

STUDENTS' RESPONSE TO CLIL IN TERTIARY EDUCATION: THE CASE OF BUSINESS ADMINISTRATION AND ECONOMICS AT COMPLUTENSE UNIVERSITY¹

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Abstract: *The implementation of Content and Language Integrated Learning (CLIL) in Spanish education is a natural consequence of the global use of English as a 'lingua franca'. This affects not only primary and secondary education but also university, where a wide range of degrees are being taught in English as a medium of instruction (hereafter EMI). However, in contrast to Spanish primary and secondary education, which have received more attention (Sierra, 2011; Llinares and Whittaker, 2009; Halbach, 2009, inter alia), there is still a considerable lack of studies focusing on the Spanish university context and the attitude of both lecturers and students to the implementation of these EMI courses (Aguilar and Rodríguez, 2012; Dafouz, 2011; Dafouz and Núñez, 2009; Dafouz et al, 2007; Muñoz 2001). The aim of this paper is to analyse students' response to pro-CLIL implementation in the degrees offered by the Economics and Business Administration school at the Universidad Complutense de Madrid. The data used in the study have been collected by means of a questionnaire addressed to students where aspects like the effects of FL instruction on their own linguistic competence or their general attitude towards instruction in English are considered.*

Keywords: *CLIL, tertiary education, students' response, questionnaire.*

1. INTRODUCTION

As pointed out by Dalton-Puffer (2011: 9), "three factors are currently putting pressure on Europe's traditionally monolingual national education systems: the internationalisation of communication, the increasing diversification of populations as a result of mobility and immigration, and the need to strive for the integration of the Union by enhancing the multilingualism of its citizens". For the past decade, these three motives have led to a series of heterogeneous educational practices within Europe known under the umbrella term of CLIL.

In the case of Spain (and more concretely of the Madrid community area), CLIL is being implemented not only at pre-primary, primary and secondary levels but also in tertiary education (see Fortanet, 2004; Lagasabaster, 2011; Llinares and Dafouz, 2010). The tertiary level offers the broadest spectrum, its heterogeneity being due to the lack of a common curriculum at university settings. A second issue to take into consideration is whether these bilingual degrees² fall within the scope of CLIL or can better be regarded as courses being taught using English as the medium of instruction (EMI) (see Llinares and Dafouz, 2010) where the focus lies on content rather than on the integration of both content and language. This is the reason why these scenarios have also been described as "pro-CLIL", "used here to refer to teachers' positive stance towards the use of FL [foreign language] (mainly English) to teach in tertiary contexts" (Dafouz and Núñez, 2010: 213).

EMI at tertiary level has already been implemented and analysed in other European countries like Finland, the Netherlands, Belgium and Sweden (Airey 2011; Wilkinson, 2004, 2008). Despite exceptions (Aguilar and Rodríguez, 2012; Dafouz and Núñez, 2010; Dafouz et al, 2007; Muñoz, 2001) there is still a considerable lack of studies on the Spanish university context in which the attitudes shown by the main participants are considered –i.e. lecturers and students, whose opinions are often disregarded in these studies. As stated by Dafouz et al. (2007: 91), "research into teachers' and students' attitudes to the use of a foreign language for the teaching/learning of content is still insufficient".

¹ At the time of collecting the data, this initiative study was part of a larger project: the UCM-CLIL project (CCG07-UCM/HUM-2602), financed by the Complutense University (2006 PR1/06-144457-B) and the Comunidad de Madrid (2008 CCG06-UCM/ENE-1061). Nowadays, the project is financed by Banco de Santander. We would like to thank our colleagues in this project, most especially Dr. Dafouz Milne for her insights and useful suggestion when revising this paper. Needless to say, all remaining errors are ours.

² At present, public universities in the Community of Madrid are implementing official bilingual degrees.

Despite this gap, researching students' attitudes is especially relevant given the fact that CLIL is primarily a student-centred approach which poses a higher cognitive challenge to students (Coyle, Hood and Marsh, 2010). This demand, however, must be carefully balanced. As stated by Coyle *et al.* (2010: 88),

Although we want to challenge CLIL learners through the use of cognition objectives within the 4Cs structure, at the same time we must ensure that the challenge does not lead to anxiety and reduced motivation.

