Independent evaluation of the Bilingual Education Project of the Ministry of Education (Spain) and the British Council (Spain)

Bilingual Education Project (Spain): Evaluation Report ONLINE SUPPLEMENT

Alan Dobson

María Dolores Pérez Murillo

Richard Johnstone

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INTRODUCTION

The Supplement is in two parts:

- Part One presents some additional strategic considerations
- Part Two presents some additional aspects of the research methodology which the evaluation team adopted.

We should emphasize that the material in the Supplement is not intended to be fully self-contained. It is really a set of fairly brief notes which offer information and reflection additional to what is contained in the Main Report (also available on-line at http://www.educacion.gob.es/educacion/profesorado/formacion/formacion-permanente.html and http://www.britishcouncil.org/es/spain.html).

In the Main Report, all three members of the evaluation team are joint-authors of the entire text. In the present on-line Supplement, some of the papers have been written by particular individuals on the evaluation team and their name(s) are given at the end of each paper. If no names are given at the end of a paper, this means that the paper is jointly in the name of all three members of the evaluation team.

Initial discussions about the evaluation took place in 2006 between Richard Johnstone and officials of the Ministry of Education (Spain) and the British Council (Spain). An agreement was signed in 2006. The evaluation began at the end of that year and concluded in 2011. It is important to mention that none of the members of the team were employed full-time on the evaluation. All contributed to it on a part-time basis.

The main abbreviations which we have used are:

BEP: The national Bilingual Education Project (Spain) which we have been evaluating

BC: British Council

EBE: Early Bilingual Education

CLIL: Content & Language Integrated Learning

P6: Primary School Year 6 (the final year of primary school in Spain)

ES02: Secondary School Year 2

In its present form the on-line Supplement is not necessarily complete. Since it is available electronically, this means we can add further elements fairly easily, should the need arise.

We should like to repeat the thanks which we expressed in the Main Report to the Ministry of Education (Spain) and the British Council for their support in making this Supplement available, to Margaret Locke and María Triviño for their excellent administrative support, and to the pupils, students, class teachers, head teachers, parents and education authorities for being so generous in their responses to our various requests.

Richard Johnstone, Alan Dobson & María Dolores Pérez Murillo
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part one:
SOME ADDITIONAL STRATEGIC CONSIDERATIONS

chapter 1

THE BEP AND ITS EVALUATION IN THE CONTEXT OF BILINGUAL EDUCATION DEVELOPMENT & RESEARCH

This brief section does not offer a comprehensive review of immersion & bilingual education research, because to do so would have necessitated a full report in its own right. Instead, a fairly limited selection of research reports is drawn upon which raise issues which seem particularly relevant to the BEP in Spain. These are complemented by material from some further studies which reflect the writer's own immersion & bilingual education research experience elsewhere.

THE BEP

The Bilingual Education project (BEP) of the Ministry of Education (Spain) and the British Council fits into a longstanding distinguished tradition of bilingual or multilingual education in Spain. For an authoritative discussion of this tradition in the Basque-speaking areas, see Cenoz (2008); and in the Catalan-speaking areas, see Moreno (2008). In addition, since the project we have been evaluating begins with very young children, it is appropriate to acknowledge Spain's substantial contribution to the international research on the early learning of an additional language, e.g. Muñoz (2006).

In the case of the BEP, the two languages of instruction are Spanish and English[1], and it takes the form of 'early partial' immersion. The teachers are fluent in Spanish and also in English as the immersion language, but the pupils have very little exposure to classmates with English as first language and very little exposure to English in their society out of school.

The BEP in Spain allocates some 40% to English and 60% to Spanish. Although less than 'early total' immersion, this nonetheless represents a substantial amount of time for the immersion language. Rightly, parents who wish their children to receive this form of education are keen to be reassured that it is leading to acceptable outcomes. That is one of the reasons why my colleagues and I welcomed the opportunity to conduct the independent evaluation of the national BEP. In so doing we took care to ensure that parents' views[2] were consulted, including any enthusiasms or anxieties which they might be experiencing and wished to tell us about.

VARIETIES OF IMMERSION EDUCATION

Immersion in an additional language at school implies that learners learn not only the additional language but are educated in whole or in part through the medium of that language. There is a very wide range of different models of immersion and bilingual education – too many for them all to be discussed here. There are several authoritative overviews of immersion and bilingual education as a whole, e.g. Genesee (1987), Johnson & Swain (1997), García & Baker (Eds.) (2007), including varieties such as such as 'early total', 'early partial', 'delayed total', 'delayed partial', 'late total', 'late partial'. There is no universally agreed dividing line between 'early partial' and 'early total' forms of immersion, but generally 'early' would imply beginning in pre-school or early primary school education. 'Early total'

1. In the Balearics, the main language of instruction is Catalan, and in the BEP there the pupils in effect receive a trilingual education involving Catalan, Spanish and English (as immersion language).

2. See Study 11 of the main report.

would amount to 80+% of total curricular time in any given year allocated to the immersion language, whereas 'early partial' would be likely to amount to some 40+% for each of the two languages.

Immersion research goes back many years now, and there have been many important research studies on what children actually achieve in one or other of these forms of immersion, e.g. the study by Thomas, Collier & Abbott (1993) on early partial immersion in French, Spanish or Japanese in the USA, and the study by De Courcy and Barton (2000) on early partial immersion in Australia. Research has also enabled comparisons to be made of the different sorts of outcome which arise from these different models of immersion education, e.g. Lapkin, Hart & Swain (1991); Carleton Board (1996).

Most immersion projects are 'one-way'. That is, the students share a common first or national language and are immersed in an additional language. In Canada, for example, students whose first language is English, or who have a minority language (e.g. Cantonese, Italian, Ukrainian) as the language of the home and English as a national language, might receive their immersion education in French.

A related form is 'two-way' immersion. In this approach, children from two different language communities are educated together in the same class. If we call the two languages A and B, then some pupils have A as first language and B as immersion language, while other pupils in the same class have B as first language and A as immersion language[3]. Two-way immersion has been popular particularly in the United States as a means of bringing together children from the English-speaking and Spanish speaking communities attending the same school, c.f. Palmer (2009).

BILINGUAL EDUCATION

The term 'bilingual education' is also often used alongside or instead of 'immersion'. In principle, it might apply to any of the forms of 'immersion, including the 'total' forms, in that the ultimate aim of even 'early total' is usually that the children experiencing it should become bilingual. In fact even in the 'total' varieties there is almost always some percentage of time allocated to the children's first language or to the national language of their country. 'Bilingual education' assumes a slightly different meaning when we think of 'early partial' immersion, in that from the start children are educated through the medium of two languages, with a roughly equal balance between the two.

SUCCESSES OF IMMERSION OR BILINGUAL PROGRAMMES

There is substantial research evidence from the overviews and studies already referred to that immersion / bilingual education can achieve considerable success. Where programmes of this sort are well executed, they can enable learners to achieve a proficiency in the immersion language that is markedly higher than what is achieved when the language is taught as a school subject, and with no obviously detrimental effects on the learning of important subject matter or of the learner's first or national language.

Our evaluation of the BEP shows that it belongs in this category, with the advantages clearly outweighing any disadvantages. This is an achievement of considerable note, since two of the key characteristics of the BEP were that it took place in ordinary state schools, including some in areas of clear under-privilege, and that a requirement on schools for participation in the programme at primary school level was that the whole school should participate in it, rather than have in each year-group a bilingual section and a monolingual (Spanish) section. The reason for insisting on the 'whole-school' approach was to avoid the creation of a privileged and a non-privileged stream.

3. This means that pupils are exposed not only to a teacher but also to classmates who are fluent in the immersion language, and there can also be benefits in developing a community spirit, since two languages of the same community have equal respect and status in the same classroom.

CLIL

An additional term which nowadays is widely used is CLIL[4], or Content and Language Integrated Learning. This implies teaching additional content or subject matter through the medium of an additional language. There is no doubt that CLIL and Bilingual Education are closely related. However, many (perhaps most) forms of CLIL do not amount to anything approaching the 40% of 'early partial' immersion, and a CLIL programme does not necessarily last for more than one year, though some (possibly many) do. CLIL certainly amounts to more time than that which is normally available for teaching an additional language as a school subject, and many CLIL initiatives amount to some 15-25% of total curricular time in any given year. This is still a significant amount of time and can lead to impressive outcomes that go well beyond what is achieved in the conventional model of teaching a foreign language as a school subject, as evidenced in a brief but informative study in Finland by Jarvinen (2001). For further informative discussion of CLIL in Finland & Austria see Dalton-Puffer & Nikula (2006) and in the Andalusia region of Spain see Lorenzo, Casal & Moore (2009).

EARLY BILINGUAL EDUCATION (EBE) AND CLIL

The studies mentioned in the section on CLIL above, and many others too, underline the importance and potential benefits of CLIL. However, when thinking of the BEP, I do not consider that the term CLIL is suitable and prefer to stay with the terms 'early partial' immersion or bilingual education. To my mind, what is vitally important and distinctive about **early bilingual education** (EBE) is that it is, as the term indicates, an **education from an early age through two languages**. As such, it is concerned not only with the integration of 'language' and 'content', as implied in the term CLIL, nor it is concerned only with learning another subject (or more) through the medium of a foreign language, as implied in the French term EMILE. EBE must also primarily be concerned with a child's entire education through two or more languages, including the gradual development of their sense of identity, society and culture from an early age. In fact, in the BEP (Spain) this process begins at age 3 and can extend to age 16, which implies a strongly educative and formative role for the BEP on each child's entire development. Taking the two dimensions together, i.e. percentage of time per year at 40% plus the number of years from age 3 to age 16, one can see how far-reaching the BEP commitment is.

SOCIETAL REASONS FOR IMMERSION OR BILINGUAL EDUCATION

There is not one single underlying reason for immersion or bilingual education. Spain has a distinguished tradition of education of this sort involving, for example, Basque, Catalan or Galician, in conjunction with Spanish. An underlying societal reason in these cases is the maintenance and continuing revitalisation of the Basque, Catalan or Galician languages and cultures.

The same applies to UK 'heritage' languages such as Welsh, Scottish Gaelic and Irish, and certainly in the UK the future existence of these languages would be bleak if there were no provision of immersion education in them. Education through the medium of these languages therefore must serve two complementary aims: meeting the educational needs of each individual child, and also helping a particular speech community and its culture to prosper.

In Canada the reasons for immersion can be different yet again. There, among the reasons for immersion education in French are a wish on the part of the English-speaking population a) to learn the language of the French-speaking population and thereby show respect and a wish to remain together as one country with two major national languages, and b) to project Canada as an integrated and multicultural society thereby differentiating it in the minds of some Canadians from the big neighbour

4. The French for CLIL is EMILE which stands for ***Enseignement de Matières par Intégration d'une Langue Étrangère***. In Spanish the term used is normally AICLE ***(Aprendizaje Integrado de Contenidos y Lengua Extranjera)***.

to the south which some perceive as being quite strongly assimilationist. Indeed, according to Harley (1994: 230), immersion in Canada is seen ultimately as a means of strengthening national unity.

Although there are many highly impressive and positive examples of successful EBE and immersion programmes in the United States, there is beyond doubt another and very different view of bilingual education competing with these, and endorsed formally by a number of state governments. On this different and competing view, bilingual education is essentially endorsed only as a temporary transitional measure designed to help students from linguistic minorities move progressively towards an assimilationist English-only education. The problematical nature of this view is well set out by Johnson (2009).

ENGLISH AS GLOBAL LANGUAGE

In the case of the BEP (Spain) which is the object of our evaluation, a different sort of motivation applies, arising from the fact that the immersion language is English. The underlying aim is to prepare children for participation in the global world, in which English has undoubtedly become the dominant language of communication. One can think of many good reasons for Spanish children learning English within an immersion approach, provided that it is successfully taught. Not only will they become fluent and literate in it but they will also learn to handle advanced, cognitively demanding subject matter. They will be in a good position to consider doing some of their Higher Education studies abroad or to seek high-level posts which require advanced bilingual and intercultural skills.

At the same time, however, the very prominence of English as the dominant global language might conceivably have such a powerful influence on the children in English-medium education that questions might arise. For example, might their command of the Spanish language be compromised? Or, might they lose some of their sense of Spanish identity?

In fact, the research on immersion programmes elsewhere already referred to suggests that, where the appropriate conditions for immersion education are put in place, then children's command of their first or their national language can in fact be enhanced rather than compromised and their sense of identity strengthened.

However, it is understandable that some parents should feel anxious about this. Accordingly, it was important to the evaluation team to look into this question of whether or not spending some 40% of time being educated through English would indeed have any negative impact on children's Spanish language and identity. In fact, as our main report shows[5], we did not find any negative effects, but it undoubtedly was an important question to address.

IMPLICATIONS FOR MINORITY LANGUAGES

It is important to acknowledge that English as the dominant global language can pose a threat to other languages, particularly to those with limited numbers of speakers.

This can apply to countries where English is the national or main language. For a discussion of issues in respect of Maori in New Zealand, see for example May & Hill (2005); and in respect of Gaelic in Scotland, see for example Johnstone (1994); and MacCaluim (2007).

It can also apply in countries where English as a foreign language has assumed gigantic importance as the main means of global communication. In many countries throughout the world the linguistic mix within the population may be more diverse than before. There may be one or more national languages which are complemented not only by English as global language but also by a possibly large number of local or regional languages. Indonesia for example (c.f. Hadisantosa, 2010) has 726 local

5. For example, see main report Study 8 and Study 11.

languages as well as its own national language. In such contexts, those promoting English-medium education have a responsibility to do so without seeking to devalue or suppress the astonishing linguistic and cultural diversity which exists.

In addition, there is a possibly increasing number of languages which are brought in by groups which have migrated into that particular country and formed communities there. In such contexts, the challenge in respect of the education of minority languages students is well stated by Hurd (1993) who asks if it will lead to additive multilingualism or subtractive semi-lingualism. The term 'additive multilingualism' implies that each language which an individual acquires and uses adds value to the individual's overall language proficiency, with all of the individual's languages valued and playing an important role. On the other hand 'subtractive semi-lingualism' implies that an individual has, as it were, fallen down through the gap between their languages, is not able to make them work together to suit the individual's diverse needs and ends up unable to perform high-level linguistic functions and possibly feeling alienated and inadequate.

It is appropriate if immersion and bilingual education can be promoted within a philosophy and a policy of multicultural, multilingual and anti-racist education (c.f. Cummins, 1998). It is against this background of languages education facilitating inclusion and empowerment that Cummins (2001) sets out his view of the conditions for effective trilingual development.

There are positive examples of pupils from minority languages communities who not only gain a good command of English but who also do well in what is for them a third language. The fascinating study by Swain & Lapkin (1991) involved students in Canada on an English-French bilingual programme, with a focus on performance in French. It compared the performance of students with English as home language (who therefore were learning French as second language) with the performance of students from a number of minority language communities in Canada (e.g. Armenian, Greek, Italian, Polish) who had English as second language and were learning French as third language. The sub-group achieving most success in French were those students from a minority language background who had gained some degree of literacy in their minority language. This acquisition of literacy in the minority language was likely to have been nurtured through the minority community itself rather than the school, but it appeared to have given the students a feeling of confidence in and respect for their home language and culture. This meant that it was not submerged by the two dominant languages of their country but on the contrary stood them in good stead in their languages education at school.

In our BEP (Spain) evaluation we were interested to gain some initial understanding of BEP children whose first language was not Spanish or English. Some information on this is to be found in our main report Study 11. In particular, we made visits to two schools where we knew there to be some pupils with Arabic or Catalan, because in their case English would be likely to be their third language.

In making these visits, our purpose was not to do a detailed research study of the 'first-language variable' and the extent to which it influenced, and was influenced by, English and Spanish in pupils' education. We had two reasons for not undertaking a study of this sort, interesting though it undoubtedly would have been. First, we did not have the resources to do this. Second, and more importantly, if we had provided a detailed report on this topic, this would have enabled some readers to identify the schools, and this would have compromised our ethical commitment to ensuring anonymity for all schools in our sample. Our visits therefore were 'light touch' but from them we learnt enough to form a view that the attitudes and performance of pupils and teachers in these schools were not obviously different from those observed across the overall sample; and this impression was not contradicted by anything we present in our main report, whether in Studies 1[6] & 3 which are based on classroom observation or in Studies 11 onwards which are based on questionnaire returns. If on these initial 'light touch' visits we had identified any *prima facie* grounds for concern that children with a first language which was not Spanish or English were being disadvantaged through their participation in the BEP, we would

6. For an example of spontaneous spoken language in a Primary 5 science lesson produced by a girl with Arabic as first language, see Study 1 of our main report, p.29.

undoubtedly have proposed to the Ministry and the British Council that this matter should be further investigated, but a case for this did not arise.

IMMERSION / BILINGUAL EDUCATION AND THE DEVELOPMENT OF AN UNDERLYING QUALITY

In Scotland, Scottish Gaelic is a heritage language of great national importance but with declining numbers of speakers. Gaelic-medium (GM) education is one of the main means of supporting the language's survival, and there are approximately 60 primary schools which offer the possibility of GM education. The great majority of GM pupils are from English-speaking homes, and in many cases the variety of immersion is 'early total', with some English being fed in as pupils progress through their primary schooling but with Gaelic always the dominant language. In the national research that colleagues and I undertook for the Scottish government (Johnstone *et al*, 1999), we were charged to look at the attainments of pupils receiving Gaelic-medium education at primary school in comparison with those of the same age receiving English-medium education in respect of science, mathematics and English. Using nationally standardised assessments, we found that by the end of their primary school education the GM pupils were not disadvantaged, and in fact were superior to their EM counterparts in English. The recent research on GM education in Scotland by O'Hanlon, McLeod and Paterson (2010) adopted a more sophisticated methodology than my colleagues and I were able to use in our initial 1999 study. However, their findings confirmed that GM pupils achieved higher attainments in English than did their EM counterparts. Their summary report states (p. 5) that: 'Pupils in Gaelic-medium education, who are not exposed to English in the classroom until at least Primary 3, catch up with and overtake English-medium pupils in their command of English. By Secondary 2, whereas only one half of English-medium pupils had reached the expected level E in English reading and writing, three quarters of Gaelic-medium pupils had done so.'

One may perhaps ask why children who were educated mainly though Gaelic should prove superior in English to children who were educated mainly through English. The most likely explanation of this seemed to us to be that the GM children were in fact learning to become literate in two languages and that this process was encouraging the development of an underlying metalinguistic and metacognitive competence which was allowing them to do very well in English, even though they were spending considerably less time on English in their schooling.

In the BEP (Spain) we found something similar[7], this time in respect of BEP students at secondary school who for the most part achieved a higher performance in a written Spanish test than their counterparts in the same schools who were not receiving a bilingual education.

PROBLEMS WITH IMMERSION OR BILINGUAL PROGRAMMES

Is immersion or bilingual education always successful? This is by no means the case. In fact, in some parts of the world (Malaysia and Hong Kong, for example) the Ministry authorities have placed considerable restrictions on the extent to which this form of education should take place (c.f. Johnstone *et al*, 2010). This was because in their context it was considered to be insufficiently successful.

We might bear in mind that in certain Asian countries the examination systems are highly traditional and that success in national examinations is considered vitally important. To be successful, immersion or bilingual education ideally needs to have a system of curriculum and examinations which are compatible with it, rather than incompatible. In this sense, the BEP (Spain) enjoyed a double advantage. First, it had a specially devised bilingual education curriculum and set of educational values which were developed through partnership between the Ministry, the British Council and the participating

7. See our main report Study 8.

schools and endorsed by the Spanish government. Second, the IGCSE (the Cambridge International General Certificate of Education) was chosen as a system of external examination at age 16 which was based on values which went well with those of the BEP itself.

A major reason for the relative failure of immersion / bilingual programmes can be that there is an inadequate supply of teachers who possess appropriate skills in the additional language and who receive adequate support and advice in actually teaching it. There is no doubt that in some parts of the world bilingual education initiatives have been undertaken as a result of high ministerial enthusiasm but with insufficient preparation on the ground, and almost inevitably a backlash ensues – something which did not happen in the BEP (Spain), because of the prudent steps taken to ensure that certain basic conditions were addressed.

