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TEACHING PERSPECTIVES ON CLIL IN DIFFERENT EDUCATIONAL CONTEXTS

Italy, Spain and Turkey

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	2
ABSTRACT	9
RIASSUNTO.....	10
RESUMEN	11
ÖZ.....	12
Figures	13
Tables	15
ABBREVIATIONS	17
INTRODUCTION.....	18
PART I	22
Theoretical Framework	22
CHAPTER I	23
THE DEEP INSIGHT OF CONTENT AND LANGUAGE INTEGRATED LEARNING	23
1.1 The Core Meaning	25
1.2 Evolution of the Concept	27
<i>1.2.1 Bilingualism or CLILism</i>	28
<i>1.2.2 Immersion Comes First</i>	30
<i>1.2.3 Is CBI an Early Release of CLIL?</i>	33
1.3 Unique Structure	34
<i>1.3.1 Theoretical Background of CLIL</i>	39
1.3.1.1 Bloom’s Taxonomy	40
1.3.1.2 CLIL Matrix	41
1.3.1.3 Zone of Proximal Development	43
1.3.1.4 Lesson Observation and Critical Incident and Technique (LOCIT)	45
<i>1.3.2 How to Plan</i>	45
<i>1.3.3 Evaluation</i>	51
CHAPTER II	53
SYSTEMS OF EDUCATION AND CLIL IN	53
ITALY, SPAIN AND TURKEY	53
2.1 Foreign Language Teaching within Diverse Structures of Education	54
<i>2.1.1 Italy</i>	55
<i>2.1.2 Spain</i>	56
<i>2.1.3 Turkey</i>	57
2.2 Teaching Objectives of Foreign Languages	58
2.3 Factors Affecting CLIL	61
<i>2.3.1 History</i>	61

2.3.2 Implementation.....	64
2.3.3 Legislation.....	69
2.3.4 Teacher Training.....	74
2.3.5 Evaluation Process	82
PART II.....	86
Methodological framework	86
CHAPTER III	87
RESEARCH DESIGN	87
3.1 What Makes This Study Important?	87
3.2 Research Questions	88
3.3 Objectives	89
3.4 Experimental Design	90
3.5 Plan and Settings	92
3.6 Participants	93
3.7 Instruments	94
3.7.1 Semi-structured interviews.....	95
3.7.2 Surveys	96
3.8 Selection of the Collected Data	98
3.9 Strengths and limitations of the study	100
CHAPTER IV.....	102
RESULTS	102
4.1 Demographic Background	102
4.2 The Perceptions	107
4.2.1 Top management	107
4.2.2 Coordination	115
4.2.3 Culture of Bilingualism	119
4.2.4 Human Resources and Materials	124
4.2.5 Planning, Administration and Monitoring.....	131
4.2.6 Academic and Non-Academic Results.....	135
4.2.7 Students	142
Final Assessment.....	147
DISCUSSION & CONCLUSIONS.....	150
REFERENCES.....	154
APPENDICES	182
APPENDIX 1: Survey on CLIL Programs.....	182
APPENDIX 2: Evaluation of CLIL programs. Questionnaire for the top management.....	184
APPENDIX 3: Evaluation of CLIL programs. Questionnaire for CLIL coordination.....	190
APPENDIX 4: Evaluation of CLIL programs. Questionnaire for Subject Matter Teachers.....	196

APPENDIX 5: Evaluation of CLIL programs. Questionnaire for Foreign Language Teachers. 203
APPENDIX 6: Evaluation of CLIL programs. Questionnaire for Students.....209

ABSTRACT

Content and Language Integrated Learning (CLIL) is an approach where subjects are taught through a dual focusing foreign language aimed at the learning of the content, and the simultaneous learning of the foreign language. The main purpose of this dissertation is dealing with the organization behind the learning foreign languages through a content-based subject and the content-based subject through foreign languages. So, the main purpose of this dissertation may be said to be about the effects of CLIL learning.

Here we want to offer a multidimensional overview to the CLIL settings at an international level; Italy, Spain, Turkey, through the perceptions of educational authorities about the involvement of management teams, professional development of teachers and the academic and non-academic results obtained to ensure the success of CLIL practice as well as the level of satisfaction of the students in three different countries. In consideration of what said till now we have made use of a mixed research design, in particular QUAN – QUAL → Findings → Interpretation model.

Teachers of linguistic areas, teachers of non-linguistic areas, coordinators, and directors are the important components of a CLIL context. As they are the guides for students as well as being the administrators of the education process, knowing their point of view is of high importance. That's why this study pays most attention to the perception of CLIL by the educational communities and to the differences created by perception in the implementation which varies from country to country. The research participants are; directors, coordinators, teachers of linguistic areas, teachers of non-linguistic areas and students from selected schools with CLIL provision.

The research has been conducted in three different education contexts; namely, Sicily in Italy, Castilla-León Autonomous Region in Spain and Marmara Region in Turkey, at a tertiary level of education considering the theoretical, legislative and practical realities each country has within their educative systems. The functioning of CLIL program and components in the mentioned countries would be examined in details and potential ways to improve the positive results would be discussed extensively in the dissertation thesis.

Key Words: CLIL, Perception, Foreign Language Teaching, Content Teaching, Diverse Educational Contexts

RIASSUNTO

L'apprendimento integrato di contenuto e lingua (CLIL) è un approccio in cui le materie vengono insegnate attraverso una lingua straniera con un duplice obiettivo: l'apprendimento di contenuto disciplinare non linguistico e il contemporaneo apprendimento di una lingua straniera con funzione veicolare. Finalità primaria del presente lavoro di ricerca è mettere in evidenza struttura e logica organizzativa che soggiace all'insegnamento/apprendimento mediato dalla lingua con le ripercussioni che esso implica.

La ricerca vuole offrire una panoramica multidimensionale delle impostazioni CLIL a livello internazionale (Italia, Spagna, Turchia) in ambito scolastico, panoramica che contempla le percezioni delle figure educative coinvolte, il ruolo dei team di gestione delle scuole, lo sviluppo professionale degli insegnanti e i risultati accademici e non accademici ottenuti per garantire il successo del CLIL nonché il livello di soddisfazione degli studenti nei Paesi oggetto dell'indagine. Al fine di presentare tutte queste informazioni, è stato utilizzato un progetto di ricerca con metodo misto.

Insegnanti di lingua, insegnanti di altre discipline, coordinatori didattici e dirigenti sono le componenti importanti per la messa in atto della pratica del CLIL. Si tratta di figure-guida per gli studenti, nonché concreti amministratori del processo educativo; pertanto, rilevare e comprendere il loro punto di vista è un passaggio necessario.

La ricerca, condotta in tre diversi contesti educativi, Italia, Spagna e Turchia, più specificamente in Sicilia, nella Regione Autonoma Castiglia-León e nella Regione Marmara, ha preso in considerazione le realtà teoriche, legislative e pratiche nella messa a punto dei programmi CLIL secondo le differenze proprie di ciascun sistema educativo. Il funzionamento del programma CLIL e le sue parti costitutive sono state, pertanto, esaminate in dettaglio nei tre contesti nazionali, esprimendo alcune vie di miglioramento della pratica del CLIL a scuola.

Parole chiave: CLIL, percezione, insegnamento delle lingue straniere, insegnamento dei contenuti, contesti educativi diversi.

RESUMEN

El aprendizaje integrado de contenido y lenguaje (CLIL) es un enfoque en el que las asignaturas se imparten en un idioma extranjero con objetivos de doble propósito, es decir, aprender el contenido y aprender simultáneamente un idioma extranjero. El propósito principal de esta tesis es revelar la organización detrás de la modalidad de aprender idiomas extranjeros a través de una materia basada en el contenido y aprender contenidos a través de idiomas extranjeros.

Esta investigación fue diseñada para proporcionar una visión general multidimensional de la configuración de CLIL a nivel internacional a partir de las percepciones de las autoridades educativas sobre la participación de los equipos de gestión, el desarrollo profesional de los docentes y los resultados académicos y no académicos obtenidos para garantizar el éxito de la práctica de CLIL, así como el nivel de satisfacción de los estudiantes en tres países diferentes. Para presentar toda esta información, se desarrolló un proyecto de investigación con un método mixto, en particular QUAN – QUAL → Findings → Modelo de interpretación.

Los profesores de áreas lingüísticas, los profesores de áreas no lingüísticas, los coordinadores y los directores son los componentes importantes de un contexto CLIL. Dado que son las guías para los estudiantes, además de ser administradores del proceso educativo, es de fundamental importancia comprender, en particular, su punto de vista. Por esta razón, este estudio presta la mayor parte de la atención a sus percepciones, que tienen como objetivo de servir como guía para las áreas educativas, cómo la percepción de CLIL por parte de las comunidades educativas y cómo esta percepción crea diferencias en la implementación, que varía de un país a otro. Los participantes en la investigación son: directores, coordinadores, profesores de áreas lingüísticas, profesores de áreas no lingüísticas y estudiantes de escuelas seleccionadas con una oferta CLIL.

Esta investigación se realizó en tres contextos educativos diferentes: Italia, España y Turquía, más específicamente: Sicilia, la Región Autónoma de Castilla y León y la Región del Marmara en el nivel de educación terciaria teniendo en cuenta las realidades teóricas, legislativas y prácticas de cada país dentro de sus propios sistemas educativos. A la luz de esta información, se examinará en detalle el programa CLIL y sus componentes en los países mencionados y se debatirá ampliamente lo que se debería hacer para mejorar los resultados ya positivos.

Palabras clave: CLIL, percepción, enseñanza de lenguas extranjeras, enseñanza de contenidos, diversos contextos educativos.

ÖZ

İçerik ve Dil Temelli Öğrenme (CLIL), çift yönlü odağı olan, yabancı dilin içerik, içeriğin yabancı dil aracılığıyla öğretildiği bir yaklaşımdır. Bu tezin temel amacı; CLIL uygulamasının arkasındaki organizasyonun incelenmesidir. Dolayısıyla, CLIL öğrenme etkilerinin ortaya çıkarılması ve karşılaştırılması amaçlanmıştır.

Bu araştırma aracılığıyla uluslararası bir düzeyde; İtalya, İspanya ve Türkiye’de, uygulanan CLIL oluşumlarına çok yönlü genel bir değerlendirme sunmayı amaçlamaktayız. Bu değerlendirmeyi yaparken üç farklı ülkedeki öğrencilerin memnuniyet düzeyinin yanı sıra eğitim yetkililerinin; yönetim ekiplerinin katılımı, öğretmenlerin mesleki gelişimi, CLIL yaklaşımının uygulamadaki başarısını belirleyen akademik ve akademik olmayan sonuçlar hakkındaki görüşlerini göz önünde bulundurmaktayız. Tüm bu bilgileri sunmak için karma yöntem araştırma tasarımı olarak kullanılmıştır, özellikle QUAN – QUAL → Findings → Interpretation model’den yararlanılmıştır.

Yabancı dil öğretmenleri, branş öğretmenleri, koordinatörler ve yöneticiler bir CLIL bağlamının önemli bileşenleridir. Öğrencilere rehberlik etmelerinin yanı sıra, eğitim sürecinin yöneticileri olmaları nedeniyle, özellikle onların bakış açılarını kavramak büyük önem taşımaktadır. Bu nedenle, bu çalışma, eğitim alanlarına rehberlik etmeyi amaçlarken, CLIL uygulamasının eğitim toplulukları tarafından nasıl algılandığına ve bu algının uygulamada, bir ülkeden diğerine nasıl farklılıklar yarattığına dikkat çekmektedir.

Araştırma katılımcıları; yöneticiler, koordinatörler, yabancı dil öğretmenleri, branş öğretmenleri ve CLIL hizmeti verilen seçili okulların öğrencileridir.

Bu araştırma üç farklı eğitim ortamında yürütülmüştür; İtalya’da Sicilya Bölgesi, İspanya’da Castilla ve León Özerk Bölgesi ve Türkiye’de Marmara Bölgesi. Bu bölgeler içerisinde ise her ülkenin kendi eğitim sistemleri içinde sahip olduğu teori, yasal ve uygulamadaki gerçeklikleri göz önünde bulundurulmuştur. Bu bilgiler ışığında, söz konusu ülkelerdeki CLIL programının ve bileşenlerinin işleyişi ayrıntılı olarak incelenecek ve olumlu sonuçların artırılması için yapılması gerekenler tez kapsamında detaylı olarak tartışılacaktır.

Anahtar Kelimeler: CLIL, Algılama, Yabancı Dil Öğretimi, İçerik Öğretimi, Farklı Eğitim Koşulları

LIST OF FIGURES AND TABLES**Figures**

Figure 1: Abbreviations and acronyms	17
Figure 2: 4Cs Framework	36
Figure 3: The Language Triptych	37
Figure 4: Bloom’s taxonomy, revised by Anderson and Krathwohl.	41
Figure 5: CLIL Matrix	42
Figure 6: Zone of Proximal Development by Vygotsky.....	43
Figure 7: CLIL Pyramid.....	45
Figure 8: Mind Map Sample	47
Figure 9: The Structure of Education in Italy	55
Figure 10: The Structure of Education in Spain	56
Figure 11: The Structure of Education in Turkey	57
Figure 12: Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages.....	59
Figure 13: Perceptions on the functioning of top management in Italy.....	107
Figure 14: Perceptions on the functioning of top management in Spain.....	109
Figure 15: Perceptions on the functioning of top management in Turkey.....	110
Figure 16: Comparison of the perceptions on the functioning of top management in all three countries.....	112
Figure 17: Involvement in CLIL activities	113
Figure 18: Managers' knowledge of CLIL.....	114
Figure 19: Perceptions on the functioning of coordination in Italy	115
Figure 20: Perceptions on the functioning of coordination in Spain	116
Figure 21: Comparison of the perceptions on the functioning of coordination in Italy and Spain..	118
Figure 22: Perceptions on the culture of bilingualism at schools in Italy.....	120
Figure 23: Perceptions on the culture of bilingualism at schools in Turkey.....	122
Figure 24: Comparison of the perceptions on the culture of bilingualism at schools in Italy and Turkey	123
Figure 25: Perceptions on human resources and materials in Italy.....	124
Figure 26: Perceptions on human resources and materials in Spain.....	127
Figure 27: Perceptions on human resources and materials in Turkey	129
Figure 28: Perceptions on human resources and materials in Italy, Spain and Turkey	131

Figure 29: Perceptions on planning, administrating and monitoring in Italy	132
Figure 30: Perceptions on planning, administrating and monitoring in Turkey	134
Figure 31: Perceptions on academic and non-academic results in Italy	135
Figure 32: Perceptions on academic and non-academic results in Spain	137
Figure 33: Perceptions on academic and non-academic results in Turkey	139
Figure 34: Comparison of the perceptions on academic and non-academic results in Italy, Spain and Turkey	141
Figure 35: Linguistic and non-linguistic results	142
Figure 36: Bilingual subjects	143
Figure 37: Foreign language use in class	144
Figure 38: Satisfaction level of students	145
Figure 39: Correlation between the collaboration and satisfaction of teachers and managers	146

Tables

Table 1: CLIL Lesson Plan	48
Table 2: Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Italy.....	58
Table 3: Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Spain.	60
Table 4: Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Turkey.....	60
Table 5: CLIL Teacher Profile.....	78
Table 6: Research Design	87
Table 7: Research instruments and target groups, Italy	90
Table 8: Research instruments and target groups, Spain	91
Table 9: Research instruments and target groups, Turkey.....	91
Table 10: Time plan of the study	92
Table 11: School names and codes	94
Table 12: Information about students	94
Table 13: The information about interviews.....	95
Table 14: The number of the questions for each category.....	97
Table 15: The number of samples.....	99
Table 16: Numbers of the samples of students	99
Table 17: Demographic characteristics of Italy	102
Table 18: Demographic characteristics of Spain	104
Table 19: Demographic characteristics of Turkey.....	105
Table 20: Demographic characteristics of students in Italy.....	106
Table 21: Demographic characteristics of students in Turkey.....	106
Table 22: Training of directors	108
Table 23: Financial support from state	108
Table 24: Training of coordinators	115
Table 25: Effectiveness of coordinators.....	118
Table 26: Bilingual atmosphere	121
Table 27: Teacher training	125
Table 28: Support staff.....	126
Table 29: Use of a well-structured method and adequate evaluation	128

Table 30: Percentage of L2 used in classes..... 133
Table 31: External evaluation of the results..... 136
Table 32: Evidence for the good results of CLIL 140

ABBREVIATIONS

The abbreviations and acronyms used throughout the dissertation thesis are presented in the following chart (Figure 1), however, most of the time, they appear with their whole names as well.

Figure 1: *Abbreviations and acronyms*

AICLE	Aprendizaje Integrado de Contenidos y Lenguas Extranjera
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CBI	Content-Based Instruction
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CoE	Council of Europe
EMILE	Enseignement d'une Matière. Intégré à une Langue Étrangère
ESL	English as a Second Language
FL	Foreign Language
FLT	Foreign Language Teacher
FSL	French as a Second Language
LSP	Language for Specific Purposes
L1	First Language
L2	Second Language
SMT	Subject Matter Teacher

Note. Source: Author.

INTRODUCTION

“The more we know about other contexts, the more equipped we will be to implement success-prone and more widespread CLIL schemes”
(Lasagabaster & Ruiz de Zarobe, 2010, p. 293).

There is no doubt that communication is the most basic need for human existence. Communication helps the individual meeting basic needs within his/her environment, interacting socially with other individuals, expressing himself/herself, comprehend what is expressed, learning and understanding the world through language. And what is the purpose of literature; languages are used to express ideas and emotions. Besides we know for certain that the current teaching research in learning environments affect learning positively, there is no doubt that different environments facilitate the learning of students.

The globalization of education, the needs of students and the expectations of the business world have caused changes in the theoretical and practical dimensions of foreign language teaching. And these changes in foreign language teaching programs have led to the birth of Special Purpose English courses which aim to meet the specific needs of the learners through taking advantage of underlying methodology (Dudley-Evans, 1998). English for Specific Purposes is a broad term though, “which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson & Waters, 1987, p. 19). Not only that, there are different approaches, practices and schools related to language teaching in the examined literature, mostly based on the purpose of providing learners mastery in foreign languages to achieve the academic content learning outcomes.

An array of approaches related to foreign language teaching have been affected by the second language acquisition philosophies in the late 20th century (Richards & Rodgers, 2001). Therefore, how languages can be learned came to the fore as the main question, rather than how languages can be taught. In today’s educational contexts, there is a need for preparing young people for the future by improving their cognitive and communicative skills besides their linguistic skills. Content and Language Integrated Learning literally stands in the breach.

CLIL is the usage of a foreign language in the teaching non-language subjects have always been an issue in teaching and learning foreign languages since late 90’s (Eurydice, 2006). Unlike from all approaches to learning foreign languages, CLIL has dual focused aims where the academic content and foreign language have the same amount of importance since its main focus is on the

integration of both. And Coyle considers integration as a powerful pedagogic tool in a CLIL context, which “safeguards the subject being taught whilst promoting language as a medium for learning as well as an object of the learning process itself (2002, p. 27).

In today’s world, where the foreign language acquisition has become a prerequisite for European citizens, published on European Commission White Paper in 1995 (Eurydice, 2001), sets out the actions aiming not just to promote the learning of at least two Community Foreign Languages but also developing proficiency in three European languages as well as encouraging the acquisition of the new knowledge, CLIL met a need in Europe for reinforcing the L2 education and bilingualism. In fact, it is not merely a convenient response to the European needs and the challenges posed by rapid globalization; rather, it is a solution which is timely, which is in harmony with broader social perspectives, and which has proved effective (Coyle, Hood & Marsh, 2010).

CLIL is a generic ‘umbrella’ term for learning foreign languages through a content-based subject and the content-based subject through foreign languages, which contains bilingual education, multilingual education, integrated curriculum, language showers, enriched language programs, CLIL camps, student exchanges, local projects, international projects, family stays, modules, work-study abroad, one or more subjects, partial immersion, total immersion, two-way immersion and double immersion within itself (Mehisto et al., 2008). Plus, “its broad term of reference meets the needs allows for flexible implementation across Europe” (Baetens Beardsmore, 2002, p. 24). However, researches led in different countries as to the CLIL type of provision has not so far helped understanding the differences in the education systems, education policies and, above all, perceptions of the educative community. Therefore, it is the object of this study to reveal the theoretical and practical differences of CLIL practice in three different geographical contexts: namely, Italy, Spain and Turkey.

This dissertation focuses on the perceptions of the educational authorities because such perceptions about CLIL practices are as important as knowing their linguistic competencies, their educational backgrounds and training, since they are the authorities who may implement any type of methodology. The main objective of this thesis is to discover how the CLIL procedures in Italy, Spain, and Turkey differ while focusing on the differences as well as well as on the similarities of CLIL type of provision in tertiary levels of education. The research study wants to contribute to the education sphere as a guide in the perception of CLIL by the educational communities; yet, it aims at highlighting the differences in the implementation which vary from country to country due to the implementation of CLIL approach in Italy, Spain and Turkey by understanding the point of view of the directors, CLIL coordinators, subject matter teachers, foreign language teachers and students about CLIL type of provision at high school level in Italy, Spain and Turkey.

This research study is articulated into four chapters.

The first two chapters of this dissertation are designed as theoretical chapters through aiming to examine CLIL as set in its own history, through comparison with previous procedures so as to create a deep comprehension of the present research. Moreover, it consists a sum of research literature, to present a clear view of the studies done up to now.

Chapter I, hence the name; '*The Deep Insight of Content and Language Integrated Learning*', presents the detailed information about the definition of CLIL as a concept and the similarities and differences between bilingual and immersive systems as well as Content-Based Instruction. The main elements building its structure are clarified as well as the related information to create a CLIL lesson plan. Assessment and evaluation of CLIL settings are also examined within the first theory chapter.

Chapter II, entitled '*Systems of Education and CLIL in Italy, Spain and Turkey*', gives detailed information about the systems of education and CLIL implementation on the country basis through examining different structures of education and legislative systems in comparison with the intention of coming to hand. Since each country is unique in terms of their educative systems, legislative policies, compulsory schooling, foreign language teaching strategies and teacher education programs.

When it comes to compare three different countries regarding to their perceptions on a foreign language teaching methodology, glossing over the differences is unthinkable since all the related information about schooling has to be considered within its own concept to make the understanding clear. Bearing this in mind, the whole situation in education in the mentioned countries are to be examined in detail, in order to capture the view of the perception and the implementation of the CLIL approach in Italy, Spain and Turkey with the functioning of the legislations within the practical field in this chapter.

This chapter aims to clarify the differences between the focused countries on this dissertation thesis, in terms of their way of perceiving CLIL methodology, describing and implementing it within their education systems as well as examining their policies for foreign language teaching, teacher education activities and evaluation processes throughout their schooling. In other words, there comes the information all about Italy, Spain and Turkey with all the related aspects which will lead up to a reliable comparison.

Within the empirical framework, the intention is to enlighten the scope of the work, organization, design of the data collection tools, selection of the schools, depiction of the data collection processes as well as the description of the cooperation with schools in Italy and Turkey together with the integration of the data gathered from Spain. The study has a mixed method research design in particular particularly Convergent Parallel Design QUAN – QUAL → Findings → Interpretation model (Creswell, 2014, 2015).

Chapter III, focusing on the *'Research Design'*, proposes a view of the research design within the methodological framework, where the concept of the study, the research questions, the objectives are defined as well as the plan and settings are described. The detailed information about the participants of the study and instruments are shared as well as the strengths and limitations of the study.

Chapter IV, *'The Research Results'* is about the data results as to quality and quantity for each country will be given for a prospective comparison. The six quality indicators for each category are namely: top management, coordination, culture of bilingualism at school, human resources and materials, planning, administrating and monitoring and finally, academic and non-academic results. Each category will be examined and presented through quantitative and qualitative data in an integrated way for all the mentioned countries. The focus of the study being on the participants' perceptions of the above points of interest in each category helps defining the quality indicators. It includes data from the students and offers the qualitative and quantitative data in an integrated way.

This dissertation does focus on neither the dark side nor the bright side of CLIL practices. It aims to define CLIL provision in its own reality and pace within the context of each country with a multidimensional approach which can be defined as a still working progress approach (Lorenzo et al., 2009). In the light of this information, we hope our data may serve as a guide to the educational settings with CLIL practice, as well as a self-evaluation tool for the managers, coordinators and teachers with the same type of implementation, since it requires the quantitative information about the importance of the role of top management, coordination, bilingual atmosphere, human resources and materials, planning, administration and monitoring and finally academic and non-academic results as well as the qualitative information in a complementary way.

PART I

Theoretical Framework

CHAPTER I

THE DEEP INSIGHT OF CONTENT AND LANGUAGE INTEGRATED LEARNING

Learning languages is unquestionably among one of the necessities, globalization brings to our lives. It is a key component to keep pace with the current conditions which convert constantly in today's world. Whereas it is inevitable learning other languages which will ease the life, making no headway is unimaginable especially in Europe since there are the goals set by the European Council focusing on the communication among the citizens within the instant European frame. The European Council takes measures through calling for further action as a long term aim for the EU citizens to learn two foreign languages additional to their mother tongue at a very early age with the conclusions of the Council in March 2002 in Barcelona (European Council, 2002; Holdsworth, 2004; Lorenzo, 2007; Marsh, 2003). Embracing the importance of learning languages and the resolutions of European Union, the question emerges itself 'How to learn languages?'

Foreign language teaching approaches and methods are getting involved at this juncture to find an answer to this question. First of all, it is crucial to understand the difference between an approach and a method to understand better what CLIL stands for. An American applied linguist Edward Anthony defined the terms of approach, method and technique in three levels of conceptualization in 1963 (Richards & Rodgers, 2001). Anthony (1963) described approach as "a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic", method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural" and finally technique as implementational saying "...which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well" (pp. 63-67). As one may understand from the definitions above approach is an over-all term contains different methods inside and acts as a guide through defending the principles of a way of thinking. From this point of view CLIL can be accepted as a 'pedagogical approach' for teaching the subject matter and an additional language more than being a method as it contains its own principles and frameworks within itself (Coyle, 2008).

Approaches for foreign language teaching have been the key component throughout the history with the aim of seeking for the best model which enhances students' linguistic skills. By trial and error so many ways of teaching were discovered, depending on their period and focus, each of

them has brought a despicable novelty to the educational field. Starting with the Grammar Translation Method in the early 1500s, the language has been taught through literature and translation which was originated from the practice of teaching Latin. It has been pursued with Direct Method which was developed as a response to the Grammar-Translation Method where grammar was taught inductively through listening and speaking activities, aiming to teach the foreign language in exactly the same way as the mother tongue (Larsen-Freeman, 2000). Then chains and drills of Audio-Lingual Method followed which was created for military purposes during the time when World War II emerges as the Grammar-Translation Method had not given the expected satisfaction for the language proficiency (Savignon, 1983). In the following period, the Silent Way, Suggestopedia, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-Based, Task-Based, Participatory Approaches and Cooperative Learning have been met with the principles they brought together (Larsen-Freeman, 2000). Through most of these approaches, the transmission of the knowledge has been on the responsibility of the teachers and their narration skills where the teachers have the whole control over the classroom. Freire (1972) names it as ‘the banking concept’ where the teacher is the authority in the classroom to transfer the knowledge to the students who are supposed to receive the information and store it which is totally far from being creative (p. 73). He emphasizes this model of education as suffering from narration sickness of the teachers (Freire, 1972) as it depends totally to the narration skills and the content knowledge of the teachers, in other saying this approach is totally teacher controlled. On the other hand, there is social constructivist; student-controlled approaches, where the students are in the center of the learning process and “it is important to encourage active student learning rather than passive reception of information” (Cummins, 2005, p. 108). This type of learning takes place while there is the social interaction of the teacher to students, student to student and students to the teacher.

An array of approaches related to foreign language teaching have been affected by the second language acquisition philosophies in the late 20th century (Richards & Rodgers, 2001). Therefore, how languages can be learned came to the fore as the main question, rather than how languages can be taught. In today’s educational contexts, there is a need for preparing young people for the future by improving their cognitive and communicative skills besides their linguistic skills. CLIL literally stands in the breach. As one may understand, CLIL is a dual-focused educational approach which aims to teach a foreign language by integrating the language with the content. Moreover, it is seen as an approach for teaching that can help motivate young people to learn languages and ‘increase their level of self-confidence’ (Eurydice, 2017, p. 13). It serves for the European aims of being plurilingual to create a common future by mutual understanding with the European citizens, who are capable of speaking at least two European languages proficient enough to communicate and switch between

languages in addition to their mother tongue while answering the question how to learn a foreign language while the curriculum is already crowded enough for all students from different levels of mainstream education by providing exposure to the target language with the medium of instruction without requiring extra time (Actions I.2.4 to I.2.7) (European Union, 2003). From this point of view, it totally met a need in Europe for reinforcing the L2 education and bilingualism. In fact, it is not merely a convenient response to the European needs and the challenges posed by rapid globalization; rather, it is a solution which is timely, which is in harmony with broader social perspectives, and which has proved effective (Coyle, Hood & Marsh, 2010).

1.1 The Core Meaning

CLIL, in French, Enseignement d'une Matière Intégré à une Langue Étrangère (EMILE), and in Spanish, Aprendizaje Integrado de Contenidos y Lenguas (AICLE) (Eurydice, 2006), is a dual-focused educational approach to content and foreign language learning, in which an additional language is used to teach and learn both, aiming to boost academic content synchronously with the language proficiency. Within CLIL contexts, it is important to develop both linguistic and non-linguistic areas. Moreover, 'achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language' (Eurydice, 2006, p. 7). In simple terms, CLIL integrates both content learning and language learning (Montalto, Walter, Theodorou, & Chrysanthou, 2016) through an additional language (Eurydice, 2006), which can be the foreign language of the learner as well as the second language or a form of heritage or community language (Cenoz, 2015; Coyle et al., 2010; Marsh, 2002; Wolff, 2012). Equally it is defined by Marsh (2002), as 'any language other than the first language, including foreign language, second language, regional or minority language' (p. 17). The focus is not on the additional language while teaching though, but it is referred to whenever it seems useful and therefore CLIL is often called language-sensitive content teaching (Wolff, 2012).

CLIL is being defined as a content-driven approach (Marsh, 2002). What exactly does content-driven mean and what are the differences it has between language-driven programs, have to be sorted out to be clear in definition and purposes of use in a CLIL setting. In content-driven contexts, the priority is to teach the content, language learning follows it as secondary. The language objectives are selected for teaching the content in the foreign language and the students are evaluated on their content knowledge considering the objectives determined by the curriculum. Whereas in language-driven contexts, the foreign or second language learning is the priority and the content is the tool to be proficient in the foreign language and the students are evaluated on language skills and proficiency according to the language objectives determined by the curriculum. Content learning is considered

incidental therefore its evaluation is done for the integration of the content for language learning purposes (Met, 1999).

CLIL is a generic ‘umbrella’ term for learning foreign languages through a content-based subject and the content-based subject through foreign languages, which contains bilingual education, multilingual education, integrated curriculum, language showers, enriched language programs, CLIL camps, student exchanges, local projects, international projects, family stays, modules, work-study abroad, one or more subjects, partial immersion, total immersion, two-way immersion and double immersion within itself (Mehisto et al., 2008). Nikula (1997), emphasizes the advantage of this generic term CLIL has, which covers also immersion education where students receive solely the certain parts of their education through the medium of a foreign language, whereas Alejo and Piquer (2010) state this broad term of CLIL makes it difficult ‘to pin down the exact limits of the reality that this term refers to’ (p. 220). Cenoz, Genesee, and Gorter (2013) support this point of view mentioning that the definition of CLIL ‘internally ambiguous and unclear’ (p. 244). Correspondingly, Coyle (2008), who is one of the important pioneers of CLIL, agrees with this deprivation of consistency of CLIL pedagogies mentioning that “there is neither one CLIL approach nor one theory of CLIL” (p. 101). It has been called Bilingual Content Teaching, Bilingual Subject Teaching or Content-Based Language Teaching till now (Wolff, 2009), however, there are some differences between the perception of bilingual education and today’s CLIL which according to Wolff (2009) the latter should not be considered solely as an approach just for teaching and learning languages as it is both concerned with content and language in an integrated way. Therefore, the focus of CLIL is neither the content nor the language but the integration of these two simultaneously as they are equally important. In other words, CLIL is the combination of language learning and subject learning, a blend of both where either one has no more importance than the other. Madrid and Hughes (2011) describe this combination as a type of ‘sink or swim modality’ in which students are thrown into the ‘pool’ in order to learn to swim without floating aids or swimming lessons (p. 29) which refers to submersion according to Krashen (1981). Here pool is used as a metaphor to indicate the foreign language exposure through the comprehensible input since it is considered a must for making the learning process meaningful (Krashen, 1981; 1982; Madrid & Hughes, 2011). Otherwise, the second language would be unable to exceed being solely a ‘noise’ since there should be more than ‘heard’ language (Krashen, 1981, p. 72). Likewise, CLIL aims to teach content and foreign language in an integrated way conformably with Krashen’s Input Hypothesis, it is not an approach to teaching the non-lingual subject in a foreign language, but with and through a foreign language (Eurydice, 2006). In other words, CLIL is not about translating the learning into another language expecting that the learners will be engaged in a ‘bains linguistique’ to create the smooth environment for the language learning

(Coyle et al., 2010, p. 27), nor it is just an exposure to the foreign language without a meaningful content. Here it is important to specify that, CLIL makes use of a foreign language instead of a second language (Dalton-Puffer, Nikula, & Smit, 2010).

The perception of CLIL shows an alteration among different countries depending on the society, education background, and teaching and learning habits, as well as its implementation. Due to the differences in educational policies of each country ‘there is no single blueprint of content and language integration that could be applied in the same way in different countries’ (Baetens Beardsmore, 1993, p. 39), ‘it needs to be tailor-made to fit the national/local circumstances’ (Takala, 2002, p. 42). Coyle (2007) supports Baetens Beardsmore’s idea by saying “there is no way we may know the differences of CLIL implementation” (p. 5), which makes the things complicated and creates a blurred contour for CLIL in connection with related programs such as bilingual education, immersion education, CBI or Language for Specific Purposes (LSP) (Alejo & Piquer, 2010). Therefore, all these concepts will be examined detailly in this chapter to make the blurred contour clear, which will give an unambiguous outline to have an overall view of CLIL.

1.2 Evolution of the Concept

The integration of language and content instruction has been a growing phenomenon in the language field since the early 1980s in Europe (Met, 1999). CLIL emerged as a rational resolution to a European need (Marsh, 2002), and has been developed in Europe as an educational approach for teaching and learning languages, therefore, Wolff (2009) considers it as very strongly European-oriented. It is a crystal-clear fact that using content from other disciplines in language courses is not a new idea (Larsen-Freeman, 2000). It has existed as a pedagogical concept in European school systems for more than thirty years now (Wolff, 2002). Therefore, CLIL is neither a new approach in teaching, nor a new form of subject education although it has been defined in the ‘90s. It is the equal integration of both. Mehisto, Marsh and Frigols (2008) mention that CLIL type of practice dates back to 5000 years in history used by Akkadians who conquered the Sumerians and wanted to learn their language so Sumerian was used as a medium of instruction to teach several subjects to Akkadians (Mehisto et al., 2008; Tejada Molina, Pérez Cañado & Luque Agulló, 2005). Throughout history, there are other examples of CLIL implementation like the European universities in which the content such as science, philosophy, medicine and law are taught through the medium of Latin language (Mehisto, Marsh & Frigols, 2008). Today, this type of provision is the reason for us having all the terminology in Latin of these contents. Lorenzo (2007) supports the idea of CLIL’s not being a new approach to teaching and learning languages by stating that “there is nothing in CLIL that makes it brand-new nor especially ground-breaking in the larger picture of multilingual education” (p. 29).

As it is mentioned in the Eurydice report (2006); before the 1970s, the implementation of CLIL was mainly available in linguistically distinctive regions, mostly in the places which are close to the borders and make use of two languages, with the aim of turning the children into bilingual individuals. Most of the language teachers may have applied this method so many years, without knowing it, as the first version of CLIL; the immersion teaching was quite successful besides the need to know two or more languages is not new (Genesee, 2008). For instance, in Turkey, first CLIL type of provision started at Anatolian High School in the 1970s ("Turkey - An Overview of CLIL - factworld.info", 2019). Teachers used to teach each subject mainly in English through interdisciplinary contexts. It was accepted as the most popular method for the acquisition of the foreign languages and comparing to the other school systems and the methodologies, there used to be a conspicuous difference between the students of these type of schools and of the other schools, in terms of their language competencies and their subject knowledge. There are also other examples like Canada, where, the word "immersion" is started being used as a synonym of the "bilingual education" in the 1970s and 1980s and is predominantly used to become competent at French as a foreign language and to appreciate the traditions and culture of French-speaking Canadians, as well as English-speaking Canadians (Baker, 1993, p. 496). Obviously, it is not possible to understand the history of CLIL without analyzing neither bilingual education nor immersion education. Though bilingual education or immersion is not the same case as CLIL according to Coyle (2008), who considers CLIL as "unique and different" (p. 97) which will be examined detailly under the next subtitles, considering the similarities and the differences of CLIL methodology among its ancestors.

1.2.1 Bilingualism or CLILism

Baker (2001), one of the pioneers of the field of bilingual education, defines bilingualism as the education in more than one language, which serves for students to gain skills in their primary language through the basic content knowledge together with the acquisition of a foreign language (Trombley, 1980), what is more, he describes bilingualism through drawing an analogy; "Since a bicycle has two wheels and binoculars are for two eyes, it would seem that bilingualism is simply about two languages" (p. 2). Genesee (1987) delineates the bilingual education as a program "in which students from the minority groups, generally speaking the majority language, receive all or part of their education through the first or second language" (p. 1) aiming to create 'bilingual learners' (Marsh, 2002, p. 55). Briefly, two languages are used as a medium of instruction in bilingual concepts, which reflect the reality of everyday life according to Nikula and Marsh (1998). However, "Vlaeminck (1996, p. 5) uses the word 'plurilingual' rather than bilingual when talking about the future challenges of language teaching and learning in Europe" (Nikula & Marsh, 1998, p. 15). Obviously, the main

aim of bilingual education is to provide a foreign language proficiency while allowing students to gain academic content knowledge with its basic form.

Balboni, one of the important pioneers of foreign language teaching in Italy, underlines the importance of approaching each terminology within its own concept, such as; bilingual education, multicultural education, bilingual instruction and total immersion (1998), since he considers Fisherman's description for bilingual education as teaching and learning the disciplines in the curriculum through two languages (1976). In this type of modality, two or more languages are used as a vehicle for teaching non-disciplinary subjects, and it can be applied to the school system in two different models;

- in the first model, either there is one teacher for each language used in the classroom to carry out the teaching and learning activities or the areas are being divided to be taught through different languages aiming to create bilingual people.
- while in the second one, the subject matter lesson has been carried out in the target language for limited hours in a week aiming to teach the non-disciplinary knowledge and triggering second language acquisition during the learning takes place (Balboni, 1999).

Within its history, bilingual education has always been perceived as 'privilege' as before its emergence, people used to send their children abroad to make them bilingual or employ a native speaker of the target language to create the language learning environment in their houses. In other words; learning content through an additional language was limited to a very precise social class (Coyle et al., 2010). For this reason, there had been the perception of 'bilingualism is a part of the elite class' for a long time.

CLIL broke down the prejudices as it does not only serve for the elite class as bilingual education did in the past. The difference between CLIL and bilingual education, is the aims they are used for. They are diverging since bilingual education emerged as a trend and had long been used as a commercial benefit aiming the rich, while CLIL is there, for everyone as it is popularized by the European Commission for serving the aim of being plurilingual. However, there are some opponent views, which say "CLIL may actually be more elitist" and is not as accessible as the other types of content-based foreign language education including bilingual education and immersion (Lasagabaster & Sierra, 2010, p. 372). Antithetically Wolff (2002) claims that "CLIL is not an elitist approach to language learning; it functions in all learning contexts and with all learners" (p. 48), and Coyle et al. (2010), consider CLIL to be appropriate "for a broad range of learners, not only those from privileged

or otherwise elite backgrounds” as in the distant past learning content through an additional language was either limited to very specific social groups, or forced upon school populations from whom the language of instruction was a foreign language (p. 2) unlike CLIL classes which are open to a number of bilingual immigrant children whose native language is different from the one at schooling which confirms the non-elitist approach CLIL has (Serra, 2007), whereas, Lasagabaster and Sierra (2010) think “these innovative CLIL experiences are in danger of becoming elitist” (p. 373).

Graddol (2006) describes CLIL as “an approach in bilingual education where both curricular content (like Science or Geography) and English are taught and learnt together” and mentions that there is no need for the students to have a high proficiency level in the target language for this type of implementation (p. 88). Whence it is clear that CLIL is not an approach for a particular group of students with a high level of proficiency, therefore, it should not be considered as an elitist approach for learning foreign languages (Coyle et al., 2010).

Despite CLIL and bilingual education having many differences, they have so many things in common as well. As an example, Lorenzo (2007) states, “CLIL is now a European label for bilingual education” (p. 28). Cenoz, Genesee, & Gorter (2013), define CLIL as the most popular bilingual education, since its conception in the mid-1990s in Europe and in Asia. Similarly, Baetens Beardsmore defines CLIL as the second stage in bilingual education whereas the first one is immersion (2002). CLIL’s being different from its ancestors is incontrovertible even though the systematic differences they have, however, it cannot be thought separate from bilingual education since they are sharing the same roots.

1.2.2 Immersion Comes First

“The first and most general lesson to be learned from immersion is that, second language instruction that is integrated with instruction in academic or other content matter is a more effective approach to teaching second languages than methods that teach the second language in isolation.” (Genesee, 1994, p. 2)

‘Immersion’ is often used as a synonym for ‘sink or swim’ modality but as Krashen (1981) mentions, this term has been used in the professional literature to refer to a very different kind of program which typically refers to programs where students are instructed in a second language, namely; submersion. As they are the ‘segregated’ students, they are not the native speakers of the language of instruction.

Therefore, the definition of immersion revolts from bilingual education since they differ in the target population.

There have been three major variants as early immersion, middle immersion and late immersion which are divided into levels according to the grades in the educational system (Cummins, 1998). In the early immersion, foreign language is used as a language of instruction in the kindergarten and primary school level of students whereas, in the late immersion, students may receive one or two years of formal instruction in the foreign language before starting subject matter instruction in the foreign language (Krashen, 1981). It is also crucial to remark the partial immersion programs, in which some of the subject matter is being taught in the foreign language and some of them in the native language (Swain, 1978).

By the mid-1960s, in the Canadian province of Quebec, where economic survival required the language proficiency which was French as the official language (Harvey, 1960). Most of the students were being taught all the subjects in French and it was a problem both to keep up with the curriculum and socialize with the school environment. To find a solution for this situation, a group of parents had done a research about the forms of bilingual education and consulted with scholars in bilingualism at McGill University and then they proposed the teaching of French as a second language (FSL) to their school administration which triggered the %50 of English language usage within the curriculum (Johnson & Swain, 1997). Since it has emerged, the medium of instruction has been mostly French and at least %50 of the lesson had been managed through it with the aim of the exposure given to the students to acquire the target language and target culture to create bilingual individuals.

Theoretically, within the immersion type of implementations, students are supposed to receive all the instruction in the foreign language, however, it is not a method for second language teaching. It is a pedagogical approach that promotes second language learning focusing on the academic content (Met, 1999), which is implemented in Canada in 1965 (Genesee, 1985).

Indisputably, there are many similarities between CLIL and immersion education. As an example to this, CLIL is considered to be a descendant of the immersion programs (Pérez-Cañado, 2012), or “a specific form of immersion” (Maillat, 2010, p. 45), and the North American content-based language teaching programs which is strongly based on the linguistic necessities of the European Union (Muñoz, 2007). Essentially, that is the main reason for the term CLIL, since immersion had been considered as a Canadian model, even though it is used in some European countries (Coyle, 2007a) equally Marsh (2002), mentions “recognition that Europe is not Canada, not as a whole, or even in terms of most regions, led to a seeking out for alternative terms” (p. 57). CLIL

is also provided as a regional, minority, territorial or non-territorial language (Eurydice, 2017) just as immersion which is used mainly for the teaching of local language (Pokrivčáková et al. 2013).

The differences they have are more than similarities though (see Lasagabaster & Sierra, 2010). Even though the main objective of both approaches is to make the students become proficient in the target language, through acquisition, without any deficiency in the targeted content knowledge, CLIL's having "a planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice" separates it from the other approaches (Coyle, 2002, p. 45). In terms of the objectives; immersion type of provision has a definite language proficiency aim which is similar to the native speakers, whereas "CLIL cannot have such a far-reaching objective" according to Lasagabaster and Sierra (2010), who at the same time think "the language proficiency objectives are beyond the students' reach, which is challenging enough to create pressure on them" (p. 369). Cenoz, Genesee, and Gorter (2013), also mention that there are differences between CLIL and immersion in terms of objectives, the pedagogical issues, the profiles of students and teachers, the targeted languages, the style and amount of the integration of content and language. Marsh (2002), emphasizes the difference between CLIL and immersion underlining the linguistic competence immersion aims which is native-like or near native-like through offering an intensive contact with the target language, whereas CLIL offers a less intensive contact with the target language aiming to achieve a functional competence such as an advanced level of L2 proficiency. Furthermore, distinctly from immersion, CLIL can be integrated within the regular curriculum of the compulsory schooling consisting the largest number of young citizens, which according to Marsh (2002) is the only realistic way of increasing the competence in foreign languages. Another important difference between CLIL and immersion is, their focus. Coyle et al. (2002), emphasize CLIL is content-driven, it is not solely for language learning, where immersion is language-driven. On the other hand; Cenoz and Gorter (2013), Christian (2011), Fortune and Tedick, (2008), Genesee (2004), and Met (1998) consider immersion as content-driven rather than language-driven. Moreover, it is not just the only divergency about the differences between immersion and CLIL. Considering the materials used in immersion and CLIL, there is another difference; as in immersion education the teachers use the materials designed for native speakers, whereas CLIL teachers construct their own didactic materials considering the structure of the additional language, the content and the activities which will reinforce learning both content and language and even the assessment tools (Ball & Lindsay, 2010). The other point is the language used in a CLIL classroom is both content and the medium of instruction which distinguishes CLIL from being immersion. The language is not worked on explicitly though, but it is the focal point when necessary to understand the content. In brief, content and language are parts of

an inseparable whole in a CLIL context and cannot be dissociated, unlike immersion type of implementation.

Beyond the similarities and the differences between immersion and CLIL, there are also criticisms such as; CLIL is still in its infancy in many educational systems worldwide when compared to immersion education which is accepted as a long tradition in many different parts of the world such as; Australia, Canada, Finland, Spain, and the United States, etc.... (Lasagabaster & Sierra, 2010) even though it is accepted as a popular approach for teaching and learning which is “spreading throughout Europe since the mid-nineties” (Ruiz de Zarobe, 2008, p. 61). In brief, still, there are some contradictions about the definition and the implementation of CLIL as it is not just one and unique for each educational context.