Thus, it is crucial to be aware of students' response to this challenge and how it might tie in core aspects like their degree of motivation (Dörnyei, 2001a; Dörnyei 2001b; Dörnyei and Csizér, 2002; Horwitz, 2001; *inter alia*) and their use of learning strategies³ (Halbach, 2000; O'Malley and Chamot, 1990; Skehan, 1989). In Spain, responses to CLIL implementation are reflected in studies such as Fernández and Halbach (2011), Sierra (2011) or, more recently, Aguilar and Rodríguez (2012).

Fernández and Halbach (2011) focus on the impressions of primary education teachers who have participated in Spanish CLIL programmes in the Madrid area, where CLIL was implemented back in 2004. Their results show that "as regards the effect on teachers, the overall evaluation is positive (73.2%)" even if they also admit that it is extremely challenging to teach through a language which is not their mother tongue (Fernández and Halbach, 2011: 256). These results parallel those found by Dafouz *et al.* (2007) and Dafouz (2011). Although the authors mainly pay attention to CLIL teachers' discursive practices, their study also includes teachers' views on the issue by means of interviews.

Sierra's study focuses on the students' impressions and opinions about the implementation of CLIL approaches by means of a questionnaire. However, his study analyses project work and CLIL in secondary education. Results show, nevertheless, that these students are very positive towards the implementation of CLIL (86.5% opted for the *very good* or *good* options regarding the programme) and motivated (79.6%), which reflects similar results to those obtained in the current study.

With regards to Aguilar and Rodríguez (2012), the authors focus on lecturer and student perceptions on CLIL in tertiary education. Their findings show a perceived improvement of specialised vocabulary acquisition and speaking and listening skills on the part of the students whilst lecturers' insufficient level of English is also reported.

As revealed by these studies, measuring both students' and teachers' response to CLIL implementation is therefore crucial since different needs will lead to new materials design and/or curricular change (Coyle *et al.*, 2010). Hence the needs to support initiatives like the current project.

The aim of the present study is thus to analyse university students' response to pro-CLIL implementation in the degrees offered by the Economics and Business Administration schools at the Universidad Complutense de Madrid. More specifically, we intend to answer the following four research questions:

- (i) Do students' self-perceive any improvement in their English language skills?
- (ii) What strategies do students use to improve their learning of English?
- (iii) What is the students' degree of motivation and participation when disciplinary contents are taught in English?
- (iv) What is the impact/effect of EMI on students' acquisition of disciplinary content (i.e. business studies)?

With regard to the first question, we hypothesized that the two main skills benefitting from these EMI classes would probably be speaking and listening since a higher degree of interaction in English takes place in this teaching environment. As for the second question, we presumed that both asking the teacher and translating would be the two strategies most favoured by students. Likewise, our expectations regarding motivation and participation were that students would be more motivated when studying their subjects in L2 (English) given the usefulness of this language nowadays. However, regarding class participation, we expected them to participate in a lower degree given the higher linguistic demands. Finally, we intuitively imagined that most students would have offered a negative answer to the questions concerning their acquisition of disciplinary contents and final grade. In other words, we expected them to be worried about their acquisition of content and to think they might acquire less content if the subject was taught in English. As a result, students would also be afraid of their performance in the exam –that is, they may be afraid of failing.

The paper is divided into four sections. After this introduction, section two describes the method of the study and the design of questionnaires for the collection of the sample. It also includes information about the participants

³ As stressed by Halbach (2000: 86) in her study of students' diaries, looking into learners strategies has long been acknowledged to be a crucial source of information. However, "measuring students' use of strategies has long been one of the great challenges".

involved. Section three presents the findings obtained in terms of skills improvement, learning strategies, motivation and participation and, finally, the students' acquisition of contents and resulting performance. The last section summarises the main conclusions, some pedagogical implications and points to future research.