FRAMEWORK OF FACTORS AND OUTCOMES

A key consideration in undertaking our evaluation therefore was to build a picture of any basic conditions which required to be met, if the BEP was to be considered as successful. In this, we found it helpful to think of a framework of four main sorts of factor in relation to the project's outcomes.

These were:

- Societal factors
  e.g. political will to provide the necessary funds; attitudes in society to the intended immersion language
- Provision factors
  e.g. supply and training of teachers; existence of agreed *Guidelines*; continuity with secondary school education
- Process factors
  e.g. teaching; learning; acquisition; communication; management; evaluation; consultation
- Individual/Group factors
  e.g. attitudes; motivation; first language; socio-economic status; ethnicity; gender.

The above is only a limited sketch of the complex framework which was in fact elaborated[8] but it suffices, I hope, to convey a sense of the sorts of consideration we were bearing in mind when attempting to understand how the BEP initiative was functioning. If something was working well, or the reverse, then the framework might help us to pinpoint any specific areas which were involved.

In Section 3 of the Supplement which immediately follows the present paper, we provide a discussion of a range of 'process factors' under the general heading of 'good practice'.

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8. The framework is elaborated in greater detail in the main report (printed version) itself.

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Richard Johnstone
May, 2011

chapter 2
IN SEARCH OF 'GOOD PRACTICE'

These notes should be read in conjunction with Studies 1-4 and also the Conclusions of the main evaluation report.

The identification of 'Good Practice' was one of the stated aims of the BEP evaluation which were agreed with the Ministry of Education (Spain) and the British Council (Spain).

GOOD PRACTICE AS REFLECTED IN THE '*GUIDELINES*'

In thinking about how we would approach this aim, we bore in mind what the BEP itself intended, as stated in the Curricular *Guidelines* for the project[9]. Running through these *Guidelines* were a number of important intentions, e.g. :

- to support teachers in delivering **an integrated curriculum**. The concept of 'integration' applied in a number of senses, e.g. a) integration of the Spanish (60%) and English (40%) components of the overall curriculum; b) development of a cross-curricular approach which integrated knowledge and skills from different subjects, rather than treating each subject as a distinct and separate entity; c) encouragement of the integration of assessment into the everyday processes of delivering the curriculum, in such a way that it informs and supports teaching and learning; and d) development of a coherent overall teaching approach from *Infantil* to first cycle, and then from first cycle to second cycle and then third cycle of primary school education, rather than having separate and possibly even conflicting teaching approaches from one year of a child's primary school education to the next.
- to encourage integration of the four **language skills** of listening, speaking, reading and writing, rather than teaching these separately from each other; and similarly to ensure that pupils not only developed language skills but also acquired **knowledge about language.**
- to encourage **a range of classroom practices**, covering whole-class teaching, guided groupwork, independent group work and plenary activity (in which children would report to the whole class). This was seen as moving somewhat away from a traditional mode of didactic whole-class instruction which has been quite common in Spain. The move would help Spanish children to become familiar with another culture of learning, one which would not replace but sit alongside the traditional approach and which would help Spanish children develop the sorts of knowledge, skills and attitudes which would equip them well for participation in global society.

The *Guidelines* document for primary school education contains many examples which reflect the above three intentions. For example, the document:

- states the importance of co-ordination between all members of staff, both within each cycle, across cycles, and at transition from *Infantil* to first cycle

9. The Spanish title of the primary *Guidelines is: 'Orientaciones para el Desarrollo del Currículo Integrado Hispano-Británico en Educación Primaria. Convenio M.E.C. / British Council'.* published in 2006 in Spanish and English by the Ministry of Education (Spain) which at the time was known as *Ministerio de Educación y Ciencia,* hence M.E.C. The *Guidelines* are in two volumes for infant and primary education respectively; the examples overleaf are from the version for primary education. Guidelines were subsequently issued for each main BEP subject in secondary education.

- states that speaking, listening, reading and writing should be taught in a balanced and integrated way within the classroom
- presents ideas for teaching knowledge about language, e.g. in respect of phonics, spelling, sentence structure & grammar, punctuation and vocabulary
- contains suggestions for whole-class work, guided groupwork, independent group work and plenary reporting
- presents assessment as part of effective teaching & learning, involving aspects such as the recording & summarising of success and progress, and the provision of feedback to learners.

GOOD PRACTICE AS OBSERVED IN BEP STUDENTS AND TEACHERS

In looking for instances of Good Practice in teaching and learning as observed in the BEP, we might possibly have constructed a checklist based on the *Guidelines.* This would certainly have told us of the extent to which BEP teachers in their classroom practice were in fact reflecting what had been set out in the *Guidelines*.

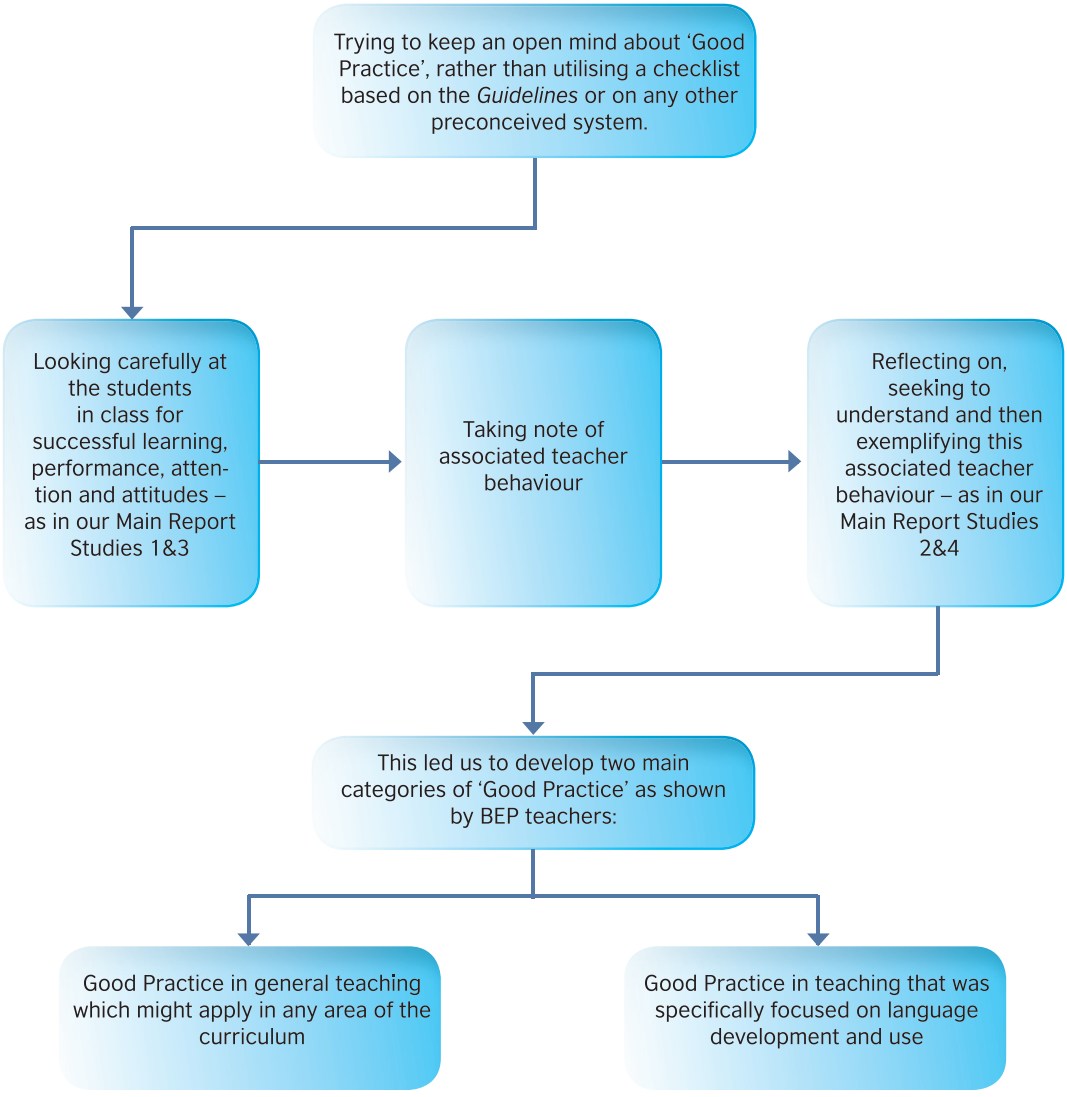
We saw no reason for disagreeing with the *Guidelines* but nonetheless we decided not to adopt a checklist based on it. If we had developed a checklist of this sort, then this would have meant we were taking it for granted that the practices recommended in the *Guidelines* were indeed good practices. Our role was to evaluate the BEP, including its recommendations as in the *Guidelines*, not to accept these recommendations as necessarily being already valid.

Accordingly, we adopted a different approach, one which was not directly based on the *Guidelines* or indeed on any preconceived checklist.

This different approach consisted of taking careful note of what BEP students were doing well, and using this as the basis for noting what the teachers were doing while this was happening.

In other words, for us Good Practice came to be understood as those activities which teachers were doing when we were in no doubt that the students in class were performing well and showing positive attitudes.

The particular way in which we set about the task of observing classroom lessons is set out both in the main printed report and also in Supplement 7 (entitled ‘Lesson Observation’). It is summarised diagrammatically overleaf:



Good Practice in general BEP teaching

Some of the Good Practice observed was **generic** in nature. That is, it could apply in more or less any teaching context and for all or most areas of the curriculum.

Examples of this generic Good Practice were in evidence where teachers:

- had clear objectives for lessons
- provided clear explanations
- were well organised
- led lessons which had a variety of activities rather than one activity alone
- ensured smooth transitions from one activity to the next
- varied the stimulus rather than teaching in one mode only
- were fair and involved all students rather than a select group only
- were helpful and responsive
- showed enthusiasm for teaching and for their subject

- had high expectations of all students
- maximised time on task, i.e. getting the full value for the time available in each lesson.

GOOD PRACTICE IN BEP TEACHING THAT WAS SPECIFICALLY FOCUSED ON LANGUAGE DEVELOPMENT AND USE

Other observed instances of Good Practice were more specifically related to language use and language learning.

Examples of this more linguistically-focused Good Practice occurred where teachers:

- helped pupils focus on linguistic form as well as on function & meaning
- paid due attention to accuracy, especially where meaning would otherwise be compromised
- helped pupils to focus on key words
- helped them develop robust classifications
- helped them develop the passive voice, particularly appropriate when doing science
- encouraged pupils to extend their utterances, in order to express longer strings of expression
- provided clear explanations
- helped students express particular relationships, e.g. *the more ... the more ...*
- helped them develop drafting skills
- focused on spelling distinctions, e.g. *flour / flower*
- colour-coded in order to highlight particular types of word, e.g. verbs.

WHAT CAN WE CLAIM, AND NOT CLAIM, FROM OUR ACCOUNT OF GOOD PRACTICE?

We can claim that these practices (both of the generic and the language-focused variety) as implemented by BEP teachers were clearly associated with successful performance in class as produced by pupils in Primary 5/6 and Secondary 1/2.

In this sense, these practices are well grounded in systematically observed classroom evidence.

What we cannot claim, however, is that these practices as exemplified by BEP teachers were the direct cause of the good classroom performance by BEP students. We believe it is highly likely that they made a significant contribution to the BEP students' successful performance in class, but we cannot prove this, since we were carrying out an evaluation and were not conducting a controlled experiment. It is quite possible that the students' good performance in class was also influenced by more latent factors which were not observable or which may have exercised their influence at some point in the past. We have no way of knowing from our classroom evidence what these additional latent factors might have been.

Nonetheless, even if the link we have established between teacher practice and learner performance is associative rather than necessarily causal in nature, we believe it has been extremely useful to document this associative relationship. Even if X is not the sole cause of cause Y, X may well be something which triggers or supports Y.

HOW CONGRUENT IS THIS PICTURE OF GOOD PRACTICE WITH THE NOTIONS OF GOOD PRACTICE AS REFLECTED IN THE *GUIDELINES*?

Many of the recommendations in the *Guidelines* were implemented by BEP teachers, and we have clear evidence which indicates that BEP teachers valued the *Guidelines* considerably and also the courses based on these which the Ministry and the British Council provided. The two sets of examples of Good Practice identified in BEP teaching (general teaching, and teaching that had a specifically linguistic focus) that we have provided above are in our opinion generally compatible with the *Guidelines*. For example, the different sorts of 'integration' to which we have referred earlier in this paper were all observed to occur on a fairly regular basis. This does not mean that every single BEP teacher fully exploited each and every opportunity in such cases, but it was clear (from the class teachers' questionnaire returns, for example) that the *Guidelines* had in some cases stimulated their thinking and helped them develop as teachers.

There were perhaps two areas in which the *Guidelines* were not being followed to the extent that had been hoped. First, fairly limited use of ICT was observed (which might include, for example, electronic whiteboards as well as computers), and some of the practice in using ICT was not necessarily fully effective, e.g. use of websites that were not adapted to the level of the students. On the other hand, we did identify an increase in the quantity and sophistication of ICT use by the final year of our evaluation study. Second, we observed rather less focus on helping students to develop intercultural knowledge and skills than perhaps had been anticipated. Perhaps the focus was mainly on teaching subject knowledge and skills in two new ways: a) through the medium of English and b) with some move beyond traditional whole-class didactic teaching, but less so by means of c) teaching intercultural knowledge and skills as such. On the other hand, our Study 10 does show that students felt that the BEP was preparing them well for citizenship of the wider world.

ARE THERE INSIGHTS FROM THE PUBLISHED RESEARCH LITERATURE WHICH MIGHT BE OF SOME RELEVANCE TO FURTHER DEVELOPMENT OF GOOD PRACTICE IN THE BEP?

To answer this question would require a major study in its own right, one which went well beyond the aims and scope of our evaluation. Nonetheless, it may be helpful to point to a small number of studies which we believe do have some relevance to the further development of good practice in the BEP:

Insights into the nature of progression in the acquisition of an additional language

Mitchell (2003, p. 17) claims that progression in a second language, far from being straightforward, is in fact *'a complex and recursive process with multiple interconnections and backslidings',* and that there are *'complex trade-offs between advances in fluency, accuracy and complexity'***.** In other words, proficiency in a second language is not one single thing which continually progresses in the same direction, but has a number of different components (here, Mitchell mentions fluency, accuracy and complexity) and that there are 'trade-offs' between these. In other words, if 'accuracy' progresses, this may for a while be at the cost of 'fluency', or vice-versa.

A good example of the above is evidenced by Peltzer-Karpf and colleagues (1997) in the Vienna Bilingual Schools project. They found that children in Primary Years 1&2 were able to produce fluent whole utterances that were nicely pronounced and generally correct, but that in Year 3 the children's grammatical control seemed to fall apart, and the researchers coined the phrase 'Systemturbulenz' to describe it. For a while, this was of some concern to the teachers, but by Year 4 the children were once again becoming able to impose more grammatical control. What seemed to have happened was that in Year 3 the cognitive level of the children's classroom tasks had been raised above that for Years 1 & 2. It was understandable that for a while, confronted by the increased cognitive challenge, the children's grammar was unable to cope with it, but in time, as they became more attuned to the

cognitive level, their grammatical control began to improve. In this case, one might claim that there had been a temporary 'trade-off' between 'grammatical control' and 'cognitive challenge'.

A challenge therefore for any teacher on a bilingual education or CLIL programme is to find ways of helping children increase their fluency and accuracy while grappling with subject matter that is cognitively demanding. Recent research from Canada and elsewhere provides some initial clues as to how this might be approached, and some indication of this is given in the section that follows.

Finding ways of becoming fluent and accurate

Canada is well-known for its distinguished tradition of research and development in immersion and bilingual education. It gradually became apparent in Canada and elsewhere that immersion practice, as it had been in the 1970s and 1980s, had certainly helped many learners to develop a high level of listening skill and to be able to speak quite fluently, but unfortunately with recurrent mistakes (e.g. Harley, 1991), especially in grammar.

The challenge therefore for researchers and teachers was to find ways of helping learners to become more accurate in their spontaneous spoken production without compromising their fluency too much. Many researchers, including Lyster and colleagues (e.g. Lyster 2004a; 2004b) have undertaken research on the provision of feedback to learners when they make mistakes.

A prevalent tactic adopted by many teachers had been to make use of 'recasts', e.g. *Teacher: What did you do at the weekend? Pupil: I play football. Teacher: Oh, you played football? Pupil: Yes*[10]. In this example, the teacher has 'recast' the pupil's response ('play') to a different form ('played'), but has not explicitly drawn this to the pupil's attention. Recasts can be useful in that they allow the teacher to feed in correct or more appropriate forms and also to keep the flow of an interaction going. However, the research by Lyster (2004a&b) and others suggested that in some or indeed many cases the learners did not notice the recast, and so the same mistake was made on other occasions.

This led to researchers investigating different forms of 'corrective feedback' as alternatives to the use of recasts. 'Corrective feedback' might consist of an explicit correction by the teacher, or possibly an invitation to the learner to think about what she/he had said and try again, or possibly an invitation to peers in the class to comment or make suggestions or give other examples. As a consequence, Good Practice is now considered as including brief episodes in which there is 'focus on form' within lessons that rightly are mainly 'focused on meaning', and the intention is that over time the learner's awareness will be raised and they will develop a heightened capacity for self-monitoring and self-correction.

In fact, we believe that in the lessons observed within Studies 1-4 of the BEP evaluation, there were many examples of Good Practice based on teachers making good on-the-spot judgements as to when to focus on form and when to stand back and allow the lesson to flow. Although they probably were not fully conversant with background research literature and the technical terminology of the sort briefly mentioned in this note, they were acting in ways which seemed reasonably compatible with it, and for this we believe they deserve much credit.

10. This example has been constructed in order to illustrate a recast in English.

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Richard Johnstone & Alan Dobson
May, 2011

chapter 3
TRANSFERABILITY OF THE BEP EXPERIENCE

The publication of the evaluation of the BEP offers an opportunity for reflection on the sorts of questions which are likely to be asked about the 'transferability' of projects of this kind.

The BEP presents an interesting and valuable source of experience to inform the thinking of those who may be planning initiatives in the field of bilingual education:

- it delivers bilingual education across both primary and secondary schools
- it is based in (non-selective) state schools
- the schools included cover a wide socio-economic spectrum
- it includes schools in a range of autonomous regional authorities across Spain from the Atlantic to the Mediterranean
- it has been developed over a 15-year period
- it is large in terms of the numbers of pupils and teachers as well in schools involved[11]
- pupils and their parents in Spain do not generally have the exposure to English outside the school that their counterparts in some parts of northern Europe experience, such as in the Netherlands or in Scandinavia.

What features, principles or practices are likely to be transferable from the experience of the BEP to similar projects elsewhere? What would the deliverers of new projects elsewhere need to keep in mind? What are the implications for other projects (whether in Spanish-speaking or other countries) which arise from the evaluation of the BEP?

The successful BEP has been delivered as a commitment over a 15-year period and with considerable and sustained investment, not least in staffing and staff development: to what extent are these features prerequisites for a successful bilingual education project?

The situation in 2010 is not the same as in the mid-1990s. We have learned a lot about the nature of bilingual education as a result of the development of the BEP and its evaluation; and other models have emerged in Spain and elsewhere in this time.

It needs to be made clear at the outset of any project to teachers, parents and pupils what the minimum of life of that project is intended to be and this commitment, once made, must be consistently supported.

It may be that success can now be achieved with a lower level of investment than that experienced by the BEP, but a significant amount of investment is needed (as with almost any new initiative in education), especially during the first years of development.

11. In school year 2010/11 the BEP numbers were some 27,000 pupils in 82 primary schools, and 5,000 students in 42 secondary schools (Figures supplied by the Ministry of Education).

To what extent are supernumerary teachers needed to launch and develop a bilingual education project?

Given that embarking on a bilingual education initiative is a major undertaking for any school, additional staffing is needed in the early years of development. For example, there are extra demands in terms of the planning of units of work, the challenge of a different methodology, the preparation of new materials and coping with a wider range of classroom management situations.

Moreover, a school may not have in place classteachers who combine linguistic competence with the subject knowledge and pedagogy to deliver a range of curriculum subjects.

The number of supernumerary teachers needed will vary according to the school and its context, but more input, for example for team-teaching, will be needed in the development stages than later when supernumerary teachers can move into a 'mentoring' rather than a 'co-teaching' mode and fewer of them may be needed.

