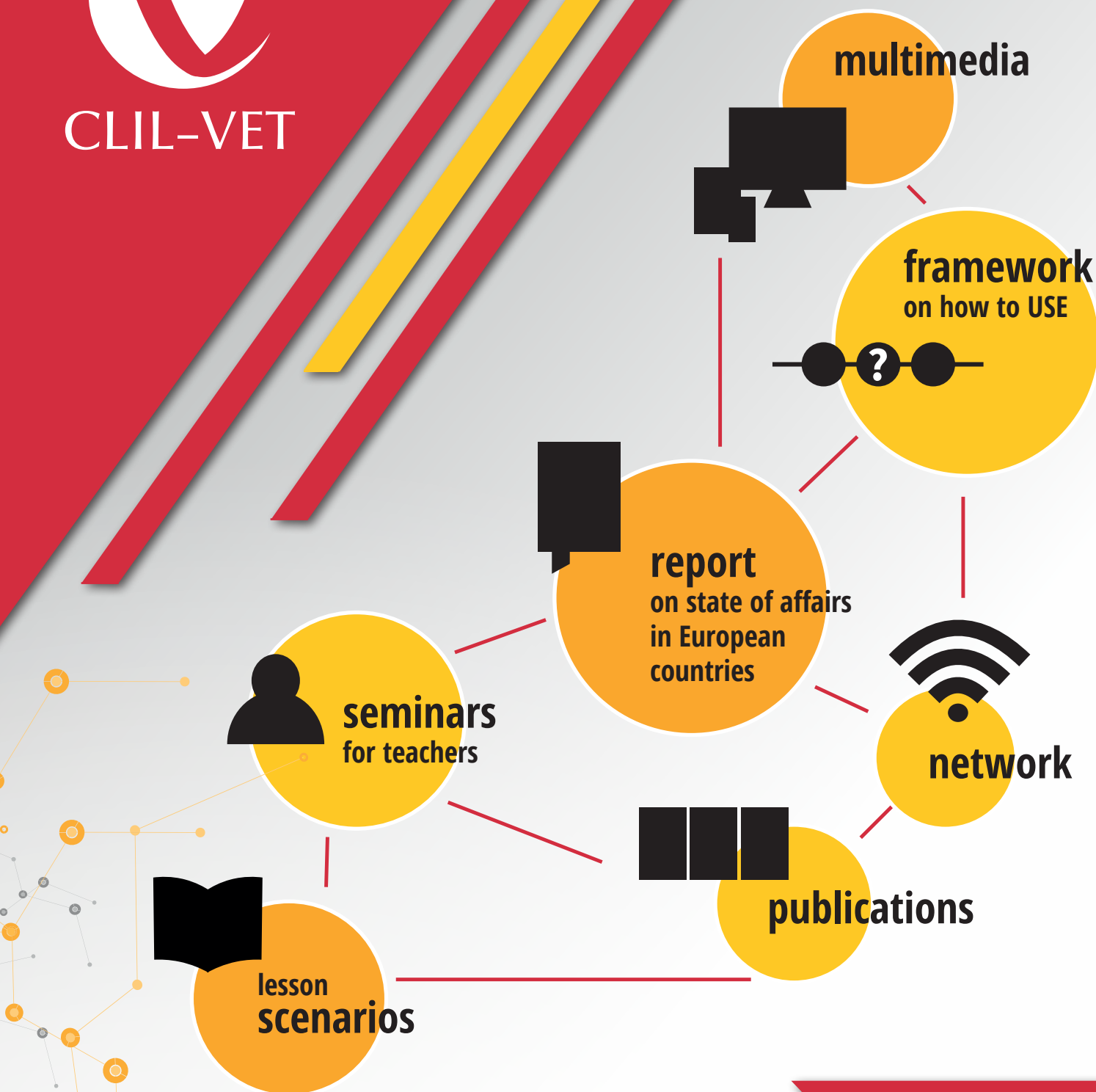




CLIL-VET



Implementing the **CLIL-VET** model in vocational schools

REPORT ON STATE OF AFFAIRS
“I.E.S. Puertas del Campo”. Ceuta, Spain

PARTNERSHIPS



ITeE-PIB (Poland) – coordinator

Contact: Katarzyna Skoczylas

Email: kasia.skoczylas@itee.radom.pl



UNIWERSYTET WARSZAWSKI (Poland)

Contact: Romuald Gozdawa-Gołębiowski

Email: r.gozdawa@uw.edu.pl



IES PUERTAS DEL CAMPO (Spain)

Contact: Javier de Reyes

Email: dereyes@gmail.com



PADAGOGISCHE HOCHSCHULE WIEN (Austria)

Contact: Wolfgang Woegerer

Email: Wolfgang.Woegerer@phwien.ac.at



UNIVERSITATEA DIN PITESTI (Romania)

Contact: Adina Dumitru

Email: adina.elena.dumitru@gmail.com



EDUEXPERT (Poland)

Contact: Agnieszka Dziedzic

Email: agnieszka.dziedzic@eduexpert.eu

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Multimedia Publishing
Torun Technology Park
Włocławska 167, building A, room 129, 87-100 Toruń
www.eduexpert.eu | info@eduexpert.eu | tel. +48 511 031 913