2. METHOD

In order to ascertain the participants' opinions about the implementation of the pro-CLIL programme, an anonymous questionnaire was designed by the researchers⁴ (see Appendix 1). It consisted of fifteen items and included closed questions (items 1, 2, 4, 5, 6, 7, 8, 10, 11 and 14) and open questions (items 3, 9, 12, 13 and 15). In the closed items students could choose from several options (a five-option Likert scale was utilized for items 1 and 11; we opted for a three-option Likert scale for items 4, 5, 6, 7, 8 and 14; finally, items 2 and 10 provided students with a list of choices: in the case of item 2, the list was open –i.e. the participants could add further options –and could choose from one to all of the items. Item 11 offered a closed list of choices where students could choose only one option). Even in closed questions, choices were accompanied by a further question where students had the opportunity of developing their answer. The questionnaire also incorporated fully open questions in order to avoid the disadvantages of instruments based only on closed questions (Oppenheim, 1992). In these questions, students were expected to give their opinion more freely. Finally, item 15 was an open invitation to reflect about any other particular observation(s) participants thought could be relevant. Questions 1 and 2 were meant to address research questions 1 and 2 respectively. Questions 3 to 6 and 9 to 14 were intended to answer research question 3 on motivation and participation. Finally, questions 7 and 8 were aimed to give a response to research question 4.

The questionnaire was anonymously completed in class and students worked on an individual basis for approximately twenty minutes. The teacher was present to resolve any possible queries. The questionnaire was answered by forty-one students (n=41), all of them undergraduate university students of Economics and Business Administration. The different sections of the questionnaire elicited information about the participants' impressions of the four aspects already described in the introductory section, namely language skills, learning strategies, motivation and participation, acquisition of contents and final performance. This was preceded by a set of questions concerning the participants' demographic details (mother tongue, languages spoken, number of years learning English, etc.).

3. FINDINGS AND DISCUSSION

3.1. Demographic data

As mentioned above, the questionnaires used included an introductory section intended to gather the participants' demographic data. Regarding their linguistic background, twelve was the average number of years reported by students to have been learning English as a foreign language. In addition, 73.6% of the participants claimed that they could also speak other languages apart from English and Spanish (e.g. French, Italian, German, among others). Of the 41 participants questioned, only seven were not native speakers of Spanish. It is beyond the scope of the present paper to delve into the role played by these demographic variables. Further research is intended to measure the influence of such factors.

3.2. Language skills

In this section, we will focus on the students' self-reported improvement of their language skills in English –i.e. reading, listening, speaking and writing together with other areas involved in the language learning process such as vocabulary acquisition, pronunciation and grammar accuracy –as a result of their participation in the CLIL programme. As previously stated, the questions related to language skills were graded with 1 as the lowest score and 5 as the highest.

As far as *reading* is concerned, students do not seem to notice a substantial improvement. In their opinion, reading skills are neither positively nor negatively affected by the EMI classes (43.9% of the participants rated their improvement of reading with an average 3 out of 5). As opposed to reading, students' perception shows that they think their *listening* skills are improving significantly (much more than 50% of the informants chose options 4 and 5, with 48.7% and 21.9% respectively). Similarly, more than 60% consider that their *speaking* skills are also improving. Finally, *writing* is also negatively rated, being in fact the only skill with the lowest score (only 26.7% of the informants opted for 4 or 5 to grade their improvement in writing as opposed to 73.1% who reported that the CLIL programme under study had not been really helpful in this case). Table 1 below shows in detail the frequency and ratio of students' answers:

⁴ This questionnaire was developed from the model used by Dafouz et. (2007) and Hellekjaer's model (2010) on lecture comprehension.

Table 1. Self-reported improvement of language skills

Reading comprehension	Frequency	Ratio
(1) Very little	0	0%
(2) Little	7	17%
(3) Partially	18	44%
(4) Quite	11	27%
(5) A lot	5	12%
<i>Total</i>	41	100%
Listening comprehension	Frequency	Ratio
(1) Very little	0	0%
(2) Little	8	19.5%
(3) Partially	4	10%
(4) Quite	20	48.5%
(5) A lot	9	22%
<i>Total</i>	41	100%
Speaking	Frequency	Ratio
(1) Very little	0	0%
(2) Little	4	9.5%
(3) Partially	11	27%
(4) Quite	15	36.5%
(5) A lot	11	27%
<i>Total</i>	41	100%
Writing	Frequency	Ratio
(1) Very little	1	2.5%
(2) Little	16	39%
(3) Partially	13	32%
(4) Quite	7	17%
(5) A lot	4	9.5%
<i>Total</i>	41	100%

Results suggest that these EMI classes have helped students to improve their vocabulary and pronunciation whereas a development of grammar accuracy is negatively perceived. Tables 2, 3 and 4 below report their personal impressions on the acquisition of vocabulary and improvement of pronunciation and grammar. This report was equally valued on a Lickert scale from 1 (the most negative answer) to 5 (the most positive one).