1.2.3 Is CBI an Early Release of CLIL?

Content-Based Instruction is an umbrella term referring to instructional approaches that make a dual, though not necessarily equal, commitment to language and content-learning objectives (Stoller, 2008, p. 59). It is a method based on the United States and Canada (Ruiz de Zarobe, 2008) for teaching and learning through the integration of the content and the language and it is also referred to as an umbrella term as CLIL. It is described as “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material” by Brinton, Snow, and Wesche (1989, p. vii). CBI is commonly used to describe approaches to integrating language and content instruction (Met, 1999). It is offered as an alternative to the bottom-up approaches to come to an end to the unnatural way of teaching the language and the content with the grammar-based methods (Wesche & Skehan, 2002). It aims to gain the targeted learning outcomes of the content and the language at the same time (Lightbown & Spada, 2006; Wesche & Skehan, 2002). Not only it shares the key features with CLIL in terms of training the students on the subject matter through an additional language, but also it enables the language acquisition and makes the content comprehensible throughout the integration of the content and the language aims (Brinton & Snow, 2017).

CBI has different features than traditional foreign language teaching methodologies as it considers ‘foreign language’ as a medium of communication and uses it to convey the content knowledge as to create the benefit of the double income for the students (Lightbown & Spada, 2006; Wesche & Skehan, 2002). It claims that foreign language and content should be acquired together at the same time, just like its ancient form; immersive education (O’Maggio-Hadley, 2001; Swain & Johnson, 1997). Brinton, Snow and Wesche (1989) describe CBI as including the content into the foreign language learning targets, through prioritizing the content learning (Met, 1999).

The strongest argument for associating content and language with the goal of language teaching is that content-based language education is similar to the natural process of acquiring the target language in the native language. The most basic motivation for language acquisition for younger learners who participate in language learning activities for a real and meaningful purpose is communication. In this context, it should not be forgotten that the main instincts of language learners at the age of learning language are to understand, to make sense of and to communicate with the world around them (Met, 1991; Snow, Met, & Genesee, 1989).

Krashen (1982) claims the acquisition of the second language must occur unaware of the exposure to the meaningful, intensive and comprehensible input as it is in the acquisition of the first language. According to Crandall (1993), the conditions proposed by Krashen are possible in the environments where academic content is used to create a meaningful environment by setting the target language at the student level. It is assumed that these environments will facilitate language acquisition and make academic content accessible to second language learners (Brinton et al., 1989; Crandall, 1993; Grabe & Stoller, 1997). Therefore, CLIL and CBI are considered as sharing the same authenticity, since the focus is mainly on the content unlike the other methodologies (Cenoz, 2015, p. 12; Coyle et al., 2010, p. 9; Dalton-Puffer, 2007, p. 6; Van de Craen, Ceuleers, & Mondt, 2007, p. 186). They are considered even synonymous by Ruiz de Zarobe (2008) with these words of her ‘while the former is used more frequently in Europe, the latter has gained popularity in the United States and Canada’ (p. 61, footnotes).

There are a number of similarities between CBI and CLIL whereas there are no differences regards to their general objectives. The study of Cenoz (2015) shows clearly, there are some ‘accidental’ differences between these two approaches for teaching and learning foreign languages in an integrated way with the academic subject, in terms of the “target languages they make use of, the teachers preferences they have, the starting age of the students and their origins”(pp. 20-21) which is still open to discussion as they are not the definite principles of these approaches.

1.3 Unique Structure

The overall goals of CLIL are, to develop intercultural communication skills; to prepare for internationalism, to provide opportunities to study content through different perspectives, to access subject-specific target language terminology, to improve overall target language competence, to develop oral communication skills, to diversify methods and forms of classroom practice and to increase learner motivation (Dalton-Puffer, 2008). Beyond being the methodology for teaching and learning foreign languages, it aims to prepare young students for their future life through creating the environment which they are expected to improve their content knowledge, as well as making it

possible for them to arrive at a particular level of competence by communicating in the target language with the guidance of either their subject matter or foreign language teacher. As one may understand CLIL is integrated into the schooling through surrounding the students with its authenticity of the content integration and the use of real-life like tasks, such as problem-solving, critical thinking or scaffolding, to ensure the learning of the language and the content by experience, in a corroborative way with Krashen's Input Hypothesis through a comprehensible input (1985). Krashen indicates how crucial is the comprehensible input to creating the environment for learning foreign languages, claiming that the students acquire languages through understanding the messages which are vaguely beyond their current level ($i+1$). With its matchless structure CLIL fits perfect to Krashen's description which will let the second language acquisition to take place through its verisimilitudinous.

The structure of CLIL is unique because it does have its 4Cs differently from any other approach for teaching. 4Cs framework, designed by Coyle et al. (2010), is crucial to create a successful CLIL lesson which consists of "content" (subject matter), 'communication' (language learning and using), 'cognition' (learning and thinking process) and 'culture' (developing intercultural understanding and global citizenship)" (p. 41).

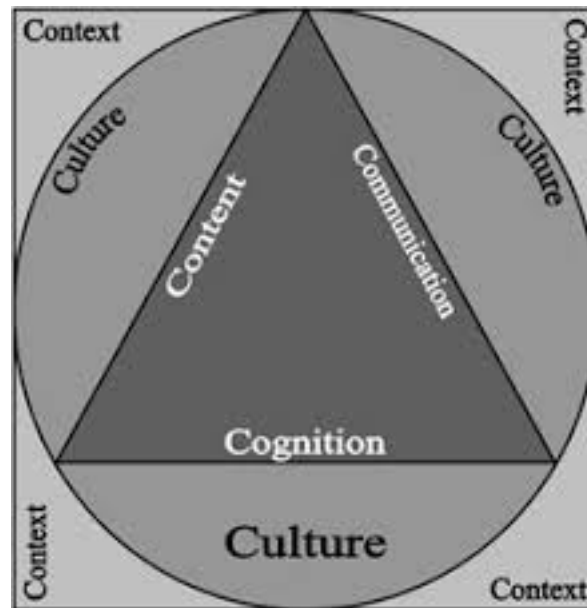
The first one of those four key principles CLIL promotes described by Coyle (1999), with the influence of the work of Mohan (1986) and his Knowledge Framework, is the content to be learnt or acquired during the learning process. Planning a unit starts with content where teachers consider the selection of this academic content according to a CLIL setting, taking into account the existing syllabus, the new knowledge to be introduced, skills to be improved, learning outcomes and learning objectives (Coyle et al., 2010). It is about the teaching of the subject matter knowledge through a foreign language more than the traditional transfer of the knowledge.

The second principle is communication as the use of the authentic language, within a meaningful conversation, is the key for language acquisition, which is also supported by some of the interactionists (Hatch, 1992; Long, 1983; Pica, 1994). Cognition follows as the third principle. It is crucial to develop critical thinking skills, problem solving and decision-making abilities for the correct language use within the related context.

Finally, culture has been made allowance for creating the pluricultural environment for the students as the fourth and last principle, cogitating how to adapt the selected content into the variety of cultural reality. It is an inseparable part of learning process, since learning a language is at the same time discovering the culture, becoming familiar with the tradition and customs, understanding ways of thinking, feeling and acting of the people who speak it (Brown, 2000). In other words; today's

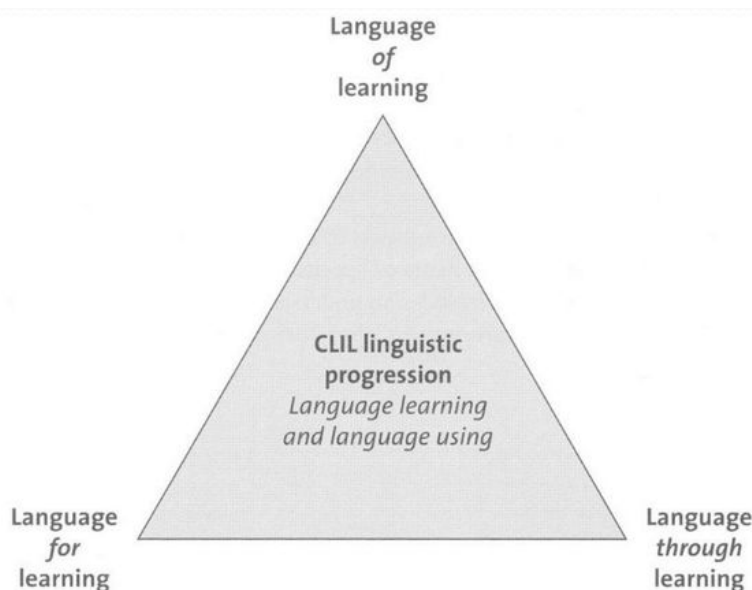
reality in Europe which creates the necessity of understanding different ways of perception as it consists all the cultures together canorously.

Figure 2: *4Cs Framework*



Note. Source: Coyle (1999).

As can be seen above in Figure 2, 4Cs framework starts with content, focuses on the interrelationship between content, communication, cognition, and culture to build on the synergies of integrating learning and language learning (Coyle, 2008). In other words, language, thinking, and culture, are achieved through subject matter in an integrated way with the target language. The content matter; is for learner to create autonomous learning through improving linguistic skills and achieve academic goals where it has the connection with cognition whereas language has to serve for culture and content aims but has to be selected carefully considering both academic and linguistic objectives since interaction in the medium of instruction is at high importance in a CLIL context (Marsh, 2012). This step is important to clarify the linguistic aims of the lesson with the use of the language, teacher selects how to teach the language of learning in an effective way, how to introduce necessary lexicon in order to make the learning of the unit easily accessible and finally how to let them produce new language through learning. Obviously, this structure of CLIL does not only depend on the teacher competencies in terms of language efficiency and the content knowledge of the subject but also the classroom management and cognitive skills of the teachers. Moreover, the motivation, commitment to the methodology and willingness to cooperate are other important aspects for teachers to apply it properly in their classroom.

Figure 3: *The Language Triptych*

Note. Source: Coyle (2002).

There are three interrelated perspectives of a CLIL setting to help teachers plan a CLIL lesson through correlating content objectives and language objectives. These are namely ‘language *of* learning’, ‘language *for* learning’ and ‘language *through* learning’ which are described detailly in Coyle’s Language Triptych (2002 and see Figure 3). As can be understood clearly, this triangle is there to clarify lesson objectives determining the language use before the class. The language *of* learning focuses on the specific grammar structures of the language used as the medium of instruction in order to transfer the content information. This element has been described in terms of language teacher and subject matter teacher as;

“For the language teacher this means shifting linguistic progression from a dependency on grammatical levels of difficulty towards functional and notional levels of difficulty demanded by the content whereas for the subject teacher it requires greater explicit awareness of the linguistic demands of the subject or content to take account of literacy and oracy in the vehicular language”. (Coyle et al., 2010, p. 37)

Language *for* learning is the necessary language for the students to produce in the classroom to work in pairs or in groups, to discuss, to ask & answer questions, to evaluate, to brainstorm, to talk

and so on. It is the kind of language used in the classroom to manage the learning process, whereas language *through* learning is the one which cannot be predictable beforehand since it is the language of the moment when teaching and learning occur with the involvement of the students. All these principles of CLIL should be considered while planning a CLIL lesson keeping in mind the importance of the collaboration between the foreign language teachers and the subject matter teachers. The success of the implementation mainly depends on the organization and planification of the CLIL lesson through the collaboration of the educationists which is even crucial for applying even a ‘one side of CLIL’. What is meant by one side of CLIL, is planning a language classroom integrated with the content knowledge of other subjects through an additional language or the first language while the content teachers are supporting the process in their native language or with a limited fluency in the CLIL language, mostly without the assistance of a language teacher, focusing on the content parallel to the language classes. Undoubtedly these models vary in the practical area depending on the level CLIL is implemented.

The implementation of CLIL differs and it is not possible to apply this approach solely in one way, due to some administering factors. It generally depends on the teacher availability, teacher and student proficiency in the CLIL language, the amount of the time when CLIL teaching would take place, the style of the integration of the content and language, and the way evaluation is managed; focusing only on content knowledge, only language proficiency or content knowledge and language proficiency together (Coyle et.al., 2010). Besides, its practice can be interdisciplinary, multidisciplinary, thematic, synergetic, or even project-based (Vollmer, 2008). Considering these factors, the implementation of CLIL varies from one educational setting to the other one. Broadly, it is possible to examine CLIL in two ways; through extensive instruction and partial instruction.

The extensive instruction is, where the language of instruction is mainly used in a CLIL classroom with limited support from the first language of the students. This is the model, where the content teacher and the language teacher work together collaboratively, considering the linguistic structures to be taught for the content matter so as to make the content more understandable and easier to deal with and creating an environment surrounded by CLIL language for the students. It can be considered as also ‘so-called hard CLIL’, where the teaching-learning process takes places in a non-native language, through the half of the curriculum or more. It is a form of teaching the content in an additional language and prioritizes subject matter in other words, it is content led while ‘the language development is considered as a ‘bonus’’ (Brinton & Snow, 2017, p. 11).

The partial instruction is, where the additional language is used to convey the content knowledge meanwhile the instruction is also being given in the first language. In this type of CLIL, code-switching is often used to clarify the information. In a CLIL classroom in which this type of

instruction is used, language acquisition is enabled naturally with the contextualized language, as the students are focusing on the subject matter and communicating in the target language. For this reason, translation does not take part in a CLIL lesson but translanguaging does. It may help either teacher in clarifying what she is supposed to explain or students in giving them another option to understand what is being taught. This type of instruction can be considered as also ‘so-called soft CLIL’, where CLIL is being offered for a limited implementation period and places emphasis on both the language development and subject matter achievement (Ball et al., 2015).

1.3.1 Theoretical Background of CLIL

CLIL is more than simply changing the medium of instruction of the subject matter lesson. It is neither a way solely to teaching foreign languages nor merely the academic content; however, an equal rapport of both. It is not a stereotyped way for teaching and learning, so there are no particular rules established to be followed and not just one way for its implementation (Marsh, 2012). The most essential point is to understand its philosophy and basic components to manage the design of the lesson with the linguistic and the academic objectives.

CLIL’s ultimate aim is to make the learning meaningful in a way to promote the cognitive skills of the students with the lessons designed by the teachers, taking into consideration the interests of them, encouraging them to discover, question, explore and connect the information they gain with the previous ones. It is all about creating a world inside the classroom to let the learning of both the foreign language and academic content, happen in a natural way. Contrary to popular belief, not teachers but learners have the responsibility for this natural process. They are encouraged to piece together the information they gain through real life like situations more than they are expected to comprehend the content or the language in a passive way. The teachers are the facilitators for the course whose missions are guiding to the learners through presenting new topics, providing ideas and setting up the environment for the students to participate actively, share and exchange ideas as well as developing critical skills. The important point in this type of teaching is to foster the learners’ autonomy through making them feel free and comfortable to share their opinions, do their choices, and improve their learning skills as well as their linguistic and academic skills. Managing to work cooperatively with other peers is another element to make the learning a meaningful process as “cooperative learning increases dramatically students’ involvement and engagement in learning” (Johnson, Johnson & Smith, 2014, p. 98).

In a CLIL setting, the learning of the language is managed in an explicit way. The linguistic knowledge is not transferred in an implicit way to the students as they are not expected to learn the specific grammar rules. Creating the learning environment through the proper content in furtherance

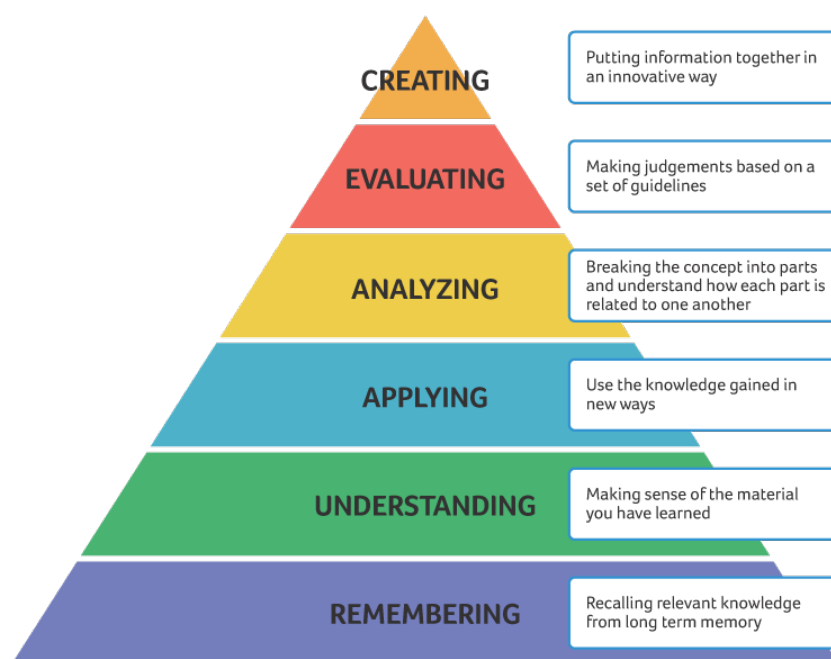
with the linguistic objectives of the lesson is crucial. As Coyle (2005) mentions the content is the starting point to create a successful CLIL lesson plan, considering the teaching objectives and the learning outcomes concordantly with the 4Cs framework which is created by a group of educationists and researchers aiming to support teachers when they design their lessons. The 4Cs framework has been formed of content, cognition, communication and culture as clarified shortly before. A successful CLIL lesson is supposed to be a combination of these four elements working on all five language skills at the same time. With language skills it is intended to be mentioned two receptive skills; listening and reading and the other two are the productive ones namely, speaking and writing (Oxford, 1990) as well as ‘culture’, which “has joined the four traditional language skill areas as fifth dimension” (Damen, 1987, pp. 322-323). Through the content knowledge of the related session within the curriculum, the thinking skills are worked on to be improved which corresponds to cognition; communication is managed in three different categories; language for learning, language of learning and language through learning, and finally culture is treated to create the awareness of self and the others.

CLIL is not new as an idea for teaching and learning languages in an integrated way with academic content, however, it is a new approach with its being on the stage of education for last twenty-five years. As a result, it is based upon important models in language education history created by the pioneers in the sphere such as; Bloom’s taxonomy (1956), Coyle’s CLIL matrix (2002) adapted from Cummins’ BICS and CALP (1999), Vygotsky’s zone of proximal development (1978), Meyer’s CLIL pyramid (2013) and makes use of them as well as the lesson observation and critical incident technique (LOCIT) created by Coyle et al. (2010). It is crucial to understand their functions since they compose CLIL and explain how to put it into practice.

1.3.1.1 Bloom’s Taxonomy

The achievements in the educational field can be named and classified thanks to Bloom’s taxonomy (1956) as it categorizes different type of thinking stages, even though it is developed and changed by Anderson and Krathwohl (2001) considering today’s conditions and needs, it still serves as a classification device to the teachers. The taxonomy aims to support teachers by making cognitive processes of learning observable, through defining each step, which helps defining learning objectives, designing lessons overlap with these objectives, monitoring the process and assessing the academic and linguistic success of the learners considering the learning objectives (Anderson & Krathwohl, 2001). The first version of the taxonomy consists; knowledge, comprehension, application, analysis, synthesis and evaluation whereas in the revised version it had its last shape as it is shown below in Figure 4;

Figure 4: Bloom's taxonomy, revised by Anderson and Krathwohl.



Note. Source: Anderson and Krathwohl (2001).

Being parts of cognitive skills; remembering, understanding and applying constitute the lower order thinking skills (LOTS) since they are not demanding like higher order thinking skills (HOTS) which require deep understanding and producing such as; analyzing, evaluating and creating. Anderson and Krathwohl (2001) created also the knowledge dimension with the revision of Bloom's taxonomy dividing the knowledge into categories such as factual, conceptual, procedural and metacognitive to be able to explore the different demands of different types of knowledge. Obviously, this connection between the knowledge dimension and cognitive process dimension supports the effective learning in a CLIL setting.

1.3.1.2 CLIL Matrix

Planning a CLIL lesson creates another necessity to understand Cummins' (1979) Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) distinction as it is considered to be essential "as a challenge in adhering to a CLIL approach" by Moliner and Fernandez (2013, p. 205). According to the definition of Cummins (1999) 'CALP continues throughout schooling' considering the improvement in the foreign language from the point of view both the immigrant and the native speaker children, whereas BICS can be reached after several years of acquisition (p. 4), which makes the steps clear in a CLIL practice, where the language acquisition takes place through the long hours of foreign language exposure in an interdisciplinary way. Cummins' BICS and CALP have been adapted by Coyle (2002) and named as CLIL Matrix which is

expected to serve for teachers to help in “balancing linguistic and cognitive demands” (p. 43) as well as in monitoring and evaluating the process. It is a beneficial tool for teachers to measure the activities they bring into the classroom, cognitively and linguistically since it gives a clear view of the interdependence of language and cognition.

Figure 5: *CLIL Matrix*

Cognitive demands	High	2	3
	Low	1	4
		Low	High
		Linguistic demands	

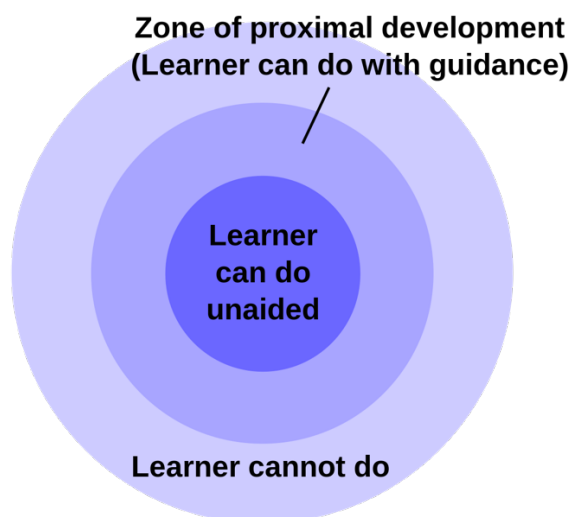
Note. Source: Coyle (2005).

The equilibrium between cognitive demands and the linguistic ones is at high importance since the effective learning cannot take place when the language level is too demanding, the same thing is the point in question when the cognitive demands are too low (Coyle et al., 2010). As it can be seen in Figure 5 the bottom quadrants (1 and 4) require less cognitive effort than the top ones (2 and 3), whereas they have different responses from the linguistic part in terms of their challenges. For example, while quadrant 1 and 2 have low linguistic demands, quadrant 1 has low, quadrant 2 has high cognitive demands. When an activity is organized with low linguistic demands, if it fits to the quadrant 2, it may be demanding cognitively considering the readiness of the students, or with the quadrant 1 it may be too easy to manage which requires less cognitive demands as well as less linguistic demands. When a teacher organizes an activity which corresponds to the quadrant 4, it means that teacher can work on the language with less cognitive demands, whereas, quadrant 3 would be really challenging both linguistically and cognitively as they both require high demands and should be planned very carefully as it may be overwhelming and discouraging for the students.

1.3.1.3 Zone of Proximal Development

Beyond any doubt in a CLIL context another important element is scaffolding, both for language and content which is based on Vygotsy's Zone of Proximal Development (ZPD). ZPD has been described as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). In other words, it is the zone where the learner can manage the task which is beyond his level with assistance. Vygotsky (1978) divides these levels into two; the actual development level is the level where learner can manage the task alone without any aid, and the zone of proximal development is the level which requires assistance as it is the level beyond that of the learner. There are three important components to let the learner move from the actual development level towards the zone of proximal development. First of all, there is the need for a presence of a person who is more knowledgeable than learner to guide during this process. Then, social interaction is crucial with the person who is guiding to the learner as the learner observes and imitates his skills for his own production phase as presented in Figure 6;

Figure 6: *Zone of Proximal Development by Vygotsky*



Note. Source: Ford (2019).

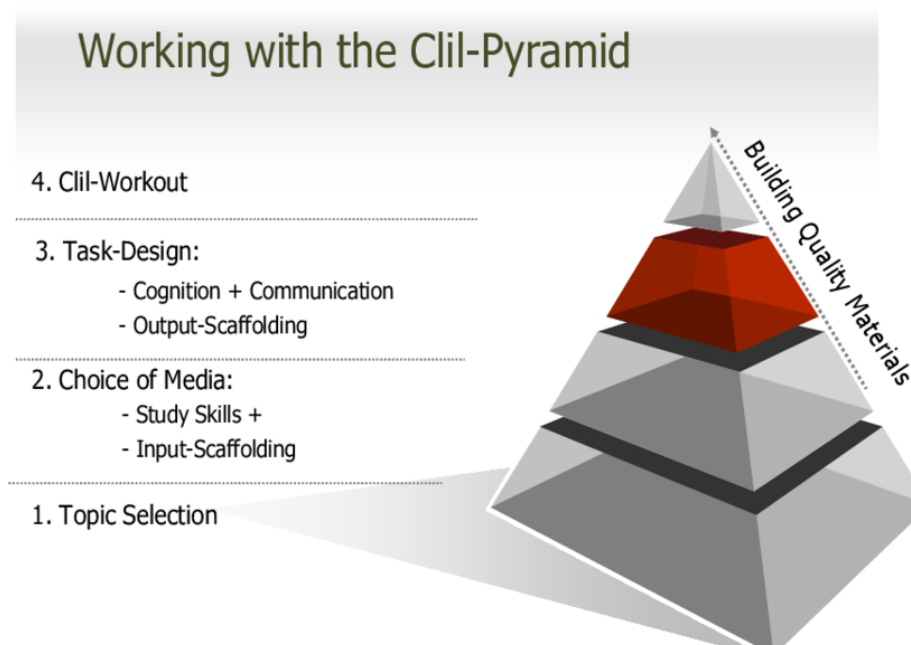
Finally, scaffolding is directly connected to ZPD, where the teachers aids the learner to find the solution with indirect support. The lexical meaning of scaffolding is “a temporary structure on the outside of a building, made of wooden planks and metal poles, used by workmen while building, repairing, or cleaning the building” (scaffolding | Definition of scaffolding by Lexico, 2019). In the educational field it is used as a metaphor to describe the support the learners can get, to achieve the goals beyond their abilities, which would be removed gradually until the learner can manage the task

alone (Montalto, Walter, Theodorou & Chrysanthou, 2016). The scaffolding process can be managed both by the teacher or by a more competent student under the control of the teacher (Vygotsky, 1978). Wood et al. describe this process which “enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted effort” (p. 90). This aid in teaching process is important because “what a child can do with assistance today she will be able to do by herself tomorrow” (Vygotsky, 1978, p. 87) as Hammond and Gibbons mention in other words; “this task-specific support, designed to help the learner independently to complete the same or similar tasks later in new contexts, which we understood to be scaffolding” (p. 5). According to Walqui (2006), scaffolding can be managed in six different ways which are ‘especially salient’ (p. 170). These are briefly; modelling, bridging, contextualizing, schema building, re-presenting test and developing metacognition.

Meyer (2013) claims that scaffolding serves for several purposes in a CLIL setting through “reducing the cognitive and linguistic load of the content” and “enabling students to accomplish a given task through appropriate, supportive structuring” (p. 299). It also enhances linguistic production in other words “pushed output” and “boosts students’ cognitive academic language proficiency (CALP) (Meyer, 2013, p. 299) and is considered as one of the core features of CLIL (Mehisto et al., 2008) since “CLIL requires enhanced scaffolding for the integrative, multilayered and cognitively demanding resources” (Frigols et al., 2011, p. 25). In light of this information, scaffolding is vital in a CLIL classroom and CLIL classroom is the ideal place to build scaffolding (Van de Craen & Mondt, 2003). In other saying; “scaffolding is at the heart of all CLIL teaching” (Morgado, Coelho, Arau Ribeiro, Albuquerque, Silva, Chorão, Cunha, Goncalves, Carvalho, Régio, Faria, & Chumbo, 2015, p. 26). Since CLIL is a dual focused approach, naturally scaffolding takes place in a CLIL environment with twofold aims where teacher needs to scaffold both on the content as well as on the language (Gerakopoulou, 2011).

Undoubtedly, Meyer’s planning tool, CLIL pyramid shown in Figure 7, is another important element in lesson design for a CLIL setting, which was created through looking at the 4Cs framework (2010). Moreover, it considers scaffolding as a crucial element for planning a CLIL lesson (2010). It starts with the topic selection considering the demands of the content as “the heart of every CLIL class” (Meyer, 2013, p. 308), in furtherance with Coyle’s (2015) words, who thinks content selection is the key for a successful CLIL lesson planning. After the input provision, task design follows in order to boost higher order thinking skills of the learners. These two steps of the pyramid are the processes where scaffolding is needed depending on the input selection and the tasks assigned to them. Finally, last step of the pyramid is the expected output where the teacher wants her students to reach considering the linguistic and academic objectives of the CLIL lesson.

Figure 7: CLIL Pyramid



Note. Source: Meyer (2010).

1.3.1.4 Lesson Observation and Critical Incident and Technique (LOCIT)

Teachers' continuous professional development takes an important place in any type of provision as it is in a CLIL setting. This could be either managed through the courses and seminars, which means extra time dedicated to work, or through a system alike peer observation, where teachers observe each other's classrooms to improve the CLIL practice by exchanging ideas, criticizing and giving feedback to their colleagues. Coyle et al. (2010) name it 'lesson observation and critical incident technique' (LOCIT) which "enables teachers to build up and share practice-based evidence of successful CLIL" while giving the learner the chance to be included into the evaluation phase through giving feedback about their own learning (p. 70). The LOCIT process could be arranged both through the observations of the classes, or registry of the lessons to be observed and criticized later by asking the right questions aiming to take the CLIL implementation a step further. In other words, it is about sharing the responsibility of the teaching and learning process; with the teachers to improve the weak points of the system and with the students to make them aware of their own learning which would enhance autonomous learning. As a conclusion, teachers take the responsibility of their own professional growth and students their own learning.

1.3.2 How to Plan

Planning the lessons helps teachers to do the research and material design or selection beforehand and gives them a clearer view what are their expectations from their students besides it reduces the

amount of uncertainty they may face during the lessons. Lesson plans are there for letting teachers “shape the space, time and learning they share with their students” without any obligation of sticking to them “come hell or high water” (Woodward, 2001, p. 1). They lead the way to the teachers and help them to see the bigger picture without taking their last-minute change freedom they may do while observing and monitoring the teaching and learning process considering the circumstances in any type of approach. In other words, they give teacher the feeling of confidence especially to those with limited linguistic skills or academic content knowledge (Papaja, 2013).

Considering CLIL type of teaching, there are some components to be taken into account while creating a lesson plan. All the components of CLIL, explained in the ‘Theoretical Background of CLIL’ part ought to be considered for a well-planned syllabus since it is a prerequisite for a successful CLIL lesson. It is crucial for teachers to create a clear outline to see which objectives and skills they desire their students gain through defining their ultimate goal in order to make the teaching and learning process meaningful. For this reason, CLIL class creates the requisite of teacher collaboration since the foreign language and subject matter teachers are supposed to set the linguistic and academic objectives through the integration of content, cognition, communication and culture.

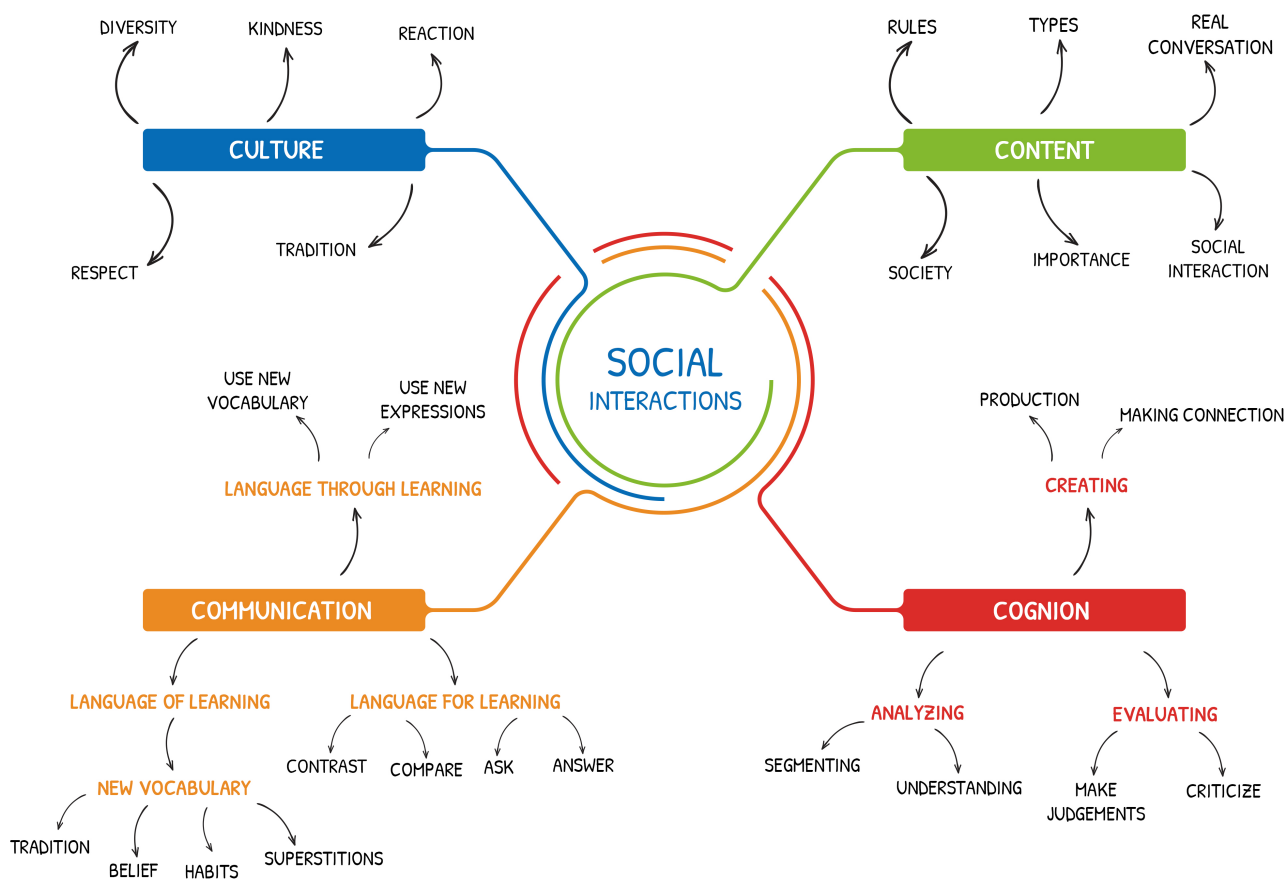
As mentioned beforehand, 4Cs framework has been offered aiming to guide the teachers with their lesson planning process in a general view whereas 3As tool serves for a detailed lesson plan. 3As tool consists three steps for a successful lesson plan; analyze, add and apply. In the ‘analyze’ phase language of learning is detected through identifying the terminology used in the class according to the selected content, while in the ‘add’ level the focus is on the learners, they are expected to produce the language through the activities brought to the classroom by the teacher through considering the language for learning. At the last stage of lesson planning; apply, the language emerges, what teachers should consider at this level is the language through learning where they would work on “how thinking skills are incorporated into the lesson plan” (Coyle, 2005, p. 6). In other saying, the learning outcomes are supposed to be established considering the content related outcomes, language related outcomes and the outcomes related to the language skills (Mehisto et al., 2008). When teachers put all this information into practice for their lesson design, they would already have a well-planned CLIL lesson with the selected content in an integrated way to language, working on all four skills at the same time focusing on the improvement of students’ cognitive skills.

Another useful element could be mind-mapping for the teachers who are pondering for the design of their CLIL lesson. This type of brainstorming can be managed either by the teachers or with the students as involving them to their own learning process would help developing their autonomous learning, through encouraging them to set goals for their own process, observing the achievement of the learning outcomes which were set by them and evaluate their own process by the guidance of

their teacher. The components mentioned on the mind map would then lead teacher create the lesson plan considering all the pros and cons of the teaching and learning process.

Below there is a sample in Figure 8, of a mind map designed by the author of this dissertation thesis, which would be followed by a CLIL lesson plan to shed light on the theoretical information, where all the requisites for a CLIL lesson are clearly classified to serve as an outline for the teacher (Figure 8 and Table 1).

Figure 8: Mind Map Sample



Note. Source: Author.

In this sample, the organization of the ideas can be clearly seen before creating the lesson plan to be followed during the lesson. Social interactions have been selected as the theme of the lesson and content, communication, cognition and culture have been designed in line with each other. The lesson plan would be more detailed departing from the ideas on the mind map, as demonstrated in Table 1 followingly where it can be clearly seen, all the steps of the teaching and learning process have been taken into account with the help of 4Cs framework and 3As tool, proper designing the

activities and the material selection according to the selected content, bearing in mind the scaffolding process to gain the expected learning outcomes as well as the selection of LOTS and HOTS.

Table 1: *CLIL Lesson Plan*

CLIL Lesson Plan	
Level: Intermediate	
Timing: Two Hours	
Content	
Social Expressions	
Aims	
To present the content of the unit,	
To introduce the concept of social interactions,	
To indicate the related vocabulary,	
To gain new information about social interaction considering the cultural differences,	
To make learners aware of their previous knowledge and build on new information,	
To help learners monitoring their own learning process to improve learner autonomy,	
To make learners understand learning can be achieved in a second language,	
To demonstrate how important being kind and respectful towards other people.	
Content	
What is social interaction?	
Why is it important?	
What are the types of interaction?	
What are the roles of the human beings in the society?	
What are the main components of a real conversation?	
What are the most important things to bear in mind during interaction with other people?	
Cognition	
Analyzing	
Breaking into parts the concept,	
Understanding the connection.	
Evaluating	
Make judgements,	
Criticising the new information contrasting with the previous ones.	
Creating	
Connecting what learners already know with what they just learned,	
Producing with the use of new information in an innovative way.	
Critical Thinking	
What are the kindness rules of a society?	
Why is it important considering the diversity?	
Why is it important to understand differences between societies?	
Why is it important to be tolerant and respectful towards the diversity?	
Communication	
Analyzing; Language of Learning	
Introducing the key vocabulary considering;	
Tradition,	
Habits,	
Superstitions,	
Beliefs.	

Adding; Language for Learning
Asking questions,
Giving proper responses,
Comparing & contrasting.
Applying; Language through Learning
Asking & answering questions,
Using new expressions.
Introducing new vocabulary.
Culture
Kindness rules,
Reaction to good or bad news,
Traditional facts,
Being respectful towards diversity.
Supporting the Process; Scaffolding
I totally agree with you but have you ever considered...?
I am not sure about that expression. Do you mean this...?
I think differences create richness, what do you think about that?
In a society there are some unbreakable rules like... What do you think about them?
Can you tell me your opinion about ...?
Good job! You really worked hard today!
Learning Outcomes
By the end of the unit the students will be able to;
• give responses to specific situations such as good or bad news,
• demonstrate understanding to the diversity,
• distinguish good and bad news considering the cultural effect,
• talk about the diversity in tradition,
• express opinions about superstitions,
• classify and compare the information,
• gain related academic, cognitive and linguistic skills.

Note. Source: Author.

Even though, designing lessons in any type of approach as it is in CLIL, is an extra work for the teachers on which they are supposed to dedicate some time apart from their schedule, beyond any doubt, it supports the teaching and learning process through making the probable unforeseen obstacles visible and gives the teachers the chance to take precautions not to lose learners' interest, select materials which do not correspond to the learning outcomes, drift away from the topic, lose control on timing or fail at seeing the vision of the bigger picture as well as it serves a function in the evaluation process.

1.3.3 Evaluation

Not only lesson plans are useful for monitoring, observing and managing the teaching and learning, they are also beneficial for determining criteria for the assessment. Once the lesson plan is created with all the learning outcomes defined, assessment takes place easily since “learning cannot occur in the absence of the feedback which assessment provides” (Berry, 2008, p. 1). Assessment for learning (AfL) is “held to be at the heart of effective teaching and learning” (Leung, 2004, p. 23) and defined as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” by Assessment Reform Group (2002). In other words, assessment has to be considered in an inseparable integrity with teaching and learning (Berry, 2008; Black & William, 1998a; Leung, 2004; Llinares & Morton, 2017), within each lesson, as it is not “an island in itself” (Mehisto et al., 2008, p. 121).

The importance of assessment in a CLIL setting is noncontestable as it is in any type of teaching approach, however, “assessing in CLIL is not easy and it throws up critical questions” (Clegg, 2012, p. 5). The main question is; ‘how is assessment dealt within CLIL?’ Is measuring foreign language proficiency more important than academic content or vice versa? Should content and foreign language be considered equal or is there a percentage of both for the assessment? What to assess in CLIL; language or content?

Assessment can be managed in two ways; summative and formative. The former one serves for the assessment of particular information at a time through tests or written exams while in the latter focus is on the process of learning where teacher provides feedback to be sure if the learners are on the right road and it is in the junction of teaching and learning as it contains the interaction of teacher with the learner and vice versa (Gipps, 1994). For a reliable teaching and learning process both ways of assessments should be associated together.

Briggs et al. (2008) define three main concepts for the assessment in a CLIL setting. These are assessment *of* learning, assessment *for* learning and assessment *as* learning. Assessment of learning is the summative one where teacher uses testing materials in order to see the progress of the learners. Assessment of learning involves teacher and the learners into the process as it is formative whereas assessment as learning has alternative ways of evaluation such as peer- or self-assessment or makes use of the assessment tools such as portfolio, observation grid and etc. aiming to increase awareness of the learning process (Quartapelle, 2012).

Kiely (2009) believes there should be an appropriate balance between content and language learning assessment even though integrating them may be a challenge for the teachers especially when they do not know which one to focus on. Coyle et al. (2010) examine evaluation measures in four different categories in an interlocking way to define learner progress, such as “performance evidence,

affective evidence, process evidence and material and task evidence” (p. 136). Through performance content and language outcomes are assessed in an integrated way regarding to how learners fulfill the learning goals, while, motivation, effort and eagerness are considered and evaluated through affective evidence. Obviously, performance evidence grounds on the quantitative results whereas affective evidence works with the eligible ones. As for process evidence focuses on the teaching and learning process in terms of the use of language, such as; “notions, functions, syntactical or grammatical competence”, the way it is being used and the way is being comprehended (Coyle et al., 2010, p. 147). Finally, material and task evidence mainly deal with the results gained from the instruments designed for testing the knowledge of the learner.

To sum it up, evaluation is crucial for any type of approach as in CLIL not solely to measure learner progress but also to guide to the process of learning. Besides, it should not be considered just as a teacher responsibility since the learners have an important role in their own learning and involving them to decision making process for the assessment criteria would help to improve their autonomy, encourage them for their own learning, increase their participation and make them feel more comfortable as they would have the clear information about what they are supposed to do and what is coming next (Maggi, 2012).

CHAPTER II

SYSTEMS OF EDUCATION AND CLIL IN

ITALY, SPAIN AND TURKEY

A common future is only possible by understanding the language spoken and having the ability to communicate with one another in an effective way since European Union is founded upon the mutual acceptance of people with different cultures, histories and backgrounds from diverse nations, communities and language groups on the aim of creating a common future. As learning languages inholds learning the cultures, it makes us more open to others, to their habits, custom and traditions by the time we get familiar with their language. European Union interiorizes this idea by offering its citizens, free movement, work, study and live in the Member States. To utilize this opportunity, obviously it is crucial to acquire the skills to communicate in other languages.

The overall aim of Council of Europe is ‘to achieve greater unity among its members’ and to pursue this aim ‘by the adoption of common action in the cultural field’ (Recommendation No. R (98) 6 of the Committee of Ministers to member states concerning modern languages, 1998) as it is also mentioned in the Commission of the European Communities reports (2008) “the main objective is therefore to raise awareness of the value and opportunities of the EU's linguistic diversity and encourage the removal of barriers to intercultural dialogue” (p. 5). The expanding European Union has been pushing people from different cultures being gathered under a roof with the spirit of their language and culture diversity as a rich heritage that needs to be preserved and developed (Council of Europe, 2000). As a matter of fact, learning one lingua franca solely, is not enough. Needless to say, learning and teaching foreign languages have become the top priority of Europe with the call of the Council; to be able to speak at least two European languages fluent enough to communicate as defined clearly in the actions I.2.4 to I.2.7 (European Union, 2003). The main underlying reason of this decision is to have strong foundations between borders for a lasting peace. Starting from this point, the European citizens are encouraged to improve at least two foreign languages to create mutual understanding which will lead respectful relations among the cultures. Therefore, the Council of Europe has not only been to promote linguistic diversity and language learning but also to secure and strengthen language rights, deepen mutual understanding, consolidate democratic citizenship and contribute to social cohesion since 1954 under the European Cultural Convention (Language Education Policy, 2018). European Union prioritizes foreign language learning by numerous projects and organizing funds to encourage mobility, intercultural understanding and employment

opportunities. The ‘Education and Training 2020’ strategic framework considers languages as one of the basic skills in education, following the Council conclusions of 20 May 2014 on multilingualism and the development of language competencies (OJ C 183, 14.6.2014, p. 26).

Aiming to be plurilingual, Europe expects its citizens to have a high proficiency in at least two different languages besides the native language. This is an ambitious goal, but the progress already made by several Member States shows that it is perfectly attainable (European Union, 2003).

It is difficult to analyze the CLIL provision of three totally different countries, when there are significant differences in foreign language teaching policies, legislation and diverse styles of implementation within one country from region to region, even from one school to the other one. Besides, there is cultural diversity which led to different teaching habits throughout the years. It also depends what does the society or nation understands from CLIL type of implementation beyond its being an approach which is crossing borders, taking into consideration also its geographical position.

Each country is unique in terms of their educative systems, legislative policies, compulsory schooling, foreign language teaching strategies and teacher education programs. When it comes to compare three different countries regarding to their perceptions on a foreign language teaching methodology, glossing over the differences is unthinkable since all the related information about schooling has to be considered within its own concept to make the understanding clear. Bearing this in mind, the whole situation in education in the mentioned countries are to be examined in detail, in order to capture the view of the perception and the implementation of the CLIL approach in Italy, Spain and Turkey with the functioning of the legislations within the practical field in the next sub-chapters. This chapter aims to clarify the differences between the focused countries on this dissertation thesis, in terms of their way of perceiving CLIL methodology, describing and implementing it within their education systems as well as examining their policies for foreign language teaching, teacher education activities and evaluation processes throughout their schooling.

In other words, there comes the information all about Italy, Spain and Turkey with all the related aspects which will lead up to a reliable comparison.

2.1 Foreign Language Teaching within Diverse Structures of Education

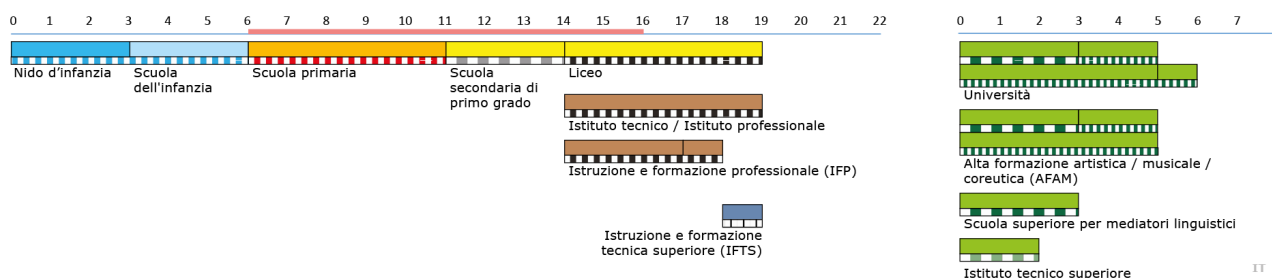
CLIL has been interiorized by each of the European countries in a diverse way since every country has its own structure of education, legislative policy, authorization, curriculum design with different learning outcomes and teacher training programs. One should consider all these elements to comprehend the way CLIL is implemented and in the case of this dissertation thesis, the way it is perceived. It is important to figure out the education system considering the age range of the students

during the compulsory education in all three countries, since knowing the level of schooling students start learning foreign languages and their Common European Framework of Reference for Languages (CEFR) aims at each level for learning foreign languages is crucial to be able to make correct comparisons, considering each mentioned country within its own reality. In other words, since this dissertation thesis deals with the CLIL concept of three different countries, all the components have to be thrown light on, in order to understand the strong and weak points of CLIL implementation in each country and all these components would be examined singly to have the broad view on how to insert an approach for teaching and learning languages into the Italian, Spanish and Turkish school systems.

