's contents a good point over EFL.

The Non-Bilingual group had similar results in EFL. The same effects are caused by traditional methodologies. This confirms this study's finding of *methodology* being the factor influencing tendencies in beliefs over *Bilingualism*. Therefore, the key point in the comparison among Bilingual and Non-Bilingual groups is the level at which those tendencies were found. While in the bilingual group the decrease from CLIL to Traditional in enjoying the EFL class was from 90.9% to 87.5%; the decrease in the Non-bilingual group ranged from a 100% of children who enjoyed EFL in the Semi-Traditional group to a 76.2% in the Traditional group, being the difference much more significant among groups in the Non-Bilingual group. Similarly, the three methodological profiles in the Bilingual group had more positive beliefs about Science than those of the Non-Bilingual group in CdM. There is a strong implication in this statement that comes to justify fact of *Bilingualism* not being a factor of influence by itself, but only an added feature of the methodology in use: In spite of the handicap added by foreign language, more children like Science in the Bilingual Programme than in standard schooling, where they have the Spanish-spoken CdM.

It would be interesting for future studies in this field to compare traditional-based teachers from both bilingual and non-bilingual programmes and check how the language handicap influences children's beliefs about content-driven subjects.

Q2: Choose one word from the following pair that relates better to how you feel when…

The results from this question have been coded on the basis of the combination of the answers in each pair of words. The value *"neutral"* corresponds to those children who did not prefer one of the options (*"fun or laziness?"* in the first pair and *"enjoyable or difficult?"* in the

second one) in one or both of the pairs. This means these children were neutral about the subject being difficult or motivating. Figures under the *"No"* label reflect the amount of children who chose the negative value in both pairs, what means that their view over the subject was *"discouraging and difficult*". The *"challenge"* code represents the children who said the subject was *difficult* but *funny* or (with lesser frequency), it was *discouraging* but *entertaining*. This code was named after the explanation of some of the children who chose that combination. When they explained why they considered the subject both positively and negatively, they said it was because it is like a challenge. The value *"Yes"* is meant for children who chose the positive option in each pair, demonstrating they perceive the subject as *motivating* and not *discouraging* or *difficult*.

Taking into account the codes above explained, the bilingual sample's answers produced the following results. From the 29 participants, 10.3% children were neutral when asked about speaking in English, 13.8% were negative in both answers, 27.6% perceived the subject as a challenge and 48.3% had a positive view on the subject.

When asked in the same way about Science, 10.35% children were neutral, other 10.35% were negative, 20.7% related to the idea of Science being a challenging class and the remaining 58.6% were positive about the subject. Their answers were distributed across the methodological profiles as displayed in table 4.

	…Speaking in English				***…You are in a Science class***			
	Neutral	**No**	**Challenge**	**Yes**	**Neutral**	**No**	**Challenge**	**Yes**
CLIL	9.1%	9.1%	18.2%	63.6%	18.2%	0%	18.2%	63.6%
Semi-CLIL	10%	20%	30%	40%	0%	0%	10%	90%
Traditional	12.5%	12.5%	37.5%	37.5%	12.5%	37.5%	37.5%	12.5%

Table 4

Within the non-bilingual sample, 34.5% children were neutral about EFL classes while 10.3% other were negative, 20.7% saw the subject as a challenge and 34.5% were positive about it.

The CdM class offered 20.7% neutral views, 6.9% negative answers, other 20.7% children perceived the class as challenging, and 51.7% were positive about it. Their answers were distributed across the methodological profiles as table 5 shows:

	…Speaking in English				***…You are in a CdM class***			
	Neutral	**No**	**Challenge**	**Yes**	**Neutral**	**No**	**Challenge**	**Yes**
Trad/PBL					7.7%	0%	23.1%	69.3%
SemiTrad	12.5%	12.5%	25%	50%	25%	12.5%	12.5%	50%
Traditional	42.9%	9.5%	19%	28.6%	37.5%	12.5%	25%	25%

Table 5

The implications raised in this second question come to endorse the tendencies manifested in the first one for EFL. Within the Bilingual group, 24.1% children were negative or neutral about speaking in English while 44.8% (almost the double) manifested the same neutral or negative opinions in the non-bilingual group. The same line is followed in the comparison of the target subject Science/CdM, where 20.7% bilingual children gave neutral or negative answers and 27.6% non-bilinguals did the same. Consequently, more children in the bilingual sample held positive beliefs about both subjects than in the non-bilingual sample.

Traces from the results of Question 1 can be found if we compare the *"Yes"* columns in tables 4 and 5. We can observe a decrease in positive beliefs about both subjects that grows in each step we descend from CLIL and PBL to Traditional methodologies. The only exception of this direct relationship was the 90% value of positive beliefs about Science in the Semi-CLIL group, which was much higher than CLIL group's.

The idea of bilingualism's double-edged sword nature has also roots in the interpretation of the very low values on the positive beliefs column expressed by the Traditional bilingual group. In this case, children in Science seem to perceive language as a handicap. On the contrary side of the theory, CLIL and Semi-CLIL children backed up their 0% of negative answers about Science in Question 1 by repeating a 0% value in this question. The only children holding negative beliefs about Science within the bilingual sample were the 37.5% of participants from the Traditional group.

