

Content Classes Delivered in English at a Private School in Medellín– A Case Study

Clases de Contenido Dictadas en Inglés – Un Estudio de Caso

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Resumen

Este trabajo examina la implementación de clases geografía e historia dictadas en inglés en un colegio privado en Medellín-Colombia desde tres enfoques: el perfil de los docentes, la metodología y los materiales a la luz de Instrucción Basada en Contenidos (CBI). La información se recolectó a través de encuestas, observación de clases y entrevistas. Los resultados indican que los docentes de contenido carecen de entrenamiento en enseñanza de contenido a través del idioma inglés; que no hay integración en la enseñanza de contenido y de lengua; y que no existe un trabajo colaborativo entre los profesores de lengua y los de contenido. Este trabajo concluye que es necesario reconsiderar los conceptos de bilingüismo y educación bilingüe en el contexto colombiano.

Abstract

This thesis examines the implementation of geography and history classes delivered in English in a private school in Medellín-Colombia from three perspectives: the teachers' profile, their methodology, and the use of materials in light of Content-Based Instruction (CBI). The data was collected through surveys, class observations, and interviews. The results indicate that the content teachers lack training in teaching their classes through the medium of English; that there is no integration of content and language teaching, and that there is absence of collaborative work between the language teachers and the content teachers. This research also concludes that it is fundamental to revisit the concepts of bilingualism and bilingual education in the Colombian context.

Keywords: Bilingualism, bilingual education, CBI, CLIL.

Introduction

This article reports a case study of content-based instruction implemented in a private school in Medellin, Colombia. It essentially explores how geography and history teachers deliver their classes in English in light of Content-Based Instruction (CBI). The research focuses particularly on the profile of geography and history teachers' profile, the class delivery, the materials used and how their practices fit the concepts of bilingualism and bilingual education in the Colombian context.

The researcher provides a broad description of the research process beginning with some reasons why exploring the grounds of bilingualism would be a worthwhile endeavor in today's local educational context. The term bilingualism has acquired a particular meaning in Colombia. Silvia Valencia explains, "as a result of globalization and widespread use of English worldwide, the term 'bilingüismo' has acquired a different meaning in the Colombian context. It is used by many ...to refer almost exclusively to Spanish/English bilingualism..."¹ It is also worth to mention the link between bilingual education and bilingual schools. According to De Mejia "bilingual education in Colombia is associated with 'bilingual private schools,'"² located mainly in cities such as Bogota, Medellin, Cali, Cartagena and Barranquilla.

The school for this research started to implement the teaching of geography in English in 5th grade back in 2005. The content that initially made part of this subject consisted of a translation of contents from Spanish into English, and a few years later, this teaching practice started to be used in sixth and seventh grades, followed by history in eighth and ninth grades. Some of the teachers of the content subjects mentioned above took up English classes at local language schools and enrolled in short (two months) immersion programs in Canada and in the United States since a school policy is to train content area teachers in the command of English rather than having language teachers deliver content subjects in English.

The Research Question

Considering the context afore mentioned, the research question stated for this study is - To what extent does the implementation of content subjects delivered in English at a private school in Medellin match the principles stated by the Content-Based approach?

Bilingualism in Colombia – Some insights

¹ VALENCIA, Silvia. Bilingualism and English language teaching in Colombia: A critical outlook. Paper presented at the ELT conference. Universidad del Quindío, Armenia. October, 2005

² De MEJÍA, A. M. T. Reflections on English Language Teaching and Bilingualism in Colombia. *Revista Cuadernos del Caribe*, N° 15(1). 2012

Despite the vast array of definitions of the term ‘bilingualism’, the focus in this paper is mainly on the way the government and private schools in Colombia have interpreted the term. On the one hand, the government understands ‘bilingualism’ as the inclusion of English learning in the school curriculum, “at the expense of bilingualism on other foreign languages, or indigenous languages.”³ On the other hand, this term is also associated with ‘bilingual schools’. The mismatch in the interpretation of the term has led to a clash between the top-down foreign language education policies that the government has been implementing in the past years, and the bottom-up pressure that private schools have been exerting in the field of bilingual education. Foreign language policies in Colombia are mainly focused on improving the teaching and learning of English in public schools, whereas there is clearly a void related to policies that regulate the teaching of content subjects in English in private schools despite the fact that the phenomenon of ‘bilingual schools’ in Colombia is spreading rapidly.

The Colombian government has taken some initiatives in the field of foreign language teaching and learning. However, the lack of well-trained language teachers in public schools, pedagogical materials, and constrained school structures have made it very difficult for these policies to succeed, and the existing gap between private and public education tends to widen due to the fact that bilingual schools have been depicted as the model to follow.

Despite the efforts of the government to implement bilingualism in Colombia, most pedagogical initiatives related to this field have been empirical, unplanned and with no support on research done in the specific contexts.⁴ All this necessarily has impact on the way teachers deliver English in schools, and urges this researcher to conclude that it is mandatory to revise the education policies and the bilingual teaching practices implemented in schools in Colombia, and guarantee a provision of policies for content-based educational models.