Is the successful delivery of a bilingual education project dependent on small class sizes?

In view of the various challenges noted above, smaller class sizes can make a significant contribution to successful implementation, particularly if a school has a high proportion of pupils with special educational needs or who are not native speakers of the national language.

During the evaluation a range of practice was encountered: in some cases classes were divided into two, each with its own teacher; in other cases each group was taught by each teacher alternately in order to make better use of their respective experience and expertise; in some cases pupils with SEN were withdrawn (for part of the time); in other cases both teachers were in the room together supporting each other and deploying their complementary skills.

Where supernumerary teachers are available, there are advantages in using them alongside a colleague in the mainstream classroom. For example, not only is classroom management reinforced but the teachers gain professionally through joint planning and seeing each in action.

On the BEP, the 'bilingual' classes tended to be smaller than those in subjects taught in Spanish, but they were not always small. For example, in Primary School Years 5 and 6 over two-thirds of lessons seen were in the range 16-25 and in ESO1/2 over half were in the range 16-30.

Do the supernumerary teachers have to be native speakers (of English)?

It is important that supernumerary teachers have a very high level of competence in English, but it does not follow that they must always be native speakers.

The BEP has recruited large numbers of supernumerary teachers (*asesores linguisticos* - AL) who are native speakers of English, but others are native speakers of Spanish with a very good knowledge of, and fluency in, English. Some of the most effective lessons in English seen during the evaluation were taught by these AL native speakers of Spanish.

Some primary schools are fortunate that they have several regular class teachers with levels of competence in English comparable with those of AL: over half of the lessons seen in Years 5 and 6 [21/38] were taught by classteachers. In secondary schools there are relatively few native speakers on the project, partly because only a minority of *comunidades* appoint AL. In the lessons seen, the level of English of the subject specialists whose mother tongue was Spanish was more than adequate for the delivery of the subject (although they would benefit from further staff development) and in some cases was outstanding.

Of the lessons seen in Years 5/6, just over a quarter were taught by native speakers of English and this was also the case in ESO1/2.

Do foreign language assistants (FLA) have a role alongside qualified teachers who are native speakers?

Some secondary schools are fortunate in having FLA as well as AL, others employ several FLA instead of AL to support the regular teachers in the classroom, although one of the secondary schools visited had no AL and only one FLA. Where FLA are employed, it needs to be recognized that they are not qualified teachers and there are constraints on the amount of class contact they may undertake, so expectations need to be adjusted accordingly.

Given appropriate support, FLA can make a significant contribution in lessons, not least through modelling pronunciation and language structures for pupils and their participation in dialogue in group work. Moreover, FLA offer a valuable linguistic reference point for colleagues in the preparation of materials and an informal source of English conversation to refresh their fluency.

What are the main staff development needs of supernumerary and other teachers likely to be? Is linguistic upskilling needed alongside training in methodology?

Supernumerary teachers new to a country, even if they have some knowledge of its language, are entering a different educational culture and their needs should not be underestimated. An induction course, such as that organised each September by the Spanish Ministry of Education and the British Council, can make a valuable contribution to the process of adjustment to different school systems and classroom expectations. It is also important that the schools which receive such teachers provide continuing support, particularly during their first year in an unfamiliar setting.

Although teaching takes place through the medium of English, English teachers with some knowledge of the national language are likely to adjust more quickly, for example in developing relationships with colleagues who teach outside the bilingual programme who may not speak English or in appreciating the kinds of difficulties which pupils are likely to experience when they encounter the pronunciation and structures of English.

Some of the most effective teaching seen on the BEP occurred where a teacher who was a native speaker of English was able to bring a good knowledge of Spanish to inform the planning and delivery of lessons.

As noted above, some of the supernumerary teachers on the BEP were native speakers of Spanish with a high degree of fluency in English. Their teaching through the medium of English was often impressive, but such teachers also benefit from the opportunity for conversation with colleagues who are native speakers. The latter can also be a useful source of reference on points of detail such as the pronunciation of unfamiliar words in English, the checking of (false) cognates, and usage involving certain phrasal verbs.

Valuable though supernumerary teachers are in the development of projects such as the BEP, it is important in the interests of sustainability that, once established, a bilingual education programme can be largely delivered by the regular teachers.

As noted earlier, a high proportion of the teaching through English on the BEP was done by class teachers in primary schools or by subject specialists in secondary schools who were qualified teachers with civil servant status within the Spanish system. Those teachers observed during the evaluation of the BEP had the linguistic skills to deliver their subject(s) in a foreign language. Although their English was usually very accurate, there were understandably some slight weaknesses in their spoken language and they benefit from having native or highly fluent speakers of English (AL and/or FLA) on the staff, for example as a source of English conversation and consultation about usage. Where such contacts are possible, opportunities need to be taken at least to check the accuracy of key language in the visual presentations and handouts used with classes.

What are the implications of implementing a bilingual education programme, in terms of the development of materials for teaching and learning?

The development of appropriate teaching materials can present a particular challenge for bilingual education programmes. Standard EFL textbooks are likely to be of limited use because the context and the objectives of bilingual education are different: it was policy on the BEP that they should not be used for this reason.

In terms of 'content' subjects, it would be simplistic to assume that specialist textbooks designed for native speakers in the United Kingdom (or other English-speaking countries) could simply be imported into the bilingual education classroom. Except possibly in some upper secondary lessons, the language of the texts, unless it is mediated, is unlikely to be accessible to learners who have not yet reached a high level of proficiency. Moreover, textbooks from English-speaking countries will make certain cultural assumptions about prior knowledge which it would be unsafe to assume when teaching pupils in a different educational culture.

Effective teaching was seen the BEP where the teachers had taken an eclectic and pragmatic approach drawing on a range of sources, not least the Internet, in the compilation of authentic materials and the preparation of units matched to the objectives of the BEP. It should be recognised, however, that the adaptation and development of materials can be very time-consuming, even if it is also professionally rewarding.

Does ICT have a particular role in the planning and delivery of a bilingual education project?

ICT can of course provide valuable support for teaching and learning in a variety of educational contexts. In bilingual education there is a particular contribution that appropriate technologies can make, for example in terms of visual support for the understanding of texts in a range of subject areas, exposing learners to a wider range of voices and accents than those of their teachers, and providing enrichment for intercultural learning.

Although early in the evaluation only limited use of ICT was seen, the amount of use increased noticeably over the next three years. As more schools gained access to interactive whiteboards and data projectors, teachers were able to see the potential for linking audio and video visual presentation in attractive and flexible ways and for stimulating responses from a wider range of pupils. In terms of 'low tech', CD and DVD can provide valuable experience of listening to a wide range of native speakers from beyond the school. Unfortunately, relatively little use of these simple media was seen during the evaluation.

Although the Internet was not frequently used by pupils during the visits to BEP schools, many apparently used it at home and there were examples of pupils using it effectively to search specific topics. It is of course important that the parameters of tasks set for Internet research are clearly thought through before being introduced to pupils, so that the latter are not inadvertently exposed to inappropriate content and do not waste time surfing or trying to find their way through unnecessarily complex sites.

The Internet has proved invaluable to the teachers themselves in identifying material for subject teaching through the medium of English. Across the BEP schools, a wide range of useful sites was identified by teachers to support exemplification and demonstration. It would be helpful if the list of such sites could be compiled with some kind of users' commentary. This could enable the wealth of material to be shared more effectively across Spain, matched to need and save teachers a lot of time-consuming searching for material already identified by their colleagues elsewhere. Obviously, there is scope for further sharing beyond Spain.

What can teachers learn from the evaluation report on the BEP?

The evaluation report provides a source of reflection for teachers on outcomes and good practice in bilingual education. Such a source is particularly important where a school may have little contact with others offering similar programmes (in its own area or elsewhere).

In the case of the BEP, successful outcomes and effective practice were found across the geographical spread of the project. In informal conversations, many teachers showed themselves keen to know more about practices elsewhere, not only in their own *comunidad* but in schools in *comunidades* on the other side of Spain. The examples from classrooms presented in the evaluation offer a source of information about, and insights into, the wealth of successful teaching and learning across the BEP. Moreover, although presented in the setting of Spanish classrooms, most of the examples could be relevant to the development of bilingual education elsewhere.

As well as offering a stimulus for reflection by individual teachers, the material in the report could be used for staff development in schools or clusters of schools. Colleagues might usefully ask themselves questions such as 'Are our current expectations of children as high as they should be, given what is happening elsewhere?', or 'Which of the practices described might be worth trying with our pupils?', or 'Do we build effectively in primary on the foundations established by our colleagues with infant classes?' or 'Is our work on developing fluency complemented appropriately by work on accuracy?' or 'Do we always maintain through later years (i.e. into secondary) the momentum of study often experienced by the younger children'[12]? On the other hand, some of the examples may provide confirmation that practices similar to those adopted in one's own school are also followed successfully by teachers elsewhere in Spain and thereby reinforce the teachers' confidence.

The evaluation report could also provide a stimulus for discussion of questions of linguistic upskilling or refreshment. For example, it can be useful to ask from time to time 'In what respects might my command of English, though good, need refreshing, and how might this be done?'

In Study 2 and Study 4 the quality and accuracy of the English of primary and secondary teachers respectively are considered. It can be useful to ask to what extent the examples quoted are reflected in one's own strengths and weaknesses in English. A little targeted attention to specific points of pronunciation or grammar or lexis could make a significant contribution to the refreshment of an individual teacher's English. The identification of such points could provide a useful source of discussion with any colleagues who are native speakers of English or whose command of English as a foreign language is very strong.

In Study 1 and Study 3 the quality and accuracy of the English of primary and secondary pupils respectively are considered. Discussion of the examples quoted in these studies might result in an adjustment to the methodology for teaching specific features which tend to present a particular and recurring challenge for Spanish speakers in many schools, such as the marking of the present and past tenses (e.g. walk- walked /walk(ed)/walkèd) or the pronunciation of certain initial consonantal groups (e.g. (e)stress, (e)stripes).

What issues does the experience of the BEP raise for school management?

The provision of bilingual education in mainstream schools provides significant challenges for school management**.** In both primary and secondary schools, management has to be sensitive to maintaining the goodwill and motivation of non-BEP staff whose own deployment across the years and teaching groups may be affected by the need to ensure that some 40% of the curriculum is delivered through the medium of English.

The issues in primary schools mainly concern the deployment of staff. The importance of having teachers who are native speakers of English, or teachers with high proficiency in English, needs to be recognized and their effective and efficient deployment merits careful consideration. For example:

- *Should such teachers be deployed evenly across infant education and the three cycles of primary education?*

  or

- *Should they be concentrated in particular age groups?*

12. See Study 4.

The first arrangement offers the advantage that pupils across the school are assured contact with highly proficient speakers. The second allows the school to make use of its most proficient speakers at crucial stages, for example in *Infantil* to provide pupils at an impressionable age with an authentic model to imitate, or in the third cycle of primary where the developing proficiency of pupils needs to confront more challenging situations.

Secondary schools are different in their structure with most teachers delivering a particular subject specialism, but staffing considerations such as the optimum deployment of AL (where available) and FLA also apply.

New issues concerning curriculum and organisation also arise. Unlike primary schools where the BEP applies to (virtually) the whole school, secondary schools with BEP cohorts are not literally 'bilingual schools' Indeed, the BEP cohort may be a (small) minority in some secondary schools. This raises questions about the grouping of students in all subjects. For example:

- *Should BEP pupils be taught as a discrete group for all subjects including those delivered in Spanish?*

or

- *Should they be spread across the teaching groups for the subjects delivered in Spanish, notably Spanish language and mathematics?*

Both arrangements have advantages: for example, the former may be more efficient to organise (and timetable constraints may make it inevitable), the latter may assist in the social integration of BEP pupils within the school as a whole.

Management issues are considered in more detail in Study 16 of the main evaluation report.

What issues for research arise from the evaluation? What part has research to play in the future development of bilingual education projects?

Not only teaching and learning but also planning and organisation in bilingual schools have much to gain from research focussed on particular issues. The evaluation has identified a range of possible themes for future enquiry and (action) research. These are briefly discussed in the main evaluation report and further discussed in Section 5 of the Supplement.

Alan Dobson:
May, 2011

chapter 4
POSSIBILITIES FOR FURTHER RESEARCH

The present paper offers some thoughts on possibilities for further research which complement those we offered in the main report (p. 145).

POSSIBLE TOPICS

Examples of possible topics might be:

- focusing on low attainers (the bottom 10% that our evaluation suggests are having difficulty with the BEP as it is at present) in order to investigate ways of enabling them to enjoy a more successful and enriching BEP experience
- investigating learner variables such as socio-economic status, first language (if different from Spanish as national language), gender, self-confidence, group affiliation, ethnicity and culture, geographical location, motivation, strategies - in respect of their possible association with outcomes such as attainments in examinations and other assessments, intercultural competence, citizenship
- investigating teacher variables such as general teaching strategies, language-focused strategies, assessment in support of learning, differentiation of instruction according to learner need and interest, use of mixed-mode teaching (e.g. Spanish and English), the creation of a collaborative classroom climate
- investigating management variables at school level such as collaborative planning, timetabling, consultation with staff and with parents, creation of a 'bilingual school ethos', continuity between primary and secondary education, curriculum and course development, assessment and examinations strategy, school-based evaluation and research. This could include reviewing the role of other English speakers as well as of *asesores lingüisticos* in order to pilot and monitor a mentoring role for them in support of BEP classteachers
- investigating ways and means of enabling BEP students to gain greater exposure to and interaction with English-speakers additional to their BEP teachers (on whom our findings show they are at present heavily dependent), and making use of ICT networks and recorded materials in the process
- investigating different models of provision and their relationship with eventual outcomes. Spain in fact has several different models of both EBE and CLIL and which vary according to factors such as the starting age, the amount of time given to learning through the additional language and the particular content areas that are taught in that language. Since the mid-1960s Canada has investigated a range of different models (early partial immersion, early total immersion, delayed partial immersion, core French and others) and over time excellent research-based evidence has accumulated which gives a good idea of what may reasonably

be expected from each model. This means that parents and school managers are in a better position to decide on the particular model they would wish to see implemented in their school

- investigating the different sorts of outcome which arise from a bilingual or multilingual education. National or international examination performance would certainly be one sort of outcome which would merit research. Equally important, however, would be the particular sorts of identity (e.g. linguistic, social, cultural, technological, intellectual, national, European, global) which students form over time as they experience this type of education.

AGENTS

There might be a number of different agents of the research we have suggested. These might include:

- Students undertaking research at masters or doctoral level

  Research of this sort has to be the work of one person (though normally the university will provide one or more supervisors plus specialised research training). It would not be reasonable to expect anyone doing PhD research to produce findings that were going to have a major impact on national or international policy. Nonetheless, an individual conducting their personal research can do much to probe one particular topic.

- Staff employed in universities and with a responsibility to undertake research

  We are already aware of an increasing level of interest among university researchers in Spain and elsewhere in exploring issues pertinent to bilingual education or to CLIL, and we hope that ways can be found at international, national and regional levels of finding the funds to support this further. We take this view because of the importance we attach to finding ways of making it possible for university academics to undertake research which is not only academically respectable in its own right but which also has a bearing on the major languages-related policies which are being enacted in Spain at national and regional levels, as well as internationally.

- Staff in schools

  We believe there is much to commend the notion of teachers themselves, individually or in groups, undertaking some form of investigation into issues which are of interest or concern to them. If they are working in groups, the group might consist of staff from the same school, or it might be a group formed in one locality or region, or it might draw on teachers from across Spain or even internationally. If groups of this sort are formed, then co-ordination will be needed and probably some form of financial and technical support. This therefore is an area in which some form of partnership with local or regional authorities, or universities, or national/international organisations such as the Ministry of Education (Spain) and the British Council. We believe there can be considerable benefits to school staff in 'awareness-raising' of what is actually happening, and in the informed development of school policies.

- Regional authorities or national organisations (e.g. Ministry of Education and British Council in Spain)

  Undertaking a large-scale initiative in bilingual or multilingual education implies a major commitment on the part of those bodies responsible for it. Spain is greatly to be commended for having taken such a bold and decisive step forward in this area through a variety of important regional or national initiatives. For an initiative of this sort to succeed, many basic conditions have to be put in place (e.g. adequate supply of appropriately trained teachers), and there are many things that can go wrong. We would be sceptical about claims made on behalf of any large-scale policy initiative that had not undergone a substantial independent evaluation. In this respect, we believe that the Ministry of Education and the British Council are to be commended, not only for developing the BEP but also for commissioning the present independent evaluation.

We hope that our particular study has helped to raise awareness of the progress that has been made and of any areas which would benefit from further attention. However, even within the national BEP there will continue to be areas which would benefit greatly from further research. These areas include all of the topics we have listed earlier in this paper.

Richard Johnstone,
Alan Dobson &
María Dolores Pérez Murillo:
May, 2011

part two:
SOME ADDITIONAL INFORMATION & REFLECTIONS ON METHODOLOGY

chapter 5
CODE OF PRACTICE

In conducting the independent evaluation of the national BEP in Spain, we were evaluating the project. The aims of both the project, and of our evaluation of it, are clearly stated in the main report (printed version).

WHAT WE WERE NOT EVALUATING

We should reflect briefly on what we were not evaluating. We were not evaluating the participating schools, nor their staff, nor their students, nor the parents. Our task was not one of inspection. We were not charged to judge the schools in respect of factors such as their management, quality of teaching, or learning environment. Nor were we asked to produce public reports on any named school.

WHAT WE WERE EVALUATING

Our task was to focus on the BEP as a whole and to produce evidence on pupils' attainments in class and in examinations, on good practice in teaching and on the perceptions of the project held by students, class teachers, head teachers and parents at both primary and secondary school levels.

THREE CONTEXTUAL FACTORS TO TAKE INTO ACCOUNT

Accordingly, it was extremely important to us that we should communicate the nature of our task as clearly as possible to those involved in the participating schools. In this respect, we accepted that, to begin with, there might be some uncertainty in the minds of those from whom we were seeking to collect evidence. In considering this matter, we took account of three contextual factors:

- Since we were evaluating an official project of the Ministry of Education (Spain) and the British Council, there might have been a thought in the minds of some potential respondents that we were in some way representing these bodies. It was important to us to establish clearly that this was not so, and that we were interested to learn about perceived problems as well as about perceived successes.
- Moreover, as our contacts with schools built up, we from time to time became aware of some tensions between the national BEP and the bilingual/multilingual programmes of certain regional *comunidades*. It was important to us that we should not be perceived by respondents as in any sense favouring the BEP over any other initiative which we were not evaluating.
- Two of the three members of the evaluation team were from the UK, both with considerable expertise in large-scale languages-related evaluation. One of them (the Director of the evaluation) has French and German as his main foreign languages, but not Spanish. The other is highly fluent in Spanish and has longstanding contacts with Spain, both official and unofficial, and had in the past been a senior member of HM Inspectorate of Schools in England. The third member of the evaluation team is Spanish, with a doctorate in bilingual education and

extensive experience as a teacher educator but with less experience of large-scale project evaluation. There might therefore have been some uncertainty in the minds of some respondents as to what our functions actually were.

CREATING AN ATMOSPHERE OF TRUST AND UNDERSTANDING

Clearly, the evaluation would not achieve its aims if there were uncertainties or even suspicions in the minds of our respondents. It was essential that an atmosphere of trust and understanding should be created, so that the students, class teachers, head teachers and parents would feel that they could be frank and open with us in accepting our presence in classrooms and in disclosing their views about the BEP, both in face-to-face conversation and in questionnaire surveys.

A **code of practice** was developed which took these considerations into account.

Below, we set out the evaluation team's code of practice.

CODE OF PRACTICE

Below is set out the Code of Practice which the BEP Evaluation team adopted, as developed in July 2007.

