EFL Effective Teaching: A Study on the Beliefs, Teaching Practices and Professional Cooperation of Bilingual Teachers in a Rural School in Navarre

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ABSTRACT

Bilingual teaching programs such as CBLT and CLIL emerged in response to the linguistic requirements in nowadays' globalised world. These bilingual programs integrate content and language when teaching and are said to be effective for FL acquisition. Knowing about the mental lives of teachers who implement these methodologies seems mandatory since their beliefs influence their teaching decisions and what they do in classrooms. Also, delving into the way these teachers cooperate is relevant since literature has long advocated the relevance that teacher cooperation has for the successful implementation of these programs. Using a qualitative design where three bilingual teachers' beliefs and their teaching practices were analysed through questionnaires and class observation, this paper shows that teachers' beliefs and practices are not always aligned, which can lead to cognitive problems and may affect students' learning outcomes. In addition to this, the way these teachers cooperated was also investigated and a detailed portrait of subject coordination and teacher cooperation in the school where the study was carried out is done. Evidence shows that subject coordination and teacher cooperation in the school appeared to be superficial and incomplete. This paper defends that both a well-structured coordination between teachers and co-teaching would be key to create effective lessons through bilingual methodologies in terms of content and foreign language acquisition.

KEY WORDS

Bilingual methodologies, CBLT and CLIL, teachers' beliefs, teaching practices, teacher cooperation.

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1. INTRODUCTION

The last decades have seen a growing trend towards the implementation of bilingual methodologies for FL learning in educational contexts. These methodologies usually integrate content and language when teaching and are said to use language for communicative purposes in real contexts. Extensive research has been done on the characteristics that bilingual programs hold. In Europe, for instance, Content and Language Integrated Learning (CLIL) emerged in response to the linguistic requirements of the European Union, whose language policy mentioned that every EU citizen should have a good command of 2 languages of the Union, in addition to their native language (Eurydice, 2006). In that sense, CLIL soon established itself as the most widely used methodology for teaching both content and foreign languages in an integrated and effective way.

Research to date has focused on the effectiveness of bilingual programs by considering various aspects such as learner motivation, materials, and teachers, among others. However, little research has been done on the beliefs and practices of teachers who implement these methodologies in classrooms. Teachers' beliefs is a worth-researching area since it may contribute positively to teacher development (Borg, 2017); understanding the link between teachers' beliefs and their real teaching practices may help to find some inconsistencies and encourage teaching changes in order to avoid ineffective foreign language acquisition in the part of the learner. Similarly, research about the way teachers cooperate and about the way subjects are coordinated for the effective implementation of these methodologies remains scarce.

Hence, the aim of this paper is to explore the relationship that exists between teachers' beliefs and their real teaching practices, and to delve into the professional cooperation that should exist for the implementation of these methodologies to be successful. A qualitative research design was adopted to provide an accurate study both of three bilingual teachers' beliefs and practices and of their professional cooperation for implementing bilingual methodologies at a school in a rural area in Navarre.

2. LITERATURE REVIEW

2.1 Teacher beliefs

Teacher Cognition is an umbrella term that refers to "the unobservable cognitive dimension of teaching −what teachers know, believe and think" (Borg, 2003, p. 81). This

term may include different constituents of which beliefs is one the most relevant since they may influence what teachers decide and do in the classroom.

According to Borg (2017), studying the relationship between teachers' beliefs and their teaching practices can be of the uttermost importance in various situations, such as when teacher's practices seem ineffective. In that case, gaps in the relationship can be highlighted and can promote teacher change to enhance results.

Literature defends that there are three main factors that influence teachers' beliefs formation, which are prior schooling experience, teacher education, and teaching experiences (Gabillon, 2012). All the beliefs teachers hold can be classified into two broad categories: peripheral beliefs and key or core beliefs. Peripheral beliefs are dynamic and due to change. They can evolve and be shaped by means, for instance, of teacher education, or by means of other factors such as context. However, key or core beliefs are beliefs which established soon in the teacher's mind, and which are more resistant to change. These beliefs are said to be more influential in shaping teachers' instructional decisions. Borg (2017) explained that different beliefs could have different "weights", and consequently, in the event of tension moments core beliefs would prevail over peripheral ones.

Gabillon (2012) claimed that beliefs may involve different facets since they may be personal and social/cultural, practical and theoretical, implicit and explicit, dynamic and resistant, and complex and systematic. Personal beliefs are the unique beliefs each individual has as a result of their personal life experiences, and they change from person to person. Social or cultural beliefs, however, are considered to be the result of the interactions each individual has with other people and contexts, and hence, they are culturally bound. Many researchers consider that beliefs are neither completely theoretical nor exclusively practical since they are built from both theoretical and practical experiences (Clandinin, 1985). On the one side, teachers shape the official theory to fit in their beliefs, and on the other side, their previously acquired beliefs through class experience affect their performance. Regarding implicit beliefs, they are considered to be the ones that form the teachers' subconscious, and they create some unconscious assumptions regarding foreign language teaching. However, some researchers claimed that there are some beliefs which are easier to express, to make explicit (Ellis, 2006). Dynamic beliefs are the ones that change or evolve over time through teachers' experiences in teaching. However, there are some authors who believe that some teachers' beliefs do not change although they may be challenged, and it seems even more difficult

when those beliefs have been held for a long time rather than if they are new or recent (Hall, 2005). Finally, regarding systematic beliefs, research shows that in many cases there is a clear correlation between the beliefs and the practices where teachers carry out what they believe (Tercanlioglu, 2005). On the other hand, research has also found that teachers' beliefs about their teaching may be modified after shared professional discourse and therefore, they develop complex belief systems (Freeman, 1991).

2.1.1 The relevance of teachers' beliefs at implementing methodologies
Beliefs exert great influence in the teaching process since teaching responds to teachers' reflections which are, in turn, based on their beliefs. That is to say, the teaching process is not a reflection of the methodology but a result of the beliefs teachers hold (Gabillon, 2012). As Biggs (1994) explained, teachers interpret and modify methodologies in order to adjust them to their beliefs.

Research on teacher beliefs has shown impact on classroom practices (Borg, 2003) and on the way teachers adopt and accept new teaching methodologies (Donaghe, 2003), among other things. In the same vein, Skott (2014) suggested that "beliefs are expected to significantly influence the ways in which teachers interpret and engage with the problems of practice" (p.19). It is fair to mention that some authors claimed that the effect between beliefs and practices is reciprocal rather than unidirectional (Borg, 2003; Borg, 2017). That means that not only do beliefs shape practices, but also do practices shape beliefs. The latter tendency is believed to be more likely to happen only after experiencing the success of a change in teaching practices (Guksey, 2002).

2.1.2 Cognitive dissonance: when beliefs and teaching practices differ
As Borg (2017) explained, the relationship between teachers' beliefs and their teaching practices has usually been categorised as consistent or inconsistent depending on whether they coincide or not.

As Guerra and Wubbena (2017) affirmed, "beliefs and practices are fundamentally interrelated and, in the classroom, a teacher holding two beliefs that are inconsistent with each other may experience tension". That is, teachers may act in the classroom differently to their thoughts and when this happens stress and tension may appear since congruence is expected between beliefs and actions. In the same vein, Flores and Day (2006) carried out a study in which different and opposing teacher beliefs and practices were observed in the participants. Likewise, Phipps and Borg (2009) also found

that teachers' beliefs and their teaching practices were not always aligned. In those situations where there is incongruency between teachers' beliefs and teaching practices, cognitive dissonance happens, which is "a negative state of psychological tension" (Borg, 2017, p. 78). On the face of it, it is considered a negative situation, but making it visible can lead to awareness, to teacher development and, thus, to improved teaching practices.

2.2 Effective FL instruction: CBLT and CLIL methodologies

Integrating content and language for instructional reasons is very old (Coyle et al. 2010). This teaching practice dates back more than 2000 years (Turner, 2012) and has its origins in Ancient Rome. More recent times have seen content and language integration for teaching purposes after World War II both in Germany and in France, and this is when European authorities first considered teaching and learning foreign languages by means of content subjects.

Diverse educational methodologies emerged globally that aimed to integrate content and language for effective teaching and learning of both content subjects and a foreign language. Content Based Language Teaching (CBLT) and Content and Language Integrated Learning (CLIL) are two very popular methodologies that are widely used with that dual objective. Since they offer a double benefit at the same time, content and language, "allegedly killing two birds with one stone" (Ball, 2016, p.16), it became hard for stakeholders not to feel attracted by bilingual methodologies, and governments in countries in Europe and in America were encouraged to implement bilingual methodologies in their educational systems. In Canada and in the United States, CBLT became a very popular and widely used educational approach that aims to teach a foreign language by means of a content syllabus, that is to say, CBLT is an instructional methodology for teaching foreign languages by which the target language is taught through a syllabus based on content. As Lyster (2018) explained, CBLT is said to enhance the potential of language learning by both developing academic literacies and by reinforcing general language knowledge of the target language. This methodology is said to motivate students more into the learning of grammar and vocabulary than traditional teaching ways do. CBLT can be named under other labels such as Content Based Instruction (CBI). Similarly, CLIL is widely used in Europe and aims to instruct a FL through a content subject. As Coyle et al. (2010) explained, "CLIL is content-driven, and this is where it both extends the experience of learning a language" (p.1). Researchers have been investigating about one or the other at given times, however, there is mostly

agreement in that both methodologies share common goals and common characteristics for their effective implementation to happen in classrooms. Moreover, some authors go beyond by considering them as the same methodology with different names (Turner, 2012). Following this idea, in this paper both methodologies are considered as similar bilingual methodologies with the common goal of using a FL for learning and communication purposes within the real context that is provided by content.

2.2.1 CBLT and CLIL as educational communicative methodologies

The most outstanding feature of CBLT and CLIL approaches is the communicative purpose. As Pérez Vidal (2019) mentioned, in bilingual education "language is a tool for communication, not an end in itself" (p.11). That means that students use the foreign language for real-life purposes in meaningful contexts, and consequently see a good reason to learn and improve it.