As far of the acquisition of new vocabulary is concerned, more than half of the participants reported a significant improvement and just 5% of the sample considered that their acquisition had been minimal. Results are fully illustrated in table 2:

Table 2. Self-reported improvement of vocabulary acquisition

Vocabulary acquisition	Frequency	Ratio
(1) Very little	0	0%
(2) Little	2	5%
(3) Partially	10	24%
(4) Quite	18	44%
(5) A lot	11	27%
<i>Total</i>	41	100%

The effects of the CLIL programme resulted in practically half of the sample considering that these classes had led to a significant improvement of their pronunciation. Almost 30% of the sample opted for the middle band

(option 3 in the Lickert scale). A fourth of the participants still reported that their pronunciation had not improved much. This could be due to the fact that the focus in these classes is not so much on language but on disciplinary content. Results are presented in Table 3:

Table 3. Self-reported improvement of pronunciation

Pronunciation	Frequency	Ratio
(1) Very little	1	2.5%
(2) Little	10	24%
(3) Partially	12	29.5%
(4) Quite	9	22%
(5) A lot	9	22%
<i>Total</i>	41	100%

As already stated, grammar accuracy seems not to have benefited from CLIL because in a CLIL tertiary context there is no explicit focus on language issues (especially grammar) as it is not the teachers' responsibility. Indeed, 37% estimated that their grammar had experienced low or no improvement at all; that is, they chose options 1 and 2. A detailed presentation of the results is shown in Table 4 below:

Table 4. Self-reported improvement of grammar

Grammar	Frequency	Ratio
(1) Very little	3	7.5%
(2) Little	12	29.5%
(3) Partially	15	36%
(4) Quite	8	19.5%
(5) A lot	3	7.5%
<i>Total</i>	41	100%

All in all, this self-reported improvement in the areas of vocabulary, speaking and listening, as compared to the lower perceived improvement in grammar accuracy, reading and writing seems to be in accordance with the principles underlying the CLIL philosophy (Marsh, 2001). Teaching content through English seems in fact to develop fluency and to improve overall language production, thus encouraging communication rather than enhancing grammatical accuracy.

3.3 Students' strategies to improve their learning of English

Not surprisingly, asking the teacher is still the strategy most favoured by students (19.4%), closely followed by translation (18.8%) although this is admittedly not the best strategy when learning a second language. However, results prove that there are two more strategies we did not expect students to use as often as they say they do:

- a. using examples (13.2%)
- b. interacting with other classmates in English (12.5%)

This can be due to the following factors. First, students report that many of the class activities involve pair work and interaction is a must. As one respondent states:

"La clase es muy interesante y divertida. Además, todo el mundo debe hablar en inglés, es interactivo."

(Translation: the class is very interesting and fun. Besides, everybody must speak in English, it is interactive.)

Furthermore, interaction in English is also triggered by the fact that there are students in the group whose native language is not Spanish. Therefore, all the students feel the need to use English as the 'lingua franca'. Results are displayed in Figure 1 below:

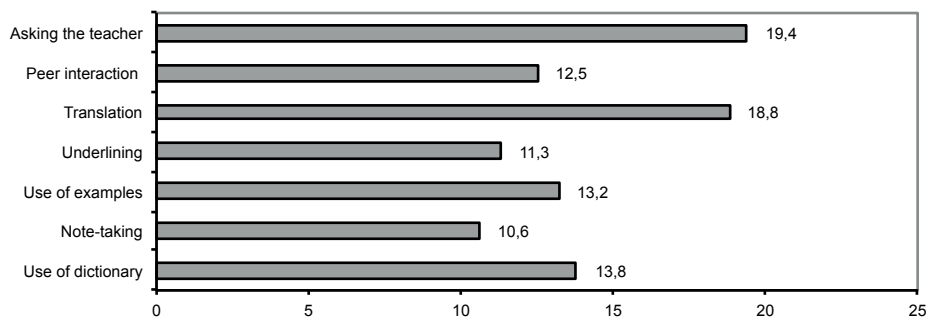


Figure 1. Self-reported use of students' strategies

3.4. Motivation and participation in CLIL

As expected, a third of the students self-reported to be more motivated to receive their classes totally in English. Those who explained the reasons for their higher motivation pointed out the fact that they thought it the best way to learn a language. In the respondents' own words:

"En mi opinión es la mejor manera de aprender un idioma, escuchándolo, porque implícitamente aprendemos palabras y acento."