The evaluation team welcomes the fact that the two funding bodies (MEC and BC) attach high importance to the independence, objectivity and integrity of the evaluation. In order to realise these principles, the evaluation team commits itself to the following principles:

Behaving fairly, transparently and independently, and in a consultative manner

- to conduct the business of the evaluation in a manner that is fair, transparent and independent but that also prioritises full consultation with schools and the funding bodies

Minimising inconvenience

- to minimise inconvenience and disruption to the participating schools. This might involve among other things making use of existing documentation in order to avoid duplication of effort in collecting information which is already available

Providing advance information

- to provide (wherever possible) advance information to schools about visits which are intended, including precise dates and the proposed arrangements

Securing the prior agreement of schools for all modes of data-collection

- to secure the prior agreement of schools to the particular modes of data-collection which are intended. For example, if it is considered desirable to obtain audio-recordings of interviews or of classroom activity, prior permission (including possibly parental permission) for this must be obtained, and all modes of data-collection must first be approved by the Project Director

Maintaining anonymity

- to maintain anonymity throughout, except possibly in cases where 'good practice' is highlighted, and to exemplify good practice in such cases only with the consent of the teachers and schools involved. Electronic records should not identify schools or teachers. Therefore names should not appear on records and codes known only to the evaluation team should be used on lesson observations, for example. However, the category of teacher, e.g. classteacher, *asesor linguístico* etc., will need to be indicated to enable the research to be carried out. The same will apply when keeping paper records, but a note of a teacher's name will have to be kept, for example, where an aspect of interesting or good practice is to be followed up or the progress of a particular class monitored on a subsequent visit. The teacher's name should be erased when it is no longer necessary for the operation of the evaluation project

Maintaining confidentiality

- to maintain confidentiality throughout, by divulging no information about the evaluation to any person or group outside the evaluation team, except through channels which are agreed with the funding bodies[13]

Ensuring the security of data

- to ensure that all data are securely protected and available solely to members of the evaluation team

Acting as a team

- to act as an integrated team, maintaining good communication with each other throughout[14], e.g. striving to meet agreed deadlines, responding in good time to requests from colleagues, being willing to share ideas and to be properly critical of each other's and one's own contributions

Informing if not able to meet an agreed commitment

- to inform the project secretary and the Director, if for personal, professional, health or other reasons a team member is unable to meet a particular agreed commitment. The secretary should be informed if one cannot meet it; it may be that only the Director can/should be told why

Arranging school visits through the project secretary and in writing

- to contact all schools in a standard fashion for purposes of arranging school visits. The procedure will be that such contacts should be undertaken by the project secretary and not by other individuals within the team, and that such contacts should be made in writing (by email, fax or letter as appropriate). The Director will provide the secretary with a draft text template. Contacts should not be initiated by means of telephone-calls (a point underlined by the two representatives of the funding bodies). However, once the project secretary has made the arrangements for a particular school visit, there will be no objection to an individual member of the research team making a phone-call to the school if a particular matter requires clarification

Maintaining an up-to-date website so as to keep schools informed

- to ensure that participating schools at appropriate times receive relevant and up-to-date information about the progress of the evaluation, particularly through the evaluation project's web-site

Reporting fairly, clearly and independently

- to report fairly, clearly and independently, without bias or favouritism, on the basis of robust evidence

Reporting at agreed times and in agreed ways

- to provide the funding bodies with evaluation reports at agreed times and in agreed ways. In all cases, these reports must be agreed and submitted solely by the project Director

Focussing exclusively on the aims of the evaluation

- undertaking to provide evaluation information that is solely related to the agreed aims of the evaluation.

13. It will of course be necessary for the evaluation team to collect substantial amounts of information on schools, teachers, pupils and classes, and to develop a system for categorising, naming and otherwise identifying these, in order to achieve a thorough analysis of the data which has been obtained. However, none of this information will be made available to any person outside the evaluation team.

14. As a general rule, all communications within the team should be sent to all four members of the team. The project secretary will keep a central file. In exceptional cases, if a team member wishes to make a point that might be considered as sensitive, she or he may contact the Director without copying the message to the other members of the team, but this should be the exception rather than the rule.

Not promoting the project, nor troubleshooting

- showing interest in the bilingual education project, wishing it every success, and providing evaluation reports which will help the project in achieving its aims to the fullest extent, but not promoting the project as such, nor engaging in troubleshooting on its behalf.

Reporting problems via the Director

- If, however, members were to become aware of particular problems in schools which they thought the funding bodies should know about, then these problems should not be mentioned casually to the funding bodies by individual members of the evaluation team. Instead, they should be reported in the first instance to the Director of the Evaluation.

We believe that we were generally successful in implementing this code of practice. Our reception in schools was friendly and helpful; and we believe that our respondents were indeed frank and open in their comments to us, and that a good return was obtained in the questionnaire surveys.

Richard Johnstone,
Alan Dobson &
María Dolores Pérez Murillo:
May, 2011

chapter 6
LESSON OBSERVATION

COLLECTION OF DATA

This part of the supplement deals with the collection of (qualitative) data in lesson observations and interviews with learners.

Following the principles of anonymity and confidentiality (see **Code of Practice** in **Supplement 6**), the names of pupils, teachers and schools were not given in the published report or in any interim reports to the funding bodies. Each school had a code number for use within the evaluation team and this was used on the lesson observation research instruments. The observation schedules recorded the categories of teacher (*funcionario, asesor linguístico* etc) since these data were needed for the consideration of contextual factors, but not the names of the teachers.

LESSON OBSERVATION

Observation Methodology

A common methodology, devised specifically for the evaluation and consistent with the code of practice, was employed for Studies 1-5. In particular, it was considered essential to collect classroom data in a way that was as user-friendly as possible. It was therefore decided not to audio- or video-record the lessons because this would have been intrusive and might have disturbed the naturalness of the setting.

It was further decided not to develop a highly detailed observation schedule, on the grounds that these bilingual classrooms in Spain were for the researchers a relatively new phenomenon and it would not be appropriate to impose a detailed *a priori* system. Instead, it was considered essential for the observer to be 'open' to any incidents or interactions which occurred in order to gain an overall feel for the situation and then to work towards a sense of what seemed salient to the notions of learner performance and good practice.

Three instruments were used in recording: a simple *Lesson Observation schedule,* which, after the first year of the evaluation, was complemented by a *Lesson Focus Instrument* and a *Lesson Delivery Instrument* (see below and Annexes 1-3).

In the course of each lesson, the observer took detailed notes on the Lesson Observation schedule, including precise notes of exactly what was said by teacher or pupil in episodes which seemed salient. Soon after the lesson, the evaluator converted these notes into a more coherent text and added any personal reflections which seemed appropriate. These more coherent notes form the basis of the texts of Studies 1-5.

Of three main possibilities for participant observation – total participation; participation in the normal setting; and participation as observer– the latter is the closest to that used in the BEP evaluation:

'Participation as observer, where the researcher's identity as a researcher is openly recognised – this having the advantages of gaining informed consent from those involved – and takes the form

of "shadowing" person or group through normal life, witnessing first-hand and in intimate detail the culture/events of interest'.[15]

Denscombe points to the importance of 'Getting a "general feel" for the setting' as a prelude to more focused observation and of translating the observations into some permanent record at the very earliest opportunity. He further points to the need to take field notes outside the arena of action:

'To take field notes while engaging in the action as a participant, to state the obvious, would be (a) to disrupt the naturalness of the setting and (b) to disclose the researcher's role as observer. As a general rule, then, participant observers need to establish occasions during fieldwork, or very soon afterwards, when they can make field notes in private and unknown to those being observed. The simplest strategy is to write up the field notes as soon as you get home - assuming that home is separate from the field being studied'. (p.204)

In the case of the BEP evaluation, and particularly in view of the need accurately to record salient examples of learners' responses, notes were taken during the lessons and the teachers were aware that this might happen at various points. However, notetaking was done as unobtrusively as possible and the observer wrote up his rough notes immediately after the visit to the particular school.

Although the observation methodology was developed independently for the evaluation, a retrospective look at the 'Checklist for the use of observation schedules' (p.201) and the 'Checklist for participant observation' (p.211) offered by Denscombe revealed that it would match most of the questions presented there (see Annexes 4 and 5) to this section.

Although the observers used English in discussion of lessons with teachers and in the hearing of children, Spanish was spoken to establish a rapport within the school, for example on arrival, in discussion with the headteacher and with colleagues generally in the staffroom. Where possible, on first visit the observer tried to meet the teacher outside the classroom before going to observe the lesson. It was important for the credibility of the evaluation that the evaluators themselves should be seen to be willing and able to operate professionally in both languages.

The evaluators generally sought to 'keep a low profile' in lessons in order to disturb the normal process as little as possible, and normally only spoke if asked a question by the teacher or pupils. When pupils were engaged in group, pair or individual work the evaluator circulated from time to time in order to observe more closely these activities, but did so as unobtrusively as possible and only if the teacher was content for this to take place.

Lesson Observation schedule (See Annex 1)

The Observation Schedule comprised three sections:

- boxes for the initial recording of the main features of the class being observed (age group, number present etc), the subject of the lesson and the context (time, location etc)
- a main section in which the observer was to take descriptive/narrative notes as the lesson was in progress and to record pertinent quotes, sample pupil responses etc.
- A short summary section for an overall comment on the lesson and the observer's reflections after the lesson.

It was important during the lesson to show through eye contact, facial expression and body language that the evaluator was interested in what was going on. Notetaking had to be done economically as possible in order to avoid extended periods of 'head down' writing. In the main section of the Lesson Observation schedule the priority was given to recording significant exchanges which between teacher and pupil(s) or between pupil and pupil, in particular quoting what they actually said in English at key points .

15. Denscombe, M. (2003) *The Good Research Guide for small-scale social research projects,* The Open University, 2nd ed. All quotes in this section are from this source.

Lesson Focus Instrument (See Annex 2)

The 'Lesson Focus' instrument was developed, together with the 'Lesson Delivery' instrument (see below) at the end of the first year of the evaluation to complement the notes taken on the Lesson Observation schedule.

This instrument was developed for two purposes:

- to provide a more systematic record of the frequency of particular activities or texts across the sample of schools
- to reduce the amount of writing by the observer: by using this instrument the observer could meet the first purpose by simply entering a tick, a number or short phrase and reduce the amount of 'head down' writing time.

Lesson Delivery Instrument (See Annex 3)

This instrument complemented the 'Lesson Focus' instrument. Whereas that schedule sought to provide a record of the presence or absence of certain features in a lesson, the 'Lesson Delivery' instrument sought to identify how, or how well, certain activities had been carried out. Some of the questions were intended simply to establish whether certain things had happened or not; other questions involved judgements by the observer. The questions involving judgements are marked with the letter 'J' in the Lesson Delivery Instrument.

The use of these two instruments provided a useful cross-check for any generalisations to be made across the sample drawing on the descriptive/narrative comments in the Lesson Observation schedule.

Alan Dobson:
May, 2011

ANNEXES

ANNEX 1: LESSON OBSERVATION SCHEDULE

Researcher:			**Date**		
School:			Observation no:		
Lesson	*Interview*		*Work sample*	*Other:*	
Class:			Teacher[16]:		
No. on roll:	M:	F:	No. present:	M:	F:
Special Features *(e.g. SEN, Ethnicity)*			Context *(e.g. other adults present)*		
Accommodation:					
Time:			Duration:		
Curricular area:			Topic:		
Objective:					

Description (with comments):

Summary/ Overall Comment:

16. For example, AL (asesor lingüístico), CT (classteacher).

ANNEX 2: LESSON FOCUS INSTRUMENT

BEP observations - Lesson FOCUS **[School/Cohort/Subject Code]**

Class grouping

Whole-class (approx % time)

Group work

Pair work

Individual work

Other (please specify).

Specific activities or skills

Listening/speaking[17]

Story telling

Singing a song/ reciting a poem

Talking in pairs

Role play

Playing a game

Giving and responding to greetings

Giving and responding to instructions

Asking and answering questions (e.g. about an object)

Expressing likes and dislikes

Expressing individual classroom needs

Expressing personal opinions/conveying personal information

Use of tenses

Other (please specify)

Text types

Audio/video stories/poems/songs

Audio/video presentations

Audio/video dialogue

Reading/writing[18]

Reading at word level

17. Tick and add a note where appropriate, e.g. whether utterances are spontaneous or planned, range of language used etc.
18. Tick and add a note where appropriate, e.g. on the nature of support provided; range of language used etc

Reading at sentence level

Reading at text level

Silent reading

Reading aloud

Copywriting: word, sentence or text level?

'Free' writing (narrative/descriptive/creative/information/opinions?).

Use of tenses

Text types

Fiction

Information texts

Partial texts (words, phrases, labels)

Content/culture (tick and add a note where appropriate)

Talking about an aspect of a subject (e.g. science)

Talking about an aspect of culture/cultural differences

Using non-Spanish speakers as a resource

Other (please specify)

ANNEX 3: LESSON DELIVERY INSTRUMENT

BEP Observations – Lesson DELIVERY

[School/Cohort/Subject Code/Lesson number]

(Answer Y/N with a note where appropriate)

Did the teacher refer to learning objectives?[19]

(**J**) Was the teacher's explanation of what pupils had to do clear to them?

(**J**) Were the pupils able to understand the objectives?[20]

Sequencing of content to deliver the objectives?

(**J**) Was there sufficient pace/variety in the lesson?

Links to prior learning?

Progression in the lesson?

Plans for the following lesson?

(**J**) What were the main gains in learning by pupils in the lesson?

Did the teacher monitor and assess progress within the lesson? (How?)

What kind of feedback did the teacher give to pupil contributions?[21]

Opportunities for pupils to interact with the teacher?

Opportunities for pupils to interact with each other?

Did all, most, or some pupils appear to participate in the lesson?

(**J**) Were the pupils motivated throughout the lesson?

[If learning was impeded by behaviour/class management, make a brief note.]

19. At the beginning or subsequently? (e.g. recap in plenary) [If known, please indicate the position of the lesson in a unit (e.g. Lesson 3/6)]

20. And any technical terms used e.g. noun, verb, tense)?

21. Error correction? Opportunities for self-/peer-assessment?

ANNEX 4: 'CHECKLIST FOR THE USE OF OBSERVATION SCHEDULES'

(Denscombe p. 201)

Has the observation schedule been piloted?

Have efforts being made to minimise any disturbance to the naturalness of the setting caused by the presence of the observer?

Do the planned periods for observation provide a representative sample (time, place, complex)?

Are the events/behaviour to be observed:

(a) sufficiently clear cut and unambiguous to allow a reliable coding?

(b) the most relevant indicators for the purposes of the research?

Is the schedule complete (incorporating all likely categories of events/behaviour)?

Do the events/behaviour occur regularly enough to provide sufficient data?

Does the schedule avoid multiple simultaneous occurrences of the event/behaviour which might prevent accurate coding?

Is the kind of sampling (event/point/time) the most appropriate?

Is there provision for the collection of contextual information to accompany the schedule data?

ANNEX 5: CHECKLIST FOR PARTICIPANT OBSERVATION

(Denscombe p.211)

Is it clear which type of participant observation was used (total participation, participation in normal setting, participation as observer)?

Is there evidence that the participant observation did not disturb the naturalness of the setting?

Has consideration been given to the ethics of the fieldwork (secrecy, consent, confidentiality)?

Has the influence of the researcher's self-identity been examined in terms of:

a) the choice of fieldwork situation?

b) access to the setting?

c) the perception of events and cultures?

Was sufficient time spent in the field?

a) to allow trust and rapport to develop?

b) to allow detailed observations and an in-depth understanding of the situation (detail, context, interconnections)?

Does the participant observation allow insights to events and meanings that would not be possible using other methods?

Were field notes made at the time or soon after participating in the field?

chapter 7
INTERVIEWS WITH LEARNERS (STUDY 6)

This section includes some additional information on the procedures adopted for Study 6 as set out in the main evaluation report.

Interviews in English with Year 6 pupils were held at eight primary schools between November 2008 and January 2009.

The main aim of these interviews was to build up a picture of the range of pupils' performance in spoken English when interacting in groups of three in a largely unprepared conversation with a stranger over a range of topics based on four tasks.

Study 6 was not designed to assess the attainments of individual pupils, but to yield an accurate verbal description of the characteristics of spoken English as exhibited by pupils at the top of the range and by pupils in the middle/lower parts of the range in a controlled setting.

ARRANGEMENTS

The arrangements for, and conduct of, the interviews resulted from piloting at the end of the previous school year with two groups of three Year 6 pupils in each of two schools. All the interviews, including those in the pilot phase, were carried out by the same interviewer.

Each interview was scheduled for 30 minutes. The evaluator had 30 minutes between interviews to complete and reflect upon the notes taken in the previous interview.

In each school, three groups of three pupils (one 'top' and two 'lower/middle') were chosen by their teachers, thus producing a total of 72 pupils.

The pupils interviewed in each school were anonymous.

CONDUCTING THE INTERVIEWS

At the beginning of each interview, the interviewer introduced himself to each group basing his remarks on an outline script to explain the nature of the interviews to the pupils and providing an opportunity for them to get used to his voice.

> **"Thank you for agreeing to help me. My name is X and I am from England. I am very interested in the bilingual education programme – in the fact that you are being educated through English as well as Spanish.**
>
> **We want to find out through conversation what young people across Spain in Year 6 (sexto) can talk about in English.**
>
> **I would like you to talk about some topics providing some information and some opinions.**
>
> **This is an interview and not a test. If you wish, you may help each other to reply, provided that you speak English. You may ask each other or me questions if you wish.**
>
> **I shall not include your names or the name of your school in my notes.**

In order that you can get used to my voice, let me say something about myself:

I was born near… , a city in the north of England. I now live in a city called… in the south of the country. My wife and I have three children and two grandchildren. They live in or near London. My favourite sport is football and, although I am English, my favourite meal is *paella*…

The pupils were asked to talk in English in relation to four tasks, each of which would be likely to entail somewhat different sorts of language:

Task 1: Their experience of the bilingual education programme

Task 2: A book or story they had enjoyed

Task 3: An aspect of science they had found interesting

Task 4: General discussion with the interviewer about their interests, holidays etc.

Their performance in English is considered in Study 6 of the BEP evaluation report; their perceptions of the BEP are noted in Study 10.

The pupils

Overall, 34 boys and 38 girls took part.

Only five pupils (from two schools) had visited the United Kingdom or another English-speaking country. Five pupils said they had spoken occasionally to tourists in English in resorts on the Costa del Sol or the Canaries. None spoke English as a home language, although one boy and one girl said they spoke English from time to time with their respective mothers, graduates in English. No pupil had any other language as his/her (regular) home language except for one boy who spoke Polish to his mother, but four pupils said they occasionally spoke one of the regional languages of Spain (Asturian, Basque, Catalan, Galician respectively) to relatives. Four pupils had learned some French outside school; of these, two had each lived in France for a year.

Eleven of the 72 pupils had joined BEP after *Infantil*: four in Year 1 of primary, three in Year 2, two in Year 3, one in Year 4 and one in Year 5. Three of these late starters were in top groups in Year 6.

Composition of the groups

The schools followed the guidelines for the composition of interview groups, but did not find it easy to identify two groups each of which would represent the full range of the lower two-thirds (middle/low) of the cohort. In four cases, the school provided a 'middle' and a 'low' group rather than two 'middle/low' groups. In two schools with middle/low groups, one group tended more towards 'middle' and the other towards 'low'. The school's identification of the weakest grouping in each case, however, largely coincided with the interviewer's conclusions about pupils' performance in the interviews.

Two schools had misunderstood or forgotten the instruction not to include pupils who had joined BEP after Year 2 of *Primaria*. Consequently, one middle group included a boy who had joined in Year 5 and in another school a low group included a girl who had joined in Year 4. In the first case, the boy's performance was comparable with those of his two companions; in the second, the girl was the weakest pupil of the three in a weak group.

Use of Year 6 Interview gridsheets

The gridsheets used had been piloted in May 2008. They comprised a coversheet and separate 'task' sheets with a common format for evaluating the group of three pupils as a whole on each of the four tasks (see Annex 6). The purpose was not to assess the performance of individual pupils.

On the cover sheet, the evaluator noted how long each pupil had been on the BEP and his/her career aspiration (if known).The 'general observations' space offered an opportunity for the interviewer to note the salient features of the performance across the group and the tasks.

On each of the 'task' sheets, the evaluator noted the performance of the group on the 'coping' scale (see below) and then CEFR (Common European Framework of Reference) criteria (A1-B2) were used to assist in judging range, accuracy and fluency. This provided a quick notetaking device for the interviewer with amplification/exemplification where appropriate.