Participants

The researcher chose the participants based on the following criteria: (a) Content teachers who had been teaching their classes for more than two years; and (b) Content teachers who worked in elementary and secondary levels. The researcher also based his

³ De MEJÍA, A. M. T. Reflections on English Language Teaching and Bilingualism in Colombia. *Revista Cuadernos del Caribe*, N° 15(1). 2012

⁴ De MEJÍA, A.M. and TEJADA, H La construcción de una propuesta curricular bilingüe para colegios monolingües en Cali. Unpublished research report, Cali: Universidad del Valle. 2001

work on three basic variables: The teachers' profile, their methodology, and the materials used in their classes.

The participants were three in-service content teachers: geography in fifth, sixth, and seventh grades; and history in eighth and ninth grades. They are non-native English speakers who have received training in the command of English both locally and internationally.

Data Collection

Class observations

Observations involve “watching what people do; listening to what they say; and sometimes asking them clarifying questions.”⁵ In this case, the researcher observed six classes paying close attention to the ways in which the content teachers delivered them, the materials used, and the teaching of content and language. Other items that the researcher observed were language input, teacher-talking time versus student-talking time, questioning, seating arrangement, error correction, and the way the content teachers communicated with the students (See appendix 2). The researcher took notes of what he observed, and classified the information based on some indicators. This was the major method used to describe what really happened in the classroom, in conjunction with the interview data because, according to Gillham,⁶ there is common discrepancy between what people say and what they actually do.

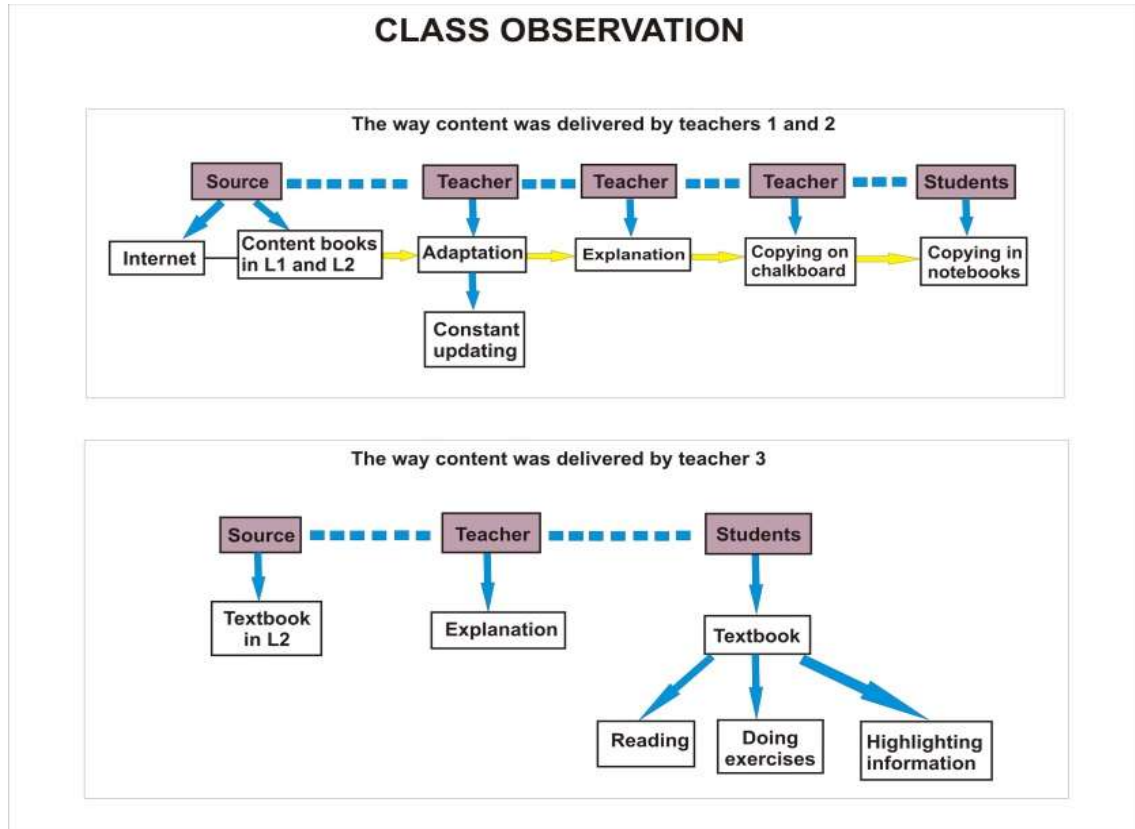
Subject content delivery

The class observations showed a difference between the way content teachers delivered their classes and how the language teacher did it. Mary and Chris (the names mentioned here are not the real names of the participants) adapted the information found on the internet and the reference books; then, they explained it to the students; next, they copied it on the board, and later the students copied it in their notebooks. Rita, on the other hand, used the textbook to explain the concepts and the students applied several learning techniques. Figure 1 shows the way both groups of teachers delivered content.