(Translation: in my opinion, it is the best way to learn a language, listening to it, because we implicitly learn words and accent.)

"Porque es la mejor manera de aprender un idioma."

(Translation: Because it is the best way to learn a language.)

Quantitative data regarding students' motivation are reflected in Table 5:

Table 5. Self-reported degree of students' motivation

Degree of students' participation	Frequency	Ratio
(1) My participation in class has increased	14	34%
(2) My participation in class has decreased	1	2.5%
(3) My participation in class has not changed	26	63.5%
Total	41	100%

Contrary to expectations, students claimed to participate in the same degree or even more in these EMI classes (63.5% and 34%, respectively). Only 2.5% of the students questioned said that they participated less than they used to do when the class was in Spanish. Table 6 sums up these results:

Table 6. Degree of students' self-perceived participation

Degree of students' motivation	Frequency	Ratio
(1) I am more motivated	31	75.5%
(2) I am less motivated	2	5%
(3) My motivation is exactly the same as when the class was in Spanish	8	19.5%
Total	41	100%

The question that rises is whether, as teachers, we really give our students the chance to participate. With that intention, the present questionnaire also checked if, in the students' opinion, they had been allowed to participate in class and how. Students were also asked whether they considered it necessary to increase their participation both in class dynamics and assessment. They could choose one of these three general answers: always, never and depends. The third option –i.e. "depends" –was in turn subdivided into two options: depending on the teacher (A) / depending on the content (B). Their answers are illustrated by figure 2 below:

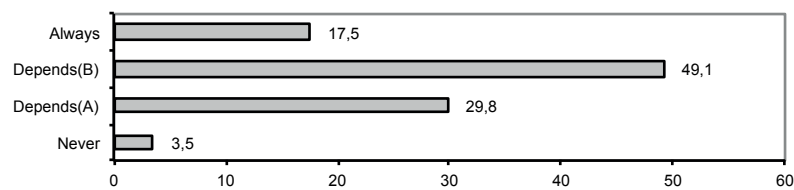


Figure 2. Students' response to their perceived chances of class participation

As expected, the least favoured option was “never” (only 3.5%), followed by the opposite extreme (17.5% chose “always”). Most participants answered that their degree of participation was dependent on the content (almost 50%). Even though students claimed that their degree of participation in English is the same or superior to the one in Spanish, answers show that participation strongly depends on the disciplinary contents covered in class.

Finally, in order to ascertain what the students' opinion about CLIL was like, we also asked them whether they wanted other subjects to be taught in English and in this sense, 17.5% answered that content should always be taught through English. However, it should be noted that seven out of the total number of students are either non-native speakers of Spanish, or are native speakers of Spanish who have been learning content via English since their childhood. Besides, more than half of the students (58%) still felt reluctant to learn content through English.

3.5. Acquisition of disciplinary and final grade

Quite surprisingly and against our initial expectations, the wide majority of students (86.5%) thought that their acquisition of disciplinary content was in fact positively affected by their taking the subjects in English. Allegedly, the increased amount of attention demanded by the EMI course was not regarded by them as a handicap but rather as a boosting force. As reported by one of the students:

“Aprendo más porque, como es en inglés, tengo que prestar más atención y esforzarme más.”

(Translation: I learn more because, as it is in English, I must pay more attention and make a bigger effort.)

However, inspection of the data reflects that a third of the respondents are still worried about their final grade.