2.1.1 Italy

Early childhood education and care (ECEC) in Italy, is available for children aged less than 3 years by educational services (servizi educative) whereas the children aged from 3 to 6 years would be having their optional kindergarten education at pre-primary schools (scuole dell'infanzia) as it is shown in Figure 9 (Eurydice, 2017).

Figure 9: *The Structure of Education in Italy*



Note. Source: Eurydice (2018).

At the age of 6, the compulsory education initiates for 10 years with the Primary School, Scuola Primaria or also known as Scuola Elementare (Eurydice, 2018). After fulfilling primary schooling at the age of eleven, students continue their education life in Scuola Secondaria di Primo Grado, for three years, before they move on to Liceo, as the secondary education has been divided into two different levels as 'Lower Secondary School' (Scuola Secondaria di Primo Grado) and 'Upper Secondary School' (Liceo). At the end of this process, students are allowed to take the university entrance exam which is called Esame di Maturità or Esame di Stato.

Language learning at an early age does not only maintain its importance but also becomes more and more trendy with the new approaches for teaching as well as the regulations. In the case of Italy, students start learning English, at the age of 6 or 7, as it is the mandatory foreign language

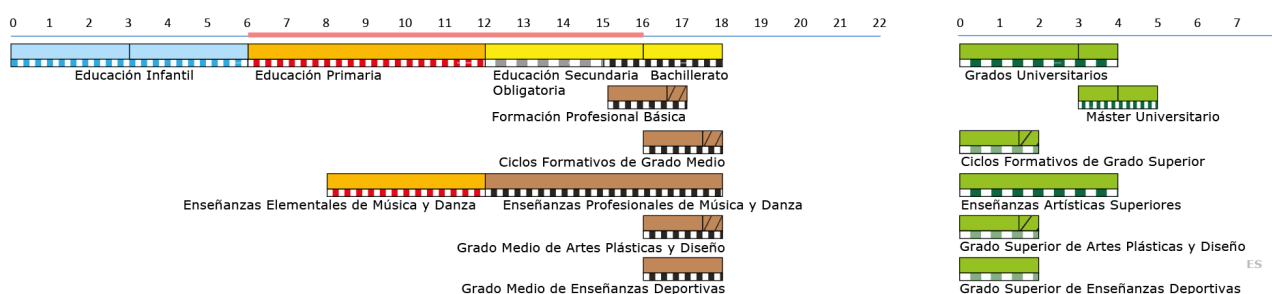
within the compulsory schooling, in the primary school since it was made obligatory in 1985 and started to be implemented in 1992 (Coonan, 2004; Eurydice, 2017) aiming to have A1 at the end of primary education, according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), with the idea of conceiving language as something that needs to be nurtured and developed from the start of primary school (Edelenbos, Johnstone, & Kubanek, 2006). For the second foreign language teaching, Italian education policy considers appropriate ages of 11 and 12 within its compulsory education (Eurydice, 2017).

Within the education structure of Italy, English is the most famous and the first foreign language to be learnt, in the primary and general secondary education level all schools must offer English as a foreign language (Eurydice, 2017) and it is being followed optionally by French (21%), Spanish (4%) and German (4%) (Cinganotto, 2016).

2.1.2 Spain

The compulsory education in Spain, lasts for 10 years and starts at the age of 6 like Italy. The students are expected to fulfil the primary education (Educación Primaria) for six academic years between the ages of 6 and 12. Then, they are supposed to continue to the secondary school for four years from the age of 12 till 16 (Educación Secundaria Obligatoria, ESO), and post-compulsory secondary education, which will be treated henceforth as the secondary education including either college preparation (Bachillerato) or vocational training from the ages 12 to 16 as it is presented in Figure 10 (Madrid & Hughes, 2011).

Figure 10: *The Structure of Education in Spain*



Note. Source: Eurydice (2018).

In Spain, foreign language learning is compulsory as in the rest of the Europe (Eurydice, 2017) and starting at an early age, specifically between the ages of 6 and 7, it receives significant attention. Even if there is no imposition of including the foreign language teaching within the curriculum of the pre-primary school, most of the schools in Spain start teaching at an early age with the aim of being

plurilingual by introducing reforms related to the foreign language teaching (Barcelona European Council, 2002, p. 19), instead, ‘it is among the European countries in which English is taught earliest in their education’ starting at the age of 6 (Caraker, 2016, p. 27). Even though, English is involved within the curriculum as a subject, during the compulsory schooling the foreign language learning is with the choice of the language which means the selection of the foreign language is on the regional authorities (Eurydice, 2017). Not being compulsory, if the second foreign language is wanted to be added to the curriculum at the primary school level, the decision is left to the regional governments (Madrid & Hughes, 2011) and then to students’ own will since there are optional courses (Eurydice, 2017). As a foreign language English is the most commonly used language as a medium of instruction with a 96,3%, which is followed by French with a 3% within the primary and secondary schooling of Spain (Ministerio de Educación, 2013).

2.1.3 Turkey

The pre-primary level of education is up to the age of 6 with being noncompulsory, while the compulsory education starts at the age of 6 in a Turkish single-structure education context, with the primary school level, and continues until the end of high schooling, which corresponds to the age of 18. Turkish education system has a single structure, which is managed through the implementation across the country without any differences under the light of the regulations established by the Ministry of Education. Having 12 years of obligatory education with the regulations in 2012 (Millî Eğitim Bakanlığı, 2012), Turkey has the longest period among the mentioned countries which is presented in Figure 11, as they have ten years of compulsory schooling, like the rest of the Europe.

Figure 11: *The Structure of Education in Turkey*



Note. Source: Eurydice (2018).

In Turkey, foreign language refers to English in most of the schooling (%98,4), even though French and German languages are offered from a limited number of schools (%1,4), especially by the private ones (Rosengarten, n.d.). There is scarcely any other foreign language exists within the

education system. In addition to this, when students start their Upper Secondary Education at the age of 14, second foreign language becomes obligatory in Turkish educational context (Eurydice, 2017) different from most of the countries in Europe.

When it comes to Turkey, foreign language learning has always been crucial thanks to its strategically important geological position. Turkey is located at the junction of Asia and Europe, which led it to be a bridge or a barrier between the two continents throughout history. Due to the proclamation of the Republic, Turkey became an independent country with a liberal democratic regime and started to develop relations with other European countries with the aim of westernization in 1923 which brought the need for learning western foreign languages such as; German, French and English instead of Arabic and Persian which were included in the foreign language curriculum of the Ottoman Empire's education system (Demirel, 1993). The first foreign language learning starts at the age of 6 or 7 with the new regulations in foreign language teaching within the mainstream education, since the early learning of a foreign language is at high importance also in Turkey. Instead, in private schools and courses it is aimed to reduce the age of the learners for teaching foreign languages starting from the age of 3 with the Law of National Education No. 1739, Private Education Institutions Law No. 5580, regulations on Private Education Institutions, regulation on Private Courses on 5th May 2005 (Millî Eğitim Bakanlığı, 2012). Second foreign language teaching takes part in the curriculum of the compulsory mainstream education, like the case of Italy, with a 13 to 14 age range (Eurydice, 2017).

2.2 Teaching Objectives of Foreign Languages

Each education system has different objectives in terms of foreign language teaching which are set by the Ministry of Education of the country. Italian Ministry of education sets linguistic objectives as well as the academic ones within Italian schooling. There are specific proficiency aims defined according to CEFR (Council of Europe, 2001), to make use of English language as the medium of instruction, which are desired to be achieved at the end of each level, by the Italian policy makers.

Table 2: *Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Italy*

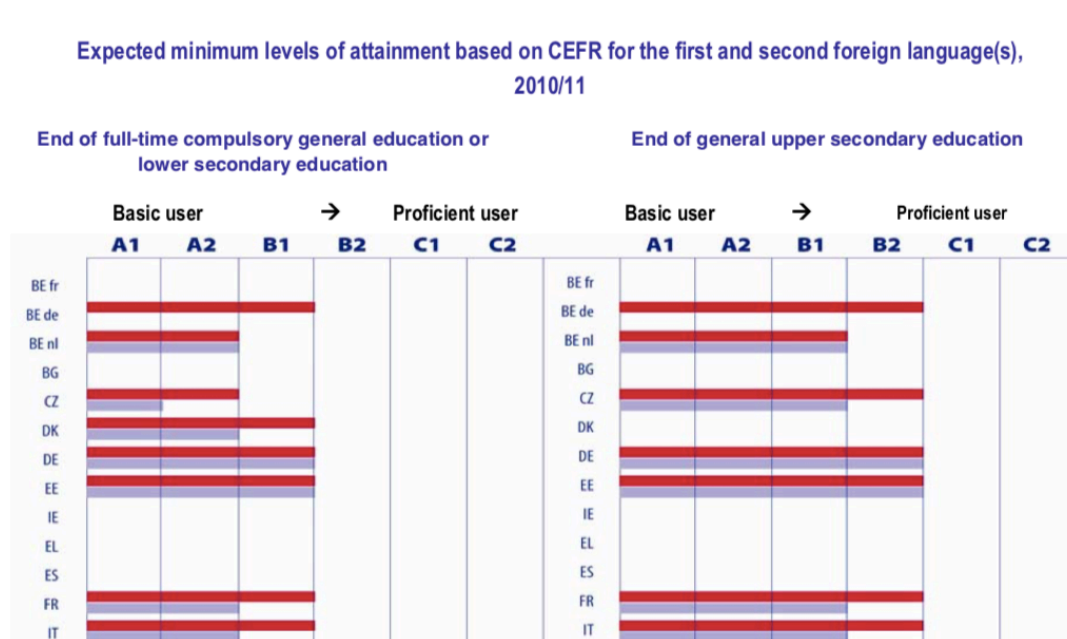
<i>Educational Stage</i>	<i>Age</i>	<i>The CEFR Level</i>
<i>Primary School</i>	6-11	A1
<i>Lower Secondary School</i>	11-14	A2
<i>Upper Secondary School</i>	14-16	B1

<i>Upper Secondary School</i>	16-19	B2
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Note. Source: Eurydice, (2008), Langé, (2012).

As presented in Table 2, before starting the university education, those who continued their education life till the end of compulsory schooling, have already the B2 level of the foreign language they are studying, unless their aims are considered as out of their reach. From this point forth, it can be inferred that the subject teachers are supposed to have at least a C1 level of proficiency in English, since it is the first foreign language to be improved in the educative system of Italy (Langé, 2012; Romagnuolo, 2016).

Figure 12: *Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages*



Note. Source: Eurydice (2008).

Bearing in mind their graduation from the Upper Secondary School with a B2 level of proficiency in the foreign language as it is shown in Figure 12, and plus Higher Education experiences would make them arrive at a C1 level of proficiency, which is also the criteria to be a CLIL teacher according to the legislative policy of the Italian government. Another important point is, as Italy has a compulsory education up to the age of 16 for all, it is possible to make another deduction; even if they do not continue their education life at school, each citizen would have at least a B1 level of English proficiency who has been trained in this system. And for the ones, those who continue in upper secondary school after the age of 16, would have CLIL implementation for their last year since

it is obligatory within the law. Theoretically, they would not have troubles in understanding and communicating in English and improving in subject matter as they have already the B1 level of proficiency.

Within the Spanish context, there are specific linguistic competences and proficiency levels as well, during the learning of a foreign language throughout the mainstream education (Table 3).

These CEFR aims show similarity with the Italian ones in terms of the expected results at the end of each level. The difference is between these two countries is; Spain sets ranges as foreign language learning objectives whereas Italy has specific levels for the closure of each stage in schooling. At the end both countries aim to reach the CEFR (Council of Europe, 2001), level B1 at the end of Secondary School level.

Table 3: *Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Spain.*

<i>Educational Stage</i>	<i>Age</i>	<i>The CEFR Level</i>
<i>Primary School</i>	6-12	A1-A2
<i>Secondary School</i>	12-16	A2-B1
<i>Upper Secondary</i>	16-18	B1-B2

Note. Source: Junta of Extremadura (2017).

The foreign language teaching goals of Turkish education system share some similarities with the Italian ones even though there are the differences between the age ranges of mainstream education. The foreign language proficiency levels were determined by the Ministry of Education, to be achieved at the end of each level.

Table 4: *Expected Minimum Levels of Attainment based on CEFR for the First and Second Foreign Languages in Turkey*

<i>Educational Stage</i>	<i>Age</i>	<i>The CEFR Level</i>
<i>Primary School</i>	6-10	A2
<i>Secondary School</i>	10-14	B1
<i>Upper Secondary</i>	14-17	B2
<i>Anadolu Meslek Lisesi</i>		
<i>Upper Secondary</i> <i>Anadolu Lisesi ve Özel Lise</i>	14-17	B2-C1

Note. Source: Milli Eğitim Dergisi, (2005).

Hereunder, a student from Turkish education system, fulfills the primary level of schooling with an A2 level of proficiency and secondary level of schooling with a B1 level according to CEFR (Council of Europe, 2001), as presented in the Table 4. When it comes the upper secondary education, the expected level is a B2 for the Vocational High Schools whereas for the Anatolian High Schools or Private Schools, the expected level can be the same as Vocational High Schools or the students may have the chance to reach up a C1 level as well. The reason of this difference between the types of high schools are their different structures as well as the diverse curriculums they follow.

2.3 Factors Affecting CLIL

While foreign language learning is considered such crucial in Europe, the necessity for learning languages brought together the requisite of applying up-to-date methodologies, like CLIL, correspondingly in the mentioned countries, despite the variance in perception and implementation. The background of CLIL within the framework of Italy, Spain and Turkey is crucial to understand considering all the research done in the field, in order to see how each country defines, describes and puts it into its system. Therefore, the theoretical background of CLIL approach within the mentioned countries would be examined detailly within the following sub-chapters.

2.3.1 History

In Italy, CLIL is adopted as a national approach for teaching and learning the foreign language in a dual-focused way with the content desiring to improve the acquisition of the foreign languages (Lucietto, 2009). The interest on integration of languages with content starts with bilingual education, which is defined as teaching a foreign language or using the foreign language as the medium of instruction (Coonan, 2004). And now the latter implementation type continues with the content integration; under the name of CLIL, institutionally in Italy (Serragiotto, 2017).

Italy perceives CLIL as an approach to develop intercultural communication skills, improve linguistic skills in the foreign language, create exposure to the foreign language as well as boosting learner motivation and self-confidence. According to the pioneers of CLIL area in Italy, the benefits of adopting CLIL methodology are; long hours of exposure to the foreign language that has been studied from the non-disciplinary areas through the linguistic input and the motivation it creates for the learning process (Balboni, 2002; Coonan, 2002; Serragiotto, 2003).

CLIL type of implementation dates back to bilingual education in Spain as bilingualism has long been important starting from the late 1990s (Madrid & Hughes, 2011), because of its multilingual character with 17 different autonomous regions plus the autonomous cities of Ceuta and Melilla, most of them with their own regional languages, namely, Catalan, Galician, Valencian and Basque as the

Spanish Constitution establishes that the “wealth of linguistic variety in Spain is part of a cultural heritage which shall be the object of special respect and attention” (Ministerio de Educación, 2010, p. 13). Bilingual education has been defined in numerous different ways in Spanish context and can be implemented with the aim of fostering either a foreign language or a regional one according to Pèrez-Vidal (1997). It has been described in many different ways in Spanish context, considered as immersive education, whereas Cenoz (1998), defines it as a program where a foreign language is used as a medium for the teaching of the content which can be also considered as the Content-Based approach as well as CLIL. Therefore, Spain had already had the background for a CLIL type of implementation throughout its language history as it was just stepping from regional languages to the foreign ones (Ruiz de Zarobe & Lagasabaster, 2010).

Spain considers CLIL as the best method for teaching and learning foreign languages with long years of experience in bilingual teaching within its bilingual structure through “committing itself to the European policies” (Caraker, 2016, p. 27). Even though, Spain adopts European policies as Italy does, with all the measures of the European Union educational policy, there are differences among the implementations in the practical field as a natural result of CLIL’s being a broad term, which makes it still more interesting.

The distinctive features of CLIL in Spain, are its coordinators and assistants. Teamwork is the key component and it becomes compulsory in a CLIL type of provision. The success of CLIL implementation mainly depends on the collaboration of the subject matter teachers and foreign language teachers. It is clear that Spain makes provision for this situation through assigning CLIL coordinators to be in charge of the organization among the teachers. They are the responsible people from the whole CLIL process by the Order of April 20, 2017 (Ortega-Martín, Hughes & Madrid, 2018). Juliá-de-Vega and Fonseca-Mora (2017) define CLIL coordinator as a foreign language teacher who supports and coordinates the subject matter teacher during the process of CLIL implementation. The coordinators are supposed to balance subject matter teachers and foreign language teachers, supporting them with material and methodological design of the integration of content and language, especially when they are in need (Banegas, 2012) and create the climate of collaboration between the components of teaching staff who are involved in the program. The assistants of a CLIL setting instead, are responsible for supporting the language learning process through creating the foreign language speaking atmosphere for the students in order to foster their communication skills and linguistic competences (Pérez-Vidal and Juan-Garau, 2010). They are involved into the system as a part of the team with the aim of providing aid for the foreign language teachers and subject matter teachers during the planning, monitoring and evaluating the process. They are in charge of training students through communication in one or more foreign languages within

the framework of primary level schooling promoting their basic communicative skills in order to express their ideas in simple everyday situations by the Order EDU/1134/2011, of September 6, which regulates the activity of conversation assistants selected by the Ministry of Education in educational centers of the Community of Castilla y León (Consejería de Educación, 2011).

It can be deduced that CLIL perception of Spain is not totally different from bilingual education as it is the ancestor of language teaching which has been implemented in Spanish education concept throughout the years and most of the foreign language teaching projects are conducted under the name of ‘Bilingual Projects’ through defining it as one of the multiple bilingual modalities (González, 2016). On the other hand, using ‘bilingual’ as a terminology in a CLIL context may create confusion in Spain as it does in Italy, since there are systematic differences between two approaches as already mentioned within the first chapter. Moreover, Spain’s having multiple management structure should be kept in mind while reaching a conclusion since the implementation, correspondingly the perception differs from one autonomous region to the other one when it comes to CLIL approach.

As to Turkey, CLIL dates back to 1950s, when the Maarif Schools were founded with the aim of teaching the foreign language through an integrated curriculum right after starting the negotiations with European Union (Coşkun-Demirpolat, 2015). These negotiations have been still proceeding since Turkey does not fulfill all the requirements to be a member of the European Union which creates the necessity to keep the education system up to date with the renovations and innovations organized by the European Council.

In these Maarif Schools, science and mathematics have been taught in a foreign language in addition to the intensive language and literature teaching as a separate subject, to this day, since according to the Treaty of Lausanne (1923), humanities cannot be taught in a foreign language (Sarıçoban, 2012). The students were obliged to take a test to be able to have the right to education for seven years within these types of public elementary schools. Later on, in 1975, these schools have maintained the same structure of education under the name of Anatolian High Schools with a public mandate from the Ministry of Education (Ortaöğretim Genel Müdürlüğü, 2019). Aksu (1990), a pioneer in education sphere of the period, mentions in her article the main aim of Anatolian High Schools is ‘to enable student to learn a foreign language and to learn more efficiently by using this language at home and abroad and to give them a positive nationalist culture and civilized opinion’ (p. 3).

Even though the dates of the foundation of these schools do not correspond with the emergence of CLIL which coincides with the year of 1994, the way of the implementation fits perfect to CLIL definition as the academic content of the subject matter such as; mathematics, physics,

geography, etc., has been conveyed through an additional language, mainly in English, after a year of intensive foreign language classes which are meant to prepare the students to manage the objectives of this type of provision. The subject matter teachers not only used to teach each subject in foreign language through the interdisciplinary contexts but also, they used to plan their content objectives correspondingly with foreign language teachers, as to make the learning of the content and language achievable, through the repetition and reinforcement of the lexis and structure that have been studied in the foreign language classroom.

Later on, between the years of 2003 and 2013, foreign language teaching became more of an issue in Turkey, and the need for new teaching approaches aroused in order to promote spoken foreign languages. As a result, the importance given to the foreign language teaching within the policies and the innovations in the curriculum have dramatically increased (Seyratlı Özkan, Karataş & Gülşen, 2016). The board of education and discipline is committed to improving the foreign language teaching to encourage the multilingualism through focusing on the ‘process’ instead of the ‘result’, therefore, thematic instruction is planned for the 7th and 8th grade (Ortaöğretim Genel Müdürlüğü, 2019). New foreign language curriculum has been designed focusing more on fluency and accuracy in the meaning than the accuracy in the grammatical structure. In other saying, communication-based approaches have been discovered and came into fashion in Turkish education system for foreign language teaching. And with the foreign language English language is intended in Turkish context since it is most commonly studied foreign language with a %98,4 percentage as mentioned before.

2.3.2 Implementation

CLIL type of initiatives have been commenced in Italy through trial and error thanks to a number of projects even before it has been recognized as a national methodology in 2003 in all Italian regional realities and still today it is developing gradually with the researches done in the area (Compagno, 2000). In the mid-1990s foreign language teachers began developing CLIL through European Projects starting by organizing the materials for dual-focused teaching of the content and the language with the collaboration of the subject matter teachers (Langé, 2016). Through Progetto Lingue 2000, has been designed in 1998, the objectives and the learning outcomes have been redefined in order to assess and certify the students’ success, and started to be implemented in all levels of schooling and was funded by the law 440/97 (Chiarloni et al., n. d.; Ministero, 2000; Romagnuolo, 2016).

Another successful CLIL project is called as Lombardy Languages Project ‘*Progetto Lingue Lombardia*’ which has been carried out during the years 2001-2006 in the Lombardy region as well as Bilingual Education Italy (IBI/BEI) projects designed by the Directorate for School Curricula of the Ministry of Education with the Regional Education Authority and implemented in coordination

with the British Council (Cinganotto, 2016). Moreover, Di Sabato and Cordisco (2006) mention that Italy has done much progress in CLIL, thanks to the *Rassegna Italiana di Linguistica Applicata* project especially with the support of Coonan and Langé. Similar to the projects, the scholastic institutions are the authorities to organize and apply CLIL approach within the limits of the teachers, staff and allocation assigned to them (MIUR, n.d.). Veneto Region follows with another project called Learning Project in L2 (Progetto Apprendo in L2) in 2002-2004 academic years, then Umbria Region conducts the Project CLIL 1 and 2 (Progetto CLIL 1 e 2) in 2005 (Romagnuolo, 2016).

E-CLIL Project - for innovative teaching (Progetto E-CLIL - per una didattica innovativa) has been offered by MIUR aiming to promote the implementation of CLIL through making use of Information and Communication Technologies (ICT) (Langé & Cinganotto, 2014) and to set up a substructure for the high school students to gain at least a B2 level of proficiency in the foreign language, with the decree of the President of the Republic n. 89 of March 15, 2010 regarding to the foreign language reads as follows:

The study of foreign language and culture must proceed along two fundamental interrelated axes: the development of linguistic-communicative skills and the development of knowledge related to the cultural universe linked to the reference language. The goal of the entire high school course is to achieve a level of mastery that can be traced back at least to level B2 of CEFR for languages (MIUR, 2011).

Lastly, there is the BEI Project (Bilingual Education Italy) implemented on 6 primary schools in the Lombardia Region organized by National School Board, the Regional School Office of the Lombardia Region and the British Council during the 2010-2011 academic years (Cinganotto, 2016).

There are several reasons why CLIL gained its popularity for each country. The goals for implementing it vary from one country to another, even in the case of Spain, from one region to the other as it is there for socio-economic and language related aims (Eurydice 2006), moreover, it is being implemented not only to encourage the foreign language learning (Manzano Vázquez, 2015), but also fostering the minority languages.

In Spain, there are three types of CLIL provision depending on the autonomous region. Firstly, the curriculum can be designed with Spanish plus one of the minority languages. As a second option, the curriculum can include Spanish plus one or two foreign languages. The third option can be the organization of the curriculum including Spanish, plus one minority language and partly one or two foreign languages (Frigols, 2008). Indeed, some schools provide CLIL through three languages, including one state, one foreign and one regional language (Eurydice, 2017). As mentioned before,

thanks to its wealthy multilingual structure, each region has not only a different implementation of CLIL but also different aims to provide this methodology at their mainstream education.

There are specific criteria announced by some of the autonomous regions which underpin mainly the language skills such as Cataluña, La Rioja, Comunidad de Castilla y León, Canarias, Extremadura and Cantabria whereas it is not the case in Región de Murcia and Principado de Asturias (Eurydice, 2017). However, the aim of the Spanish Ministry of Education is to unite all the regions under the same regulation without the requirements of the linguistic competence with the Education Act (LOMCE) in 2013 (Eurydice, 2017).

Not only the way CLIL is perceived and defined but also the way it is applied differs thanks to its linguistic diversity which makes CLIL policy and practices in Spain difficult to describe (Caraker, 2016). The administration of CLIL varies in terms of its scale of implementation, the time dedicated to foreign language study, and percentage of foreign language used in the classroom for the instruction, in concordance with the curriculum thanks to the diverse regulations within the regions.

According to the Eurydice reports (2006) CLIL has been implemented in the pre-primary, primary and secondary education concentratedly in Spain with the direct support from educational authorities since it is the best way to fostering multilingualism and language diversity (Lagasabaster & Zarobe, 2010), and seen as an effective way of second language teaching, correspondingly Diezmas (2016) mentions in her article ‘regarding the impact of CLIL on the development of language competencies, research confirms that the integrated curriculum is more effective in the acquisition of a second language than traditional EFL classes’ (p. 22). Briefly, CLIL has been implemented in Spanish schooling till the end of the compulsory education since there is no clue of it at the tertiary level (Dafouz et al., 2007). In the case of Castilla and León, the implementation of bilingual education has been started as an experiment at pre-primary and primary levels (Madrid & Hughes, 2011). When it comes to CLIL provision, this region pays most of the attention on the primary and secondary levels of the mainstream education (Consejería de Educación, 2017).

Not all the autonomous regions implement this methodology as a part of mainstream education though, there are pilot projects and experimental programs for CLIL type of provision depending on the region. For instance, the Basque Country, Catalonia, Galicia, Navarre, and Valencia have ‘Fostering Multilingualism in a Bilingual Community’ with differences in implementation while Madrid and the Balearic Islands have signed ‘MEC/British Council Agreement’ to implement ‘Bilingual and Bicultural Project’ (Frigols, 2008, p. 231; Lasagabaster & Ruiz de Zarobe, 2010, p. xi). This agreement aims to foster the linguistic proficiency levels of the students from public schools through following a bilingual and bicultural curriculum (Lasagabaster & Ruiz de Zarobe, 2010). It makes use of English language as a medium of instruction since it is the targeted language to be

improved. The number of the schools involved within the project, increased significantly from 44 pre-primary and primary state schools to 72 pre-primary and primary institutions plus 42 secondary school throughout Spain since 1996 till the present time (Llinares and Dafouz, 2010). As for Castilla and León, in 1996-1997, the MECD-British Council Agreement has been signed for the Infant and Primary Education with a total number of 19 centers and in 2004-2005 for the Secondary School with 18 centers by the Resolution of March 1, 1996 (Ortega-Martín et al., 2018; Sanz de la Cal, Casado-Muñoz & Portnova, 2018). This educational project has been developed in course of its implementation by the General Directorate of School Centers aiming to graduate the students at the end of the compulsory education with the knowledge of use of the related languages spoken by these countries, culture and history Spain and the United Kingdom of Great Britain and Northern Ireland, and with the achievement of the academic objectives of both countries supporting the process with the exchange of teachers and students (Consejería de Educación, 2013). Moreover, with the same resolution, English language linguistic sections have been generated within Infant and Primary education of the public schools and extended by the Order EDU/1141/2005, of September 2 in Castilla and León (Consejería de Educación, 2013). On the other hand, for the centers, two bilingual sections have been created, called “linguistic sections”, with the aim of making use of a foreign language for teaching and learning the content of certain areas or non-linguistic subjects by the financial support of the Community of Castilla y León as defined in the article 1.2 by the Order EDU/6/2006 of January 4 (Consejería de Educación, 2006).

There is another project where Spain takes part in with Italy and Turkey as the mentioned countries of this dissertation, alongside Slovakia, Poland, Austria, France, Greece and the UK, called ‘ECLILT’ (E-based Content and Language Integrated Learning Training) between the years of 2007-2009, which was designed with the aim of raising the quality of the implementation of CLIL through teacher training, extending the network of CLIL type of provision and supporting multilingualism in Europe (Banegas, 2012).

The projects implemented in Spain differ from the national level to the regional levels. Apart from the projects implemented throughout Spain, there are some regional projects such as Comunidad de Madrid Bilingual Project (CAM) starting with a number of 26 public primary school in the year of 2004, reaching the number of 206, in 2009-2010 (Llinares and Dafouz, 2010).

In Spain, 23,2% of the primary level students are involved in CLIL type of provision within the mainstream education whereas 27,4% of the same level of students who are enrolled in the centers, were exposed to the same type of provision. For the secondary education the numbers show a decrease as 15,4% of the students participate this type of experience within the mainstream education whereas 24,3% of the centers offer integrated learning of the content and language. In the region of Castilla

and León the percentage of CLIL implementation for the primary level students is 44,9%, which is impressive as it has the highest number after Asturias (52,7%), whereas it remains 16,5% for the secondary education during the 2014-2015 academic years. (Ministerio de Educación, 2013). Obviously, Spain is not only active in the practical phase of CLIL implementation but also in the research, since this type of detailed data is not available for the other two countries which this dissertation deals with.

In Turkey, the implementation of CLIL is challenging like the other mentioned countries since it depends on a number of variables such as, state support for teacher training, the material design and use and collaboration among the teachers within their full schedule. What's more, the most important obstacle for extending this type of provision is teachers' lack of second language knowledge as well as the dilemmas within the foreign language teaching policies within the Turkish educational context (Coşkun Demirpolat, 2015).

Today when it comes to the legislative point of view, it is clear that in Turkey, there is no CLIL provision as a part of mainstream education (European Commission, 2015; Eurydice, 2017). However, National Ministry of Education (Milli Eğitim Bakanlığı) has been considering CLIL as a methodology for teaching foreign languages at schools in Turkey (Bozdoğan, 2015), especially at the 7th and 8th grade. Due to the lack of research, it is hard to have a broad view in Turkey what concerns the CLIL type of implementation (Bozdoğan & Karlıdağ, 2013), since most of the research has been done on CBI (Arslan & Saka, 2010; Kızıltan & Ersanlı, 2007). It would be correct to say, CLIL has being implemented as an approach for learning foreign languages in practice especially in private schooling, nonetheless, it has to be put under the scope for a broad understanding.

Last but not the least, Turkey is participating actively in CLIL projects within an international level both in state and private schools at all levels of education except secondary level. Namely, these projects are E-CLIL, AECLIL and Project CLIL. E-CLIL has been designed for easing the life of CLIL teachers through presenting them a portal where they may create their lessons without spending much time on it. It has been funded by European Union considering the lack of resources in CLIL type of provision ("Pools-CX - Cooperating Projects", 2019). Whereas AECLIL Project focuses on the different implementations of CLIL in terms of the acquisition of general skills, knowledge and competences as well as the evaluation process of the approach with 9 partner countries; Germany, Turkey, Bulgaria, Sweden, Spain, Romania, Italy, Latvia and France, funded by the European Commission (Quartapelle, 2012). Obviously, this Project is the unique one where all three countries work together which are mentioned within this dissertation thesis. Lastly, there is also another project called Project CLIL 20-20-20, between Turkey and Italy, which aims to develop materials for CLIL

use considering the solutions to the actual Economic and Climate Crisis suggested by students on how to reduce, reuse and recycle to decrease the energy consumption (“Project CLIL”, n.d.).

There is scarcely any CLIL provision at Secondary and Upper Secondary education in Turkey. One of the reasons, it’s not being compulsory and not being mentioned within the law concerning foreign language education. Each school administration has the authorization to decide whether to use this approach for teaching or not, considering the quality of their teachers, the materials and the evaluation tools. Most of the state and private schools as well as universities implementing CLIL type of approach has a central examination to evaluate the students’ competencies (e.g. Anatolian High Schools). The main reason for this, the limited quota of these schools (Kutlu & Karakaya, 2004). Those who are not proficient enough will not get the opportunity to be a student of this system, which can be considered as the precaution for the problems that students may face because of their lack of linguistic skills during CLIL implementation.

For the tertiary level the situation is almost the same at the private universities as the public ones. The students who are selected up to the points they gained in the university entrance exam, are prepared for their future classes at university through a year of intensive English lessons. Then they are supposed to attend to the classes and to the exams in their area of expertise in the target language. As a result, most of the CLIL practice takes place at the higher education institutions in addition to the workshops, seminars and webinars organizations which are held to increase the CLIL awareness among the teachers and the students in Turkey (Çınar, 2018).

2.3.3 Legislation

It is important to examine each mentioned country within its own legislation frame in order to understand the functioning of the education system which is unique all by itself. For the case of Italy, according to the legislative point of view, CLIL activities can be developed at all levels of educational contexts in Italy as we may understand from article 4, paragraph 3 of the Presidential Decree 275 of 1999 since it mentions the ‘lessons in a foreign language’;

In the teaching context, autonomy can be programmed, considering the interests expressed by the students, training courses involving several disciplines and activities as well as lessons in a foreign language within the implementation of international agreements. (MIUR, 2013).

Foreign Language Teaching has been taking place through CLIL methodology, compulsorily, since 2003 with ‘Education Reform Law’ (Langé, 2014), was presented by the ex-Minister for

Education; Gelmini, and approved by the previous Government (Ministero dell'istruzione, 2010, p. 10).

Reform law in March 28th, 2003 n. 53, and the Regulations on the second cycle (Presidential Decree No. 89/2010), have provided in generalized form the teaching of a non-linguistic discipline (DNL) in a foreign language according to CLIL methodology in the last years of all high schools and technical institutes (MUIR, 2014).

Describing CLIL as teaching a non-linguistic subject in a foreign language, it is crucial to emphasize that Italy is the only European country in which CLIL is administered legally by Italian Ministry of Education (Ministero dell'Istruzione, dell'Università e della Ricerca, MIUR) (Ministero dell'Istruzione, dell'Università e della Ricerca, MIUR) (Leone, 2015). By this means, CLIL has been introduced officially to the Italian school system where learning and teaching of a non-linguistic subject makes use of a foreign language from the third year of linguistic high schools (Licei Linguistici); in the fourth year, a second non-linguistic subject is included within the curriculum; whereas in the technical institutes (Istituti Tecnici) the final year has to be completed with a non-linguistic subject, taught in English yet in the other types of high schools there is no obligation on the language selection since the medium of instruction can be any other foreign language (Romagnuolo, 2016).

In other words; CLIL is being implemented through;

- one non-linguistic subject in the last year of all high schools and technical institutes,
- two non-linguistic subjects in total in the third and fourth year of the linguistic high schools with the Second-Degree Secondary School Reform n. 88/2010 and 89/2010 since 2012-2012 academic year correspondingly with the rule;

From the first year of the second two-year period the teaching of a non-linguistic discipline in a different foreign language, has been included in the area of activities and compulsory courses for all students or that can be activated in the area of the teaching by the educational institutions within the limits of the fundamental unity assigned to them, taking into account the requests of the students and their families. The second year of the second two-year period the teaching of a non-linguistic discipline in a different foreign language, included in the area of activities and compulsory courses for all students or in

the area of courses that can be activated by educational institutions in limits of the organic quota assigned to them, taking into account the requests of students and their families. The courses provided for in this paragraph are activated within the limits of the personnel determined under current legislation. (MUIR, 2009)

It is a crystal-clear fact that, Italian legislation policy has a multidimensional approach towards CLIL, taking into consideration the desires of the students and their families besides the school directors, subject-matter teachers, foreign language teachers, and finally conversationalists or the linguistic assistants in case of their presence. Additionally, the percentage of the foreign language usage is even mentioned within the legislatives which suggests preferably 50% of the total hours of the non-linguistic subject to be conveyed through a foreign language (MUIR, 2014). On the top of CLIL approach's being mentioned within the law, all the details have been mentioned in terms of the implementation type, hours within the curriculum, linguistic objectives, academic objectives, evaluation criteria, CLIL teacher requisites and teacher training programs as well as the ratio of foreign language exposure the learners would have. Still the law 107 of 2015 in article 7 defines the educational objectives as the evaluation and the strengthening of linguistic skills of Italian and English as well as the other languages of European Union through the use of CLIL with the words; "la valorizzazione e il potenziamento delle competenze linguistiche, con particolare riferimento all'italiano nonché alla lingua inglese e ad altre lingue dell'Unione europea, anche mediante l'utilizzo della metodologia Content Language Integrated Learning" (MIUR, 2015, p. 6). Besides all these, Italian Ministry of Education mentions that gaining the results of teacher training activities would take time for a better implementation with these words; "...considerato che le attività di formazione richiederanno più anni per far acquisire ad un ampio numero di docenti i risultati formativi richiesti" (MIUR, 2014, p. 4). The collaboration of the teachers from non-linguistical areas and linguistic areas is also considered crucial for the sake of CLIL provision in Italy and interestingly, the subject matter teachers are in charge of the success of these programs. In other words, subject matter teacher is supposed to plan, organize and monitor the CLIL lesson through the collaboration with the foreign language teacher, conversationalist and language assistant in case of their presence (MIUR, 2014). As it can clearly be understood from the related law, although, all of the components are crucial for CLIL type of provision, the responsibility of the organization is on subject matter teachers.

The latest reform Italian Parliament has approved is, the Good School (La Buona Scuola), in concordance with the law n.107 in July 2015 (MIUR, 2015) aiming to foster the linguistic activities through the provision of CLIL approach from the primary school level and upward (Cinganotto, 2016). Not only does this reform offer the funding for the implementation of CLIL on all levels of schooling, but also it suggests the teacher training program called National Teacher Training Plan for

both the subject matter teachers and foreign language teachers from all school levels, for the 2016-2019 academic years, within the limits of the Good School Reform (MIUR, 2014; 2016).

When it comes to Spain, the overall planning and the management of the education, conducted in 17 different autonomous regions, is under the responsibility of the Ministry of Education, Culture and Sport (Ministerio de Educación, Cultura y Deporte or MECED). Those autonomous regions are guided by the Organic Law Education (Ley Orgánica de Educación LOE 2006) and each of them have the authority to manage their own education systems within themselves. For this reason, it is at high importance to understand the functioning of the managing bodies in the Spanish educational field (Caracker, 2016). The Ministry of Education creates the framework the general guidelines of the educational policies of the government whereas the regional education authorities have the warrant to make changes within the regulations or implement them much the same within their territory (Eurydice, 2017). These regulations may differ from in terms of the medium of instruction each region makes use of during their schooling. Even though the official language is Spanish, the school administration could prefer fostering the minority language of the autonomous region e.g. making use of Catalan language within the education system of Catalonia.

In 1978, Spain had three different laws for education: LOGSE (Organic Law for the General Education System), LOCE (Organic Law for the Quality of Education), LOE (Organic Law of Education) and finally LOMCE (Organic Law for the Improvement of Educational Quality) , passed by the different governments in 1990, 2002, 2006 and 2013 (Madrid & Hughes, 2011). In 2006 Spanish Law on Education (LOE) was selected by the Spanish Government to change the previous education system, representing a different concept from the previous laws (LOGSE and LOCE) and covering all the aspects related to education, such as; the principles, the organization, the curriculum, the equity, the teaching staff, the schools and the evaluation and inspection of the education system and resources (Madrid & Hughes, 2011; Caraker, 2016).

Primary and secondary education have been managed by the Ministerio de Educación Cultura y Deportes (Ministry of Education Culture and Sports), as it is the central general administration even though its having 17 different autonomous regions, according to the regulations of LOE in terms of the decisions for teacher supplies, curriculum designs, and funding (European Commission, 2015).

Any type of enforcement for the implementation of a specific approach has not been indicated within the Spanish legislation, unlike Italy. However, the teaching and learning of a foreign language within the mainstream education has been defined as having double objectives; content learning and language learning, which could be considered as the description of CLIL approach, since it is based on the principle of integration of both.

Teaching subjects through a foreign language has double objectives: language learning and content learning. The Spanish Educational Administrations can establish that a part of the subjects of the curriculum are taught in foreign languages without this implying modification of the basic aspects of the curriculum, ensuring that throughout the stage the students acquire the terminology of the subjects in both languages (Ministero de Educación, 2013, p. 1).

According to the regulation on teaching foreign languages, the Spanish Educational Administrations could determine the non-linguistic content to be taught through a foreign language to be acquired by the students as well as their native language (Ministerio de Educación, 2013, p. 1). Not being obligatory within the legislation like the case of Italy, CLIL has been offered for the primary and secondary education also considered for the second cycle of pre-primary and post-compulsory education with the regulations organized by the Ministry of Education (Ministerio de Educación, 2013).

Turkey was one the first countries that joined the Council of Europe in the year it was established in 1949 with the other ten countries; Belgium, Denmark, France, the Netherlands, England, Ireland, Sweden, Italy and Norway (Milli Eğitim Dergisi, 2005). This information is important to comprehend the effort Turkey makes to keep up with the innovations of the other European countries even though it is not a member of the European Union.

The first and the most important movement of the new Republic of Turkey was, uniting all the educative activities under one roof within the borders of the country with the ‘Unification Law’ (Tevhid-i Tedrisat Kanunu) No. 430, 3rd March 1924 (Türkiye Büyük Millet Meclisi, 1924). However, till the early 1950s, foreign language teaching was in private schools’ power (Demirel, 1993). As Sarıçoban and Sarıçoban (2012) mention in their article 1997 Education Reform brought radical changes and improvements particularly in English language teaching within the Turkish education system right after the Tanzimat Period, corresponding to the Westernization movements, which effects the structure in foreign language teaching in education context in the late nineties. By the realization of this reform, foreign language teaching has been put into practice at an early age and the compulsory education has been increased to 8 years (Aslan, 2003) until its being prolonged to 12 years in 2012 (Millî Eğitim Bakanlığı, 2012).

The aim of foreign language education has been described within the legislation of the Ministry of Education as follows;

The aim of foreign language education and training in formal, non-formal and distance education institutions is to make sure that individuals who are educated in a foreign

language considering the aims and levels of schools and institutions in accordance with the general purpose and basic principles of National Education to gain;

A) listening comprehension

B) reading comprehension

C) speaking

Ç) writing

skills, to communicate in the language they have learned and to develop a positive attitude towards foreign language teaching (Millî Eğitim Bakanlığı, 2006).

The other regulations on foreign language teaching are still based on the ground of this one since it is the most important and extensive one. When the recent regulations have been considered, it is visible that, early start for at least one foreign language learning is aimed to be reached by the Turkish government (Ortaöğretim Genel Müdürlüğü, 2019). Needless to say, CLIL has never appeared within the legislation of Turkish Ministry of Education neither with its original name nor under any other terminology even though its practice existed for a particular period of time.

2.3.4 Teacher Training

Mutual understanding, as European Commission aims (European Union, 2003), is only possible to manage in multilingual environments originating at classrooms, taking it as an opportunity to learn other languages for intercultural communication and acceptance of cultural differences by the guidance of a well-trained teacher. The guidance of a well-trained teacher is of high importance in the concepts where CLIL is implemented as it is the methodology which integrates the content and language learning. The knowledge of the subject area solely will not be sufficient as the teacher needs to teach in the target language and surely foreign language knowledge alone will not be enough for students' content progress, which make the importance of teacher training a current issue. However, "teacher training institutions in many countries do not yet specifically prepare teachers for CLIL" (Mehisto et al., 2008, p. 21).

The ECML resource¹, CLIL through languages other than English - Getting started (CLIL-LOTE-START)², states that teachers need to have a number of special skills and competencies and this requires specific initial teacher training. These ought to include; the knowledge of the psychological aspects of bi- and pluri-lingualism, the

¹ ECML material is based on evidence and explored through active practitioner review and development.

² <https://clil-lote-start.uta.fi/en/initial-teacher-education/>

subject-related second language skills, the knowledge of a wide range of methodologies for the teaching of subject content and the second language, the ability to find teaching materials in the second language and adapt them for use in the CLIL classroom and the readiness to plan and undertake a training placement. (Scott & Beadle, 2014, p. 12).

The lack of well-qualified teachers prevents the improvement of CLIL (Eurydice, 2008), which is not originated from merely the linguistic competence. The cognitive competencies of the teacher, her knowledge of methodology and techniques including her classroom management skills are the elements which limit CLIL. The teacher who applies CLIL is supposed to be capable of designing situations where students communicate in the target language to solve problems or to participate in a discussion as well as having the knowledge of CLIL with its pros and cons as a foreign language teaching methodology to have a command of it in the classroom. It is the teacher who is the unique authority in the class who implements a method to ensure the learning environment. So, teachers are important elements within the educational environment as they are responsible for the success of CLIL implementation (Banegas, 2012), for this reason, linguistic competence should not be sought exclusively as there are other important aspects of teaching and learning process in CLIL contexts. Surely, foreign language teachers are expected to have high proficiency level in foreign language they train their students since “the teacher of a language, like any educated user of that language, undoubtedly needs levels of implicit and explicit knowledge of grammar which will facilitate effective communication” (Andrews, 1999, p. 163). The point here is, not just the linguistic proficiency but also the content knowledge should be considered in the case of CLIL teachers as well as other elements such as motivation for collaboration, material design, lesson planning etc.

According to Genesee (1998), teachers require specialized training in language pedagogy, and especially second language pedagogy, along with the pedagogy required of all teachers who teach academic subjects. When we consider this reality on a country basis, obviously it shows diversity. For example; in primary education, commonly, one teacher has the responsibility of teaching all the subjects to a particular class including the foreign language and is not asked to have an expertise solely on foreign language teaching. This is the definition for the generalist teacher, and in Italy the primary school teachers are expected to teach all the lessons consisting also foreign language under the condition of proving their level of proficiency in foreign language. Instead, the situation is different in Spain and Turkey since foreign language teaching should be under the control of a specialist teacher who has been graduated from the related departments of the universities and has the expertise on teaching foreign languages. (Eurydice, 2017)

When it comes to the reality of qualified CLIL teacher there is still a shortage according to a recent national report (European Commission, 2014). As a consequence, CLIL teachers are generally supported by continuing professional development and there is a need for more pre-service initial teacher training in CLIL (Scott & Beadle, 2014). It is also mentioned in the Eurydice report (2017); “teachers applying CLIL need to be qualified in one (or more) non-language subject and have a high command of the foreign language used as the language of instruction” (Eurydice, 2017 p. 14), therefore, the teaching staff is expected to be proficient in the languages which would be used throughout the academic year in both contexts in order to create the language acquisition environment by communicating with the students in the target language.

