



Trainee primary-school teachers' perceptions on CLIL instruction and assessment in universities: A case study

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ABSTRACT. CLIL is an important approach in training future Primary School Teachers since bilingual programs developed at schools in Spain require not only professionals with proficient Second Language (L2) levels, but also future teachers who are versed in the main methodological principles for CLIL. Firstly, this case study reviews the legislation for bilingual programs in Spain. Secondly, it describes teacher training through a CLIL course within the Faculty of Education at the University of Castilla-La Mancha, focussing on the methodology and evaluation procedures followed in the course. Thirdly, this paper refers to the method performed to evaluate students' perceptions of the CLIL training and assessment process. Finally, it shows the results from the study and some conclusions related to the assessment and instruction process for the implementation of the CLIL approach in Primary School Teaching Undergraduate Programs.

Keywords: assessment, bilingual education, teacher training, primary education.

Percepção de professores de escola primária sobre a instrução e avaliação da AICLE em universidades: um estudo de caso

RESUMO. A AICLE é uma abordagem importante na formação de futuros professores primários, visto que programas de educação bilíngue desenvolvidos em escolas espanholas requerem não apenas profissionais com proficiência em segunda língua (L2), mas também futuros professores versados nos mais importantes princípios metodológicos da AICLE. Primeiramente, este estudo de caso revisa a legislação para programas bilíngues na Espanha. Em segundo lugar, ele descreve o treinamento de professores no curso de AICLE da Faculdade de Educação da Universidade Castilla-La Mancha, focando nos procedimentos metodológicos e de avaliação seguidos no curso. Em terceiro lugar, este artigo refere-se ao método aplicado para avaliar a percepção dos alunos sobre a formação em AICLE e seu processo de avaliação. Por fim, o artigo apresenta os resultados do estudo e algumas conclusões relacionadas ao processo de avaliação e instrução para implementar a abordagem da AICLE em programas de graduação em educação primária.

Palavras-chave: avaliação, educação bilíngue, formação de professores, educação primária.

Percepción de profesores de escuela primaria sobre la instrucción y evaluación del AICLE en Universidades: un estudio de caso

RESUMEN. El AICLE es un enfoque importante en la formación del profesorado de Educación Primaria, ya que los programas de educación bilingüe desarrollados en escuelas españolas exigen no solo profesionales con competencia en Segunda Lengua (L2), sino también futuros profesores basados en los principales principios metodológicos del AICLE. Este estudio de caso repasa, en primer lugar, la legislación para los programas bilingües en España. Posteriormente, él describe el entrenamiento de profesores en el curso del AICLE de la Facultad de Educación de la Universidad de Castilla-La Mancha, enfocando en los procesos metodológicos y de evaluación utilizados en el curso. En tercer lugar, este artículo se refiere al método aplicado para evaluar la percepción de los alumnos sobre la formación en el AICLE y su proceso de evaluación. Por fin, el artículo presenta los resultados del estudio y algunas conclusiones relacionadas al proceso de evaluación e instrucción para implementar el abordaje del AICLE en Programas de Pregrado en Educación Primaria.

Palabras clave: evaluación, educación bilingüe, formación de profesores, educación primaria.

Introduction

Innovation in education is commonplace and it is making universities change their traditional practices, particularly in the area of teacher training. Intercultural and multicultural practices are becoming more frequent at schools in every European country. Language policies in Europe have also considered these multicultural characteristics to develop a multilingual framework in which more than one language is learnt, starting in Early Childhood Education, in every country in Europe. The fact of having a growing number of schools taking part in the bilingual programs requires the promotion of general English knowledge and fluency along with classroom methodological training among future teachers.

Content and Language Integrated Learning (CLIL) is a relatively new approach that was born with the main objective of giving context to languages and fostering students' real communication, trying to fill the gap that the learning of other non-native language left blank. The main purpose of this approach is to stimulate and advance in the acquisition of a complete linguistic competence in a foreign language through a longer and more habitual contact with the second language, which is no longer restricted to the language in the classroom (Lorenzo, Casal & Moore, 2009). CLIL is defined as a dual approach in which an additional language is used as a resource for teaching and learning both contents and language (Coyle, Hood & Marsh, 2010). This methodology still finds many barriers in Spain, not only for being new and in a way difficult to implement in every school, but also because it requires a paradigm shift in schools, teachers and school practices. One of the main obstacles is related to material and economic resources, mainly due to the difficulties that "[...] schools have to find adapted didactic materials for CLIL" (European Network on Education, 2007, p. 52). In addition, there are other difficulties related to "[...] teacher training, legislative development and didactic appropriateness debates" (2007, p. 52). On this subject, Gutiérrez Almarza, Durán Martínez and Beltrán Llavador (2012, p. 60) state that

[...] even if CLIL is affecting both the form and the content of our training programs in substantial ways, we still, or perhaps now more than ever, must see its emergence from even wider angles and in the light of contemporary paradigm shifts in many areas of educational concern.