CONTENTS

1.	Foreign language provision in vocational schools – desk research	
1.1.	Vocational education in Spain	04
1.2.	What is the provision for foreign language teaching at vocational school level?	05
2.	CLIL provision in partner countries – desk research	
2.1.	Overview of CLIL methodology – the 4 C’s	07
2.2.	National policy on CLIL in partner countries	09
2.3.	CLIL teachers’ profile in partner countries	10
2.4.	CLIL methodological approaches in partner countries	11
3.	Results of the survey for teachers in vocational schools	13
4.	Conclusions	18
5.	References	19

1. FOREIGN LANGUAGE PROVISION IN VOCATIONAL SCHOOLS

– DESK RESEARCH

1.1. Vocational education in Spain

Vocational Training in the Spanish education system is part of secondary education. This, in turn, is divided into compulsory secondary education and higher secondary education. Specific Vocational Schooling is divided under the Spanish education law into two educational levels, middle level and upper level (also called middle-level and upper-level “training cycles”), both of which lead to occupational qualifications. Middle-level Specific Vocational Schooling, which forms part of the secondary education system, is accessed after finishing the compulsory secondary education; the upper level is accessed after the optional “*Bachillerato*” (superior, pre-college studies). Both of these level can also be entered by passing an examination test called “*prueba de acceso*” (access test).

These vocational training studies are structured into training cycles, grouped by professional family, which are then organised into training modules. These studies have 2 courses and they include training placements at companies at the end of the second year. Educational authorities are responsible for organising and managing these studies.

Students who successfully complete middle-level Specific Vocational Schooling receive the qualification of Técnico (Technician). This qualification, after the requisite accreditation, gives access to *Bachillerato* studies in fields related to the vocational

schooling completed. It is also possible to study in other specialised or complementary fields. People who have obtained the qualification of “Technician” and want to take a upper-level “*ciclo formativo*” (training cycle) in the same occupational group or one legally established as being similar, can access it via an exam if they are at least 18 years of age. Alternatively, each Spanish region may have its own courses which complement the qualification of Technician, and which have to be passed in order to continue on to the next stage.

Students who complete upper-level Specific Vocational Schooling obtain the qualification of “Higher Technician”. This is a final training qualification designed to incorporate students into the labour market. However, students who want to continue their studies can also use this qualification to access certain forms of university education related to the vocational schooling studied, without having to take an entrance exam; or they can use it to access certain forms of specialised or complementary education. In addition to this, the occupational modules they have studied can be credited towards other training cycles.

Vocational training centres may be private or public. Middle-level Specific Vocational Schooling may be given in dedicated centres or in centres teaching other schooling as well. Usually this form of education is offered together with compulsory secondary education and the *Bachillerato* in centres which are called *Institutos*

DEFINITION

“a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”

Mehisto and Marsh, 2008: 9

de Educación Secundaria (secondary education institutes) in the majority of the Autonomous Regions. In general, the centres which deliver upper-level Specific Vocational Schooling also offer middle-level training, although some Autonomous Regions are creating vocational training institutes exclusively for upper-level Specific Vocational Schooling. All these centres must meet a series of requirements established nationwide. Among the most important are that the centres must offer at least two training cycles and that the maximum number of students per teacher is 30.

At a national level, the social partners and enterprises participate in the *Consejo General de Formación Profesional* (General Council for Vocational Training), a consultative body with institutional representation which advises the government on questions related to vocational training. There are also *Consejos Autonómicos de Formación Profesional* (regional councils for vocational training) which operate in the same way at the level of the Autonomous Regions. Both these types of councils include representatives from the corresponding government, trade unions and employers' organisations.

The Spanish law includes guidelines for the participation of the social partners in the planning and management of vocational training. This participation is called "*formación concertada*" (coordinated training) as it involves a close relation and exchange of services between industry and the educational system. Coordinated training is being developed through a series of measures:

- A catalogue of occupational qualifications is being prepared jointly by the education authorities and experts in the labour market in order to establish the kind of training which should be offered by the education system.
- A module called "Formación en Centros de Trabajo" (Training in the Workplace) is being included in the curricula of the training cycles.