Andrews (1999) shares the same point of view for the foreign language teachers with these words

Marsh et al. (2001) examine CLIL teacher requisites in six different categories namely; Language and Communication, Theory, Methodology, The Learning Environment, Material Development and Assessment. According to their description ideal CLIL teacher is expected to have;

- sufficient proficiency in the target language,
- related theoretical knowledge of the language acquisition and language learning,
- necessary methodological knowledge to be able to conduct a dual-focused lesson,
- skills to manage the CLIL lesson through involving all the learners into the process including the ones from different cultural background,
- ability of creating, designing and selecting materials related to the content and language objectives.

Moreover; Bertaux, Coonan, Frigols-Martín and Mehisto (2010) created the CLIL teacher’s competences grid where they describe the abilities a CLIL teacher is expected to have in sixteen different categories, namely; programme parameters, CLIL policy, target language competences for teaching CLIL, course development, partnerships in supporting student learning, integration, implementation, second language acquisition, interculturality, learning environment management, learner focus in the CLIL environment, learning skills focus in CLIL, learning assessment and evaluation in CLIL, and lastly Lifelong learning & innovative teaching and learning approaches.

Not solely the proficiency level of the teachers is of high importance as Coyle (2005) mentioned at Luxembourg Presidency CLIL Conference, “The supply of (CLIL) teachers, the quality of their teaching and of teacher education are crucial in meeting the demands and challenges of a rapidly changing society.” Considering the lack of CLIL designed materials and the interactions, the subject and the foreign language teachers need extra time for the organization of their lessons,

materials and professional support to be guided. Teacher cooperation in CLIL is of high importance from the beginning till the evaluation process.

CLIL, like any other recent improvement in the teaching area, is hard to be established in the practical phase taking into consideration the age, the educational backgrounds, the beliefs, the teaching habits of the teachers and the collaboration among themselves. Both subject and the language teachers, not just need training opportunities for using CLIL properly inside their classes, but also, they need the motivation to be able to organize their lesson plans, material designs, create awareness among their students and cooperate among themselves to manage their lessons in a CLIL setting. Bearing in mind all these facts, CLIL at school and the way of implementation, may have some differences depending on the teacher training strategies of each country which is crucial to understand the functioning of these systems, therefore, it will be dealt with in this chapter detailly in order to have a clear point of view about the legislation policies, implementation, teacher training programs.

Italy

Teacher training in Italy defined as the rights and duties of the teachers after starting the profession with the legislation art. 282 Decree 97/94 (MIUR, 1994) and every teacher has the opportunity for attending to teacher training programs. Implementing CLIL methodology as a national concept brings a set of obligations together. Teacher training is one of them. Especially in countries where CLIL is being implemented extensively and mandatorily like Italy, teacher training has great importance in terms of advancing the CLIL teachers' language competency, fluency, and subject knowledge. Therefore, Italy pays great attention to organizing teacher training programs

Being a CLIL teacher requires to have a C1 level of proficiency according to CEFR (Eurydice, 2017) and creates the need to attend the courses which are designed by universities with the Article 249, 14th item on 10 September 2010 (MIUR, 2013). Having a C1 level of foreign language proficiency according to the CEFR, completing a methodological course which consists 60 University credits (Crediti Formativi Universitari-CFU) credits for pre-service teachers and 20 CFU credits for in-service teachers for the secondary level of schooling, are among the duties of a CLIL teacher in Italy defined by the Ministry of Education according to the decree no 6 of 16th April, 2012 (MIUR, 2014; Romagnuolo, 2016). In other words, a teacher in a CLIL environment should be the proficient user of the target language to be able to manage, adapt and use subject materials in foreign language and has a mastery of the specific subject language from the point of language dimension (Cinganotto, 2016).

The requisites to become a CLIL teacher defined by MIUR (2010a; 2010b; 2014) in terms of subject dimension, methodological dimension and methodological-didactic dimension. Within the

subject dimension, the teacher is expected to be able to use the disciplinary knowledge in concordance with the national curricula of the related level and transfer it through integrating language and content. In terms of methodological dimension; the teacher is supposed to be able to; design CLIL courses based on the collaboration of foreign language teachers and subject matter teachers; find, select, adapt and create materials and teaching resources to optimize the CLIL lesson making use of the technological IT resources; create a CLIL course using methodologies and strategies to enhance students' motivation for learning through the foreign language, develop and make use of the evaluation tools for both the content and the language in an integrated way to be used in the CLIL context. Finally, in methodological-didactic area, teacher is expected to be able to design CLIL paths in synergy with foreign language teachers; find, choose, adapt, create materials through making use of IT resources; perform a CLIL course, using methodologies and strategies and develop and use shared and integrated assessment systems and tools, consistent with the CLIL methodology as shown in the original language in Table 5. (MIUR, 2014)

Table 5: *CLIL Teacher Profile*

<u>Ambito linguistico:</u>
<ul style="list-style-type: none"> • ha una competenza di Livello C1 nella lingua straniera • ha competenze linguistiche adeguate alla gestione di materiali disciplinari in lingua straniera • ha una padronanza della micro-lingua disciplinare (lessico specifico, tipologie di discorso, generi e forme testuali, ...) e sa trattare nozioni e concetti disciplinari in lingua straniera.
<u>Ambito disciplinare:</u>
<ul style="list-style-type: none"> • è in grado di utilizzare i saperi disciplinari in coerenza con la dimensione formativa proposta dai curricula delle materie relative al proprio ordine di scuola • è in grado di trasporre in chiave didattica i saperi disciplinari integrando lingua e contenuti.
<u>Ambito metodologico-didattico:</u>
<ul style="list-style-type: none"> • è in grado di progettare percorsi CLIL in sinergia con i docenti di lingua straniera e/o di altre discipline • è in grado di reperire, scegliere, adattare, creare materiali e risorse didattiche per ottimizzare la lezione CLIL, utilizzando anche le risorse tecnologiche e informatiche

- è in grado di realizzare autonomamente un percorso CLIL, impiegando metodologie e strategie finalizzate a favorire l'apprendimento attraverso la lingua straniera
- è in grado di elaborare e utilizzare sistemi e strumenti di valutazione condivisi e integrati, coerenti con la metodologia CLIL.

Note. Source: Allegato A - Profilo del docente CLIL —. (n.d.).

Teacher training activities are taken seriously by the Italian Ministry of Education aiming to foster the provision of CLIL approach through set of initiatives for both subject matter teachers and foreign language teachers. But also, the teachers are eager to participate in these types of activities through showing great interest to improve or learn a foreign language considering the CEFR levels, and gain competencies related to their subjects (Langé, 2016).

Taking into consideration the age of the teachers, the educational backgrounds, the beliefs and the communication among themselves, not just CLIL but also any other recent improvement in the teaching area, is hard to be established in the practical phase. Bearing in mind all these elements, Italian Ministry of Education designs so many teacher-training projects both for subject teachers and the language teachers. Ministerial Decree n. 249/2010 article 14 describes the structure of initial teacher training on CLIL, which are organized for the second-grade secondary school, consisting at least 60 training credits (equivalent to 1,500 hours of training), and 300 hours of equal to 12 CFU (CLIL: le norme transitorie per l'insegnamento —. (2019). In 2013, there were 30 University

Methodological Courses which offer 300 hours with the aim of acquisition of both methodological and didactic and linguistic skills to reach the C1 level (CEFR) (MIUR, 2019) and 50 Language Courses for teachers whereas in 2014-2015 the numbers of these courses increased, 70 Methodological Courses and 200 Language courses (Langé, 2014; 2016). It is clear from the numbers that how much attention paid for teacher training in Italy within the CLIL contexts.

Both subject and the language teachers, not only need training opportunities for using CLIL properly inside their classes, but also, they need the motivation to be able to organize their lesson plans, material designs, and they need to be willing to change, cooperate with others to create awareness among their students and cooperate among themselves to manage their lessons considering the CLIL principles (Hillyard, 2011).

Spain

Implementing CLIL as an approach brings some requisites together since teachers are expected to have a particular level of proficiency in the target language and the academic knowledge related to the non-linguistic discipline they are supposed to teach. That is the reason of the importance of the

teacher training course organizations for the sake of CLIL implementation. In case of Spain, its multilingual structure does not only create diversity within the implementation of the CLIL, but also it affects the design of the CLIL teacher training programs and makes differences in terms of CLIL teacher requirements depending on the autonomous community.

Starting from the language proficiency level; in most of the countries, no qualifications are required to be a CLIL teacher (Eurydice, 2008), it is generally sufficient to require the qualifications that teachers do have as in Spain, where the teachers are expected to necessitate the certification of their proficiency in the target language, but no level mentioned (Eurydice, 2008). In other words, major part of Spain does not have a CEFR consideration as Italy does. It is difficult to make a judgement about whole Spain as a country, thanks to its diverse structure within the regional authorities. There are differences even in the prerequisites for a CLIL teacher, even though a B2 level of proficiency is expected from Spanish teachers, sometimes a B1 level is also acceptable from some regional education departments (Lasagabaster and Ruiz de Zarobe, 2010). For example, in the Catalan context content teachers are expected to have a B2 equivalent in the CEFR or above (Pérez-Vidal and Juan-Garau, 2010), whereas in Extremadura a B1 level is also acceptable by the authorities although the prerequisite is a B2 level for CLIL type of teaching in secondary schooling (Alejo and Piquer, 2010). This diversion can be also seen clearly from the research results of Moliner and Fernández (2013), where 68,05% of CLIL teachers in Spain claim to have a B1 level of English level while 15, 27% of them indicate to have a B2 level and 16,66% to have C1 and C2 (pp. 207-208). It can be deduced from the results, having a B1 level of proficiency according to CEFR would be enough to implement CLIL approach within the Spanish education system.

There are also the regulations which have been undertaken by the Ministry of Education for the testing procedure, supported by the funds of Castilla and León, for teachers to obtain accreditation of linguistic competence in English and French, in order to manage the teaching of a non-linguistic discipline through a foreign language in the bilingual sections of the primary education level by the 4th Order of October 1, 2013, organized by Order EDU/673/2013, of August 14 and 5th Order of September 29, 2014 organized by Order EDU/76/2014, of February 5. The system functions the same for the teachers of secondary education, technical and vocational training, as well, since they have to be accredited in terms of their linguistic skills by the General Directorate of Human Resources, with the Resolutions of October 23, 2009, November 11, 2010, of November 14, 2011, October 29, 2012, November 7, 2013, October 27, 2014, October 16, 2015, October 24, 2016 and October 27, 2017, by Order EDU/246/2018, of March 2. (Consejería de Educación, 2013)

When it comes to the teacher training programs; the organization of them are provided both for pre-service and in-service teachers combining the methodological courses with the language

courses on a national and international level, depending on the regulations of the autonomous region, (Frigols, 2008; Llinares & Dafouz, 2010; Lorenzo, 2010) as for some regions the training programs target solely in-service teachers such as in the case of Valencia (Frigols, 2008).

In order to ensure a better implementation of CLIL in Spanish educational context, linguistic and methodological support have been provided for the teachers, through the courses organized and funded by the central and regional governments, yet, it should not be forgotten that there are huge differences between the course organizations of each region (Lagasabaster and Ruiz de Zarobe, 2010). For example, in the case of Andalusia, summer courses designed by the Regional Ministry of Education, for primary and secondary in-service school teachers considering their needs in terms of language and methodology (Sagrario Salaberri, 2010) whereas in the Madrid region, staying abroad for a summer period is possible for enhancing in-service teachers' linguistic improvement (Llinares & Dafouz, 2010). The data of the study has been collected by Moliner and Fernández (2013), give clear information also about the attendance of the Spanish teachers to the CLIL courses; 68,05% of the teachers claim to have followed a course voluntarily meanwhile 8,33% indicated to fulfill a language and methodology course compulsorily. Obviously, these results show clearly, how low is the ratio of the obligatory course organizations on the contrary of Italian teacher training options which may be due to the compulsory implementation of CLIL in Italy while in Spain "it has not been systematically implemented", which may seem like disadvantage for Spain however, Lasagabaster and Ruiz de Zarobe (2010) consider this as one of the reasons for the successful results of Spanish CLIL program (p. 292).

Turkey

Initial Foreign Language Teaching Education programs are under the authority of Higher Education Institutions as many other European countries and their curriculum is provided by Turkish Higher Education Council which has a centralized structure to be followed by all the universities in one form (Öztürk & Aydın, 2019) and organized by Ministry of Education including 'content on lesson planning, teaching methods and techniques, and teacher innovation' especially for foreign language teachers (Uztosun, 2018, p. 559). Admission to these programs is managed through the centralized exams organized by Student Selection and Placement Centre (ÖSYM Öğrenci Seçme ve Yerleştirme Merkezi) (Ölçme, Seçme ve Yerleştirme Merkezi (ÖSYM), 2018a). These programs, depending on the education faculties of the universities, last four years or five with a year of prep classes to prepare the future foreign language teachers in terms of pedagogy, methodology, testing, as well as morphology and phonology in order to make them gain related skills in foreign language to teach at all levels in mainstream education to all age groups (Öztürk & Aydın, 2019). In addition to this,

teacher candidates are expected to fulfill at least one year of internship under the guidance of a mentor teacher.

After completing university studies, teacher candidates are supposed to accomplish another exam, called Public Personnel Selection Exam (KPSS Kamu Personeli Seçme Sınavı) to be able to teach at public schools and considered as ‘foreign language teachers’ by the Ministry of Education. For the ones who would not take this centralized exam, it is possible to teach at the private schools which have different policies and strategies for teacher hiring process.

In-service teacher training options bifurcate within Turkish structure, as for the public-school teachers, they are organized by the Ministry of Education whereas private schools generally design their own teacher development activities. Courses and seminars are organized for both public and private school teachers to detect the problems of the teaching and learning processes, and find solutions though supporting teachers in their self-development. Those training courses organized by the Ministry may be compulsory or optional depending on their content and target group. (Öğretmenler için Yenilenme Politikaları, 2011)

Obviously, it is still early to talk about a teacher development program which is solely designed for CLIL type of implementation within initial and continuing professional development for teachers in Turkey. However, it is taken into consideration as an approach for teaching and learning which has to be included into some teacher development activities by the authorities since the decision of the implementation of CLIL methodology is on the top management of the school who wish to apply this type of provision, there are no official qualification requirements or limitations for the subject matter teachers or foreign language teachers in Turkey. Yet, according to a Eurydice report (2008), the qualifications required to work in the field of CLIL in primary education and general secondary education have not been reported for Turkey as there is no official CLIL type of implementation.

2.3.5 Evaluation Process

Evaluation is still a burning issue as it is a hard task to manage for the teachers in a CLIL setting. Should teachers ignore linguistic errors while providing learners the feedback on their academic subject knowledge or should they give priority to the foreign language during the assessment process is a matter of debate. As an answer to these questions, AECLIL project serves two different evaluation rubrics as a solution, which has been working on the assessment in CLIL with nine partner countries including Italy, Spain and Turkey. First one of these focuses on ‘content’ considering concept classification, principle sequences, evaluation creativity whereas the other one evaluates ‘language’ in terms of accuracy as well as fluency and interaction (Quartapelle, 2012).

When it comes to the Italian regulations, they apparently have taken into account also the evaluation in CLIL. The State Exam (Esame di Stato) takes care of the evaluation through measuring the success of the learners from the fifth classes of high schools and technical institutes since the 2014-2015 academic years (MIUR, 2014). The subject matter conveyed in a foreign language is mentioned in the third written exam and an oral exam of the state. Accordingly, with the law n. 323 referred to in Article 5, paragraph 2, of the Presidential Decree on 23 July 1998, the commission would take into account the CLIL principles during the selection of the content for the third written exam of the state. Likewise, for the oral test, the commission members would be interviewing the CLIL learners to measure their content knowledge as well as their linguistic competences they have gained through the integrated learning of the content and the foreign language. (MIUR, 2014)

It is already hard to achieve for CLIL teachers in terms of the priority they need to attach, in the case of Spain it is even harder where there is not a single way of CLIL implementation. Beyond the diversity of CLIL provision, teachers of the system in Spain, are not guided to manage the evaluation process according to Lasagabaster and Ruiz de Zarobe (2010), since they need more clarification for the assessment of language and content which can be possible with a guideline according to teacher demands. At this point, it is clear that Spain expects a solution for the assessment procedure as it is a hot button and there are no regulations to be considered, while Italy finds its own solutions within its system.

In Turkey, it is still early to specify the criteria for assessment in CLIL contexts since it is still a matter of debate. As the implementation is managed by the authority of school itself, the evaluation process is managed by the criterion set by the teachers of that school. CLIL's not being mentioned within the legislation of Turkey, makes it hard to gain information about the process. Since each school who prefers implementing this methodology decides how to manage all the process, design their curriculums, set their objectives, and create their own criteria for the assessment. And these criteria mainly focus on the linguistic competence, where content knowledge is neglected most of the time (Yalçın, 2013).

CLIL is now promulgated by the government to be applied in the educational contexts as a national policy to support the learning of foreign languages through the implementation in the last year of upper secondary schools, pursuing language related goals (Eurydice, 2006), nonetheless, Giannini (2015) the Minister of Education gives the impression of some future plans related to CLIL provision within the primary school mentioning; 'Italy has made speedy progress in teaching English at schools in recent years. Pupils in Italian primary schools will soon be able to learn subjects in English.' It is visible that Italian educators have moved beyond traditional talk and chalk (teacher-centered) instruction towards learner-centered ways of teaching, who should be aware of the fact that

‘the educators across the world will be watching them apply ‘The CLIL-Potential’ and outcomes from Italian CLIL classrooms will help define CLIL best practice’ (Coyle et al., 2010, p. 2).

It is clear from the Italian language policy that, the English language has great importance and priority in their education system as a foreign language. As Serragiotto (2017) mentions, “the Ministry of Education pays attention to promoting CLIL at all levels of education in all regions from north to south” (p. 85), which makes Italy the unique country for the implementation of CLIL in ‘all schools at the same stage’ (Eurydice, 2017, p. 13). From this point of view, we understand that Italian Ministry of Education adopts the European Policy in language teaching and applies it much the same within its school system through mandating CLIL as an approach for teaching and learning the non-lingual subjects by 2013 in the last year of lyceums and technical high schools, which shows us the contributions of CLIL to 21st century education have been foreseen by the Ministry’s Policy Makers (Coyle et al., 2010).

As a result, the rapid development of CLIL implementation in Spain has been verified by Coyle’s words (2010); ‘Spain is rapidly becoming one of the European leaders in CLIL practice and research’ (p. 7) through the implementation of several national projects as well as the international ones. A conclusion can be drawn as the innovations and improvements for CLIL practice would increasingly continue in Spanish education context considering the involvement of CLIL provision into the mainstream education.

CLIL is a type of methodology in which a foreign language has been used as a medium of instruction to foster the understanding and the use of the target language and is being promoted in the educational contexts as in Turkey even though the lack of legislative support, since foreign language learning has been considered as being crucial. Considering the present situation in Turkey in terms of CLIL implementation, it is clear that, there is this type of provision in the practical field without the official support from the government, which is also the reason of Turkey’s being reported as the country without CLIL practice, hence, the improvement of this methodology within the mainstream education is being stonewalled.

The developments in the field of foreign language education have not been advanced enough to fill the gap in the education sphere. There is the need for the deep research in the area to have a clear idea about the practical area in order to create new policies which would enhance foreign language studies in Turkey. According to Sariçoban and Öz (2014) the poor quality of foreign language education in Turkey is due to the inadequacy of theoretical and practical academic knowledge and experience, the teachers have, as well as the lack of awareness of administrative and academic management.

The implementation of CLIL in the mentioned countries mainly depends on the priorities considered by the policy makers in each country, accordingly the success of its provision. While CLIL type of provision has the opportunity to grow with the support of the highest authorities in the field of education and the collaboration within the school environment, it has no chance of implementation when the teachers are left alone without any guidance. The more it is promoted by educational community the better results it will give.

PART II

Methodological framework

CHAPTER III

RESEARCH DESIGN

The aim of this chapter is to give the point of view of the research plan with phases and objectives, while considering and clarifying the questionnaire design, target groups, implementation of questionnaires, interviews, and the limitations of the process as well as the analysis of the qualitative and quantitative data as gathered from three different countries, namely; Italy, Spain and Turkey.

Here in Table 6, the background of the study is aimed at a better understanding of the research, in terms of the phases of construction, determination of the problem, identification of objectives, selection of participants, translation and adaptation of instruments, collection of data, implementation of the questionnaires and finally analysis and comparison of the data gained from the selected schools in three countries.

Table 6: *Research Design*

RESEARCH DESIGN		
PLANNING PHASE	IMPLEMENTATION PHASE	
Literature Search	Data Collection	
Determination of Research Problem	Quantitative Data Collection	Qualitative Data Collection
Setting the Objectives	Implementation of the Questionnaires	Interviews
Selection of Participants	- Headmasters	- Headmasters
Choice of Research Method	- CLIL Coordinators	- Assistant Managers
Design of the Questionnaires	- Foreign Language Teachers	
Translation and Adaptation of the Questionnaires	- Subject Matter Teachers	
Validation of the Questionnaires	- Students	
School Selection	Data Analysis of each country	
Bureaucratic Procedure and Contacting Schools	Comparison of the data	

Note. Source: Author.

3.1 What Makes This Study Important?

This study is important since it does not only confine itself to concentrating on the perspectives of the directors, CLIL coordinators, subject matter teachers, foreign language teachers and students about the implementation of CLIL in three countries, namely; Italy, Spain and Turkey, but it also focuses on the differences of CLIL implementation at tertiary education of different systems besides the perceptions of the authorities of CLIL. The research study wants to contribute to the education sphere as a guide in the perception of CLIL by the educational communities, it also wants to highlight the differences in the implementation which vary from country to country due to the implementation of CLIL approach in Italy, Spain and Turkey by understanding the point of view of the directors,

CLIL coordinators, subject matter teachers, foreign language teachers and students about CLIL type of provision at high school level in Italy, Spain and Turkey. For this reason, this study may be considered unique since it clarifies the perception of the important components of teaching and learning process in CLIL contexts through presenting a multidimensional perspective.

This study is carried out with the support of the Ministry of Education, Culture and Sport and the British Council with a group of professors, researchers and PhD students at the bilingual centers in Spain due to an agreement, signed in 1996, which seeks the promotion of bilingual and multilingual education as well as the development of the scientific research in the area of foreign language teaching (Ortega-Martín, Hughes & Madrid, 2018). In Italy and Turkey, it is conducted by the author at private and public schools. Data collection process has been managed at a tertiary level in Italy and Turkey to be compared with the data had been gathered from Spain.

The research has been conducted in Palermo in the region of Sicily in Italy and in Istanbul from Marmara region in Turkey by the author, and the data has been used from Castilla y León region in Spain, which have already been collected by the Spanish research team. As a result, whenever country names are mentioned by the author, it is intended to refer to these regions throughout the doctoral dissertation.

3.2 Research Questions

This research is designed with a view to answering the following main question on a three-year period basis; *'How does the management among school departments or members effect the functioning of CLIL type of provision?'* through the description and definition of the components of educative systems and the interaction among themselves. It will answer these following sub-questions in detail with the aim of revealing the response of the main question;

- What type of connection is there between the involvement of the top management and the proper functioning of the systems?
- Are the teachers trained well to notch up success in CLIL provision?
- How are the academic and non-academic results perceived from the educational community in terms of fulfilling the objectives which are set for students in linguistic and non-linguistic areas?
- Are the students of CLIL settings satisfied with the program?
- What is the correlation between the collaboration and satisfaction of teachers and managers?

3.3 Objectives

The main objective of this dissertation thesis, is to discover the exploration of the implementation of CLIL considering all its procedures in Italy, Spain, and Turkey, focusing on the differences as well as similarities of CLIL type of provision in tertiary levels of education.

Within the theoretical framework, CLIL is aimed to be examined within its own history, through the comparison with its ancestors in order to lead a better understanding of the approach to be able to create a deep comprehension of the present research, whereas, the different structures of education systems and legislatives are shared in comparison with the intention of coming to hand. Moreover, it consists a sum of research literature, to present a clear view of the studies done up to now, hence, to lead a gain a seat within the research history.

Within the empirical framework, the intention is to enlighten the scope of the work, organization, design of the data collection tools, selection of the schools, depiction of the data collection processes as well as the description of the collaboration with the schools in Italy and Turkey and the integration of the data had been gathered from Spain.

CLIL type of provision would be tackled in detail throughout this dissertation thesis with a multidimensional point of view at an international level, considering the directors', CLIL coordinators', subject matter teachers', foreign language teachers' and students' perspectives into this type of implementation under five diverse categories, namely; top management, coordination, culture of bilingualism at school, human resources and materials, planning, administrating and monitoring as well as academic and non-academic results of the system.

As sub-objectives of the research, it aims to identify and describe;

- the support from top management to the CLIL implementation,
- the coordination of the linguistic and non-linguistic areas for the CLIL settings,
- the characteristics of the teachers who implement CLIL,
- the contribution of the bilingual atmosphere to teaching process,
- the feedback from teachers and parents on CLIL success,
- the academic and non-academic results of linguistic and non-linguistic areas;
as well as it intends;
- to identifying possible quality indicators for CLIL type of provision in the mentioned countries,
- to developing instruments and procedures for the evaluation of the CLIL approach implemented in the schools,

- to suggesting possible recommendations on CLIL type of implementation in Italy, Spain and Turkey.

3.4 Experimental Design

This research makes use of mixed method as a research methodology, which consists, data collection and analysis, as well as the integration of findings and formulation of inferences, based on the use of both qualitative and quantitative approaches or methods (Hesse-Biber & Johnson, 2015). Johnson et al. (2007) describe mixed methodology as a combination of qualitative and quantitative research approaches “for the broad purposes of breadth and depth of understanding and corroboration” (p. 123) which creates a profound and better understanding to the research problem (Creswell & Plano Clark, 2007). Quantitative research is regarded as the deductive research design which starts with a hypothesis of a research problem and focused on the analysis of quantifiable data by standardized data collection tools (Rovai, Baker and Ponton, 2014). Whereas, qualitative research includes the perspective of the researcher which ends with a hypothesis, focuses on the diversity and multiplicity and makes use of the researcher as a data collection tool (Charmaz, 2011; Hendl, 2008).

This dissertation utilizes Convergent Parallel Design QUAN – QUAL → Findings → Interpretation model which consists the simultaneous collection of quantitative and qualitative data with a separate analyse of the data as well as the comparison of the results which then would lead more confidential research results (Creswell, 2014; Oppermann, 2000).

Surely, the research design shows different characteristics according to each country in terms of the participants and implementation of the questionnaires and interviews. In Table 7, the quantitative and qualitative research instruments have been presented with their target groups; in Table 8, Spain and Table 9, Turkey respectively.

Table 7: *Research instruments and target groups, Italy*

Target Groups	Instruments	
	Quantitative Research	Qualitative Research
Directors	Surveys	Interview-Open-ended Questions
Coordinators	Surveys	Open-ended Questions
Subject Matter Teachers	Surveys	Open-ended Questions
Foreign Language Teachers	Surveys	Open-ended Questions
Students	Surveys	Open-ended Questions

Note. Source: Author.

In Italy, directors, coordinators, foreign language teachers, subject matter teachers and students, respond to the survey questions and they express their opinions on the observation parts where they have at the end of each section, while solely directors are interviewed.

Table 8: *Research instruments and target groups, Spain*

Target Groups	Instruments	
	Quantitative Research	Qualitative Research
Directors	Surveys	Interview-Open-ended Questions
Coordinators	Surveys	Interview-Open-ended Questions
Subject Matter Teachers	Surveys	Interview-Open-ended Questions
Foreign Language Teachers	Surveys	Interview-Open-ended Questions
Students	Surveys	Open-ended Questions

Note. Source: Author.

In Spain instead, all the educators are interviewed, and they also participate in the surveys with students. The administration of the questionnaires has been done and interviews have been completed by a research group, so, the results from Spain would be gathered from the book called '*Influencia de la política educativa de centro en la enseñanza bilingüe en España*' that is published by José Luis Ortega-Martín, Stephen P. Hughes and Daniel Madrid with the cooperation of Ministry of Education and British Council in 2018. Even though some parts of the results have been shared with the author in addition to the information from the book, there are still some parts throughout the thesis where Spanish data is missing, such as the quantitative data for culture of bilingualism and the data related to the students as well as the records of interviews as qualitative data. As a result, the opinions of teachers, directors and coordinators are cited from the published book when it is found useful and necessary.

Table 9: *Research instruments and target groups, Turkey*

Target Groups	Instruments	
	Quantitative Research	Qualitative Research
Assistant Managers	Surveys	Interview-Open-ended Questions
Subject Matter Teachers	Surveys	Open-ended Questions
Foreign Language Teachers	Surveys	Open-ended Questions
Students	Surveys	Open-ended Questions

Note. Source: Author.

In Turkey, the assistant managers of the selected schools are interviewed as the directors have a really busy schedule. Since there are no coordinators, who are in charge of well-functioning of the CLIL provision, these components have been left out from research target. As a result, directors, subject matter teachers, foreign language teachers and students respond to the questions on the surveys.

Finally, for the qualitative data; all the records from interviews are transcribed, and translated into English, since the interviews in Italy are done in Italian, the ones in Turkey; in Turkish, and analyzed by using OpenCode programme by the author.

3.5 Plan and Settings

As to the selection of the countries, the main reason manifests itself; the corporate cooperation between the University of Palermo, Italy and University of Burgos, Spain as well as author's being an international PhD student in both universities. Obviously, this position gave the author the opportunity to work in the field in both countries. And the curiosity to discover the situation in Turkey comes from her having the Turkish nationality. Having the chance to compare her country of origin with two European countries and their educative systems in the field of foreign language teaching created the enthusiasm to gather information from those three countries and compare them since her biggest passion and profession is foreign language teaching for at least ten years.

The doctoral studies had an initial in 2016-2017 academic year with the studies of theoretical background at University of Palermo, Italy, under the supervision of Prof Giuseppa Compagno; whereas in 2017-2018, the second academic year was held in Spain at University of Burgos with the enrichment of theory and design of the empirical part with the supervision of Prof Raquel Casado-Muñoz and Prof Esther Sanz de Cal. During September, October and December of the last academic year, 2018-2019, the author stayed in Turkey at Alaaddin Keykubat University for the data collection period under the supervision of Prof Leyla Harputlu then continued her studies at University of Palermo, Italy. The dissertation thesis has been created by all the mentioned professors above, through meetings, and exchange of information via mail or other communication means. Three years process of the research activity has been detailly described in Table 10.

Table 10: *Time plan of the study*

TIME PLAN OF THE STUDY	
<i>Time</i>	<i>Activity</i>
<i>October 2016-October 2019</i>	Theoretical Research
<i>December 2017-May 2018</i>	Empirical Research Design
<i>December 2017-May 2018</i>	Organization of the Instruments
<i>September 2018-November 2018</i>	Quantitative Data Collection in Turkey
<i>September 2018-November 2018</i>	Qualitative Data Collection in Turkey
<i>November 2018-April 2019</i>	Quantitative Data Collection in Italy
<i>November 2018-April 2019</i>	Qualitative Data Collection in Italy
<i>April 2019-June 2019</i>	Analysis of the Quantitative Data

<i>April 2019-June 2019</i>	Translation of the Data
<i>September 2019-October 2019</i>	Analysis of the Qualitative Data
<i>October 2019-November 2019</i>	Discussion and Conclusion of the Data

Note. Source: Author.

First one year is dedicated to theoretical understanding of the field and the research done in CLIL practice. From December 2017 till May 2018 the empirical research has been planned, designed and the instruments have been organized in terms of translation and adaptation to make them become suitable for each country's context. The first administration of the surveys has been held in Turkey which lasted three months including all the required bureaucratic processes to manage to do a research in schools in Turkey. In 2018, between the months of September and November, qualitative and quantitative data collection has been completed in Turkey. In Italy, the process of administration of the surveys has lasted longer than the one in Turkey due to the difficulty to encounter schools with CLIL type of implementation even though it is mandatory with the law as well as the official holidays and busy schedules of the schools. From April to June, analysis of the quantitative data has been managed as well as the transcriptions and translations of the qualitative data. Lastly, qualitative data has been analyzed and with the light of all information gathered from the research the dissertation has been brought to a conclusion.

3.6 Participants

The target group selection was done with the consideration of the existence of CLIL type of implementation in the related school. In Spain, it has been administered in the bilingual centers with CLIL approach whereas in Turkey and in Italy the first preference has always been in favor of the public schools. In Italy, five public schools have been found to conduct the research with one private school whereas in Turkey private schools have been selected to work with since in the mainstream education this type of provision had not been encountered.

In Italy the data gathered from one private school called Liceo Linguistico Paritario Keynes Institute and four other public schools, namely; Educandato Statale Maria Adelaide, Istituto Magistrale Statale Regina Margherita, Liceo Albert Einstein and Liceo Vittorio Emanuele III. And in Turkey, four private schools have been contacted. The common characteristics of these schools are their making use of another foreign language for CLIL practice more than English, such as French and German. That is the reason of the survey translations have been managed through considering the conditions the schools are offering. For example, instead of asking questions for English language teaching, the participants are asked questions about foreign language teaching. As it is presented in

Table 11, the qualitative data would be shared by making use of the school codes throughout the dissertation.

Table 11: *School names and codes*

Country	School Name	School Code
Italy	Educandato Statale Maria Adelaide	M.A
Italy	Istituto Magistrale Statale Regina Margherita	R.M
Italy	Liceo Albert Einstein	A.E
Italy	Liceo Linguistico Paritario Keynes Institute	K.I
Italy	Liceo Vittorio Emanuele III	V.E
Turkey	Saint Benoit Fransız Lisesi	S.B
Turkey	Saint Michel Fransız Lisesi	S.M
Turkey	Robert Kolej	R.C
Turkey	Notre Dame de Sion Fransız Lisesi	N.S

Note. Source: Author.

When it comes to the students' age range, 16 to 18-year-old students were asked to participate in this study, who are at the last year of high school since CLIL implementation is obligatory at this year according to Italian legislation (Table 12).

Table 12: *Information about students*

Country	Age Range of Students
Italy	16-18
Spain	14-15
Turkey	14-15

Note. Source: Author.

Moreover, it is difficult to encounter this type of provision at the other levels of mainstream education. In the case of Turkey and Spain, 14 to 15-year-old students, who are at the high level of mainstream, were set as participants of this study.

3.7 Instruments

The data collection instruments for this study were designed by a group of professors and researchers in Spain, and supervised by three professors from University of Granada, namely; Ortega, Hughes and Madrid (2018) and implemented in all of the regions of Spain with the aim of improving linguistic competences of students in foreign languages. The research team constructed two instruments; semi-structured interviews and surveys with validated questions by 12 expert project members (Hughes, Ortega-Martín & Madrid, 2018).

The translation and adaptation of the instruments were done by the author. At the end, the translations of the questionnaires were validated by one professor and one PhD student in the field of educational sciences in Italy, and two PhD students in Turkey in the same area of expertise.

3.7.1 Semi-structured interviews

The functioning of CLIL elements as well as the coordination in the bilingual centers, public and private schools were aimed to be reached through semi-structured interviews. These interviews have the same characteristics with the surveys dealing with the issues related to leadership, bilingual culture, resources, learning processes and results as well as a general assessment of the functioning of CLIL programme (Hughes, Ortega-Martín & Madrid, 2018). For the Spanish project the interviews were done with the members of the top management and CLIL coordinators as well as the teachers, whereas in Italy and Turkey solely top management members were interviewed. These interviews were conducted by a research team in Spain and by author in Italy and Turkey. Interviewees are asked 18 questions under eight different categories, namely about;

- directors,
- coordinators,
- bilingual culture,
- teachers,
- classes,
- materials and human resources,
- results and,
- final assessment.

In Turkey, the research has been conducted on four schools, and four directors have been interviewed since each school director has been contacted for the interviews, whereas in Italy, this number is five.

The numbers and durations of the interviews are presented in Table 13.

Table 13: *The information about interviews*

INTERVIEWS				
Country	The Names of the Schools	Type of the Schools	Interviewee	Duration/Min
Turkey	Robert College	Private	Assistant Manager	19,45
Turkey	Notre Dame de Sion	Private	Assistant Manager	25

Turkey	Saint Michel	Private	Assistant Manager	20,67
Turkey	Saint Benoit	Private	Assistant Manager	24,44
Italy	Keynes Institute	Private	Manager	11,09
Italy	Albert Einstein	Public	Manager	12,53
Italy	Maria Adelaide	Public	Manager	20,2
Italy	Regina Margherita	Public	Manager	23,57
Italy	Vittorio Emanuele III	Public	Manager	11,47

Note. Source: Author.

Qualitative data collection has also been managed through the open-ended questions as well as the interviews with the directors and assistant managers, aiming to provide the ideas of the directors or the assistant managers about the bilingual programs or CLIL. Moreover, at the end of each survey two open ended questions were included in order to discover the ideas of the participants for the improvement of the CLIL program. The questions are related to the CLIL implementation in the centers in Spain, at public and private schools in Italy and Turkey, the amount of L2 usage during the classes, the cooperation among the teaching personnel, the participation to the international projects and the satisfaction of the teachers and the students from the way CLIL is implemented in the educational area.

3.7.2 Surveys

There are five different questionnaires, designed for each group of the participants each with six different categories; top management, coordination, culture of bilingualism at school, human resources and materials, planning, administrating and monitoring and academic and non-academic results of the system. They were designed in two extensions; first for the teaching team consisting the questions related to direction; coordination; bilingual atmosphere; human and material resources; planning, execution and monitoring of classes and lastly academic and non-academic results. Second, the survey was designed for the students (fourth year of High School in Spain; last year of High School in Italy and first year of High School in Turkey) consists the questions related to the assessment of the subjects of non-linguistic areas, assessment of the English subject and level of satisfaction with the approach. Each group has a unique list of items, as well as the overlapping questions since there were common areas of interest. (Hughes, Ortega-Martín & Madrid, 2018)

For quantitative data collection, five surveys have been administered to five different groups of respondents, namely; directors, CLIL coordinators, subject matter teachers, foreign language teachers in all the mentioned countries as well as high school students in Italy and Turkey and Spain. In the surveys, the participants were asked to express their opinions and perceptions using a Likert Scale (1 = totally disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = totally agree)

with a blank space left to enable them clarify their ideas if they desire. These instruments enabled a methodological triangulation and personal data (Aguilar Gavira & Barroso Osuna, 2015) that allow to obtain a multidimensional perspective of the focus of interest of this research (Hughes, Ortega-Martín & Madrid, 2018).

The first category of questions is designed with the aim of understanding the functioning of the top management. The second session of questions focused on the coordination of the functioning which is crucial for CLIL type of provision. Third category asks questions related to culture of bilingualism at school in order to reveal the atmosphere created at school as well as the connections with other schools in other countries.

When it comes to the fourth session, it deals with CLIL knowledge and training as well as the material design and participation of the CLIL type of activities inside and outside the school. Fifth session asks questions related to planning, administrating and monitoring with the aim of clarifying the process of implementation. Finally, the last session focuses on the academic and non-academic results of the system from the education authorities' point of views. The number of the questions has been demonstrated in the Table 14, with the related groups to respond them.

Table 14: *The number of the questions for each category*

QUESTIONS ⇨	TOP MANAGEMENT	COORDINATION	CULTURE OF BILINGUALISM AT SCHOOL	HUMAN RESOURCES AND MATERIALS	PLANNING, ADMINISTRATING & MONITORING	ACADEMIC AND NON-ACADEMIC RESULTS
GROUPS ⇨						
TOP MANAGEMENT MEMBERS	10	6	7	10	14	7
COORDINATORS	10	8	6	10	14	7
SUBJECT MATTER TEACHERS	10	8	6	10	14	11
FOREIGN LANGUAGE TEACHERS	10	8	6	10	12	13

Note. Source: Author.

Each group have 10 questions in common related to the functioning of top management, and other 10 questions about human resources and materials. Then, there are differences in the numbers and the contents of the questions which are asked to the different members of educative community. The members of the top management are asked 6 questions on coordination whereas coordinators and teachers respond 8 questions on the same area. About culture of bilingualism at school, managers are asked 7 questions; coordinators and teachers 6 instead. Managers, coordinators and subject matter teachers respond 14 questions about planning, administration and monitoring whereas foreign language teachers are asked 12 questions related to the same item. Finally, managers and coordinators are asked 7 questions about the academic and non-academic results of the bilingual system; the

subject matter teachers 11 and foreign language teachers 13. Most of the questions have the same characteristics, however, some of them are designed precisely for a specific group. The questionnaires for each group are presented in the appendices; respectively for the managers, coordinators, subject matter teachers and foreign language teachers.

3.8 Selection of the Collected Data

Selection of the collected data is the process where the researcher controls the quality of the collected data as well as their appropriateness for the structure of the research. This process includes data cleaning which gives the researcher the opportunity of eliminating some of the data before analyzing in the case of its not having the characteristics as it was expected, such as unclear or missing answers on the questionnaires, multiple ticked boxes or the ones left without answers (Punch, 2003).

For the qualitative data the transcript of the records was proceeded through reducing superfluous texts and extracting the main points by the researchers in different Autonomous Communities in Spain. The same procedure was followed by the author in the case of Italy and Turkey, plus the translation of the responses.

In the Spanish context, bilingual centers were selected to be examined and the surveys were administered on the directors, CLIL coordinators, subject matter teachers and foreign language teachers of the selected centers and on the students at fourth year of Secondary Education (Ortega-Martín, Hughes & Madrid, 2018). In the Turkish and Italian contexts, once the school selection was done, the directors or assistant managers of the schools were interviewed. Then the questionnaires were implemented on the same target group as Spain. The numbers of the samples are presented in detail in Table 15.

Table 15: *The number of samples*

Numbers of the Samples						
Country	The Names of the Schools	Type of the Schools	Managers	Coordinators	Foreign Language Teachers	Subject Matter Teachers
Turkey	Robert College	Private	2	0	2	0
Turkey	Notre Dam de Sion	Private	1	0	6	4
Turkey	Saint Michel	Private	6	0	13	7
Turkey	Saint Benoit	Private	4	0	7	21
Total Number of the Samples from Turkey			15	0	38	46
Italy	Keynes Institute	Private	1	1	1	1
Italy	Albert Einstein	Public	2	0	1	3
Italy	Maria Adelaide	Public	0	0	2	1
Italy	Regina Margherita	Public	2	1	2	4
Italy	Vittorio Emanuele III	Public	1	1	2	5
Total Number of the Samples from Italy			7	3	8	14
Spain	IES Comuneros de Castilla	Bilingual Center	2	1	5	2
Spain	IES Diego Marin	Bilingual Center	2	1	0	2
Spain	IES Emilio Ferrari	Bilingual Center	1	1	4	5
Spain	IES Felix Rodriguez de la Fuente	Bilingual Center	2	1	4	8
Spain	IES Galileo	Bilingual Center	1	1	8	5
Spain	IES Pintor Luis Saez	Bilingual Center	0	1	3	3
Spain	IES Ribera de Castilla	Bilingual Center	2	1	4	3
Spain	IES Vecindario	Bilingual Center	0	0	2	0
Total Number of the Samples from Spain			10	7	30	28
Total Number of the Samples from all three countries			32	10	76	88

Note. Source: Author & Ortega and Madrid (2018).

As it can clearly be seen on Table 15; there are 15 questionnaires replied by managers, 38 by foreign language teachers and 46 by subject matter teachers. In Italy, 7 managers, 3 coordinators, 8 foreign language teachers and 14 subject matter teachers participated in the surveys, whereas the numbers from Spain are 10 for managers, 7 for coordinators, 30 for foreign language teachers and 28 for subject matter teachers. Finally, this dissertation consists responses from 32 managers, 10 coordinators, 76 foreign language teachers and 88 subject matter teachers, in three countries. In terms of student samples (Table 16); there are 477 samples from Turkey, 216 from Italy and lastly 201 from Spain which consist student answers.

Table 16: *Numbers of the samples of students*

Numbers of the samples of students				
Country	The Names of the Schools	Type of the Schools	Students	Age Range of the Students
Turkey	Robert College	Private	192	14-15
Turkey	Notre Dame de Sion	Private	143	14-15
Turkey	Saint Michel	Private	33	14-15
Turkey	Saint Benoit	Private	109	14-15
Italy	Keynes Institute	Private	22	16-18
Italy	Albert Einstein	Public	47	16-18

Italy	Maria Adelaide	Public	38	16-18
Italy	Regina Margherita	Public	50	16-18
Italy	Vittorio Emanuele III	Public	59	16-18
Spain	IES Comuneros de Castilla	Bilingual Centers	43	14-15
Spain	IES Emilio Ferrari	Bilingual Centers	61	14-15
Spain	IES Felix Rodrigues de la Fuente	Bilingual Centers	38	14-15
Spain	IES Galileo	Bilingual Centers	14	14-15
Spain	IES Pintor Luis Saez	Bilingual Centers	28	14-15
Spain	IES Ribera de Castilla	Bilingual Centers	17	14-15

Note. *Source:* Author.

In the case of Italy, one of the public schools which is called Liceo Classico Statale “Umberto I” (Umberto I State High School) in Italy have not been included into the data analyze phase, since the director reported that, the approach they implement is CLIL. Later, talking to the teachers it is figured out they haven’t still experienced working with this approach. As a result, data cleaning has been done since the school did not have the criteria for being within the target group of this research. When it comes to Turkey, the data collected from Evrim College have not been included in the analyzing process cause the implementation the approach is solely one-sided, which is followed just by a foreign language teacher without the integration of the content.

3.9 Strengths and limitations of the study

When it comes to the strengths of the study, it’s being implemented at an international level with a multidimensional characteristic considering all the components of the educative environments in three countries, is crucial to mention. It consists the opinions of the members of top management, coordinators, foreign language teachers, subject matter teachers and students which demonstrates that it is not a single-sided research since it considers all the components of the educative environments in three countries.

This study does not only reveal the functioning of the educative systems with a theoretical and empirical way but also takes into consideration of the perceptions of directors, CLIL coordinators, subject matter teachers and foreign language teachers. More than the results it brings, to detect the weak points of the system and aims to serve as a guide to improve for the well-functioning of the system. Besides, the instruments have multidimensionality containing a set of factors that determine the quality such as; the adequate use of good materials, presence and support of conversation assistance, contact with the other institutions, participation in the projects, collaboration among the teachers, the culture and bilingual environment inside the school etc.

Last but not the least, this study does not solely give broader information about the CLIL perception in three different cultures at an international level but also serve as a self-assessment instrument for the school management and teachers to create a more integrated school environment with the foreign languages.

Dealing with limitations, comparing different countries in terms of their educative systems, legislatives, and implementation of any type of methodology is not simple when there are so many variables like in the case of this dissertation. Obviously, there are some limitations of this study caused by the structure of the research design and diversities in the education systems of these three countries. First of all, the study's being implemented first in Spain by a research team did not give the author the chance to use the raw results of the questionnaires which were implemented on the directors, CLIL coordinators, subject matter teachers and foreign language teachers since the author had the permission to use all the data from the published book by the Ministry of Education in Spain and British Council. The qualitative data could not be reached since it was not involved in the book, such as the interview recordings and transcripts. As a result, qualitative data comparison consists Italy and Turkey excluding Spain. The opinions of the teaching staff who are interviewed, cited from the published book.

Moreover, the quantitative study involves three groups; directors, subject matter teachers and foreign language teachers from all three countries, instead of five. One of them, who could not be integrated in the study is CLIL coordinators, since they are solely indispensable in the Spanish context. In Italy, there are some teachers at schools who are in charge of the coordination of linguistic and non-linguistic areas and organization of CLIL activities, called 'referent CLIL', however, it is up to the decision of the authority to assign one. And three schools out of five had these coordinators in Italy. In Turkey, there is no job definition in this way, so, no data could be reached from Turkey for CLIL coordinators.