Numerous recent studies have been conducted addressing the issue of practicality and effectiveness in teacher training. In this regard, Fernández

Costales & Lahuerta Martínez (2014, p. 19) have approached the question of an optimal profile for CLIL teachers, which must be "[...] strictly linked to the educational stage [...]" and the context these professionals are working in. In addition, Kashiwagi and Tomecsek (2015) have focused on how young or inexperienced teachers can develop effective skills related to teaching by learning to teach in a classroom setting through CLIL.

The necessity of research on the particular features of CLIL approach and the methodological flaws that may be encountered in some Primary school contexts (Pérez Cañado, 2012) are considered relevant to conduct a research focussing on teacher training and CLIL assessment as important aspects in Higher Education. In this regard, it must be considered that bilingual programs require teachers who want to assume an active role as language teachers and are capable of teaching contents through the second language. To this end, the present contribution combines aspects related to methodology and qualitative data to illustrate an intervention related to CLIL for trainee Primary-school teachers, which aims to train effective and practical future teachers.

Bilingual programs in early childhood and primary education in Spain

Bilingual programs date back from previous innovative educational practices that tried to introduce Content Based Instruction (CBI)¹ as well as in the projects developed by the Ministry of Education in Spain together with the British Council. These bilingual programs have grown and expanded quickly in state education and they are currently carried out in Early Childhood, Primary and Secondary Education.

The objective of Bilingual Programs in Spain states that: "[...] it is needed to find an educational model that can promote communicative competence [...] and intercultural and citizenship values and attitudes to fit in a multicultural European society" (Consejería de Educación y Ciencia, 2006, p. 6029). The curriculum is aligned with the contents of the regular curriculum for every educational level in every area of knowledge, but it proposes the teaching of two subjects in English. These subjects can be chosen by the educational institution in conjunction with the pedagogical team at that particular school. Most schools usually offer Science, Art or Music in the second language, with

¹ This approach is based on the notion that second language learning can be very effective when the focus is on the acquisition of knowledge and information via the target language. In other words, the learner uses the target language in order to acquire knowledge and learns a great deal of language as a natural by-product of such use (Celce-Murcia & Olshtain, 2000).

English usually being the main language of instruction. There are also some schools that offer French as an additional language or the main language in the program. As for the language requirement, Early Childhood, Primary and Secondary Education professionals must have a B2 (CEFR) level of English. In addition, the schools that offer this program will have a linguistic counsellor in charge of teaching, teachers' coordination and language assistance.

Taking into account the current legislation and the number of state schools involved in the program, which total up 224 in the region of Castilla-La Mancha, with 114 being Early Childhood and Primary Schools, and the growing number of students taking part in the program, there is an increasing need for teacher training at the university level. Therefore, the Faculties of Education struggle to find effective ways not only to improve the level of English of their students (future teachers), but also to familiarise them with bilingual approaches such as CLIL, since these teachers will be required to know and use new methodologies and approaches at schools.

Students perceptions on CLIL

Different studies have focussed on the issue of the acquisition of contents and language through CLIL programs, the lexical component on these courses, the role of the teacher or the expected results in dual programs (Fernández Costales & Lahuerta Martínez, 2014; Kashiwagi & Tomecsek, 2015). However, not so many studies have paid attention to the importance of teacher preparation, particularly how this preparation and training is perceived by future teachers as real agents of CLIL implementation at schools. In this regard, a recent study by Lasagabaster Herrarte and López Beloqui (2015) focusses on students' perceptions in the context of Primary Education. The author points out the motivational component of CLIL and refers to how intrinsic and extrinsic motivational components, as well as team work, are combined in the context of secondary education, concluding that: "CLIL programs seemed to have a clear positive impact on students' integrative motivation, the means of items rated in this cluster by CLIL students being significantly higher than those of the EFL students" (Lasagabaster Herrarte & López Beloqui, 2015, p. 54). Nevertheless, the study does not focus on tertiary/university education. Other recent studies also address the issue of motivation and the improvement of the foreign language through CLIL instruction (Lasagabaster Herrarte & Doiz Bienzobas, 2016, p. 315), though this study

does not focus in the university context and it is a piece of interesting research conducted in Secondary Education. The authors insist on how "[...] participants attached importance to all language aspects and [...] they preferred group work and active participation in class", which still left the university setting behind.