1.2. What is the provision for foreign language teaching at vocational school level?

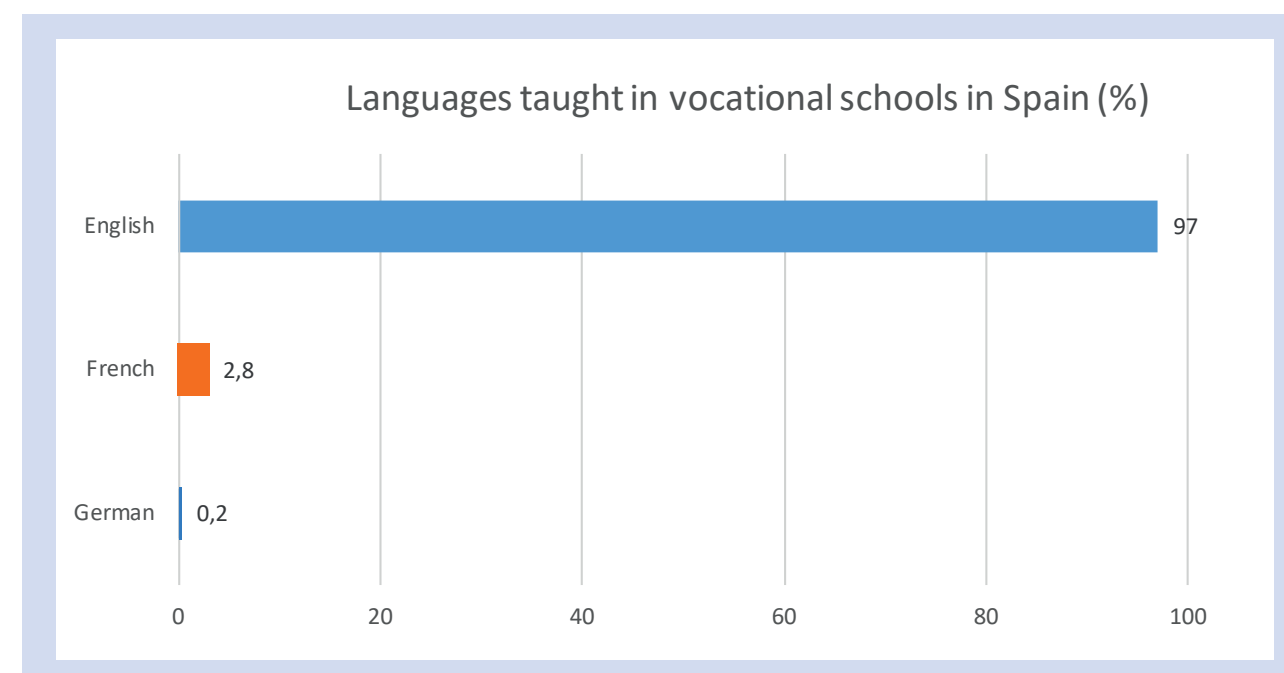
For improving movement of workers and students in the European Union, it is mandatory to increase the English level of students. To that end, on the LOE (the new Spanish education law), the English language is incorporated in, at least, two different subjects in every vocational school level: one in the first course and other in the second course. These subjects have to be given by a teacher who shall be entitled with the B2 English level from the Common European Framework of Reference for Languages and have the qualifications needed to teach them.

Furthermore, the subjects taught in English are assigned an extra three or two hours a week depending on the course and teachers will have a reducing of working hours in their timetables for the same number of hours for preparing their classes. These subjects must include several activities in English as the communication language.

Despite the fact that the English language is the only language mentioned on the Spanish education law, it is possible for a student studies some subjects in other foreign languages since the Spanish law allows that some subjects of specific

Superior Grade Formative Course can be taught in other European languages such as French or German. The percentage of foreign language use in Spain is shown in the following Graph 1:

GRAPH 1



As we can see, an overwhelming majority of students take their foreign language classes in English, even if there are some exceptions around the country.

We must keep in mind that Spain is a very diverse country, and even though there is a national law that rules CLIL implementation in all the country, most of the Spanish regions have adapted it to their particular context, so it's difficult to give a general setting for how CLIL is being implemented in Spain as a whole. There are

subtle differences in the hours dedicated to teaching in a foreign language, or the level required from the teachers. Some institutions in some regions can even opt out of this CLIL paradigm altogether, but that's against the national trend at this moment. As of now, there are more and more institutions in Spain using CLIL in vocational training each year, and the figure doesn't stop growing. This probably means CLIL has a bright future ahead, at least in Spain.

2. CLIL PROVISION IN PARTNER COUNTRIES

- DESK RESEARCH

2.1. Overview of CLIL methodology - the 4 C's

As we know, CLIL stands for "Content and Language Integrated Learning". The goal is teaching students all sorts of subjects (or part of subjects) through a foreign language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the students a positive 'can do' attitude towards themselves as language learners. So, with CLIL, we're aiming for a dual objective, as the students ideally will be learning a foreign language as well as the subject contents.

According to Coyle (1999), there are four principles upon which a good CLIL programme should be built: Content, Cognition, Communication and Culture. These principles are usually referred to as "the four C's". So, any well-designed CLIL lesson should be taking into account these four principles:

- **Content:**

At the heart of the learning process lie successful content or thematic learning and the acquisition of knowledge, skills and understanding. Content should be the subject or the project theme.

- **Communication:**

Language should be a conduit for communication and for learning. And communication goes beyond

the grammar system; it involves learners in language using in a way that is different from language learning lessons. Obviously, CLIL does involve learners in learning a language too, but in a different way.

- **Cognition:**

For CLIL to be effective, it must challenge students to think, review and engage in higher order thinking skills. CLIL is not about the transfer of knowledge from an expert to a novice, but about allowing individuals to construct their own understanding and be challenged, whatever their age or ability.

- **Culture:**

For our pluricultural and plurilingual world to be celebrated and its potential realised, this demands tolerance and understanding. Studying through a foreign language is fundamental to fostering international understanding. Culture, in this context, can have a wide interpretation.

From these four principles it has to be the context which determines the learning route. As CLIL teachers we must first be aware of what we are teaching and what our students will be learning. We need to keep in mind what the learning goals are at all times, so we can assess the outcomes later on. In order to get that, we need to link content and communication, obviously. We also have to decide what

language our students need to work with the content, maybe get a vocabulary list if there is specialized set of words or phrases the students need to know. We must also think about the language of tasks and classroom activities, as well as the discussion and debate topics that might arise. Cognition in this scenario is also very important, since we need to determine which thinking skills are more appropriate for the content, or the tasks we should design so higher-order thinking is encouraged. Finally, culture is definitely not an afterthought but a thread that weaves its way throughout the topic we're teaching. We must find opportunities for the CLIL context to bring some kind of "added value" to the contents we're teaching.

When it comes to lesson planning, the "three A's" can be a powerful as well, we shouldn't be limiting ourselves to the four C's. They are used in 3 stages, and with specific content.