Graddol (2006) named the CLIL approach as the "ultimate communicative approach". In accordance with Coyle et al. (2010), such a statement could be justified in terms of authenticity:

> "Communicative language teaching was one step forward providing a more holistic way of teaching and learning languages, but for various reasons, especially relating to authenticity, has been insufficient in realizing the high level of authenticity of purpose which can be achieved through CLIL" (2010, p.5).

An important characteristic of CLIL and CBLT approaches lies on the change of perspective of traditional language lessons. According to Pavón and Ellison (2013), "the first important consideration is the change from instructional to participative classes" (p.72). Consequently, teacher-centred lessons become student-centred; as Pérez (2016) mentioned, "teachers pull back from being donors of knowledge, to become facilitators" (p.2). Furthermore, it includes not only teacher-student interaction, but also student-student interaction. In that sense, the importance of collaborative and cooperative work increases in CBLT and CLIL lessons.

In terms of language learning, one of the main aims of these methodologies is to take students from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency) (San Isidro, 2018). In these methodologies complex content is treated through a foreign language and students may need to acquire more specific terms related to various areas, such as mathematics, science, or geography, for example. Many studies confirm that both CBLT and CLIL promote Second Language

Acquisition (SLA) while "the learning of content does not suffer" (Meyer, 2010, p. 12). Jaén (2016), for example, claimed that "the most salient benefits are concerned with second language outcomes" (p. 18). Furthermore, Graddol (2006) mentioned that "a powerful element of CLIL is its role in the improvement of language skills" (p. 86). According to Lyster (2007), students enrolled in immersion or bilingual programs – that is, CBLT –, show much higher levels of proficiency in the foreign language than students who study the foreign language as a regular subject, especially regarding comprehension skills, fluency, and confidence.

2.2.2 CBLT and CLIL teachers and specific teacher training
Both the CBLT and the CLIL teacher are one of the main actors involved in the process of implementing these methodologies effectively in classrooms. These teachers play a very important role because they need to integrate both content and a foreign language when teaching.

According to Pavón and Ellison (2013), one of the most essential questions concerning CLIL teachers that still creates controversy is who should be responsible for teaching the content through a foreign language. In the case of CLIL, content teachers bring a foreign language to their lessons, what implies that they need to have a sufficient linguistic competence of the foreign language. In the case of CBLT, the language teachers bring content to their lessons, what means that they have to work with content they may not be supposed to know. Some research shows that, although the content and the language teachers' roles are normally separated, there are cases in which language teachers teach both subjects; the problem is that it requires double qualification (Pavón et al., 2014). Due to the fact that it also requires double qualification for content teachers to teach through a foreign language, some authors prefer the option of language teachers being trained to teach content (Bowler, 2007, Koike, 2018).

Whatever the case may be, teachers need to have some specific abilities to teach in CBLT and CLIL methodologies. According to Hillyard (2011), there are three main areas that those teachers need to master: target language ability, subject knowledge, and specific CBLT/CLIL methodology. Some other authors, however, claimed that there are some more necessary competences these teachers need. In the specific case of CLIL, for instance, Mehisto et al. (2008) defined the following abilities:

- Ability to create rich and supportive target-language environments.
- Ability to make comprehensible input.
- Ability to use teacher-talk effectively.
- Ability to promote comprehensible student output.
- Ability to attend to diverse student needs.
- Ability to continuously improve accuracy.

Considering that CBLT and CLIL are innovative and efficient methodologies to learn both content and language simultaneously, "committed, motivated, and, especially, well-prepared teachers are required" (Pérez, 2016, p. 16). In fact, many authors claim that one of the main constraints that these bilingual programs face is the lack of well-prepared teachers and the shortage of teacher training programmes (Julián de Vega, 2013; Breeze and García Laborda, 2016). Coyle (2011) gave special importance to training teachers for CLIL, mentioning that it is the key to any future vision.

2.2.3 Materials and resources

The lack of suitable materials is considered to be another of the main constraints that these bilingual methodologies face. As Ball (2018) explained, "quality materials are an important component of education, particularly regarding less experienced teachers or those working within a more niched educational paradigm" (p.2). Textbooks not only offer benefits and security to teachers of any subject at any level but also to students, since learning requirements become visible and students have a place to return, check and consolidate content (Mehisto, 2012).

According to Ball (2018), in the specific case of CLIL, "CLIL materials are relatively conspicuous by their absence" (p.6), and consequently teachers end up creating their own materials or adapting the ones created for the L1 curriculum, which can be very time-consuming. CLIL students must work exactly the same content as their non-CLIL peers, but materials cannot be just a translation; CLIL materials should integrate Coyle's 4Cs Framework due to its "integrative nature" (Meyer, 2010, p. 12), which makes reference to the terms "content", "cognition", "communication" and "culture".

Ball (2018) explained that the main focus in CLIL materials should be content since the language is only the vehicle. The author mentioned that "the language can be highlighted and made explicit, but the objective is always the learning of the content" (p.8). In that sense, the author mentioned 4 explicit parameters taken from Guerrini (2009)

that CLIL materials should fulfil which are: 1) Illustrations with labels and captions; 2) Content area text-types, vocabulary, and language; 3) Graphic organisers as scaffolding tools; 4) Scaffolding input and output with ICT applications.

On the same vein, Mehisto (2012) elaborated a list including ten criteria for the development of good quality materials. According to this author, good materials should make the learning intentions (language, content, learning skills) and process visible to students, foster academic language proficiency, seek ways of incorporating authentic language and its use, and offer scaffolding techniques, among others.

The same situation applies to CBLT materials. Good materials are almost inexistent, and teachers usually need to create their own resources in order to suit their teaching needs.

2.3 Subject coordination and teacher cooperation for effective FL teaching

As Infante et al. (2009) explained, "it is not the label CLIL (or CBLT) that guarantees quality in projects" (p.157). Besides the parameters aforementioned, that is, competent teachers, teacher training, and suitable materials, there is another aspect which is of the uttermost importance to establish effective bilingual methodologies: subject coordination and teacher cooperation.

In CBLT and CLIL content and language are taught simultaneously, requiring the presence of an integrated curriculum. In that sense, neither content nor language can be considered as isolated figures in the teaching-learning process. Lova and Bolarín (2015) explained that an integrated curriculum can only be achieved through coordination. As Lo (2020) mentioned "teaching has long been regarded as an individualistic, isolated profession", but coordinating work between teachers in bilingual programs has shown to be potentially effective since suitable coordination of content and language "increases the assimilation of concept" (Pavón et al., 2014).

One of the authors who analysed the effects of coordination, Baetens Beardsmore (2009), concluded that "one of the significant characteristics of CLIL is the establishment of coordinated work between the content and the FL teacher, by which FL teachers provide linguistic support to students, necessary to understand and assimilate academic content" (p. 205). Therefore, the FL teacher helps to make comprehensible content, while the content teacher contributes to second language acquisition, increasing the "interdependence" between subjects that Lova and Bolarín (2015) mentioned.

Hence, it seems that much of the effective implementation of these bilingual methodologies depends on the coordination between the teachers involved. As Pavón et al. (2014) explained, "the relevance of this coordination is unquestioned; the problem is how to implement it" (p. 410). Some authors claim that "co-teaching" would be key (Méndez and Pavón, 2012), where a content teacher and a language teacher would coordinate their roles and strategies and they would co-plan their lessons. Similarly, Koike (2018) mentioned "occasional microteaching sessions" (p. 64), where content teachers observe language teachers' lessons to learn some language teaching skills, such as how to help the students when they do not understand certain words.

More specifically, a technique that Coyle (2005) recommended in order to develop as a CLIL teacher was LOCIT. This acronym makes reference to the terms "lesson observation" (LO) and "critical incident technique" (CIT). This technique consists of observing the lessons of other teachers, and then reflecting about it. Besides observing, a good strategy would be to record the lessons. In that sense, both teachers would be able to observe the lesson and give collegial support. Those observations would be done focusing on an aspect that has previously been agreed upon, and the teachers would reflect and comment about it later with the purpose of identifying the aspects to be improved.

As Catelly (2011) explained, coordination between subjects is a must in CBLT and CLIL programs. Consequently, schools should define specific plans and strategies to reinforce it; however, Lova and Bolarín (2015) denounced that there is a legal loophole, since public administrations do not establish specific hours to work on coordination, nor do they consider a reduction of class hours, and this results in the inexistence of coordination or bad application of it. So, there is an evident lack of support from public authorities.

Davison (2006), who made research on the process of co-teaching and co-planning between EFL and content teachers, explained that effective cooperation could only be achieved if two teachers or even a whole department or school year team elaborated a joint curriculum where they established some pedagogical aims to accomplish, and they planned joint lessons, reviewed students' work together, or team-taught. This author elaborated a list with some of the essential elements that every effective teacher collaboration should fulfil, which included a clear conceptualisation of the task, the incorporation of explicit goals for EFL development in content lessons, assessment planning, the adoption of a common curriculum planning, and the establishment of systematic mechanisms for monitoring, evaluation, and feedback.

3. RESEARCH QUESTIONS

The research questions and sub-questions that have motivated this research are the following:

- What are the teachers' beliefs about bilingual methodologies (CBLT and CLIL) for FL teaching and learning?

  o Are the teachers' teaching practices consistent or inconsistent with their beliefs (Borg 2017, Guerra and Wubbena 2017, Phipps and Borg 2009)? If so, how?

- What are the teachers' beliefs about teacher cooperation and subject coordination?

  o Is there effective teacher cooperation and subject coordination as described by, among others, Baetens and Beardsmore 2009, Catelly 2011, Davison 2006, Lova and Bolarín 2015, Méndez and Pavón 2012?

4. MATERIAL AND METHOD

4.1 Context and participants

The context of the study was a semi-private secondary school that was located in a rural area in the north of Navarre, Spain, in the Basque-speaking area. This school was part of the *Ikastolen Elkartea* that is a net of schools whose purpose is to educate students by means of the Basque curriculum based on competences.