Ruiz de Zarobe and Doyle (2015, p. 471) insist on the concept of independent learning in CLIL and: "[...] the need to develop new pedagogical approaches which promote learner independence in contexts where learning takes place through of more than one language". In order to do so, we must be aware of the necessity to train future teachers in CLIL methodology and create opportunities for them to practice the activities they might have to develop when delivering a lesson in a real context.

Research seems to indicate, so far, that motivation is increased through CLIL programs in primary and secondary education; however, the present paper delved into the development of contents and assessment procedures at the university. As Nuñez Asomoza (2015, p. 122) suggests: "Training [future] teachers in methodology for CLIL classes and material design [...] would give teachers more tools to provide students with what they need in order to acquire deeper knowledge". Besides, in the context of a pre-university course, the author highlights the complexity of CLIL training and the necessity of "[...] constant revisions of how the program is working, and implementing action research about the situations related to operating a program of this type" (Nuñez Asomoza, 2015, p. 122).

Having considered the previous contributions and revised the lack of literature on future teachers' perceptions on the training and assessment procedures implemented at the university, the present research tries to cover a gap through a classroom at the university-level bounded study. The following section shows the context in which the CLIL course was implemented as well as the instruments, procedures and materials to carry out the training and assessment process.

Context: Teacher training through a CLIL course at the faculty of education

Since the 2012-2013 Academic Year, the Faculty of Education of Toledo (University of Castilla-La Mancha) provides future Pre-Primary and Primary English teachers with a course on CLIL, considering CLIL training to be of utmost importance due to the school context and practices described above. The course is offered in the fourth year as an optional one for teachers and it is incorporated in the English

Primary School Undergraduate Program. It is equivalent to 6 European Credits, which is four hours of lecture time a week during a semester period (September to December).

The course's main objectives are to improve students' communicative competence and to develop other methodological and English language skills. It tries to cover the latest methodological trends in bilingual education and teaching language through contents (Fernández Costales & Lahuerta Martínez, 2014; Kashiwagi & Tomecsek, 2015). In this sense, attention is also paid to the development of education and language policies in Europe. Future teachers are expected to acquire the required competences to develop teaching sessions in English as well as to design a study syllabus or assess their future students. It also focuses on the five skills: reading, writing, listening, speaking and interacting in the second language.

The CLIL course described follows a practical and theoretical approach and it is expected that students will gain a general knowledge of educational policies in Europe, Spain and the region where they study. Besides that, students become familiar with the CLIL approach and the Bilingual Programs that are being developed in the schools in the area. As previously mentioned, practical and theoretical issues are combined to encourage students to develop lesson plans that follow the CLIL approach and can be used in Pre-Primary or Primary Education, using specific tools and assessment procedures. Furthermore, as any other course offered to future English Teachers, communicative and conversational skills as well as correct spelling and grammar usage are constantly promoted.

The following specific objectives can be outlined:

To understand the specific concepts in CLIL and the reasons to use this particular approach in Primary or Pre-Primary Education.

To know the bilingual programs, particularly those that are carried out in the region of Castilla-La Mancha in Spain.

To be fluent in the second language, which in this case is English.

To understand and be able to design CLIL units and activities according to the particular methodology.

To know how to design assessment criteria for non-linguistic lessons and subjects that are taught in the second language.

To practice the CLIL approach through lessons and classroom management practice in areas such as Science, Maths or Arts.

The objectives above are related to the course's

contents and they are organized by units:

UNIT 1: CLIL (Content and Language Integrated Learning); Introduction and main concepts.

UNIT 2: Rationale for CLIL in Europe - the political background and E.U. Language Policy.

UNIT 3: CLIL in Castilla-La Mancha

UNIT 4: CLIL and Language

UNIT 5: CLIL pedagogy - the methodology of CLIL

UNIT 6: Applying interactive methodology: classroom management, learning strategies; scaffolding.

UNIT 7: Learner assessment and evaluation in CLIL

UNIT 8: Planning and teaching curriculum subjects.

It may be noted that the different contents are related to the initial objectives. These units are developed from a theoretical and practical perspective. The course also comprises micro-teaching sessions and intervention planning. The contents are developed in a 6 credit course, which is equivalent to 4 hours of lecture time and 150 hours of total work carried out by the student, that includes project work, individual study or on-line task development. The lectures are organised in 2 sessions of 2 hours a week. Lectures are in English and include the following methodologies:

A) 'Theoretical sessions': The main goal is to present contents and familiarise students with concepts, definitions and main methodological principles in the CLIL approach. It is through these traditional lectures that students get to know the European legislation for immersion programs or the legislation in Spain. In addition, concepts such as the 4Cs framework (Coyle, 2005) and the particular CLIL methodology, including scaffolding and assessment techniques, are introduced. Those lectures will allow students to create their own work later based on this theoretical approach.