Figure 1. Subject content delivery

⁵ GILLHAM, B. *Case study research methods*. London, UK: Continuum. 2000. p. 45

⁶ GILLHAM, B. *The research interview*. London, UK: Continuum. 2000



Resources

The classrooms were not equipped with visual aids. The teachers used a chalkboard; some printed copies with a summary of the main concepts studied in class or a booklet containing some maps, and one of the teachers used a textbook. The teachers were the main source of knowledge, probably because this school favors teacher-centered classes.

Language input

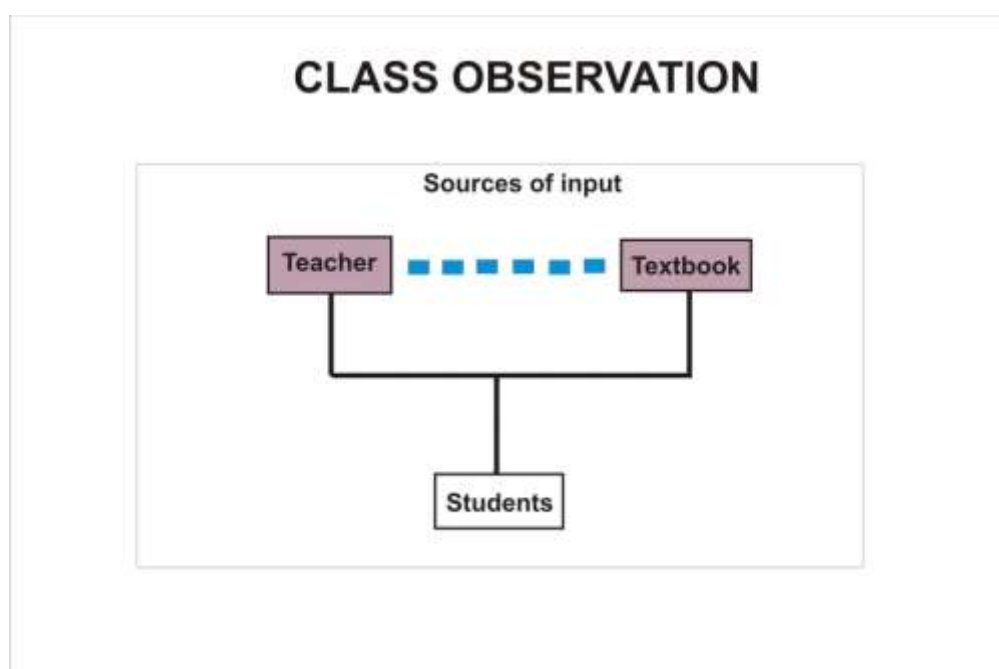
The language input came from the content teacher and from the textbook. The classes were teacher-centered in which Teacher-Talking-Time (TTT) greatly surpassed Student-Talking-Time (STT). The students did not use English actively and were mere decoders of the teacher's output. Learners were not exposed to different sources of input such as videos, lectures, authentic materials related to the subject, etc.

Sources of knowledge

During the observations, it was clear that the teachers' role was that of "knowledge provider". They were the ones in charge of sharing all their knowledge with their learners. The students' role was to pay close attention to the explanations of the teacher, and to

register, in their notebooks, the information that the teacher copied on the board. In the case of the teacher who followed a textbook, the students had access to visual information and did not have to copy the information in their notebooks; they had to read it and to be able to interpret it. In both cases, the source of knowledge was limited to what the teachers could provide to their learners. It resembled the banking model of education. Freire ⁷ first used the term in “Pedagogy of the Oppressed”, and it referred to a way to “deposit” information into the students aiming at memorizing basic facts rather than at understanding and critical thinking.

Figure 2. *Source of knowledge*



Accessibility of content and language

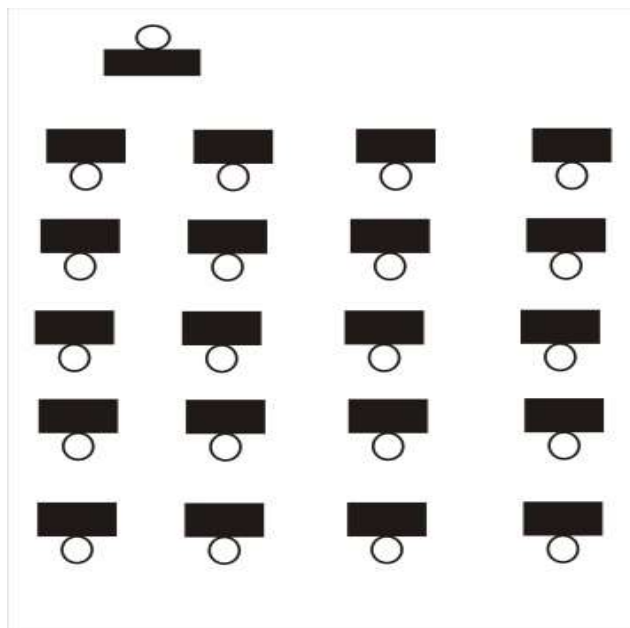
The class observations showed that the learners had more access to content than to language. The content teachers dealt with vocabulary that was particular to their field and did not go beyond in the teaching of grammar topics.