- **Stage 1:**

Analyse the content for the language of learning. We need to define the focus for a period of teaching, and after that, the content can be analysed for the language needed for conceptual learning to take place. We should identify key words, phrases or grammatical functions for concept formation and comprehension.

- **Stage 2:**

Add language to content for learning. We're putting the focus on the learner at this stage of the process. We will be adding language experiences to the lessons so the learner can operate effectively in a CLIL setting. This is

a crucial stage if the content and the language are to be truly integrated.

- **Stage 3:**

Apply language to content through learning. Here is where the language which emerges through the learning context is built on to assure there is cognitive and cultural capital. This will involve exploring how thinking skills have been incorporated into the lesson plan in order to advance learning. It also demands cultural awareness.

Another key concept in CLIL is scaffolding. It is the process of supporting students during their learning process and gradually removing that support as they become more independent. This is very different from just helping, which is the process of figuring out an answer together with a student. We can (and we should) scaffold both the language and the learning process for our students. Scaffolding a language can be done by providing language frames or vocabulary lists, as well as example sentences in a foreign language, always related to the content we're trying to teach. Scaffolding learning can be done by providing step by step instructions for the task the students have to complete. We can also create a framework students can follow to structure the tasks they need to do at a given moment. This will help the students immensely.

There's one more thing we need to keep in mind when using CLIL in class: one of our main goals is motivating students to speak in a foreign language, so we should be encouraging them to do so. In this context, fluency is more important than grammatical and linguistic precision.

This doesn't mean we should disregard correction altogether, but we should be using scaffolding or other techniques to help our students work with a foreign language.

So, as a conclusion, to ensure the CLIL approach works effectively, we must focus on the learners first and foremost. We must encourage them to participate and cooperate in the learning process, which needs to be flexible and adapt to our students' learning styles. To achieve this we must first make sure the content and its context "reaches" our learners.

CLIL also demands a bit more from teachers than just broadcasting content to the students. The learning environment the teachers create with CLIL has to be very interactive and leave room for the students to be autonomous. CLIL can benefit a lot from using new technologies in class, since this will enhance interaction and self-discovery by the learners. We can use all kinds of digital resources with CLIL (multimedia, web pages, videos, podcasts, ...) in order to improve our students' learning experience.

2.2. National policy on CLIL in partner countries

In the last years, European directives and recommendations from the European Commission have been encouraging educational systems in the EU members to include CLIL as a teaching approach. Bilingual education is a very important programme because it will help the students master at least one foreign language. This would definitely

increase their chances to find a job in their field, in their home country or elsewhere. Since the job market keeps getting more and more global, it's never a bad idea to improve our students' employability. Plus, as European citizens, our students will be able to find interesting opportunities in different countries. This is even more important in vocational training courses, since they're more focused in trying to prepare the students for the job market and (hopefully) find a job after they finish their studies.

In Spain, there has been an increasing interest in CLIL as a result of this context, and the educational laws have in turn included the recommendation of using CLIL on superior vocational training studies, in every professional family. The main law ruling vocational training in Spain is the "*Ley Orgánica de Educación*" (LOE). It was approved in 2006 and modified in 2013. There's also another law about vocational training courses specifically (*Ley de las Cualificaciones y la Formación Profesional*) which includes some regulations about CLIL and bilingual teaching altogether.

The national law in Spain establishes that, in all superior vocational training studies, which are divided in 2 courses each, have to include at least one subject in each course to be taught using a foreign language and the CLIL approach. The general legislation explicitly mentions English as the foreign language to be used, but it can be changed if the institutions decide so. As we saw earlier in this report, almost every institution using CLIL in vocational training in Spain has chosen to use English, which makes sense because it's

the most spoken second language all over Europe.

However, the general legislation can be overruled by the regional legislation, so technically each of the 17 regions in Spain could change this general policy regarding the CLIL implementation. Not every region has chosen to do so, and even those that did are keeping bilingual vocational training programmes in selected institutions.

As a result of this diversity, it's difficult to present a general picture about CLIL implementation in vocational training schools since every region has the possibility of deciding a different approach from the national rule. But the trend nowadays is having selected institutions running bilingual programmes with CLIL as the teaching approach, whereas other institutions are not implementing CLIL yet. Probably the reasoning behind this is allowing time for the teachers to get the necessary qualifications to ensure the CLIL approach is implemented gradually and more effectively.

Also, we must keep in mind that Spain itself is a very diverse country, with some places having regional languages besides Spanish, which of course works to the students' advantage as they will be able to have English (or other foreign language) as their third language altogether.

2.3. CLIL teachers' profile in partner countries

Vocational training in Spain is a very disparate field. There are 26

different professional families which in turn result in more than 150 vocational training courses available in the country, both superior and not. As a result of this, the teachers working in vocational training in our country come from very different walks of life and have different training. In most professional families, a college degree is required to access the teaching career, plus a masters degree to enter the public examinations to get a permanent position working for the Spanish Ministry of Education as a vocational training teachers.

According to Spanish national legislation, the only requirement to teach in vocational training using the CLIL approach is being proficient in the foreign language (usually English) at least at a B2 level from the Common European Framework of Reference for Languages (CEFR). The teachers willing to work with CLIL will have to demonstrate their level in the foreign language presenting an official title that attests they have the required competence. There is no specific formation in CLIL required, but it obviously would be very helpful for a prospective CLIL teacher.

