

HOW DO IN-SERVICE TEACHERS PERCEIVE CLIL IMPLEMENTATION AT SCHOOLS IN SPAIN? A SYSTEMATIC REVIEW

¿CÓMO PERCIBE EL PROFESORADO LA IMPLEMENTACIÓN DEL AICLE EN LOS CENTROS ESCOLARES DE ESPAÑA? UNA REVISIÓN SISTEMÁTICA

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Abstract

Owing to the emergence of the new paradigm in the linguistic arena in which all the citizens are required to be competent in more than one language, an issue outlined in the White Paper in 1995 by the European Commission, schools had to undergo a radical transformation and implement new language policies in the curricula to comply with the new emerging requirements, and it is within this context that Content and Language Integrated Learning (CLIL) has been brought up to the fore. Thus, the present systematic review has undertaken a search of empirical studies into the primary and secondary school teachers' perceptions of CLIL implementation with the main aim of providing a thorough evaluation of bilingual education in Spain. For this purpose, a total of 46 publications that met the inclusion criteria have undergone an in-depth analysis and the results reveal that despite prevailing

enthusiasm among CLIL teachers and the numerous benefits that the implementation of the bilingual programme offers to students, the programme presents several serious shortcomings such as insufficient and inadequate teacher training, increased workload, scarce collaboration, the paucity of well-designed materials or the lack of special attention to diversity. Overall, this systematic review highlights the urgent need to address these issues to ensure a success-driven implementation of the bilingual programme and guarantee high-quality education.

Keywords: CLIL, Content and Language Integrated Learning, teachers, Spain, bilingual programme.

Resumen

Debido a la aparición del nuevo paradigma en el ámbito lingüístico en el que se exige a todos los ciudadanos ser competentes en más de una lengua, un tema destacado en el documento White Paper de 1995 de la Comisión Europea, los centros educativos han tenido que experimentar una transformación radical e implementar nuevas políticas lingüísticas en los currículos para cumplir con los nuevos requisitos emergentes, y es en este contexto en el que el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) ha cobrado protagonismo. Por tanto, la presente revisión sistemática ha emprendido una búsqueda de estudios empíricos sobre las percepciones de los profesores acerca de la implantación del AICLE con el objetivo principal de proporcionar una evaluación exhaustiva de la educación bilingüe en España. Para ello, se han analizado en profundidad 46 publicaciones que cumplieran los criterios de inclusión. Los resultados revelan que, a pesar del entusiasmo reinante entre el profesorado de AICLE, el programa presenta varias deficiencias como una formación insuficiente e inadecuada del profesorado, el aumento de la carga de trabajo, escasa colaboración, escasez de materiales bien diseñados o la falta de atención a la diversidad. En general, esta revisión sistemática pone de manifiesto la urgente necesidad de

abordar estas cuestiones para asegurar una implementación exitosa del programa bilingüe y garantizar una educación de alta calidad.

Palabras clave: AICLE, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, profesores, España, programa bilingüe

1. Introduction

The increasing interdependence of the world's cultures and economies has led to the emergence of a new paradigm in the linguistic arena. Given the ever-growing demand for multilingual workers and the global economy (Baker & Wright, 2017), the European Union had to rise to the challenge of creating a more linguistically diverse society and thus modify its language policies. Therefore, the necessity to promote the learning of at least two foreign languages to comply with the new emerging requirements imposed on society was emphasized (European Commission, 1995). In response to European mandates, considerable strides have been made by virtually all European member countries to pursue initiatives to enhance and cater for language education in diverse settings to foster social cohesion and raise citizens' awareness of cultural ambiguity (Eurydice, 2006). Nonetheless, due to the failure and general dissatisfaction with the traditional language teaching practices, most European nations opted for alternative methods of learning and teaching foreign languages so as to mitigate the consequences of a possible linguistic deficit, and it is within this context that Content and Language Integrated Learning (CLIL) emerged on the educational scene (Milla Lara & Casas Pedrosa, 2018). Notwithstanding numerous definitions of CLIL that have burgeoned over the last decades, they all stress the dual nature of the approach in which content and foreign language are taught in an integrated way (Coyle et al., 2010).

The rapid expansion of the CLIL programme in different parts of the world has spawned a wide array of publications covering significant aspects related to the dual-focused approach (Lo, 2020).

Despite the fact that, initially, the studies focused mainly on the positive effects that CLIL exerted on both teachers and students, in recent years there has been a shift towards a more critical vision of bilingual education and it has soon become “a love-it-or-hate-it topic” among researches (San Isidro, 2018). In fact, the most recent research studies began to question its validity detecting certain limitations in its implementation (San Isidro, 2018). Hence, the initial enthusiasm among CLIL advocates was dampened and a considerable controversy vis-à-vis fundamental aspects of CLIL implementation surrounded the bilingual programme (Pérez Cañado, 2016).

Even though the trend is spanning geographically and some kind of CLIL implementation can be found in virtually all EU member states, on account of the diverse social, educational and linguistic characteristics of each country, the situation of CLIL in one country cannot be transferred to another (Lasagabaster, 2008). Moreover, even though CLIL was instigated by European Union agencies, little guidance has been given in terms of its implementation parameters or teacher education (Ruiz de Zarobe, 2013), leading to each EU member state making its own decisions on how to apply the dual-focused approach. Therefore, each country is in charge of establishing its own educational and language policies, which could explain the rich diversity of different CLIL models in the EU (Ruiz de Zarobe, 2013). As Coyle (2008) bluntly puts it “there is a lack of cohesion around CLIL pedagogies. There is neither one CLIL approach nor one theory of CLIL” (p. 101). Likewise, there is a substantial variation in the bilingual programme even within the same country. For instance, in Spain, the Constitution confers legislative powers to the autonomous communities in the areas of language policy and education (Vila et al., 2017) and for this reason, there might be relevant differences concerning CLIL implementation in each community. These variations of CLIL adjusted to diverse educational settings could account for some of the discrepancies found in the different studies on the same issue.