⁷ FREIRE, P. Pedagogy of hope. Reliving pedagogy of the oppressed. New York & London: Continuum Publishing Company. 2006

Classroom arrangement

The organization of the classrooms was in orderly rows and the teacher was always at the front. The number of students and the school policy of teacher-centered classes allow for this type of organization. The picture below shows the way the classroom was organized.

Figure 3. Classroom arrangement



Interviews

The interviews sought to find out the teachers' perception of their new teaching experience and their adaptation to the new teaching environment (See appendix 1). The semi-structured interview showed to be more suitable for the purposes of this study as it produces "a qualitative understanding of the topic under study."⁸ The teachers answered nine questions related to the main challenges that they had to face when teaching their classes in English, their prior teaching experience and teacher training in CBI, and the materials they used in their classes (see appendix 3). The researcher recorded and transcribed the interviews. Seidman (1991) believes that the most reliable way to work with the data is to have the words of the participants transformed into a written text. After the transcription, the information came the categorization and correlation with the data obtained from the other instruments.

⁸ ALLISON, B., O'SULLIVAN, T, OWEN, A, RICE, J, ROTHWELL, A & SAUNDERS, C. *Research skills for students*. London, UK. 1996

The analysis of the information collected through the interviews revealed that there was a belief that guided the teachers' practice: – *the most important thing is that the students understand the concepts*. This statement clearly indicates that the teaching of language played a secondary role in their classes. The content teachers argued that it was not their duty to correct the students' grammar or pronunciation mistakes; let alone teach them English along with the particular content of the classes. Table 1 shows the different categories of the interviews to the three content teachers. The coming paragraphs will show a wider scope of this issue.

Table 1. Categories and observation notes of interviews to content teachers

Item	Mary	Chris	Rita
Main challenges	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2 	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2 	<ul style="list-style-type: none"> • Lexis (specific to the subject) • Learners' proficiency level in L2
Teacher training in CBI	No training	No training	No training
Course Syllabus	Had to restructure it, translate it into English.	Had to restructure it, translate it into English.	Had to restructure it, translate it into English.
Teaching of language and content	Focus was on content. Occasional moments to teach language.	Focus was on content. Occasional moments to teach language.	Focus was on content, but also paid some attention to teaching language.
Contact with the language teacher	Not for planning. More for teacher's language.	Not for planning. More for teacher's language.	No need. She herself was a language teacher.
Source of knowledge	No textbook Teacher's notes taken from books or the internet	No textbook Teacher's notes taken from books or the internet	Textbook for students. It was the main source of knowledge

Main challenges content teachers face when implementing CBI

The teachers mentioned that the main challenge that they had to face when

delivering their subject in English was the vocabulary that was specific to each topic. They argued that sometimes the learners were familiar with the colloquial meaning of some words, but had some difficulties to understand that the word had a specific meaning when dealing with the particular content. Such was the case of the words “will” in the history class and the word “lie” in geography. One of the teachers said, “...so, it’s hard for them to separate the meaning in the historical context, for example, and the meaning in the use in the English structure or grammar.” In addition, one of the teachers argued that she felt challenged when her students asked her questions related to the subject. She argued:

Well, I think the biggest challenge that I face in every class is being able to answer all the questions the kids ask me. I am not an expert in the topic, so every time I stand up in front of them I have to study in advance in order to provide them with good information and accurate information. I don’t want to tell them things that are not right. And whenever I don’t know, I just have to answer I don’t know. That is the biggest challenge that I face. (Rita)

This information clearly shows the difference between language teachers delivering a content class in English and content teachers doing the same. Whereas the main concern for content teachers is the fact that the students grasp the concepts; no matter if they have to use the learners’ native language, the language teacher is more aware of the need to have accurate information related to the subject.

The three teachers agreed that the language proficiency of the students was another challenge that they had to cope with. They admitted that not all the students grasped the concepts explained in class in the same way due to their limited knowledge of the language. This situation makes the teacher use L1 to make sure that the students grasp the main concepts and that they do not fail their class as a result of the limited knowledge of the language. The figure below shows the main challenges that content teachers have to cope with when working with CBI.