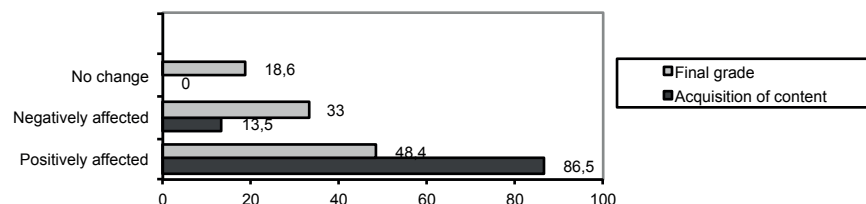


Figure 3. Final grade and acquisition of disciplinary content

4. CONCLUSIONS

As mentioned in the introduction, the main aim of the present study was to present university students' response to CLIL implementation in the subjects offered by the Economics and Business Administration schools at the Universidad Complutense de Madrid. More specifically, we have focused on the following four aspects: the students' perception of their improvement of language skills in English within this programme, their strategies to improve their learning of English, their degree of motivation and participation when contents are taught in English and, finally, their acquisition of disciplinary contents and final grade.

Regarding their perception of language skills improvement, students' responses showed that the two skills that they considered to have improved the most were listening and speaking as opposed to reading and writing, which agrees with previous studies on CLIL (Aguilar and Rodríguez, 2012; Dalton Puffer, 2008; Lyster, 2007; Marsh, 2001). Secondly, as for the learning strategies, translation and asking the teacher were the two most favoured ones. Nevertheless, students surprised us by answering that they also employed more “interactive” and “metalinguistic” strategies like peer-interaction. Third, as predicted, motivation was higher whereas participation remained the same or even increased. Against expectations, content acquisition turned out to be positively affected in the students' opinion (86.5% were keen to learn content through English). Yet, fear to fail the subject(s) was present for one third of the participants.

In terms of pedagogic implications, the findings here reported point to the need to implement more interactive and metalinguistic activities with the aim to encourage the use of less frequent learner strategies like peer-interaction. This implementation should result in even higher degrees of students' motivation and participation. When it comes to learners' fear of underachievement in the final exams, it would be advisable to raise the students' awareness of the fact that the acquisition of disciplinary content through English is far from diminished and so reflected positively in the final grades. In order to do so, research conclusions on the positive results –i.e. final grades– obtained by their peers in previous academic years could be used in the classroom for the purposes of motivation. In this sense, further research comparing the final grades obtained by EMI and non-EMI students is much needed (Dafouz et al, forthcoming).

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APPENDIX 1

*Proyecto de Investigación Complutense.
Investigadora responsable: Dra. Emma Dafouz*

Asignatura: Inglés

Prof: _____

Facultad de _____

El objetivo principal de este cuestionario es recabar información sobre las impresiones que los alumnos de la UCM tienen de la enseñanza del inglés para fines específicos. Asimismo, se trata de identificar cómo valoran determinados aspectos del aprendizaje de la lengua meta y de aspectos relacionados con contenidos curriculares. Este cuestionario es anónimo y confidencial. La información obtenida será utilizada para fines de investigación. Gracias por tu colaboración.

Datos del alumno:

Lengua materna: _____ Lengua de instrucción de la asignatura: _____

Curso de carrera en el que estás matriculado (el más elevado): _____

Años estudiando lengua inglesa: _____

Nivel de inglés: Intermedio bajo intermedio alto avanzado "proficiency"

Nota obtenida en Lengua Inglesa en el Instituto: _____ ¿y en Selectividad? _____

1. EL HECHO DE QUE LA ASIGNATURA SE HAYA IMPARTIDO EN LENGUA INGLESA ME HA AYUDADO A MEJORAR:

La comprensión escrita (Reading)	muy poco	poco	algo	bastante	mucho
La comprensión oral (Listening)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La expresión oral (Speaking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La expresión escrita (Writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La adquisición de vocabulario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La pronunciación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gramática	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otros (indicar) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ¿QUÉ ESTRATEGIAS DE APRENDIZAJE UTILIZAS EN ESTA CLASE PARA MEJORAR TU NIVEL DE INGLÉS? SEÑALA CON UN TIC

Uso del diccionario

Toma de apuntes

Uso de ejemplos

Lecturas detalladas con subrayado de información relevante

Anotación de conceptos o palabras difíciles

Traducción de términos

Puesta en común con los compañeros (en inglés)

Preguntas al profesor

Otros _____

3. ¿EN QUÉ SE DIFERENCIA, LINGÜÍSTICAMENTE, ESTA CLASE DE LAS CLASES DE LENGUA INGLESA QUE HAYAS RECIBIDO HASTA LA FECHA EN TU COLEGIO O INSTITUTO?