Though CLIL implementation had a profound impact on all the stakeholders partaking in the bilingual programme, the teachers' cohort has been most directly and deeply affected by the transformation of education. In fact, the paradigm shifts that brought about changes in teachers' mindsets are considered to be the hallmark of the dual-focused approach (Milla Lara & Casas Pedrosa, 2018). CLIL teachers state that one of the main difficulties of the programme stems from the dual-focused nature of bilingual education as teaching a foreign language is already a complex process that involves several factors such as context, intelligence, age, social background, previous knowledge, let alone affective factors such as motivation or attitude (Calderón Jurado & Morilla García, 2018). Nevertheless, CLIL aims to foster not only language skills but also content knowledge (Coyle et al., 2010), which might be cognitively too demanding for students.

In view of the complexity of CLIL implementation, teachers' perceptions of the bilingual programme are of the utmost importance. Teachers are the main agents of change and no matter what transformations the educational system has to go through, the quality of the system "will rest on the quality of its performers, i.e. teachers" (Savú, 2014, p. 112). In fact, their commitment and motivation are said to be the guarantee of the successful implementation of the CLIL programme (Fernández & Halbach, 2011). Hence, it is unfeasible to implement CLIL successfully if teachers' beliefs and needs are not taken into account as their role is vital for the sustainable growth of the bilingual programme. Thus, the present systematic review has undertaken a search of empirical studies into the teachers' perceptions of the major aspects of CLIL implementation at primary and secondary schools in Spain so as to provide a thorough evaluation of bilingual education and identify any shortcomings that the programme might present.

2. Methodology

2.1. Data Sources and Search Strategy

A systematic search for studies analyzing teachers' perceptions of CLIL implementation was conducted in October 2020. The databases which were used for retrieving studies were Scopus and Web of Science. The searches were carried out in the search field type "Article title, abstract, keywords" (Scopus)/ "Topic" (Web of Science) and the search syntax was as follows: (CLIL OR "Content and Language Integrated Learning" OR AICLE OR "Aprendizaje Integrado de Contenidos y Lenguas Extranjeras" OR "bilingual programme" OR "bilingual programmes" OR "bilingual program" OR "bilingual programs" OR "bilingual school" OR "bilingual schools").

2.2. Study Selection

The selection criteria were the following: a) the studies were based on empirical data reported by teachers (including, but not limited to, questionnaires or interviews); b) the studies had a minimum sample of 10 teachers; c) the studies were conducted only in the Spanish territory (if a particular study also included teachers from other territories, only data from teachers working in Spanish schools were considered; in case that data were not reported separately, the study would not be selected); d) the studies were conducted with in-service primary and/or secondary school teachers (if a particular study also included other educational stages and/or pre-service teachers, only data from in-service teachers from primary and/or secondary schools were considered; in case that data were not reported separately, the study would not be selected); e) the studies were conducted from 2010 to 2020 (both included) (if there was no indication of the date in which the data collection took place, the publication year was taken into account).

2.3. Presentation of the Results

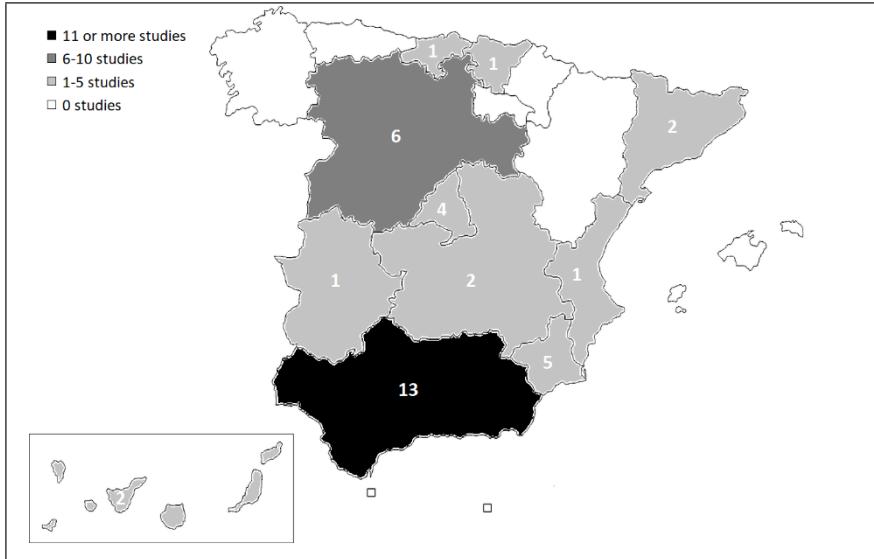
In order to systematically review the retrieved studies, two tables which will be found in the Appendix were compiled. The tables present an overview of the selected studies taking into account the key characteristics such as title, year, author, education stage, sample, place, method of data collection (Table 1) as well as the outcomes of each study (Table 2). After an in-depth analysis of the results of each study, the most recurring aspects of CLIL implementation were identified and divided into the following categories: teacher training and professional development, CLIL methodology, materials and resources employed in class, collaboration, evaluation procedures, workload, general evaluation of the bilingual programme and teachers' perspectives on the educational value of CLIL and challenges faced by students.

3. Results

3.1. Studies Description

Of the 3,258 publications identified through the database search (1,334 in Scopus and 1,924 in Web of Science), 75 potentially relevant publications were retrieved for a more detailed screen. Afterwards, from the full-text publications assessed for eligibility, 46 publications met the selection criteria and were included. A total of 2,948 teachers were included (mean = 81.9; median = 60). A total of 13 studies were performed only in primary schools (916 teachers, 31.1%), 8 only in secondary education (286 teachers, 9.7%) and 15 in both primary and secondary education (1,746 teachers, 59.2%). Of the 17 communities and 2 autonomous cities in Spain, only studies from 11 communities were found (Figure 1; note that the total number is equal to 38 because Pérez Cañado (2018a) performed her study with teachers from 3 communities).