B) 'Micro-teaching': these are sessions of one hour and fifty minutes and the main objective for students is to perform the didactic interventions that the professor shows them as a model. From those activities, students must carry out an intervention as if they were in the context of a real classroom situation. Moreover, students are encouraged to implement the given activities and introduce modifications or areas for improvement. The development of thinking skills is promoted since students look at the activities according to the conceptual 4Cs framework: Content, Cognition, Communication and Culture, proposed by Coyle (2005). In addition, in these teacher-controlled

sessions, students are familiarised with new second language vocabulary, such as those nouns or verbs related to Science, Arts, Physical and Corporal Expression or Maths. By presenting the activities, the students get to know new concepts and expressions from the different content areas that they will introduce as teachers in their future lessons.

Sessions focus on contents and methodology, but particular attention is also paid to linguistic expression: fluency, pronunciation, rhythm and intonation in the second language. The CLIL areas of communication are developed: 'Language for Learning, Language of learning and Language through Learning' (Coyle, 2005, p. 61-63).

C) Didactic unit presentation:

In these sessions, students work in pairs or groups of three people. Every group focuses on a different content from a non-linguistic area, according to the current curriculum for Primary Education. In general, students who are studying to be Primary school teachers work on the 3rd cycle of the primary school curriculum since the contents are more challenging and the vocabulary is usually more difficult in the second language, particularly for Science. In the case, where there are students studying to be pre-school teachers, the content is selected from the early childhood curriculum.

Two sessions of one hour and fifty minutes each are theoretical sessions in which the professor unifies the criteria to develop the didactic unit following the CLIL framework and methodology (Coyle, 2005) and, in addition to those, the curriculum and teaching objectives related to the contents taken from Spain's National and Regional Education Acts for this level. Assessment is a very important aspect in these introductory sessions, since it must combine contents and some items related to language use.

Didactic units are presented after the students' individual work is conducted for a period of two weeks. In these presentations, the global design of the unit from a methodological point of view is more significant than the design of the activities as it was in the micro-teaching section.

Assessment for this course is divided into three main parts, which have a close relationship with those parts outlined in the section above (theoretical sessions, micro-teaching sessions and didactic unit presentation). In order to evaluate the students, a theoretical exam is held. This exam is 40% of the final mark. The exam includes theoretical and practical questions in which students must show their understanding of CLIL. Another important part of the assessment is the simulation of a teaching

session within a lesson plan. In those micro-teaching sessions, contents from Arts or Science are approached and they compose 20% of the students' final grade. Attention is paid to the language used and the materials designed as well as the valorisation of teaching skills.

Finally, the didactic plan that students develop following the teacher's advice and working on their own time represents 40% of their grade. The final project will consist of the writing and presentation of a lesson plan following the Education Act and Curriculum for the particular context in which the course is conducted. This project must be written and presented in English. Students can attend tutorial hours with the professor to help guide them in their individual work. In the three assessment blocks, written and oral expression in the second language is taken into account, since one of the objectives in the course is also to develop the language skills in order to get a better mastery of the target language.

In addition to the description of the tasks, it must be highlighted that the teacher is not the only one who conducts the evaluation, but the students are also involved in the process through self- and peer-evaluation. There are numerous reasons for using peer- and self-assessment in the training of future CLIL teachers (Coyle, Hood & Marsh, 2010; Marsh 2012). Peer-assessment is performed as a large-scale exercise and reinforces listening skills, as students are encouraged to evaluate other students' performance in the lesson plan presentations and activities using a rubric. It requires students to discuss meaning, which in turn provides a deeper understanding of the concepts, materials and activities presented in the lectures (Coyle, Hood & Marsh, 2010).

The presentation constitutes 20% of the final mark with 15% of the grade being the teacher assessment criteria and 5% of peer-assessment. The Table 1 presents the criteria that both students and the teacher will follow to assess those presentations.

The grid shown in Table 1 is the assessment tool used for the evaluation of students' oral presentations, which are 20% of the students' final grade. It contains 10 items and the highest grade is four points in every item. Depending on the complexity and accuracy of the task, students will obtain 1, 2, 3, or 4 points, with 10 points being the maximum possible mark in case they achieved 4 points for every item. In addition, as part of the assessment process, 40% of the final grade is the didactic unit design, including the written project and the delivery. The Table 2 shows the criteria to evaluate the didactic unit:

Table 1. Students and teachers' assessment grid.