Regarding the *"Challenge"* code, it has been more used by children to label the subject they enjoy less. But there is also an important sector which uses it for the subject they prefer, arguing that the subject is more rewarding when it is difficult and you get the goals. This last version has appeared especially in the aforementioned part of the CLIL sample that did not like sciences by nature but preferred the Science subject over EFL anyway, thanks to the fun it brought to them. This fact is a sample of children's view of the cognitive challenge CLIL promotes (Coyle et. al., 2010). Finally, the only tendency shown in the *challenge* question appeared in EFL where its value increased in teacher-centred methodologies.

Finally, Question 2 measured children's relationship with EFL speaking. In order to assess how strong their relationship is across the different methodologies, we have already interpreted the general differences raised by the comparative of the tendencies followed by both samples. But now, I will like to devote a little time to the qualitative reasons behind the low values of both bilingual and non-bilingual Traditional groups. Their scores in the positive beliefs columns are lower than the rest of the methodologies because both of them are mostly taught in Spanish. This lack of practice builds a barrier impeding the development of L2 speaking skills (as well as listening skills, too). The 37.5% from the Bilingual group may be significantly higher than the 28.6% of positive beliefs about EFL speaking from the Non-Bilingual group on the basis of ELLiE's (Enever, 2011) idea of exposure being a determining factor in their beliefs about EFL. Remember that children in the bilingual sample are exposed to more than the double of hours of EFL-spoken subjects than their partners. The factor *"exposure"* may also contribute to the 42.9% of neutral beliefs in the Non-Bilingual group about EFL. This fact can be interpreted as a weak relationship between non-bilingual children and EFL. Bilingual children show significantly lesser amounts of neutral beliefs in both subjects, which in my opinion is a contribution to the double-edged sword idea, in the sense that they are less indifferent about EFL and Science. Instead of having a weak relationship with them, it shifts to a good or bad relationship, depending on the methodology. On the contrary, non-bilingual children are also neutral about CdM, excepting in the PBL methodology.

II. Questions about themselves as learners

Q3: Do you think you learn (English or Science/CdM) as fast as other children in class, or faster, or slower?

In the bilingual group and referring to their EFL classes, 17.3% children said they learn slower than the majority of their partners, 51.7% considered their pace of learning on the same level than the rest of the class and finally, 31% considered themselves faster than the rest at EFL.

When they did the same reflection on the Science class, 13.8% children considered themselves slower than the general level, 65.5% said they learn as fast as their partners and 20.7% claimed to be faster than the average level of their partners. Their answers were distributed across the methodological profiles as table 6 shows:

	Pace of learning in EFL compared to the rest of the class			***Pace of learning in Science compared to the rest of the class***		
	Slower	**As my partners**	**Faster**	**Slower**	**As my partners**	**Faster**
CLIL	9.1%	54.5%	36.4%	9.1%	54.5%	36.4%
Semi-CLIL	20%	50%	30%	10%	70%	20%
Traditional	25%	50%	25%	25%	75%	0%

Table 6

On the other hand, in the non-bilingual sample, 20.7% children considered themselves slower than the rest in EFL, 62% thought they learn in a similar pace as their partners and 17.3% considered themselves faster in EFL.

Nevertheless, within the same 29 children, 3.5% children thought he/she is slower than the rest in CdM while 62% thought they learn at the same pace and other 34.5% considered themselves faster than the rest in CdM. Their answers were distributed across the methodological profiles as shown in table 7:

	Pace of learning in EFL compared to the rest of the class			***Pace of learning in CdM compared to the rest of the class***		
	Slower	**As my partners**	**Faster**	**Slower**	**As my partners**	**Faster**
Trad/PBL				0%	61.5%	38.5%
SemiTrad	0%	100%	0%	12.5%	75%	12.5%
Traditional	28.6%	47.6%	23.8%	0%	50%	50%

Table 7

Data resulting from the third question can be interpreted from the perspective *"Bilingualism"*. Children considering themselves slower than their partners are very similar in the bilingual and the non-bilingual sample, with 17.2% and 13.8% respectively. But the key point in this

question is the difference among groups in their balance of children considering themselves similar to the rest and better than their partners in EFL. In the bilingual sample, 51.7% stated to have the same pace of learning as their partners, while in the non-bilingual sample, there were 62%. The decrease is caused by the same sector of children, who change to considering themselves faster than the rest in both groups: the Bilingual group had 31% children who stated to be faster than the rest in EFL, while only 17.2% did it in the Non-Bilingual group. Still considering the bilingual sample as a whole, you can take a look on the *"Faster"* column in tables 6 and 7 and you will realise that children in the bilingual sample have more positive beliefs about EFL in every methodology when compared to the non-bilingual sample. These differences were not shown in Science/CdM.

Nevertheless, methodology can be recognised as the most influencing factor again if we look at tables 6 and 7 vertically. When the influence of methodologies is checked in the table for the bilingual sample (table 6), it can be realised that the more CLIL-like the methodology is, the better children consider themselves in both EFL and Science.