In the case of Italy, the implementation had been done on the last year of high school students, age range 16-18, since it is the level, where CLIL is obligatorily implemented. Whereas in Turkey and in Spain, the questionnaires were implemented on the secondary level students, age range 14-15, which is almost the unique level where CLIL is implemented in Turkish context. As a result, this diversity makes it complicated to compare the data in the case of students.

CHAPTER IV

RESULTS

Here in this chapter the data results as to quality and quantity for each country will be given for a prospective comparison. The six quality indicators for each category are namely: top management, coordination, culture of bilingualism at school, human resources and materials, planning, administrating and monitoring and finally, academic and non-academic results. Each category will be examined and presented through quantitative and qualitative data in an integrated way for all the mentioned countries. The focus of the study being on the participants' perceptions of the above points of interest in each category helps defining the quality indicators.

4.1 Demographic Background

Considering that we focus the dissertation on the perception of the education authorities the demographic feature will be meaningful. Gender, profession, foreign language proficiency and experience in the field will help understanding the above-mentioned perception.

The demographic data collected through surveys are described in this sub-chapter while those collected through surveys are not followed by demographic information.

The programme used for the analysis of the demographic data are SPSS (Statistical Package for the Social Sciences) software version 25 plus Microsoft Office – Excel database programme (version 16.25).

In Italy, there are 6 members of top management, 3 CLIL coordinators, 8 foreign language teachers, and 14 subject matter teachers. As it is shown in Table 17, 35.5% of the participants from Italy are men and 64.5% are women. 10% of them being CLIL coordinators, 26% foreign language teachers, 45% subject matter teachers, and 19% top management members; 19% working at Liceo Scientifico Albert Einstein, 13% at Private Liceo Keynes, 10% at Liceo Maria Adelaide, 29% at Liceo Regina Margherita and 29% at Istituto Industriale Vittorio Emanuele III. As to English language proficiency: 22.6% of the teachers had C1 and 25.8% have C2 level of English and 35.7% have medium and 35.7% have sufficient bilingual education.

Table 17: *Demographic characteristics of Italy*

		n	%
Gender	Male	11	35,5
	Female	20	64,5

Profession	CLIL Coordinator	3	10,0
	Foreign Language Teacher	8	26,0
	Subject Matter Teacher	14	45,0
	Top Management Members	6	19,0
	Albert Einstein	6	19,0
	Keynes Private	4	13,0
	Maria Adelaide	3	10,0
	Regina Margherita	9	29,0
	Vittorio Emanuele III	9	29,0
Level of FL	None	1	3,2
	A1	1	3,2
	A2	2	6,5
	B1	7	22,6
	B2	5	16,1
	C1	7	22,6
	C2	8	25,8
Level of CLIL Teaching	None	1	3,6
	Little	5	18,0
	Medium	10	35,7
	Enough	2	7,0
	Much	10	35,7
Total		31	100,0

Note. Source: Author.

As to Spain, 10 members of top management, 55.6% are directors and 44.4% heads of studies, predominantly men (88.9%) (Table 18). The professional experience in the position varies from 1 to 29 years. Regarding the level of English, 77.8% indicated that they do not have a formal English level passed 11.1% B1 and, finally, 11.1%, a B2. The participating bilingual coordinators are mostly women (83.3%) and their age in the position varies from 1 to 12 years. 85.7% having completed a specialization course on the CLIL approach throughout their professional experience. As to the levels of English, they vary from B1 (20%), C1 (20%) to C2 (60%). As for the teachers of the linguistic areas, the 74.1% are women with a seniority in the professional career that varies from 1 to 37 years.

The 3.7% having an English level of B2, 18.5% C1 and 77.8% C2. 56% indicate having attended specific training on CLIL, in particular, on its aspects of evaluation and methodology. Among teachers in non-linguistic areas, 70.4% are women with an English level from B2 (42.3%), C1 (53.8%) to C2 (3.8%). Regarding specific training in CLIL, 60.7% have completed a Specialist Master in Bilingual Education, participated in the Observation-Action innovation project organized by the Training Center for Teacher Training in Languages of Castilla y León and other courses. (Sanz de la Cal, Casado-Muñoz & Portnova, 2018)

Table 18: Demographic characteristics of Spain

		n	%
Gender	Male	24	29,6
	Female	45	70,4
	Total	69	100,00
Profession	CLIL Coordinator	7	9,3
	Foreign Language Teacher	10	13,3
	Subject Matter Teacher	30	40,0
	Top Management Members	28	37,3
	Total	75	100,00
Bilingual centers	IES COMUNEROS DE CASTILLA	10	13,3
	IES DIEGO MARIN	5	6,7
	IES EMILIO FERRARI	11	14,7
	IES FELIX RODRIGUEZ DE LA FUENTE	15	20,0
	IES GALILEO	15	20,0
	IES PINTOR LUIS SAEZ	7	9,3
	IES RIBERA DE CASTILLA	10	13,3
	IES VECINDARIO	2	2,7
Total	75	100,0	
Level of FL	None		
	A1	7	16,7
	A2		
	B1		
	B2	2	4,8
	C1	13	31,0
	C2	20	47,6
	Total	42	
Level of CLIL Teaching	None	2	3,0
	Little	5	7,6
	Medium	15	22,7
	Enough	23	34,8
	Much	21	31,8
	Total	66	100,0
General Total		75	100,0

Note. Source: Sanz de la Cal, Casado-Muñoz & Portnova, 2018

In Turkey, there are 15 members of top management, 38 foreign language teachers and 46 subject matter teachers with no CLIL coordinators as it is shown in Table 19. The lack of CLIL coordinators is due to the low interest in implementing the cooperation in among teachers of linguistic

and non-linguistic areas. As for Table 9, it shows research participants from Turkey, (29% male and 71% female). As to jobs the 48.3% of them being foreign language teachers, 38.3%, subject matter teachers and 13.3%, members of top management. The 40% work in Robert College, 18% work in Notre Dame de Sion High School, 32% work in Saint Benoit High School and 10% work in Saint Michael High School. As to language proficiency: 56% of the teachers are C2 and 78% have a sufficient bilingual education.

Table 19: *Demographic characteristics of Turkey*

		n	%
Gender	Male	17	29,0
	Female	41	71,0
Profession	Foreign Language Teacher	29	48,3
	Subject Matter Teacher	23	38,3
	Top Management Members	8	13,3
School code	Robert College	24	40,0
	Notre Dame De Sion	11	18,0
	Saint Benoit	19	32,0
	Saint Michel	6	10,0
Level of FL	B2	8	13,5
	C1	11	19,5
	C2	33	56,0
	Native	7	12,0
Level of CLIL Teaching	None	1	2,0
	Medium	1	2,0
	Enough	11	18,0
	Much	46	78,0
Total		60	100,0

Note. Source: Author.

The 53% of Italian students are male vs the 47% female and distributed as follows in schools: 22% Liceo Scientifico Albert Einstein, 10% Keynes Private High School, 18% Liceo Maria Adelaide, 23% Regina Margherita and 27% Liceo Classico Vittorio Emanuele III (Table 20). As to language levels are tested evaluated, 2.8% are A1, 11.6% are A2, 48.1% are B1, 21.8% are B2 and 6% are C1. The 9.7% recognize not to be any proficient in foreign languages. of them stated that they do not have any level of proficiency in the foreign language. As to certificates the 10.6 % have a Cambridge, the 5.6 a Trinity and 78.7 no one.

Table 20: *Demographic characteristics of students in Italy*

		n	%
Gender	Male	114	53,0
	Female	102	47,0
School	Albert Einstein	47	22,0
	Keynes Private	22	10,0
	Maria Adelaide	38	18,0
	Regina Margherita	50	23,0
	Vittorio Emanuele III	59	27,0
FL level	None	21	9,7
	A1	6	2,8
	A2	25	11,6
	B1	104	48,1
	B2	47	21,8
	C1	13	6,0
Certificate	DELTA	2	,9
	CAMBRIDGE	23	10,6
	TRINITY	12	5,6
	PET	1	,5
	OTHERS	8	3,7
	NO	170	78,7
Total		216	100,0

Note. Source: Author.

According to the demographic results of the students who participated in the study from schools in Turkey (Table 21); 43% of them are male, 57% female; 30% are students of Notre Dame de Sion, 40% of Robert College, 23% of Saint Benoit High School and 7% of Saint Michael High School. When foreign language levels are evaluated, 26.7% of them have an A2, 40.5% have a B1, 21.5% have a B2, 7.9% have a C1 and finally 1.9% have a C2 proficiency.

35.4% of the students stated that they have DELTA certificate whereas 28.5% of them claimed that they have Cambridge, 4% reported that they have PET certificate and 23.1% mentioned that they do not have any type of certificate.

Table 21: *Demographic characteristics of students in Turkey*

		n	%
Gender	Male	204	43,0
	Female	273	57,0
School	Notre Dame de Sion	143	30,0
	Robert College	192	40,0
	Saint Benoit	109	23,0
	Saint Michel	33	7,0
FL level	None	6	1,3
	A1	1	,2
	A2	125	26,7
	B1	190	40,5

	B2	101	21,5
	C1	37	7,9
	C2	9	1,9
Certificate	DELTA	169	35,4
	CAMBRIDGE	136	28,5
	TRINITY	13	2,7
	PET	19	4,0
	FCE	15	3,1
	OTHERS	15	3,1
	NO	110	23,1
	Total	477	100,0

Note. Source: Author.

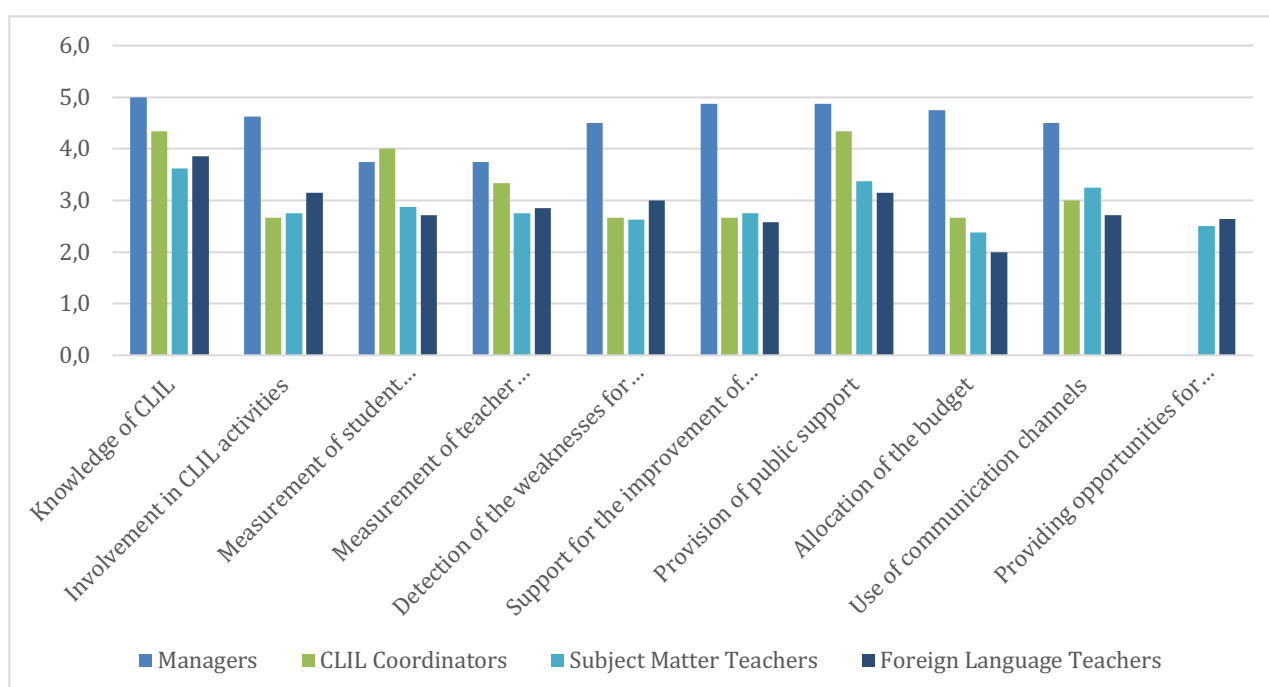
4.2 The Perceptions

They are given by six different groups of overlapping questions for the educators; plus, three for the students. The answers given are set in different categories, examined and then integrated in the following sub-chapters.

4.2.1 Top management

Here the role of top management has been found for each country. As to Italy the members of top management have knowledge of bilingual type of teaching, but the real opportunities given for coordinating and leading a CLIL school are minimum for shortage of time and money provision. In other words, the managers are responsible of their own professional growth themselves.

Figure 13: *Perceptions on the functioning of top management in Italy*



Note. Source: Author.

What declared by the Headmaster of Regina Margherita High School about training opportunities received on CLIL teaching for managers, seems summarizing the situation in Italy quite well:

“No, I must say (...) we did have no preparation on CLIL. The only preparation was precisely self-enhancement in the sense that we have read all the documents of the Ministry and etc. Then there were meetings of coordination at a provincial level, at a regional level. But a real training... no...” (R.M)

The situation in Turkey is not so different from Italy (Table 22), since the responses of the directors show the same frequency. In addition, further education is needed for coordinating and leading a bilingual school according to the Italian directors.

Table 22: *Training of directors*

Codes	Frequency	
	Turkey	Italy
They are well-educated	2	2
They are not educated	2	2
They need further education		1

Note. Source: Author.

As it can be seen from tables there is a limited agreement between coordinators and teachers on one side and top management members on the other as regards as the CLIL type of teaching. As a matter of facts, it seems that the main interest of managers is to get feedback from teachers and students.

“Teachers, ... , they are coordinated and therefore, they are able to confront each other and when they manage doing it they are also happy and I also tell them during the councils I attend, ... , they take note of the work done and they are finally happy.” (R.M)

Coordinators and teachers complain about the weakness of the program both for the lack of support for improvement and materials needed by the teachers that corresponding to no financial support from the government. As shown from qualitative data (Table 23) there is a very poor support from governments to CLIL programs.

Table 23: *Financial support from state*

Codes	Frequency	
	Turkey	Italy
No special support	1	3
Support from management	2	0
Support from government	1	1

Note. Source: Author.

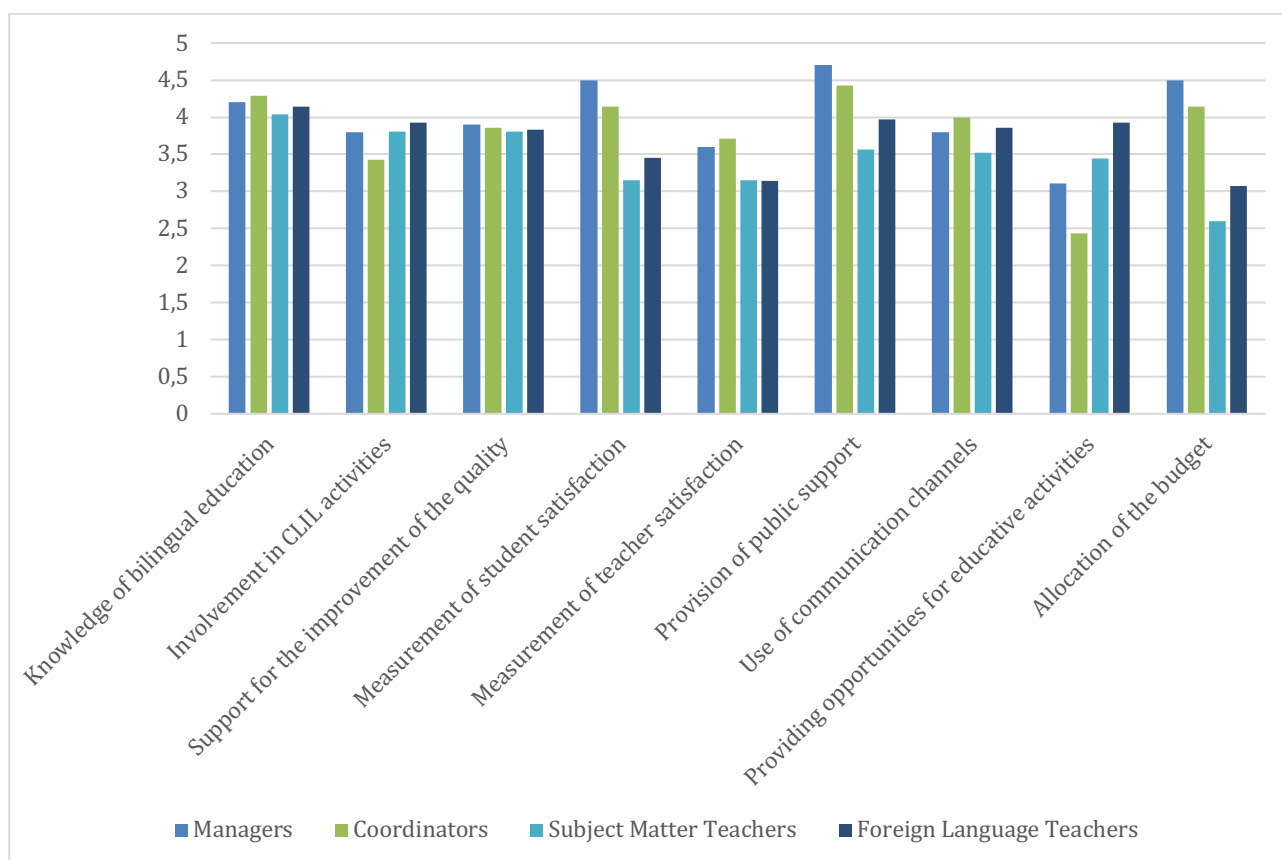
“A few, because we would need many more resources, a lot freer training and above all a plan of action. Because, there are steps that have to be funded separately and organized differently... although there is an effort by the Ministry to carry on, however, I believe it is not enough.” (V.E)

Teachers

Lastly, according to the collected data, teachers do not seem to be satisfied neither with the educative opportunities as provided by managers, nor with the system communications channels used in Italy. According to the managers interviewed, there is a connection between the teachers’ motivation and their training: information sharing makes them confident on methods and committed to CLIL program (Figure 14).

As to Spain the participants show a deeper awareness of the potentialities of the CLIL methodology as well as of the improvements of the system thanks to the competencies acquired.

Figure 14: *Perceptions on the functioning of top management in Spain*



Note. Source: Author.

It is also worth to observe that though the lack of specific training, the operators of the top management are likely to face all situations:

"A director is prepared for everything, but there is no specific training for this" (ED5.E).

Talking about teacher/student satisfaction there is a difference of attitude between top management and coordinators on one side and teachers, the first showing a higher level of confidence in measurement of satisfaction.

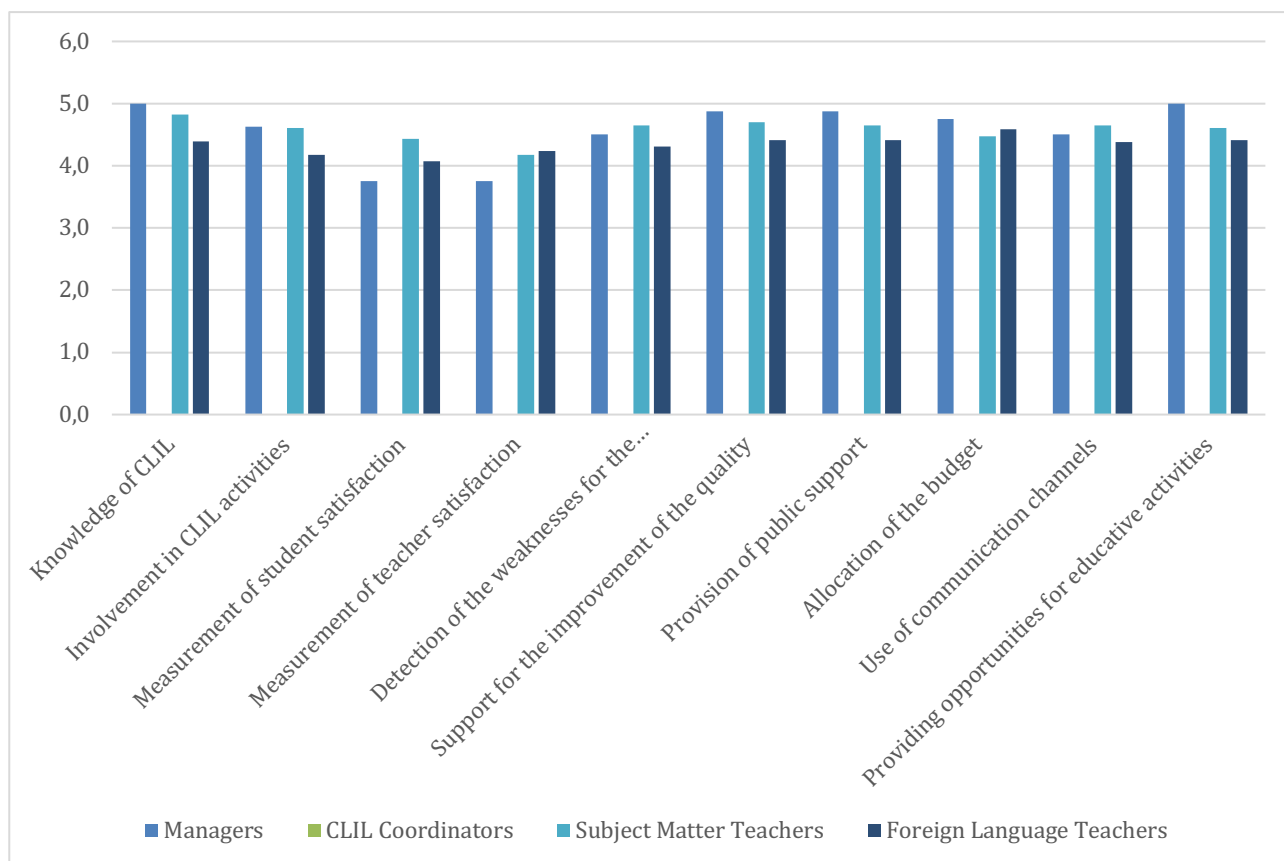
It’s worth to mention, however, that there is an online platform in order to measure the level of satisfaction of students and parents:

“We have a self-assessment that parents and students answer from the website” (ED2.E).

When speaking of educative activities for teachers, they are not so satisfied while managers seem to be more optimistic: financial supports are not enough even though more helpful for foreign language teachers.

In Turkey, the outstanding difference at first glance is obviously the lack of coordinators as mentioned in the theory chapters (Figure 15). All data about the management of coordination of CLIL implementation, being collected from interviews to directors and assistant managers.

Figure 15: *Perceptions on the functioning of top management in Turkey*



Note. Source: Author.

Foreign language and subject matter teachers agree on the organization of the top management. The functioning of CLIL approach in their schools is generally appreciated. Top management members and teachers are generally satisfied with the supports provided and coordination of bilingual schools even though the lack of training for managers.

“Yes, we are well informed and prepared to address the issues and needs of a bilingual school. The allotted class hours alone testify to the commitment the school has towards supporting our students’ being bilingual. There is also considerable time and effort given to professional development on second language teaching skills.” (R.C)

What is fundamental, anyway is the knowledge of the role of the language in education as possessed by managers, that helping monitor the CLIL approach.

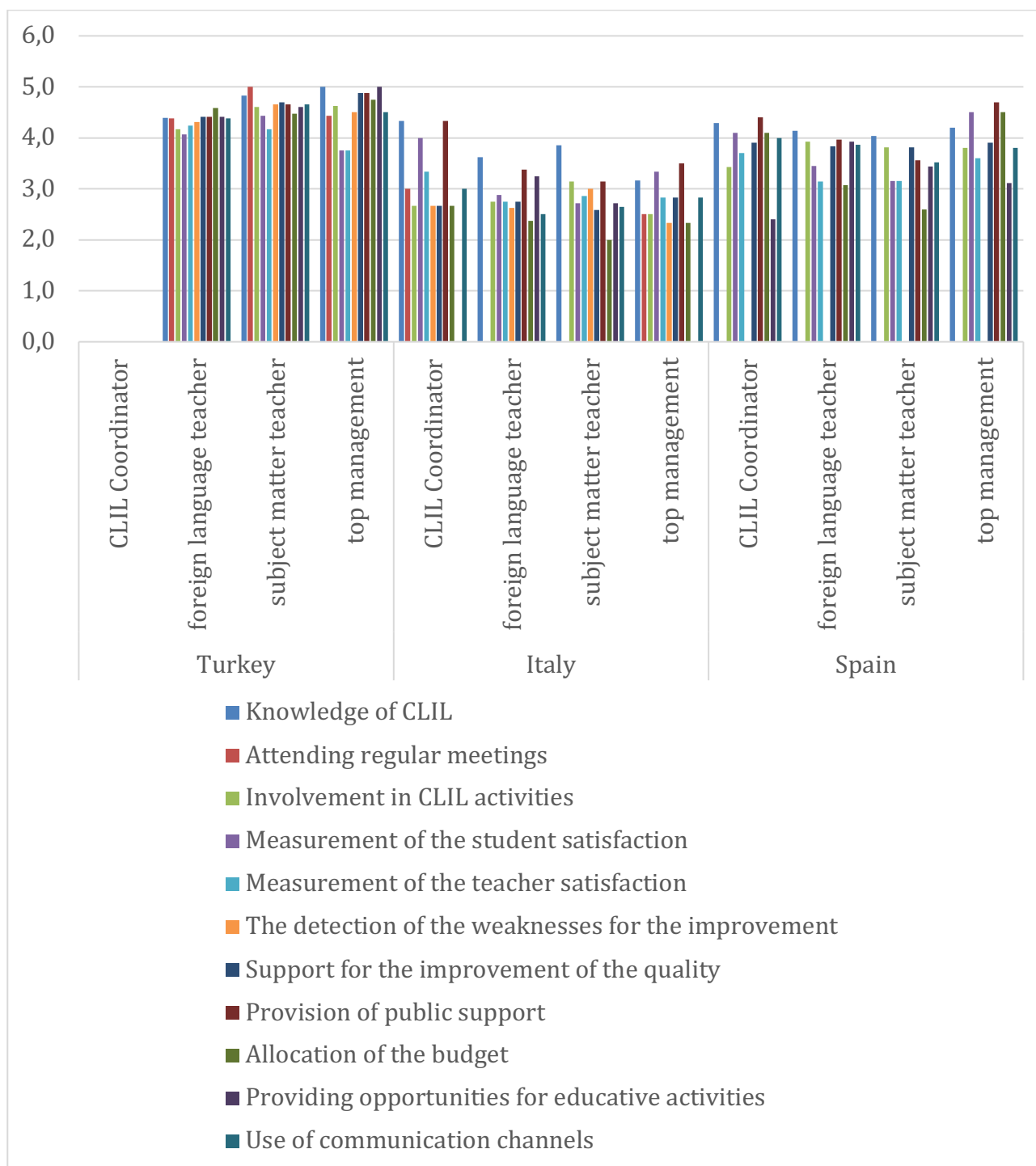
In any case teachers seem to be satisfied with the system: most students get B2 or C1 proficiency levels and have good results in university study abroad in a word: there is a positive attitude towards CLIL.

“At present there are mainly satisfied students, satisfied parents...the teachers are also pleased. As a manager, I'm pleased. So, if my students go to France, if they go to university there, they study difficult branches, they study law, they study psychology, they can get a diploma and come back...we should be very happy.” (S.B)

Turkish managers appear satisfied with the activities they create for the teachers who show a certain level of agreement.

A general overview of the perceptions of Italy, Spain and Turkey in terms of the functioning of the top management in CLIL settings is shown in Figure 16, there we see that the top management has the adequate knowledge of the CLIL approach even though there is no such training as to leading and coordination.

Figure 16: Comparison of the perceptions on the functioning of top management in all three countries



Note. Source: Author.

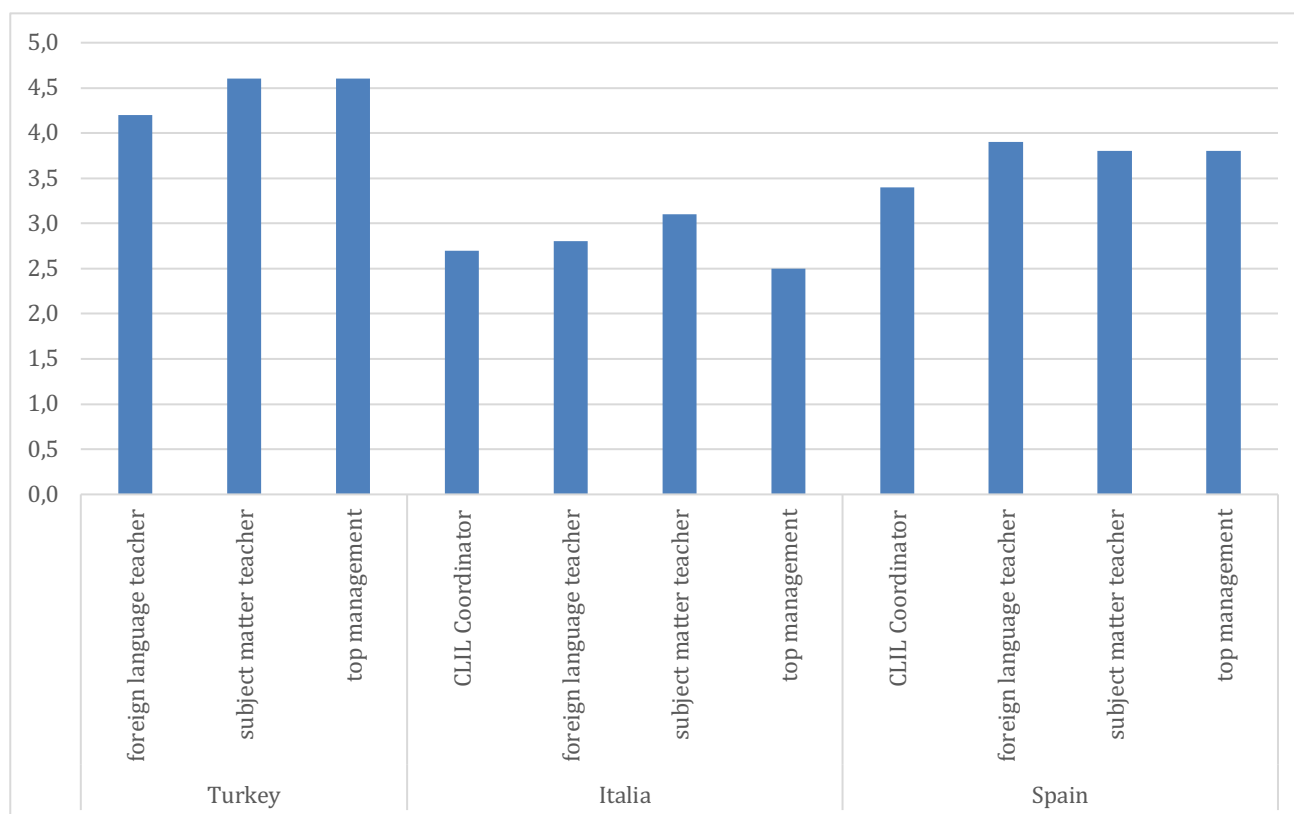
It is perceived that the management team values the CLIL approach looking at the identity of the centers in Spain and of private schools in Turkey. In the case of Italy, there is motivation and commitment but there is lack of support for training. The reason for that could be also the proficiency level of the teachers in the foreign language. The 22,6 % of Italian teachers have a C1, while the %25,8 have a C2 level of proficiency. The ratio is %56 for foreign language teachers with a C2

proficiency level in Turkey and % 31 of the teachers claimed to have a C1. As to Spain the %47, have a C2 level of proficiency. It's obvious that there is a connection between a teacher competence in foreign language and the implementation of CLIL.

As to the importance of the involvement of top management members for the success of CLIL implementation is undoubtful. The data show clearly a high degree of satisfaction of the participants with the results of the programs in Spain and in Turkey. In Italy, the general perception is linked to the need for improvement of this type of implementation. As said by the interviews the top management members do believe in the benefits of CLIL. They underline the fact that they need more time and training to be able to implement it properly, which can be considered the reason for the lack of support provided to the teachers for a better functioning of CLIL systems.

In Turkey both teachers of linguistic and non-linguistic areas do appreciate the involvement of directors as shown in Figure 17. In Spain teachers do not agree so much with the involvement of top managers.

Figure 17: *Involvement in CLIL activities*



Note. Source: Author.

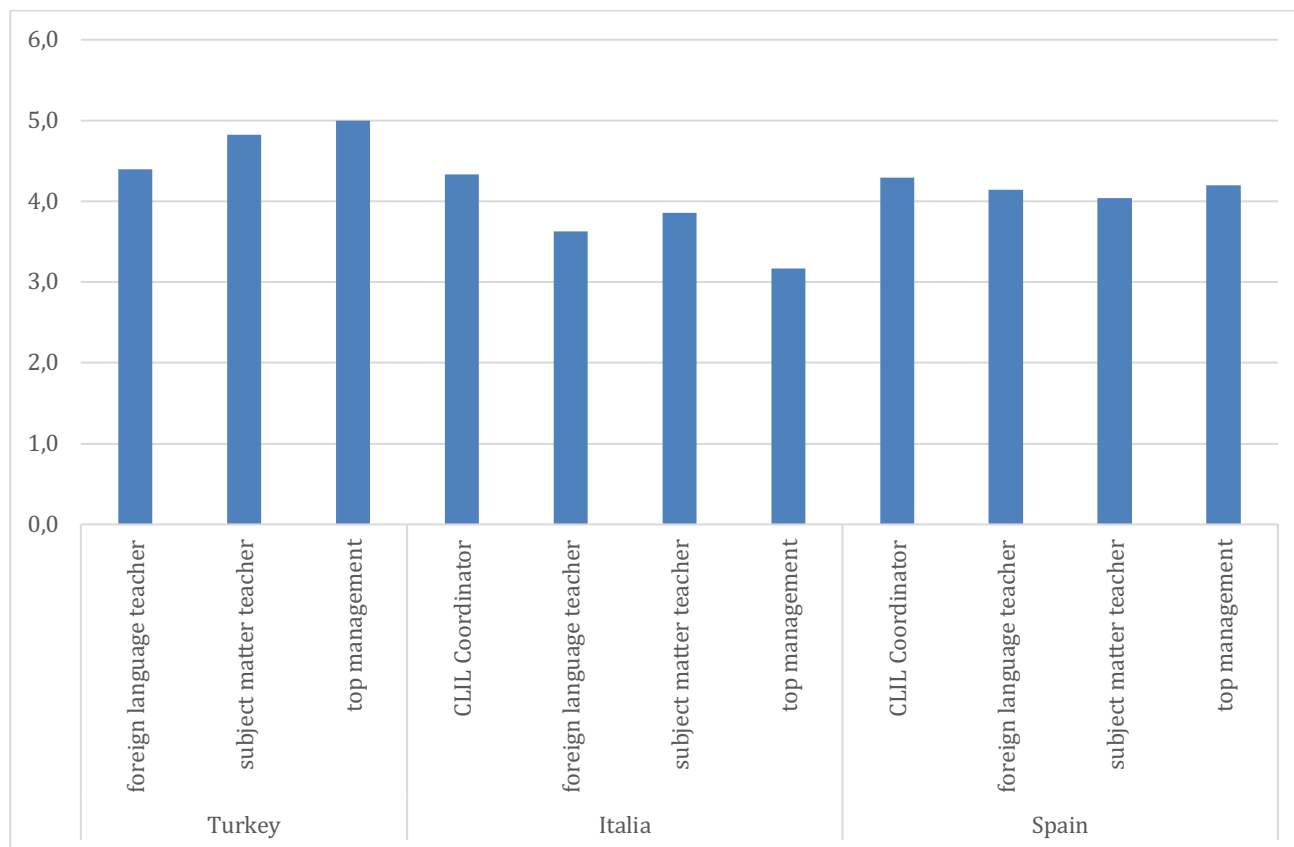
The coordinator responses show neither agreement nor disagreement on this element. Clearly, in Italy, the involvement of top management is not found sufficient since all the participants mainly show disagreement on this item except the teachers of non-linguistic areas.

As a result, it can be said that there is a direct proportion between the high degree of involvement of the top management in CLIL settings with the proper functioning of the program according to the perceptions of the educational authorities which is also reported in the research of Lorenzo, Casal and Moore (2009).

The data related to Spain and Turkey confirm that all the components of CLIL settings, have the adequate knowledge to ensure the success of the programs even though they lack specific training. Differently, in Italy both in surveys and interviews all the participants mention the need for training both for teachers and managers.

In terms of CLIL knowledge of managers, in Figure 18, we observe a high degree of agreement by all the teaching components even though there is no specific training for CLIL implementation, as from the interviews.

Figure 18: *Managers' knowledge of CLIL*



Note. Source: Author.

In Spain, too; there is a high degree of satisfaction regards to CLIL knowledge of the managers, however, they mention the lack of training opportunities related to CLIL practice like the

ones in Turkey. In Italy, there is a slightly lesser agreement according to the responses of the participants to the questionnaires, as shown by the interviews to managers. They believe that they have neither adequate knowledge to ensuring CLIL programs’ success nor training opportunities for improvement.

4.2.2 Coordination

Coordination is one of the quality indicators of bilingual systems. Starting from Italy, in terms of the CLIL functioning there is a general satisfaction among the educators (Figure 19). Teachers and managers agree that, CLIL coordinators have an adequate foreign language and pedagogical and are committed for the improvement of the system. However, through the interviews, as shown in Table 24, there is the need for more training:

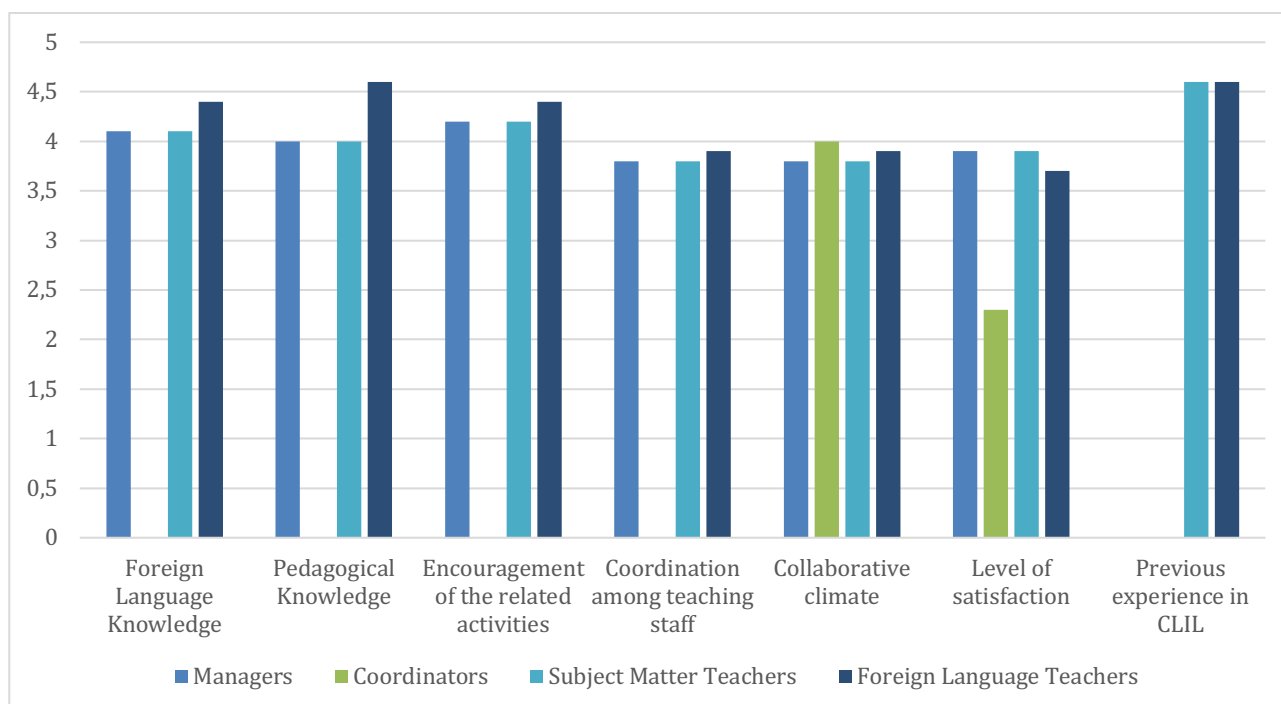
“Still on the basis of what the law says there is very little at the moment, we are not aligning European countries but there is no such thing as saying a wealth of scientific pedagogical knowledge...in Italy at the moment, this is not there.” (K.I)

Table 24: Training of coordinators

Codes	Frequency	
	Turkey	Italy
No coordinator	3	0
Not prepared and enough	0	3
Yes	1	3

Note. Source: Author.

Figure 19: Perceptions on the functioning of coordination in Italy



Note. Source: Author.

According to the collected data, the level of the agreement of teachers and managers decreases when the participants are asked about is an effective coordination between the teachers of linguistic and non-linguistic areas or a collaborative climate among the components of teaching staff provided by the responsible person for the CLIL program. Teachers of linguistic areas and non-linguistic areas cooperate for planning lessons even without the supervision of a coordinator:

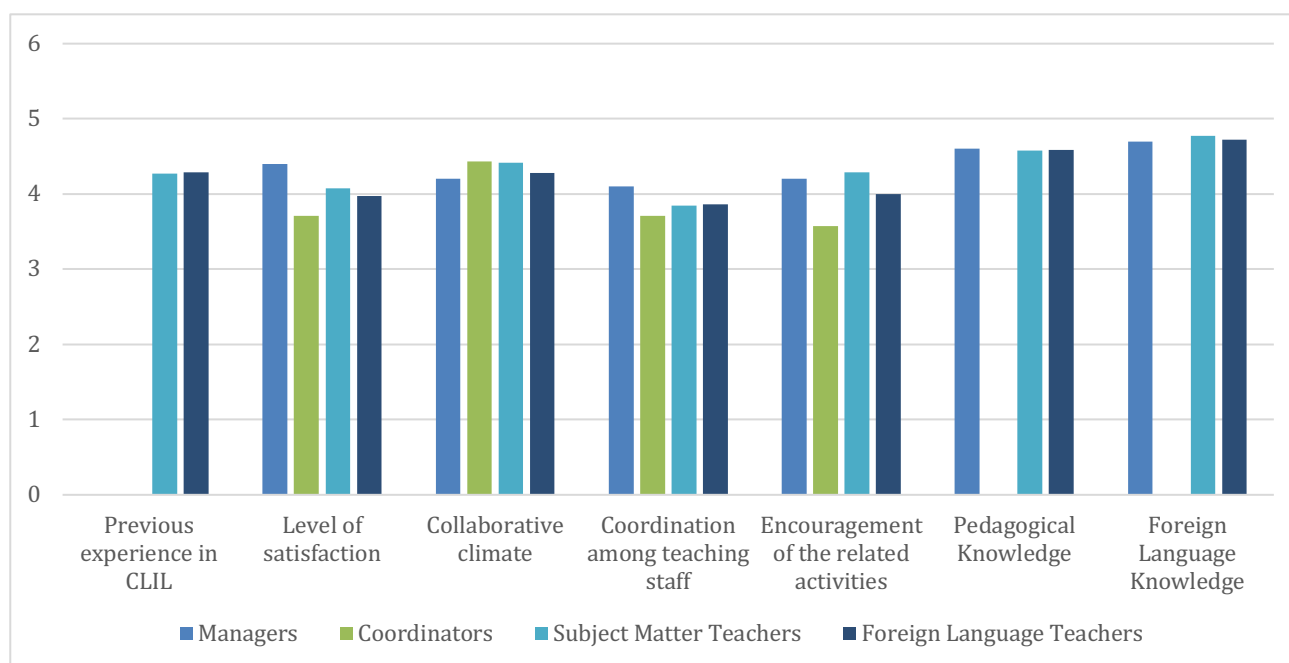
“The annual planning is done in the department...through the departments and then through the commissions ... So, the coordination is however related to our professionals who are the teachers.”
(A.E)

Last but not the least, the only group, not satisfied with the level of coordination of CLIL programs, is the one of coordinators, they are confident in the climate provided notwithstanding the poor level of coordination.

Instead, in Spain there is a high degree of satisfaction by all the participants on the functioning of coordination as it is in Figure 20. Teachers of the related bilingual centers show agreement on coordinators' having previous experiences on bilingual education, pedagogical knowledge and foreign language knowledge, so do the managers. According to the data, it is possible to say that all the components of bilingual centers are satisfied with the collaboration as provided by coordinators here represented:

“I am prepared because I have prepared myself, but I see many shortcomings such as what is the role of the coordinator, how to energize the section, how to join subjects” (CB1.E)

Figure 20: Perceptions on the functioning of coordination in Spain



Note. Source: Author.

On the other hand, managers show a high degree of agreement on coordinators' having necessary pedagogical knowledge and commitment to the proper functioning of bilingual systems:

“They are committed, they are coordinated, but they do not have a specific schedule, they do not have special recognition. They do it because they are interested in the program and have to work many hours voluntarily” (ED5.E)

The teachers and managers show approximately the same average of agreement on the encouragement of CLIL type activities inside and outside the school provided by the coordinators. Whereas coordinators' not showing a full agreement on this item could be interpreted as they may want to supply more CLIL activities for the improvement of the program.

In Turkey, as mentioned before, there is no role as 'coordinator' in bilingual education settings. There are managers, coordinating the teaching members or some teachers are selected to be the referent for the collaboration of the linguistic and non-linguistic areas. The collaboration can be managed by the teachers of linguistic and non-linguistic areas sharing the same classes through the lesson plans through weekly, monthly meetings with the aim of planning interdisciplinary subjects.