As regards students, around 150 students from 12 to 16 years old attended the school. The four levels of mandatory secondary education (ESO) were taught in the school and students were distributed accordingly. The main linguistic model of the school was D, which means that Basque was the vehicular language in the school. Spanish and English could also be learnt in the school. Both CBLT and CLIL had been implemented in the school for teaching content subjects in English. Both methodologies had a progressive presence in the school: in 1st and 2nd of ESO, four hours were devoted weekly to CBLT in the EFL subject. The linguistic contents of the EFL subject were taught and learnt through a syllabus that was mainly based on content (Social Science and History). In 3rd and 4th of ESO, three hours were devoted each week to CBLT in the EFL subject,

whereas three hours were devoted to CLIL each week (to the teaching of Social Science and History in English).

Altogether three teachers agreed to take part in the study, one CBLT teacher, and two CBLT plus CLIL teachers. All three were female, Spanish and had studied English Studies and Education. They had the C1 level of English proficiency according to the Common European Framework of Reference (CEFR) and had been teachers for between 10 and 17 years. They all had attended CLIL teacher training courses in the Basque Country, and T2 also in England. Table 1 shows the most relevant professional features of the participants.

Table 1. Teachers' professional profiles

TEACHERS	UNIVERSITY STUDIES	ENGLISH CERTIFICATE	YEARS AS A TEACHER	YEARS AS A CLIL TEACHER	TEACHING SCHOOL YEARS	TEACHING SUBJECTS
TEACHER 1 (T1)	English philology and Education degrees	C1	17	17	1st ESO	EFL through CBLT
TEACHER 2 (T2)	English Studies and Education degrees	C1	14	10	3rd and 4th ESO	EFL through CBLT and Social Science through CLIL
TEACHER 3 (T3)	English studies degree and Education Masters	C1	10	10	1st and 2nd ESO	EFL through CBLT and History through CLIL

4.2 Data collection and analysis

The data reported in this study was obtained from two different sources. The teachers first completed a questionnaire (see Appendix II) which asked about four parameters: professional background, teachers' beliefs about teaching through CBLT and through CLIL, about CBLT and CLIL teaching practices, and about the learning process. The questionnaire contained 35 questions of which 5 were multiple choice questions, 14 were open-ended questions for teachers to be able to expand their answers, and 16 were yes/no questions with some space for teachers to comment their answers. Another source of data were researcher diaries that were completed by the researcher during class observation. Those materials contained data about the teaching practices and strategies used in class, the students' participation, the use of materials, and the coordination between teachers.

Data was analysed qualitatively, which permitted delving into the way in which English as a FL was taught in the school by means of both bilingual methodologies, CBLT and CLIL. Data was read, coded, and grouped into recurrent themes and trends. Then, a professional profile of the teachers was done according to the themes and trends. In that sense, the data obtained was compared to the parameters that had been established in the literature review.

The themes and the trends that emerged in the results were the following:

- Theme 1: CBLT and CLIL teachers' beliefs and teaching practices. This theme included data about the following trends: the way teachers integrated both content and language in their subjects, the main focus of the lessons, the materials they used for teaching, how grammar and vocabulary were taught, how the four skills were promoted, and assessment.

- Theme 2: CBLT and CLIL teachers' beliefs about subject coordination and teacher cooperation for an effective teaching of the FL. This theme included data about the way both subjects were coordinated within the teaching process, and about the way teachers themselves cooperated.

5. RESULTS

Results show relevant information about the teachers' beliefs as regards bilingual methodologies for teaching a FL, as regards their teaching practices, and as regards teacher cooperation and subject coordination. Results will be presented in the form of three accurate professional profiles. The themes and trends mentioned in the previous section have been taken into account in order to elaborate these professional profiles.

5.1 Teacher 1: CBLT teacher

As regards the first theme, CBLT teaching practices, Teacher 1, who was an EFL teacher who taught her subject through CBLT methodology, described her subject as a subject that sought to make students use English for communicative purposes in an active way:

> "We don't want the pupils just to learn the language for languages" sake but rather to help the pupils to use the language to do and learn other things. This is why we have some language reflection and scaffolds while teaching content from different areas. It's a practical methodology where students" participation and cooperation are necessary. Learning by doing."

As regards the first trend, content and language integration, results in the questionnaire showed that T1 considered that the subject book integrated content and language already, and she considered this a big support for her to do the same:

"I present the content from the unit but stop to work on language (grammar, vocabulary, text types…) when necessary, and the textbook usually has some scaffolds to reflect on those. If not, we use other material (verb lists, etc) that pupils collect in the so-called "language folder" and they take those handouts when they need them to make their productions."

It was observed during the lessons that, as T1 had previously mentioned in the questionnaire, classes were very student-centred, and they were encouraged to participate actively and collaborate. However, not all the students seemed motivated and only some participated, unless the teacher asked them to do so. Regarding content and language integration, the main technique T1 considered was using scaffolds, which were usually presented in the textbook through activities in which the students had to complete some content-related activities in the foreign language, and then, they were asked to reflect on some of the grammatical structures they had been using.

As regards the second trend, main teaching focus, results in the questionnaire showed that T1 tried to focus on both content and language in an equitable manner. She confessed that she would pay more attention to content if she were a content teacher:

"In my case, CLIL is introduced in the English subject. If I taught Social Sciences in English, I should be paying more attention to content, I guess."

It was observed through class observation that T1 looked for correctness in both content and language, as she had mentioned. She used the content in the subject book to structure the lessons, but she constantly highlighted the linguistic accuracy and corrected her students when they committed basic mistakes.

As regards the third trend, materials used for teaching, results in the questionnaire showed that T1 used both the subject book and her own resources:

"Now that I have used these materials for some time, and having compared my opinion with my colleagues, I feel confident enough to make some changes, skip some activities and introduce some others when I see it is necessary."

It was observed during the lessons that the subject book was the only material they used in most of the lessons. Moreover, the students had a "language folder" where they

kept grammar and vocabulary-related handouts and they consulted them when needed. Additionally, T3 sometimes used some online resources, such as videos or online timelines. Thanks to that, it was observed that the students' motivation increased, and they got more input.

As regards the fourth trend, grammar and vocabulary instruction, results in the questionnaire showed that T1 explained both grammar and vocabulary in class on a regular basis since these were specific contents of the subject she taught. She provided some extra photocopies or handouts to her students when the textbook's explanations were scarce:

> "Usually, the textbook has some scaffolds that need to be developed in more detail. I give some copies, talk about them and pupils keep them in the language folder. We always work on language that is related to what we are doing in class."

It was observed during the lessons that the subject book presented all the vocabulary and grammar sections through activities, that is, in an inductive way. However, T3 took some time to work on both vocabulary and grammar more in detail, deductively, especially grammar. She gave extra handouts to keep in the language folder and prepared extra activities to practice new concepts.

As regards the fifth trend, the promotion of the four skills, results in the questionnaire showed that T1 promoted them by trying to find a balance among all the skills so that each skill could be put in practice on a regular basis without detriment of the others:

> "I don't make changes in the material in this sense; I think the material we use covers those. But it is true that our students have the biggest problem with text writing, and we are trying to work on that one better. In terms of speaking, the pupils produce a lot but not always accurate, so, we need to find a balance where we let them speak but reflecting on the most common errors for each level. We can't possibly correct everything, otherwise, they would stop participating and that is not the idea."

It was observed during the lessons that, as T1 had previously mentioned in the questionnaire, the speaking skill was quite well covered since most of the students used the foreign language for communicative purposes in the lessons and. When it comes to the reading skill, they practiced it often through the textbooks' activities. Regarding the listening and writing skills, however, few specific activities were found. Most of the listening input the students had came from the teacher. In the same vein, the few writing

activities that were proposed were limited to some odd sentences or at most, short paragraphs. In addition, most of the times those activities were corrected in plenary and the teacher did not gave some time to check each student's writing.

As regards the last trend, assessment, results in the questionnaire showed that T1 gave equal importance to content and to language. She considered that both content and language had been explained, worked and learnt in the classroom so she thought that both of them should be assessed in equal terms:

> "Both. Because we've been working on both. Students have the assessment criteria from the beginning of the unit, and they know some objectives are related to content of the subject and when they hand in work/do exams, they have rubrics where they have the conditions in terms of information from the subject or grammar they need to pass or get whatever mark in that activity or exam."

It was observed during the lessons that the assessment activities or exams the students had to complete contained some content-related activities and some language-focused activities, and the students were asked to answer to both of them with a minimum linguistic accuracy, so, both aspects were evaluated somehow. The rubrics the students were given contained these sentences, among others: "I have written the information in my own words"; "I have used pronouns"; "I have used the appropriate verb tense".

As regards the second theme, CBLT subject coordination and teacher cooperation for an effective teaching of the FL, results in the questionnaire showed that in the specific case of T1, she mentioned that the three teachers who cooperated into the teaching of the FL tried to have several meetings during the school year since they were all EFL teachers who were teaching either by means of CBLT or CLIL. The main goal of those meetings was helping to each other, commenting about things and situations that could have arisen related to the teaching of any of the subjects and support themselves by means of materials and planning:

> "In our case all the teachers teaching CLIL are language teachers, and we try to meet several times every year. And, when we have a content teacher teaching in English, we will try to help him/her and welcome him/her into our team."

Although the teachers met sometimes to share their experiences and ideas, it was observed that a clear and planned coordination was not clearly identified. Their meetings focused exclusively on methodological aspects, and they did not consider coordinating

their work to obtain better results from the students. In fact, they did not coordinate in terms of subject planning or objective achievement.

To conclude, results showed that T1 liked her subject and enjoyed the way her subject was taught. She also considered that her students liked the subject as well because, according to her, "they learn by doing." Furthermore, she found that this methodology was effective for L2 acquisition and very beneficial to students since they would be able to use English in real contexts in their everyday life:

> "When they finish school, they can all say something about the subject learnt, and in terms of language, even if not completely accurate, they will all be able to communicate in real life situations, for example, when they are travelling."