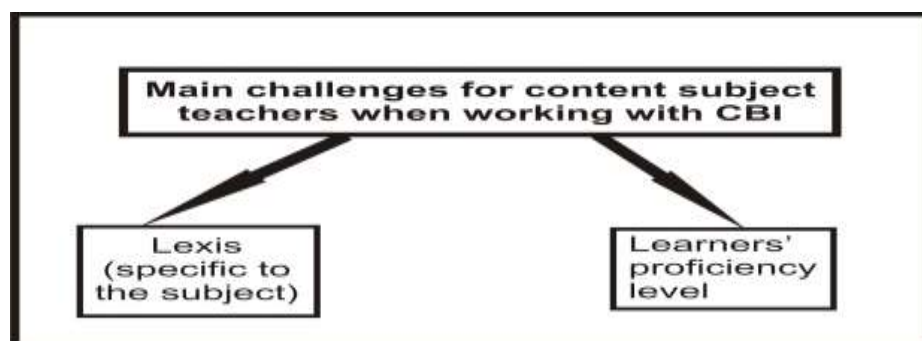


Figure 4. Main challenges when dealing with CBI

Teacher training in content-based instruction

The teachers stated that they had not received any training in how to teach their classes in English. They simply had to do it without any guidance on what CBI meant. The teachers expressed that they were given a list of contents to be covered (in Spanish) during the course without any further training on how to teach the content, let alone the language.

Course syllabus

Concerning the syllabus, two of the three teachers interviewed said that they were the ones who had to construct and reshape the contents, and then translate them into English with the help of textbooks, reference books, or the internet. One of the teachers said that the school provided the students with a geography textbook in English, which determined the syllabus. The school edited this material for local purposes only.

Teaching language and content

Two of the content teachers repeatedly insisted that the few times that they dealt with language teaching in the classroom were to clarify the meaning of a word, but they showed no emphasis on the students' improvement of the language. Furthermore, one of them argued that she was not their English teacher. They insisted that the idea was not to focus on the learning of the foreign language but on the learning of content.

The language teacher and the content teacher

After the analysis of the interviews, the researcher gathered that collaboration between the content teacher and the language teacher took place only during the first stages of the implementation. Nevertheless, it was more for satisfying the language needs of the content teacher than for getting support on how to deal with the teaching of language in the classroom.

Sources of knowledge

One of the teachers said that the students had to copy in their notebooks what she wrote on the chalkboard. Her practice was based on the idea that knowledge is changing constantly and that using a textbook would not allow her to be updated every year since the information that the students received came from the internet; she searched on the web for the information that she was going to teach. On the other hand, one of the teachers said that she used the internet a lot to find information about her subject, and that her students had to copy all the information in their notebooks. She believed that having a textbook would make her students lazy since they would have all the information in it. When asked about the usefulness of having a textbook, she answered: "I don't really like textbooks for the students because I think they (textbooks) make them a little lazy because they think they

have everything there, so I don't like it."

Surveys

The surveys were applied as the first instrument to gather data because they contained general information related to the teachers' profile, the methodology used in their classes, and the materials (see appendix 1) The information gathered here provided the researcher with a starting point that later would allow him to compare with what was really going on in the classrooms.

The surveys consisted of twenty-four multiple-choice items organized in three basic categories: the teachers' professional background concerning their L2 learning, their teaching certifications, and their CBI teaching experience. The second category dealt with the methodology they used in the classroom and whether they had any collaborative work with the language teachers. The third one was about the materials used in the classroom and the teachers' viewpoint about the use of textbooks and authentic materials. The teachers received the printed copies of the survey and they took their time to answer them. Once they were ready, the researcher collected the surveys and analyzed them.

Teachers' profile

The first aspect to consider was the teachers' profile: education background, language proficiency level and certifications, training in CBI, and experience in teaching content subjects in English. One of the teachers held a bachelor's degree in Anthropology, another one in Education and Human Development, and the third one in foreign language teaching. Their knowledge of the language came, basically, from the school, university, and some courses they had taken in language schools in the city and abroad (Canada and the United States). However, the surveys showed that the content teachers did not receive any training in how to deliver content classes in English, and that there was more concern about the content teachers' learning of English.

Methodology

Classes were teacher-centered and the students had very little interaction in English. There was intensive textual copying from the board. There were constant language switches (English – Spanish) made by the teachers to clarify ideas or lexis. The resources used were the chalkboard, the students' notebooks, and occasional copied strips of paper containing basic information in English about the topic of the class. The researcher could not see any language teaching during the observations.

Materials

The surveys showed that the teachers' choice of materials depended on the course syllabus. Their main source was the internet, some reference books, and their own designed

materials. Only one of the teachers used a textbook in her classes and there was no evidence of the use of authentic materials or of a concern for the language of the materials in terms of level of difficulty.