The 'knowledge/understanding' space was available for use by the interviewer to add any information about content covered in the specific task.

The 'pupil contributions to the task' space allowed the interviewer to add individual detail such as the book or topic chosen by each pupil, or 'dynamic 'matters such as pupils helping each other out or on the other hand depending on other pupils for help.

The 'coping' criteria log

Using this log (see Annex 2) in the course of and immediately after each interview, the evaluator rated the performance of each group in meeting the 'coping' criteria, by entering ticks in the column for each pupil as appropriate. This enabled the evaluator to compile an accurate record whilst engaging in conversation with the pupils.

Alan Dobson:
May, 2011

ANNEX 1: YEAR INTERVIEW GRIDSHEETS

BEP (SPAIN) EVALUATION
YEAR 6 INTERVIEWS
NOVEMBER 2008 – JANUARY 2009
GRIDSHEET

School code number	0
Date	November/December 2008 January 2009
Position in sequence of interviews	1st 2nd 3rd
Pupil 1	Gender : G B
Pupil 2	Gender : G B
Pupil 3	Gender : G B
Interviewer	

Interviewer's general observations across the group and the tasks:

TASK ONE Experience of BEP

Evaluating the group of three pupils as a whole on the task.

Tick the appropriate level of performance as coping: ☐ With difficulty ☐ Usually ☐ With ease

Notes on criteria relevant to the task, with examples if possible:

Range

Accuracy

Fluency

Knowledge/understanding (link to 'coping' judgement)

Other

Individual pupil contributions to the task

Pupil 1

Pupil 2

Pupil 3

Additional Notes

TASK TWO A book or story

Evaluating the group of three pupils as a whole on the task.

Tick the appropriate level of performance as coping: ☐ With difficulty ☐ Usually ☐ With ease

Notes on criteria relevant to the task, with examples if possible:

Range

Accuracy

Fluency

Knowledge/understanding (link to 'coping' judgement)

Other

Individual pupil contributions to the task

Pupil 1

Pupil 2

Pupil 3

Additional Notes

TASK THREE A science topic

Evaluating the group of three pupils as a whole on the task.

Tick the appropriate level of performance as coping: ☐ With difficulty ☐ Usually ☐ With ease

Notes on criteria relevant to the task, with examples if possible:

Range

Accuracy

Fluency

Knowledge/understanding (link to 'coping' judgement)

Other

Individual pupil contributions to the task

Pupil 1

Pupil 2

Pupil 3

Additional Notes

TASK FOUR General Conversation (interviewer to decide focus)

Evaluating the group of three pupils as a whole on the task.

Tick the appropriate level of performance as coping: ☐ With difficulty ☐ Usually ☐ With ease

Notes on criteria relevant to the task, with examples if possible:

Range

Accuracy

Fluency

Knowledge/understanding (link to 'coping' judgement)

Other

Individual pupil contributions to the task

Pupil 1

Pupil 2

Pupil 3

Additional Notes

ANNEX 2: THE 'COPING' CRITERIA LOG

Copes with difficulty

Shows some understanding of the subject matter;

Can convey some information

Responds with hesitation; not confident

Frequently needs questions repeating/clarifying

Pauses frequently

Has to search for (quite) common words

Shows no initiative

Copes usually

Shows sound understanding of the subject matter

Can convey basic relevant information using appropriate language

Responds with little hesitation; usually confident

Rarely needs questions clarifying

Pauses occasionally

Sometimes cannot recall common words but can usually find a way round this (e.g. asking for help in English)

Sometimes takes the initiative

Copes with ease

Shows good understanding of the subject matter;

Coherently conveys information and ideas;

Draws readily on appropriate language to describe/explain/discuss/justify

Responds instantly; consistently confident

Copes well with a wide range of questions

Pauses rarely (e.g. to marshal thoughts)

Rarely stuck for appropriate words; has range of coping strategies

Often takes the initiative

chapter 8
CLASSES OBSERVED

This section provides information on the classes observed in our main observational studies focusing on Primary Years 5 & 6 and ESO (Secondary) Years 1 & 2. We emphasize that the information here pertains only to what was observed during our main observational study relating to Studies 1-4. There were many other visits to classes in these and other year groups both before and after the main observational study, and the numbers for these are not included here.

CLASSES OBSERVED PRIMARY (Y5 AND Y6)

Number of classes observed in Primary Year 5 and Year 6

Y5	11
Y6	27
Y5 + Y6	38

Teachers of lessons seen

Funcionarios	21
Asesores lingüísticos	14
F +AL	3
Native speakers (English)	10 (9AL, 1F)

Subjects

Language & Literacy	14
Conocimiento del medio	22[22]
Art	2

Class sizes (number present when observed)

Under 11	5
11-15	7
16-20	11
21-25	15
25-30	0

22. *Conocimiento del medio* comprises science, history and geography.

CLASSES OBSERVED SECONDARY (ESO 1 AND 2)

Number of classes observed in ESO 1 and 2

ESO 1	13
ESO 2	25
1 + 2	38

Teachers of lessons seen

Funcionarios	27	
Interinos	4	
Comisión de Servicio	1	
AL	5	
F +AL	1	
Native Speakers (English)	8	(all AL)
Bilinguals	2	(2F)
FLA	3	

Subjects

Language and Literacy	13
Ciencias Naturales[23]	12
Ciencias Sociales[24]	9
Art	1
Physical Education	2
Technology	1

Class sizes (number present when observed)

Under 11	3
11-15	14
16-20	14
21-25	3
25-30	4

23. Natural Sciences.

24. Social Sciences – mainly history and geography.

chapter 9
PROCESSING THE QUESTIONNAIRES

The main report (printed version) indicates that questionnaires were used in order to help the evaluation team collect information on the perceptions of Primary 6 and Secondary 2 students (Study 10), Primary 6 and Secondary 2 parents (Study 11), primary school class teachers (Study 12), secondary school class teachers (Study 13), primary school head teachers (Study 14) and secondary school head teachers (Study 15). In the main report, we provide basic information on the questionnaires, on the findings and we present our conclusions for each of these Studies.

In the present section we add a small amount of further information.

IMPLICATIONS OF ANONYMITY AND CONFIDENTIALITY

The principles of confidentiality and anonymity which were central to our **Code of Practice** had one direct implication for what we decided to do, and decided not to do, with regard to the questionnaires in our evaluation study.

In a different context and with a different sort of research study, it would have been possible, and perhaps even desirable, to ask respondents to supply the name of their school, e.g. when responding to a questionnaire.

If we had done this, we could still have given an assurance of confidentiality, e.g. that we would not divulge the name of the school to any person outside our evaluation team. However, in the context in which we were working, we took the view that this would not go far enough. We felt we needed to prove to all respondents that we were serious not only about confidentiality but also about anonymity.

Therefore, we did not have a section in any of our questionnaires which sought to identify a school or a member of staff or student or parent by name. Nor did we seek this information retrospectively by any other means.

It followed from the above that when we received the returned questionnaires, we deliberately had no means of knowing which school they had come from.

If we had sought to identify the schools by name

If we had known the name of the school, we would have been able to build up an interesting profile of each school by drawing together information from across the different groups responding to the questionnaires, e.g. comparing the perceptions of students, class teachers, head teacher and parents for each school, and then relating this to what we had learnt about the same named school in terms of students' classroom performance, students' attainments in tests and examinations, and teachers' good practice. By combining our data in this way across our various studies, we might have built up a rich and informative picture of each school.

Further reasons for not building up a profile for each school

However, our application of the principle of anonymity meant that we did not identify any schools by name, and so this particular type of rich school profile was not possible. In addition, we considered

that if we had pooled all of our data for each school, in order to create an overall profile for each school, we might have given the impression that we were seeking to evaluate the individual schools. As already stated clearly in Section 6 of the Supplement, this was most definitely not our intention. We were aware of this implication from the start and took our decision knowingly.

What we believe we gained by not identifying the schools by name

We believe our course of action was justified, in that it helped us to obtain an excellent level of response and collaboration from schools, and it also enabled us to keep our focus on evaluating the BEP as a whole rather than focusing on schools as individual entities.

NATURE OF THE QUESTIONNAIRE ITEMS

Mixture of closed and open items

For each questionnaire, we deliberately chose a mixture of closed and open items. The closed items required either factual information, e.g. numbers of students attending a particular school, or sought a specific response based on a five-point scale in order to enable us to probe what we considered to be important features of the BEP, e.g. as set out in the BEP's various documentation. The open items allowed respondents the opportunity to express themselves more fully and in their own words.

Choice of five-point scale

We deliberately chose a five-point scale, in order to cover five perceptions which in our view went well with an evaluation judgement: these might be stated as 'highly favourable', 'favourable', 'neutral', 'unfavourable' and 'highly unfavourable'. We felt that having a 'neutral' category was justified, since some respondents might plausibly not feel favourably or unfavourably disposed to a particular item and we did not wish to force them to come down on one side or the other (which they would possibly have had to do, if we had offered a four-point or a six-point scale, for example).

Not measuring psychological constructs such as 'motivation'

It is important to understand that the questionnaires were not designed to measure one or more psychological constructs such as 'motivation'. If we had chosen to use questionnaires in order to measure the 'motivation' of (say) Primary 6 and Secondary 2 students, then it is likely that we would have wished to measure different types of 'motivation' such as 'integrative motivation', 'instrumental motivation' or 'intrinsic motivation', all of which have been extensively reported in the research literature. (e.g. Dörnyei & Ushioda, 2009). In order to measure any one of these types of 'motivation' we would probably have had to include some three or four items for each type. We would then have brought together the responses for (say) 'integrative motivation' and formed a (probably statistical) judgement as to the strength of this particular type of motivation in each individual respondent and in the group of respondents as a whole.

Each item exists in its own right as a question which we considered important to ask

However, as already stated, we were not measuring students' 'motivation'. We were trying to understand how they perceived the BEP. For that purpose, each item in the questionnaire existed in its own right. It was not intended as one item in a cluster of (say) four related items designed to measure a psychological construct. Each item in the questionnaire therefore had its own distinctive importance as offering insight into some aspect of the BEP which we as BEP evaluators had good reason to consider as being of interest.

'Low-inference' approach

In presenting the findings of our questionnaires, we chose to do so in the simplest, 'low-inference' way possible, by giving the actual numbers or percentages on the five-point scale for each item. In fact,

we additionally calculated the mean and the standard deviation for each item but thus far have not included them in our presentation of findings, since we consider that the numbers and percentages are clear enough as it is.

Seeking possible connections between items

Although, as already stated, we viewed each item in the questionnaires as representing a question that was worth asking in its own right, we were also interested in seeking possible connections between different items in the same questionnaires.

If we take, for example, the Primary School Head Teachers (PSHTs) questionnaire: item 37 asks them about the socio-economic background of pupils; item 36 asks them about the incidence of pupils with special educational needs; and item 35 asks them about the incidence of pupils with a minority first language other than Spanish. In the same questionnaires, we ask the PSHTs for their perceptions of the BEP (item 1), of the BEP in its first cycle covering primary school years 1&2 (item 2), of the BEP in its second cycle covering years 3&4 (item 3) and of the BEP in its third cycle covering years 5&6 (item 4).

In order to establish any possible connections between items such as those indicated above, we might have adopted a statistical approach in order to ascertain (for example) the extent to which their responses to items 37, 36 and 35 were strongly or weakly associated with their responses to items 1, 2, 3 and 4.

Might it be the case, for example, that PSHTs of schools in relatively favoured socio-economic settings held more positive perceptions of the BEP than PSHTs of schools in relatively less favoured socio-economic settings? However, we have not undertaken a statistical analysis of this sort, though it remains entirely possible that we might do so at some point in the future.

If the questionnaire returns had clearly shown a wide variation of responses among the PSHTs, distributed in a fairly even way across the five-point scale, then it is likely that we would already have analysed the data in more statistical detail and incorporated the findings in our main evaluation report. In fact, however, what is striking about the responses, not only to the PSHT questionnaires but to those in the other categories of respondent also, is their uniformly favourable nature.

There are in fact no items in any of the questionnaire-sets which have a fairly even spread across the five points in the scale. The responses are heavily weighted to the positive end of the spectrum. Given this positive response, we considered it appropriate in the first instance to approach our analysis in a more basic and non-statistical manner. We did so by pulling out those returned questionnaires which showed a) a relatively high socio-economic background and b) those showing a relatively low socio-economic background, and we compared these two sets of questionnaires in order to ascertain *prima facie* whether or not differences appeared to exist not only on items 1-4 (PSHTs' perceptions of the BEP) but on many of the other items also.

We did the same for schools with a) relatively high incidence of pupils with special educational needs and b) lower incidence of pupils with special educational needs, and also for a) schools with relatively high incidence of pupils with a first language other than Spanish and b) schools with a relatively low incidence of pupils with first language other than Spanish.

In fact, no clear pattern was discernible on any of these comparisons. In other words, we could discern no obvious evidence which suggested that 'socio-economic background of pupils' or 'incidence of pupils with special educational needs' or 'incidence of pupils with first language other than Spanish' were associated in the PSHTs minds with differences in how favourably or unfavourably they perceived the BEP.

There may, however, still be more subtle connections which have escaped our notice in applying the simple procedure that we thus far have adopted, and so it remains possible that we might at some

point in the future take a more statistical route in order to see if any interesting connections can be identified. If we do, we will report any findings by means of additions to the Online Supplement.

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Richard Johnstone:
May, 2011

chapter 10

PERCEPTIONS OF STUDENTS: REFLECTIONS OF ONE MEMBER OF THE EVALUATION TEAM

María Dolores Pérez Murillo was the member of the evaluation team who visited schools in order to administer the questionnaire survey of BEP students. This is discussed in our main report as Study 10. Here, in Supplement 11, she provides some additional information and reflection.

Recent educational developments have highlighted the importance of student voice in the classroom. Research on bilingual classrooms has not been an exception. As Martin-Jones (2000) argues, studies have moved away from a focus on teacher talk to taking the learners' contributions to classroom conversations into account. Following this, some studies have been carried out in bilingual settings where English and Spanish are the languages of instruction (c.f. Pérez Murillo, 2001). In this paper, I will look at Study 10 of the 16 studies which made up the main evaluation report. Study 10 focuses on the views of BEP students[25] about their bilingual education experience and it examines the way in which their attitudes vary according to age and gender.

At the end of 2008-09 school year, Year 6 primary and Year 2 secondary BEP pupils were asked to complete a questionnaire with 25 questions. It was administered in four primary schools and their corresponding secondary schools in four Spanish *comunidades autónomas*[26]. As such, the questionnaire complemented the information on BEP students' perceptions which was gathered through the oral interviews in Study 6.

The questionnaire consisted of a series of closed questions that covered five broad areas grouped as follows:

- Students' profile: gender, nationality, language use at home, and their school bilingual experience up to that point.
- Opportunities for using
    a) English in Spain and abroad,
    b) resources at home and school
- Students' impression of the bilingual education which they had received.
- Self-rating their language skills both in English and Spanish.
- Impact of their bilingual education on them as individuals.

There was also an open question at the end of the questionnaire, so that the students would feel free to write about their views on the BEP.

I will now describe the designing and implementation of the questionnaire: from piloting in two schools in Madrid, to the actual administration and analysis that took place in Study 10. Finally, some conclusions will be drawn.

25. We use the term 'pupils' to refer to primary school and 'students' to refer to secondary school. Where we refer to both groups at the same time, we use the term 'students' rather than 'pupils and students'.

26. These are the regional authorities. In the main evaluation report we use the Spanish term, and so we use it here also.

DESIGN AND PILOT PHASE

The Director of the evaluation project produced a first draft of the questionnaire and the other team members made contributions to ensure that the aims of the study were addressed. It was revised to avoid ambiguous questions. Then, it was translated into Spanish and piloted as far as possible in the same way as it was going to be administered.

It was agreed that, as the Spanish member of the evaluation team, I would have responsibility for administering the questionnaire. It was considered important that the questionnaire should be administered by a member of the evaluation team, and not simply posted to schools with the request that they should administer the questionnaire and then post the returns back to us. By actually going out to the schools, we greatly increased the chances of obtaining a full return and we were able to ensure that the students could be informed about the procedures and put at their ease, and to ensure also that the questionnaire was administered in a standard fashion. In addition, we were able to ensure privacy for the students, in that when they completed their questionnaires, these were collected by myself and put straight into an envelope, without any opportunity for the students' responses to be read by any member of the school staff.

Primary 6 Pilot Study

The questionnaire was piloted in November, 2008, in one of the inner sample primary schools. A total of 24 Year 6 pupils took part in this pilot study (10 boys and 14 girls). I spent forty minutes with the class. They were happy to see that the questionnaire was in Spanish. I went over the instructions with pupils and wrote down the questions that they asked about the questionnaire. It took only 25 minutes to complete the questionnaire. Some informal chat with the pupils followed, to get better feedback on the overall questionnaire and this was later analysed to anticipate possible problems that we could encounter in our analysis.

This initial contact with pupils led us to take decisions concerning the language. We agreed to use Spanish for the questionnaire, but English or Spanish could be used in the open-ended question. We changed some lexical items with which the pupils seemed to have problems and the wording of one of the closed questions.

Secondary 3 Pilot Study

Following the primary students' pilot study, 26 secondary school students in Year 3 (13 boys and 13 girls), participated in the pilot secondary study on December 2, 2008, in one of the inner sample secondary schools. The students asked which language they had to use in the answer to the open-ended question, since the questionnaire was piloted in an English Literacy lesson and the pilot questionnaire was in Spanish. I went over the instructions with students. It only took about 20 minutes for the students to complete the questionnaire. Afterwards, we only changed the wording of one question that I had to explain to them, in order to make it clear.

MAIN STUDY PHASE

It was decided to administer the main study questionnaire to students in ESO2 rather than ESO3. This was because the evaluation team had decided at a general level to give priority to collecting data from the secondary schools from students in ESO2 and thus the collection of data from ESO2 students in Study 10 would enable us to add to the overall picture that was building up of students in the second year of their education at secondary school. Once the necessary changes had been made, for Year 2 secondary students, the questions were written in a bilingual format so that the students could answer in their preferred language, either English or Spanish.

In this section, I will first focus on the actual administration of the questionnaire. Then, I will provide details of the approach that I followed for the analysis of the open and closed questions. Finally, I will look at the students' profiles, since the main outcomes have been explained in detail in the main report.

Administering the questionnaire

Once the initial contacts had been made, the data gathering took place in May 13, 15, 18 and 22, 2009. I went to each of the four schools involved in this study and administered the questionnaire. Being aware of the observer's paradox[27], I sought to be as unobtrusive as possible and did not wish to convey any impression that I was visiting the classrooms in order to make value judgements about the students, nor to influence their thinking or behaviour in any way. I introduced myself as a university person (using a folder with the logo of my University Department) to indicate that it was an independent study. Since the students had to fill in the questionnaire in front of the researcher, I made sure they had not written their names. I avoided asking questions or reading their answers in front of the informants. Some students recognised me from my previous visits to their school and even came and talked to me at the end of the questionnaire. Since a good rapport has been established with the students, it was easier to obtain a good level of response. I did not intend the questionnaire to be disruptive in any way. In fact, once the students had finished their questionnaire, they went on doing their normal classroom routines.

I read aloud the introductory section of the questionnaire and said I appreciated their help, thanking them in advance. I told them not to put their names on the questionnaire as it was intended to be completely anonymous and their responses would be kept confidential.

To facilitate the analysis, I took field notes with information about the number of students in the class, such as the percentage of male and female students, together with some background information. A teacher was always with me while administering the questionnaire, although I was the one who was in charge of answering the students' questions. I also asked the teachers if there was any further information they wished to supply. In addition, some schools provided additional documents about the groups under study.

In general, the students did not ask many questions about the questionnaire, but interestingly, one of the secondary school female students reacted spontaneously to one of the questions on self-rating their language skills in Spanish. She spontaneously asked:'*¿Por qué español? Si todos somos españoles'* (Why Spanish, aren't we all Spanish speakers?). She did not understand why somebody would ask about her command of Spanish, her first language.

The student in fact, has raised an important issue. One of the debates in bilingual education has focused on additive/subtractive bilingualism; whether learning a foreign language has a positive or negative effect on the first one. I would argue, together with Baker (2000, p.38) that bilingualism itself is additive, 'rather than a second language interfering with the development of the first language, it is more likely to provide thinking advantage, social and cultural advantage, even economic advantage in the long term'. However, rather than simply rely on our own beliefs as influenced by previous research findings, we considered it important to seek the BEP students' own views on this important matter.