Figure 1. Number of studies conducted in different Spanish communities



4.2. Analysis of the Outcomes

a) Teacher training and professional development

Teacher training has undeniably become the core issue that caused widespread unease among CLIL teachers. Since the provision of well-qualified teachers is the cornerstone of a success-driven implementation of the bilingual programme (Soler et al., 2017), a plethora of investigations into the topic under scrutiny have been conducted. On account of the mounting concern over insufficient linguistic and methodological training (Custodio Espinar & García Ramos, 2020), numerous teachers underscored the need to enhance their performance by the provision of more in-service training courses (Cabezuelo Gutiérrez & Fernández Fernández, 2014; Campillo-Ferrer et al., 2020; Campillo et al., 2019; Durán-Martínez et al., 2016, 2020; Durán-Martínez & Beltrán-Llavador, 2016, 2020; Durán

Martínez, 2018; Fernández & Halbach, 2011; Hernando Garijo et al., 2018; Lancaster, 2016; Lova Mellado et al., 2013; Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020; Pérez Cañado, 2018b; Pérez Gracia et al., 2020; Quero Herмосilla & Gijón González, 2017). Yet, it transpired from numerous studies that a great number of CLIL teachers seemed to be less concerned about their English proficiency and gave more priority to the acquisition of the sound knowledge of methodological principles (Cabezuelo Gutiérrez & Fernández Fernández, 2014; Jerez Montoya, 2016; Alonso-Belmonte & Fernández-Agüero, 2018; Brady & García Pinar, 2019; Durán-Martínez & Beltrán-Llavador, 2016; Moreno de Diezmas, 2019; Pavón Vázquez et al., 2019). Given the complexity of the dual-focused approach, CLIL teachers affirmed that inadequate and scarce knowledge of CLIL methodology might prove to be a hindrance to their teaching practices and consequently, jeopardize the efficacy of the bilingual programme implementation (Fernández & Halbach, 2011; Pérez Cañado, 2018a; Pavón Vázquez et al., 2019). In fact, CLIL teachers acknowledged that their lack of expertise in pedagogical principles often led to erroneous assumptions and different realizations of CLIL (Alcaraz-Mármol, 2018; Barrios & Milla Lara, 2020).

Despite the teachers' desire to upgrade their linguistic skills and acquire a thorough knowledge of pedagogical practices, the majority of them admitted that little stride had been made on this matter (Cabezuelo Gutiérrez & Fernández Fernández, 2014) and the courses they were offered were either insufficient (Barrios & Milla Lara, 2020; Pérez Cañado, 2018a) or did not address their needs (Barrios & Milla Lara, 2020; Quero Herмосilla & Gijón González, 2017). Furthermore, since scarce participation in life-long learning schemes has been well documented too (Romo Escudero & Durán Martínez, 2019), numerous teachers highlighted the need to re-evaluate the in-service training programmes so as to make them more efficient and ensure that they cater for the teachers' needs (Custodio Espinar & García Ramos, 2020; Milla Lara & Casas Pedrosa, 2018). Thus, it has been suggested that the courses should focus more

on practical skills and the gap between theory and practice ought to be reduced (Cabezas Cabello, 2010; Porto Currás et al., 2019).

What is more, a substantial number of teachers voiced a mounting concern over the paucity of teacher training programmes offered to them prior to the commencement of their jobs and some of them acknowledged that they received no training at all as regards methodological principles (Alcaraz-Mármol, 2018; Custodio Espinar & García Ramos, 2020; Porto Currás et al., 2019; Travé González, 2013). As a matter of fact, statistically significant differences were observed between those who received the methodological and linguistic training before the accreditation process and those who only received the linguistic preparation, in favour of the former group (Alcaraz-Mármol, 2018; Custodio Espinar, 2019; Custodio Espinar & García Ramos, 2020). Thus, Custodio Espinar (2019) advocated reviewing the current accreditation model based on linguistic competence and introducing compulsory training before the accreditation process.

b) Methodology

Another issue frequently discussed in the literature is related to CLIL methodology. The majority of teachers stated that they observed a shift from traditional teaching methods to a more active, student-centred and experiential methodology employed in their teaching practices (Barrios & Milla Lara, 2020; Bolarín Martínez et al., 2019; Fernández & Halbach, 2011; Lova Mellado et al., 2013; Travé González, 2013). They also recognized that despite their insufficient knowledge of pedagogical methods and a constant need to upgrade their skills, conspicuous headway in the development and use of CLIL methodology in class has been made (Pérez Cañado, 2018a). CLIL teachers expressed satisfaction with the use of the novel pedagogical practices (Durán-Martínez & Beltrán-Llavador, 2020; Milla Lara & Casas Pedrosa, 2018; Pérez Cañado, 2018a), claiming that they frequently employed a whole array of tasks that include hands-on activities to enhance students' active participation in class (Barrios

& Milla Lara, 2020; Bolarín Martínez et al., 2019; Pérez Cañado, 2018b; Pérez Cañado, 2018a; Porto Currás et al., 2020).

As far as the use of L2 and L1 in class is concerned, a discrepancy in opinions was observed. A great number of teachers acknowledged the exclusive use of English in class (Bolarín Martínez et al., 2019). They also indicated that the mother tongue should only be used marginally to facilitate the understanding of more complicated contexts. Thus, no more than 10 % of L1 use in class should be allowed (Bolarín Martínez et al., 2019). Moreover, it transpired that teachers with methodological training opted more for semi-controlled and free production oral activities and seemed to limit their use of L1 in class to solving problems, as opposed to those without training who appeared to resort to L1 more frequently (Alcaraz-Mármol, 2018; Campillo-Ferrer et al., 2020). Nevertheless, in other research studies, CLIL teachers advocated the use of the mother tongue in class claiming that the coexistence of two languages did not hinder progress in any of them, but led to the consolidation of both languages and facilitated the assimilation of the subject content (Méndez García & Pavón Vázquez, 2012). In the study conducted by Doiz and Lasagabaster (2017), CLIL teachers acknowledged that on account of the lack of explicit language policy regarding the use of the mother tongue, they were making their own decisions and thus the use of L1 varied considerably in different contexts. Thus, it has been suggested that this issue should be taken into consideration and it would be advisable to establish a coherent L1 language policy in order to bring the teachers' uncertainties to an end (Doiz & Lasagabaster, 2017).