In order to go deeper and unmask which children change their minds about their pace of learning depending on their teacher's methodology, we must take into account how each teacher labelled their pupils as *Low*, *Average* or *High*. As I commented above, the number of children considering themselves *at the same level* than their classmates was lower and transferred children to the *"faster"* sector in the Bilingual Group. With the help of tables 8 and 9, we will check if, thanks to CLIL methodology, children who were labelled as *"average achievers"* by their teachers consider themselves faster.

Tables 8 and 9 must be interpreted vertically. Each column shows how the label their teacher gave to children corresponds to how children see themselves. Please note that in each box, the number of children considering themselves *slower* than the rest is represented with a ↓ on the right of the value. The same procedure has been used with children considering themselves at a *standard pace* (symbol =), and children considering themselves *faster than the rest* (↑).

Bilingual Group:

	Distribution of children's answer in EFL depending on their level			***Distribution of children's answer in Science depending on their level***		
	Low	**Average**	**High**	**Low**	**Average**	**High**
CLIL	1↓; 2=	3=; 2↑	1=; 2↑	1↓; 2=	3=; 2↑	1=; 2↑
Semi-CLIL	2↓; 1=	2=; 2↑	2=; 1↑	1↓; 2=	4=	1=; 2↑
Traditional	2↓	3=; 1↑	1=; 1↑	1↓; 1=	1↓; 3=	2=

Table 8

Non-Bilingual Group:

	Distribution of children's answer in EFL depending on their level			***Distribution of children's answer in CdM depending on their level***		
	Low	**Average**	**High**	**Low**	**Average**	**High**
Trad/PBL				2=	2=; 4↑	4=; 1↑
Semi-Trad	2=	4=	2=	1↓; 1=	4=	1=; 1↑
Traditional	3↓; 1=	2↓; 7=; 1↑	1↓; 2=; 4↑	2=	2=; 2↑	2↑

Table 9

The insights offered by other variables are confirmed here by the variable *"level of performance"*. Note that CLIL and Semi-CLIL methodologies make more *low achievers* feel equal to their partners. The same happens with those children labelled as *average achievers* by their teachers. They tend to consider themselves faster than the rest when they are immersed in CLIL methodologies. Thus, the finding of this study about CLIL making children think they are better than what their teacher thinks about them is strengthened. The double-edged sword idea is also endorsed here. We already explored the positive part. The negative is the Traditional group again, which proved to have worse beliefs than Traditional-based methodology students in non-bilingual contexts. This means that bilingualism, when not implemented in appropriate methodologies has very harmful effects on children's motivation, which can lead to more "material" signs of failure when is transferred to academic results. When a teacher does not do the necessary work for implementing bilingualism, he/she is transferring the chore to children.

Q4: How much do you think you have learnt at school in (English or Science/CdM)? Do you think you could have learnt more?

When bilingual children were asked about how much English they are learning this school-year as well as in previous ones at school, 20.7% said they learnt *little* EFL at school or they *could have learnt more* on the basis of their capabilities. 34.5% children were *satisfied* with their learning of EFL and the remaining 44.8% claimed to be *very satisfied* with how much they have learnt through the years.

It is important to remark that in the case of the bilingual group, in order to measure the same variable than in the case of their non-bilingual partners, I told them that I needed to know how much they have learnt about specific contents such as classification of animals, History, etc. and not the English vocabulary they learn as a consequence of the bilingual status of the subject. Taking this into account, when asked about their grade of satisfaction with their learning in Science, 17.24% students from the bilingual group claimed they have learnt *little* or that *they could have learnt more*. Other 51.73% were *satisfied* with their learning and 31.03% stated *they have learnt a lot/at the maximum of their capabilities*. Their answers were distributed across the methodological profiles as table 10 displays:

	Children assessment of their learning of EFL at school			*Children assessment of their learning of Science at school*		
	Little/I could have learnt more	**Satisfied**	**Very satisfied**	**Little/I could have learnt more**	**Satisfied**	**Very satisfied**
CLIL	9.1%	27.3%	63.6%	0%	63.6%	36.4%
Semi-CLIL	30%	40%	30%	30%	40%	30%
Traditional	25%	37.5%	37.5%	25%	50%	25%

Table 10

Answering to the same question, the opinions of the non-bilingual group were 44.8% children saying they *had learnt little/they could have learnt more* in EFL, other 27.6% were *satisfied* and the remaining 27.6% were *very satisfied* with their learning.

In CdM, 10.4% non-bilingual students said they had learnt *little* or that they *could have learnt more*. Other 72.4% were *satisfied* with their learning and 17.2% claimed to be *very satisfied* with the amount of learning CdM brought them. Their answers were distributed across the methodological profiles as table 11 shows.