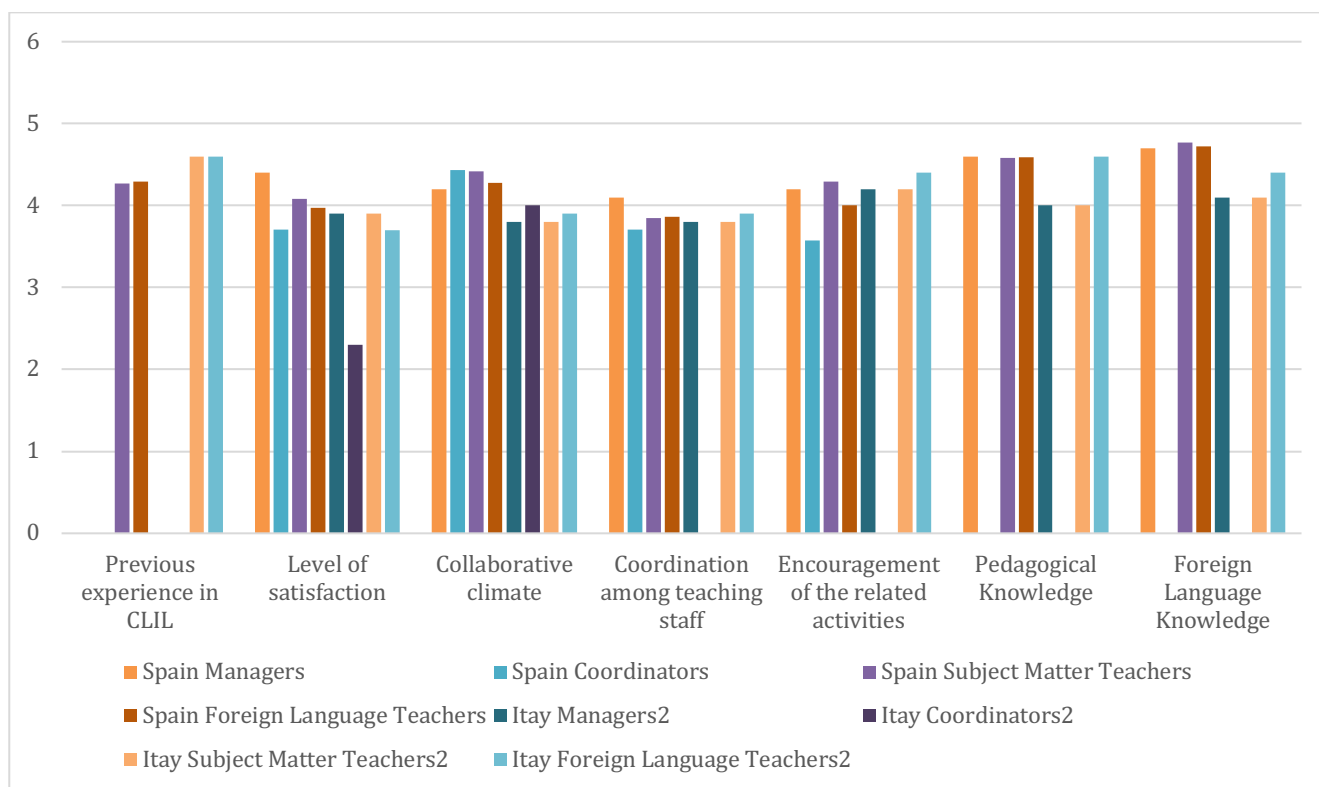
“... every branch has a weekly consultation hour. So, we place it in the curriculum. The French teachers of the preparatory class meet for 2 hours a week. Every week but on a regular basis. ... And on Google Drive, we use that system very intensively, everyone puts that consultation report on weekly drive, director and I examine it. “(S.M)

According to the information gathered through the interviews with the assistant managers and directors in Turkey, a coordinator works with a teamwork under the supervision of assistant managers or directors or group leaders of each subject:

“The group leaders do more among themselves. They work among themselves. There is also a weekly meeting with the director that I attend... There, we usually try to think about the problems of the groups as well as how to cooperate between the groups.”

Bearing in mind the lack of a single responsible person for the well-functioning of CLIL type of provision, the quantitative data from Turkey for the perceptions on the functioning of coordination part has not been taken into consideration. Therefore, in Figure 21, the comparison chart has been presented considering the data gathered from Italy and Spain.

Figure 21: Comparison of the perceptions on the functioning of coordination in Italy and Spain



Note. Source: Author.

The remarkable difference which takes attention at first glance is the level of satisfaction of Italian coordinators. They do not seem to be satisfied with the work they are doing even though the members of the top management show a great deal of agreement on the coordination managed by them. Moreover, the interviews confirm the idea of managers' being satisfied with the work done by the coordinators (Table 25), since they consider this as a hard task and appreciate the contributions of coordinators:

“So yes, they are people who are chosen by the school for this reason. Because it is not easy to coordinate a CLIL activity. So, you need to have both linguistic and methodological skills, or you can't do it. Here, then there are others in previous years but currently there are other problems that concern these platforms done by the Ministry and there are additional skills that you must acquire that are computer skills because often these platforms do not work do not give you the answers that you expect because maybe you insert the names of colleagues and then you don't find them again. In short, surely there are many levels of preparation, as must be kept in mind.” (R.M)

Table 25: Effectiveness of coordinators

Codes	Frequency	
	Turkey	Italy
No coordinator	3	0
Yes, their strategies and practices are effective	1	5

Note. Source: Author.

The situation in Spain shows great difference in terms of the level of satisfaction of the coordinators, since they show a high degree of agreement on this statement so do Spanish managers. Furthermore, they do mention the importance of the role of the coordinator and their contribution to the functioning of CLIL programs during the interviews:

“The coordinator plays an unbeatable role in the group, creates a good atmosphere and does not waste time in the meetings” (PAL.PA)

When the other elements are taken into consideration in both countries, it is possible to grasp at first sight that there is not much difference at the levels of the agreement of the managers, coordinators and teachers regards to the coordination of the CLIL type of implementation in both countries.

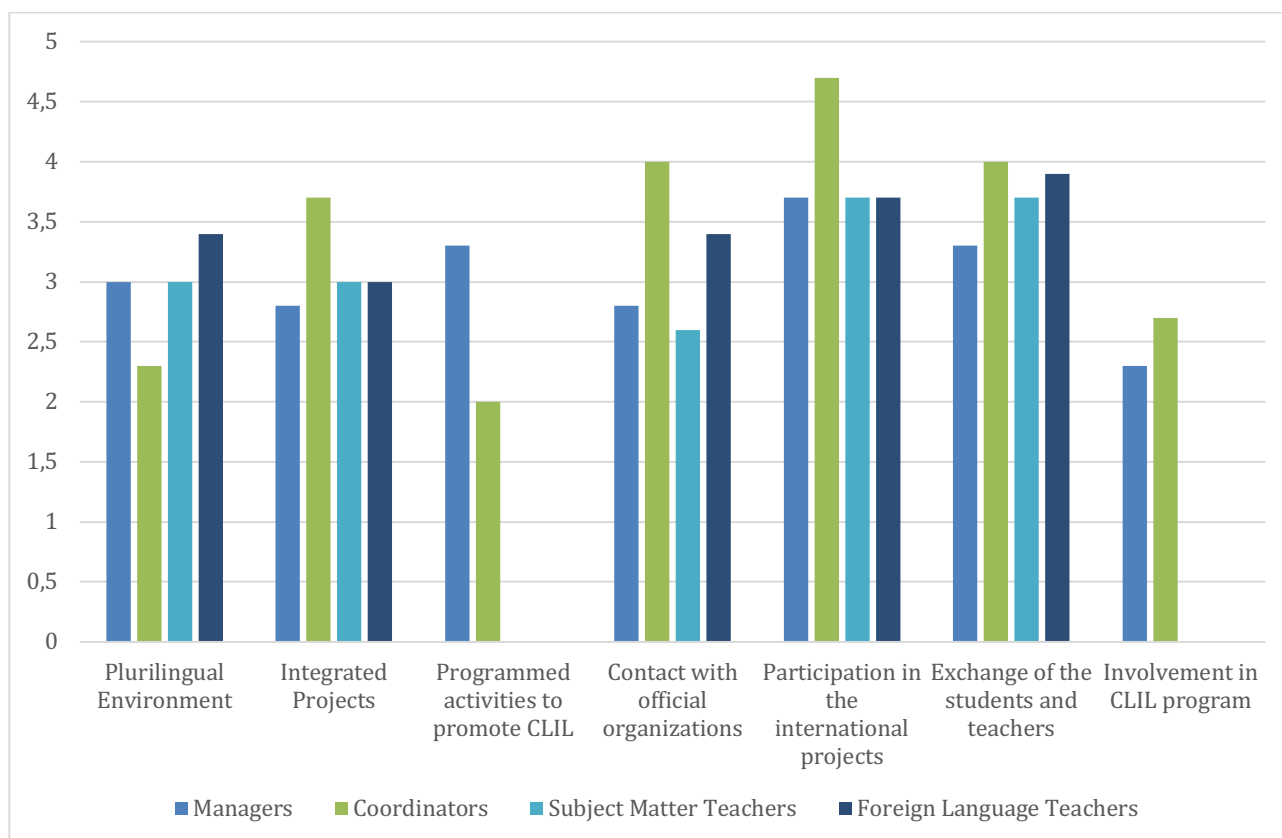
4.2.3 Culture of Bilingualism

Without any doubt, culture is a basic component of bilingual education (Coyle et al., 2010) and the bilingual atmosphere can be created by the educators in an integrated way with culture within the educative system, considering the projects to be attended, the school atmosphere; whether there is a bilingual or plurilingual environment to construct the language exposure, the integrated projects, student-teacher exchange help in help in promoting the CLIL type of provision and increasing the benefits of CLIL teaching.

In Italy, there is a general unsatisfaction regarding to the bilingual culture at school as represented in Figure 22. There is not a satisfactory plurilingual environment in schools since the managers, subject matter teachers and foreign language teachers neither agree nor disagree with the related statement. What above said is well demonstrated the integrated projects and contacts with official organizations to promote CLIL teaching. On the other hand, the managers mention that they are working on creating a bilingual or plurilingual environment at schools through the semi-structured interviews:

“In this school, we have children from 5 years up to adults. And from the most tender age we try to have at least two languages studied in order to give this ... mental opening, this ... opening to other cultures. So, absolutely yes! This is our strength.” (M.A)

Figure 22: Perceptions on the culture of bilingualism at schools in Italy



Note. Source: Author.

Moreover, some of them mention that they are attending to the exchange programs, Erasmus Plus, or e-twinning projects in order to create a real foreign language speaking environment through enhancing the collaboration with other countries, which would encourage students to communicate while discovering other cultures.

“Certainly, the study of languages is greatly enhanced. We have the linguistic address especially favoring exchange, twinning programs, yes. This is essential to us. I mean the kids have; we have contacts with all the European realities...” (R.M)

It follows from this that, the managers find their participation in the international projects satisfactory as revealed in surveys and interviews. Likewise, the teachers show a considerable agreement on this issue where the coordinators seem to be really satisfied. The managers assumed that, when teachers speak solely foreign languages, they enhance foreign language learning as well as create a bilingual environment:

“Our foreign language teachers, not solely the native speakers but the teachers of English, French and Spanish for our choice of school, in class they speak exclusively foreign languages. From the initial

greeting until they leave. They speak all the time foreign languages. Then native speaker instructs for an hour a week in each class, which clearly reinforces this atmosphere of languages.” (K.I)

When it comes to CLIL practice, it is clear that, managers and coordinators do not seem to be satisfied with the activities which are programmed to promote CLIL practice as well as the involvement of the whole teaching staff into the CLIL program. This is well represented by the interviews where most of the managers mention that there are not enough teacher training programs to guarantee the success of CLIL provision.

“As I said before they are never enough, they are not enough, there are many different ones, but they are not enough for such a large school. They are not enough.” (R.M)

In the case of Turkey, the level of satisfaction from the bilingual culture is notable since all the participants show a great deal of agreement on most of the statements as presented in Figure 23. Starting with the bilingual or plurilingual environment at schools, it is remarkable that all the participants agree on a high level. As a matter of fact, through the interviews it is discovered that, all of the private schools in Turkey which are under investigation, have naturally a plurilingual environment thanks to their multicultural structure and the plurilingual environment is the natural result (Table 26).

“There is, of course. Now, first of all, we call it not only as a bilingual school but also bicultural school. It's a wealth. During my years as a student, we had Greek teachers. We have Jewish teachers and students. So now this is not only the Turkish or the French, but also when you consider the Turkish separated into small parts within itself, there is a multi-cultural structure here. But let's look at this in the linguistic sense; both French and Turkish are the language of instruction. There are about 20 French teachers. Some of these teachers are language teachers, but there are also science teachers such as mathematics, biology and chemistry. Therefore, inevitably children are experiencing it. They do not have any other chance other than French to communicate with their teachers.” (S.B)

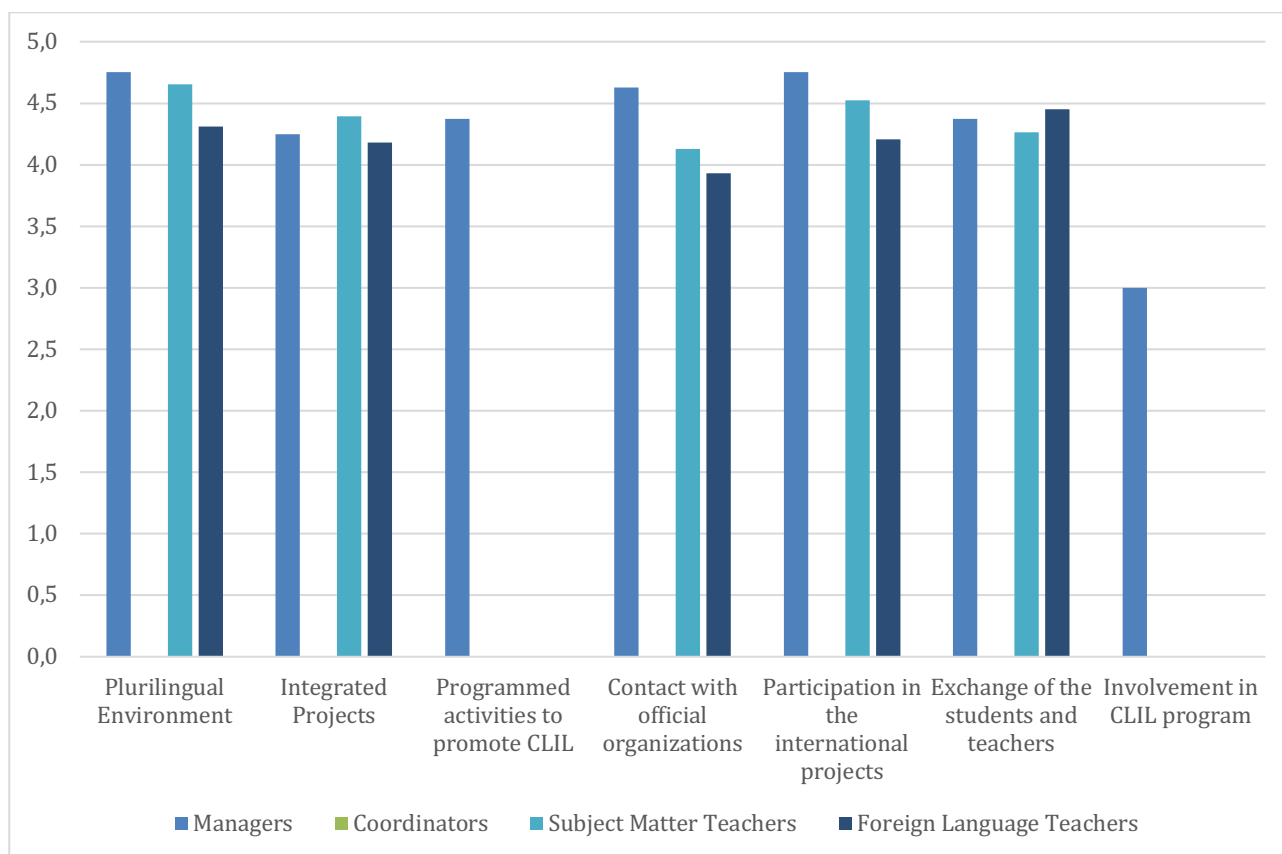
“Not only in the classroom, but also outside the classroom, our teachers who teach French, even in the case of being Turk, speak French with students during breaks.” (S.M)

Table 26: *Bilingual atmosphere*

Codes	Frequency	
	Turkey	Italy
Bilingual atmosphere	3	4
Trilingual atmosphere	1	1

Note. Source: Author.

Figure 23: Perceptions on the culture of bilingualism at schools in Turkey



Note. Source: Author.

The response of the assistant manager of Private Saint Benoit French High School can be considered as a resume of the bilingualism in these five schools in Turkey. Moreover, this environment is supported by participation in international projects, exchange programs as well as creating activities to promote CLIL according to the quantitative results collected from the educators. The interviews with managers are such as to prove all the participants' responses to the questions on the surveys:

"The school celebrates its bilingual nature, as well as third language speakers. We have literary magazines and newspapers in each language taught at the school. We regularly celebrate national language days. Speakers such as authors and poets are invited to perform for the students in both languages. The library is filled equally with books in both languages. Students are encouraged to attend learning opportunities both in and out of the school, e.g., MUN, EYP, debate." (R.C)

The managers nor agree neither disagree on the involvement of whole teaching staff into the CLIL program like Italy. It is interesting because, all the managers or assistant managers from Turkey give detailed information during the interviews, about the collaboration they have for the

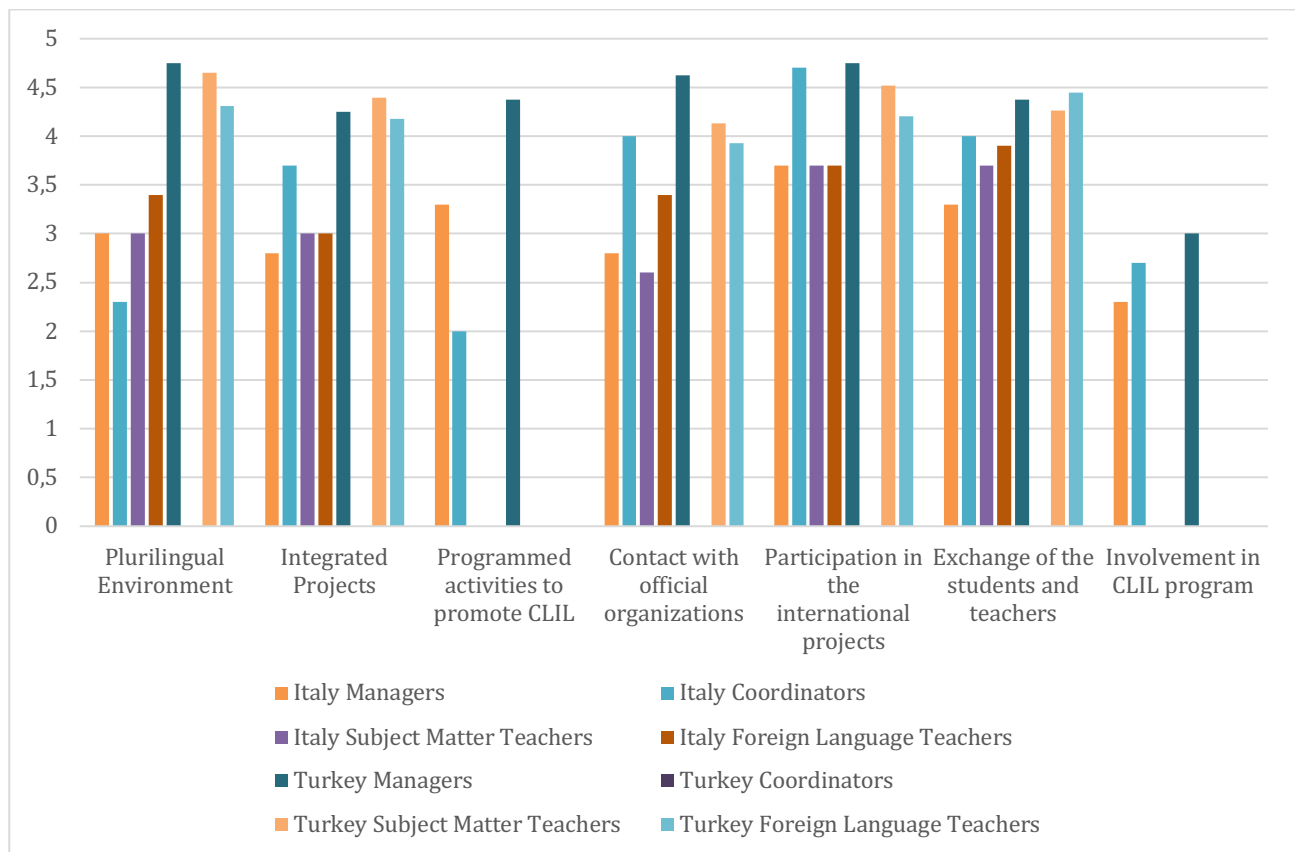
enhancement of CLIL practices and teacher training activities they offer even in an excessive amount for the promotion of bilingual teaching.

“We have on-going training for our teachers in bilingual teaching skills. This year alone we had a program on critical thinking that directly supported the teachers to improve their classroom effectiveness. We have had experts visit the school, offer trainings, and observe our teachers in order to give precise and constructive feedback.

A weakness in the training occurs if we offer too many trainings. It can be overwhelming to teachers to try to put into practice strategies if there isn’t a clear sense of vision or direction. In order to address that issue, we have set school-goals, department-goals, and individual goals to better communicate what is the priority regarding our bilingual program.” (R.C)

As it can clearly be seen in Figure 24, the common point of Italian and Turkish managers is their disagreement on involvement of the teaching community in CLIL program, plus in Italian context coordinators seem to share the same opinion as managers.

Figure 24: Comparison of the perceptions on the culture of bilingualism at schools in Italy and Turkey



Note. Source: Author.

On the other hand, Italian and Turkish managers show an average agreement on the plurilingual environment they have at their schools, international project they participate, as well as

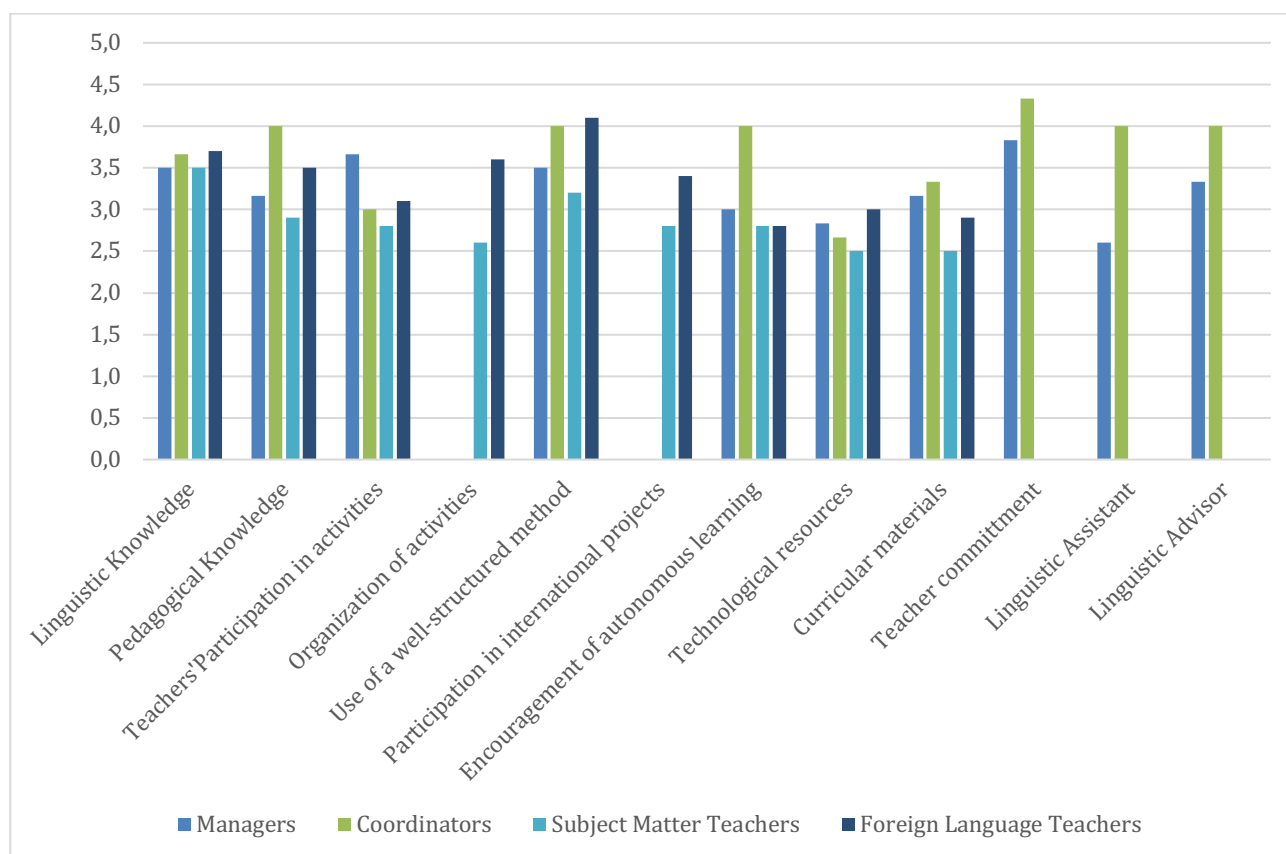
the integrated projects they have, even though the managers in Turkey show a higher satisfaction compared to the ones in Italy. The same ratio can be seen in the teacher responses since most of the items show a higher level of teacher agreement in Turkey while Italian teachers neither agree nor disagree on the items such as the plurilingual environment at school, integrated projects, contact with official organizations, participation in international and exchange projects.

4.2.4 Human Resources and Materials

Human resources and materials have been considered as a quality indicator since they play an important role in a bilingual education setting (Hughes et al., 2018). In this section the preparations for the lessons considering the learning objectives, methodology selection, organization of the activities and conversation aids, designing materials, and teachers' bringing all these into the classroom are taken into consideration.

In Italy, there is an average agreement on teachers' linguistic knowledge which is the unique statement which all the participants show neither agreement nor disagreement consisting also teacher responses (Figure 25).

Figure 25: *Perceptions on human resources and materials in Italy*



Note. Source: Author.

Now we know that a methodological training is compulsory for CLIL teachers in Italy and a C1 proficiency level is a prerequisite for the enrolment to these courses. The problem is that most teachers do not have a certification because it requires extra time for attending and extra charge. So, theory lives apart from practice and causes criticism of managers (Table 27):

“Because the first deficiency that is recorded is the linguistic competence of the teachers or at least more than a shortage, maybe some have linguistic competence but must be strengthened, must be brought to a clearly higher level of certification. Then, it seemed at the beginning that actually there was this attention from financed courses, to funding also to schools. As I said, a little while ago nothing in the last two years. That is, they are running out those courses that had already been programmed and financed by the University for example, then to have, then to take the C1 certification. Very often one has the perception that the teachers want to complete their journey they should do it independently, possibly even by financing themselves, by financing themselves. I must say that some teachers have taken the language certifications for example through the bonus given by the ministry the one that financed the training courses of 500 euros. For this, I say now, of all this, gradually everything is turning off and is shutting down in terms of particular attention towards CLIL.” (R.M)

Table 27: Teacher training

Codes	Frequency	
	Turkey	Italy
Yes	4	2
Not	0	2
Limited	0	1

Note. Source: Author.

In terms of pedagogical knowledge of the teachers, coordinators are the ones who show the highest level of agreement, while subject matter teachers mainly do not agree. Even, subject matter teachers do not seem to be satisfied with their organization of the activities, participation in international projects, encouragement of autonomous learning, technological resources or curricular materials.

Looking at the results we are not able to say that their method is well structured, being this opinion accepted by foreign language teachers and coordinators.

There is a clear dissatisfaction on the technological resources where all the participants except foreign language teachers since they do not show an agreement neither disagreement on this item. During the interviews with managers, it is recorded that, three out of five schools mention that they make use of technological resources, but they need improvement since these resources are not adequate. On the other hand, other two schools seem to be satisfied with what they have right now:

“All the classes are equipped but in the language lab the children can also use their own computer, or they can also use tablets. They can also borrow them from the school. And the methodologies and new

technologies of use, for example, even educational platforms are a lot encouraged so we have an excellent use of new technologies.” (M.A)

As for the support staff, it is important to mention that in Italy there are only linguistic assistants on duty for the foreign language learning process, unlikely from Spain there are no linguistic advisors. A linguistic assistant is generally a native speaker of the foreign language taught at schools. So as for the results, coordinators show agreement on the positive contribution of linguistic assistants to the bilingual system, whereas managers do not share the same opinion. On the other hand, during the interviews, managers show a great satisfaction with the support they receive from linguistic assistants (Table 28):

“Better than anyone else, they can even provide support for the specific terminology related to technical or scientific terms better than anyone else.” (K.I)

Table 28: *Support staff*

Codes	Frequency	
	Turkey	Italy
Library assistants	2	0
Technical support	0	1
External experts	0	1
Teacher assistants	0	1
No	2	1

Note. Source: Author.

When it comes to the teacher commitment, managers are not so satisfied as coordinators. During the interviews, managers mention that, trained teachers are committed to these programs, however, not all of them are informed about the functioning of the system. So, not all of them are committed:

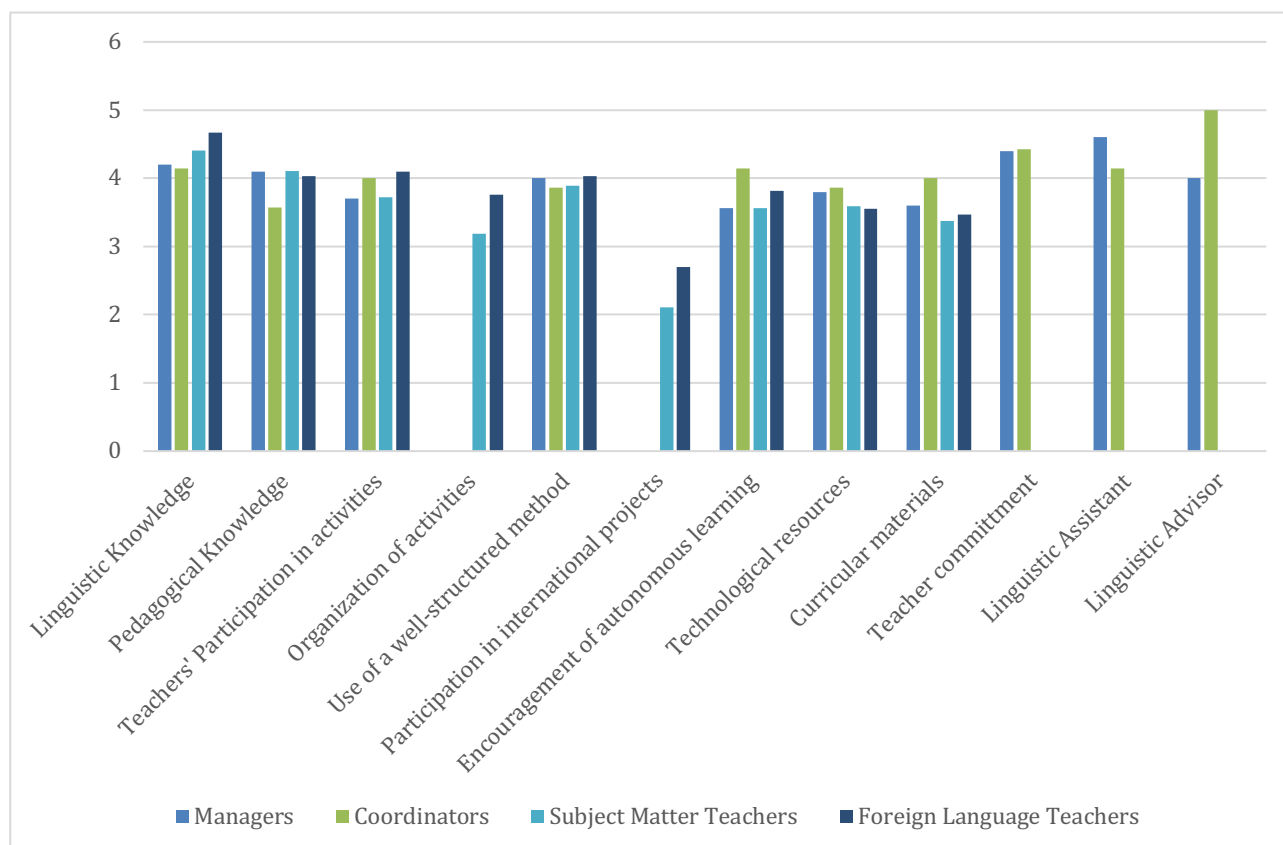
“Yes, those who are trained and committed or motivated because who have completed the course are prepared and do it annually calmly without having troubles. But because they believe in it. This is not because it is a duty, also because if a teacher does it only because they have to do it, the outcome is not positive but I have to say the teachers who have completed the course of the paths also acquiring all the certifications, etc. transfer well to their classes...” (R.M)

In Spain all participants show a broad degree of agreement on subject matter teachers' linguistic knowledge (Figure 26). With regards to the pedagogical knowledge they have, managers and teachers show agreement whereas coordinators do not seem to be satisfied. However, it is not wrong to mention their agreement on teachers' participation in activities on the same level with foreign language teachers. In terms of teachers' commitment in the functioning of bilingual programs,

the managers' and coordinators' agreement can be recognizable. Beyond any doubt, the well-functioning of bilingual programs underlies the motivation of the teachers (Sanz de la Cal, Casado-Muñoz & Portnova, 2018):

“The real reason for the bilingual program is located and committed teachers to move forward.” (CB.PA)

Figure 26: Perceptions on human resources and materials in Spain



Note. Source: Author.

All participants have a positive perception about the well-structured method teachers apply, moreover, coordinators seem to appreciate teachers' encouraging students to become autonomous learners inside and outside the center as well as the directors who reported that teachers plan the annual curriculum through their guidance considering the requisites of Ministry of Education and evaluate the learning outcomes of the students with an adequate evaluation system (Table 29). In the case of Spain, all the centers within the scope of this research, share the same curriculum with the agreement of British-MEC:

“The methodology is what is established by the British-MEC agreement and in fact there are guidelines that we follow and that is what I give them when new partners are incorporated.” (CB5.E)

Table 29: Use of a well-structured method and adequate evaluation

Codes	Frequency	
	Turkey	Italy
Curriculum is done through administration guidance	2	0
Curriculum is based on the demands of Ministry of education	1	0
Modules are evaluated	0	1
CLIL	0	1
Yes	3	2

Note. Source: Author.

Regarding to the participation in international projects, teachers show a remarkable disagreement which is also approved with the responses to the open-ended questions. Managers consider the financial support as an obstacle in these types of organizations; however, they do also mention their participation in international networks to generate common projects with other countries:

“In 4th year of ESO an English-speaking trip is organized without financial support. A support would be needed, even if it does not cover all expenses.” (PAL.PA)

“We have created international links through teacher actions. We have ordered an Erasmus K2.” (ED5.E)

Managers and coordinators show a high level of agreement on the contribution of linguistic assistants and linguistic advisors to bilingual programs. Especially, coordinators seem to have a total positive attitude towards linguistic advisors. In other words, linguistic assistants and linguistic advisors seem to be crucial components of the bilingual programs in Spain, where the foreign language teaching and learning is promoted through authentic conversation aids to motivate students as well as getting them involved with the cultural aspects.

“It is a fundamental support. They give motivation, students are interested in their culture.” (CB1.E)

“They are native and provide a cultural dimension of their country.” (ED5.E)

As for the technological resources, all participants show an average assessment of the use of technological resources to promote bilingual learning, even though poor in quantity. As to curricular materials enhancing CLIL, managers and coordinators have a positive attitude differently from teachers.

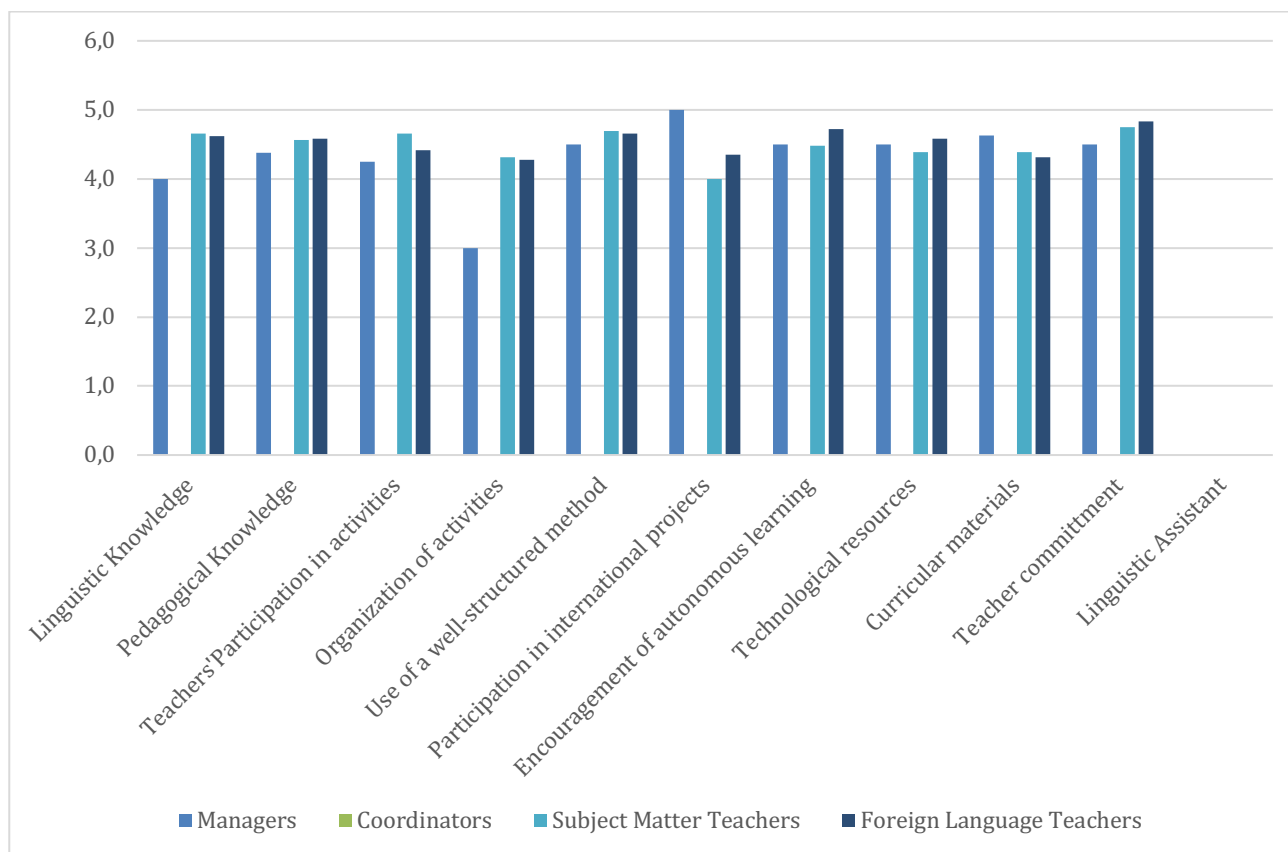
“I make my own materials; no textbook convinces me at all.” (PANL.PA)

In Turkey, there are neither linguistic assistants nor linguistic advisors for the development of the bilingual education. The CLIL program, however, is supported by librarians and information technology consultants, who provide information technologies also in foreign language.

“I can show you the library; there are five people in charge of the library. These people do not have the qualification of teaching, but we can call them assistant teachers. Because classes are very often organized in the library. Students go to library and work there. And there, these assistant teachers help them.” (N.S).

In Turkey, all participants are satisfied with the teachers’ proficiency of the teachers of their systems, and the foreign language knowledge they have (Figure 27). That helps enhancing CLIL instruction, while ensuring communication among the teaching staff of different nationalities. For what said till now we notice a positive perception in general.

Figure 27: Perceptions on human resources and materials in Turkey



Note. Source: Author.

Clearly, managers do not show an agreement on the organization of the activities while teachers represent a high level of satisfaction. Both managers and teachers are satisfied with participation to the activities organized by the school community.

There is also a positive perception towards method and students' autonomous learning.

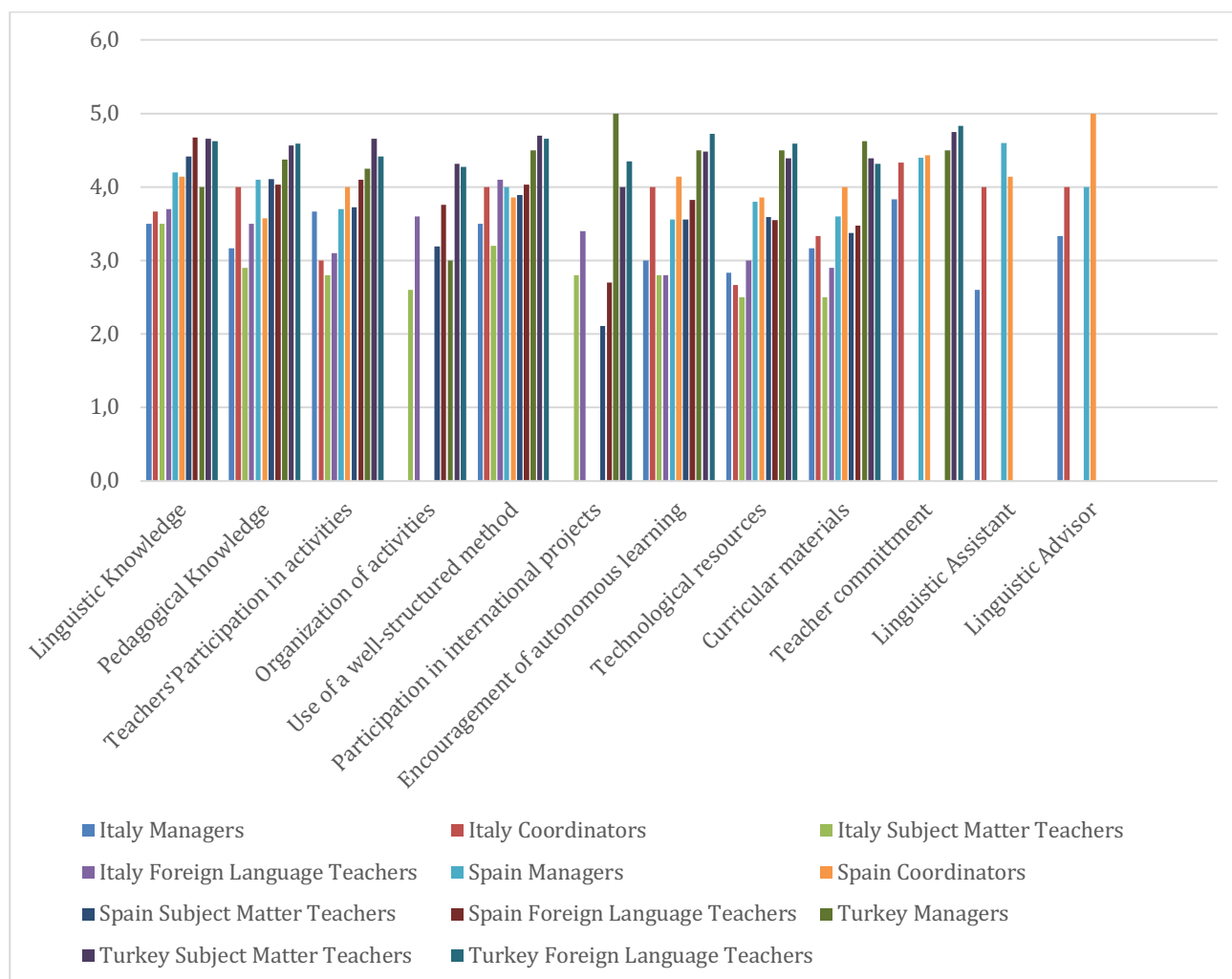
Managers and teachers agree on teachers' participation in extracurricular activities, teachers of non-linguistic areas have a more positive perception on this aspect while teachers of linguistic areas and managers show a higher agreement on participation in international projects. All Turkish managers seem to be satisfied with the technological resources available:

“IT department is a supportive team of technicians who offer regular trainings to teachers to better utilize technology within the classroom. Each teacher is given a lap-top, just as each student is required to have a computer.” (R.C)

When it comes to the curricular materials, Turkish teaching staff seem more satisfied likewise the managers who are pleased with the ones they are offering. Considering the high level of commitment, agreement and professional growth of teachers we should confirm the success of CLIL in Turkey.

“Yes, the teachers are professional and diligent in their commitment to the bilingual program. Expectations are made clearly for how and what is considered professional behavior and practice. Teachers are regularly observed and encouraged to work collaboratively to maintain and improve their practice. Teachers are motivated by their colleagues and by the professional development support.” (R.C)

When three countries are considered altogether, the item related to the participation in international projects, we should admit that a discontent prevails first in Italy then in Spain (Figure 28). In Turkey, on the contrary, there is a positive perception on the same item.

Figure 28: *Perceptions on human resources and materials in Italy, Spain and Turkey*

Note. Source: Author.

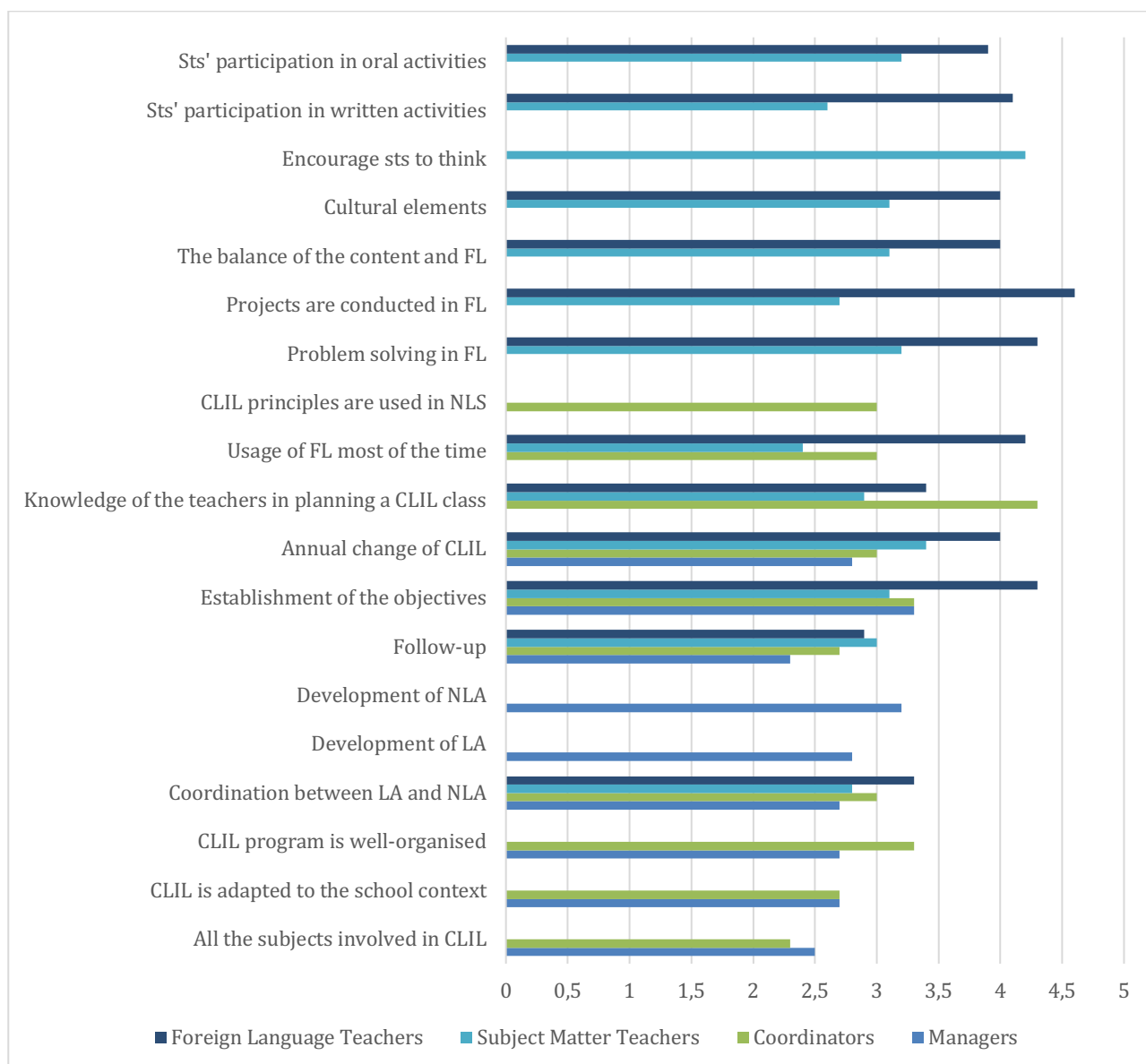
Another statement, which is worth mentioning is the pedagogical knowledge of the teachers, has the lowest agreement level in Italy, followed by Spain and Turkey respectively. As regard to the participation in international projects, Spain has the lowest level of agreement which is followed by Italy then Turkey. In terms of technological resources and curricular materials, Italy seems to be the least satisfied country of the three countries. Finally, considering the quantitative results, it would not be wrong to mention that the most committed teachers are the ones in Turkey, followed the Spanish and the Italians.