c) Materials and resources

In relation to materials which are employed in class, a paucity of well-designed textbooks has been well documented by the teachers who impart classes in bilingual education (Durán-Martínez et al., 2016; Durán-Martínez & Beltrán-Llavador, 2020; Guillamón-Suesta & Renau Renau, 2015; Pérez Gracia et al., 2017). The textbooks

were said to be a mere translation of their Spanish counterparts (Durán-Martínez et al., 2016) and lacked innovation (Durán Martínez, 2018). The majority of teachers also coincided that their design was inappropriate for bilingual education since they were not created in accordance with the CLIL methodological principles (Durán-Martínez et al., 2016; Durán-Martínez & Beltrán-Llavador, 2020; Guillamón-Suesta & Renau Renau, 2015; Pérez Gracia et al., 2020). For this reason, CLIL teachers adopted a critical stance towards publishing houses as the dearth of well-designed resources enhanced their workload considerably (Durán-Martínez et al., 2016; Durán-Martínez & Beltrán-Llavador, 2016, 2020; Fernández & Halbach, 2011; Milla Lara & Casas Pedrosa, 2018). Furthermore, numerous teachers acknowledged that the materials failed to provide guidelines in Spanish for parents who would like to assist their children with schoolwork (Barrios & Milla Lara, 2020; Milla Lara & Casas Pedrosa, 2018) and they appeared to be even less enthusiastic when it came to materials adaptation to cater for all students' needs (Milla Lara & Casas Pedrosa, 2018). Notwithstanding general dissatisfaction with the design of the materials, it has been argued that teachers did not solely rely on textbooks anymore (Barrios & Milla Lara, 2020). On the contrary, many CLIL teachers stated that they complemented textbooks with a whole array of materials and resources which were considered to be more appealing to students, more innovative and authentic (Barrios & Milla Lara, 2020; Pérez Cañado, 2018b).

As regards supplementary materials, extensive use of ICTs such as computers with Internet Access, learning platforms such as Moodle, multimedia, and digital boards has been reported (Barrios & Milla Lara, 2020; Lancaster, 2016; Milla Lara & Casas Pedrosa, 2018; Porto Currás et al., 2020) and their use in class has proven to be truly invaluable (Durán-Martínez & Beltrán-Llavador, 2016). In fact, the use of the Internet and digital whiteboards has received unanimous endorsement from the majority of CLIL teachers who regarded these technological aids as an indispensable tool for dual-focused education (Bolarín Martínez et al., 2019; Jerez Montoya, 2016) and

claimed that their use was conducive to a more authentic, meaningful and innovative type of teaching (Bolarín Martínez et al., 2019; Lozano-Martínez, 2017). Nonetheless, CLIL teachers suggested that the mere provision of interactive digital whiteboards in class did not suffice and hence, the need for further methodological training to acquire sound knowledge of the effective use of technological aids has been stressed (Jerez Montoya, 2016).

Yet, as regards the provision of ICTs, a substantial discrepancy in opinions has been observed among teachers belonging to different schools. While some teachers expressed complete satisfaction with their provision (Lozano-Martínez, 2017), others voiced major concern over the scarce number of technological resources (Barrios & Milla Lara, 2020; Durán-Martínez & Beltrán-Llavador, 2016) and thus highlighted the need to endow schools with more up-to-date technological aids (Durán-Martínez et al., 2020; Durán-Martínez & Beltrán-Llavador, 2020; Porto Currás et al., 2020).

d) Collaboration

Coordination between teachers and the whole institution has emerged as one of the most cited aspects of CLIL implementation. On account of the massive change and the profound impact that CLIL had on the education system, most teachers coincided that enhanced coordination and teamwork were the key factors for the successful development of the bilingual programme (Barrios & Milla Lara, 2020; Durán-Martínez et al., 2016, 2020; Durán-Martínez & Beltrán-Llavador, 2020; Hernando Garijo et al., 2018; Lova Mellado et al., 2013; Lova Mellado & Bolarín Martínez, 2015; Pavón Vázquez et al., 2019). Yet, a discrepancy in opinions on this matter has been observed in the literature. While some teachers seemed fairly content with enhanced collaboration in their workplace (Lancaster, 2016; Lova Mellado et al., 2013; Pavón Vázquez et al., 2019), the majority appeared to be in dire need of fostering teamwork to ensure a success-driven implementation of CLIL (Brady & García Pinar, 2019; Campillo et al., 2019; Durán-Martínez & Beltrán-Llavador, 2016; Guillamón-Suesta &

Renau Renau, 2015; Pavón Vázquez & Méndez García, 2017; Pérez Cañado, 2018b; Soler et al., 2017). It has also been argued that enhancing coordination is of paramount importance to ensure the efficacy of bilingual education as teamwork fosters interactions between all the teachers who discuss a whole array of issues that have arisen in class or create materials together, which consequently facilitates their work and bolsters their motivation (Barrios & Milla Lara, 2020; Guillamón-Suesta & Renau Renau, 2015; Pavón Vázquez & Méndez García, 2017). However, despite its immense importance, many teachers affirmed that the legislation did not specify any timetable allowed for coordination (Lova Mellado & Bolarín Martínez, 2015) and therefore they were often left to their own devices to make the coordination a reality (Lova Mellado et al., 2013).

e) Evaluation procedures

The majority of CLIL teachers have adopted a positive stance towards assessment procedures employed in the evaluation of the student's knowledge (Barrios & Milla Lara, 2020; Bolarín Martínez et al., 2019; Milla Lara & Casas Pedrosa, 2018; Pérez Cañado, 2018b). As a matter of fact, a conspicuous headway has been documented in the development and use of evaluation techniques (Pérez Cañado, 2018b) which have been deemed more sophisticated, formative and diverse (Barrios & Milla Lara, 2020; Bolarín Martínez et al., 2019; Campillo et al., 2019; Lancaster, 2016; Milla Lara & Casas Pedrosa, 2018; Pérez Cañado, 2018b). Nonetheless, CLIL teachers argued that the assessment of the subject matter is given more priority than linguistics skills (Milla Lara & Casas Pedrosa, 2018). In fact, oral skills seem to be further neglected during the assessment process (Lancaster, 2016; Milla Lara & Casas Pedrosa, 2018). These findings do not coincide with the outcomes of the study conducted by Bolarín Martínez et al. (2019) where the teachers polled acknowledged that more relevance was given to the evaluation of oral skills in the current assessment procedures. Furthermore, a different stance towards evaluation procedures can be observed in the study

conducted by Guillamón-Suesta and Renau Renau (2015) where teachers evinced a less positive attitude pointing to the lack of appropriate evaluation techniques.

