

## Revisiting Dual Language, Six Years Later: A Study on Educators' Perceptions of Dual Language Effectiveness from Pre-Kinder through Third Grade in Spain

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### Abstract

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This researcher reported on a three-week visit to Spain in 2008, for initial views of what was occurring in Spain in the area of bilingual/dual language programs. At the time of the original report, Spain was initiating a strong push for English in the schools, as required by the European Union because of Spain's reluctance to implement English. This report is a follow-up study for more in-depth observations conducted in 2014 over a three week visit, too. Instead of looking only at the language program at each school, in this report, the researcher expands on observations to look at the general and specific comparisons noted between Spain public schools and those in the United States of America.

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**Keywords:** bilingual education, dual language, Madrid, Europe

### I. Introduction

Be aware that Spain, since the strong influence Franco's almost-40-year dictatorship, (1939-1975), has not looked kindly on bilingualism. Franco imposed Castilian (Spanish) as the ONLY permitted language, and outlawed other languages and dialects, such as Euskara, spoken by 700,000 people in the Basque region of northern Spain, or Catalan (area of Barcelona), or Galician, spoken in the west of Spain in the province (*comunidad*) of Galicia. Even today, in 2015, it's difficult to find any language other than Spanish on television. Hollywood movies on television are not heard in English with Spanish subtitles. Instead, the movies are dubbed in Spanish. Regions such as Basque, Barcelona, and Galicia held fiercely to their language and cultural heritage, often in strong conflict with Franco's rule. Today, however, the regional languages /dialects have taken a strong movement to retain their character and history, and are being used in the schools as a means of transmitting academic content.

Given this data as background, it's easy to see why Spanish schools did not include English as part of the curriculum, as all the European nations were doing. Other nations, supported by the European Union, recognized that English is the *lingua franca* of the world of business, economy, medicine, and technology, so include English in the schools, not as a language, but as a means for teaching academic subjects. The European Union finally had to require Spain, threatened with economic sanctions, to include English as a second language in all public schools. At the time of the initial visit to Spanish schools, the movement towards English language in the schools of Spain had begun.

### II. Purpose of the Study

The purpose of this study is to analyze available data where a dual language program of instruction still exists and evaluate effectiveness of the program based on survey results.

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### III. Research Questions

The following research questions will direct the qualitative portion of this study:

To what extent are teachers trained in implementation of dual language programs.

To what extent are teachers aware of the significance of dual language instruction in their profession.

To what extent are administrators aware of the significance of dual language instruction in their profession.

### IV. Significance of the Study

Cummins argues and Babayigit (2014) confirms in her research in second language learners of England, "...4 or 5 years were not sufficient for a substantial proportion of L2 learners to catch up with their L1 peers" (2014, p. S40). They argue that when the L1 is accepted as a resource in the classroom, teachers are better able to implement bilingual strategies to the benefit of their students

Not all Dual-language programs allow for 'mixing' of languages during L1 and L2 instructional times. Palmer, Mateus, Martinez, and Henderson (2014) explained that "[i]f the goal as educators is to develop bilingual students, it seems wise to normalize translanguaging in the classroom. Barac and Bialystok (2012) make a strong argument supporting emerging bilinguals' use of both languages in their learning, and in the process, more fully develop brain functions.

The researcher originally chose to visit three areas: a large city, a suburb, and a small town, and three types of schools: public, private, and *concertado*, a term explained in the original report. At the time of the initial visit, there existed little awareness (to the researcher) of all of the political influences affecting Spain in the implementation of English. This author naively referred to bilingual education, or dual language, as we have in the United States. Now, in 2015, however, the author recognizes that there are regions of Spain that are trilingual, with students' classes and subject material being taught in Spanish, English, and Euskada, about 1/3 of each day spent in each language.

### V. Overview of Bilingual/Dual Language Programs in Spain

#### V. A. The Influence of CLIL on Language Teaching in Spain

To appreciate what was seen during this visit, six years after the original school visits, familiarity with CLIL was needed. Although it was almost foreign during the first observations in Spain, information was annexed to the original paper. Today, the implementation of the CLIL philosophy in Europe appears to be the key to the success of students acquiring strong oral fluency in three languages.