	Children assessment of their learning of EFL at school			*Children assessment of their learning of CdM at school*		
	Little/I could have learnt more	**Satisfied**	**Very satisfied**	**Little/I could have learnt more**	**Satisfied**	**Very satisfied**
Trad/PBL				0%	76.9%	23.1%
SemiTrad	50%	25%	25%	0%	87.5%	12.5%
Trad	42.8%	28.6%	28.6%	37.5%	50%	12.5%

Table 11

Question 4 has confirmed and widened the insights raised in Question 3. Children in the Bilingual Programme have a better perception about how much they learn in EFL and Science. 20.7% was the amount of children with bad perceptions about EFL learning in the bilingual sample, while more than the double of children (44.8%; this is almost the half of the sample) held negative beliefs in the non-bilingual sample. The same difference was slighter in Science/CdM, with only a 7% of distance between both groups, being the Bilingual one on top. The difference given by the factor *"Bilingualism"* was also significant in children who were satisfied with the amount of learning EFL and Science have brought them. But especially relevant is the case of children who expressed the highest order of satisfaction, saying the subjects made the most of their capabilities. In EFL, 44.8% of bilingual children were very satisfied with their learning while a smaller 27.6% shared the same feeling in the non-bilingual group. In Science/Cdm, the difference was only 3% smaller. Proving their relationship with both subjects to be a tighter one than non-bilingual children's in both *"Very Satisfied"* columns from tables 10 and 11.

From a qualitative point of view given by observation of differences in interviews, I would like to say that CLIL children's answers regarding high satisfaction in the target subjects were more aware answers, as they could explain better than any other sub-group why they were so satisfied. In 2nd, 4th and 6th grade, children in the CLIL sample expressed what is known as appropriated beliefs (Barcelos et. al., 2011) about the Bilingual Programme, this is; more enduring beliefs that reflect stable motivation about learning EFL and also Science in a CLIL environment. This argument is progressively adopted by children as they grow older. CLIL children in 2nd grade were less attached to learning Science in English, then, every children in 4th grade stated to prefer learning Science in English because they learn more and it is funnier. In 6th grade, Science is one of the most complex subjects and it is the more likely to be handicapped by language. Nevertheless, children in this grade are the ones who support the idea of being used to the system and they realise the advantage they are taking out of it. These children like more Science than non-bilinguals like CdM.

Regarding the factor *"Methodology"*, the remarkable fact is the finding of the same tendencies as in previous questions. This is, the more learner-centred the methodology, the better children conceive themselves as learners, regardless of belonging to bilingual programmes or not. In this Question *"Bilingualism"* proved to be a factor of influence, but *"Methodology"* proves to be equally determinant. Note that 0% of children in the most learner-centred methodologies in the Bilingual and Non-Bilingual groups, CLIL and PBL respectively, said they learned little or they could have learnt more in Science/CdM. The positive side of the double-edged sword is shown in both methodologies with the positive tendency in high satisfaction, but bilingual children in every methodology group had better beliefs about Science and English than in the Non-Bilingual group. This comes to complete findings from Question 3 about the mismatch between teachers' perception of students and students' own. In learner-centred methodologies, children in every performance profile (low, average and high) have better opinions about their pace of learning compared to the rest (Q3) and about how much they learn on the basis of their capabilities (Q4).

III. Questions about the learning context.

Q5. Which (English or Science/CdM) class activity do you enjoy most? And which one do you enjoy less?

It is possible to imagine how many possible activities children said. In order to simplify their treatment, they were coded into reference categories on the basis of the skills used in each activity and/or the purpose of it. Other activities were not classified, as they were very specific or they were used in different ways depending on the methodology. Nevertheless, those activities represent a reduced sector in the map of answers so; they may not appear in tables unless there are only few categories to represent. Question 5 was the most open to different opinions thus, only the first significant results will be presented in order to respect the limit of pages of this document.

Question 5 showed that bilingual children favourite EFL activities were different types of *speaking/listening activities* in a 69%, followed by *form-focused and other traditional controlled practice activities* with a 20.7% of presence in children beliefs. Their results spread across methodological profiles as table 12 shows.

EFL activities preferred by bilingual children

	Everything	Nothing	Form-focused & similar activities	Speaking/listening activities
CLIL	0%	0%	9.1%	90.9%
Semi-CLIL	10%	0%	20%	70%
Traditional	0%	25%	37.5%	37.5%

Table 12

Non-bilingual children favourite EFL activities were the *speaking/listening* ones in a 72.4% of times and in a 20.7% they stated the same preference towards *form-focused and similar*. Table 13 displays the distribution of beliefs across methodology profiles.

EFL activities preferred by non-bilingual children

	Reading/writing activities	Everything	Form-focused & similar activities	Speaking/listening activities
Semi-Trad	0%	0%	0%	100%
Traditional	4.8%	4.8%	28.5%	61.9%

Table 13

The activities from the EFL class that the bilingual group enjoyed less were *form-focused activities and similar* with a 37.9%, followed by the opinion *"there is nothing I dislike in the EFL class"*, which showed a 31% of presence. *Speaking/listening activities* were the next with a 13.8% followed *by reading/writing activities* with a 10.3%. Their results spread across methodological profiles as table 14 shows.

EFL activities disliked by bilingual children

	Reading/writing activities	Speaking/listening activities	Nothing	Form-focused & similar activities
CLIL	0%	0%	36.36%	54.55%
Semi-CLIL	10%	20%	40%	30%
Traditional	25%	25%	12.5%	25%

Table 14

The activities they disliked the most were *form-focused and similar* in a 41.4%, followed by *speaking/listening activities* in a 24.1% of times. *Discipline and instruction interactions with the teacher*, *"nothing disliked"* and *reading/writing activities* showed a 10.34% of presence. Their results spread across methodological profiles as table 15 shows.