Collaborative Work – The Content Teacher and the Language Teacher

When an institution starts teaching content classes through English, it is fundamental to establish some collaborative work between the content teacher and the language teacher. Teaching a subject through English is not an easy task because it requires some pedagogical expertise and teachers become aware of other elements that do not usually occur when teaching their classes in L1. For instance, to speak in a comprehensible way; to support the students when they listen to them; to organize and teach their academic discourse; to help learners to interact with their peers and the teacher about the content of the class and to understand complex subject materials and write about new concepts in L2. Few teachers have training in this new methodology and need to find some help in colleagues who are going through the same situation as well as in the language teachers in order to find ways to teach both language and content effectively and efficiently. The content teacher and the language teacher can collaborate on a range of functions: co-planning of a scheme of work, co-planning of lessons, co-construction of materials, co-assessment of performance, and co-evaluation of the practice as a whole.

The language teacher can influence good practice in teaching content subjects through English in several ways. For example, they can advise content teachers on their own language use, on the language demands of their subjects and on the kinds of language support practice. The language teacher is a valuable resource for the content teacher and the institution must understand its importance.

When interviewing the content teachers, the researcher observed that there was no collaboration between the language teacher and the content teacher, partly because of the nature and beliefs about the already-implemented teaching practice. It is not enough to believe that the content teachers only need to learn English in order to deliver their classes in L2. The institution needs to be aware of the need to open spaces in the teachers' timetables and to provide the necessary resources to carry out the implementation on content classes through English.

There are some ways in which language and content teachers can work collaboratively. One of them is helping learners by orientating the English language syllabus to the demands of the content subject needs in terms of language. Teaching content subjects in English makes language demands on learners, and some of these demands are particular to the content subject. Such is the case of lexis, subject-specific written and spoken discourse and learning activities. In the content classes, the teachers have to deal with formal written discourse and language skills (listening, speaking, reading and writing) and language teachers can teach these skills better than content teachers,

whereas content teachers find it a burden to have to teach them.

The Content Teacher and Teacher Training in CBI

A crucial aspect when implementing the teaching of content classes through English is teacher availability. It is not easy to find content teachers who are prepared not only in their particular area. More often than not, language teachers are the ones who finally teach content subjects in English. However, training content teachers in the command of English is more appropriate than having the language teacher deliver a content class in English. Therefore, it is crucial to have trained teachers who can design and apply effective strategies to integrate the teaching of content and language. Schools need to support professional development by providing content teachers with the opportunity of getting training in how to teach their content **through** English and not **in** English. Teachers need to understand how content and language go together.⁹ However, such training programs are scarce in Colombia, making it hard to solve this situation.

Materials' Development

This research showed that the materials used by the teachers and learners in this particular context were limited to a chalkboard, a notebook, a booklet, and some copies of texts adapted by the content teacher. When content and language are integrated, materials play a crucial role. However, it is true that there is a lack of marketed course books for CBI classes and content teachers end up creating their own materials in order to make them truly context-responsive.

Conclusions

Pedagogical practices at schools depend greatly on top-down policies and reforms, and Colombia is not the exception. The government has encouraged the idea of turning Colombia into a bilingual (Spanish – English) country. However, these policies exert some pressure on English teachers because "... (English teachers) are seen as responsible for the success of the national language education policy of bilingualism through their commitment to the achievement of the standards and their engagement in shaping the quality of teaching"¹⁰. This pressure is moving on to content teachers because of the changes that private schools are making on the curriculum when they include the teaching of mainstream subjects in English. In this particular case, we can find that teaching content

⁹ MCDUGALD, J. S. *The State of language and content instruction in Colombia*. Retrieved from www.laclil.edu.co. 2009

¹⁰ GONZÁLEZ, A. Professional development of EFL teachers in Colombia: Between colonial discourses and local practices. *Íkala: Revista de Lenguaje y Cultura*, N° 12(18), 2007. p. 309-332.

classes in English can have benefits, but it also carries challenges. One of them is to consider the contextual conditions and the needs that the community has through a serious needs analysis¹¹. In this way, schools would become more aware of the effects that delivering content subject through the medium of English might have in their settings. It is true that there are criticisms against this type of pedagogical practice arguing that it is inevitable that one of the subjects suffers, be it content knowledge or language proficiency.

A second aspect to consider here is the training that content teachers must have to deliver their classes through the medium of English due to the nature of their work. Teaching content Integrated to language differs greatly from the way we teach them independently. Therefore, we must not assume that because a content teacher can deliver her classes in L1 quite well, she will also have the same performance when doing it in L2, and that it only suffices to equip the teacher with the knowledge of L2 required delivering her class. Content teachers need training in the integration of content and language teaching for an effective implementation of bilingual education in the Colombian context. The content teacher needs to be experienced and familiar with both language teaching and the content area, or there needs to be a team-teaching scenario in which content and language teachers support each other, as suggested by Coyle, Hood & Marsh.¹²

In a research carried out by Rodriguez¹³, she states that in Colombia teacher-training programs in CBI are scarce and that, in many cases, it is common to see English teachers teaching science, math or social studies. She goes further saying that “schools need to support professional development by providing English teachers with the opportunity of completing a B.A. or B.S. in other core areas, or by supporting core area teachers taking English classes to acquire the necessary language proficiency. McDougal¹⁴ says that it is necessary to offer programs on bilingual education so that educators understand how content and language go together.