f) Workload

There is a general agreement in the literature as regards the increased workload (Durán-Martínez & Beltrán-Llavador, 2020; Durán Martínez, 2018; Fernández & Halbach, 2011; Lancaster, 2016; Milla Lara & Casas Pedrosa, 2018; Moreno de Diezmas, 2019; Pavón Vázquez & Méndez García, 2017; Porto Currás et al., 2020; Pavón Vázquez et al., 2019). The majority of CLIL teachers voiced deep concern over the extra time they devoted to creating and adapting their own materials and resources (Durán-Martínez & Beltrán-Llavador, 2020; Durán Martínez, 2018; Fernández & Halbach, 2011; Moreno de Diezmas, 2019). Thus, they emphasized an urgent need to ease the burden imposed on them (Moreno de Diezmas, 2019) as well as the need to be given more support and incentives by the educational authorities (Pavón Vázquez & Méndez García, 2017). Furthermore, on account of the increased workload, CLIL teachers acknowledged that they lacked time to participate in other activities such as coordination meetings, teacher training programmes or taking part in international projects (Moreno de Diezmas, 2019).

g) Overall assessment of the bilingual programme

A discrepancy in opinions on the general assessment of the programme has been detected in the literature. The results of numerous studies pointed to the teachers' endorsement of bilingual education and a positive overall evaluation of CLIL implementation (Durán-Martínez et al., 2016; Durán-Martínez & Beltrán-Llavador, 2016; Fernández & Halbach, 2011; Lancaster, 2016; Lova Mellado et al., 2013; Oxbrow, 2020; Porto Currás et al., 2020; Pavón Vázquez et al., 2019). Even though it transpired from the previous research studies that CLIL teachers seemed to be aware that it is an enormous and ambitious undertaking for all those involved in the bilingual

programme, they still perceive it as a worthwhile educational endeavour (Dúran-Martínez & Béltran-Llavador, 2020; Dúran Martínez et al, 2016) and are eager to take on a new challenge in their professional career (Julián-de-Vega & Fonseca-Mora, 2017).

Nonetheless, the results of the above-mentioned studies are not in line with the results of the studies conducted by Quero Hermosilla and Gijón González (2017) and Brady and García Pinar (2019) where the overall evaluation of the bilingual programme was not positive. The teachers used terms such as “average, low or very low” to assess their work (Quero Hermosilla & Gijón González, 2017) and schools, where bilingual education was implemented, were thought to be insular and competitive (Brady & García Pinar, 2019). Furthermore, the results of the study conducted by Relaño Pastor and Fernández Barrera (2018) revealed that this active pursuit of achieving excellence in English competency often resulted in tensions, dilemmas and anxieties experienced by the teachers. The cohort under scrutiny claimed to be appropriating and sometimes resisting neoliberal language policy and CLIL practices, which entailed the reconfiguration of their professional identities that had to have a good command of English at all costs. According to the teachers polled, bilingual education has become an emblem of prestige and elitism. They also emphasized the processes of its marketization, claiming that CLIL implementation was no easy undertaking for them and thus their emotions often ranged from frustration and disappointment to uneasiness and uncertainty (Relaño Pastor & Fernández Barrera, 2018).

h) Educational value and challenges faced by the students

The majority of teachers concurred that the affiliation to the bilingual programme had a favourable impact on the students' learning outcomes (Fernández & Halbach, 2011; Guillamón-Suesta & Renau Renau, 2015; Méndez García & Pavón Vázquez, 2012). They affirmed that the development of foreign language skills is undeniably the most palpable benefit as the students' command of

the target language has improved considerably on account of their participation in the bilingual programme (Brady & García Pinar, 2019; Durán-Martínez & Beltrán-Llavador, 2020; Guillamón-Suesta & Renau Renau, 2015; Lova Mellado et al., 2013; Méndez García, 2014; Méndez García & Pavón Vázquez, 2012; Oxbrow, 2020; Pérez Cañado, 2018b; Porto Currás et al., 2020; Quero Heramosilla & Gijón González, 2017; Soler et al., 2017). However, despite growing satisfaction with the students' mastery of English, many teachers also expressed mounting concern over the development of their oral and written skills (Codó, 2020; Milla Lara & Casas Pedrosa, 2018). With regard to the students' acquisition of content knowledge, no consensus has been reached on this matter. While some CLIL teachers acknowledged that students' knowledge of the subject content has improved (Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020), others believe that participation in the bilingual programme might hamper the acquisition of the subject matter (Soler et al., 2017). For instance, it has been argued that there is a tendency to focus more on the language dimension, which may have a detrimental effect on the subject content acquisition (Guillamón-Suesta & Renau Renau, 2015).

Regarding other benefits CLIL learners derive from their participation in bilingual education, CLIL teachers also emphasized the development of cognitive skills as the activities, which are employed in class and are mainly based on tasks and projects, are supposed to restructure students' mindsets and foster critical thinking (Méndez García, 2014). Yet, the activities which are aimed to promote the stimulation of higher-order thinking skills such as discussion, problem-solving or prediction are said to be barely fostered in the classroom (Alonso-Belmonte & Fernández-Agüero, 2018; Campillo-Ferrer et al., 2020). Furthermore, CLIL is also believed to boost students' self-confidence (Méndez García & Pavón Vázquez, 2012; Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020), and due to its innovative, participative and student-centred nature, higher levels of motivation among students have been detected (Brady & García Pinar, 2019; Hernando Garijo et al., 2018; Pérez Cañado, 2018b). What

is more, according to CLIL teachers, the affiliation to the bilingual programme also contributed to the development of students' intercultural skills (Méndez García, 2012, 2013, 2014; Méndez García & Pavón Vázquez, 2012; Oxbrow, 2020), which discourage them from perpetuating stereotypes and encourage them to think critically without giving unwarranted opinions.