EFL activities disliked by non-bilingual children

	Nothing	Discipline & instruction	Reading/writing activities	Speaking/listening activities	Form-focused & similar activities
Semi-Trad	12.5%	12.5%	0%	50%	25%
Traditional	9.5%	9.5%	14.3%	14.3%	47.6%

Table 15

In the subject Science, bilingual children chose speaking/listening activities as their favourite in a 37.9% of occasions, *"final tasks and group works"* in a 24.1%, *form focused activities and similar activities*, in a 20.7%, that in the case of Science refers more to *learn-by-hart activities* in the Science context. And the last category with a 10.3% was *reading/writing activities*. Their results spread across methodological profiles as table 16 shows.

Science activities preferred by bilingual children

	Reading/writing activities	Form-focused & similar activities	Final tasks & Group Work	Speaking/listening activities
CLIL	9.1%	0%	36.4%	45.45%
Semi-CLIL	20%	30%	20%	30%
Traditional	0%	37.5%	12.5%	37.5%

Table 16

The Non-Bilingual group preferred *"final tasks and group works"* in CdM in a 41.4% of occasions, while the next activities they preferred most were *form-focused and learn-by-hart activities* with a 20.7% of presence. The last sector with general presence in the Non-Bilingual group were *speaking/listening activities*, with a 10.3%. Their results spread across methodological profiles as table 17 shows.

CdM activities preferred by non-bilingual children

	Speaking/listening activities	Form-focused & similar activities	Final tasks & Group Work
PBL	0%	30.8%	53.8%
Semi-Trad	25%	0%	50%
Traditional	12.5%	25%	12.5%

Table 17

The Bilingual group disliked *form-focused and learn-by-hart activities* carried out in the subject Science in a 41.4%, while the second most disliked activities were *reading/writing activities* in a 24.1% of occasions, followed by *"nothing disliked"* and *speaking/listening activities* with 13.8%. Their results spread across methodological profiles as table 18 shows.

Science activities disliked by bilingual children

	Nothing	Speaking/listening activities	Reading/writing activities	Form-focused & similar activities
CLIL	9.1%	18.2%	18.2%	54.55%
Semi-CLIL	30%	20%	30%	10%
Traditional	0%	0%	25%	62.5%

Table 18

Finally, the activities that the Non-Bilingual group disliked most in CdM were *form-focused and learn-by-hart activities* in a 44.8% of times, followed by *reading/writing activities* with a 17.2% and children who *"could not state what they dislike"* got a 13.8% of the total of beliefs, followed by those who did *not dislike anything* in the subject with a 10.3%. Their results spread across methodological profiles as table 19 shows.

CdM activities disliked by non-bilingual children

	Nothing	No Reply	Reading/writing activities	Form-focused & similar activities
PBL	7.7%	7.7%	23.1%	38.5%
Semi-Trad	25%	12.5%	0%	50%
Traditional	0%	25%	25%	50%

Table 19

The data here presented is a snapshot of the principal beliefs about class activities in EFL and Science/CdM in bilingual in non-bilingual children. The analysis can be carried out in several approaches but, due to the limits of extension of this paper, I will only analyse the general tendencies registered here in order to check if they add insights to previous implications raised by other data in this study or previous ones.

From the perspective of *Bilingualism*, both groups coincided in their two favourite sets of EFL activities, being the first *speaking/listening activities* and the second *form-focused and similar activities*. In fact, they were found in very similar proportions. Thus, *Bilingualism* is not the interesting factor playing the role of changing children's beliefs about activities they like. Instead, *Methodology* proves again to affect their relationship with EFL in the same way, regardless of being them bilingual or not. Children in the more learner-centred groups in both samples showed that their favourite activities were the ones implying oral communication. This preference differed greatly from those of Traditional groups.

The difference is especially interesting within the bilingual sample, where the double-edged sword idea is effective again, showing that CLIL children preferred *speaking/listening activities* almost exclusively, then the same type of activities was also the most liked by the Semi-CLIL group with a lesser support, but those figures descended to a 37.5% in the Traditional group, enhancing the reliability of previous data showing the reluctance of these children to communicate in English, in spite of coursing a quarter of their school time in English-spoken subjects. Indeed, the bilingual Traditional group was the only one presenting the belief *"there is nothing that I like in EFL"*. Additionally, they were the ones presenting the strongest attachment to *form focused activities*. Children in the Traditional non-bilingual

sample (who only course 3 hours of EFL-spoken classes per week) preferred *speaking/listening activities* in a 24.4% more than them, contradicting ELLiE's findings (Enever, 2011) about *exposure* being a determinant factor. This is a determinant implication of adverse consequences of bilingualism when it is conducted through unappropriated methodologies.

The data just discussed is backed up by bilingual children responses in the opposite question, where they said the activities they enjoyed less or they disliked from the EFL class. In that question, bilingual children showed that the more teacher-centred the methodology, the more they dislike communicative activities, this time including *reading/writing activities* also (see table 14).