Power point	Beginning 1	Developing 2	Accomplished 3	Excellent 4
Contents				
Images, graphics, pictures				
Organisation and disposition				
Text grammar and coherence				
Speech				
Grammar coherence and cohesion				
Body language, gestures, facial expression.				
Pronunciation, pitch, pauses and intonation				
Lesson delivery				
Referring to and reinforcing content and language objectives explicitly throughout the lesson				
Engaging 'fictional' students in meaningful activity 90-100% of the lesson				
Keeping the pace of the lesson challenging, but manageable for all students. Being mindful that students' comfort level varies in terms of pace; use appropriate pacing strategies				

Adapted from: Coyle, Hood and Marsh (2010).

Table 2. Assessment grid for the final project.

Written project	Beginning 1	Developing 2	Accomplished 3	Excellent 4
Use of the basic concepts learnt in the course: specific vocabulary and methodological aspects				
4Cs: content, communication, cognition and culture are presented correctly				
Originality				
Formal aspects: Grammar, coherence and cohesion				
Oral performance				
Grammar coherence and cohesion				
Body language, gestures, facial expression				
Pronunciation, pitch, pauses and intonation.				
Use of appropriate materials and devices to present the unit and the activities in it				

Adapted from: Coyle, Hood and Marsh (2010).

In the Final Project assessment, importance is given to both written aspects and oral presentation skills. The design of the specific activities is not as important in this part of the evaluation process as it was in the previous one. At this stage (Final Project), attention is rather paid to the general use of materials, oral skills, written skills and general methodology.

Once the context and approach followed in the course have been described, the following section of this paper shows the case study which focuses on both the theoretical and practical sessions and the assessment process. These two parts are analysed through the students' responses to questionnaires that are found in Appendices 1 and 2.

Method

Research question

To gain an understanding of students' perceptions of the CLIL course, two main research questions were proposed:

(a) Do students feel satisfied with the training received during the practical and theoretical sessions?

(b) Do students consider the assessment that was followed in the course effective and useful?

In accordance with the results obtained by Nuñez Asomoza (2015) in a pre-university CLIL course, it is expected that future teachers at UCLM who are also language learners feel more motivated and positively value the implementation of the CLIL program at the university. Thus, we hypothesize that the use of rubrics for assessment, the practical tools and materials used and the combination of practical and theoretical sessions (see section 1. 3) will have a positive impact on students' perceptions of their own learning process.

Qualitative research

Qualitative research is used in this study to answer the research questions. Taking into account that the main aim of the study is to understand and discuss students' perceptions, opinion and satisfaction with the training and assessment processes followed in the CLIL course, qualitative research is found to be the appropriate method. In this regard, "[...] qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they [the students] attribute to their experiences" (Merriam, 2009, p. 5). This kind of research is mainly conducted by using questionnaires or interviews. Two different questionnaires were used in this particular study formed by five questions and an open comment on the main topic (see section 2.4 for the detailed description of the questionnaire). In the design of the questionnaire, the main researcher took into account the lack of difficulty of the questionnaire as well as the simplicity and brevity in order to make it attractive to answer for students and avoiding double interpretations of questions.

Research participants

A total of 50 students took part in the study. They belonged to the 4th year of the Primary Education degree program offered at the Faculty of Education at the University of Castilla-La Mancha in Toledo, Spain. The questionnaires were given to the students when the evaluation process and the

training had been fully completed to avoid uncompleted or defective data. All the participants had taken or were taking the elective course as part of specialisation in becoming Primary English Teachers. The students' English level was B1.2 or B2 in most cases, with most participants having an official B1 title according to CEFR.

Students' attitudes towards English were positive in general terms. All the participants who took part in the study chose the 6 ECTS credit elective course voluntarily and they liked and enjoyed learning the language. Apart from their training in English in Secondary Education, at the time of the study all students have completed 12 compulsory ECTS credits during the first and second years of their degree plus 12 more ECTS credits of two elective courses offered in the 3rd year of the specialisation as Primary English Teachers.

The professor and designer of the course – methodology and materials included – is a non-native teacher with proficient English level (C2; CEFR). Her previous training is mainly related to English teaching as a Foreign Language and she has completed more than 200 hours of training related to methodology of CLIL. She has been teaching English for 6 academic years and when the case study was conducted, it was the second time she was delivering the CLIL program.