5.2 Teacher 2: Both CBLT and CLIL teacher

Teacher 2 was both EFL and content teacher. She taught the ESL subject through CBLT methodology whereas she taught her content subject (History) through CLIL. It must be clarified, however, that most of the answers that she gave in the questionnaire were from the point of view of a CLIL teacher, and not of a CBLT teacher too because she decided to do it that way. In some sections, on the contrary, she answered as the teacher of both subjects.

As regards the first theme, CBLT teaching practices, T2, described her subject as a participative subject in which students were the protagonists of their learning process:

> "It is supposed to be an active methodology where students read, deduce and interpret."

As regards the first trend, content and language integration, results in the questionnaire showed that T2 used different techniques and strategies on a regular basis to integrate both aspects in her lessons:

> "Through visual sources, lots of repetitions, paraphrasing, summarising..."

During class observation, many teaching strategies were identified in order to integrate content and language in the CLIL lessons. T2 tended to make a lot of brainstorming questions to activate the students' background knowledge and make them use the foreign language. When introducing new concepts, T2 explained and repeated most of the things in different way. Some of the students, could internalise the idea just by listening to it once, but some others asked for further explanations. In those cases, T2

tried to paraphrase or summarise the idea, but if she felt that the students had not understood because nobody answered, then she used to translate it into their first language.

As regards the second trend, main teaching focus, results in the questionnaire showed that T2, like T1, tried to focus on both content and language in an equitable manner. Despite the fact that she taught content, she considered that language was the basis to acquire the knowledge on content:

"The language needs to be appropriate to ensure the understanding of the content".

It was observed through class observation that although T2 considered language to be the basis for correct content treatment, she did not focus thoroughly on language accuracy. She did not give further explanations than the translation of specific terms when new concepts appeared, and she did not correct the mistakes. In fact, many times the students answered in their L1, and the teacher did not even encourage them to express themselves in English.

As regards the third trend, materials used for teaching, results in the questionnaire showed that T2 also used both the subject book and her own materials and resources for her lessons. In fact, she felt that the course book was incomplete for the students:

"Sometimes there is a need to complete the material of the book for whatever reason: not interesting enough, difficult to understand…"

It was observed during the lessons that T2 used the course book as a basis, and she followed it regularly. However, it was observed that during the CLIL lessons she made use of many realia. As she taught contemporary history, she shared some real texts and images so that her students could understand those historic concepts. Regarding the EFL subject, T2 did not use many extra materials apart from the textbook if it was not to promote the four skills, which was noteworthy since the grammar presented in the course book resulted quite scarce.

As regards the fourth trend, grammar and vocabulary instruction, results in the questionnaire showed that T2 did not explain any grammar in the content subject since she considered that teaching grammar was not the not the aim of the subject, but she gave extra linguistic support in the EFL subject.

"I do it but in the English subject. We don't take into account the correctness of the foreign language in Social Science".

Regarding grammar and vocabulary instruction, different strategies were identified during class observation depending on the subject. When it comes to the CLIL subject, little attention was paid to the linguistic aspect. T2 confessed that if what the students said was understandable, she did not pay attention to the correctness of the foreign language. For the EFL subject, however, T2 paid special attention to the correctness of the language; so, when new vocabulary or grammatical structures appeared, she gave definitions, explicit explanations, and translations to make sure that all the students understood everything.

As regards the fifth trend, the promotion of the four skills, results in the questionnaire showed that T2 only used the materials on the book to promote them in the content subject, while she tried to promote them more consciously in the EFL subject by using the resources on the subject book and including extra materials when necessary:

"By introducing new materials when there is a lack of something in the book".

It was observed that in the CLIL lessons, the reading, writing, and speaking skills were indirectly promoted by completing the textbook's activities.
Regarding the EFL lessons, a structured plan was identified in order to promote the four skills. Once a week, every Wednesday specifically, T2 used B1 level reading and listening materials taken from the Official School of Language of Navarre (EOIDNA) to complete them in class. The speaking skill was promoted through class participation, although most of the students tended to speak in their native language if it was not for activity correction. Finally, little writing promotion was found in the textbook, so T2 used story-telling dice and flashcards to send writing assignments to her students.

As regards the last trend, assessment, results in the questionnaire showed that in the students' assignments and exams for the content subject, T2 tended to assess only the content part, and not the linguistic. She mentioned that they did not pay attention to the language as far as the students got to communicate the message effectively.

"As far as what students explain is understandable, we don't take the correctness of the language into account".

Regarding the assessment criteria, it was observed that content took all the weight in the CLIL subject. In fact, T2 did not consider the accuracy of the foreign language if she could understand what the students expressed. On the contrary, it was observed that language had more importance than content in the EFL subject. However, content played

a role in the final mark too. Among the corrections of a project, for example, this comment could be found, among others: "the content is fine, but you need to pay attention to language".

As regards the second theme, CBLT and CLIL subject coordination and teacher cooperation for effective FL teaching, results in the questionnaire showed that T2 considered that coordination between subjects in the level where she taught was guaranteed, because she was the teacher of both subjects. Furthermore, results showed that she did not consider any kind of cooperation with her colleagues regarding her subjects:

"Well, in my case the content and the language teacher is the same and it has always been like this."

It was observed that T2 nearly did not coordinate with the rest of the EFL or CLIL teachers. It is true, though, that she coordinated with another teacher, T3, because the latter gave extra support to the students with learning difficulties who could not follow the CLIL lessons in the foreign language, and they got the support of T3 in their L1. Apart from that, T2 was the only planning and preparing her lessons in terms of pedagogical objectives. A superficial coordination between teachers at different levels was found in terms of methodological aspects, where they shared their opinions and ideas to develop in class.

To conclude, results in the questionnaire showed that T2 also liked the way of teaching her subjects. She considered that her teaching years had been key to be able to adapt materials to the students' needs:

"Well, I have learnt a lot. I've seen the difficulties of the students and also the weak points of the material and I have adapted the materials to my class. I have introduced new sources and activities so that the subject is more "available" and interesting for the students."

On the contrary, results showed that according to T2, her students did not enjoy learning the content through the CLIL methodology. Instead, as T2 explained, they would prefer to learn it in their first language, in this case, Euskara:

"They would rather prefer to learn it in Euskara, or that's what they usually say."

In any case, results showed that T2 found their methodology effective for students to learn the content in general. Even so, she highlighted that it could be even more

effective, and the students would learn more concepts if they could do it in their first language:

> "If the content was taught in Euskara, more information would be given".

5.3 Teacher 3: Both CBLT and CLIL teacher

T3 was both an ESL and a content teacher. She taught the EFL subject through CBLT methodology and her content subject (Social Science) through CLIL. In the case of this teacher, it must be clarified that most of the answers she gave in the questionnaire were from the point of view of a CLIL teacher, and not of a CBLT teacher too because she decided to do it that way, like T2. In some sections, however, she answered as the teacher of both subjects.

As regards the first theme, CLIL teaching practices, T3, who was a content teacher of Social Science in English, explained that her subject sought to use the language in natural contexts by adapting the content to the students' level:

> "Basically, you teach social sciences in English, of course the content is quite adapted to the English level students have, and it also includes vocabulary sections for them. The students use the language, in this case English, in a different context."

As regards the first trend, content and language integration, results in the questionnaire showed that T3 tried to integrate both by using the foreign language in class on a regular basis, and trying not to use the students' first language:

> "I speak and explain everything in English."

Although T3 might develop them unconsciously, some language and content integrating techniques were identified through class observation. In addition to explaining the content in English, T3 explained more in detail the new and difficult terms that appeared in the CLIL subject. Moreover, some scaffolding activities were found in the course book, such as mind maps, tables, and other visual resources. Thanks to those scaffolds, the students became conscious and protagonist of their learning process, and they could reflect on the language they were using to complete the activities.

As regards the second trend, main teaching focus, results in the questionnaire showed that T3 tended to focus more on content:

"I think it is important to pay attention to both aspects, but it is true that I focus more on content."

It was observed through class observation that T3 prioritized content in her lessons. Most of the explanations given in class revolved around the content presented in the textbook, but they did not take any time to reflect on the language they were using. Moreover, most of the students always used their native language to answer.

As regards the third trend, materials used for teaching, results in the questionnaire showed that T3, like her colleagues, also used both the textbook and her own materials because she found that the book itself was not enough for students to internalise the content.

"With the book explanation students don't get to understand or learn the necessary content."

Regarding the CLIL subject, no extra materials were identified apart from the course book. When it comes to the EFL subject, however, it was observed that T3 used to give some extra handouts related to the grammar of the unit, with the objective of complementing the textbook, which included few specific grammar explanations and activities.

As regards the fourth trend, grammar and vocabulary instruction, results in the questionnaire showed that T3 did not explain grammar to students in the content subject. However, she explained that she took her time to work on the vocabulary necessary to internalise the topic on the subject book. In addition to this, she mentioned that the book also contained some specific vocabulary sections:

"I don't explain grammar in CLIL classes, but I help students with vocabulary and the book also includes vocabulary sections."

Regarding grammar and vocabulary instruction, T3 also showed different techniques depending on the subject. As regards the CLIL subject, she did not explain any grammatical aspect in those lessons. She only paid attention to the content they were working on in that lesson, although she took some time to explain the necessary vocabulary in the foreign language. When it comes to the EFL subject, however, the focus changed, and the teacher paid more attention to the linguistic accuracy. In this case, it was observed that vocabulary appeared incidentally in the textbook, and they practiced it by completing various activities. It was also observed that grammar was explained

inductively in the textbook and few explanations were given. So, T3 used to prepare extra handouts explaining that grammatical feature more in detail and extra activities to practice.