4.2.5 Planning, Administration and Monitoring

In Italy, there is general dissatisfaction in terms of planning, administration and monitoring as shown in Figure 29. Managers and coordinators show disagreement about the involvement of all the subjects in CLIL practice, in the same direction with the statement which is about the adaptation of CLIL to

the school context as well as the follow up of the system by the teachers. When it comes to the organization of CLIL practice, managers do not agree that the organization is well-planned while coordinators are abstainer since they do not show neither agreement nor disagreement on the same item.

Figure 29: *Perceptions on planning, administrating and monitoring in Italy*



Note. Source: Author.

Managers and subject matter teachers express dissatisfaction on coordination between linguistic and non-linguistic areas while coordinators and foreign language teachers show neither agreement nor disagreement. On the other hand, the managers seem to give the same responses to the development of linguistic areas and annual change of CLIL, which can be described as a disagreement.

In terms of the development of non-linguistic areas in accordance with the regulations or in their absence with current CLIL methodologies, managers represent nor agreement neither disagreement in Italy. In the same way, the managers, coordinators and teachers of non-linguistic areas are not happy with the establishment of objectives based on achievements or competencies, differently from the teachers of linguistic areas.

It's worth observing that teachers of linguistic and nonlinguistic areas though planning projects together, do not agree on the value of the same projects. Their approach remains critical towards planning a CLIL class according to the survey results, on the other hand coordinators seem to be pleased with their knowledge in the field.

Managers, coordinators and subject matter teachers show neither agreement nor disagreement on the objectives which are established through tasks and projects based on student achievement whereas foreign language teachers show an agreement on this item. As regard to CLIL program's annual change there are different perceptions: managers disagree, while foreign language teachers show agreement, whereas coordinators and subject matter teachers do not express any opinion.

As to the usage of a foreign language for CLIL projects, the Italian context shows different attitudes teachers of non-linguistic areas disagree while coordinators do not show neither agreement nor disagreement as expressed in Table 30. The disagreement of the teachers of non-linguistic areas may originate from their not being there.

Similarly, the foreign language teachers seem to feel more comfortable on planning their lessons through tasks and problem-solving activities in the foreign language taught, whereas subject matter teachers show neither agreement nor disagreement on this statement.

Table 30: *Percentage of L2 used in classes*

Codes	Frequency	
	Turkey	Italy
%90	1	0
%100	2	1
No answer	1	2
It depends on the subject	0	1
%60	0	1

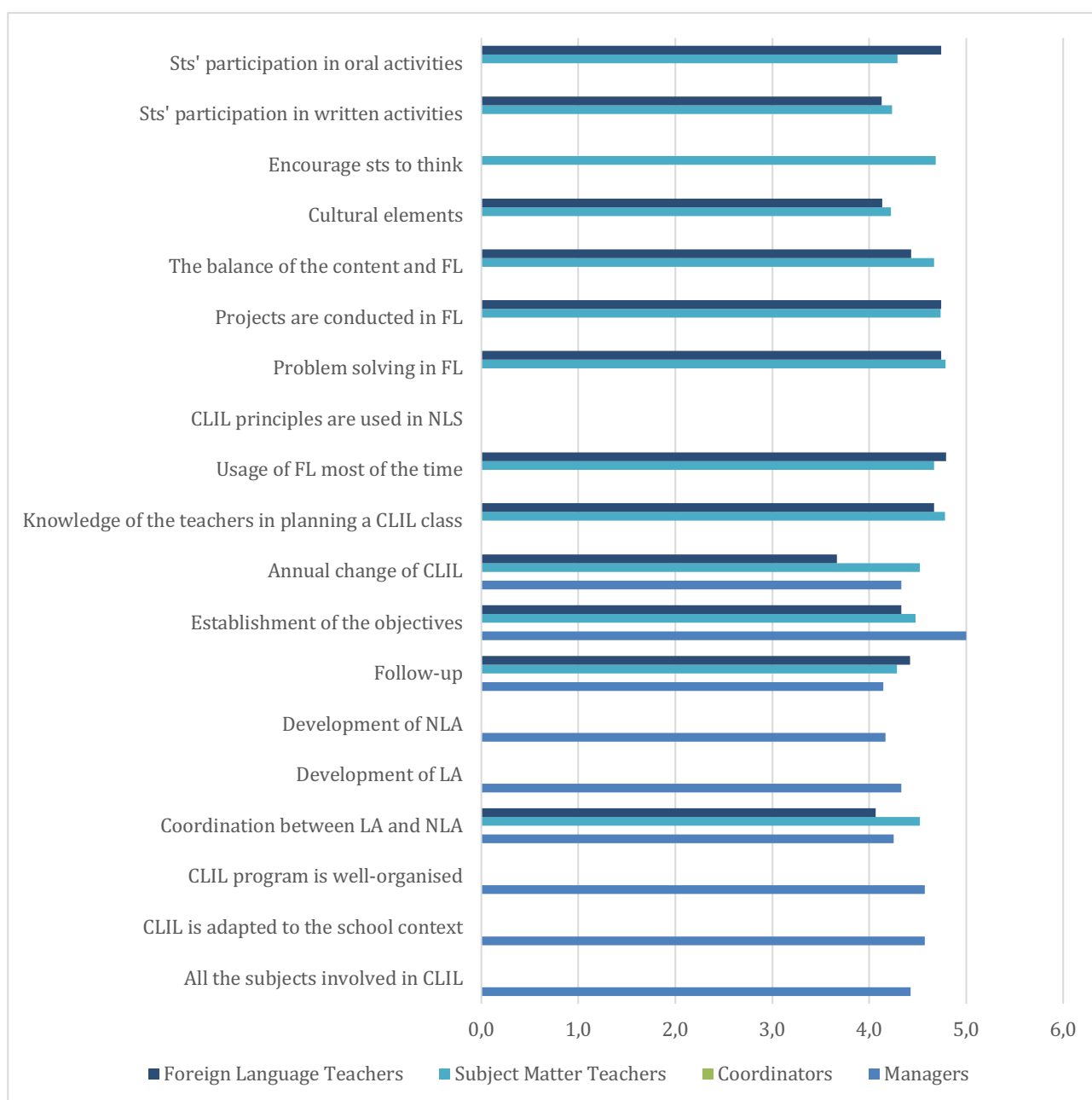
Note. Source: Author.

The foreign language teachers seem to be satisfied with the organization of the linguistic and non-linguistic areas and the cultural elements used during their implementation of CLIL. Subject matter teachers do not show neither agreement nor disagreement on the two questions asked through surveys.

The subject matter teachers agree about teachers’ encouraging students on thinking in order to improve their cognitive skills as well as the linguistic ones. Subject matter teachers and foreign language teacher have different opinions about the students’ participation in written and oral activities.

In Turkey, there is a general satisfaction with all of the elements of planning, administration and monitoring. The involvement of all the subjects in CLIL planning, the managers satisfaction can be seen in Figure 30. There is the high degree of agreement of the managers also for the adaptation of CLIL program to the school context as well as its being well organized.

Figure 30: Perceptions on planning, administrating and monitoring in Turkey



Note. Source: Author.

All of the teaching community show agreement on the coordination of linguistic and non-linguistic areas as well as the development of linguistic and non-linguistic areas. There is a minor agreement of the foreign language teachers about CLIL programs' annual change differently from subject matter teachers and managers.

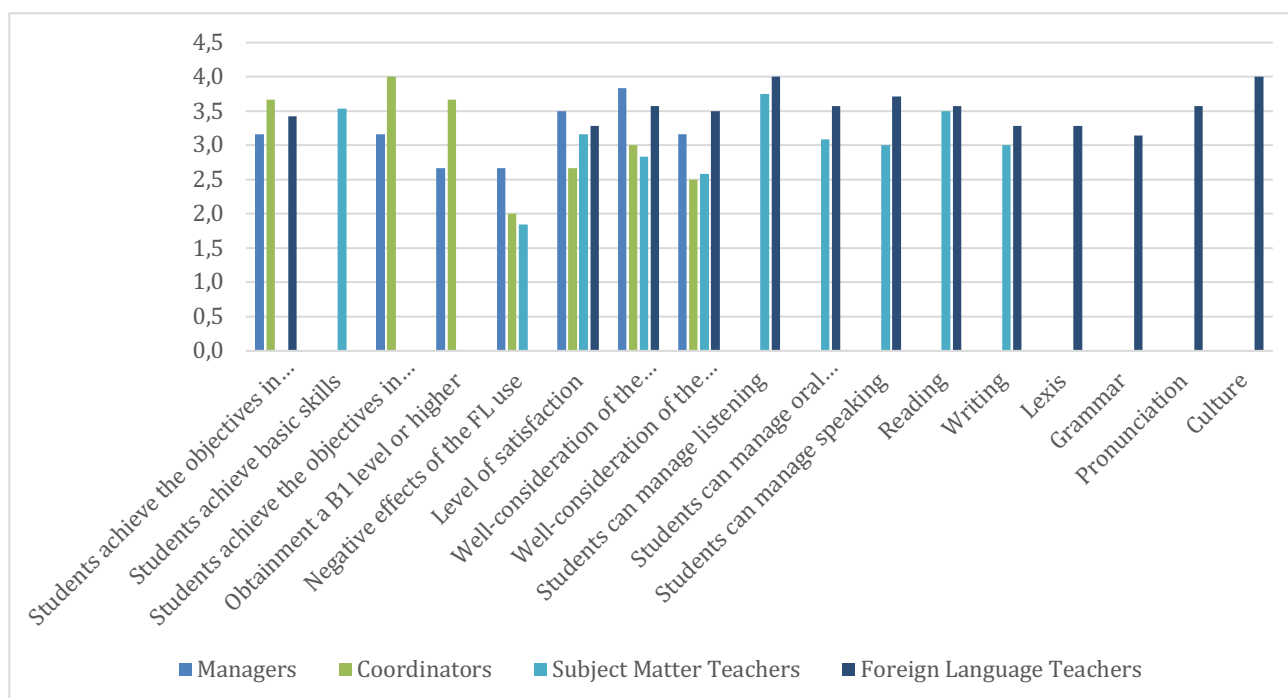
Managers in Turkey seem to appreciate teachers' establishing the learning objectives considering students' competencies and achievements, whereas subject matter and foreign language teachers seem not to be totally satisfied about setting learning goals for their students. There is obviously a follow up of the process where all participants show agreement.

As to Italy both teachers of linguistic and non-linguistic areas agree on their knowledge in planning a CLIL class and the high percentage of foreign language used in their classes throughout their lessons: the content and the foreign language are treated in a well-adjusted way and projects are conducted in foreign language as well as the problem-solving types of activities.

4.2.6 Academic and Non-Academic Results

Here the perceptions of managers, coordinators, subject matter teachers and foreign language teachers about the academic and non-academic results are presented. Italian teaching staff represent neither agreement nor disagreement on students' achieving objectives in foreign language as well as gaining basic skills as shown in Figure 31. Whereas, coordinators agree on the fact that students achieve the learning objectives of non-linguistic areas.

Figure 31: *Perceptions on academic and non-academic results in Italy*



Note. Source: Author.

The managers show a disagreement with the external results of CLIL provision whereas coordinators do not show neither agreement nor disagreement. On the other hand, as related to semi-structured interviews it is described that students do not solely acquire a B1 level but more, yet they are not sure whether this success is due to solely the good functioning of CLIL practice (Table 31).

“Yes, yes, this is surely because I repeat the B1 and B2 competency levels our students acquire, I don't know if it is only through the CLIL program. But surely.” (R.M)

Table 31: *External evaluation of the results*

Codes	Frequency	
	Turkey	Italy
B2 C1	1	0
DELFT	2	1
ELTIS ERB PSAT SAT AP	1	0
Ministry of education-based evaluation	0	1
Erasmus	0	1

Note. Source: Author.

“We have students that go beyond the B2. However, I repeat, it is not only CLIL that guarantees this, these results. That is, the skills are transversal, the skills they acquire throughout a series of experiences that are the traditional educational ones, CLIL, conversationalists, twinning activities abroad. Um, we've been hosting foreign students with projects for a couple of years exchange. I mean, it's all work, isn't it? It is not just CLIL.” (M.A)

None of the participants record an agreement on the negative effect CLIL may have on the academic success of the students, in fact subject matter teachers show a total disagreement with this statement. When it comes to the satisfaction of the educational community about CLIL practices and provisions; interestingly coordinators show a dissatisfaction whereas managers and teachers do not show neither agreement nor disagreement. This may originate from the opinion that they are not yet ready for the right implementation of CLIL:

“Hmm satisfied... in my opinion, not satisfied or can't be satisfied because we are still at a stage, according to me initial.” (A.A)

The CLIL practice being implemented at schools in Italy is neither well-considered from the educational community nor from the environment according to the subject matter teachers. The responses to these questions from the managers, coordinators and teachers show neither agreement nor disagreement whereas coordinators seem to agree with subject matter teachers. They all disagree

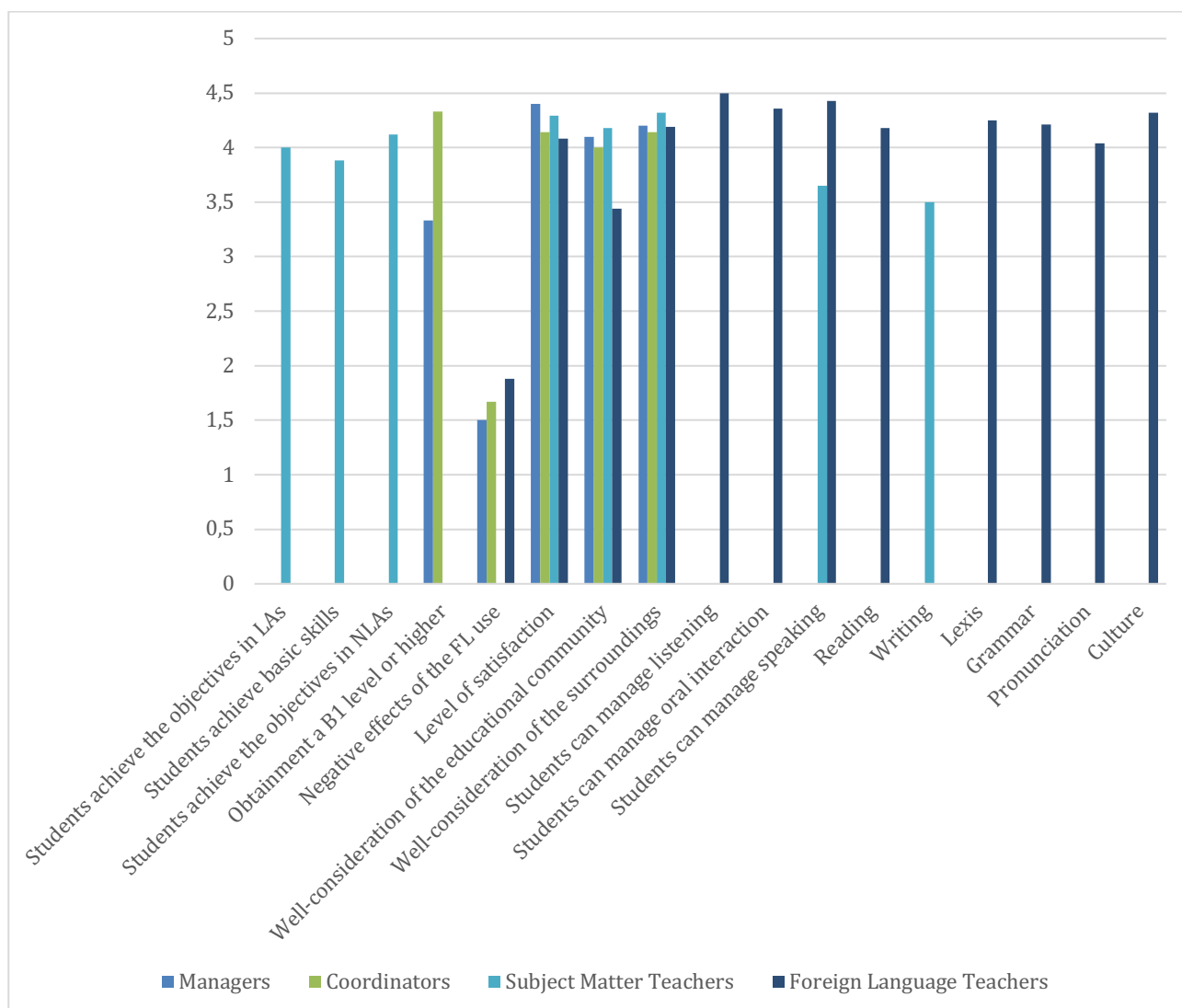
about the positive consideration of the CLIL practices by the environment such as the locality, local press, etc.

As to the evaluation of CLIL program by teachers neither their agreement nor their disagreement on students’ oral interaction competencies as well as their reading, writing and speaking skills is reported. With regards to their listening skills, foreign language teachers show an agreement tough, as well as their managing cultural objectives set by the teachers.

As it can be seen in Figure 32, Spanish educational community show a great level of satisfaction with the CLIL program unlikely the Italian one. Moreover, they do not agree about the negative effect CLIL on content learning. As in interviews they mention the positive effects it has on students’ academic and linguistic success:

“Bilingual groups have good results and are valued positively” (ED3.E)

Figure 32: Perceptions on academic and non-academic results in Spain



Note. Source: Author.

What's more, the managers and coordinators agree on the statement that students manage reaching the learning objectives of the linguistic and non-linguistic areas. Surely, they do not underestimate the students' commitment and autonomous learning:

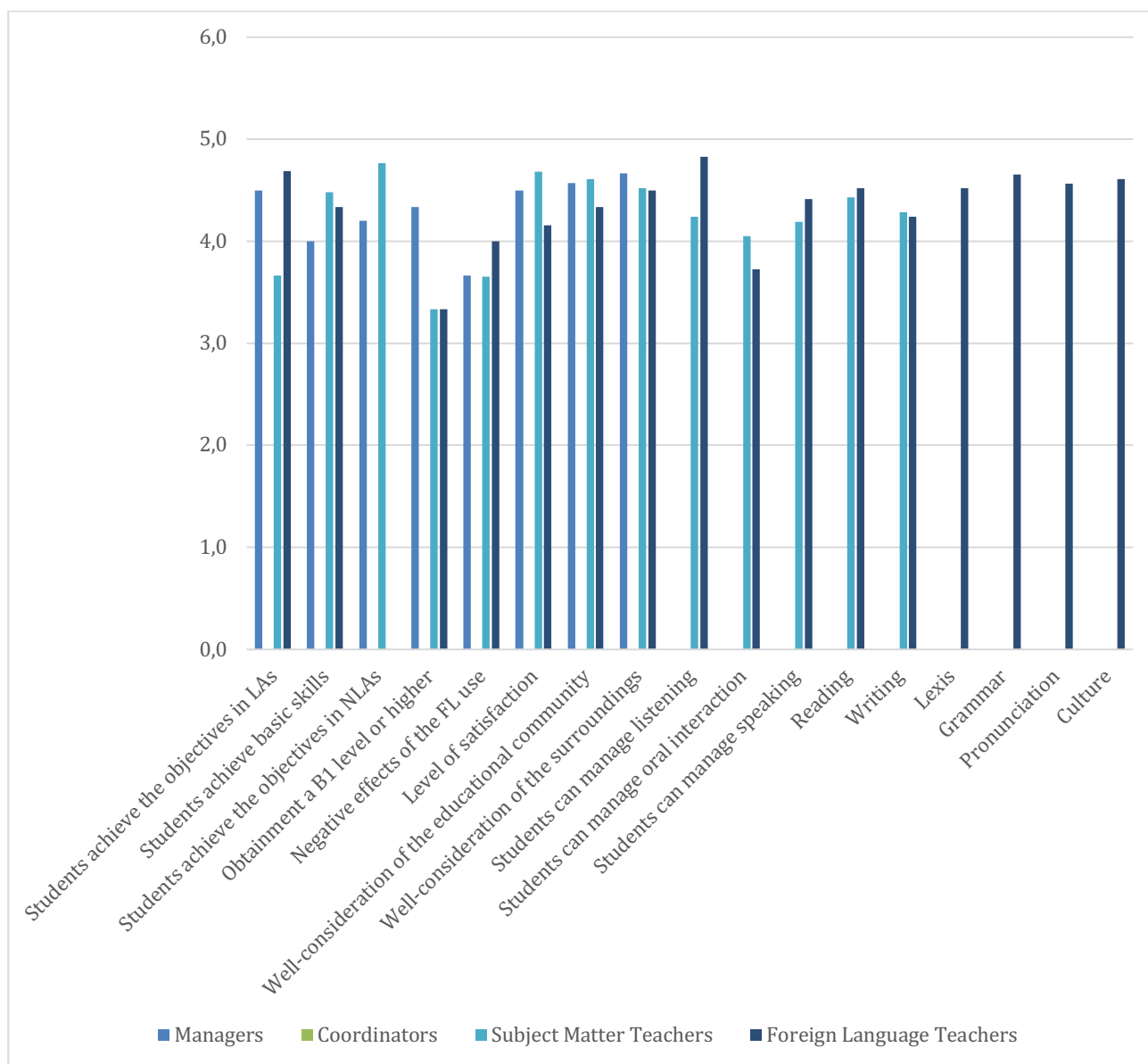
“Learning is directly proportional to the student's performance and dedication” (PANL.PA)

Coordinators agree students' obtaining a B1 level of proficiency in foreign language or a higher level whereas the managers do not express any agreement or disagreement on the statement. The interviews support students' success as perceived from the managers mentioning the positive results, gained from B1, B2 or C1 exam levels of proficiencies. Another important component which is worth mentioning in Spanish context is the fact that the CLIL practice in bilingual centers has a positive impression on the educational community; of managers, coordinators and subject matter teachers, foreign language teachers showing neither agreement nor disagreement on this statement. However, it's worth mentioning that local environment and press show agreement on this item.

Considering the foreign language teachers views, it is worth mentioning that the students manage most of the learning objectives set by their teachers; as, listening, speaking, writing and reading skills plus they also manage grammar, lexis and pronunciation as well as the objectives of cultural elements. Whereas, the subject matter teachers do not show any agreement or disagreement on students' speaking or writing skills.

In Turkey, it is clear from the results that, there is a general satisfaction linked to academic and non-academic results of the CLIL practice (Figure 33). All the educational community agree on students' achieving the linguistic and non-linguistic results as well as the learning objectives which are set by their teachers.

Figure 33: Perceptions on academic and non-academic results in Turkey



Note. Source: Author.

According to the responses of the managers, students do obtain a B1 level of proficiency or a higher degree through the external exams they attend. The interview records support the quantitative results gained from the managers as well (Table 32):

“In our school, we had last week, a C1 exam, nearly 50 students applied, close to 50 students; we have about 190 students in our final year, almost a quarter of them applied to C1.” (S.B)

Some of the managers also worth mentioning that, their criteria for student success is not solely CEFR levels, instead the evidence of university acceptances:

“The evidence for our bilingual results is found in the success rate of our students on their AP and SAT exams, and ultimately in their university acceptances. We have students attending prestigious universities around the world, and they could only get there by the quality of their language command.”
(R.C)

Table 32: Evidence for the good results of CLIL

Codes	Frequency	
	Turkey	Italy
C1-C2	2	1
DELTA	1	1
AP SAT	1	0
B1 B2	0	2
Certification	0	2
Evaluation in general	0	1

Note. Source: Author.

When it comes to the negative effects of the CLIL provision, interestingly foreign language teachers show agreement on this item while the managers and subject matter teachers do not mention an agreement or disagreement. On the other hand, foreign language teachers seem to be satisfied with CLIL practice like subject matter teachers and managers. Those responses are interesting as they are representing a dilemma. Foreign language teachers' reporting negative effect on foreign language usage during the classes for teaching content knowledge then showing a considerable satisfaction on the bilingual systems' functions lead to an ambiguity in Turkish CLIL setting in terms of these two questions which teachers are asked to rate.

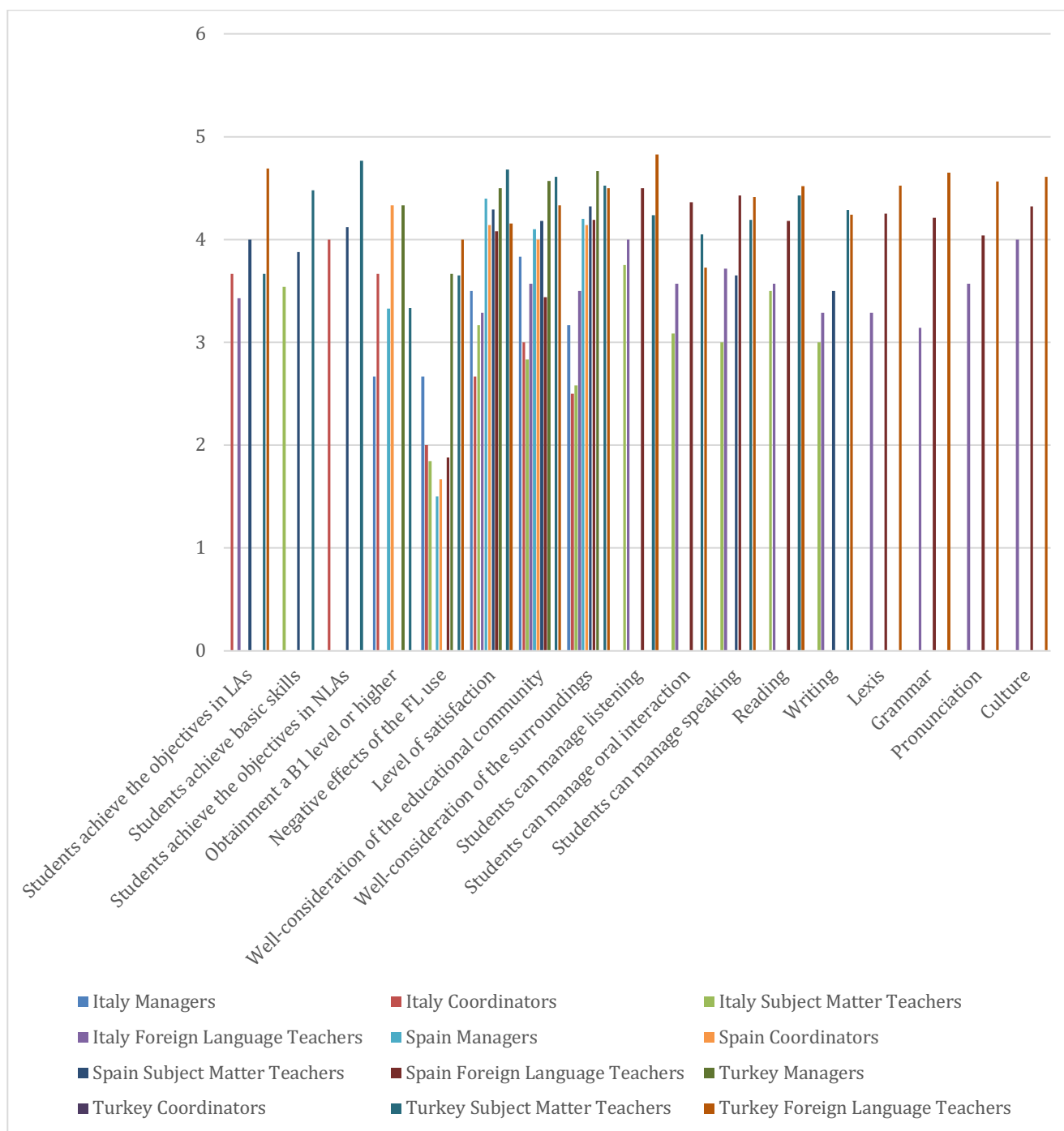
There is a positive opinion about the program as given by the educational community and local environment as all participants agree. There is an obvious connection with the satisfaction of the teaching staff making an effort on bilingual teaching.

With regards to the improvement of students' skills on speaking, writing, reading and listening in foreign language, the teachers share the same opinion since they all agree their success on grammar, vocabulary, pronunciation as well as the management of the cultural aspects.

A comparison of the perceptions on academic and non-academic results in all three countries is shown in Figure 34. The students' academic success is limited by the negative opinion expressed by the teaching staff about the CLIL implementation. Obviously, there are difficulties, students may face with foreign language instruction given during classes especially in Turkey.

Italy the statement about students' obtaining a B1 level of proficiency in foreign language is declining, whereas in Spain the managers do not agree or disagree, but coordinators seem to be satisfied with the certifications gained by students. Finally, Turkish managers seem to be satisfied with the external results which aim to evaluate the success of the students.

Figure 34: Comparison of the perceptions on academic and non-academic results in Italy, Spain and Turkey



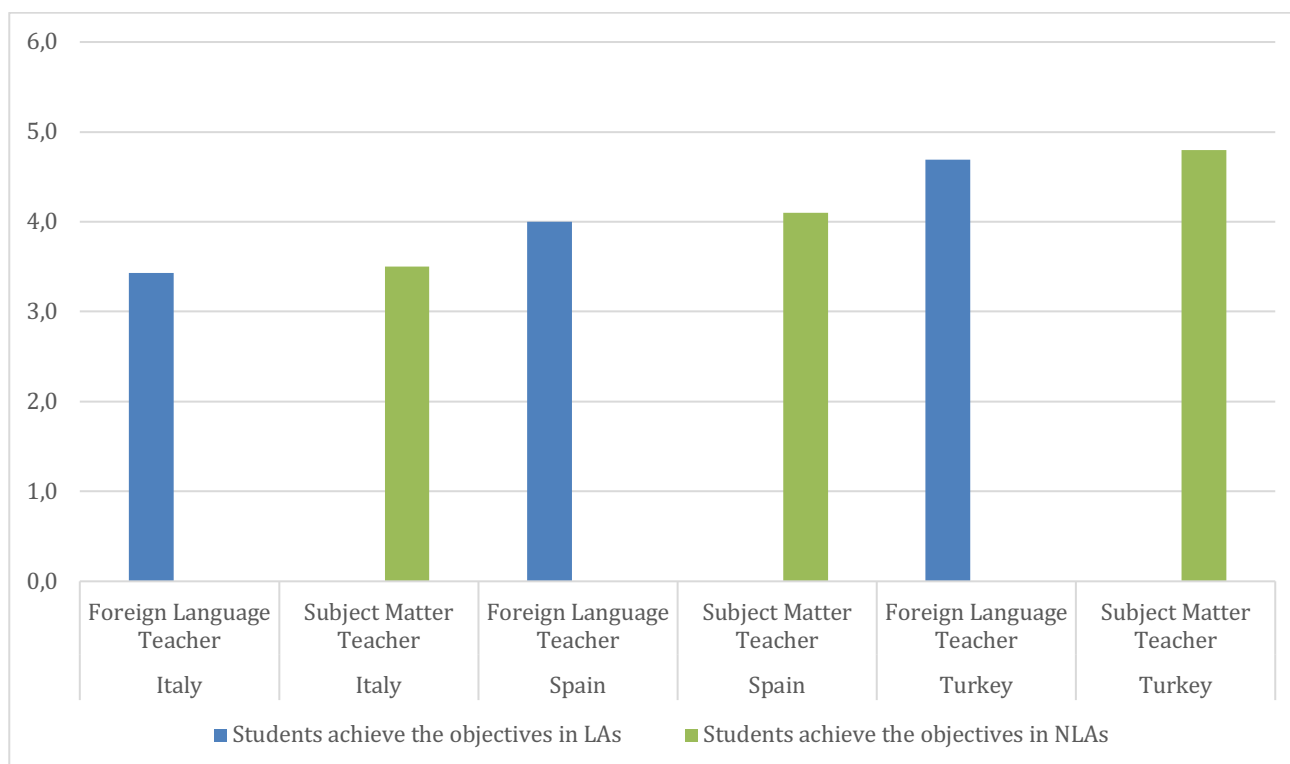
Note. Source: Author.

In Spain and Turkey, there is general positive perception on the provision of CLIL by the educational community as well as the local community whereas in Italy, it is still difficult to get a common perception since subject matter teachers do not agree on neither of the statements while coordinators support them, while managers and foreign language teachers do not share an opinion on these statements.

There is a slightly higher agreement on student success and achievement of the learning objectives in Spain and Turkey as compared to Italy. Here most teachers would prefer not to share an opinion on these statements consisting students' reaching their academic goals.

When the perceptions of the participants about the results are analyzed detailly, in Figure 35; the satisfaction of subject matter teachers on students' reaching non-linguistic learning objectives attracts the attention in Turkey as well as the foreign language teachers' agreement on students' success when achieving the learning objectives of linguistic areas.

Figure 35: *Linguistic and non-linguistic results*



Note. Source: Author.

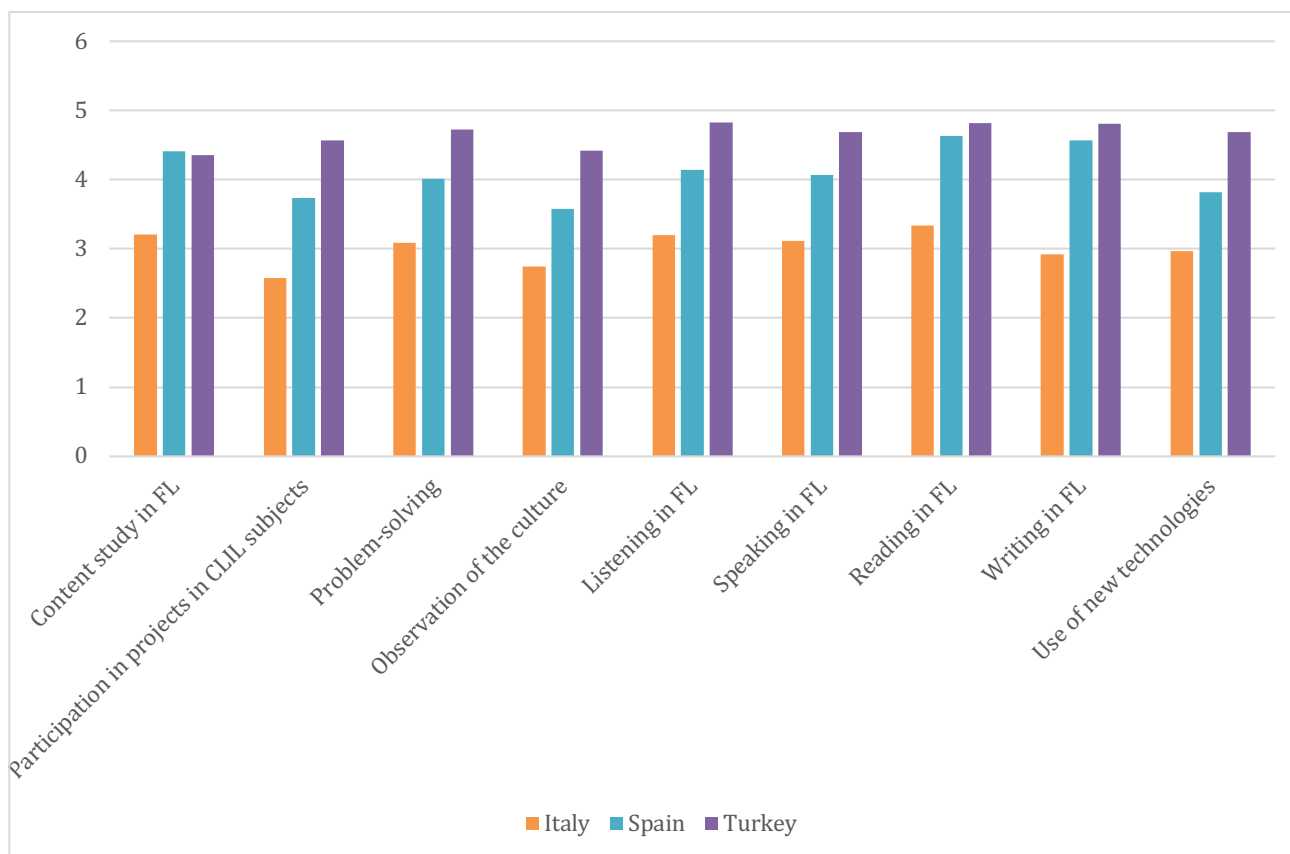
In Spain, the teachers of both areas agree on the success of students whereas in Italy, teachers show neither agreement nor disagreement on the same item. Interestingly, when the student satisfaction is considered, the same ratio can be noticeable in country basis.

4.2.7 Students

The students are asked to score the items about the bilingual subject practiced within the CLIL program (Figure 36). According to their responses, it is obvious that in Italy there is a general disagreement among the students' participation in CLIL subjects, as to cultural aspects during their lessons and working on their skills to be improved. Whereas in Spain, there is a general agreement in terms of students' studies to improve their skills as well as their content studies in a foreign language.

Their participation in CLIL projects, observation of cultural elements during the lessons and use of new technologies instead, have been rated slightly less than the other items.

Figure 36: *Bilingual subjects*



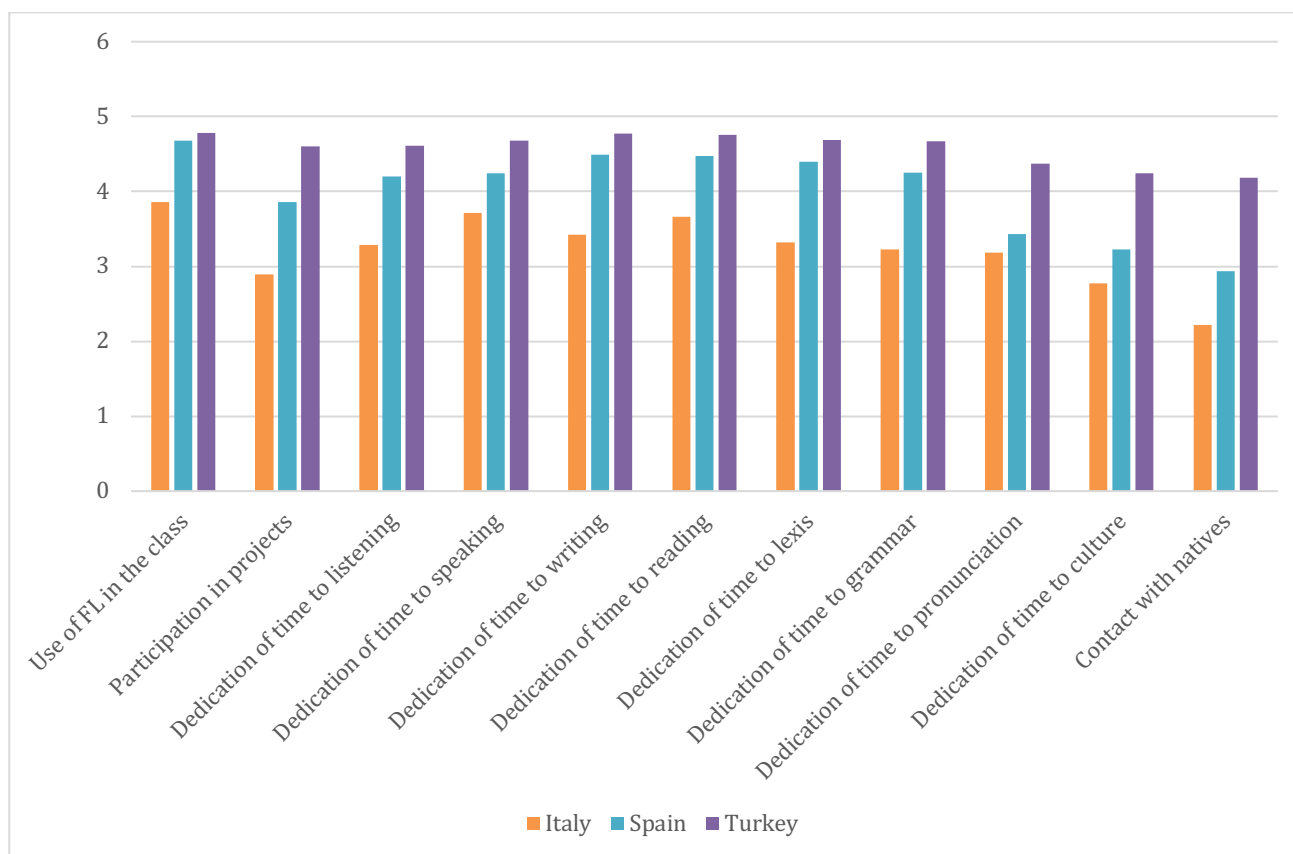
Note. Source: Author.

Regards to the Turkish results, a general satisfaction can be seen on all the items, especially students' problem-solving activities managed in a foreign language as well as their working on foreign language skills such as; reading, writing, listening and speaking.

Considering the foreign language class activities, the students have in Italy, there is a general dissatisfaction of the students in terms of the opportunities from a contact with natives as well as participation in the bilingual projects (Figure 37). Moreover, they do not show agreement on the use of school time for the cultural elements as well as the lexis, grammar and pronunciation studies.

In Spain, the agreement level of the students is clearly higher than in Italy. They appreciate their foreign language usage in the classroom, the amount of time spent to improve their foreign language skills as well as vocabulary and grammar studies.

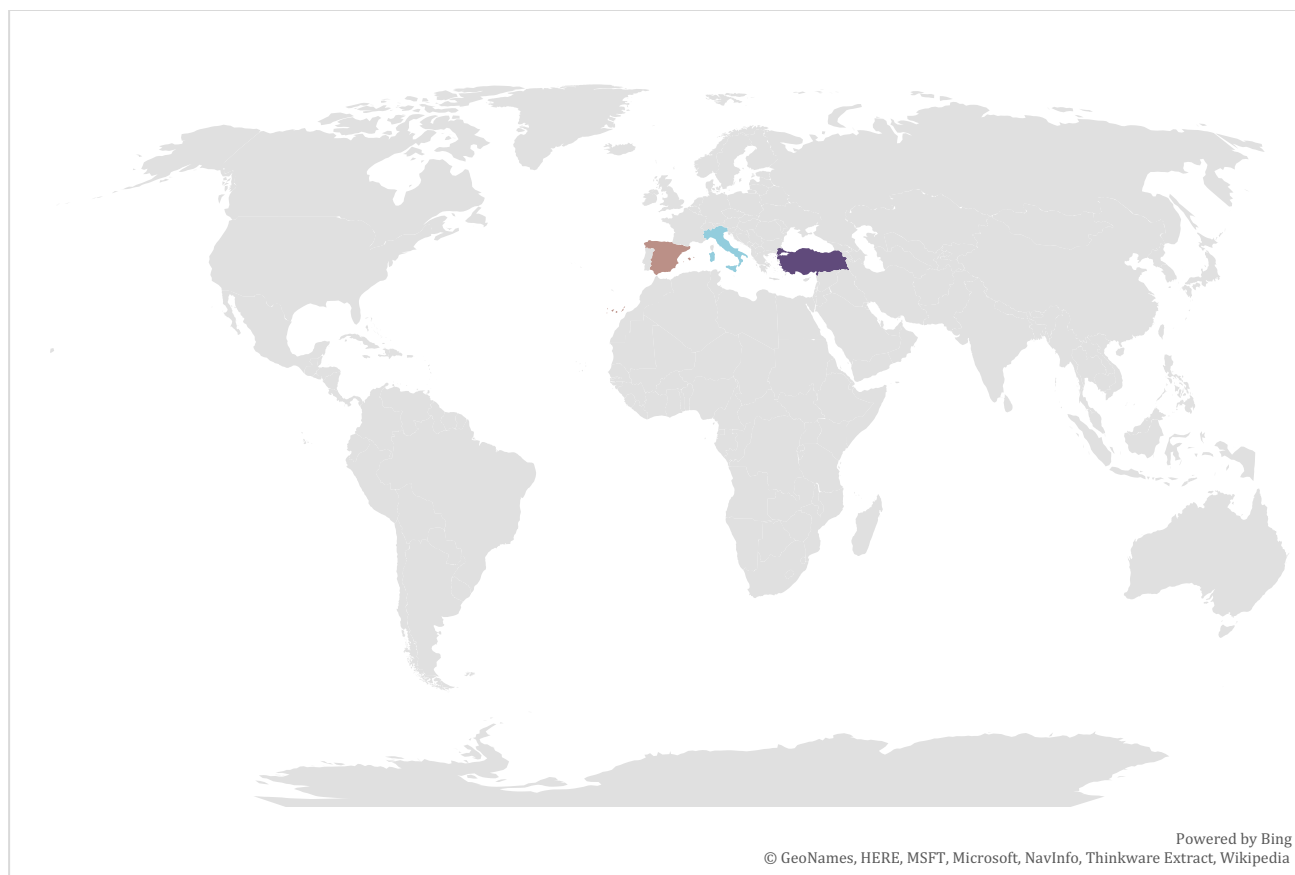
Figure 37: Foreign language use in class



Note. Source: Author.

In Turkey, the highest level of agreement is noticeable both from the foreign language usage and the participation in bilingual projects. They seem to be pleased with the time spent for improving their linguistic skills and cultural elements during their foreign language classes.

Finally, when the satisfaction level of the students has been taken into consideration in all three countries, as it is presented in Figure 38, Italy is the country with the least student satisfaction (2.96), followed by Spain with a higher rate (4.13), finally Turkey shows the highest satisfaction level on CLIL type of teaching from the students perspective (4.62).