Instruments and procedures

Data was gathered using what is known as the 'Likert scale', which, according to Mackey and Gass (2011), "[...] consists of a characteristic statement accompanied by five or six response options for respondents to indicate the extent to which they 'agree' or 'disagree' with it by marking [...] one of the responses" (Mackey & Gass 2011, p. 77, emphasis added). The possible values in the scale were: (a) strongly disagree = 1; (b) disagree = 2; (c) neither agree nor disagree = 3; (d) agree = 4 and (e) strongly agree = 5. Additionally, every structured questionnaire included an open question with the aim of obtaining any other opinions on the training or assessment expressed by the participants (see Appendices 1 and 2).

In an attempt to find an answer to the proposed research questions, two questionnaires with five related items were used. In the first one (see Appendix 1), attention was paid to (1) the methodological principles of CLIL, (2) the understanding of the 4 Cs framework (3) the practice and improvement of communicative skills (4) the significance of the micro-teaching sessions and (5) the overall perception of the theoretical and practical sessions. The second questionnaire (see

Appendix 2) was related to the assessment tools and procedures used and focus on: (1) the effectiveness of the assessment followed in the micro-teaching sessions, (2) the utility of the feedback and assessment carried out in the final project, (3) the design of the contents and competences in the final test, (4) the fairness of the percentage assigned to every academic task and (5) the overall view of the assessment process.

The questionnaire was not compulsory for students, but all of them filled it (50 participants). It was completed in a final reflective session at the university, carried out at the end of the instruction process and before taking the final test; moreover, it was totally anonymous. The only instruction that participants received from the researcher was to complete it in order to improve the CLIL training course and to show their agreement or disagreement with the assessment process implemented.

Results and discussion

Derived from the analysis performed, the following section shows the information provided by participants regarding training and assessment procedures followed in the course. Figure 1 shows the general tendency observed for every question related to the first research question: (a) Do students feel satisfied with the training received during the practical and theoretical sessions?

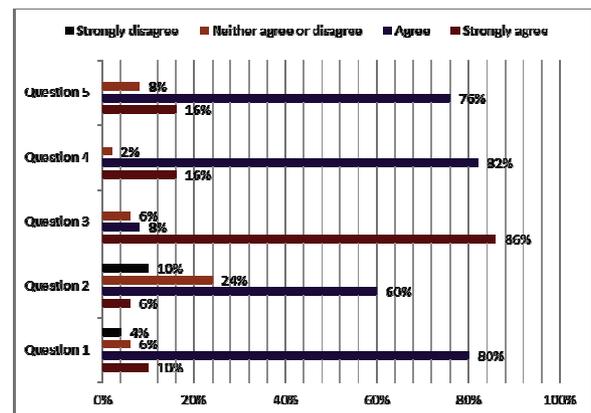


Figure 1. Percentage of agreement with CLIL training.

For statement (1) ('I have learnt the main methodological principles of the CLIL approach'), almost 80% of the respondents agreed, whereas just 2 out of 50 respondents totally disagreed. Regarding the second item (2) ('The CLIL theoretical lectures help me to understand the 4Cs (content, cognition, communication and culture) approach'), the Figure 1 shows that 60% of the students agreed, this result being slightly below the mean obtained in the other

responses. Items (3), (4) and (5) followed the same tendency, where almost 80% of the respondents answered 'agree' and the percentage of disagreement was not significant.

Table 3 shows the number of students who answered every value in the scale and the mean of the answers for every question related to training.

Table 3. Participants' perceptions on CLIL training and mean.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean
Q. 1	5	40	3	0	2	3.92
Q. 2	3	30	12	0	5	3.52
Q. 3	43	4	3	0	0	4.8
Q. 4	8	41	1	0	0	4.14
Q. 5	8	38	4	0	0	4.08
Total %	26.8%	61%	9.2%	0%	2.8%	4.09

In general, students mostly agreed with the training received in the course (4.09 out of 5). They valued the micro-teaching sessions in a very positive way, since they gave them the opportunity to simulate a real session in a classroom situation, apart from working with real materials in a semi-real context. The highest score in this section was given to question 3: 'the practice and improvement of communicative skills' (4.08 out of 5); whereas the most negative scored was given to question 2: 'the understanding of the 4 Cs framework' (3.52 out of 5). This tendency was also observed in the comments received from the students. Those comments mostly show that students 'like preparing materials that can be used in a real classroom situation' (Participant 3) and 'enjoy working in groups to prepare CLIL activities' (Participant 37). In contrast, the most negative data can be found in the second question related to the theoretical sessions, where the students' responses indicate that they do not seem to have the opportunity to share experiences or practice their abilities. For this question, 10% of students totally disagreed, which might be due to the difficulties in understanding some theoretical concepts about the 4Cs framework. Regarding the comments made by students, they also show this negative tendency: 'It was difficult to understand the 4Cs framework' (Participant 8) or 'Cognition and Bloom's taxonomy were difficult for me. I did not know how to apply this to a real activity' (Participant 48). These comments also indicate that it is easier for students to learn following a practical approach rather than presenting information in a theoretical way that most times does not seem useful or effective for preparing future teachers.