Since not all institutions count with trained staff with a B2 accreditation, Spanish legislation has established some extensions to help teachers get ready to work with CLIL. There have been several extensions in recent years to give the teachers time to work on their English level and CLIL training.

Foreign language teachers have been assigned to work alongside the vocational training teachers with their subjects.

The logic behind this is that, as the vocational training teacher focuses on the contents, the foreign language teacher will be assisting with all the tasks related to the acquisition of competence in the foreign language. This is only a temporary measure that is not designed to last forever.

By 2020 all institutions using CLIL are expected to have at least one trained teacher at a B2 level working their subjects (2 at least) using a foreign language and the CLIL approach. Some institutions have decided to teach their whole programme in a foreign language (mostly private vocational training schools), but this is not common in Spain right now.

2.4. CLIL methodological approaches in partner countries

Content and Language Integrated Learning (CLIL), "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language", has become firmly established as an innovative form of language-enhanced education. In spite of its wide and successful diffusion throughout Europe, CLIL is being unevenly implemented in Spain, and the legal frameworks regulating this implementation can be vastly different from one Region to another within Spanish state, as we saw earlier on this very report. English has been the most common vehicular language, but CLIL-type provision also involves teaching through regional and minority languages.

Interest in CLIL has spread exponentially throughout Spain during the last few

years, and CLIL programmes have received support from educational authorities and have been implemented in mainstream schools and vocational training institutions. The degree and characteristics of this implementation vary from one Region to another. To complicate things even more, there are several regions in Spain are bilingual, since they have a regional language different from Spanish. The regional languages have been granted official status and have thus found their place in the regional educational systems. Thus, the curriculum may be covered in at least two different languages (with some subjects taught in a first language and others taught in a second one), and CLIL must be included in this context in order to teach content in a foreign language (typically English).

The Spanish legislation is loose about the methodology the teachers should be using to implement CLIL in their classes, and that seems to be the right way to go, since vocational training is a very diverse area of knowledge and what works for one professional family could be a bad teaching technique for other. There is no mandatory CLIL training for the teachers, so it's up to them to enroll on courses or learn about CLIL by themselves. Luckily, plenty of in-service training is offered, mainly by the Teacher Training Centres, which provide face-to-face and on-line courses on both language and methodology. Periodical tailor-made courses and seminars are organised as well as teacher meetings to exchange materials and information. CLIL teachers receive external advice and support, and can be funded by the Regional Government to participate in language-training courses.

Nevertheless some methodological principles should be followed in order to achieve the best results. Some of them could be the following:

- Use, at various stages, defined and limited lexical forms, structures and functions, at least at the initial levels;
- Use activities, materials, tools typical of foreign language teaching in content presentation, in practice, in testing and evaluation;

- Ensure that listening and reading precede oral and written production;
- Make frequent use of non-verbal media such as images, photos and posters;
- More relevance should be given to the class organization and to the teacher's role. It's necessary to form groups, working to foster communication and collaboration.



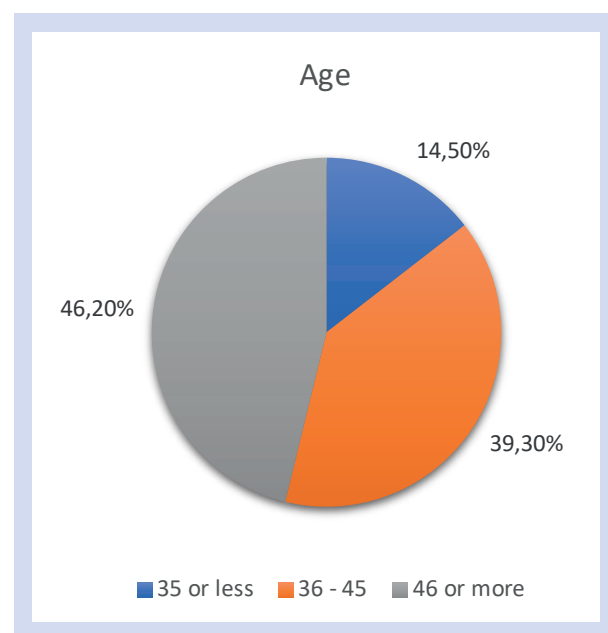
3. RESULTS OF THE SURVEY FOR TEACHERS IN VOCATIONAL SCHOOLS

During the month of November, 2017, we sent an online survey to 150 vocational training schools all over Spain, asking them to reply so we could have as much data as possible about the CLIL paradigm implantation in our educational system.

Most of the institutions, sadly, declined to reply, but we managed to get 145 individual replies throughout the whole month, which in our opinion, makes for a fairly representative sample about the teachers community here in Spain. The results from the survey we conducted are as follows:

About the background from the teachers that replied to the survey, most of them

GRAPH 1

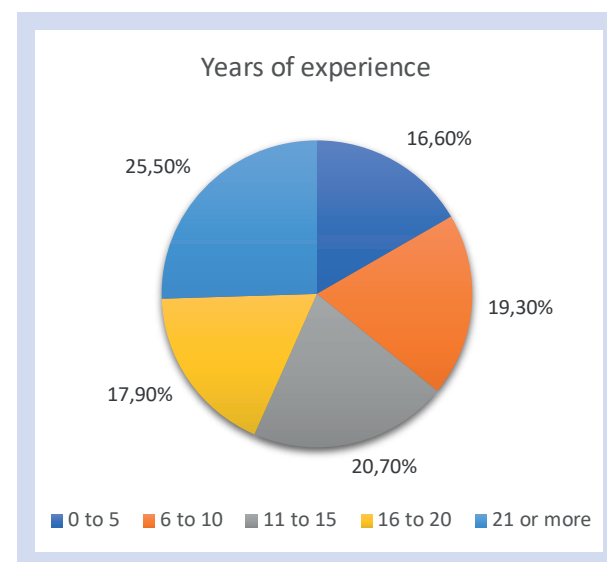


(59,3%) are female, which matches the reality in the whole educational system in

Spain, since we have more female teachers than male ones. And about the age, most (46,2%) of the teachers that replied to the survey were 45 years or older, which means we have a population of seasoned teachers full of experience in our vocational training schools. (GRAPH 1)