Figure 38: *Satisfaction level of students*

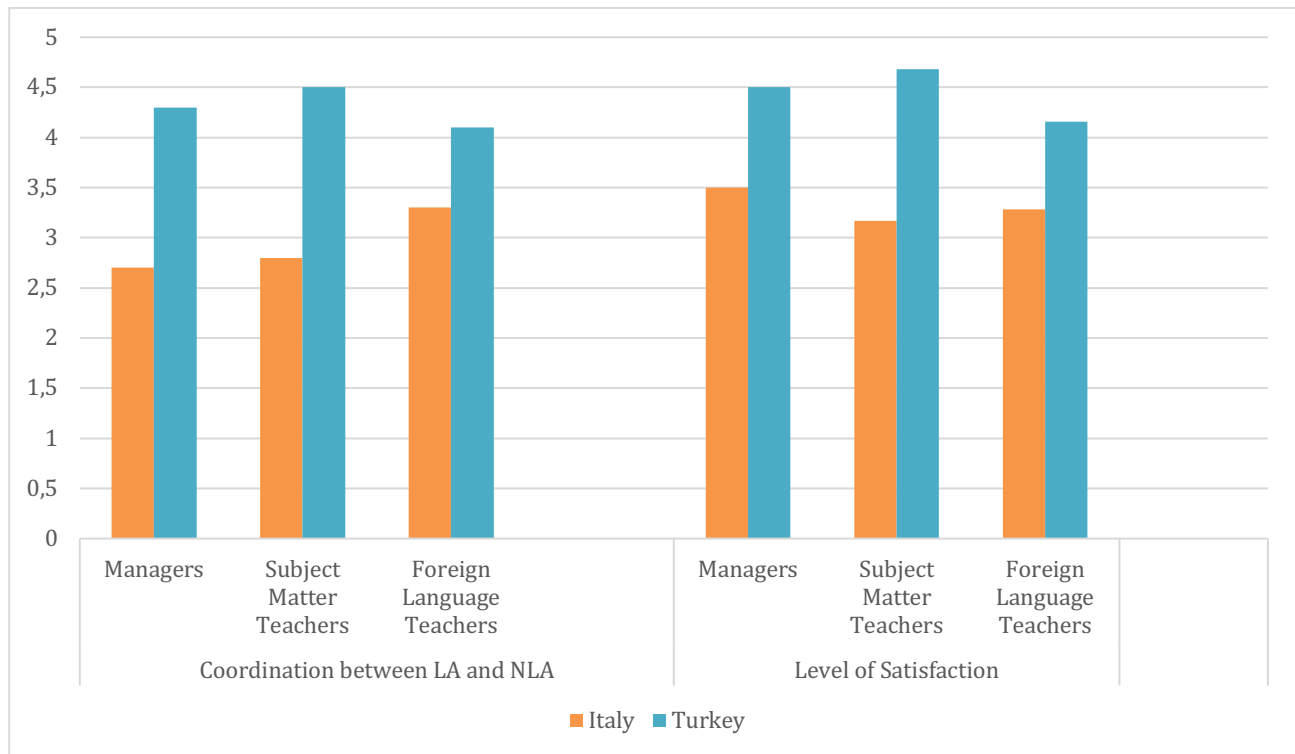
Note. *Source: Author.*

As one may easily notice, there is an interconnection between the responses of the students and their teachers. Students from Italy are not so satisfied with CLIL implementation, likewise their teachers, who think they do not achieve learning objectives on linguistic and non-linguistic areas. Spanish students report that they are satisfied with bilingual education they receive in their centers at same rate with their teachers' responses on their success in reaching learning goals. In Turkey, the situation is similar not since the learner and teacher responses show corresponding content. It would not be wrong to say that Turkish students are pleased with CLIL learning. In other words, the more students feel motivated for their improvement the more they are satisfied with the results they gain. And the more they are satisfied with the positive results, the more they feel motivated for learning more.

This is not solely valid for students' case since the same judgement would be correct also for the teachers. The more informed and trained a teacher about the implementation of any type of method, the more motivated and committed he/she becomes. The same connection exists in the case of teacher collaboration as it is presented in Figure 39 for Italian and Turkish settings. We can say

that there is a direct connection between the cooperation of the teaching staff and their level of satisfaction.

Figure 39: Correlation between the collaboration and satisfaction of teachers and managers



Note. Source: Author.

That is due to “the student achievement, helping students to modify their attitudes and behavior, positive relationship with students and other self-growth and mastery of professional skills and feeling part of a collegial, supportive environment are powerful satisfiers” (Dinham & Scott, 1996, p. 12).

Final Assessment

The directors and assistant managers have been asked a final question, about the functioning of bilingual programs, their weaknesses and strengths and their opinions about the improvement of their implementation of CLIL practice. Their suggestions and criticisms are presented here as a final assessment to their perceptions on CLIL.

In Italy, the main focus is mainly on teacher training. All directors mention the problems they have been facing during their implementation of CLIL since the teachers are required to be trained for CLIL practice according to the law, however, there is no free of charge training courses for them to be prepared for the implementation. Not all the teachers have the opportunity to attend to these courses in order to get a certification and this creates the dilemma on the implementation of CLIL practices; its implementation is compulsory by law, but no certification is given for methodology courses provided to teachers by the system.

“I think there should be training courses for DNL teachers. That costs a lot. So not everyone has the opportunity. Let's say personal to get one certification... The teacher has to pay on her own... There were also courses at the university that is integrated into the university study plans. It would be great because otherwise the presence of the native speaker is always necessary. It can't be done alone if you are not certified.” (K.I)

“...the real problem is to help, have support to train the staff... we have tried to carry out is the one at national level, too, of a recognition for teachers who implement CLIL, that is a recognition in terms of a score additional. A teacher who has invested heavily in his own training because it is a heavy and heavy investment consisting many hours of training, he would really have the right to recognize this in this training. But no. So maybe there is a big investment of the teacher on himself and the school on a teacher then maybe for an event or any situation, this teacher does not lose his belonging in the school must be transferred to go somewhere else. The school loses this resource and therefore clearly, we lose a continuity here is a big investment then.” (R.M)

“The objectives are those in the meantime of the certification of the acquisition of a competence and then the other thing is the certification. Through perhaps even an external examination in such a way as to have the maximum but to say of the comparison and not also be self-referential with respect to the didactic practice, this is the certification of competences and above all the acquisition of linguistic competence. Also, because we have technical English, err quite difficult to manage...” (V.E)

Sharing responsibilities in CLIL teaching is considered important as well as the training opportunities for the teachers. Clearly, the teachers who attend to these courses and obtain certificates become CLIL referents of their schools and take all the responsibility of the well-functioning of systems through managing linguistic and non-linguistic areas coordination. This may create other problems in the functioning of the systems according to directors, since teachers should share these responsibilities with CLIL referents:

“I have a few years ago, we have assigned CLIL representatives. Then, this thing was about him assigning tasks to other figures who do that other things; however, was made precisely because it was almost entirely entrusted to the person representative of CLIL instead all teachers must take charge of it.” (A.A)

The evaluation of CLIL is another matter of debate which is considered as a weakness for the functioning of CLIL practice. Some directors reported that, they do not have an evaluation system for CLIL practices:

“Well, the CLIL evaluation is part of the curricular evaluation of the individual. The representative of the whole CLIL program makes a final report in which, once you have heard the colleagues, tries to identify the strengths and weaknesses clearly, to understand where to strengthen. We, in our improvement plan what has been requested by the Ministry for three years now we are going to update again. We have pointed it out as one of the objectives of the foreign language to strengthen. But I repeat, currently as I said the CLIL evaluation does not have a stand-alone evaluation. Then, it could probably be possible not to have separate criteria and indicators. Instead in our final evaluation sheet, CLIL is reported in the discipline. And the language of evaluation in the discipline of language. There is no exclusive evaluation entry for CLIL and therefore, this favors transversal skills. But actually, it does not make us evaluate this teaching experience alone. So, this can definitely be a limit to improve.” (M.A)

In Turkey, the main focus is on the foreign language improvement of the students and the assistant managers recommend the increase of the amount of foreign language used by the students through creative activities:

“10th grade, our Chemistry teacher was organized before, our Biology teacher did last year and there were French supporters. You know, the expression of the students themselves, how to debate, how to do something, what I know is presented, it was a nice work related to the discussion environment. Maybe if it could spread to all levels. Because the students there mutually in French, one of them is a supporter and the other is on the other side. And we actually did this between schools last year, between two French school students. (S.M)

They are also considering to organizing trips abroad for the authentic foreign language usage with their students. They do emphasize that they are doing their best considering the competence areas of schools and think it's not enough they do desire to realize opportunities for their students, so as to have real experiences with the foreign language. Yet, they face other kind of problems than the Italian directors, such as the current political conjuncture of Turkey:

“I think outside the school because we are already doing an important part of what we can do within the school. And we're constantly improving, we think, what we can do, what we can do, but that's not enough. Now, things need to be more, for improvement, the children have to have a lot more space to use French. For this, I'm telling you, using it in class, using it inside the school, there's no such chance

outside the school. What to do? Student exchanges need to be more frequent and long-term. But Turkey's conjuncture in which currently hinders them too. So, we were in contact with one of our French schools, students do not want to come from there to Turkey, where they think it is dangerous. However, Paris is dangerous as Istanbul. This needs to be increased. It is necessary to encourage children to access French materials, extracurricular materials, more easily. I'm thinking about television channels, radios, internet sites, to reach easily authentic materials for their improvement. "(S.B)

There is another point of view for the improvement of the results of bilingual education as focused on the integration of all skills and evaluation in order to work on the students' weaknesses in the foreign language they have been taught:

"In our final assessments, we aim to make sure all elements of language fluency are scored: listening, reading, speaking, and writing. Even before arriving at the final assessment, formative and summative assessments are used to gauge student progress. The assessments are carefully analyzed by the levels to refine teaching practices to directly target any areas needing improvement." (R.C)

And finally, the assistant manager from Turkey mentioned that they are working mainly on Turkish language, the mother tongue of the students, to improve the results of the foreign language they have been teaching through CLIL practice:

"I would like to emphasize Turkish before foreign language. There is a saying that I like very much, you can't learn a foreign language, any foreign language, more advanced than you know in your native language. Therefore, we make sure that the student speaks Turkish well and understands what he / she reads. I mean, we can't teach a foreign language before we make sure that the student has a good proficiency in Turkish." (N.D)

DISCUSSION & CONCLUSIONS

Most of the research done within the CLIL context are based on the students' academic success due to enhancement for the improvement in cognitive skills and oral production as tested by the scores gained as described by researchers (Bret, 2011; De Graaff, Jan Koopman, Anikina & Westoff, 2007; Evnitskaya and Morton; 2011; Gené-Gil, Juan-Garau and Salazar-Noguera, 2015; Hüttner & Rieder-Bünemann, 2007; Jaana Seikkula-Leino, 2008; Jäppinen, 2005; Jiménez et al., 2006; Martínez, 2017; Ruiz de Zarobe, 2008; Várkuti, 2010).

Some of them have revealed the attitudes of students towards CLIL type of provision (Lasagabaster & Sierra, 2009); others grounded their theories on motivation (Lasagabaster, 2010; Mearns, de Graaff & Coyle, 2017). There are also studies mainly focused on teachers, the techniques used in the classroom and feedbacks provided to their students (Costa & Coleman, 2010; Llinares and Lyster, 2014); there are studies about the future of CLIL as well (Coyle, 2008). Most of the studies report positive effects of CLIL, in many aspects though, only one from Turkey, reports the negative effects of this type of implementation (Arkin, 2013). As to perceptions there are not so many studies: one is Coyle's, 2013; another one from Nuñez Asomoza, 2015. The one from Moliner and Fernández (2013) intended to represent in-service teachers' perspectives in Spain just like the study of Milla Lara and Casas Pedrosa (2018).

Moreover, there are bibliographic studies of CLIL practice related to the lack of methodology training in the area (Meyer, 2010), or aimed at stressing the ambiguities in defining CLIL (Cenoz, Genesee & Gorter, 2013). Other researchers outline the origins of CLIL, pointing at framing it within the field of immersion and bilingual education as basis for future research (Pérez-Cañado, 2012). Some works explain the differences between immersion and the CLIL type of implementation within the Spanish concept (Lasagabaster & Sierra, 2010). Some others create a theoretical framework for CLIL teachers in general and mathematics CLIL teachers in particular with the perspective of text linguistics to analyze and define the competences of a CLIL teacher (Favilli, Maffei & Peroni, 2012). Some define the CLIL approach within the Italian education system as a national education policy (Korbek & Casado-Muñoz, 2018). In some studies, they compare four different countries: namely, Italy, Spain, Czech Republic and Turkey (Korbek & Wolf, 2018). All these studies considered as related to the implementation of the CLIL approach. However, still Laorden Gutiérrez and Peñafiel Pedrosa (2010) mention the lack of research done in bilingual education sphere with the aim of revealing the functions of top management which is a damage as the same functions are crucial for the success of bilingual programs (cited in Sanz de la Cal, Casado-Muñoz & Portnova, 2018). Such

a research is an answer for the importance of the support provided by the top management for a positive functioning of CLIL.

This dissertation thesis has been designed and implemented on the basis of three different educational concepts with the aim of discovering “European educational bilingualism under the contemporary banner of CLIL” (Lorenzo, et al., 2009, p. 19). In the theoretical framework, it introduces the history of CLIL concept, its evaluation, structure and implementation as well as the management of evaluation. A brief information about the foreign language teaching policies of the investigated countries are presented within their educative systems including the legislative point of view in order to have a clear vision of the countries being compared.

Within the methodological framework, the experimental design is presented through clarifying the objectives and research questions of the dissertation. A mixed method has been selected for the complementarity aspects it presents including the quantitative and qualitative data collection. The research participants have been selected among managers, coordinators and teachers within the schools having a CLIL type of implementation in three different geographical settings; Italy, Spain and Turkey at a tertiary level. The students of these selected schools have participated on this research on voluntary basis.

The empirical part of the study has been managed through administering the surveys in schools and interviewing the school managers or assistant managers in Italy and Turkey. Since the same instruments had been implemented in Spanish concept by a group of professors under the supervision of Ortega-Martín, Hughes and Madrid (2018), the data collected from Spain were shared with the author. The analysis and interpretation of the data has been managed and presented within the research results through comparing the quantitative and qualitative data.

The research data show the importance of the collaboration of teaching staff in terms of creating projects, designing materials, planning lessons and sharing all aspects of teaching learning process for a better implementation of CLIL practice. In the meantime, it draws our attention to the deficiency of training opportunities for managers, teachers as well as the coordinators. It highlights the adequate knowledge the teaching staff have, thanks to their personal effort for their professional growth. In other words, it does focus on neither the dark side nor the bright side of CLIL practices. It aims to define CLIL provision in its own reality and pace within the context of each country with a multidimensional approach which can be defined as a still working progress approach (Lorenzo et al., 2009).

From this point forth, our data may serve as a guide to the educational settings with CLIL practice, as well as a self-evaluation tool for the managers, coordinators and teachers with the same type of implementation, since it requires the quantitative information about the importance of the role

of top management, coordination, bilingual atmosphere, human resources and materials, planning, administration and monitoring and finally academic and non-academic results as well as the qualitative information in a complementary way. The data we present may be considered as a meaningful contribution to the research literature and a source of information for the teachers in practice as well as the professionals in the field.

Future Recommendations

Considering the current research results, it has been discovered that, the practice does not always proceed in connection with the regulations of the related country in terms of educational practices. There may be considerable differences which cannot be foreseen in the practical area, if not considering the theory. Reality can be totally different than philosophy.

This study is limited to a number of samples from three different geographical concepts as well as the limitations caused by the structure of the research design and diversities in the education systems of these three countries.

The current research may be considered as a starting point to discover CLIL implementation. It could be interesting to discover the CLIL practice in terms of teacher collaboration, and teacher-student relation through the observation of their actions. For further research, teacher and student focus groups can be created and meetings can be organized on a regular basis to detect the problems, teachers and students are facing.

CLIL, more than being a European solution to a European need (Marsh, 2002), may be considered as an option for the linguistically diverse contexts as a result of the inevitable increase of globalization also due immigration. Since CLIL aims to include all student into the same classroom, it is believed to influence inclusive education (Jiménez, 2014). Future research may be conducted on the inclusive CLIL settings in different countries, to reveal the functioning of CLIL practice as well as the results it would bring.

Though the number of researches done in the area of CLIL, we may come to the conclusion that, there is still the need to understanding the effectiveness of CLIL, focusing on the language proficiency and the content knowledge of students through focusing on the evaluation aspects of CLIL programs (Cenoz, Genesee & Gorter, 2013; Dalton-Puffer et al. 2010a; Lasagabaster & Sierra, 2010; Pérez Canado, 2012; Seikkula-Leino 2007).

On the basis of this conclusion, this research is to be considered as an introduction into a practice like every other research. Besides, it may also be considered as an inspiration for further investigation and for a better and detailed comprehension of CLIL practices in different settings.

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APPENDICES

APPENDIX 1: Survey on CLIL Programs

INTERVIEW ON CLIL

Opinion of ...

Director ... Coordinator ...

ABOUT DIRECTORS

1. Are the directors informed and prepared sufficiently to lead and coordinate a bilingual school?

Can you mention the weaknesses and the strengths?

2. Are the directors committed to the bilingual programs through controlling their quality? In which way?

3. Is sufficient support provided from the address and/or the administration to the schools who apply CLIL methodology? In which way?

ABOUT COORDINATORS

4. Are the coordinators prepared sufficiently to coordinate the bilingual programs?

Do they have enough scientific and pedagogical knowledge?

5. Are they committed enough to the coordination? Do they coordinate in an effective way? Do they support and promote the appropriate practices and strategies? In which way?

ABOUT BILINGUAL CULTURE

6. Is there a bilingual atmosphere at school? Are there national and international links or virtual resources that contribute to that bilingual environment? Please, give examples.

ABOUT THE TEACHER

7. Are the teachers trained to ensure the success of the bilingual programs?

Weaknesses and strengths.

8. Are the teachers motivated and committed to these programs? In which way?

9. Do they follow a specific teaching methodology and an adequate evaluation? In which way?

ABOUT THE CLASSES

10. Are the classes given in accordance with current regulations?

11. Are the classes planned in a collaborative way and in teams? How is it done? How are the areas coordinated, in terms of linguistic or non-linguistic?

12. Do they monitor the bilingual education? Is there any external evaluation of the results?

Please describe the procedures.

13. What percentage of L2 is given in each class? Is that enough?

ON MATERIALS AND HUMAN RESOURCES

14. Are the adequate technological resources and materials being applied? In which way?

15. Are there assistant teachers and/or support staff? Are they necessary for the proper functioning of the program? Do they work well? Weaknesses and strengths.

RESULTS

16. Are the parents/the teachers satisfied with the results of the bilingual program? In which way?

17. Is there evidence for the good results of the CLIL? Do some students have any type of certificate for B1 or B2 levels?

FINAL ASSESSMENT

18. What final assessment can be done about the functioning of bilingual programs? In which direction should they be oriented to improve the results?

THANK YOU FOR YOUR COLLABORATION!

APPENDIX 2: Evaluation of CLIL programs. Questionnaire for the top management.

Thank you for participating in this voluntary study. The purpose of this instrument is to obtain your perspective about CLIL implementation of your school and identify the strengths and the weaknesses of the areas. All your answers will be examined with the maximum confidentiality and anonymously by a research team without any connection to your school. Thank you for your collaboration for the improvement of CLIL programs.

The name of the school _____

Number of the students _____

Province _____

I am Man Woman Manager position: _____ Years of experience in charge:

Level of knowledge of the foreign language NO LEVEL A1 A2 B1 B2 C1 C2

Accredited:

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Level of CLIL teaching knowledge NONE LITTLE MEDIUM ENOUGH MUCH

Have you ever done some expert courses, masters, etc. about CLIL or bilingual education? Yes NO

If yes, please indicate the name of the course, master's degree, etc. and specify the organisation:

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Area 1: Score the following items about the TOP MANAGEMENT using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. Top Management has the knowledge of CLIL education.	1	2	3	4	5
2. Top Management attends regularly to specific meetings about CLIL education with the responsible person from the program at school.	1	2	3	4	5
3. Top Management is regularly involved in CLIL activities inside and outside the school.	1	2	3	4	5

4. Top Management regularly measures student satisfaction with the CLIL program.	1	2	3	4	5
5. Top Management regularly measures teacher satisfaction with the CLIL program.	1	2	3	4	5
6. The weaknesses in CLIL are systematically detected to be improved.	1	2	3	4	5
7. Initiatives are supported to improve the quality of the program.	1	2	3	4	5
8. Top Management shows public support to those involved in the CLIL program (responsible people, teachers, students, etc.).	1	2	3	4	5
9. Top Management allocates a budget line for the purchase of materials for the program.	1	2	3	4	5
10. Effective means of communication are used to stay informed and to inform the educational community about the important elements of the CLIL program.	1	2	3	4	5

Observations / additional information

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Area 2: Score the following items about THE COORDINATION using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The responsible person for the CLIL program has the knowledge of the foreign language used in the CLIL subjects.	1	2	3	4	5
2. The responsible person for the CLIL program has the pedagogical knowledge that facilitates CLIL teaching.	1	2	3	4	5
3. The responsible person for the CLIL program is committed to the CLIL provision.	1	2	3	4	5
4. The responsible person for the CLIL program encourages activities related to CLIL inside and outside the school.	1	2	3	4	5
5. The coordination is provided effectively between the teachers of linguistic and non-linguistic areas involved in CLIL by the responsible person for the CLIL program.	1	2	3	4	5

6. There is the climate of collaboration between the components of the teaching staff who are involved in the program.	1	2	3	4	5
7. I am satisfied with the CLIL coordination.	1	2	3	4	5

Observations / additional information

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Area 3: Rate the following items about THE CULTURE OF BILINGUALISM AT SCHOOL using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is an environment of bilingualism / plurilingualism at school.	1	2	3	4	5
2. There are integrated projects/interdepartmental bilingual units.	1	2	3	4	5
3. There are programmed activities to promote CLIL.	1	2	3	4	5
4. There are frequent contacts with official organizations (administration, CEP, universities, etc.) to encourage CLIL education.	1	2	3	4	5
5. The school participates systematically in international projects (eg. eTwinning).	1	2	3	4	5
6. The school participates in exchanges of students and teachers systematically with schools where a foreign language is spoken.	1	2	3	4	5
7. The whole educational community is involved in CLIL program.	1	2	3	4	5

Observations / additional information

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Area 4. Score the following items about HUMAN RESOURCES AND MATERIALS using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The teachers of non-linguistic areas have the knowledge of the foreign language spoken in the CLIL subjects.	1	2	3	4	5
2. The teachers have the specific pedagogical knowledge (CLIL) that facilitates CLIL teaching.	1	2	3	4	5
3. The teachers involved in the program are committed to the CLIL provision.	1	2	3	4	5
4. The teachers participate in the activities related to the CLIL program inside and outside the school.	1	2	3	4	5
5. The teachers follow a well-structured methodology for their subject.	1	2	3	4	5
6. The teachers encourage independent learning outside the school.	1	2	3	4	5
7. Appropriate technological resources are used to develop CLIL learning.	1	2	3	4	5
8. There are adequate curricular materials for CLIL teaching.	1	2	3	4	5
9. If there is a linguistic assistant (conversation assistant), this person contributes positively to the program (please, answer only if there is a consultant).	1	2	3	4	5
10. If there is a qualified language consultant, this person contributes positively to the program (please, answer only if there is a consultant).	1	2	3	4	5

Observations / additional information

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Area 5. Score the following items about PLANNING, ADMINISTRATING and MONITORING using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is a CLIL program that reflects the activities of all the subjects involved.	1	2	3	4	5
2. CLIL program is correctly adapted to the context of the school.	1	2	3	4	5
3. CLIL program is properly coordinated and well-organized.	1	2	3	4	5

4. There is a coordination between linguistic and non-linguistic areas in planning.	1	2	3	4	5
5. The foreign language is developed in accordance with the current regulations.	1	2	3	4	5
6. Non-linguistic areas are developed in accordance with the regulations or, in their absence, with the current CLIL methodologies.	1	2	3	4	5
7. During the course there is a follow-up of CLIL.	1	2	3	4	5
8. Objectives based on achievements and / or competencies are established through tasks and projects.	1	2	3	4	5
9. CLIL program is adapted or changed annually.	1	2	3	4	5

Observations / additional information

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Area 6. Score the following items about ACADEMIC AND NON-ACADEMIC RESULTS OBTAINED using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The students reach the objectives in the foreign language.	1	2	3	4	5
2. The students achieve the objectives in non-linguistic areas.	1	2	3	4	5
3. The students obtain certificates of B1 or higher at the end of their compulsory secondary stage.	1	2	3	4	5
4. The use of the foreign language has a negative impact on the results of the non-linguistic CLIL subjects.	1	2	3	4	5
5. I am satisfied with the CLIL program at school.	1	2	3	4	5
6. The school or the CLIL section is well regarded by the educational community.	1	2	3	4	5

7. The school or the CLIL section is well considered by the environment (in the locality, local press, etc.).	1	2	3	4	5
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Observations / additional information

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In your opinion, what are the strengths of the CLIL program of your school?

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In your opinion, what are the areas to be improved of the CLIL program at your school?

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Thanks again for your collaboration!

APPENDIX 3: Evaluation of CLIL programs. Questionnaire for CLIL coordination.

Thank you for participating in this voluntary study. The purpose of this instrument is to obtain your perspective about the CLIL implementation of your center and identifying the strengths and the weaknesses of the areas. All your answers will be treated with the maximum confidentiality and anonymously by a research team without any connection to your center. Thank you for your collaboration in improving CLIL programs.

School _____ Population _____ Province _____

I am Man Woman Manager position: _____ Years of experience in charge:

Level of knowledge of the English language NO LEVEL A1 A2 B1 B2 C1 C2

Accredited:

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Level of CLIL teaching knowledge NONE LITTLE MEDIUM ENOUGH
 MUCH

Have you ever done some expert courses, masters, etc. about CLIL or CLIL education? Yes NO

If yes, please indicate the name of the course, master's degree, etc. and specify the organisation:

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Area 1: Score the following items about Top Management using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. Top Management has the knowledge of CLIL education (methodology, regulations, etc.)	1	2	3	4	5
2. Top Management attends regularly to the specific meetings about CLIL education with the responsible person from the program at school.	1	2	3	4	5
3. Top Management is regularly involved in the CLIL program activities inside and outside the school.	1	2	3	4	5

4. Top Management regularly measures student satisfaction with the CLIL program.	1	2	3	4	5
5. Top Management regularly measures teacher satisfaction with the CLIL program.	1	2	3	4	5
6. The strengths and weaknesses in CLIL are systematically detected to be improved.	1	2	3	4	5
7. Initiatives are supported to improve the quality of the program.	1	2	3	4	5
8. Top Management supports those who involved in the CLIL program (responsible, teachers, students, etc.).	1	2	3	4	5
9. Top Management allocates a budget line for the purchase of materials for the program.	1	2	3	4	5
10. Effective means of communication are used to stay informed and to inform the educational community about the important elements of the CLIL program.	1	2	3	4	5

Observations / additional information

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Area 2: Score the following items about THE COORDINATION using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. As the responsible person, I attend training courses for CLIL education.	1	2	3	4	5
2. I have training in complementary aspects (e.g. use of ICTs).	1	2	3	4	5
3. Promotion activities are related to the CLIL program inside and outside the school.	1	2	3	4	5
4. I coordinate periodically the teaching staff of linguistic areas with non-linguistic areas.	1	2	3	4	5
5. There is a climate of collaboration between the components of the teaching staff involved in the program.	1	2	3	4	5
6. I am satisfied with the level of CLIL coordination.	1	2	3	4	5

Observations / additional information

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Area 3: Score the following items about THE CULTURE OF BILINGUALISM AT SCHOOL using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is an environment of bilingualism / plurilinguism at school.	1	2	3	4	5
2. There are integrated projects / interdepartmental bilingual units.	1	2	3	4	5
3. There are programmed activities to promote CLIL.	1	2	3	4	5
4. There are frequent contacts with official bodies (administration, CEP, universities, etc.) to encourage CLIL education.	1	2	3	4	5
5. The school participates systematically in international projects (e.g. eTwinning).	1	2	3	4	5
6. The school participates in exchanges of students and teachers systematically with schools where a foreign language is spoken.	1	2	3	4	5
7. The whole educational community is involved in the CLIL program.	1	2	3	4	5

Observations / additional information

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Area 4. Score the following items about HUMAN RESOURCES AND MATERIALS using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The teachers of non-linguistic areas have the knowledge of the foreign language spoken in the CLIL subjects.	1	2	3	4	5
2. The teachers have specific pedagogical knowledge (CLIL) that facilitates CLIL teaching.	1	2	3	4	5
3. The teachers who are involved in the program are committed to the CLIL provision.	1	2	3	4	5
4. The teachers participate in activities related to the CLIL program inside and outside the school.	1	2	3	4	5
5. The teachers follow a well-structured methodology for their subject.	1	2	3	4	5
6. The teachers encourage independent learning outside the school.	1	2	3	4	5
7. Appropriate technological resources are used to develop CLIL learning.	1	2	3	4	5
8. There are adequate curricular materials for CLIL teaching.	1	2	3	4	5
9. If there is a linguistic assistant (conversation assistant), this person contributes positively to the program (please, answer only if there is a consultant).	1	2	3	4	5
10.If there is a qualified language consultant, this person contributes positively to the program (please, answer only if there is a consultant).	1	2	3	4	5

Observations / additional information

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Area 5. Score the following items about PLANNING, ADMINISTRATION, and MONITORING using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is a CLIL program that reflects the activities of all the subjects involved.	1	2	3	4	5
2. CLIL program is correctly adapted to the context of the school.	1	2	3	4	5

3. The program considers the results of diagnostic tests, motivation tests, etc.	1	2	3	4	5
4. CLIL program is properly coordinated and well-organized.	1	2	3	4	5
5. There is a coordination between linguistic and non-linguistic areas in planning.	1	2	3	4	5
6. The teachers who are involved in the program have the knowledge of what their classmates have planned in relation to the CLIL education.	1	2	3	4	5
7. The objectives which are based on achievements and / or competencies are established through tasks and projects.	1	2	3	4	5
8. CLIL program is adapted or changed annually.	1	2	3	4	5
9. The foreign language is developed in accordance with the current regulations.	1	2	3	4	5
10. Non-linguistic areas are developed in accordance with the regulations or, in their absence, with the current CLIL methodologies.	1	2	3	4	5
11. During the course there is a follow-up of CLIL.	1	2	3	4	5
12. Students participate in external evaluation tests (type EOI, Trinity, Cambridge, etc.).	1	2	3	4	5
13. The foreign language is used most of the time in non-linguistic subjects.	1	2	3	4	5
14. A methodology based on CLIL principles is used in non-linguistic subjects.	1	2	3	4	5

Observations / additional information

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Area 6. Score the following items about ACADEMIC AND NON-ACADEMIC RESULTS OBTAINED using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The students reach the objectives in the foreign language.	1	2	3	4	5
2. The students achieve the objectives in non-linguistic areas.	1	2	3	4	5
3. The students obtain certificates of B1 or higher at the end of their compulsory secondary stage.	1	2	3	4	5
4. The use of the foreign language has a negative impact on the results of the non-linguistic CLIL subjects	1	2	3	4	5
5. I am satisfied with the CLIL program at school.	1	2	3	4	5
6. The school or the CLIL section is well regarded by the educational community.	1	2	3	4	5
7. The school or the CLIL section is well considered by the environment (in the locality, local press, etc.).	1	2	3	4	5

Observations / additional information

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In your opinion, what are the strengths or weaknesses of the CLIL program of your school?

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In your opinion, what are the areas to be improved of the CLIL program at your school?

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Thanks again for your collaboration!

APPENDIX 4: Evaluation of CLIL programs. Questionnaire for Subject Matter Teachers.

Thank you for participating in this voluntary study. The purpose of this instrument is to obtain your perspective about CLIL implementation of your school and identify the strengths and the weaknesses of the areas. All your answers will be examined with the maximum confidentiality and anonymously by a research team without any connection to your school. Thank you for your collaboration for the improvement of CLIL programs.

School _____ Population _____ Province _____

I am Man Woman Manager position: _____ Years of experience in charge: _____

Level of knowledge of the foreign language NO LEVEL A1 A2 B1 B2 C1 C2

Please mention, which foreign language; _____

Accredited _____

Level of CLIL teaching knowledge NONE LITTLE MEDIUM ENOUGH MUCH

Number of the hours of the ANL in a week: 1. _____ 2. _____ 3. _____ 4. _____

Indicate what percentage of the total time you plan to teach in a foreign language:

0 to 20% 21 to 40% 41 to 60% 61 to 80% 81 to 100%

Have you ever done some expert courses, masters, etc. about CLIL or CLIL education? Yes NO

If yes, please indicate the name of the course, master's degree, etc. and specify the organisation:

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Area 1: Score the following items about Top Management using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. Top Management has the knowledge of CLIL education (methodology, regulations, etc.)	1	2	3	4	5
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2. Top Management is regularly involved in the CLIL program activities inside and outside the school.	1	2	3	4	5
3. Top Management regularly measures student satisfaction with the CLIL program.	1	2	3	4	5
4. Top Management regularly measures teacher satisfaction with the CLIL program.	1	2	3	4	5
5. Initiatives are supported to improve the quality of the program.	1	2	3	4	5
6. Top Management supports those who involved in the CLIL program (responsible, teachers, students, etc.).	1	2	3	4	5
7. Top Management allocates a budget line for the purchase of materials for the program.	1	2	3	4	5
8. Top Management provides opportunities for training actions for the CLIL program.	1	2	3	4	5
9. Effective means of communication are used to stay informed and to inform the educational community about the important elements of the CLIL program.	1	2	3	4	5

Observations / additional information

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Area 2: Score the following items about THE COORDINATION using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The responsible person for the CLIL program has the knowledge of the foreign language used in the CLIL subjects.	1	2	3	4	5
2. The responsible person for the CLIL program has the pedagogical knowledge that facilitates CLIL teaching.	1	2	3	4	5
3. The responsible person for the CLIL program encourages the activities related to CLIL inside and outside the school.	1	2	3	4	5

4. The coordination is provided effectively between the teachers of linguistic and non-linguistic areas involved in CLIL by the responsible person for the CLIL program.	1	2	3	4	5
5. Well-structured teaching practices are promoted for CLIL teaching.	1	2	3	4	5
6. The responsible person for the CLIL program has previous experience in CLIL education.	1	2	3	4	5
7. There is the climate of collaboration between the components of the teaching staff who are involved in the program.	1	2	3	4	5
8. I am satisfied with the CLIL coordination.	1	2	3	4	5

Observations / additional information

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Area 3: Score the following items about THE CULTURE OF BILINGUALISM IN THE CENTER using the following

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is an environment of bilingualism / plurilingualism at school.	1	2	3	4	5
2. There are integrated projects/interdepartmental bilingual units.	1	2	3	4	5
3. There are frequent contacts with official organizations (administration, CEP, universities, etc.) to encourage CLIL education.	1	2	3	4	5
4. There are contacts with universities and / or other organizations to promote CLIL education	1	2	3	4	5
5. The school participates systematically in international projects (eg. eTwinning).	1	2	3	4	5
6. The school participates in exchanges of students and teachers systematically with schools where a foreign language is spoken.	1	2	3	4	5

Observations / additional information

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Area 4. Score the following items about HUMAN RESOURCES AND MATERIALS using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. I have the knowledge of the foreign language used in CLIL subjects.	1	2	3	4	5
2. I have specific pedagogical knowledge (CLIL) that facilitates CLIL teaching.	1	2	3	4	5
3. I participate in activities related to the CLIL program inside and outside the school.	1	2	3	4	5
4. I organize activities related to the CLIL program.	1	2	3	4	5
5. I follow a well-structured methodology for my subject.	1	2	3	4	5
6. I participate in extracurricular activities related to the CLIL program.	1	2	3	4	5
7. I participate in international projects (e.g. eTwinning) in relation to the CLIL program.	1	2	3	4	5
8. I promote of autonomous learning outside the school.	1	2	3	4	5
9. Appropriate technological resources are used to develop CLIL learning.	1	2	3	4	5
10. There are adequate curricular materials for CLIL teaching.	1	2	3	4	5

Observations / additional information

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Area 5. Score the following items about PLANNING, ADMINISTRATION, and MONITORING using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is a coordination between linguistic and non-linguistic areas in planning.	1	2	3	4	5
2. The teachers who are involved in the program have the knowledge of what their classmates have planned in relation to the CLIL education (through access to programming, coordination meetings, etc.).	1	2	3	4	5
3. In my classes, tasks and / or problem-solving activities are planned through the foreign language.	1	2	3	4	5
4. In my classes, projects are being conducted through the foreign language.	1	2	3	4	5
5. In my classes, objectives are established based on achievements and/or competencies.	1	2	3	4	5
6. CLIL program is adapted or changed annually.	1	2	3	4	5
7. There is a balance between the content treatment and the development of the foreign language.	1	2	3	4	5
8. Cultural elements are treated within my subject.	1	2	3	4	5
9. I use an approach that forces students to think (problem-solving, etc.).	1	2	3	4	5
10. Non-linguistic areas are developed in accordance with the regulations or, in their absence, with the current CLIL methodologies.	1	2	3	4	5
11. During the course there is a follow-up of CLIL.	1	2	3	4	5
12. The foreign language is used most of the time in my subject.	1	2	3	4	5
13. The students actively participate in written activities (reading and writing) in L2 (second language).	1	2	3	4	5
14. The students actively participate in oral activities (speaking, oral interaction, listening) in L2 (second language).	1	2	3	4	5

Observations / additional information

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Area 6. Score the following items about ACADEMIC AND NON-ACADEMIC RESULTS OBTAINED using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The students achieve a mastery of the contents in my subject.	1	2	3	4	5
2. The students achieve a mastery of the key competences (basic competences) in my subject.	1	2	3	4	5
3. The use of the foreign language has a negative impact on the results of the non-linguistic CLIL subjects.	1	2	3	4	5
4. The students understand well the aspects of the subject they are being trained orally in English (listening).	1	2	3	4	5
5. The students express themselves well in oral interaction activities.	1	2	3	4	5
6. The students express themselves well in oral presentations (speaking).	1	2	3	4	5
7. The students understand the aspects of writing in English in the subject they are being trained (reading).	1	2	3	4	5
8. The students express themselves well in terms of writing in English in the subject they are being trained (writing).	1	2	3	4	5
9. I am satisfied with the CLIL program at the school.	1	2	3	4	5
10. The school or the CLIL section is well regarded by the educational community.	1	2	3	4	5
11. The school or the CLIL section is well considered by the environment (in the locality, local press, etc.).	1	2	3	4	5

Observations / additional information

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In your opinion, what are the strengths of the CLIL program of your school?

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In your opinion, what are the areas to be improved of the CLIL program at your school?

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Thanks again for your collaboration!

APPENDIX 5: Evaluation of CLIL programs. Questionnaire for Foreign Language Teachers.

Thank you for participating in this voluntary study. The purpose of this instrument is to obtain your perspective about CLIL implementation of your school and identify the strengths and the weaknesses of the areas. All your answers will be examined with the maximum confidentiality and anonymously by a research team without any connection to your school. Thank you for your collaboration for the improvement of CLIL programs.

School _____ Population _____ Province _____

I am Man Woman Position: _____ Years of experience in charge: _____

Level of knowledge of the foreign language NO LEVEL A1 A2 B1 B2 C1
 C2

Please mention, which foreign language; _____

Accredited _____

Level of CLIL teaching knowledge NONE LITTLE MEDIUM ENOUGH MUCH

Have you ever done some expert courses, masters, etc. about CLIL or CLIL education? Yes NO

If yes, please indicate the name of the course, master's degree, etc. and specify the organisation:

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Area 1: Score the following items about Top Management using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. Top Management has the knowledge of CLIL education (methodology, regulations, etc.).	1	2	3	4	5
2. Top Management is regularly involved in the CLIL program activities inside and outside the school.	1	2	3	4	5
3. Top Management regularly measures student satisfaction with the CLIL program.	1	2	3	4	5

4. Top Management regularly measures teacher satisfaction with the CLIL program.	1	2	3	4	5
5. The weaknesses in the CLIL program are systematically detected to be improved.	1	2	3	4	5
6. Initiatives are supported to improve the quality of the program.	1	2	3	4	5
7. Top Management supports those who involved in the CLIL program (responsible person, teachers, students, etc.).	1	2	3	4	5
8. Top Management allocates a budget line for the purchase of materials for the program.	1	2	3	4	5
9. Top Management provides opportunities for training actions for the CLIL program.	1	2	3	4	5
10. Effective means of communication are used to stay to be informed and to inform the educational community about the important elements of the CLIL program.	1	2	3	4	5

Observations / additional information

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Area 2: Score the following items about THE COORDINATION using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The responsible person for the CLIL program has the knowledge of the foreign language used in the CLIL subjects.	1	2	3	4	5
2. The responsible person for the CLIL program has the pedagogical knowledge that facilitates CLIL teaching.	1	2	3	4	5
3. The responsible person for the CLIL program encourages the activities related to CLIL inside and outside the school.	1	2	3	4	5
4. The coordination is provided effectively between the teachers of linguistic and non-linguistic areas involved in the CLIL program by the responsible person for the CLIL program.	1	2	3	4	5

5. Well-structured teaching practices are promoted for CLIL teaching.	1	2	3	4	5
6. The responsible person for the CLIL program has previous experience in CLIL education.	1	2	3	4	5
7. There is the climate of collaboration between the components of the teaching staff who are involved in the program.	1	2	3	4	5
8. I am satisfied with the CLIL coordination.	1	2	3	4	5

Observations / additional information

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Area 3: Score the following items about THE CULTURE OF CLILISM IN THE CENTER using the following

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is an environment of bilingualism / plurilingualism at school.	1	2	3	4	5
2. There are integrated projects/interdepartmental bilingual units.	1	2	3	4	5
3. There are frequent contacts with official organizations (administration, CEP, universities, etc.) to encourage CLIL education.	1	2	3	4	5
4. There are contacts with universities and / or other organizations to promote CLIL education.	1	2	3	4	5
5. The school participates systematically in international projects (eg. eTwinning).	1	2	3	4	5
6. The school participates in exchanges of students and teachers systematically with schools where a foreign language is spoken.	1	2	3	4	5

Observations / additional information

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Area 4. Score the following items about HUMAN RESOURCES AND MATERIALS using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. I have the knowledge of the foreign language used in CLIL subjects.	1	2	3	4	5
2. I have specific pedagogical knowledge (CLIL) that facilitates CLIL teaching.	1	2	3	4	5
3. I participate in activities related to the CLIL program inside and outside the school.	1	2	3	4	5
4. I organize activities related to the CLIL program.	1	2	3	4	5
5. I follow a well-structured methodology for my subject.	1	2	3	4	5
6. I participate in extracurricular activities related to the CLIL program.	1	2	3	4	5
7. I participate in international projects (e.g. eTwinning) in relation to the CLIL program.	1	2	3	4	5
8. I promote autonomous learning outside the school.	1	2	3	4	5
9. Appropriate technological resources are used to develop CLIL learning.	1	2	3	4	5
10. There are adequate curricular materials for CLIL teaching.	1	2	3	4	5

Observations / additional information

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Area 5. Score the following items about PLANNING, ADMINISTRATION, and MONITORING using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. There is a coordination between linguistic and non-linguistic areas in planning.	1	2	3	4	5
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2. The teachers who are involved in the program have the knowledge of what their classmates have planned in relation to the CLIL education (through access to programming, coordination meetings, etc.).	1	2	3	4	5
3. In my classes, tasks and / or problem-solving activities are planned through the foreign language.	1	2	3	4	5
4. In my classes, projects are being conducted through the foreign language.	1	2	3	4	5
5. In my classes, objectives are established based on achievements and/or competencies.	1	2	3	4	5
6. CLIL program is adapted or changed annually.	1	2	3	4	5
7. The foreign language is used most of the time in my subject.	1	2	3	4	5
8. The students actively participate in written activities (reading and writing) in L2 (second language).	1	2	3	4	5
9. The students actively participate in oral activities (speaking, oral interaction, listening) in L2 (second language).	1	2	3	4	5
10. There is a balance between the content treatment and the development of the foreign language.	1	2	3	4	5
11. Cultural elements are treated within my subject.	1	2	3	4	5
12. During the course there is a follow-up of CLIL.	1	2	3	4	5

Observations / additional information

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Area 6. Score the following items about ACADEMIC AND NON-ACADEMIC RESULTS OBTAINED using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

1. The students generally achieve the objectives in the foreign language.	1	2	3	4	5
2. The students achieve the objectives of listening (listening).	1	2	3	4	5
3. The students express themselves well in oral interaction activities.	1	2	3	4	5
4. The students express themselves well in oral presentations (speaking).	1	2	3	4	5

5. The students achieve the objectives of written comprehension (reading).	1	2	3	4	5
6. The students achieve the objectives of written expression (writing).	1	2	3	4	5
7. The students reach the vocabulary objectives.	1	2	3	4	5
8. The students reach the grammar objectives.	1	2	3	4	5
9. The students achieve the pronunciation objectives.	1	2	3	4	5
10. The students reach the culture objectives.	1	2	3	4	5
11. I am satisfied with the CLIL program at school.	1	2	3	4	5
12. The school or the CLIL section is well considered by the educational community.	1	2	3	4	5
13. The school or the CLIL section is well considered by the environment (the locality, local press, etc.).	1	2	3	4	5

Observations / additional information

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In your opinion, what are the strengths of the CLIL program of your school?

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In your opinion, what are the areas to be improved of the CLIL program at your school?

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Thanks again for your collaboration!

APPENDIX 6: Evaluation of CLIL programs. Questionnaire for Students.

Thank you for participating in this voluntary study. The purpose of this instrument is to obtain your perspective about the CLIL implementation of your school and identifying the strengths and the weaknesses of the areas. All your answers will be treated with the maximum confidentiality and anonymously by a research team without any connection to your school. Thank you for your collaboration in improving bilingual programs.

School _____ Population _____ Province _____

Course: _____ Group _____

I am Man Woman

My nationality Spanish Other (indicates which) _____

Nationality of the father, if there is Spanish Other (indicates which) _____

Nationality of the mother, if there is Spanish Other (indicates which) _____

Language(s) I usually speak outside of the institute:

Level of knowledge of the English language NO LEVEL A1 A2 B1 B2 C1
 C2

Do you have a language certificate (e.g. Cambridge, Trinity, etc.)?

Yes (which is the most recent)

No

Are you planning to apply for a language test in the next 6 months?

Yes (which)

No

Qualification obtained in English in the last evaluation: _____

How many years have you been in a bilingual group? _____

Apart from the subject of English, what other subjects do you receive in the English language (e.g. history, physical education, etc.):

1. _____ 2. _____ 3. _____ 4. _____

Please write in the order the bilingual subjects which you obtained last qualification among the ones you have written in the previous question:

1. _____ 2. _____ 3. _____ 4. _____

Area 1: Score the following items about THE BILINGUAL SUBJECTS (e.g. history, technology, etc.) using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1. In the bilingual classes we work the contents in English	1	2	3	4	5
2. We participate in projects in bilingual subjects	1	2	3	4	5
3. In the bilingual classes, the teacher poses problems that we solve in English	1	2	3	4	5
4. We observe things from other cultures related to our bilingual subjects	1	2	3	4	5
5. We listen to aspects of the subjects in English	1	2	3	4	5
6. We talk about aspects of the subjects in English	1	2	3	4	5
7. We read the contents of the subjects in English	1	2	3	4	5
8. We write about the contents of the subject in the foreign language	1	2	3	4	5
9. We use new technologies (computers, Internet, cannon, ...) in these bilingual classes	1	2	3	4	5

Observations / additional information

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Area 2: Score the following items about THE ENGLISH COURSE (e.g. history, technology, etc.) using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1. In the English class we use the foreign language	1	2	3	4	5
2. We participate in projects in this subject	1	2	3	4	5
3. We dedicate time to listening activities (listening)	1	2	3	4	5
4. We dedicate time to oral expression activities (speaking)	1	2	3	4	5
5. We dedicate time to activities of written comprehension (reading)	1	2	3	4	5
6. We dedicate time to oral comprehension activities (writing)	1	2	3	4	5
7. We dedicate time to vocabulary activities	1	2	3	4	5

8. We dedicate time to grammar activities	1	2	3	4	5
9. We dedicate time to pronunciation activities	1	2	3	4	5
10. We dedicate time to activities related to the culture of English-speaking countries	1	2	3	4	5
11. We get in touch with other people in English (from other centers, from other countries, etc.)	1	2	3	4	5

Observations / additional information

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Area 3: Now score the following item about your GENERAL SATISFACTION WITH THE CLIL PROGRAM using the following scale:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1. I am satisfied with the bilingual program at the school.	1	2	3	4	5
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In your opinion, what are the strengths of the bilingual program at your school? What is the best?

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In your opinion, what are the areas to be improved of the bilingual program at your school? What do you dislike the most?

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Thanks again for your collaboration!