As regards the fifth trend, the promotion of the four skills, results in the questionnaire showed that T3 also tried to promote them by means of different activities and assignments to be done in class, as well as letting students participate in communicative situations:

"Using different ways: with exercises, projects (individual and in groups), presentations, letting students participate…"

Regarding the promotion of the four skills, it was observed that T3 used similar strategies in both subjects, EFL and Social Science. All the activities that could benefit any of the four skills were taken from the textbook, and T3 did not prepare any specific activity to promote them more consciously. In that sense, the speaking skill was only promoted by class participation, which did not guarantee that all the students practiced it because many of them participated in their L1. Regarding the listening skills, very few listening activities were identified, and most of the input the students had came from the teacher. Regarding the reading skill, the textbooks of both subjects included many content-related texts, so it could be said that they practiced a lot that skill. Finally, regarding the writing skill, it was observed that it was only practiced consciously during the exams or projects, where the students had to write more than a couple of sentences.

As regards the last trend, assessment, results in the questionnaire showed that when assessing her students' assignments and exams in the content subject, T3 paid attention to both the language and the content because students had to use the foreign language to convey the message:

"I pay attention to both aspects as they have to explain everything in English."

Although T3 stated to pay attention to both language and content for assessing her students, it was observed that it did not really happen. Actually, T3 paid more attention to content in both subjects. In the CLIL subject, in fact, she did not correct the accuracy of the language if she could understand what the students expressed, like T2. In the EFL subject, on the contrary, she paid some more attention to the correctness of the foreign English as this was the objective of the subject, but she included content-related activities that took a big part of the final mark, and language correctness was not always evaluated.

As regards the second theme, CBL and CLIL subject coordination and teacher cooperation for an effective teaching of the FL, results in the questionnaire showed that T3 mentioned that all bilingual teachers tried to meet weekly to coordinate between them with the objective of giving advice to each other and share new ideas:

"We meet every week to help each other with the material and share ideas or propose new things."

It was observed that there was some kind of relation between both subjects, since the students had to use some common resources to make their final projects. Apart from that, no further coordination between subjects was done. In fact, the teacher was the same one for both subjects, but she did not adapt her lessons in order to help the other subject. Regarding teacher cooperation, it was observed that there was not a fixed plan to meet the other teachers in order to coordinate their subjects at different levels. When they met, they just shared their teaching experiences and proposed new ideas, so, those meetings were spontaneous and generally focused on methodological aspects.

To conclude, results showed that in agreement with T1 and T2, T3 liked the way of teaching her subject as well. However, she thought that their teaching practice could be improved if they had more demanding materials:

"I think the material could be more ambitious, it could be more demanding."

In this case, results showed that, like T2, T3 also felt that her students did not enjoy the methodology they used to learn content, that is, the CLIL approach:

"Not really, at the beginning they find it difficult and not all of them get to "enjoy" it, they get used to it, however most of them are able to improve."

Moreover, results also showed that T3 did not found effective their methodology to learn the foreign language, because according to her, students did not get better results or more benefits than students who learn the same content in their first language:

"Some students make good progress, but they don't achieve a better level compared to students who haven't had a CLIL subject before."

Table 2. Key words relevant for each teacher:

	TEACHER 1 (T1) (CBLT)	TEACHER 2 (T2) (CBLT AND CLIL TEACHER)	TEACHER 3 (T3) (CBLT AND CLIL TEACHER)
CBLT AND CLIL TEACHING PRACTICES	Practical: participation and collaboration	Active: read, reflect, interpret	Natural contexts
CONTENT AND LANGUAGE INTEGRATION	Scaffolds	Visual resources, repetition, paraphrasing, summarising	Explanations in English
MAIN TEACHING FOCUS	Content and language	Content	Content
MATERIALS USED FOR TEACHING	Subject book and teacher's own resources	Subject book and teacher's own resources	Subject book and teacher's own resources
GRAMMAR AND VOCABULARY INSTRUCTION	Explicit teaching of both by means of extra handouts	Explicit in the EFL subject	Explicit in the EFL subject
FOUR SKILLS PROMOTION	Through the textbook	Extra materials	Through the textbook
ASSESSMENT	Content and language	Content	Content and language
CBLT AND CLIL SUBJECT COORDINATION AND TEACHER COOPERATION	Often. Reciprocal help.	Between subjects.	Often. Reciprocal help.

Considering the amount of data that the questionnaires and observations provided, it will be useful to include a summary of the data at this point. Tables 3, 4 and 5 include the most relevant information that has been mentioned in this section (see Appendix I).

6. DISCUSSION

Results provided evidence that teachers' beliefs influenced classroom teaching practices on a general basis and in all the participants involved in this study (Borg, 2003, 2017; Gabillon, 2012). In addition to this, results showed that teaching practices may not always be consistent with the beliefs teachers held, which sometimes resulted in inefficient lessons (Guerra and Wubbena, 2017). All teachers showed inconsistency between their beliefs and teaching practices, however, T3 was the teacher who showed the highest level of inconsistency.

In addition to this, results also provided evidence that both teacher cooperation and subject coordination need to be planned and need to meet some previously established objectives if they are to contribute to both CBLT and to CLIL effective implementation.

As some authors argued (Infante et al., 2009), bilingual methodologies are not the label that guarantees success since teacher cooperation and subject coordination are essential for the success of these methodologies, among other things.

Beliefs and teaching practices as regards bilingual methodologies, CBLT and CLIL
Results have shown that participants' beliefs and teaching practices were varied.

As regards content and language integration, T1 tried to make student-centred lessons, where students collaborated and participated actively to complete the activities, T2 tried to promote content and language integration by using different types of resources such as visual materials, repetitions and paraphrasing among others, which corroborates the results of Guerrini (2009) who said that bilingual materials and activities should be varied, whereas T3 integrated both content and language by explaining everything in the FL which, according to some authors (Hillyard, 2011) is not enough for effective FL teaching through a bilingual methodology. These results are in line with studies indicating that CBLT and CLIL lessons ought to change "from instructional to participative classes" (Pavón and Ellison, 2013). It also corroborates the idea that materials should present scaffolding techniques (Ball, 2018; Mehisto, 2012). These teaching strategies are well accepted in the literature as suitable integrating techniques to use in bilingual methodologies. It is worth mentioning that T3 perception is an assumption that many teachers have, and it reveals the need for quality teacher training (Coyle, 2011).

As regards teaching practices about this trend, results showed that, in general, they were consistent with the teachers' beliefs (Borg, 2017). T1 and T2 teaching practices were aligned with their beliefs since it was observed that they actually did what they said. T1 lessons were very participative, and students had their space for contributing and enriching the lessons (Graddol, 2006). This was motivating for them and encouraged them to become active participants in the teaching/learning process as (Pavón and Ellison, 2013) explained. When it comes to T3, some inconsistent elements can be highlighted (Flores and Day, 2006). This teacher included in the teaching process some scaffolding activities from the textbook thanks to which students became the protagonists of their learning process and reflected on the language they were using to complete the activities (Guerrini, 2009). T3 carried out those activities unconsciously without noticing that she was in fact promoting language and content integration. It could be assumed, thus, that in this case cognitive dissonance happened (Guerra and Wubbena 2017), that is, her teaching practices did not match her beliefs.

As regards the teaching focus, T1 tried to focus on both content and language, as although she was teaching using a content syllabus, the objective of CBLT was to promote SLA (Graddol, 2006) and the foreign language was an important part of the subject. T2 and T3, however, did not pay attention to the linguistic part of the subject in their CLIL lessons, which confirms that there is a lack of well-prepared teachers who know how to integrate content and language (Julián de Vega, 2013). This result is contrary to those that mention that although the main aim of content lessons is content, the linguistic part should be explicit (Ball, 2018). Although T2 and T3 taught a content subject, they should pay attention to the linguistic part and made it explicit for the students so that they could internalise it and use it correctly.

As regards the teaching practices about this trend, results showed that while T1 and T3's beliefs were aligned with their practices (Borg, 2003), T2's were not (Phipps and Borg, 2009). It was observed that T1 gave explicit linguistic explanations and made specific corrections to the students in addition to doing content-related activities, as she explained. In the case of T3, she admitted paying more attention to the linguistic part, and it was observed that it was indeed like that. She did not correct her students' mistakes, and the only thing that she cared about was whether the students' output was somehow understandable or not. When it comes to T2, it was observed that she did not focus on both aspects, but mainly on content. She thought that she gave equal treatment to the linguistic accuracy, but the truth was that she did not look for correctness in her students' output and she did not give them feedback. The practices of T2 and T3 might result detrimental for the students' SLA in a long-term period considering that mistakes tend to fossilize, and more language feedback should be given to students. Furthermore, this outcome is disappointing considering that both were also the EFL teachers, and one of their purposes was to enhance the students' linguistic skills.

As regards the use of materials and resources for teaching, the three teachers agreed that the subject book presented some gaps and sometimes extra materials were needed, so, they all used both the book and their own resources. This finding agrees with Meyer (2010) who mentioned that bilingual teachers need to create their own materials. It was observed that the CBLT textbooks contained content and language related activities, as well as scaffolding activities. However, it should be pointed out that the linguistic explanations were often scarce, which corroborates the idea of the lack of good quality materials (Ball, 2018). Regarding the CLIL textbooks, it was observed that in some parts they contained many realia, while other parts were simple translations. These

findings corroborate those of Mehisto (2012) who specified that CLIL materials should incorporate authentic language and offer scaffolding techniques. These findings, however, differ from that of Meyer (2010) who explained that CLIL materials cannot be the translation of L1's materials. This lack of suitable materials implies that teachers need to create new materials, which is time-consuming for them and may lead to contrary strategies between teachers.

As regards the teaching practices about this trend, it could be said that T1 and T2's beliefs and practices were consistent, since they used extra materials apart from the textbook to fix some contents (usually related to grammar and the promotion of the 4 skills, as well as for content-related purposes in the case of T2). In the case of T3, however, no use of extra materials was identified during the CLIL lessons, and few extra handouts were found in the CBLT subject. In this case, then, it could be said that T3's beliefs sometimes matched her practices, and other times they did not. This result shows that T3 did not have a clear strategy and she acted as it suited in each situation, which can be confusing for students.