There are two further points to add. The first is that in fact not all students in the BEP were of Spanish nationality, and not all of them had Spanish as their first language, so in that sense it was reasonable to ask about students' Spanish which for some was their second language. The second point is that, even in the case of students who were Spanish with Spanish as first language, there were some concerns expressed by teachers and parents about the possible impact of the BEP on the students' Spanish, and therefore it was reasonable to explore this issue with students as well as ask teachers and parents for their views.

27. The Observer's Paradox: 'The aim of linguistic research in the community must be to find out how people talk when they are not being systematically observed; yet we can only obtain this data by systematic observation.' (Labov, W. (1972). *Sociolinguistic Patterns*. Oxford: Blackwell, p209.

Analysis and outcomes: the learners' profiles

For the analysis of the closed questions in the questionnaire I followed a coding system, using a numerical scale (1-5), as discussed in Study 10 of the main report. For the open question, however, the process was different, in that we preferred to adopt a more qualitative approach which consisted of reading their open responses carefully, reflecting on their possible meaning and then seeking to group them according to such patterns as we could discern in the data.

Since the main findings are discussed in the main evaluation report, I will focus on the findings related to the main characteristics of the informants, gender, and ethnic background; together with the educational level at which they started their bilingual programme.

The participants' gender

As mentioned in the evaluation report, the data were collected by means of a questionnaire to which 217 Year 6 primary school pupils and 165 Year 2 secondary students responded. Their responses were analyzed to identify the characteristics of those students. The total number of students that took part in the study consists of 52% male and 48% female students.

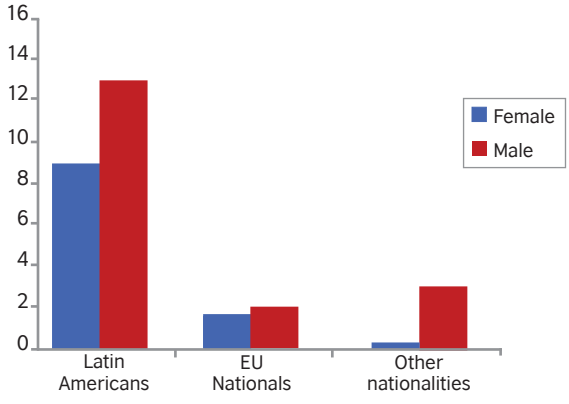
Nationality and linguistic background

In recent years, Spanish schools have witnessed significant changes arising from immigration from other countries in Europe or elsewhere, with the consequence that classrooms have become more ethnically, culturally and linguistically diverse than was the case previously. This is especially true of state schools, and the BEP schools which took part in this study were not an exception. Students from national, ethnic or linguistic minorities accounted for 13.8 per cent of the primary and 11.5 per cent of the secondary school students who took part in this study.

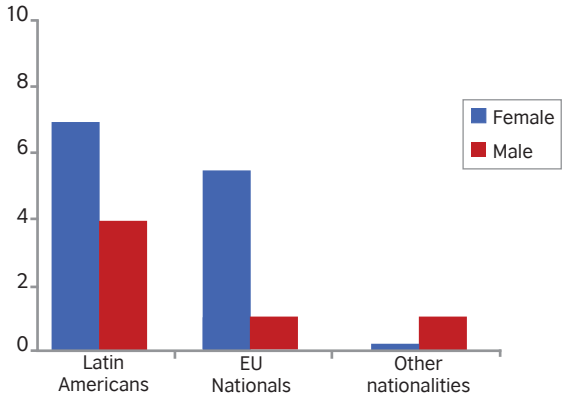
Although there was a wide range of nationalities, children of Latin American parents were the majority group among the non-Spanish students , amounting to 80 per cent of non-Spanish students in primary and 58 per cent of non-Spanish students in secondary education respectively. They were mainly from Ecuador and from seven other Spanish-speaking countries in Latin America.

Graphs 1 and 2 (below) show the balance of male and female students who were not Spanish and who came from Latin America, or were EU nationals or had other nationalities. In each of these graphs, the vertical axis on the left indicates each group as a percentage of the whole group of students participating in Study 10, including students who were Spanish. Like the students in my earlier study in the Spanish school in London (Pérez Murillo, 2001), some students had experienced varied patterns of language use at home. The range of languages included most languages of Spain, other European languages and non-European languages such as Arabic.

GRAPH 1: NON-SPANISH STUDENTS: COUNTRY OF ORIGIN (PRIMARY SCHOOL)



GRAPH 2: NON-SPANISH STUDENTS: COUNTRY OF ORIGIN (SECONDARY SCHOOL)



Educational level at which pupils started their bilingual education

Most of the primary (177/217) and secondary school students (126/165) in this study had joined the bilingual programme in Infant and the First Cycle of Primary Education. The rest of the students had joined it at different stages of their schooling and for different reasons. They were mainly minority pupils at primary education. In secondary school, they were students who had joined the programme in the first cycle of their secondary education (Years 1 and 2), since, in their schools, pupils have the choice to join the BEP after passing a diagnostic test to determine their level of English.

CONCLUDING REMARKS

This brief paper has given some additional information on my role in the evaluation team in administering the questionnaire in schools and in addition has provided some further detail on the gender, nationality and linguistic background of the students.

I have focused on a particular social, cultural and historical context: that of education provision for primary and secondary school children in BEP state schools in four autonomous regions in Spain. In this context, there can be no doubt that learners have to work hard to become bilingual (English and Spanish) in a majority Spanish-speaking community**.** Given this situation, a questionnaire was conducted to gain insights from the BEP learners' perception of the bilingual programme. Piloting it proved to be a useful tool in the design phase of the questionnaire. Then, being able to administer the questionnaire in person and discuss with the pilot groups were very helpful to avoid ambiguity and inappropriate lexical items.

The participants did not ask many questions while responding to the questionnaire. When they did, it was just to ask for the language choice or clarifying a particular item. However, there was an instance in which a student reacted to one of the questions, as pointed out above.

I would argue that it is important to conduct studies where students can provide first hand information about their perceptions on bilingual programmes. However, I have not sought in this paper to analyse any possible differences in perceptions of the BEP between (say): students in Primary 6 and those in ES02; or between male and female students; or between students of Spanish nationality and those of non-Spanish nationality; or between those with Spanish as first language and those with other languages as first language. In this connection, it should be borne in mind that the basic findings emerging from Study 10 show the students' perceptions overall to be strongly positive, with the two

top ratings on the five-point scale heavily outweighing the other three, and so it is reasonable to conclude that differences in perception between these groups were not substantial.

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María Dolores Pérez Murillo:
May, 2011

NOTE:

The following four Annexes reflect the questionnaire part of the Students' Study as discussed in the present paper and presented in more detail in Study 10 of the main evaluation report. The instruments were developed by members of the evaluation team.

ANNEX A: ORIGINAL QUESTIONNAIRE IN ENGLISH

NATIONAL BILINGUAL EDUCATION PROJECT (SPAIN): EVALUATION QUESTIONNAIRE

For pupils in Primary Year 6, Secondary Year 2 and Secondary Year 3

Dear pupil,

As you know, you have been receiving your education at school through two languages – Spanish and English.

That is why your type of education is called Bilingual Education – 'bilingual' means 'two languages'.

I have been appointed by the Spanish Ministry of Education and the British Council to direct a research project into how successful this form of education has been.

In order to do this, I am extremely keen to learn from you as pupils what you think of the bilingual education which you have been receiving.

Therefore, I should be most grateful to you for your co-operation in completing this questionnaire.

It won't take you very long to do so.

Your views will be completely confidential, since you will see that I am not asking you to give your name, nor even the name of your school.

Many thanks for your co-operation.

Professor Emeritus Richard Johnstone
Director, Evaluation of the National Bilingual Education Project

In answering each question, please draw a ring round the dot which gives the answer that is most true for you. Draw a ring round only ONE DOT in each question.

PART ONE

1. Which year-group are you in?	• Primary School Year 6 • Secondary School Year 3
2. Are you female or male?	• Female • Male
3. In which year-group did you begin your bilingual education at primary school? Primary Year 1	• Primary Year 1 • Primary Year 2 • Primary Year 3 • Primary Year 4 • Primary Year 5 • Primary Year 6

PART TWO

In Part Two you are asked to give your overall impression of the bilingual education which you have received, from when you began it at primary school right up to the present day.

4. How happy or otherwise are you that you have received a bilingual education in Spanish and English?	• Very happy • Happy • Neutral • Not happy • Not at all happy
5. How interesting or otherwise has your bilingual education been for you?	• Very interesting • Interesting • Neutral • Not interesting • Not at all interesting
6. How useful or otherwise has your bilingual education been for you?	• Very useful • Useful • Neutral • Not useful • Not at all useful
7. How confident or otherwise do you feel when you are learning school subjects in English?	• Very confident • Confident • Neutral • Not confident • Not at all confident

PART THREE

In Part Three you are asked to indicate the extent to which your bilingual education has helped you make good progress with particular language skills.

8. Your progress in understanding people when they speak in English	• Very good • Good • Neutral • Not good • Not at all good
9. Your progress in speaking English	• Very good • Good • Neutral • Not good • Not at all good
10. Your progress in reading English	• Very good • Good • Neutral • Not good • Not at all good
11. Your progress in writing English	• Very good • Good • Neutral • Not good • Not at all good
12. Your overall progress in Spanish	• Very good • Good • Neutral • Not good • Not at all good

PART FOUR

In Part Four you are asked to indicate whether or not your bilingual education has helped you develop as a person and to increase your choices in life

13. Has it helped you to become a more confident person?	• Yes, definitely • Yes • Neutral • No • Definitely not
14. Has it helped you to become more aware of people and ways of life in other countries?	• Yes, definitely • Yes • Neutral • No • Definitely not
15. Has it helped you to become more aware of subjects you are learning at school, e.g. science, history?	• Yes, definitely • Yes • Neutral • No • Definitely not
16. Has it given you the confidence to feel you could study successfully abroad, at some point in the future?	• Yes, definitely • Yes • Neutral • No • Definitely not
17. Has it given you the confidence to feel you could be employed successfully in a job of work abroad, at some point in the future?	• Yes, definitely • Yes • Neutral • No • Definitely not

PART FIVE

18. Imagine you are visiting a Spanish family. Their child is about to enter primary school. The parents are wondering whether to send their child to a bilingual education school.

19. One parent turns to you and says: *'You have been receiving bilingual education for a number of years. What is it like, and do you recommend it?'*

Please write a brief answer in the space below.

END OF QUESTIONNAIRE. THANK YOU FOR YOUR CO-OPERATION

ANNEX B: FEEDBACK NOTES AFTER FIRST PILOT ADMINISTRATION

Primary YEAR 6 QUESTIONNAIRE

1.1 Contacting schools

As we have already discussed, we have to work out a way to contact schools because still some schools do not know about the external evaluation.

1.2 Administering the questionnaire:

Date: 28/11/08

Time: 10-10.40 am

Total no. 24 pupils (10 boys and 14 girls)

SEN: 3

A girl from Venezuela and a Chinese girl who was born in Spain

They were happy to see the questionnaire was in Spanish. I went over the instructions with pupils and I had to explain that they had to circle the dot only, because many of them thought they had to circle the whole answer.

It did not take pupils long to complete the questionnaire, only 25 minutes. One of the pupils came late (at 10.35 am) and I took him and another pupil to the library to finish it, so they could go on with their Art lesson. Later I found out that neither of them was in the BEP. That raises the issue of what to do with pupils who are not following the BEP, should they do the questionnaire?

PART 1:

Question 2: some pupils may not be in the programme. Perhaps add another item “No estoy en el programa bilingüe”?

Question 6: some pupils mentioned they did not have a computer at home, that’s why they said never. Is it worth to add “Nunca, no tengo ordenador”?

PART 2: the pupils asked the meaning of the word “indiferente” (neutral) in question 10, change for “ni bien ni mal”?

PART 3: some pupils asked the meaning of “con soltura” (fluently), question 14.probably change for “con facilidad”?

PART 4: there was a problem with question 19, the last two items went to the next page, because in the administrator’s computer looked different from mine and pupils asked some questions about it. For the final version, the questionnaire should be sent in PDF to avoid this.

They also asked about questions 23 and 24, probably a better translation is “ampliar conocimientos de Europa/España”?

PART 5: some pupils asked the meaning of “ha brindado” *(has given you),* I think this is word is to formal, just change it for “te ha dado”?

At the end, I asked pupils if they found difficulty with any items apart from the above mentioned and asked them if there were any items they would like to see included but they said no.

1.3 Preliminary analysis:

In general, the pupils seemed to like being in the BEP and they had joined it from the very beginning, most of them.

Time in the BEP

Infant:	18 pupils
Year 1.	3 pupils
Year 2:	1 pupil
Year 6:	1 pupil

* One pupil forgot to answer the question

YEAR 3 ESO QUESTIONNAIRE

2.1 Contacting schools

The first official contacts were made by XXXXX, but I had unofficially talked to the teachers previously.

2.2 Administering the questionnaire:

Date: 2/12/08

Time: 11.25 - am

Total no. 26 pupils (13 boys and 13 girls)

The pupils asked what language they had to answer, since the questionnaire was piloted in the Literacy lesson. I went over the instructions with pupils. It only took the pupils about 20 minutes. I left after that so the pupils could do a class test that the teacher had already prepared for them.

PART 1:

Question 2: Like in Primary, some pupils may not be in the programme. Perhaps add another item "No estoy en el programa bilingüe"? Add other items: 1º ESO, 2º ESO and 3º ESO, because one pupil answered he joined the BEP in Year 1 Secondary Education.

PART 4: Like Year 6 pupils, they asked about questions 23 and 24, probably a better translation is "ampliar conocimientos de Europa/España"?

At the end, I asked pupils if there were any items they would like to see included but they said no but since the pupils referred to their Portfolios in the last question, perhaps it is worth including an item about it.

2.3 Preliminary analysis:

Like the Primary students, most of the pupils had joined the BEP from the very beginning of their schooling. They also seemed to enjoying being in the BEP, their motivation seemed to be instrumental: e.g. if you speak English, you can find a better job.

Pupils starting in the BEP:

Infant:	21
Year 4 Primary:	1
Year 1 ESO:	3
Year 3 ESO:	1

Finally, in the open question at the back, some of the pupils talked about the fact that they might not know some lexical items in Spanish, since they had studied it in English.

ANNEX C: PUPIL YEAR 6 PRIMARY QUESTIONNAIRE IN SPANISH

PROYECTO NACIONAL DE EDUCACIÓN BILINGÜE (ESPAÑA): EVALUACIÓN CUESTIONARIO PARA ALUMNOS DE 6º DE PRIMARIA

Estimado/a alumno/a:

La educación que has recibido en tu colegio ha sido impartida en dos idiomas: español e inglés. Este tipo de educación se denomina Educación Bilingüe: bilingüe significa “dos lenguas”.

El Ministerio de Educación español y el British Council me han nombrado para que dirija un estudio sobre este tipo de educación.

Para poder llevar a cabo esta labor, tengo mucho interés en conocer tu opinión, como alumno/a, acerca del tipo de educación bilingüe que has estado recibiendo.

Por ello, te estaría enormemente agradecido si pudieras ayudarme rellenando el cuestionario que encontrarás a continuación.

No te llevará mucho tiempo.

Las opiniones que escribas serán totalmente confidenciales. No tienes que poner ni tu nombre ni el nombre de tu colegio.

Muchas gracias por tu colaboración.

Profesor Richard Johnstone
Director del Estudio sobre el Proyecto Nacional de Educación Bilingüe (España)

PARA RESPONDER A CADA PREGUNTA, DIBUJA UN CÍRCULO ALREDEDOR DEL PUNTO QUE CORRESPONDE A LA RESPUESTA CON LA QUE ESTÁS DE ACUERDO. DIBUJA SÓLO UN CÍRCULO POR PREGUNTA

PRIMERA PARTE

1. ¿Eres chica o chico?	• Chica • Chico
2. ¿Cuándo comenzaste a recibir educación bilingüe?	• En infantil • En 1º de Primaria • En 2º de Primaria • En 3º de Primaria • En 4º de Primaria • En 5º de Primaria • En 6º de Primaria • No estoy en el programa bilingüe
3. ¿Qué nacionalidad tienes?	• Española • No española Si has respondido no española, escribe tu nacionalidad más abajo: Soy _____
4. ¿Hablas con cierta regularidad otro idioma (aparte de español e inglés) fuera del colegio?	• No • Sí Si has respondido **Sí**, escribe abajo qué otro/s idioma/s hablas fuera del colegio Normalmente hablo: _____
5. Durante los últimos seis meses ¿con qué frecuencia has empleado un ordenador **en el colegio** para aprender y utilizar el inglés?	• Muy a menudo • A menudo • A veces • Casi nunca • Nunca
6. Durante los últimos seis meses ¿con qué frecuencia has empleado un ordenador **fuera del colegio** (por ejemplo, en casa) para aprender y utilizar el inglés?	• Muy a menudo • A menudo • A veces • Casi nunca • Nunca, **no tengo ordenador**

7. Durante los últimos tres años, ¿con qué frecuencia has tenido oportunidad de hablar inglés **en España** con alumnos cuya primera lengua es el inglés?	• Muy a menudo • A menudo • A veces • Casi nunca • Nunca
8. Durante los últimos tres años, ¿cuántas veces has tenido oportunidad de viajar a un país de habla inglesa?	• Cuatro veces o más • Tres veces • Dos veces • Una vez • No he tenido oportunidad

SEGUNDA PARTE: TUS IMPRESIONES SOBRE LA EDUCACIÓN BILINGÜE QUE HAS RECIBIDO

9. ¿Cómo te hace sentir el hecho de haber recibido una educación bilingüe en español y en inglés?	• Me encanta • Me gusta • Me da igual • No me gusta mucho • No me gusta nada
10. ¿Qué te ha parecido la educación bilingüe que has recibido?	• Muy interesante • No ha estado mal • Ni bien ni mal • No muy interesante • Nada interesante
11. ¿Cómo crees que afectará a tus estudios futuros y a tu carrera la educación bilingüe que has recibido?	• Será muy útil • Será útil • No afectará • No será muy útil • No será nada útil
12. ¿Cómo te sientes al tener que aprender otras asignaturas en inglés?	• Muy cómodo • Cómodo • Me da igual • No muy seguro/a • Inseguro/a

TERCERA PARTE: ¿QUÉ PUNTUACIÓN LE DAS A TU DOMINIO DEL INGLÉS?

13. Entiendo lo que la gente dice cuando habla normalmente en inglés	• Muy bien • Bien • Más o menos bien • No muy bien • No entiendo nada

14. Hablo inglés **con facilidad**	• Hablo muy bien • Hablo **con facilidad** • Me defiendo • Me cuesta un poco • Me cuesta mucho
15. Entiendo lo que leo en inglés, ya sea en libros de texto, en cuentos, en artículos o en textos que encuentro en internet	• Muy bien • Bien • Más o menos bien • No muy bien • No entiendo nada
16. Escribo cartas, cuentos y trabajos en inglés	• Muy bien • Bien • Más o menos bien • No muy bien • Nada bien
17. Hablo, escribo y entiendo español	• Muy bien • Bien • Más o menos bien • Me cuesta un poco • Me cuesta mucho

CUARTA PARTE: ¿TE PARECE QUE LA EDUCACIÓN BILINGÜE QUE HAS RECIBIDO TE HA AYUDADO COMO PERSONA?