A third aspect is the collaborative work between the content teacher and the language teachers. In educational settings where content classes are in English, the relationship between the content and the language teacher must be encouraged and strengthened due to the nature of the model. Collaboration between the English and content subject teachers has been strongly advocated since content-based instruction (CBI) programs involve certain degrees of integration of second language (L2) and content

¹¹ BUTLER, Y. G.. Content-based instruction in EFL contexts: Considerations for effective implementation. *JALT Journal*, N° 27(2), 2005 p. 227-245

¹² COYLE, D., HOOD, P., & MARSH, D.. *CLIL: Content and language integrated learning*. Cambridge University Press. 2010

¹³ RODRIGUEZ, M. CLIL: Colombia leading into content language learning. *Íkala: Revista de Lenguaje y Cultura*, N° 16(28), 2011. p. 79-89.

¹⁴ MCDUGALD, J. S. *The State of language and content instruction in Colombia*. Retrieved from www.laclil.edu.co. 2009

learning. If the content teacher and the language teacher work separately, the students might be negatively affected either in the learning of content or in the improvement of the second language. The school where this research was carried out lacks this collaborative practice between the English and the content teacher, making it harder for the latter to make language teaching part of her duties.

Finally, learners' input should be a main concern when implementing CBI. The content teachers should be trained in the selection and adaptation of materials, as well as in the use of resources that promote the use of High Order Thinking Skills (LOTS) such as: Remembering, understanding and applying; and Low Order Thinking Skills (HOTS) such as: Analysing, evaluating and creating. That is to say, to move from concrete thinking towards abstract thinking. It is also important to consider the kind of language that learners should acquire. Bentley¹⁵ argues that 'learners should know content-obligatory language and content-compatible language to cater for the difference between subject-specific and general discourse'. Therefore, the materials in the content class should not simply be a translation of the original ones in Spanish, or a sheer search for content disregarding the language needs.

A fundamental issue that arises from this research is the need to re-conceptualize and re-contextualize the terms bilingualism and bilingual education. Parents, as main stakeholders, need to understand what a "bilingual school" is. More often than not, this 'tag' misleads parents and encourages them to pay higher fees. Should they understand the term 'bilingual' as the Ministry of Education states it, 'the different degrees in which an individual is able to communicate in more than one language or culture', or as the teaching practice of delivering several mainstream subjects in or through English?

In the same fashion, school administrators need a careful and deep analysis of bilingual education in Colombia before implementing changes in the curriculum. This will surely lead to a more contextualized bilingual practice in which all the stakeholders can join their efforts to improve the quality of education.

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Appendix 1. Survey

Researcher: Ruben Dario Cano Blandon

Dear teacher:

As part of my research project for the M.A. on Teaching and Learning Processes in Second Languages, I kindly ask you to complete this survey, which will provide information regarding the implementation of content classes in English at this school. Your personal information will not be disclosed. I greatly appreciate your cooperation in this process.

Aim of the survey

To gather information about content classes delivered in English in terms of methodology, materials used, and the content teacher's profile.

1. Level of education Bachelor Master's Ph. D. **Area:** _____

2. Where did you learn English? (More than one answer is possible)

- At school (before attending university).
- At university.
- I attended an English course in Colombia.
- I attended an English course in an English speaking country.
- I learned it abroad, but I have never attended a course. (Informal learning context)
- One of my parents is a native speaker of English.
- I am a native speaker of English.
- Other (specify) _____

3. Do you have any international certification stated in terms of the reference levels proposed by the Common European Framework for the Learning and Teaching of Foreign Languages?

- Yes. No

If your answer was affirmative, please answer the following question.

What level did you attain? A1 A2 B1 B2 C1 C2

4. Do you have any other international language certification?

- Yes No

If yes, please specify which one

5. If you have not taken any international certification, please try to place yourself in any of the following communicative language competencies:

- Elementary Intermediate Advanced Bilingual speaker

6. Did you have to attend a training course before beginning to teach your subject in English?

- Yes No

If your answer was affirmative, please indicate the type of training course and the number of hours.

If your answer was negative, please answer the following question:

Did you have to certify your competence by means of a linguistic test before teaching your subject in English?

- Yes No

7. What is your experience in teaching content subjects in English.

- Very short Occasional, but more than once For the last two years
 For at least three years

8. Do you think you have the required competencies to teach your subject in English? Yes No

If do not, what do you think you need to improve?

- Your methodology related to teaching content in English.
 Your methodology related to teaching content and language in an integrated way.

Other (specify)

9. Do you plan your classes along with a language teacher?

- Yes No

If you do, when do you usually plan? (Only one answer is possible)

- We have planning hours in our timetable.
 We occasionally plan within our working hours.
 We plan informally when we have time or when we meet for other purposes.