Also, regarding the experience our teachers have, it's obviously related to their age, so it's not surprising that our vocational training teachers' most repeated answer (25,5%) is "at least 21 years of experience in teaching". Nevertheless, there is a wider variability in the replies to this question than anticipated, so we can imagine that people in Spain take on teaching at different ages in their life. (GRAPH 2)

GRAPH 2

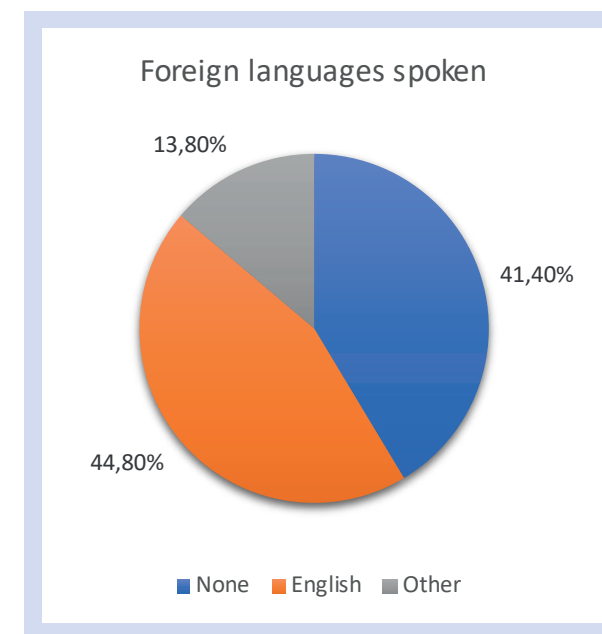


We sent the survey to all kinds of vocational training schools in Spain, so we got replies from very different areas of teaching. We got replies from around 30 professional families, so it would be tedious

to mention them all in this report. The most replies to the survey came from the I.T. Business Administration, Community Services and Tourism professional families, but we got inputs from very different professional families, such as Woodworking, Agrary Industries, Electronic Equipment or Vehicle Maintenance, just to name a few.

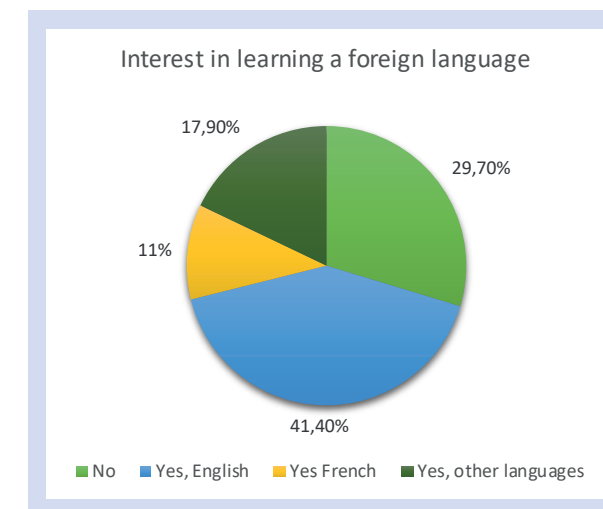
To finish this section about our teachers' qualifications, we should mention their proficiency in languages. The majority of our teachers is fluent (at a B2 level at least) in some language other than Spanish and the regional languages in Spain. Obviously, the most spoken language was English. Sadly, there's still a big number (41,4%) of teachers that don't speak any foreign languages at all. (GRAPH 3)

GRAPH 3



At least we can say most of our teachers (71,3% if we add the different replies) are interested in learning new languages, so maybe if we repeat this survey in a few years we'll get brighter results. (GRAPH 4)

GRAPH 4



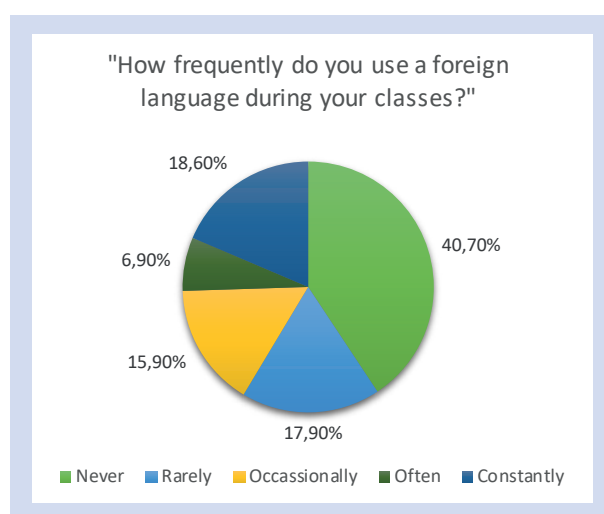
Once we have established the background from our teachers, let's delve into the CLIL-related questions. The first question was "Do you know what CLIL is?" Since it's a very prevalent teaching approach in superior vocational training in Spain, we expected most of our teachers would be familiar with the concept. However, only 55,9% of the teachers that replied to our survey knew the term. It's a less commonplace teaching approach than we expected, but that can be explained by the different legal frameworks in different regions in Spain, which may be the reason some teachers don't know what CLIL is. Most of our teachers (79,3% to be precise) have never applied CLIL during their classes. This is also a result that was to be expected, since in most regions only a few selected subjects are taught using CLIL.