Similar tendencies based on methodology's influence were found across groups within the bilingual sample for Science. The more learner-centred the methodology, the more they preferred *communicative* and *group activities* in which information is transferred through L2 in a meaningful context. The Bilingual Group showed a greater interest in communicating in Science through L2 (*speaking/listening* activities and *Final Tasks and group work*) than children in CdM, where they communicate in Spanish. This is a valuable insight about *Bilingualism's* advantages. The difference is even more significant when CLIL is considered as a separately, as it had a 7.55% more of positive beliefs about *speaking/listening* activities than the bilingual group as a whole. Additionally, children in CLIL and PBL methodologies were the ones who held more positive beliefs about *group work*.

No other significant tendencies were appreciated aside from the above explained tendency of learner-centred methodologies towards enjoying *communicative activities* and *group work* and a decreasing tendency in them about enjoying *form-focused and learn-by-hart activities*.

5. CONCLUSIONS

This study aimed to find out if children in bilingual programmes have different beliefs about EFL and Science/CdM subjects, meaning this that they have different affective relationships with them than those of non-bilingual children. It was also intended to explore if bilingual children hold different beliefs about themselves as learners, as well as about the learning context. And generally, to check if *bilingualism* is the key point of those changes in case they are produced. The fact is that the answers to those questions have been determined by more factors than only *bilingualism* and that all of them have proved to be related, as they show the same tendencies in every sphere the study explores.

The results by the bilingual sample showed more pronounced tendencies in EFL and Science beliefs than the non-bilingual sample, proving that *bilingualism* enhances a tighter and, in occasions, more polarised relationship with subjects than standard schooling, where children are more frequently neutral about them. Children in the bilingual sample showed in interviews that they lack of indecision in their beliefs about the target subjects, as *methodology* is a factor of higher influence in beliefs within this group. It plays the role of a double-edged sword which makes children feel progressively more attached to EFL-spoken subjects when they are taught in CLIL or very similar methodologies. These children consciously make the most of the methodology, increasingly getting used to communicating in EFL since they join the Programme and realising they are taking advantages out of it. They become more aware of their learning situation, which makes them more immersed in their learning environment than children in standard schooling, who are not as prompted as them to feel engaged to EFL and CdM.

In consequence, bilingual and non-bilingual participants hold different beliefs about themselves. The fact of feeling part of their own learning process plays in favour of children in CLIL and also in PBL non-bilingual classes, but children in CLIL report more motivation both in EFL and Science than their PBL partners, not to mention their semi-traditionally and traditionally-taught partners, who are more neutral to their learning process as it is not taking place around them, but around the teacher. Children in the bilingual programme have proved to like Science more than their non-bilingual counterparts like CdM, showing us that language is not a handicap at all for them.

Children's relationship with subjects and the consequent self-conception they create is not determined by *bilingualism* since *bilingualism* has proven to be detached from CLIL frequently. In an idealised bilingual context, CLIL would be, as a methodology, the determining factor, as PBL is in non-bilingual contexts. Thus, *methodology* has also proven to be the determining factor in beliefs about the learning context. This was endorsed by tendencies that were registered in both bilingual and non-bilingual samples: the more learner-focused the methodology, the more children liked Science/CdM and EFL, and the more they choose Science/CdM as their favourite. On the other hand, the more traditionally-based the methodology, the more they disliked Science/CdM and shifted to prefer EFL, as it is "emptier" of content and, therefore, easier for them.

The tendency of beliefs about themselves as learners was more reduced to the bilingual sample, as a cause of the double-edged sword effect that polarises children's relationship with English-spoken subjects. CLIL proved to make children who were considered *average achievers* by their teachers see themselves as some of the fastest learners in the classroom. Also, fewer *low achievers* conceived themselves as slow, showing that CLIL made children in every level feel competitive as learners. They also proved to be much more satisfied with what they had learnt at school than non-bilingual participants. Additionally, their perception of the learning environment changed as well, following the same tendency: communicative and participative activities in both EFL and Science/CdM were disliked in traditional methodologies, but increasingly preferred by children when the methodology shifts to learner-centred until reaching the features of CLIL and PBL. In this way, they create clear positive or negative ties to the target subjects depending on the methodology used by teachers. Traditionally-taught children are the only bilingual ones who perceive language as a handicap for their learning and their motivation is far more endangered than those children taught with traditional methodologies in a non-bilingual context, who tend to be equally more neutral than discouraged. Nevertheless, the Bilingual group as a whole held more positive beliefs about EFL than their counterparts, although children in the Traditional-bilingual sample disliked speaking/listening activities in EFL more than their non-bilingual partners, contradicting the positive influence that exposure to EFL must cause.