Notwithstanding the substantial benefits of CLIL implementation, the lack of attention to diversity has become a matter of concern to many CLIL teachers (Durán-Martínez & Beltrán-Llavador, 2020; Lozano-Martínez, 2017; Pérez Cañado, 2018b; Soler et al., 2017). It transpired from the previous research studies that students with special needs are not given adequate assistance, which might have a negative impact on their cognitive development and motivation. Reducing groups so as to be able to cater for each individual's needs and give students more opportunities to practice their oral skills has been suggested by the teachers as one of the possible solutions (Durán-Martínez & Beltrán-Llavador, 2016, 2020). Moreover, numerous teachers acknowledged that currently, students are not prepared to partake in such a complex endeavour mainly on account of their low aptitude in English (Fernández & Halbach, 2011; Guillamón-Suesta & Renau Renau, 2015), which along with the dearth of well-qualified CLIL teachers might make the effective development of the project unfeasible (Doiz & Lasagabaster, 2017).

4. Discussion

The present systematic review has enabled us to carry out an in-depth analysis of the teachers' perceptions of CLIL implementation in Spain. The overriding impression is that despite considerable strides made in maximizing its effectiveness and general satisfaction with the project implementation, the bilingual programme presents fundamental shortcomings that need to be remedied to ensure its sustainable growth. Furthermore, various discrepancies in the

teachers' opinions on the same issues have come to light in the present study. Since the autonomous communities in Spain assume the responsibility in the area of language policy, there might be relevant differences in the development of bilingual programmes in the Spanish territory. Thus, teachers' perspectives may be influenced by the different conditions and settings in which bilingual education is implemented. Moreover, this divergence in opinions can also be partly attributed to the gap between the documents which underline the main principles of the CLIL programme and their actual implementation in class (Travé González, 2013).

While differences can be detected in the perceptions of several aspects of CLIL, there seems to be a general consensus among CLIL teachers as regards teacher training needs. Given the nature of their profession, teachers are duty-bound to expand their knowledge to ensure high-quality education, but educational authorities are obliged to provide the means whereby teachers can develop their expertise. Therefore, it is incumbent upon educational institutions to provide teachers with more life-long learning schemes so as to enhance their performance in class and maximise the effectiveness of the bilingual programme. For this reason, the teachers belonging to the bilingual sections demand more teacher training opportunities in order to hone and update their skills (Cabezuelo Gutiérrez & Fernández Fernández, 2014; Campillo-Ferrer et al., 2020; Campillo et al., 2019; Durán-Martínez et al., 2020).

The importance of collaboration has also been brought to the fore in previous research studies. However, a discrepancy in opinions on this matter has been detected in the literature. While some teachers seem fairly content with enhanced teamwork (Lancaster, 2016; Lova Mellado et al., 2013), others show growing dissatisfaction with insufficient collaboration in their respective centres (Brady & García Pinar, 2019; Campillo et al., 2019). Yet, most of them coincide that collaboration is another prerequisite for the CLIL programme to yield tangible results and thus they call for improvement on this front. Moreover, according to CLIL teachers, the absence of

teamwork leads to an additional burden on them and they often feel that the pressures of the job are too demanding and exceed their capacities (Brady & García Pinar, 2019; Durán-Martínez & Beltrán-Llavador, 2016). As a matter of fact, the increased workload that the affiliation to the bilingual programme entails has also become a source of unease for numerous teachers (Lancaster, 2016; Moreno de Diezmas, 2019; Porto Currás et al., 2020; Pavón Vázquez et al., 2019). Therefore, they call for more support and lessening the amount of work in order to carry out their professional activity efficiently.

Although teacher training needs and scarce collaboration emerged as the most recurring themes in the majority of studies and were found to be the main limiting factors to the success-driven implementation of CLIL, other serious shortcomings that may curtail the development of the programme have been detected in the literature. CLIL teachers also showed little satisfaction with the design of the textbooks which often appear to be a mere translation of their Spanish counterparts (Durán-Martínez et al., 2016) and which considerably increase their workload as they are required to adapt and create their own materials (Durán Martínez, 2018; Fernández & Halbach, 2011; Milla Lara & Casas Pedrosa, 2018). What is more, a great number of CLIL teachers also expressed deep unease over the lack of attention to diversity in the design of the materials (Milla Lara & Casas Pedrosa, 2018). In order to ensure inclusive education, teachers should not only have proper skills and knowledge but also appropriate resources to teach students with diverse learning needs. A generic one-size-fits-all approach to teaching which establishes that all students, regardless of their innate skills and abilities, should acquire knowledge and skills at the same pace does not seem to be appropriate for all pupils. Therefore, lessons and materials should be carefully designed with consideration for the pupils' diverse learning needs and especially in such a complex educational scenario where students are learning the content through the medium of a foreign language, which is cognitively more demanding than learning the subject matter in their mother tongue. The shortage of well-designed

resources may exert a negative impact on the student's learning outcomes, which, in the long run, may put the basic tenet of mainstream education, i.e. social equity, in jeopardy. In fact, if the problem is not addressed properly, bilingual education may even perpetuate inequalities among students, benefitting the most gifted ones and placing other students at a clear disadvantage.

As for the aspects of CLIL implementation which have generated considerable enthusiasm among CLIL teachers, an innovative methodology is undeniably one of them. There is general concurrence that CLIL methodology has a favourable impact on teacher and students' motivation on account of its participative, student-centred and experiential nature (Barrios & Milla Lara, 2020; Bolarín Martínez et al., 2019; Fernández & Halbach, 2011; Lova Mellado et al., 2013; Travé González, 2013). Moreover, the majority of CLIL teachers adopted a positive stance towards assessment procedures and claim that a conspicuous headway has been made in the development and use of evaluation techniques (Barrios & Milla Lara, 2020; Bolarín Martínez et al., 2019; Milla Lara & Casas Pedrosa, 2018; Pérez Cañado, 2018b). Additionally, CLIL teachers concurred that CLIL had a positive impact on students' learning outcomes and especially on the development of linguistic skills, cognition and intercultural competence. Yet, though most teachers attest to the improvement of the student's foreign language competence (Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020), the development of the pupils' productive skills has been questioned and become a source of concern in other research studies (Codó, 2020).

In relation to the acquisition of the subject content, a discrepancy of opinions has also been observed in the literature. While some teachers assert that students' knowledge of subject content has improved (Milla Lara & Casas Pedrosa, 2018; Oxbrow, 2020), others consider that partaking in the bilingual programme might have a negative bearing on the acquisition of the subject matter (Soler et al., 2017). This difference of opinion could be attributed to the fact that CLIL varies largely within different schools

and regions and there is a lack of a uniform methodology and clear-cut guidelines on how to implement the dual-focused approach, which may result in different realizations of the project.