The study's second research question tried to ascertain their view about the assessment process followed in the course (b) Do students consider the assessment followed in the course effective and useful?

Data analysis varies in this section. Students mostly agreed in questions (3), (4) and (5), but their views were different in questions (1) and (2). The results obtained in question (2) ('The final project assessment was practical and the feedback useful to improve upon CLIL implementation in real contexts') deserve close attention, since 66% of respondents strongly agreed, which seems to indicate that those students consider having the chance to develop and present a real unit using CLIL methodology practical and effective. It was also considered an opportunity to talk and present in English in front of an audience, which will be really useful in preparing students for their possible future state teacher's exam. In general, the perceptions of the complex assessment process are quite satisfactory as observed in question (5) ('Overall, I feel satisfied with the assessment process performed'). 40% of the students strongly agreed and 64% agreed with the general process followed. Figure 2 shows the percentage obtained for every answer:

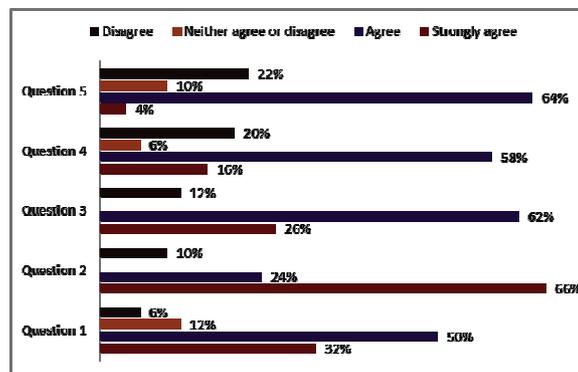


Figure 2. Percentage of agreement with CLIL assessment.

Table 4 shows the number of students who answered every value in the scale and the mean of the answers for every question related to assessment. Percentage of agreement and disagreement is also presented.

When it comes to agreement with the assessment, the mean shows slightly lower results (3.95 out of 5, being 4.09 in the training section). However, the perception of students is not negative, what means that they have positively valued the use of rubrics and the evaluation procedures implemented. The highest score was given to question 2: the utility of the feedback and assessment carried out in the final project (4.46) and

the most negative value was observed in question 5: the overall view of the assessment process (3.5). This last result seems to indicate that not all students agree with the assessment, but looking back at the raw numbers, they sum up to just eleven students out of fifty who disagreed and none of them strongly disagreed. We should bear in mind that assessment and evaluation procedures are always difficult for students who are frequently thinking of the final mark. It is also important to mention that students strongly agreed with the assessment items designed to evaluate the micro-teaching sessions, taking into account that 50% of the students considered it effective and appropriate and 32% strongly agreed with it.

Table 4. Participants' perceptions on the assessment process.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Mean
Q. 1	16	25	6	3	0	4.08
Q. 2	33	12	0	5	0	4.46
Q. 3	13	31	0	6	0	4.02
Q. 4	8	29	3	10	0	3.7
Q. 5	2	32	5	11	0	3.5
Total %	28.8%	51.6%	5.6%	14%	0%	3.95

Regarding the personal comments expressed by students and connecting them with the previous ones, these coincide with the data shown in Figures 1 and 2. Most students referred to the utility of the micro-teaching sessions and perceived the different types of tasks developed and assessed in the course favourably. The most critical ones refer to the amount of tasks that were required to pass the course.

In an attempt to connect the data from the questionnaire and the open comments expressed by students, we must say that the open section of comments also reinforces this tendency, as observed in the analysis: 'I think presenting the unit in English is a good way to learn' (Participant 10) or 'I really like the micro-teaching days' (Participant 7) which also emphasises the previous tendency showed by giving importance to the practical sessions rather than the theoretical part. Particularly, question 2 related to the 4Cs approach presents a 10% of disagreement. It is also worth noting that the students' perceptions are relatively more positive in the training process than in the assessment. This fact must be connected with the general tendency of students to dislike assessment procedures, since this is part of the final mark. Still, the data obtained in the assessment is not thoroughly negative and most questions got a high rate of agreement, mainly due to the use of rubrics and planning mechanisms.