10. Do you run the lesson together with the language teacher?

- Yes No

11. The contents you teach are:

- Completely new for the students Already learned by the students –
in Spanish.

12. Your teaching of the content subject in English is based on:

- Single activities Modules A three or four month plan
 A whole school year plan Other (specify)

13. How do you organize your teaching of the content in English? (Please, mark no more than two options, the most relevant to your teaching.)

- Students research on the Internet I use online teaching
 I run traditional lessons Students work on a project
Other (specify)

14. Do you encourage your learners to interact in English in your classes?

- Always Often Sometimes Occasionally Never

15. How do you distribute work in your class?

- In teams In pairs Individually In teams, pairs and individually

16. Do you use copying and/or repetition in your classes?

- Yes No

17. Do you teach your class completely in English?

- Yes No

18. Do you switch from English to Spanish when you think it is necessary?

- Yes No

19. Do you connect language content with subject content?

- always often sometimes occasionally never

20. Do you use a variety of activities to help your learners recycle the vocabulary related to the subject?

- Always Often Sometimes Occasionally Never

21. Do you use a textbook in your class?

- Yes No

If yes, what language is it in?

22. Where do you extract your teaching materials from? (More than one answer is possible)

- The language teacher chooses them and prepares them for the lesson.
- I choose them and prepare them for the lesson.
- The language teacher and I choose them together and decide how to use them.
- I select only authentic materials.
- I only use the content textbook in English.
- I develop my own teaching materials in English.

23. Whenever I need to select texts in English for the students:

- I choose them on my own, without any problems.
- I choose them together with the support of the language teacher.
- I ask the language teacher to select them.
- Other (specify)

24. Do you provide different sorts of input (multimodal) – texts, pictures, real objects, videos - to help your learners understand the topic?

- Always Often Sometimes Occasionally Never

Appendix 2. Class Observation Items

CLASS OBSERVATION CHART

Item	Mary	Chris	Rita
Subject content (challenge, richness)	The content is relevant, yet unchallenging. The teacher provides all the content. (banking model) It does not require further analysis.	The content is relevant, yet unchallenging. The teacher provides all the content. (banking model) It does not require further analysis	The content comes from the teacher and from the textbook. It does not require further analysis.
Language input	It comes from the teacher. New words related to the topics are explained by the teacher. Language is not displayed.	It comes from the teacher. New words related to the topics are explained by the teacher. Language is not displayed.	It comes from the teacher and from the textbook.
Teacher Talk (T-T-T) Student Talk (S-T-T) Interactions	Teacher talked most of the time in L2. The students listened and copied the information in their notebooks. The students interacted in Spanish.	Teacher talked most of the time in L2. The students listened and copied the information in their notebooks. Some students interacted in English with the teacher.	The teacher talked most of the time. The students interacted in English with the teacher and with their peers.
Accessibility of content and language. (charts, maps, diagrams)	Content came from what the copied on the board and from the map booklet.	Content came from what the teacher copied on the board and from the copies that she gave the students.	Content came from a geography textbook. The teacher explained the information contained in the book.
Classroom organization to promote learning	The classroom is organized in a traditional way (orderly rows)	The classroom is organized in a traditional way (orderly rows)	The classroom is organized in a traditional way (orderly rows)
Questioning	The questions dealt more with checking meaning of words or	The teacher asked questions that aimed at retrieving previously	The teacher asked questions that aimed at retrieving

	about a concept that she had explained in English	learned information.	previously learned information.
Checking understanding	All the time through questions.	All the time through questions.	All the time through questions.
Source of knowledge	A copy with information taken from the internet for the teacher to write on the board. A map booklet for the students to locate places on the maps. Maps to display in the classroom.	A copy with information taken from the internet for the teacher to write on the board. Copies with main concepts printed by the teacher.	A textbook printed by the school.
Activities	Most of the time the teacher copied on the board and the students transferred the information to their notebooks.	Most of the time the teacher copied on the board and the students transferred the information to their notebooks.	The teacher developed the activities that were proposed in the textbook.
Error correction	Occasional corrections on the use of vocabulary related to the content.	Occasional corrections on the use of vocabulary related to the content.	The teacher cared about the correct use of language and corrected the students whenever an error occurred.
Communication	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.	The teacher communicated most of the time in English and tried to make herself understood through paraphrasing and at times by the use of L1.

Appendix 3. Semi-Structured Interview**TEACHERS' INTERVIEW QUESTIONS**

1. What are the main challenges that you have to deal with when teaching your subject in English?
2. Do you feel that your students grasp the concepts directly in English or do you have to use Spanish to reinforce their learning?
3. Where and how did you learn to teach your subject in English?
4. Do you look for support from the language teacher?
5. Do you think the school provides you and the students with the appropriate materials to teach your classes in English?
6. Do the students feel confident learning your subject in English?
7. Do the students interact with the other classmates in English in your class?
8. Apart from the contents of your subject, do you also teach language to your students in your classes?
9. Is there anything else you would like to add?