As regards grammar and vocabulary instruction, different strategies were identified depending on the subject. Regarding the CBLT subject, the three teachers agreed to explain the grammatical structures and new terms on purpose, not only by using the inductive activities of the textbook but including some handouts to explain the new parts explicitly. This practice is well accepted by literature and is similar to more traditional FL teaching methodologies, which is beneficial for students to understand the functioning of the foreign language. When it comes to the CLIL subjects, both teachers confessed that they did not pay attention to the linguistic part. This is an assumption that many CLIL teachers have and reveals the lack of well-prepared teachers once again (Mehisto et al., 2008). Although they may not focus mainly on language, these teachers should spend some time working on it in order to promote comprehensible output.

As regards their teaching practices about this trend, it must be pointed out that in this case all the teachers showed consistency with their beliefs. It was observed that in the CBLT lessons the three teachers took some time to reflect on the language and they used extra materials to work mainly on grammar. In the case of CLIL lessons, it was observed that the teacher did not offer linguistic explanations apart from the explanation or translation of specific terms, as they had explained. At first glance, it may seem that having consistency between beliefs and practices can be positive, but it is not the case if beliefs are not correct. In this case, there is a lack of language and content integration in

the CLIL subject, since little attention is paid to language, and it is surprising that it is carried out in this way on purpose.

As regards the four skills promotion, the three teachers mentioned that they tried to promote all of them equally on purpose. T1 and T3 explained that they did not change the content of the textbook because they thought that it covered all of them by proposing different kinds of activities. However, it was observed that the book contained very few writing and listening activities, while they practiced speaking and reading in every lesson. This resulted to be quite passive from the teachers and led to an imbalance between skills. In the same way extra materials were included for grammar instruction, T1 and T3 should consider adding extra materials for the four skills promotion as well, considering their textbook is not enough for it, which shows once again the lack of complete materials (Ball, 2018). In the case of T2, she explained that she promoted them by using extra materials, and it was observed that she had established the routine of using EOIDNA materials every Wednesday, mainly for reading and listening, while the students were encouraged to practice speaking in every lesson, and the teacher proposed different writing activities from time to time. This practice implies an increase on the workload of the teacher, but it means that she was aware of the limitations of the textbook, and she tried to complete it, which was beneficial for students.

Regarding their teaching practices, it could be considered that it happens cognitive dissonance in the case of T1 and T3, since they thought that they promoted all the skills equally, but reality was that there was a clear difference between skills, and some were more consciously promoted than others. This inconsistency may be dangerous because they are not aware of it, and the students develop some skills more than others, and they may face difficulties in a long-period time. When it comes to T2, however, it could be said that her beliefs and practices were consistent since she promoted all of them in a quite balanced way.

As regards assessment, different strategies were found. In this case, T1 and T3 explained that they tried to assess both the content and the linguistic part in the exams and evaluable activities, since they had been working on both and they were equally important. T2 agreed with them regarding the CBLT subject, but explained that she only assessed the content in the case of the CLIL subject, which is in line with studies that establish that the main focus of CLIL is the content (Ball, 2018).

As regards their practices about this trend, it was observed that T1 included content-related and language-related activities in the exams and she assessed both of them

equally using rubrics where both aspects were included, so, her beliefs and practices were aligned. In the case of T2, it was observed that no linguistic correction was done in the CLIL assignments as long as what the students wrote could be understood, while specific corrections were done for the CBLT subject assignments and exams. In this case then, the beliefs and practices are aligned too. Finally, in the case of T3, she thought that she assessed both aspects equally, but it was observed that neither in the CLIL subject nor in the CBLT subject did she assess the linguistic part. Hence, there is cognitive dissonance in this case again (Guerra and Wubbena, 2017). T3 might not be conscious of her inconsistency, and it could be detrimental for SLA, because if she only paid attention to the content, the students would focus only on content too. In this case then, a clear assessing plan would be needed, where both aspects were taken into account.

The following graphics show the consistency between each teachers' beliefs and teaching practices:
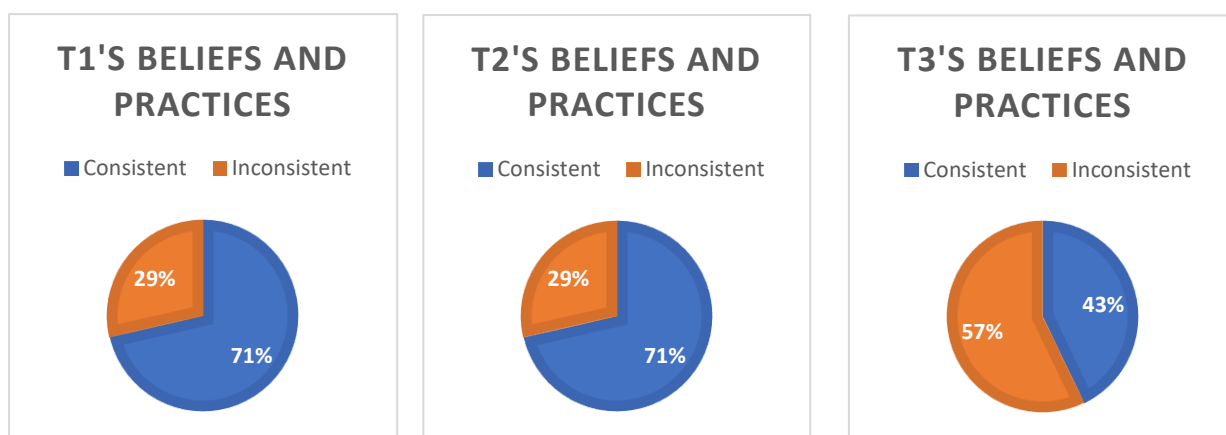
Beliefs about teacher cooperation and subject coordination

It is worth mentioning that the teachers participating in this study held a wrong perception of what effective teacher cooperation and subject coordination is. Results showed that the teachers considered as teacher cooperation the spontaneous meetings they had now and then neither with any previous planning nor with any clear objectives in the agenda. Teachers simply used those meetings "to comment" about ideas that could have emerged or about any issue that could have happened. In fact, teachers said that "they tried to meet several times each year" which leads to assume that meetings were not officially scheduled. As (Baetens Beardsmore, 2009) affirmed, it is necessary to take teacher cooperation into account as an element that plays a role in effective FL instruction by means of bilingual methodologies. As this author commented, it is very important to keep

a space for meetings in order to plan general teaching objectives and goals. The teachers participating in this study simply met whenever suited them and in order to comment about superficial issues related to anecdotes of the teaching process. They lacked a teaching plan and common objectives to reach. In addition to this, it must be said that a well-structured coordination plan was not clearly identified in the school as an institution, what Lova and Bolarín (2015) mentioned to be fundamental for effective coordination. This was completely surprising considering that the bilingual teaching group was only formed by three teachers, the three teachers participating in this study. It is worth insisting on the fact that the meetings they mentioned were quite spontaneous and superficial because they only shared their experiences and opinions instead of establishing common goals in a joint curriculum or team-teach, which is basic in bilingual teaching coordination, according to Davison (2006). However, these teachers considered what they did as effective cooperation and were proud of speaking so.

The special case of T2 is very telling. T2 was the teacher of both ESL and content subjects in the same level. She thought, thus, that subject coordination was guaranteed, and she did not cooperate with anybody else to prepare her lessons. However, it was observed that in spite of being the only teacher of both subjects in the same year, she did not establish any kind of connection between the subjects she taught, ESL through CBLT and content through CLIL. This means that she taught each subject separately and in an independent way and that she did not adapt the subjects to be at service one of the other. This finding was surprising and indicates that T2 did not consider the interrelation between subjects, what has shown to be potentially beneficial for bilingual approaches (Catelly, 2011). Moreover, she did not consider that she should cooperate with other colleagues teaching through bilingual methodologies as she did, which contrasts with Lo's (2020) idea that colleagues from bilingual subjects should collaborate and share experiences.

T3, who was also the teacher of both subjects in the same level as T2, mentioned that all the bilingual subject teachers met very often to share ideas and to propose new things. Taking into account what T2 said that she did not collaborate with any colleague, what T3 said was surprising and very telling of the situation of these teachers in the school.

Regarding subject coordination, unlike T2, this teacher (T3) tried to establish relationships between both subjects through the development of the final project, where the students had to use the same resources for both subjects. However, it was observed

that she did not change the focus of any of the subjects or introduce new things to help one subject with the other one. T3, thus, did not have common goals in a joint curriculum as defended by Davis (2006). It is evidenced again the misconception that these teachers had of what subject coordination is.

According to the data, it can be inferred that despite the three teachers had received specific teacher training, there were some aspects that they may not have internalised correctly since they failed to establish an effective coordination that could benefit students in order to get better results. Results showed evidence that each teacher did things in their own way without establishing some common strategies to carry out in the subjects at different levels. A clear example of that individual work appears in the 4 skills promotion strategies, where T1 and T3 only used the course book, while T2 used extra materials. This resulted in a clear mismatch between courses.

It is possible to hypothesise that these dissimilar strategies between courses and the lack of a well-established coordination made the bilingual teaching approaches ineffective for their main purposes, which were related to SLA improvement (Jaén, 2016). In fact, T1 felt that her students enjoyed the lessons, and furthermore, she found the lessons effective for SLA because the students would be able to communicate in the foreign language, although some may commit many mistakes. On the contrary, T2 explained that her students did not like learning the content in English and believed that if they taught in the students' L1 more information would be given. In a similar vein, T3 mentioned that their students did not really get a better command of the foreign language than students who do not experience CBLT lessons. These findings are not coherent as regards teacher cooperation and show that teachers followed their own ways. If done correctly and effectively, these bilingual methodologies promote SLA "while the content does not suffer" (Meyer, 2010, p.12). Moreover, the results contrasted Lyster (2007) findings that supported that student who were enrolled in bilingual programs showed higher levels of the foreign language.