Another observation repeatedly mentioned by participants in the section of open comments was the complexity of the theoretical concepts and the difficulty to understand these issues in the theoretical sessions described above. Taking this into consideration, the importance of having students develop and engage in practical, ready-to-use activities designed for different facets of the Primary school curriculum is of great significance. Moreover, according to Fernández Costales and Lahuerta Martínez (2015, p. 19), as instructors we must consider the gap between the CLIL methodology and its application in a real classroom settings and "[...] try to build up learning environments that allow the exchange of knowledge and results".

The results of the study support the initial hypothesis, since the CLIL methodology implemented had a positive effect on students' perceptions of the assessment procedures and the training processes. As it has been mentioned, practical activities, rubrics and micro-teaching sessions have also contributed to increase students' motivation and connect theoretical and practical knowledge, so that trainees may become familiar with the CLIL approach before implementing it in a real classroom context.

In sum, the present study summarised the main points in the approach, training and the evaluation procedures in the CLIL course at the University. As possible limitations, we should highlight the context in which the study was conducted, mainly looking at the number of participants. It is important to bear in mind that the students belonged to only one Faculty. In general, the analysis of the 50 students' perceptions showed a clearly positive response to the training received and the assessment procedures used, which concedes additional value to the methodology and assessment tools presented in section 1.2. of this article. It is needless to say that they also practice and improve the five skills in English throughout the course, which, together with the methodological principles learnt and practised, will be one of their best tools in the future for implementing CLIL in bilingual schools.

Final remarks

This study has attempted to provide a discussion on issues and potential approaches to CLIL training for future English teachers working in bilingual programs through a case study in which 50 students took part. In addition, it has referred to the syllabus design in Undergraduate Education Programs,

linking these studies with concepts, procedures and evaluation processes related to CLIL methodology.

This paper serves as a model to introduce CLIL training in Undergraduate Primary School Teacher programs and it has shown in detail how the course can be implemented in that specific setting in order to enhance future teachers' employability and training opportunities. It has also highlighted the lack of appropriate resources and materials that teachers sometimes encounter and, furthermore, how well-developed training can be the only way to prepare students to work in schools that offer immersion or bilingual programs, which are rapidly increasing in Spain.

Particular attention has also been paid to the assessment processes. This contribution has described the evaluation practice in detail, which may be useful for teachers in similar situations in Spain or other countries in providing CLIL training to future English teachers. In addition, it has analysed the students' perceptions of this approach and has concluded that most of the future teachers interviewed consider it useful and that they positively valued the opportunities to apply the classroom methodology in semi-real situations.

We must acknowledge that there are two main limitations in this study that are related to the number of items in the questionnaire, which was significantly reduced, and the number of participants. However, we are dealing with a case study and this makes the study specific and contextualised and the questionnaire a concise and very concrete instrument to get to know students' perceptions regarding the instructional process and assessment procedures followed in this particular setting.

As a final note, the study also shows a model for CLIL training implementation within tertiary education and guidance for other faculties that include similar programs for future English teachers, and it gives professors a complete method of evaluation ready to use in their lessons. Furthermore, rubrics to evaluate the micro-teaching sessions and the lesson plan development and delivery included in section 1.2. of this paper are also considered a valid tool to evaluate students' performance in similar training contexts, and both tools may provide material to reply the study in other contexts dealing with bilingual methodology for trainee Primary-school teachers.

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APPENDIX 1

PERCEPTION ON THE INSTRUCTION PROCESS

For each of the statements below, give a score from 1 to 5 according to the following scale:

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

Do not forget to write a comment on the instruction process

PERCEPTIONS ON THE INSTRUCTION PROCESS		1	2	3	4	5
1.	I have learnt the main methodological principles of the CLIL approach					
2.	The CLIL theoretical lectures help me to understand the 4Cs (content, cognition, communication and culture) approach					
3.	I was able to improve and practise my communicative skills in English during the practical session					
4.	The micro-teaching sessions were useful to know how CLIL would work in the practice					
5.	Overall, I feel that the lessons (both practical and theoretical) were satisfactory to understand and practice on CLIL as an innovative and useful approach					
Comments:						

APPENDIX 2

PERCEPTION ON THE ASSESSMENT PROCESS

For each of the statements below, give a score from 1 to 5 according to the following scale:

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

Do not forget to write a comment on your assessment

PERCEPTIONS ON THE ASSESSMENT PROCESS		1	2	3	4	5
1.	The formative assessment regarding the simulation of teaching sessions was effective					
2.	The final project assessment was practical and the feedback useful to improve CLIL implementation in real contexts					
3.	The final test covered the main contents and competences developed in the course					
4.	I think the percentage of weight given to every academic task was fair					
5.	Overall, I feel satisfied with the assessment process performed					
Comments: ¶ ¶ ¶						