5. Conclusion

It appears that CLIL has received a strong endorsement from educational authorities on account of its innovative, collaborative and student-centred nature and it has been argued that the bilingual programme is conducive to more meaningful and effective learning and fosters positive attitudes towards the target language. However, it transpires that while the majority of teachers have adopted a positive stance towards the implementation of the dual-focused approach, the new paradigm has also encountered attitudes of scepticism and resistance. Bilingual education in Spain is still fraught with difficulties such as the paucity of well-designed materials, insufficient and inadequate teacher training, scarce collaboration, the increased workload or the lack of special attention to diversity. These issues, if not addressed properly, might put the effectiveness of CLIL and its sustainable growth in jeopardy. Therefore, this systematic review should be of interest to educators and policymakers who should analyse the data thoroughly and consider the teachers' stance on each issue while making educational decisions. Otherwise, all the limitations may discourage teachers and pupils from partaking in bilingual education and then the pedagogical potential of this approach to content and language teaching will not be realized.

Some limitations to the study should be acknowledged. No study included in the systematic review was conducted on a national level and in the majority of them, the sample was not representative of the region or city where they were carried out. What is more, due to the vast spectrum of different CLIL variations, it is problematic to generalize the findings of the previous research studies to the

entire population. Another limitation of the present systematic review has to do with the diversity of assessment instruments (e.g. interviews, questionnaires or discussion groups), making results more complex to harmonise and compare between studies (Higgins et al., 2022). Then, most studies merge primary and secondary schools although there might be differences due to the characteristics of each educational stage. Therefore, the outcomes could have been different if the stages had been analysed independently. Given the scarcity of studies analysing the opinions of primary and secondary school teachers separately, more research is needed in order to compare the teachers' perceptions in these two different settings and to determine how CLIL is playing out at each level.

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APPENDIX

Table 1. Summary of the main characteristics of the included studies on in-service teachers' perceptions of CLIL implementation at schools in Spain

REFERENCE	SAMPLE	EDUCATIONAL STAGE	PLACE	DATA COLLECTION
Barrios & Milla Lara (2020)	92 teachers	Primary and Secondary Education	Community of Andalusia (Málaga and Cádiz)	Questionnaire and interview
Julián-de-Vega and Fonseca-Mora (2017)	18 coordinator teachers 44 subject teachers	Secondary Education	Community of Andalusia (Seville)	Questionnaire and interview
Jerez Montoya (2016)	88 teachers	Primary and Secondary Education	Community of Andalusia	Questionnaire
Lancaster (2016)	53 teachers	Secondary Education	Community of Andalusia (Jaen)	Questionnaire
Méndez García (2012)	15 teachers	Primary and Secondary Education	Community of Andalusia (Jaen)	Interview
Méndez García & Pavón Vázquez (2012)	15 teachers	Primary and Secondary Education	Community of Andalusia (Jaen)	Interview
Méndez García (2013)	15 teachers	Primary and Secondary Education	Community of Andalusia (Jaen)	Interview
Méndez García (2014)	15 teachers	Primary and Secondary Education	Community of Andalusia (Jaen)	Interview
Milla Lara and Casas Pedrosa (2018)	101 teachers	Primary and Secondary Education	Community of Andalusia (Granada, Almeria, Jaen, and Córdoba)	Questionnaire and interview

REFERENCE	SAMPLE	EDUCATIONAL STAGE	PLACE	DATA COLLECTION
Pavón Vázquez and Méndez García (2017)	42 teachers	Primary and Secondary Education	Community of Andalusia	Questionnaire
Pavón Vázquez et al. (2019)	130 teachers	Primary and Secondary Education	Community of Andalusia (Almeria, Cádiz, Córdoba and Seville)	Questionnaire
Pérez Cañado (2018b)	234 teachers	Primary and Secondary Education	Community of Andalusia	Questionnaire and interview
Pérez Cañado (2018a)	307 teachers	Primary and Secondary Education	Community of Andalusia and Extremadura, and the Canary Islands	Questionnaire and interview
Pérez Gracia et al. (2017)	59 teachers	Primary Education	Community of Andalusia (Cordoba)	Questionnaire
Quero Hermosilla and Gijón González (2017)	21 teachers	Secondary Education	Community of Andalusia (Granada, Almeria, Cordoba, and Jaen)	Questionnaire
Pérez Gracia et al. (2020)	59 teachers	Primary Education	Community of Andalusia (Cordoba)	Questionnaire
Travé González (2013)	60 teachers	Primary Education	Community of Andalusia (Huelva)	Questionnaire and interview
Doiz and Lasagabaster (2017)	12 teachers	Secondary Education	Basque Community	Discussion group

REFERENCE	SAMPLE	EDUCATIONAL STAGE	PLACE	DATA COLLECTION
Lozano-Martínez (2017)	8 coordinators/ management team (interviews) and 80 teachers (questionnaires)	Primary Education	Community of Cantabria	Questionnaire and interview
Oxbrow (2020)	26 teachers	Primary and Secondary Education	Canary Islands	Questionnaire and interview
Durán-Martínez et al. (2016)	151 teachers	Primary and Secondary Education	Community of Castille and León	Questionnaire
Durán-Martínez and Beltrán-Llavador (2016)	151 teachers	Primary and Secondary Education	Community of Castille and León	Questionnaire
Durán Martínez (2018)	120 teachers	Primary and Secondary Education	Community of Castille and León	Questionnaire
Durán-Martínez et al. (2020)	124 teachers	Primary Education	Community of Castille and Leon	Questionnaire
Durán-Martínez and Beltrán-Llavador (2020)	97 teachers	Primary Education	Community of Castille and León	Questionnaire
Hernando Garijo et al. (2018)	26 coordinator teachers and 26 Physical Education teachers	Secondary Education	Community of Castille and León	Questionnaire and interview
Romo Escudero and Durán Martínez (2019)	63 teachers	Primary Education	Community of Castille and Leon	Questionnaire
Moreno de Diezmas (2019)	42 teachers	Secondary Education	Community of Castille La Mancha	Questionnaire and interview