18. ¿Sientes que te ha ayudado a mejorar la confianza en ti mismo/a?	• Sí, mucho • Sí • Puede ser • Creo que no mucho • Nada
19. ¿Te ha ayudado a entender cómo vive la gente en otros países?	• Sí, mucho • Sí • Puede ser • Creo que no mucho • No me ha ayudado
20. ¿Te ha ayudado a entender mejor asignaturas que estudias en el colegio como Conocimiento del Medio?	• Sí, mucho • Sí • Es posible que sí • Me parece que no mucho • No me ha ayudado
21. ¿Sientes que te ha ayudado para que en el futuro puedas estudiar en el extranjero sin problemas?	• Sí, por supuesto • Sí • Probablemente sí • Creo que no • Seguramente no

22. ¿Sientes que te ha ayudado para que en el futuro puedas trabajar en el extranjero sin problemas?	• Sí, por supuesto • Sí • Probablemente sí • Creo que no • Seguramente no
23. ¿Crees que te ha ayudado a **ampliar tus conocimientos** de Europa?	• Sí, por supuesto • Sí • Un poco • Casi nada • No me ha ayudado
24. ¿Crees que te ha ayudado a **ampliar tus conocimientos de** España?	• Sí, por supuesto • Sí • Un poco • Casi nada • No me ha ayudado

QUINTA PARTE: ESCRIBE LO QUE QUIERAS

25. ¿Cuál es tu opinión sobre la educación bilingüe en español y en inglés que has recibido?

*Puedes hablar de las ventajas y oportunidades que esta educación te **ha dado**, de los aspectos que te hayan parecido interesantes, incluso emocionantes, de las desventajas y aspectos que han representado una dificultad para ti. **Razona todas tus respuestas**.*

FIN DEL CUESTIONARIO. GRACIAS POR TU COLABORACIÓN

ANNEX D: STUDENT SECONDARY YEAR 3 QUESTIONNAIRE IN SPANISH

PROYECTO NACIONAL DE EDUCACIÓN BILINGÜE (ESPAÑA): EVALUACIÓN CUESTIONARIO DE PARA ALUMNOS DE 3º ESO

Estimado/a alumno/a:

La educación que has recibido en tu centro ha sido impartida en dos idiomas: español e inglés. Este tipo de educación se denomina Educación Bilingüe: bilingüe significa “dos lenguas”.

El Ministerio de Educación español y el British Council me han nombrado para que dirija un estudio sobre este tipo de educación.

Para poder llevar a cabo esta labor, tengo mucho interés en conocer tu opinión, como alumno/a, acerca del tipo de educación bilingüe que has estado recibiendo.

Por ello, te estaría enormemente agradecido si pudieras ayudarme rellenando el cuestionario que encontrarás a continuación.

No te llevará mucho tiempo.

Las opiniones que escribas serán totalmente confidenciales. No tienes que poner ni tu nombre ni el nombre de tu centro.

Muchas gracias por tu colaboración.

Profesor Richard Johnstone
Director del Estudio sobre el Proyecto Nacional de Educación Bilingüe (España)

PARA RESPONDER A CADA PREGUNTA, DIBUJA UN CÍRCULO ALREDEDOR DEL PUNTO QUE CORRESPONDE A LA RESPUESTA CON LA QUE ESTÁS DE ACUERDO. DIBUJA SÓLO UN CÍRCULO POR PREGUNTA

PRIMERA PARTE

1. ¿Eres chica o chico?	• Chica • Chico
2. ¿Cuándo comenzaste a recibir educación bilingüe?	• En infantil • En 1º de Primaria • En 2º de Primaria • En 3º de Primaria • En 4º de Primaria • En 5º de Primaria • En 6º de Primaria • **1º ESO** • **2º ESO**
3. ¿Qué nacionalidad tienes?	• Española • No española Si has respondido **no** española, escribe tu nacionalidad más abajo: Soy _____
4. ¿Hablas con cierta regularidad otro idioma (aparte de español e inglés) fuera del colegio?	• No • Sí Si has respondido **Sí**, escribe abajo qué otro/s idioma/s hablas fuera del colegio Normalmente hablo: _____
5. Durante los últimos seis meses ¿con qué frecuencia has empleado un ordenador **en el colegio** para aprender y utilizar el inglés?	• Muy a menudo • A menudo • Casi nunca • Nunca
6. Durante los últimos seis meses ¿con qué frecuencia has empleado un ordenador **fuera del colegio** (por ejemplo, en casa) para aprender y utilizar el inglés?	• Muy a menudo • A menudo • A veces • Casi nunca • Nunca

7. Durante los últimos tres años, ¿con qué frecuencia has tenido oportunidad de hablar inglés **en España** con alumnos cuya primera lengua es el inglés?	• Muy a menudo • A menudo • A veces • Casi nunca • Nunca
8. Durante los últimos tres años, ¿cuántas veces has tenido oportunidad de viajar a un país de habla inglesa?	• Cuatro veces o más • Tres veces • Dos veces • Una vez • No he tenido oportunidad

SEGUNDA PARTE: TUS IMPRESIONES SOBRE LA EDUCACIÓN BILINGÜE QUE HAS RECIBIDO

9. ¿Cómo te hace sentir el hecho de haber recibido una educación bilingüe en español y en inglés?	• Me encanta • Me gusta • Me da igual • No me gusta mucho • No me gusta nada
10. ¿Qué te ha parecido la educación bilingüe que has recibido?	• Muy interesante • No ha estado mal • Indiferente • No muy interesante • Nada interesante
11. ¿Cómo crees que afectará a tus estudios futuros y a tu carrera la educación bilingüe que has recibido?	• Será muy útil • Será útil • No afectará • No será muy útil • No será nada útil
12. ¿Cómo te sientes al tener que aprender otras asignaturas en inglés?	• Muy cómodo • Cómodo • Me da igual • No muy seguro/a • Inseguro/a

TERCERA PARTE: ¿QUÉ PUNTUACIÓN LE DAS A TU DOMINIO DEL INGLÉS?

13. Entiendo lo que la gente dice cuando habla normalmente en inglés	• Muy bien • Bien • Más o menos bien • No muy bien • No entiendo nada

14. Hablo inglés con soltura	• Hablo muy bien • Hablo con soltura • Me defiendo • Me cuesta un poco • Me cuesta mucho
15. Entiendo lo que leo en inglés, ya sea en libros de texto, en cuentos, en artículos o en textos que encuentro en internet	• Muy bien • Bien • Más o menos bien • No muy bien • No entiendo nada
16. Escribo cartas, cuentos y trabajos en inglés	• Muy bien • Bien • Más o menos bien • No muy bien • Nada bien
17. Hablo, escribo y entiendo español	• Muy bien • Bien • Más o menos bien • Me cuesta un poco • Me cuesta mucho

CUARTA PARTE: ¿TE PARECE QUE LA EDUCACIÓN BILINGÜE QUE HAS RECIBIDO TE HA AYUDADO COMO PERSONA?

18. ¿Sientes que te ha ayudado a mejorar la confianza en ti mismo/a?	• Sí, mucho • Sí • Puede ser • Creo que no mucho • Nada
19. ¿Te ha ayudado a entender cómo vive la gente en otros países?	• Sí, mucho • Sí • Puede ser • Creo que no mucho • No me ha ayudado
20. ¿Te ha ayudado a entender mejor asignaturas que estudias en el colegio como Ciencias o Geografía e Historia?	• Sí, mucho • Sí • Es posible que sí • Me parece que no mucho • No me ha ayudado
21. ¿Sientes que te ha ayudado para que en el futuro puedas estudiar en el extranjero sin problemas?	• Sí, por supuesto • Sí • Probablemente sí • Creo que no • Seguramente no

22. Sientes que te ha ayudado para que en el futuro puedas trabajar en el extranjero sin problemas?	• Sí, por supuesto • Sí • Probablemente sí • Creo que no • Seguramente no
23. ¿Crees que te ha ayudado a **ampliar tus conocimientos** de Europa?	• Sí, por supuesto • Sí • Un poco • Casi nada • No me ha ayudado
24. ¿Crees que te ha ayudado a **ampliar tus conocimientos** de España?	• Sí, por supuesto • Sí • Un poco • Casi nada • No me ha ayudado

QUINTA PARTE: ESCRIBE LO QUE QUIERAS

25. ¿Cuál es tu opinión sobre la educación bilingüe en español y en inglés que has recibido?

Puedes hablar de las ventajas y oportunidades que esta educación te ha brindado, de los aspectos que te hayan parecido interesantes, incluso emocionantes, de las desventajas y aspectos que han representado una dificultad para ti. ***Razona todas tus respuestas****.*

FIN DEL CUESTIONARIO. GRACIAS POR TU COLABORACIÓN

chapter 11
QUESTIONNAIRES: PERCEPTIONS OF PARENTS

Study 11 of the main report presents the perceptions of parents of students in Primary 6 and Secondary 2. In order to collect these perceptions, a questionnaire was used.

Annex 1 presents the questionnaire for parents of Primary 6 pupils.

Annex 2 presents the questionnaire for parents of Secondary 2 students.

The questionnaires were in Spanish, but here we present them in an English-language version.

ANNEX 1: QUESTIONNAIRE FOR PARENTS OF PRIMARY 6 PUPILS

Dear Parent or Guardian,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

I am writing to you because you have a child, or because you have responsibility for the upbringing of a young person, in **PRIMARY SCHOOL YEAR SIX** who is receiving a bilingual education through the medium of Spanish and English.

The Bilingual Education Project (BEP) in which your child is participating is an official national project organised under the auspices of the Ministry of Education in Spain and the British Council. In Spain and in many other countries there is increasing interest in this form of education.

Since the BEP has been running for several years now and has been taken up in many schools in different parts of Spain, the Spanish Ministry of Education and the British Council decided that it would be appropriate for there to be an independent evaluation, and I have been invited to lead it.

My Spanish and UK colleagues on the evaluation team believe it is most important to obtain the views of parents, in order to help us build up as accurate a picture as possible of how the BEP is faring.

Accordingly, I should be most grateful if one parent or guardian (it doesn't matter whether you are male or female) would please complete and return the questionnaire which accompanies this letter.

In order to make the questionnaire anonymous, we have not asked you to supply your name or address, nor even the name and address of the school. The questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team.

I should be most grateful if you would please complete the questionnaire, put it in the accompanying pre-paid envelope envelope, seal the envelope and return it to Margaret Locke, Evaluation Project Administrator, if possible by the end of May 2009

Please accept my grateful thanks for your co-operation in this most important matter.

Professor Emeritus Richard Johnstone
Director, National BEP Evaluation (Spain)

QUESTIONNAIRE FOR PARENTS IN PRIMARY SCHOOL YEAR 6

If you have responsibility for more than one child, you are invited to complete this questionnaire in respect of the child in **Primary School Year 6** except in the case of **Items 13 and 14** which give you an opportunity to comment on the education of the other children for whom you have responsibility.

PART 1: YOUR VIEWS OF THE BILINGUAL EDUCATION YOUR CHILD HAS RECEIVED

Please put a tick, or in some cases a suitable word, in the appropriate box for each item below:

	Very unfavourable	Unfavourable	Neutral	Favourable	Very favourable
1. What is your view of the bilingual education which your child received at primary school?					

	Definitely No	No	Maybe	Yes	Definitely yes
2. Has your child's bilingual education helped your child to make good progress in English?					
3. Has it helped your child to make good progress in Spanish?					
4. Has it helped your child to learn about people and ways of life in other countries?					
5. Has it helped your child to learn about people and ways of life in Spain?					
6. Has it helped your child to make good progress in learning certain subjects, e.g. science, through English?					
7. Has it helped your child to make good progress in learning other subjects through Spanish?					
8. Has it helped your child to make good contacts with people in other countries?					
9. Has it helped your child to become a resourceful and confident young person?					
10. Is it giving your child a good preparation for further studies in Spain or in the wider world?					

	Definitely No	No	Maybe	Yes	Definitely yes
11. Is it giving your child a good preparation for obtaining employment in Spain or in the wider world?					

12. If you wish to comment in your own words on your child's bilingual education, e.g. if you think it has particular advantages or if you have any concerns about it, please do so in the space below:

13. If you have another child (or children) who has received a bilingual education, please comment on this in the space below, if you so wish.

14. If you have another child (or children) who has NOT received a bilingual education, and if you wish to comment on this in comparison to your child's bilingual education, please do so in the space below, if you so wish:

PART 2: BACKGROUND DETAIL

15. Is your child a girl or a boy?	Boy	Girl

16. Are you female or male?	Male	Female

17. What is your nationality?	Nationality

18. How often, if at all, is English spoken in your home?	Never, or hardly ever	Seldom	Sometimes	Often

19. Which language or languages (including Spanish) are regularly spoken in your home or with friends or family?	Main language	Other languages (please specify)

20. How often, if at all, has your child been to an English-speaking country?	Never	1-2 times	3-4 times	5 or more times

21. For how many years has your child been receiving bilingual education?	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 or more years

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION

ANNEX 2: QUESTIONNAIRE FOR PARENTS OF SECONDARY 2 STUDENTS

Dear Parent or Guardian,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

I am writing to you because you have a child, or because you have responsibility for the upbringing of a young person, in **SECONDARY SCHOOL YEAR TWO** who is receiving a bilingual education through the medium of Spanish and English.

The Bilingual Education Project (BEP) in which your child is participating is an official national project organised under the auspices of the Ministry of Education in Spain and the British Council.

In Spain and in many other countries there is increasing interest in this form of education.

Since the BEP has been running for several years now and has been taken up in many schools in different parts of Spain, the Spanish Ministry of Education and the British Council decided that it would be appropriate for there to be an independent evaluation, and I have been invited to lead it.

My Spanish and UK colleagues on the evaluation team believe it is most important to obtain the views of parents, in order to help us build up as accurate a picture as possible of how the BEP is faring.

Accordingly, I should be most grateful if one parent or guardian (it doesn't matter whether you are male or female) would please complete and return the questionnaire which accompanies this letter.

In order to make the questionnaire anonymous, we have not asked you to supply your name or address, nor even the name and address of the school. The questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team.

I should be most grateful if you would please complete the questionnaire, put it in the accompanying pre-paid envelope, seal the envelope and return it to Margaret Locke, Evaluation Project Administrator, if possible by the end of May 2009

Please accept my grateful thanks for your co-operation in this most important matter.

Profesor Richard Johnstone
Director del Estudio sobre el Proyecto Nacional de Educación Bilingüe (España)

If you have responsibility for more than one child, you are invited to complete this questionnaire in respect of the child in **Secondary School Year 2** except in the case of **Items 13 and 14** which give you an opportunity to comment on the education of the other children for whom you have responsibility.

PART 1: YOUR VIEWS OF THE BILINGUAL EDUCATION YOUR CHILD HAS RECEIVED

Please put a tick, or in some cases a suitable word, in the appropriate box for each item below:

	Very unfavourable	Unfavourable	Neutral	Favourable	Very favourable
22. A. What is your view of the bilingual education which your child received at primary school?					
1. A. What is your view of the bilingual education which your child received at primary school?					

Please answer items 3-11 in respect of your child's bilingual education at secondary school

	Definitely No	No	Maybe	Yes	Definitely yes
2. Has your child's bilingual education helped your child to make good progress in English?					
3. Has it helped your child to make good progress in Spanish?					
4. Has it helped your child to learn about people and ways of life in other countries?					
5. Has it helped your child to learn about people and ways of life in Spain?					
6. Has it helped your child to make good progress in learning certain subjects, e.g. science, through English?					
7. Has it helped your child to make good progress in learning other subjects through Spanish?					
8. Has it helped your child to make good contacts with people in other countries?					

	Very unfavourable	Unfavourable	Neutral	Favourable	Very favourable
9. Has it helped your child to become a resourceful and confident young person?					
10. Is it giving your child a good preparation for further studies in Spain or in the wider world?					
11. Is it giving your child a good preparation for obtaining employment in Spain or in the wider world?					

12. If you wish to comment in your own words on your child's bilingual education, e.g. if you think it has particular advantages or if you have any concerns about it, please do so in the space below:

13. If you have another child (or children) who has received a bilingual education, please comment on this in the space below, if you so wish.

13. If you have another child (or children) who has NOT received a bilingual education, and if you wish to comment on this in comparison to your child's bilingual education, please do so in the space below, if you so wish:

PART 2: BACKGROUND DETAIL

15. Is your child a girl or a boy?	Boy	Girl

16. Are you female or male?	Male	Female

17. What is your nationality?	Nationality

18. How often, if at all, is English spoken in your home?	Never, or hardly ever	Seldom	Sometimes	Often

19. Which language or languages (including Spanish) are regularly spoken in your home or with friends or family?	Main language	Other languages (please specify)

20. How often, if at all, has your child been to an English-speaking country?	Never	1-2 times	3-4 times	5 or more times

21. For how many years has your child been receiving bilingual education?	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 or more years

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION

chapter 12

QUESTIONNAIRE: PERCEPTIONS OF CLASS TEACHERS (PRIMARY)

Study 12 of the main report discusses the perceptions of the BEP held by primary school class teachers. For this, a questionnaire was used. The questionnaire is given below in Annex 1.

ANNEX 1: PRIMARY SCHOOL CLASSTEACHERS QUESTIONNAIRE

Dear Teacher,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

I am writing to you because you have experience of teaching on the Bilingual Education Project (BEP) which is an official national project organised under the auspices of the Ministry of Education in Spain and the British Council.

In Spain and in many other countries there is increasing interest in this form of education.

Since the BEP has been running for several years now and has been taken up in many schools in different parts of Spain, the Spanish Ministry of Education and the British Council decided that it would be appropriate for there to be an independent evaluation, and I have been invited to lead it.

My Spanish and UK colleagues on the evaluation team believe it is most important to obtain the views of classroom teachers who are actually involved in teaching on the BEP programme, in order to help us build up as accurate a picture as possible of how the BEP is faring.

Accordingly, I should be most grateful if you would please complete the accompanying electronic questionnaire and return it within two weeks (if possible) to MARGARET LOCKE [Email address supplied].

It is estimated that the questionnaire might take **approximately 45 minutes** to complete. I apologise for the inconvenience which this will cause, but please be assured that your information and views will be of great value to the evaluation.

In order to make the questionnaire anonymous, we have not asked you to supply your name or address, nor even the name and address of the school. The questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team.

Please accept my grateful thanks for your co-operation in this most important matter.

Professor Emeritus Richard Johnstone
Director, National BEP evaluation (Spain)

The boxes in this questionnaire are not of a fixed size. You yourself should therefore decide how much you wish to write in response to any question and the box will expand to allow you to do this.

PART 1: BACKGROUND INFORMATION

1. Which subject or subjects (e.g. science, history, geography....) do you teach (or have you taught) in your present school in whole or in part through the medium of English? To which Year Groups?

Year-group	**Subjects.** *Please write the subjects in the spaces below*
Primary School Year	
1	
2	
3	
4	
5	
6	

	Write y our answers here:
2. What category of teacher are you? Asesor linguistico? Profesor auxiliar de conversación? Funcionario con plaza fija? Funcionario sin plaza fija? Other contracted staff?	*Category of teacher*
3. What is your nationality?	*Nationality*
4. For how many years have you been a teacher in this school?	*Number of years as a teacher*
5. Are you male or female?	*Male or Female*

6. Can you please give the titles and dates of any courses, conferences or seminars which you have attended in the past three years in respect of teaching in bilingual education. Please mention the organisations which provided these and please indicate briefly how useful or otherwise you found them to be.

PART 2: YOUR VIEWS ABOUT TEACHING ON THE BEP IN YOUR SCHOOL

7. If you teach English language, which books or stories do you think your pupils enjoyed most, and why? Please indicate the year-groups (Year 1, Year 2... etc) you are referring to.

8. If you teach science, history or geography, which topics do you think your pupils enjoyed most, and why? Please indicate the subjects (science, history, geography etc) and the year-groups (Year 1, year 2 ... etc) you are referring to.

9. Have you used ICT with your BEP classes? If yes, please briefly describe what this has consisted of and with which classes. If you are aware of other kinds of ICT to which you would like access, please also indicate this in the space below.