¿Tienes nociones de alguna otra lengua? ¿De cuál(es)?

Indica nivel (si posees titulación de centros oficiales – cursos, diplomas, etc.)

Aprendizaje de Lengua Inglesa:

¿Es la primera clase de inglés que recibes completamente en inglés?

Sí No, especifica: _____

4. EL HECHO DE QUE SE IMPARTA EN INGLÉS, ¿HA INFLUIDO EN TU PARTICIPACIÓN EN CLASE?

Ha aumentado Ha disminuido Ha sido igual

Explica por qué:

5. EL HECHO DE QUE LA CLASE SE IMPARTA TODA EN INGLÉS, TE MOTIVA

más menos igual

Explica por qué:

6. ¿PREFERIRÍAS QUE PARTE DE LA CLASE SE DIERA EN LENGUA ESPAÑOLA?

sí no igual

Explica por qué:

7. AUNQUE EL OBJETIVO DEL CURSO NO HA SIDO LA ENSEÑANZA DE CONTENIDO (ES DECIR DE MATERIAS ESPECÍFICAS DE TU CARRERA) ¿HAS PERCIBIDO QUE HAS REFORZADO O APRENDIDO CUESTIONES RELACIONADAS CON EL ÁMBITO ECONÓMICO Y/O EMPRESARIAL AL TIEMPO QUE HAS TRABAJADO CON LA LENGUA INGLESA?

sí no igual

Explica por qué:

8. ¿CREES QUE EL HECHO DE QUE LA ASIGNATURA SE IMPARTA EN INGLÉS VA A CONDICIONAR TUS RESULTADOS EN EL EXAMEN FINAL?

sí no igual

Explica de qué manera:

9. COMO ESTUDIANTE, ¿QUÉ VENTAJAS CREES QUE TIENE CURSAR LA ASIGNATURA DE INGLÉS PARA TU FUTURO ACADÉMICO Y PROFESIONAL?

10. ¿TE GUSTARÍA QUE ALGUNAS MATERIAS DE LA CARRERA SE IMPARTIERAN EN INGLÉS? ELIGE UNA OPCIÓN:

- Siempre
 Nunca
 Depende del profesor
 Depende de la materia
 Depende del nivel de inglés del alumno

11. ¿QUÉ PORCENTAJE (*GROSSO MODO*) DE TUS ASIGNATURAS...

(a) Se basa en la dinámica de escuchar la lección / tema y tomar apuntes + presentarse a examen?

100% 75% 50% 25% 0%

(b) Propone formar parte de grupos de búsqueda de información con vistas a exposiciones orales o entrega de trabajos?

100% 75% 50% 25% 0%

(c) Fomenta tu participación en actividades de clase o en debate / comentario de casos o supuestos?

100% 75% 50% 25% 0%

12. ¿QUÉ ASIGNATURAS DE LAS QUE HAS CURSADO EN LA CARRERA SON/HAN SIDO LAS MÁS PARTICIPATIVAS? ELIGE UN MÁXIMO DE 3, EMPEZANDO POR LA MÁS PARTICIPATIVA (1) Y FINALIZANDO POR LA MENOS PARTICIPATIVA (3).

Nombre(s) de la asignatura(s):

1. _____

Troncal

Optativa

Carácter:

Libre Elección

2. _____

Troncal

Optativa

Libre Elección

3. _____

Troncal

Optativa

Libre Elección

13. ¿DE QUÉ MANERA TE HAN DADO LA OPORTUNIDAD DE PARTICIPAR EN LAS CLASES DE ESTAS ASIGNATURAS?

14. ¿CREES NECESARIO QUE SE AUMENTE TU PROTAGONISMO COMO ALUMNO EN LA DINÁMICA DE CLASES Y EVALUACIONES?

Siempre

Nunca

Depende:

Del profesor

De la materia

De la asignatura

En caso de haber elegido “siempre” o alguna de las opciones de “depende”, ¿podrías explicar cómo te gustaría participar y en qué medida?

15. POR FAVOR, AÑADE CUALQUIER OTRO TIPO DE OBSERVACIÓN QUE TE PAREZCA RELEVANTE PARA ESTE ESTUDIO. MUCHAS GRACIAS.