On the other hand, when it came to the term "bilingual teaching", we almost hit unanimity, since an astonishing 99,3% of the teachers said they were familiar with the term. However, only 33,1% of the teachers that replied to our survey have participated in bilingual teaching programs, which is not odd after all, since

those programs are not present at every school in the country, but only in selected institutions.

Now it's time to see how often our teachers use a foreign language during their classes. Given that most of them are not applying CLIL regularly, it's not surprising that a vast majority (58,6%) use it rarely or never. At least we can say that a 18,6% of the surveyed teachers uses it constantly, which is great news. (GRAPH 5)

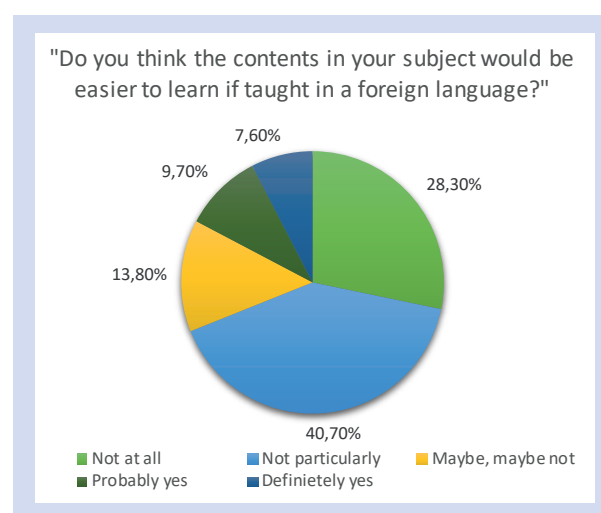
GRAPH 5



These answers are probably related with the question "do you think some contents you teach would be easier to learn for your students using a foreign language?". We can see clearly our teachers are pretty skeptic about this, since an overwhelming majority of them (69% combined) believe there would be no improvement by teaching in a foreign language, whereas only 17,3% of our teachers are certain the contents would be better taught in a foreign language. (GRAPH 6)

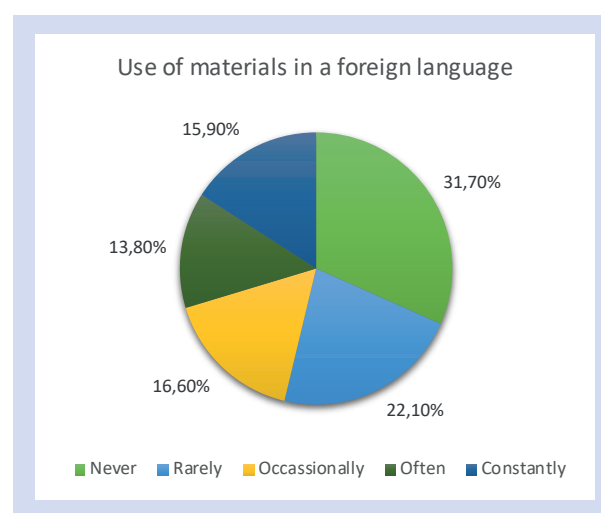
This last question seems to paint a bleak picture for CLIL in Spain, but at least we

GRAPH 6



can say that many of the teachers use materials in a foreign language at least occasionally. Let's see their replies to the question "have you ever used materials in a foreign language during your classes?" (GRAPH 7)

GRAPH 7



So even if 31,7% of the teachers never use materials in a foreign language, most of the vocational training teachers we consulted do, and that is a very positive fact.

One of the ways to implement CLIL in Spain is having the assistance of a foreign language teacher sharing the class with the vocational training teacher. This method, according to Spanish legislation, should only be used temporarily until the teachers get the necessary qualifications in the foreign language. That's why only 17,9% of the teachers that replied to our survey declared to be working already with a foreign language teacher in class, whereas 82,1% are not.

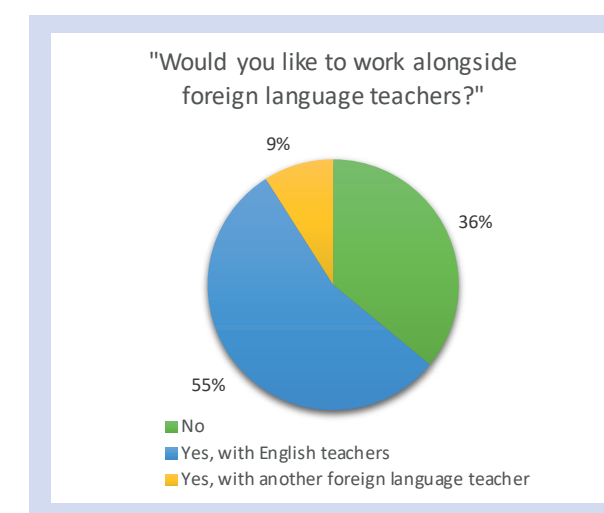
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Among those of the teachers that are working with foreign language teachers, they are almost unanimously working with English language teachers (99,3% of them to be precise). For those teachers not working with a foreign language teacher in class, many of them (36%) showed no interest in working with one. The reasons for this could be 2, at least: maybe they already have the knowledge so it's not necessary for them, or maybe they're just not interested in introducing a foreign language in their subject.