10. How beneficial or otherwise do you think the BEP is for your students? *Please insert an * in the box you choose*	**Not at all Beneficial**	**Not Beneficial**	**Neutral**	**Beneficial**	**Very Beneficial**

Can you please in your own words give reasons for your answer

11. How beneficial or otherwise do you think the BEP is for yourself as a teacher? *Please insert an * in the box you choose*	**Not at all Beneficial**	**Not Beneficial**	**Neutral**	**Beneficial**	**Very Beneficial**

Can you please in your own words give reasons for your answer

12. How beneficial or otherwise do you think the BEP is for your school? *Please insert an * in the box you choose*	**Not at all Beneficial**	**Not Beneficial**	**Neutral**	**Beneficial**	**Very Beneficial**

Can you please in your own words give reasons for your answer

13. National factors influencing the BEP in your school

The British Council and the Spanish Ministry of Education have provided various kinds of guidance, advice and support for schools involved in the BEP. These include:

- The Integrated Curriculum Guidelines
- Project materials, e.g. the magazine Hand in Hand
- Various projects and events, e.g. the Global Classroom; international debates
- Various in-service conferences and courses
- The Project website

In the space below, please indicate how much use your school has made of these, how useful or otherwise you have found them to be, and please give brief reasons for your answers

14. More local factors influencing the BEP in your school

If there are any other factors occurring in your region, or in your community or in your school which you consider to have influenced the BEP either positively or negatively, please describe these briefly in the space below:

15. What challenges or problems have you faced when teaching your BEP students?

16. Can you give examples of any approaches or techniques which you have found useful when teaching your BEP students?

17. What forms of information, advice, support and in-service training would you find it helpful to receive, in order to help you achieve the greatest possible success in BEP teaching?

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION

chapter 13

QUESTIONNAIRE: PERCEPTIONS OF CLASS TEACHERS (SECONDARY)

Study 13 of the main report focuses on the perceptions of secondary school class teachers. The questionnaire which was used for collecting data is given below as Annex 1.

ANNEX 1: QUESTIONNAIRE: PERCEPTIONS OF CLASS TEACHERS (SECONDARY)

Dear Teacher,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

I am writing to you because you have experience of teaching on the Bilingual Education Project (BEP) which is an official national project organised under the auspices of the Ministry of Education in Spain and the British Council.

In Spain and in many other countries there is increasing interest in this form of education.

Since the BEP has been running for several years now and has been taken up in many schools in different parts of Spain, the Spanish Ministry of Education and the British Council decided that it would be appropriate for there to be an independent evaluation, and I have been invited to lead it.

My Spanish and UK colleagues on the evaluation team believe it is most important to obtain the views of classroom teachers who are actually involved in teaching on the BEP programme, in order to help us build up as accurate a picture as possible of how the BEP is faring.

Accordingly, I should be most grateful if you would please complete the accompanying electronic questionnaire and return it within two weeks (if possible) to MARGARET LOCKE [Email address supplied].

It is estimated that the questionnaire might take **approximately 45 minutes** to complete. I apologise for the inconvenience which this will cause, but please be assured that your information and views will be of great value to the evaluation.

In order to make the questionnaire anonymous, we have not asked you to supply your name or address, nor even the name and address of the school. The questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team.

Please accept my grateful thanks for your co-operation in this most important matter.

Professor Emeritus Richard Johnstone
Director, National BEP Evaluation (Spain)

The boxes in this questionnaire are not of a fixed size. You yourself should therefore decide how much you wish to write in response to any question and the box will expand to allow you to do this.

PART 1: BACKGROUND INFORMATION

7. Which subject or subjects do you teach (or have you taught) in your present school in whole or in part through the medium of English? To which Year Groups? Please write the name of the subject in the appropriate boxes under Subject 1 and Subject 2.

Year-group	Subjects 1	Subjects 2
ES01		
ES01		
ES03		
ES04		

	Write y our answers here:
8. What category of teacher are you? Asesor linguistico? Profesor auxiliar de conversación? Funcionario con plaza fija? Funcionario sin plaza fija? Other contracted staff?	*Category of teacher*
9. What is your nationality?	*Nationality*
10. For how many years have you been a teacher in this school?	*Number of years as a teacher*
11. Are you male or female?	*Male or Female*

12. Can you please give the titles and dates of any courses, conferences or seminars which you have attended in the past three years in respect of teaching in bilingual education. Please mention the organisations which provided these and please indicate briefly how useful or otherwise you found them to be.

PART 2: YOUR VIEWS ABOUT TEACHING ON THE BEP IN YOUR SCHOOL

7. In your particular subject(s), e.g. science, history, English language, what topics do you think your BEP pupils have enjoyed most? Please indicate which year-groups you are referring to.

8. Have you used ICT with your BEP classes? If yes, please briefly describe what this has consisted of and with which classes. If you are aware of other kinds of ICT to which you would like access, please also indicate this in the space below.

	Not at all Beneficial	Not Beneficial	Neutral	Beneficial	Very Beneficial
9. How beneficial or otherwise do you think the BEP is for your students? *Please insert an * in the box you choose*					

Can you please in your own words give reasons for your answer

10. How beneficial or otherwise do you think the BEP is for yourself as a teacher? *Please insert an * in the box you choose*					

Can you please in your own words give reasons for your answer

	Not at all Beneficial	Not Beneficial	Neutral	Beneficial	Very Beneficial
11. How beneficial or otherwise do you think the BEP is for yourself as a teacher? *Please insert an * in the box you choose*					

Can you please in your own words give reasons for your answer

12. National factors influencing the BEP in your school

The British Council and the Spanish Ministry of Education have provided various kinds of guidance, advice and support for schools involved in the BEP. These include:

- The Integrated Curriculum Guidelines
- Project materials, e.g. the magazine Hand in Hand
- Various projects and events, e.g. the Global Classroom; international debates
- Various in-service conferences and courses
- The Project website

In the space below, please indicate how much use your school has made of these, how useful or otherwise you have found them to be, and please give brief reasons for your answers

13. More local factors influencing the BEP in your school

If there are any other factors occurring in your region, or in your community or in your school which you consider to have influenced the BEP either positively or negatively, please describe these briefly in the space below:

14. What challenges or problems have you faced when teaching your subject(s) to BEP students?

15. Can you give examples of any approaches or techniques which you have found useful when teaching your subject(s) to BEP students?

16. What forms of information, advice, support and in-service training would you find it helpful to receive, in order to help you achieve the greatest possible success in BEP teaching?

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION

chapter 14

QUESTIONNAIRE: PERCEPTIONS OF HEAD TEACHERS (PRIMARY)

Study 14 of the main report presents the perceptions of primary school head teachers. The questionnaire which was used is given in Annex 1 below. This is not the only questionnaire which was used to collect information and views from head teachers. An earlier questionnaire was administered, for example, which helped us to monitor developments, but this was not used for Study 14 and is not given here.

ANNEX 1: QUESTIONNAIRE FOR HEAD TEACHERS (PRIMARY SCHOOLS)

Dear Headteacher,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

The evaluation of the above project is now in its final stage. With your co-operation, my colleagues and I would be most grateful if you can provide us with some further information which will help us in compiling our final report.

The questionnaire is in two parts:

PART 1: Your overall opinion of the BEP project in your school

PART 2: Background Information

It is estimated that it should take **approximately one hour** in which to complete it. I apologise for the inconvenience which this will cause, but please be assured that your information and views will be of great value to the evaluation.

I should be most grateful if you or a senior colleague could please complete the questionnaire and then return it by email to the BEP Evaluation Administrator at: MARGARET LOCKE [Email address supplied]

You should feel assured of total anonymity, in that the questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team. In addition, in our written reports and in any talks which we may give, we will not be ascribing particular views or findings to any named schools or named persons within these schools.

Finally, let me express my grateful appreciation and thanks for your co-operation in this most important matter.

Professor Emeritus Richard Johnstone
Director, National BEP Evaluation (Spain)

PART 1: YOUR VIEWS ABOUT THE BEP (BILINGUAL EDUCATION) PROJECT IN YOUR SCHOOL

*Please answer the following questions by putting a * in the most appropriate box.*

	Very unfavourable	Unfavourable	Neutral	Favourable	Very Favourable
1. What is your overall view of the BEP in your school as a whole?					
2. What is your view of the BEP in your school: Cycle 1: Years 1-2					
3. What is your view of the BEP in your school: Cycle 2: Years 3-4?					
4. What is your view of the BEP in your school: Cycle 3: Years 4-6?					

	Definitely No	No	Maybe	Yes	Fefinitaly Yes
5. Does the BEP generally help pupils develop a good command of English?					
6. Does it generally help pupils broaden their understanding of Europe and the wider world?					
7. Does it generally help pupils broaden their understanding of life in Spain?					
8. Does it generally help pupils develop self-confidence and self-esteem?					
9. Does it generally help pupils in their knowledge of the Spanish language?					
10. Does it generally help pupils broaden their understanding of other cultures?					
11. Does it generally help pupils broaden their range of social, interpersonal skills					
12. Does it generally help pupils broaden their understanding of subjects such as science, geography and history at school?					

	Definitely No	No	Maybe	Yes	Fefinitaly Yes
13. Does it generally help pupils make good contacts with pupils in other countries?					
14. Does it generally help pupils think flexibly and creatively?					
15. Does it generally give pupils a good preparation for their future studies at secondary school and beyond?					
16. Does it generally help pupils begin to develop knowledge and skills which will be useful to them in their future employment?					
17. Has it generally been of benefit to girls?					
18. Has it generally been of benefit to boys?					
19. Has it generally been of benefit to pupils from socio-economically disadvantaged backgrounds?					
20. Has it generally been of benefit to pupils from socioeconomically advantaged backgrounds?					
21. Has it generally been of benefit to pupils from backgrounds that are neither advantaged nor disadvantaged?					
22. Has it helped your school develop a more international ethos?					
23. Has it helped your school form good contacts with schools in other countries?					
24. Has it generally helped teachers in your school develop new approaches to their teaching?					
25. Has it generally had a positive influence on the attitudes and motivation of teachers in your school?					

From this point onwards there are a number of boxes in which you are invited to express yourself in your own words. The boxes for this are not of a fixed length. Please write what you wish, and the box will expand to allow this to happen.

26. To what extent and for what purposes is ICT used by BEP classes in your school, and with which year-groups? Would you like to see any developments in ICT for BEP pupils? If so, please briefly describe them.

27. How easy or difficult do you think it is for pupils to make the transition from bilingual education at primary school to bilingual education at secondary school? If possible, please provide brief reasons for your answer, e.g. are there any factors which help or which hinder the transition?

28. How easy or difficult has it been for pupils in Years 3-6 who have had little or no previous bilingual education to move into your school's BEP and learn alongside pupils who have been taking the BEP from Year 1 or earlier? If possible, please provide reasons.

29. If there are pupils who drop out of BEP in your school, what is your view of this and what do you consider to be the reasons for it?

30. Are children introduced to reading and writing in English from a very early stage in their BEP programme? If yes, please indicate the year-group (Year 1, Year 2...) in which this begins and please state how successful you consider the early introduction of reading and writing in English to be. If no, please indicate when reading and writing in English are introduced and please give your reasons for this.

National factors influencing the BEP in your school

30. The British Council and the Spanish Ministry of Education have provided various kinds of guidance, advice and support for schools involved in the BEP. These include:

- The Integrated Curriculum Guidelines
- Project materials, e.g. the magazine Hand in Hand
- Various projects and events, e.g. the Global Classroom; international debates
- Various in-service conferences and courses
- The Project website

In the space below, please indicate how much use your school has made of these, how useful or otherwise you have found them to be, and please give brief reasons for your answers

PART 2: BACKGROUND INFORMATION

1. Please indicate total number of pupils in your school.

Number of pupils at particular school	150 to 199	200 to 249	250 to 299	300 to 349	350 to 399	400 to 449	450 to 499	500 to 549	550 to 599	600 to 649	650 to 699	700 to 749

2. Please estimate the percentage of pupils with a mother tongue other than Spanish

% age of pupils	0%	1 to 4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	250 to 29%					

3. Please estimate the percentage of pupils with special educational needs

4. Please estimate the socio-economic background of pupils (estimate to nearest 5%)

Advantaged	
Neither advantaged nor disadvantaged	
Disadvantaged	

5. Please estimate the percentage of pupils in each year of your school participating in the BEP

Primary School Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

6. If any pupils move out of the BEP, please estimate the percentage of each BEP year-group doing so.

Primary School Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

7. If any pupils move into the BEP, please estimate the percentage of pupils doing so for each BEP year-group

Primary School Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

8. Please estimate the number of minutes per week taught in English in each subject to classes in Years 1-6

Classes	English	Science Geography History	Art	PE	Other (please specify)
Year 1	120 to 149				
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					

9. How many teachers involved in teaching on the BEP do you have in each of the following categories?

Asesor lingüístico		Funcionario con plaza fija	
Profesor auxiliar de conversación		Funcionario sin plaza fija	
Other contracted staff			

10. How many teachers involved in teaching on the BEP in each of the following categories have been involved in INSET during school session 2008-2009?

Asesor lingüístico		Funcionario con plaza fija	
Profesor auxiliar de conversación		Funcionario sin plaza fija	
Other contracted staff			

11. Do you have a partner school in an English-speaking country?

Yes		No	

If you answered Yes, please indicate which country/countries in the space below

12. In 2008-2009 have any of the exchanges indicated below taken place.?				
Exchange of teachers	Yes		No	
Exchange of pupils	Yes		No	
Exchange of correspondence, materials etc	Yes		No	

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION

chapter 15

QUESTIONNAIRE: PERCEPTIONS OF HEAD TEACHERS (SECONDARY)

Study 15 of the main report focuses on the perceptions of secondary school head teachers. In order to collect data, a questionnaire was used. This is given as Annex 1 below. This is not the only questionnaire which was used to collect information and views from head teachers. An earlier questionnaire was administered, for example, which helped us to monitor developments, but this was not used for Study 14 and is not given here.

ANNEX 1: QUESTIONNAIRE FOR HEAD TEACHERS (SECONDARY)

Dear Headteacher,

Evaluation of the National BEP (Early Bilingual Education) Project which is organised under the joint auspices of the Spanish Ministry of Education and the British Council (Madrid)

The evaluation of the above project is now in its final stage. With your co-operation, my colleagues and I would be most grateful if you can provide us with some further information which will help us in compiling our final report.

The questionnaire is in two parts:

PART 1: Your overall opinion of the BEP project in your school

PART 2: Background Information

It is estimated that it should take approximately one hour in which to complete it. I apologise for the inconvenience which this will cause, but please be assured that your information and views will be of great value to the evaluation.

I should be most grateful if you or a senior colleague (e.g. Director of Studies or BEP Co-ordinator) could please complete the questionnaire and then return it by email to the BEP Evaluation Administrator at: MARGARET LOCKE [Email address suppled]

You should feel assured of total anonymity, in that the questionnaire which you complete and return to us will not be shown to anybody outside the evaluation team. In addition, in our written reports and in any talks which we may give, we will not be ascribing particular views or findings to any named schools or named persons within these schools.

Finally, let me express my grateful appreciation and thanks for your co-operation in this most important matter.

Professor Emeritus Richard Johnstone
Director, National BEP Evaluation (Spain)

PART 1: YOUR VIEWS ABOUT THE BEP (BILINGUAL EDUCATION) PROJECT IN YOUR SCHOOL

*Please answer the following questions by putting a * in the most appropriate box.*

	Very unfavourable	Unfavourable	Neutral	Favourable	Very favourable
1. What is your overall view of the BEP project in your school as a whole?					
2. What is your view of the BEP project for classes in Year 1 of your school: ESO1?					
3. What is your view of the BEP project for classes in Year 2 of your school: ESO2?					
4. What is your view of the BEP project for classes in Year 3 of your school: ESO3?					
5. What is your view of the BEP project for classes in Year 4 of your school: ESO4?					

	Definitely No	No	Maybe	Yes	Fefinitaly Yes
6. Does the BEP generally help pupils develop a good command of English?					
7. Does it generally help pupils broaden their understanding of Europe and the wider world?					
8. Does it generally help pupils broaden their understanding of life in Spain?					
9. Does it generally help pupils develop self-confidence and self-esteem?					
10. Does it generally help pupils in their knowledge of the Spanish language?					
11. Does it generally help pupils broaden their understanding of other cultures?					
12. Does it generally help pupils broaden their range of social, interpersonal skills					

	Definitely No	No	Maybe	Yes	Fefinitaly Yes
13. Does it generally help pupils broaden their understanding of subjects such as science, geography and history at school?					
14. Does it generally help pupils make good contacts with pupils in other countries?					
15. Does it generally help pupils think flexibly and creatively?					
16. Does it generally give a good preparation for their future studies in Spain or in the wider world?					
17. Does it generally give good preparation for their future careers?					
18. Has the BEP generally brought benefit to your female students?					
19. Has it generally brought benefit to your male students?					
20. Has it generally brought benefit to those students who are from socio-economically disadvantaged backgrounds					
21. Has it generally brought benefit to those students who are from socioeconomically advantaged backgrounds?					
22. Has it generally brought benefit to those students who are from backgrounds that are neither advantaged nor disadvantaged?					
23. Has the BEP helped your school develop a more international ethos?					
24. Has it helped your school form good contacts with schools in other countries?					
25. Has the BEP helped teachers in your school develop new approaches to their teaching?					
26. Has it helped teachers in your school in their motivation for teaching?					

From this point onwards there are a number of boxes in which you are invited to express yourself in your own words. The boxes for this are not of a fixed length. Please write what you wish, and the box will expand to allow this to happen.

27. To what extent and for what purposes is ICT used by BEP classes in your school, and with which year-groups? Would you like to see any developments in ICT for BEP pupils? If so, please briefly describe them.

28. How easy or difficult do you think it is for pupils to make the transition from bilingual education at primary school to bilingual education at secondary school? If possible, please provide brief reasons for your answer, e.g. are there any factors which help or which hinder the transition?

29. How easy or difficult has it been for students who have had little or no previous bilingual education to move into your school's BEP? If possible, please provide reasons.

30. If there are students who drop out of BEP in your school, what is your view of this and what do you consider to be the reasons for it?

31. National factors influencing the BEP in your school

The British Council and the Spanish Ministry of Education have provided various kinds of guidance, advice and support for schools involved in the BEP. These include:

- The Integrated Curriculum Guidelines
- Project materials, e.g. the magazine Hand in Hand
- Various projects and events, e.g. the Global Classroom; international debates
- Various in-service conferences and courses
- The Project website

In the space below, please indicate how much use your school has made of these, how useful or otherwise you have found them to be, and please give brief reasons for your answers

32. More local factors influencing the BEP in your school

If there are any other factors occurring in your region, or in your community or in your school which you consider to have influenced the BEP either positively or negatively, please describe these briefly in the space below:

33. If you have any further thoughts on the BEP in your school, please express these in the space below – e.g. you might wish to give your reasons for views you have expressed in the present questionnaire, or you might wish to comment on issues of staffing, time-tabling, parental attitudes, materials, professional development of teachers, links with schools abroad, or you might wish to make suggestions for the future development of the BEP

PART 2: BACKGROUND INFORMATION

1. Please indicate total number of pupils in your school.	
2. Please estimate the percentage of pupils with a mother tongue other than Spanish	%
3. Please estimate the percentage of pupils with special educational needs	%
6. Please estimate the socio-economic background of pupils (estimate to nearest 5%)	
Advantaged	%
Neither advantaged nor disadvantaged	%
Disadvantaged	%
7. Please estimate the percentage of ESO students in each year of your school participating in the BEP	
ES01	%
ES02	%
ES03	%
ES04	%

13. If any students move out of the BEP, please estimate the percentage of each BEP year-group doing so.

During ES01	%
During ES02	%
During ES03	%
During ES04	%

14. If any students move into the BEP, please estimate the percentage of pupils doing so for each BEP year-group

During ES01	%
During ES02	%
During ES03	%
During ES04	%

15. Please estimate the number of minutes per week taught in English in each subject

	English	Social sciences	Natural sciences	Art	PE	Technology	Other (please specify)
ES01							
ES02							
ES03							
ES04							

16. How many teachers involved in teaching on the BEP do you have in each of the following categories?

Asesor lingüístico	
Profesor auxiliar de conversación	
Other contracted staff	

Funcionario con plaza fija	
Funcionario sin plaza fija	

17. How many teachers involved in teaching on the BEP in each of the following categories have been involved in INSET during school session 2008-2009?

Asesor lingüístico			Funcionario con plaza fija	
Profesor auxiliar de conversación			Funcionario sin plaza fija	
Other contracted staff				

18. Do you have a partner school in an English-speaking country?

Yes		No	

If you answered Yes, please indicate which country/countries in the space below

19. In 2008-2009 have any of the exchanges indicated below taken place.?

Exchange of teachers	Yes		No	
Exchange of pupils	Yes		No	
Exchange of correspondence, materials etc	Yes		No	

END OF QUESTIONNAIRE THANK YOU VERY MUCH FOR YOUR CO-OPERATION