REFERENCE	SAMPLE	EDUCATIONAL STAGE	PLACE	DATA COLLECTION
Relaño Pastor and Fernández Barrera (2018)	20 teachers (individual interviews) and ? teachers (7 group interviews)	Primary and Secondary Education	Community of Castille-La Mancha (La Mancha)	Interview
Codó (2020)	9 teachers (in-depth interviews) and ? teachers (2 focus groups)	Secondary Education	Catalonia Community	Interview
Soler et al. (2017)	14 teachers	Primary and Secondary Education	Catalonia	Questionnaire and interview
Alonso-Belmonte and Fernández-Agüero (2018)	71 teachers	Primary Education	Community of Madrid	Questionnaire
Cabezuelo Gutiérrez and Fernández Fernández (2014)	17 teachers	Primary Education	Community of Madrid	Questionnaire
Custodio Espinar (2019)	383 teachers	Primary and Secondary Education	Community of Madrid	Questionnaire
Custodio Espinar and García Ramos (2020)	383 teachers	Primary and Secondary Education	Community of Madrid	Questionnaire
Fernández and Halbach (2011)	56 teachers	Primary Education	Community of Madrid	Questionnaire
Alcaraz-Mármol (2018)	60 teachers	Primary Education	Region of Murcia	Questionnaire

REFERENCE	SAMPLE	EDUCATIONAL STAGE	PLACE	DATA COLLECTION
Bolarín Martínez et al. (2019)	13 teachers	Primary Education	Community of Murcia	Interview
Campillo et al. (2019)	129 teachers s	Primary Education	Region of Murcia	Questionnaire and discussion forum
Campillo-Ferrer et al. (2020)	129 teachers	Primary Education	Region of Murcia	Questionnaire and discussion forum
Brady and García Pinar (2019)	23 teachers	Primary and Secondary Education	Region of Murcia	Interview
Lova Mellado et al. (2013)	14 teachers	Primary Education	Region of Murcia	Interview
Lova Mellado and Bolarín Martínez (2015)	14 teachers	Primary Education	Region of Murcia	Interview
Porto Currás et al. (2019)	78 teachers	Primary Education	Region of Murcia (Murcia)	Interview
Porto Currás et al. (2020)	78 teachers	Primary Education	Region of Murcia	Interview
Guillamón-Suesta and Renau Renau (2015)	35 teachers	Secondary Education	Valencia Community (Alcalatén region)	Questionnaire

Note. ? = Information not available.

Table 2. Summary of the outcomes of the included studies on in-service teachers' perceptions of CLIL implementation at schools in Spain

REFERENCE	OUTCOMES							
	Teacher training and professional development	Methodology	Materials and resources	Coordination and collaboration	Evaluation procedures	Workload	Overall evaluation of CLIL implementation	Educational value and challenges faced by students
Barrios & Milla Lara (2020)	X	X	X	X	X			X
Julián-de-Vega and Fonseca-Mora (2017)	X	X	X	X				
Jerez Montoya (2016)	X	X	X					
Lancaster (2016)	X	X	X	X	X	X	X	
Méndez García (2012)			X					X
Méndez García & Pavón Vázquez (2012)	X	X	X	X				X
Méndez García (2013)		X						X
Méndez García (2014)		X						X
Milla Lara and Casas Pedrosa (2018)	X	X	X	X	X	X	X	X
Pavón Vázquez and Méndez García (2017)	X			X		X		
Pavón Vázquez et al. (2019)	X	X	X	X			X	
Pérez Cañado (2018b)	X	X	X	X	X			X
Pérez Cañado (2018a)		X	X	X				X
Pérez Gracia et al. (2017)	X	X	X					X
Quero Hermosilla and Gijón González (2017)	X		X				X	X
Pérez Gracia et al. (2020)	X	X	X					X
Travé González (2013)	X	X		X				
Doiz and Lasagabaster (2017)		X		X				
Lozano-Martínez (2017)		X	X	X				X
Oxbrow (2020)	X						X	X

REFERENCE	OUTCOMES							
	Teacher training and professional development	Methodology	Materials and resources	Coordination and collaboration	Evaluation procedures	Workload	Overall evaluation of CLIL implementation	Educational value and challenges faced by students
Durán-Martínez et al. (2016)	X	X	X	X			X	X
Durán-Martínez and Beltrán-Llavador (2016)	X		X			X	X	X
Durán Martínez (2018)	X		X	X		X		
Durán-Martínez et al. (2020)	X		X	X				
Durán-Martínez and Beltrán-Llavador (2020)	X	X	X	X		X	X	X
Hernando Garijo et al. (2018)	X	X	X	X		X		X
Romo Escudero and Durán Martínez (2019)	X		X	X				X
Moreno de Diezmas (2019)	X		X	X		X		
Relaño Pastor and Fernández Barrera (2018)							X	
Codó (2020)	X	X						X
Soler et al. (2017)	X	X		X			X	X
Alonso-Belmonte and Fernández-Agüero (2018)	X	X	X					X
Cabezuelo Gutiérrez and Fernández Fernández (2014)	X							
Custodio Espinar (2019)	X							
Custodio Espinar and García Ramos (2020)	X							
Fernández and Halbach (2011)	X	X	X			X	X	X
Alcaraz-Mármol (2018)	X	X	X				X	X
Bolarín Martínez et al. (2019)		X	X	X	X			
Campillo et al. (2019)	X	X	X	X	X			
Campillo-Ferrer et al. (2020)	X	X	X	X				X
Brady and García Pinar (2019)	X	X	X	X			X	X
Lova Mellado et al. (2013)	X	X	X	X		X	X	X

REFERENCE	OUTCOMES							
	Teacher training and professional development	Methodology	Materials and resources	Coordination and collaboration	Evaluation procedures	Workload	Overall evaluation of CLLIL implementation	Educational value and challenges faced by students
Lova Mellado and Bolarín Martínez (2015)				X				
Porto Currás et al. (2019)	X							
Porto Currás et al. (2020)	X	X	X	X		X	X	X
Guillamón-Suesta and Renau Renau (2015)	X	X	X	X	X			X

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