7. CONCLUSION

7.1 Contributions of the research

The present study is a significant contribution to the study of teachers' beliefs and the teaching practices that emerge as result of those beliefs. This study aims to help teachers to become aware of the way they do things as regards the beliefs they hold and, thus,

promote professional development. This research aims to show evidence that inconsistent beliefs and practices can make a bilingual educational approach result ineffective for students.

In addition to this, this study has provided insights about the way teachers cooperate for effective implementation of bilingual methodologies.

One of the most significant findings to emerge from this study is that subject integration and teacher cooperation result superficial unless there is a fixed and well-structured strategy which establishes the way in which it has to be carried out. These findings have significant implications for the understanding of how to implement bilingual methodologies effectively in schools in terms of an integrated curriculum.

7.2 Strengths and limitations

The qualitative design of this study has allowed to investigate in a deep way the participants' beliefs and teaching practices. Additionally, it facilitated carrying out class observation at different levels and subjects and with different teachers. In that sense, conclusions could be drawn precisely and accurately.

It would have been desirable to extend the investigation to students in order to know their impressions about these methodologies for learning a FL and in order to gain their perspective about the teaching and learning process. However, that option had to be dismissed due to some impediments showed by the school authorities who considered that passing a survey to students would be a waste of time at that moment of the term when the research was carried out (April-May) since teachers were short of time and needed time to finish the contents in the curriculum before the final exams.

7.3 Implications for practice

The results in this study showed several important changes which need to be made in order to make bilingual methodologies more effective and beneficial.

This study has shown that although teachers' beliefs and practices are generally aligned, this is not enough for effective implementation of CBLT and CLIL to happen. In order to maximise the potential that these bilingual methodologies promise, it is essential to establish effective and successful subject coordination and teacher cooperation, where some common teaching and learning objectives are established and

where some subjects can be adapted to the requirements of others in order to reinforce the outcomes.

Quality teacher coordination requires time and effort. As long as public administrations and school authorities do not facilitate a common space and time for bilingual teachers to meet and schedule meetings on a regular basis, coordination between teachers will remain superficial. For that reason, it is essential that every school defines a strategic plan from two-dimensional coordination for its effective implementation.

Furthermore, co-teaching practices could be potentially beneficial since teachers could learn one from the other, as well as to identify cognitive dissonances to improve the lessons and develop professionally as teachers.

As regards the nature of this study, it would be desirable to carry out a quantitative investigation to test the results obtained in this study in a larger number of participants. Also, it would be desirable to carry out this investigation both in infant and primary education to compare the teachers' beliefs and practices in those levels with the beliefs and practices of the participants in this study who taught in secondary education.

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9. ACKNOWLEDGMENTS

Appendix I – Teachers' beliefs and teaching practices

Table 3. Teacher 1 beliefs and teaching practices

TEACHER 1: CBLT TEACHER			
		TEACHER'S BELIEFS	**TEACHING PRACTICES**
THEME 1	**CONTENT AND LANGUAGE INTEGRATION**	T1 described her subject as a practical subject where students participate and collaborate, and they learn by doing through a scaffolding process.	It was observed that the lessons were very participative and student-centred while they worked on different topics. Those scaffolds were introduced by the textbook through different activities, where the students were encouraged to reflect about the language they were using at the moment.
	MAIN TEACHING FOCUS	T1 explained that she tried to focus equally on both content and language in her lessons.	It was observed in the lessons that as T1 explained, her lessons focused on both aspects. At first glance, the lessons were structured following the content presented in the textbook. However, it is fair to point out that the teacher offered special attention to the linguistic aspect, and she corrected the students" mistakes in order to obtain accuracy.
	MATERIALS USED FOR TEACHING	T1 explained that she commonly used the textbook for her lessons, but she also used some extra materials, especially when there was a need to work more on the linguistic part.	It was observed that in most of the lessons, the students only used the textbook. However, each student had "a language folder" where they kept the extra handouts they were given, usually, vocabulary lists and grammar explanations, and they consulted when needed.
	GRAMMAR AND VOCABULARY INSTRUCTION	T1 mentioned that she explained both grammar and vocabulary in class, since these were the main aims of her subject. She used the resources on the textbook, but she found that the explanations were quite scarce, so she gave extra photocopies to the students.	As aforementioned, the students possessed "a language folder" with linguistic resources given by the teacher, where they kept explanations about many aspects of the foreign language. Furthermore, the teacher explained grammar

			explicitly in the class since the book only showed it in a deductive way, and it resulted difficult for the students.
	FOUR SKILLS PROMOTION	T1 confessed that she only used the textbook in order to promote the four skills, since in her opinion, the book covered those. However, she admitted that their students had the biggest problems with the writing skill, and they were trying to enhance it.	It was observed that the speaking skill was the most practiced by the students (most of them) since they used the foreign language regularly for communicative purposes in the class. Regarding the reading skill, it could be said that the book contained many reading activities, so they practiced it quite often. Regarding the listening skill, few specific listening activities were found in the lessons, and most of the input they had came from their teacher or classmates. Finally, as T1, mentioned, their students struggled with the writing skill, and it has to be highlighted that the textbook only presented short sentence writing activities, so, it should be promoted by extra activities.
	ASSESSMENT	T1 explained that when assessing her students, she tried to focus equally on content and language. She considered that both aspects had been taught in class, and therefore, both were important. In addition, she showed some assessment rubrics to the students at the beginning of each unit so that they knew what they needed to pass the exams.	It was observed that in the exams the students had to complete some content-related activities, and some just linguistic activities. In the case of the former, a minimum linguistic accuracy was required from the students. So, it could be said that the linguistic part of the subject had more importance in the final mark.
THEME 2	**CBLT AND CLIL SUBJECT COORDINATION**	T1 mentioned that the only cooperation they carried out was done with the other EFL teachers, and they shared their ideas and experiences.	It was observed that those meetings happened occasionally and only focused on methodological aspects or their cognitions. No relationship between subjects was stablished.
	TEACHER COOPERATION	T1 explained that the three foreign language teachers tried to meet several times each school year in order to help to each other, comment situations that could had arisen in the class or share their ideas.	That cooperation, however, was not clearly identified. Although the teachers commented their experiences, their cooperation was not planned and simply focused on methodological aspects, which resulted to be a superficial

		coordination that did not consider coordinated work between teachers at different levels.

Table 4. Teacher 2 beliefs and teaching practices

TEACHER 2: CBLT AND CLIL TEACHER			
		TEACHER'S BELIEFS	**TEACHING PRACTICES**
THEME 1	**CONTENT AND LANGUAGE INTEGRATION**	T2 explained that she benefitted from various teaching strategies in order to integrate both language and content in her lessons, such as the use of visual resources, repetitions, paraphrasing, summarising…	Some of those strategies were identified in T2"s lessons through class observation. It was observed that the teacher used to make brainstorming questions to activate the students" background knowledge. In addition, she repeated various times and explained the most complicated sentences, as well as to translate specific concepts and terms into the students" L1.
	MAIN TEACHING FOCUS	T2 explained that although she was teaching content, language correctness was basic for a correct treatment of the content, so, she tried to focus on both to obtain good results.	Hence, it was observed in her lessons that T2 focused mainly on content. Regarding the foreign language, no linguistic explanations were given in the CLIL lessons apart from new terms" translations. Additionally, T2 did not focus on language thoroughly since she gave no specific feedback, and many students used their L1 to answer.
	MATERIALS USED FOR TEACHING	T2 mentioned that she used to use some extra materials apart from the textbook, although she used it regularly as a basis. She explained that sometimes there was a need to complete the textbook due to different reasons: not interesting enough, difficult to understand…	It was observed that T2, in addition to the textbook, made use of some real resources for the CLIL subject. In this case, she taught contemporary history, and she used some official texts created during the cold war to fix the concepts among the students, and also some real pictures and advertisements from the Franco regime of Spain, which permitted the students to understand some historic concepts.

	GRAMMAR AND VOCABULARY INSTRUCTION	T2 admitted that she did not explain any grammar in the CLIL lessons, since the main focus of that subject was content, and therefore, they did not take into account the correctness of the language as far as what the students wrote was understandable.	It was observed that no specific language feedback was given in the lessons. The textbook contained some vocabulary-related activities which presented new terms incidentally, and the teacher explained and translated them. However, no attention was paid to grammatical aspects.
	FOUR SKILLS PROMOTION	Being also the EFL teacher, T2 explained that she did not try to promote the four skills in the CLIL subject, but only in the EFL lessons. She explained that that promotion was done by using the textbook and some extra materials when necessary.	Although it was not done it consciously, it was observed that during the CLIL lessons some skills were indirectly promoted. On the one hand, the students were encouraged to interact and participate in the class in English, so they practiced their speaking skills. Moreover, they worked with a lot of historic texts, so their reading skills were also promoted in a certain way. Considering the EFL lessons, the teacher used extra reading and listening materials taken from the Official School of Languages of Navarre (EOIDNA) apart from the textbook. They had organised it in a way in which they completed one of those tests every Wednesday, so, they had a fixed plan to promote those skills. Finally, regarding the writing skill, the teacher prepared some specific writing activities from time to time using story-telling dice and flashcards.
	ASSESSMENT	T2 explained that she gave different importance to the linguistic aspect depending on the subject. For the CLIL subject, she did not correct the language used by the students if they could communicate successfully. However, for the EFL subject, as she followed CBLT methodology, she gave more importance to the correctness of the language than to the content.	As T2 explained, in the assessment activities of the CLIL subject, she did not correct the linguistic mistakes of the students, and all the mark focused on the content. In the EFL subject, however, it is true that she paid more attention to the linguistic part since that was the main aim of the subject, but both language and content were important for the final mark. For example, the students made a project, where comments such as "the content is fine, but you need to pay attention to language" could be found.