This paper reviewed previous studies in the field with mixed conclusions. Massler (2012) and Pladevall-Ballester (2014) supported the idea of CLIL being beneficial on children's motivation. Contrarily, Heras et. al. (2015) stated there were no motivational differences among CLIL and non-CLIL students. In my opinion, this study broadens their empirical base with the results leading to the idea that both opinions were right, but they need their aims to be considered differently. Heras et. al. (2015) neutral conception about CLIL's influence on motivation was extracted from an intact sample, which is linked to an exploratory attempt to assess CLIL implementation in real contexts. I understand that their conclusions must not be contradicted by the ones in this paper, as they equalised the terms CLIL and bilingualism, which may not mean the same within real teaching-learning environments, as this study has proven. Maybe they were confident in that idea but their sample was not really CLIL (it could

be because no assessment over teachers was carried out), what would confirm the finding of this study of bilingualism not being a factor of influence when not backed up by CLIL. On the other side of the coin we have those studies that seek for the advantages of CLIL in an idealised context in which they selected teachers and controlled their formation. Within that researching situation, their findings can also be endorsed by the ones in this research, as they represented that bilingualism makes a difference to standard schooling when attached to CLIL methodologies.

As a consequence of the facts and ideas here reported, I realised that the educational system we live with brings some uncertainties about the progressive introduction of *bilingualism*, and that is somewhat irresponsible to introduce such a significant implantation process when European-level studies like ELLiE had pointed out that Spain is a representative example of teacher formation as a pending subject. If that and other studies have pointed out the need to improve teaching formation, measures must be taken at university level before than at school-legislation level if we do not want equity of education to be undermined by unappropriated methodology profiles. Indeed, if the problem of formation was pointed out regarding EFL teaching, there is plenty of room for caution advice about CLIL implementation, which is far more complex and less contemplated in university programmes.

On the basis of the findings this study offers, it is my opinion that teachers are the most determinant factor not only in English as ELLiE's findings proposed, but also in Science and probably in every subject. Their formation, thus, is determinant in their use of context-appropriate methodologies. In order to check how teachers' formation influences the effect of bilingualism, it would be interesting to research on how extended the CLIL methodology and text-book assessment are in teachers from the bilingual programme. Take into account that only one school in this project carried out CLIL-like classes, and it was not selected by chance or reasons of nearness, like other schools, but by recommendation of teachers at university that knew the school was a good example of CLIL implementation, as their results shown.

In this way, and in order to contribute with an idea to solve the problem of methodological discontinuity along the years in a subject and across the subjects in a same year, I would like to call for debate about a longitudinal system for Primary Education, in which a specialist teacher for each subject carries out the six years of education of each group. If not carried out by the same teacher, the different specialist teachers participating in the longitudinal growing process of each group will have to discuss and plan methodological continuity for the subject. From my perspective, it would be a way to add control and equity to our educative system. This specialization of teachers may imply complementary measures of teacher training, both for teachers that are already working and also at university for new aspiring students. It would be very beneficial for us, aspiring teachers to have a proper formation on the duties we will end up in charge of. Only one year of specialisation is not enough time to assimilate concepts and put them into practice successfully. It would be as beneficial for students as for society to improve teachers' formation with specialised CLIL training, which nowadays is mainly offered through Master's courses, and not frequently through public university formation of aspiring teachers. This study has reported the advantages its proper implementation brings, but also the adverse effects of CLIL's unprepared teaching. It is up to policy makers to act in favour of a sustainable structure of introduction of bilingualism. As a personal opinion I would say that asking children for their opinions as this study and others did would be a useful methodology for teachers, as it has proved to raise insights that are very revealing for assessing our labour (and the methodologies we use) and finding new ways of acting in order to improve the teaching-learning situation.

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7. APPENDICES

Appendix 1: Guide for interviews

INGLÉS	CONOCIMIENTO D. M. / SCIENCE
• ¿Lo pasas bien aprendiendo Inglés? • Elige la palabra que mejor describa cómo te sientes cuando tienes que hablar en Inglés (remarcar que es sólo speaking, las situaciones en las que en clase sólo se puede hablar en inglés): o Diversión o pereza. o Entretenido o complicado. • ¿Crees que aprendes más rápido, igual o un poco más lento que los otros compañeros en la clase de Inglés? ¿Por qué? • ¿Crees que has aprendido mucho Inglés en lo que llevas de colegio? ¿Por qué? • ¿Qué actividades que hacéis en clase de Inglés te gustan más y cuáles menos?	• ¿Lo pasas bien aprendiendo Science/Conocimiento del Medio? ¿Más o menos que Inglés? • Elige la palabra que mejor describa cómo te sientes en clase de Science/Conocimiento del Medio: o Diversión o pereza. o Entretenido o complicado. • ¿Crees que aprendes más rápido, igual o un poco más lento que los otros compañeros en la clase de Science/Conocimiento del Medio? ¿Por qué? • ¿Crees que has aprendido mucho/as Science/Conocimiento del Medio en lo que llevas de colegio? ¿Por qué? • ¿Qué actividades que hacéis en clase de Science/Conocimiento del Medio te gustan más y cuáles menos?

Appendix 2: Sheet for interview transcription

Colegio: Curso: Bilingüe: SÍ/NO Low/Ave/High

Notas sobre Metodología:

PREGUNTAS	INGLÉS		SCIENCE/CON. del MEDIO	
¿Lo pasas bien aprendiendo…?				
Elige la palabra que mejor describa cómo te sientes…	Diversión	Entretenido	Diversión	Entretenido
	Pereza	Complicado	Pereza	Complicado
¿Crees que aprendes más rápido, igual o un poco más lento que los otros compañeros en la clase de				
¿Crees que has aprendido mucho en lo que llevas de colegio? ¿Y en los próximos años?				
• ¿Qué actividades que hacéis en clase de … te gustan más y cuáles menos?				