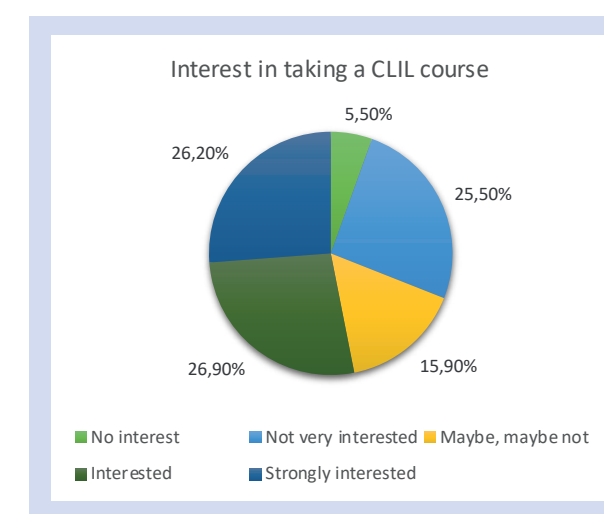
For the rest, most of them showed a strong preference in working with English language teachers, even if there was a residual amount (9%) of teachers that expressed interest in working with other language teachers during their classes. (GRAPH 8)

GRAPH 8



Let's get to the final 2 questions on the survey we haven't covered yet, both about the availability and interest in taking a CLIL training course. This is a very important matter, since if the teachers are not interested in learning how to use CLIL, it will be very difficult for this approach to last in Spain. (GRAPH 9)

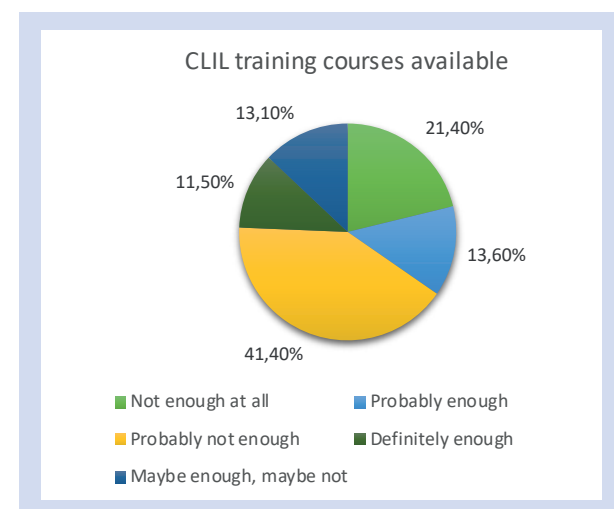
GRAPH 9



Fortunately, the results from our survey are extremely promising. First, let's see how interested our teachers are in learning more about CLIL. As we can see, there

is a vast majority of them (53,1%) that are interested or strongly interested in taking a CLIL learning course, and only 5,5% of the teachers showed no interest at all.

GRAPH 10



Finally, we asked these teachers about the availability of CLIL training courses in their regions. Clearly, the general opinion is that there should be more courses related to CLIL, since most of the teachers believed there were not enough, as our last graph shows. (GRAPH 10)

There's still a lot of work to be done for CLIL in vocational training in Spain, but this survey shows there's been a lot of progress in the few years it has been fully implemented in our country, so we're cautiously optimistic for the future.

4. CONCLUSIONS

Throughout this report, we have been discussing the state of affairs with the implementation of CLIL in vocational training school in Spain. We have reviewed the legislation and we have acknowledged the differences in implementations depending on which region of the country we're referring to. Nevertheless, there is a strong common framework that enables teachers to work using English (or a different language altogether in some cases) as the vehicular language. This obviously takes time, and it's only recently that CLIL has been relevant in superior courses in vocational training in Spain.

It's difficult to reach general conclusions in a country as diverse as Spain. As we saw earlier on this report, there are key differences on the CLIL implantation depending of the region and the particular institution in Spain, but there are some ground rules that all schools must follow, which obviously pave the way for advances in the near future.

So far the results are promising, even if there's still a long way to go. The focus on implementing CLIL is a relatively new trend in Spanish educational systems, so not all teachers have the skills in the foreign language that CLIL requires. Because of that, there have been extensions to get all the agents involved up to speed, and also temporary measures such as having

a foreign language teacher in class assisting the vocational training teacher. Eventually, these measures will not be necessary, but as of now, many institutions need to improve the language abilitations from their staff.

Still, to really assess the impact that CLIL has had in the vocational training in Spain, we feel that we should be surveying the students, since they are the recipients of this approach and are probably better judges of the results this teaching method has had during their education. According to our experience, most of the students we have asked are happy with the results, even if it was harder at first, until they got used to working in a foreign language, but most of them felt it had been worth the effort.

As we could see in our survey, penetration of CLIL in Spanish schools has plenty of room for improvement yet. Around half of our teachers declared not being familiar with the CLIL approach, so it's pretty apparent that efforts need to be made to change those figures. But there are also very promising facts in the survey, such as the high interest in learning about and taking courses related to CLIL, which probably foresees a bright future for teaching with CLIL in Spanish vocational training schools.

5. REFERENCES

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