THEME 2	**CBLT AND CLIL SUBJECT COORDINATION**	T2 explained that as she was the teacher of both subjects in that level, that is, of the EFL and the CLIL subjects, coordination was guaranteed. Moreover, she explained that the textbooks of both subjects were supposed to be related, so she did not establish more relations.	It is true that being the same teacher for both subjects guaranteed that she knew the linguistic strengths and weaknesses of her students. Nevertheless, she did not change the EFL lessons depending on the necessities required to progress in the CLIL subject. Regarding the connection between subjects established in the textbooks, it is true, though, that the topics are related in a certain way. In the first term, for example, the students were working on the War of the Spanish Succession in the CLIL subject, while they elaborated a project about the Basque human exile in the EFL subject. However, no linguistic relation was found in the books.
	TEACHER COOPERATION	T2 did not consider a fixed cooperation with her colleagues regarding the subjects since she was the teacher of both subjects. She explained that she met weekly with another CLIL teacher in order to prepare some extra support lessons for the students who could not follow the CLIL lessons due to the foreign language.	It was observed that the only cooperation established with other CLIL or EFL teachers was pretended to help students with learning difficulties who had extra support to work on the concepts of the CLIL subject in their L1. In that case, the coordination exclusively focused on the general concepts that they had worked on, so that the other teacher could explain them in their native language.

Table 5. Teacher 3 beliefs and teaching practices

		TEACHER 3: CBLT and CLIL teacher	
		TEACHER'S BELIEFS	**TEACHING PRACTICES**
THEME 1	**CONTENT AND LANGUAGE INTEGRATION**	T3 explained that in order to integrate both content and language in her lessons, she just gave all the explanations of the subject in English.	However, some integration techniques were identified in her lessons. Firstly, she used to explain more in detail the meaning of difficult concepts. Additionally, she also offered the translation of certain terms and definitions. They were found some scaffolding activities through the textbook, such as mind maps, tables, and visual resources.
	MAIN TEACHING FOCUS	T3 confessed that she used to focus mainly on content in her lessons, although she considered the linguistic part important too.	It was observed through class observation that as she explained, T3 focused mainly and nearly exclusively on content in the CLIL lessons. She followed the content on the textbook to carry out her lessons, and little attention was paid to linguistic accuracy. In fact, many students only used their L1 to answer the questions and they did not get any feedback on the foreign language.
	MATERIALS USED FOR TEACHING	T3 mentioned that she felt the need to give extra materials to the students in the EFL subject when it came to linguistic aspects, since the book did not contain many deep grammatical explanations.	It was observed that the students were given an extra handout about the grammatical aspect they were working on in that unit, and the teacher had also prepared some extra activities to practice on it. Apart from those handouts, no more extra materials were used during the lessons.

	GRAMMAR AND VOCABULARY INSTRUCTION	T3 explained that she did not pay attention to the linguistic aspect in the CLIL subject because its main aim was content, but she mentioned that they took some time to work on the vocabulary related to the topic. Moreover, she explained that they worked consciously on grammar in the EFL subject.	It was observed that little attention was paid to the correctness of the language in the CLIL subject. The textbook offered many vocabulary-related activities, which offered the new terms incidentally. In that sense, T3 took some time to make sure that all the students understood those concepts and she gave the translation into their L1 if necessary. Regarding grammar, they only focused on it in the EFL subject by means of the textbook and extra handouts and activities prepared by the teacher.
	FOUR SKILLS PROMOTION	T3 explained that she tried to promote the four skills in the class consciously in different ways such as doing exercises, individual and group projects, or oral presentations.	During the lessons, it was observed that the promotion of the four skills was quite passive. It is true, though, that the students were encouraged to use the foreign language for communicative purposes in the lessons, but not all of them participated actively. Moreover, the activities T3 used, were all taken from the textbook, she did not prepare specific activities to develop any skill. When it comes to reading, the CLIL textbook offered many texts, so it could be said that it was guaranteed. Regarding the writing skill, however, the students were not asked to write more than some sentences or a paragraph, so it resulted quite poor. Finally, regarding the listening skill, few listening activities were found, so the main input the students had came from the teacher. T3 used the same strategies both in the CLIL and EFL subject, so the promotion of the skills in both subjects was scarce.

	ASSESSMENT	T3 explained that she tried to focus both on content and language when assessing her students. She considered the content to be more important in the CLIL subject, but she gave importance to the language since they had to explain everything in English.	It was observed that T3 gave importance exclusively to content. If what the students wrote in the exams and assessment activities of the CLIL subject was understandable in certain way, the teacher did not correct the linguistic aspect. Regarding the EFL subject, it must be said that although there were some exclusively language-related activities, the content also took a part of the mark.
THEME 2	**CBLT AND CLIL SUBJECT COORDINATION**	T3 mentioned that she was also the teacher of both subjects in that level, so, she did not coordinate with any other teacher regarding her subjects. Additionally, she usually followed the textbook, and she did not make modifications in any of the subjects in order to support the other one.	It was observed that there was no fixed or planned coordination between subjects regarding the linguistic part. However, there was some relation between the final projects of both subjects. The students were asked to make an interview for the CLIL subject, so they were going to use the information in that interview to create a photo essay for the EFL project. In spite of the use of the same resource for different purposes, no long-period coordination was established.
	TEACHER COOPERATION	T3 mentioned that the EFL and CLIL teachers used to meet every week to share their new ideas and help each other with the materials or specific problems and situations that could have arisen in the class.	However, it was observed that there was not a fixed plan to meet the other teachers. Moreover, when they met resulted quite superficial since they only focused on methodological aspects or to share their opinions. They did not establish any common plan for different levels.

Appendix II – Questionnaire

PERSONAL PROFILE
1. What studies dis you do at University?
2.Do you hold any official English certification? Please, choose the option which is right for you: B1 – B2 – C1 – C2
3.You have been a teacher for how many years?
4.What school years do you teach?
5.You have been a CLIL/EFL teacher for how many years?
6.What content subjects do you teach in English?
7.Have you ever attended any CLIL teacher training course?
8. If the answer was YES, was it a personal decision or was it a school initiative?
9. Where did the CLIL teacher training course take place?
10. Did you find it useful? Please, could you explain why?
IMPRESSIONS
11. Could you please explain the way your subject (content subject or EFL subject) is taught?
12. Do you like teaching your subject the way you do it? Please, could you explain why?
13. What do you think about teaching the content subject by means of the CLIL methodology (through a foreign language)? Please, could you explain your answer?
14. What do you think of content being taught in EFL subject? Please, could you explain your answer?
15. From your point of view as a content/EFL teacher, do you feel that by teaching this way the essence of the subject (content subject or EFL subject) is somehow lost? Please, could you explain why?
16. When teaching your subject, do you feel that you are having a role (teaching English or teaching content) that you should not have as a teacher? Please, could you explain why?
TEACHING PRACTICES
17. As a content teacher or as a EFL teacher, how do you integrate both content and language when teaching?
18. As a teacher, do you feel comfortable when teaching your subject the way you do it? Please, could you explain why?
19. As a teacher, do you feel motivated to teach your subject the way you do it? Please, could you explain why?
20. As a teacher, do you feel that teaching your subject this way is time-consuming? Please, choose the option that is right for you: - Yes, I spend more time than with other subjects.

- I spend the same time than with other subjects.   - No, I spend less time than with other subjects.
21. As a teacher, what materials do you use for teaching? Please, choose the option that is right for you: - The subject book.   - My own materials.   - Both.   Please, could you explain why?
22. As a teacher, do you explain grammar and vocabulary?
23. If the answer was YES, could you please explain why and how you do it?
24. As a teacher, do you promote the 4 skills (reading, writing, listening and speaking) in class?   If the answer was YES, could you please explain how you do it?
25. As a content teacher or as a EFL teacher, you place more emphasis on content or language? Please, could you explain why?
26. As a content teacher, how do you find the teaching of content in English? Please, could you explain why?
27. As a EFL teacher, how do you find the teaching of English by means of projects? Please, could you explain why?
28. As a content teacher or as a EFL teacher, how do you find integrating both content and language? Please, could you explain why?
29. Is there cooperation between the content teachers and the EFL teachers?
29.2 If the answer was YES, please, explain why you cooperate and how you do it.
30. As a content or as a EFL teacher, would you stop teaching your subject this way if you could? Please, could you explain why?
THE LEARNING PROCESS
31. As a content teacher or as a EFL teacher, do you feel that your students enjoy learning content this way? Please, could you explain why?
32. As a content teacher or as a EFL teacher, do you feel that learning English as they do it is easy of difficult for your students? Please, could you explain why?
33. As a content teacher or as a EFL teacher, do you feel that this way of teaching content is effective for students? Please, could you explain why?
34. As a content teacher or as a EFL teacher, do you feel that this way of teaching English is effective for students? Please, could you explain why?
35. When assessing your students, do you focus more on content or language? Please, could you explain why?

Appendix III- Class observation tables

Class: **Subject:**   **Date:**   **Lesson nº:**

LANGUAGE OF INSTRUCTION	Notes
Does the teacher use English for teaching and interacting with her students on a general basis?	
Does she use any other language for teaching and/or interacting with students?	
If so, what is the language she uses? Why? In what situations/circumstances does she use it? How often does she use it?	Very often Sometimes Exceptionally
What is the aim of using a language different to English?	
Do students use English for communicative purposes on a general basis?	
MATERIALS	
Are all the activities in the textbook conducted to the final project?	
Does the subject book include specific grammar and vocabulary sections?	
Does the subject book include specific sections devoted to practice the 4 skills?	
Does the teacher use extra materials apart from the textbook? Why?	

Does the teacher follow the subject book on a general basis?	
TEACHING PRACTICES	
How does the teacher integrate both content and language?	
Does she give specific language feedback in class?	
Is more emphasis given to language or to content? Why/with what purposes? In what situations/circumstances?	
Students' difficulties at learning and at doing activities are more related to:	Content Language Both
Does the teacher relate the content in the subject to the contents of any other subject? Why?	
Does the teacher seem motivated to teach her subject in that way?	
Do the students seem motivated?	
Do the lessons seem effective for general English acquisition? Is oral and written communication promoted in the classroom (or by means of homework)?	
OBSERVATIONS	