Appendix 3: Example of collaboration request for parents

A los padres y madres del alumnado de *(2º, 4º y/o 6º)* curso del (*nombre colegio*).

Les escribo como estudiante del Grado en Educación Primaria (Universidad de Murcia) para pedirles su colaboración en mi Trabajo de Fin de Grado, que intento llevar a cabo en el colegio al que sus hijos/as acuden.

El proyecto se está llevando a cabo en seis centros en total, siendo tres de ellos centros bilingües y otros tres de estructura tradicional. Sus hijos participarían en una corta serie de preguntas formuladas de forma oral y grabadas en audio con el único propósito de su análisis en diferido. Los participantes serán anónimos y su grabación de voz nunca se publicará, solo se analizará en conjunto con las de otros participantes del estudio. La finalidad del proyecto es definir la naturaleza de la relación de los alumnos de Educación Primaria con las asignaturas de Conocimiento del Medio/Science e Inglés, así como identificar diferencias en dicha relación dependiendo del tipo de centro: Bilingüe o no Bilingüe. El total de participantes de su centro sería de (*número*) alumnos/as en total.

Les agradecería que permitiesen a sus hijos/as poder participar, ya que sus opiniones son de gran utilidad para mi trabajo.

Gracias por su atención y ayuda. Alfonso V. Sandoval Brotons.

Autorizo a mi hijo/a a participar en el proyecto.

Firma del/la padre/madre:

Appendix 4: Example of collaboration request for schools' directive teams

Esta petición está dirigida a la dirección del C.B.M. Virgen de Guadalupe.

Me dirijo a ustedes formalmente tras haberles contactado de forma telefónica para poder llevar a cabo una parte de mi Trabajo de Fin de Grado (Universidad de Murcia, Grado en Educación Primaria, Mención de Inglés) en su centro. Esta petición intenta responder a su propuesta de redactar un texto en el que explique la finalidad de mi proyecto e incluya alguna referencia universitaria que confirme mi trabajo como estudiante.

El proyecto consta de una corta serie de preguntas formuladas de forma oral y grabadas en audio con el único propósito de su análisis en diferido. Los participantes serán anónimos y su grabación de voz nunca se publicará, solo se analizará en conjunto con las de otros participantes. La finalidad del proyecto es definir la naturaleza de la relación de los alumnos de Educación Primaria con las asignaturas de Conocimiento del Medio/Science e Inglés, así como identificar diferencias en dicha relación dependiendo del tipo de centro: Bilingüe o no Bilingüe.

El total de participantes de su centro sería de 11 alumnos/as, siendo ésta su distribución:

- 2º curso: 1 alumno/a de nivel bajo, 1 de nivel medio y 1 de nivel alto.
- 4º curso: 1 alumno/a de nivel bajo, 2 de nivel medio y 1 de nivel alto.
- 6º curso: 1 alumno/a de nivel bajo, 2 de nivel medio y 1 de nivel alto.

Para avalar la pertenencia de mi proyecto a la Universidad de Murcia, he pedido a un profesor del departamento de Inglés que apruebe esta petición. Su firma se incluye al final de este documento.

Gracias por su atención. Alfonso.

Firmado:

Julio Roca de Larios	Alfonso V. Sandoval Brotons	Director/a del centro
(Universidad de Murcia)	(Alumno que formula la petición)	

Appendix 5: Orientation sessions' register

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REGISTRO DE ASISTENCIA DEL ESTUDIANTE A ORIENTACIÓN DEL TFG	
GRADO	EDUCACIÓN PRIMARIA
NOMBRE Y APELLIDOS DEL ALUMNO/A	ALFONSO VÍCTOR SANDOVAL BROTONS
DNI N.º	48843108-D

Observaciones para el estudiante: Se utilizarán todos las hojas necesarias para constatar la asistencia a todas las sesiones de orientación recibidas por el alumno/a. Sin embargo, se debe recordar que:

- **No es obligatorio asistir a ninguna sesión de orientación.**
- **La calificación del TFG no está en función del número de veces que se ha acudido a recibir orientación.**
- **El presente documento debe añadirse tras los Anexos (si los hubiese en el TFG) en el documento de presentación del TFG (en PDF) y tener en cuenta QUE NO SUMA PARA EL NÚMERO TOTAL DE PÁGINAS QUE DEBE TENER EL TFG (entre 20 y 30 sin contar los anexos ni este documento).**

FECHA	ORIENTADOR/A	ÁREA o DEPARTAMENTO	MOTIVO DE LA CONSULTA	FIRMA del orientador/a
17-3-2015	JULIO ROCA DE LARIOS	Inglés	TFG	
5-5-15	Julio Roca de Larios	Inglés	TFG	
3/5/2015	Yvette Coyle	Inglés	Organización información TFG	Yvette Coyle

CENTUM

Campus de Espinardo, 30100 Murcia
T. 868 883 919 – F. 868 884 146 – www.um.es/web/educacion