What is *Content and Language, Integrated Learning* (CLIL)? CLIL is the result of globalization. It is not a method. It is not a program. CLIL is a philosophy of how we best learn a language (Marsh, 2013).

The idea of using a language to transmit academic knowledge, making the learning of the language an integral part of the academic content, is how we learned our first language. Experience has taught us that grammar-based and translation-based language teaching does not work! With the grammar-translation method of teaching, one may be able to read and even write non-creatively and pass a TOEFL or a Cambridge multiple-choice exam, but cannot speak with any fluency.

That's why CLIL has become so important in language teaching in the 21st century. In CLIL, research and theories of Krashen (1981), Collier & Thomas (2004), Cummins (2012a, 2012b), and Marsh (2013) are evidenced. The theoretical foundation is further supported by research conducted by Quirk and Beem, 2012; Palmer, Mateus, Martinez, and Henderson, 2014; and Lindholm-Leary and Hernandez, 2011. It was Kofi Annan who noted that arguing against globalization is like arguing against the laws of gravity – the same can now be said of CLIL. It is no longer an idea, or a trend. It is a reality. The socio-economic drivers are very strong. Students need to know English with oral fluency.

CLIL characteristics as observed include:

- Teacher uses the target language (in our paper's interest this means English) to instruct academic material.
- At first, students might not understand, but gradually, their ears and brain make the connection, the same as with a first language.
- Subjects, such as science, geography, history, art, music, physical education, are taught in the target language.

- No translations: English/English dictionaries are used. Students are guided to THINK in English, not in their first language.
- No emphasis on grammar. It is explained in context only.
- Errors are accepted, and subtly corrected in context, the same as in a first language.
- The means of communication in the classroom is the target language (i.e. English)
- If a student asks something in the first language, no problem. The teacher answers in English and gently guides the student to repeat one or two words from his/her question in English.

## V. B. Current Observations

### Madrid

As described in the initial report, Madrid is the capital and largest city of Spain. With its surrounding suburbs, Madrid now has five million habitants, down from my initial visit, due to the economic crisis and job losses, causing many families to move elsewhere. This public school's building is well-maintained, and is over 100 years old. There are 650 students in Grades K (infantil) through 6th grade; 850 in middle school, (ESO = Educación Secundaria Obligatoria); and 900 in high school (bachillerato). There are 55 teachers in primary grades, K-6. 14 of them are English teachers. In addition, there are six Fulbright Scholars who support the English staff with oral presentations, conversation classes, and reading stories aloud to the children in English.

Subjects, such as science, and social studies, art, music, physical education, reading, are taught in English in the bilingual schools in Madrid. The public schools have an attractive sign posted outside the entrance, designed with the symbol of the European Union, with stars in a semi-circle, announcing they are part of the *Comunidad de Madrid* Bilingual Education Center. All bilingual schools follow the CLIL philosophy. The 220 official bilingual / dual language public schools in Madrid have English for ½ of the school day, and Spanish the other ½. This practice is validated by Quirk and Beem in 2012. The researchers found a correlation between the amount of time spent in English language instruction and the proficiency in academic language needed for achievement (p. 550).

To be employed with the public schools every teacher must hold a degree in English. They apply to teach within the bilingual program and are assigned to schools within the program. As explained in the initial report, school principals do not get to select the teachers. Teachers are assigned to schools and the principal must work with the ones he/she receives. As some schools are in varying geographic and economic areas of the city, teacher assignments are based on highly selective exam results. This practice is enhanced by research conducted by Reyes, Kenner, Moll, and Orellana (2012), as they examined the environmental and ecological factors that influence young bilinguals emerging biliteracy, which include family and community input. The influence of their cultural community on the development of the skills in literacy in both languages was found to be significant and was interrelated.

As previously explained, the teachers' and students' work day is 9 a.m. - 5 p.m. There is a 30 minute break in the morning for breakfast, and a two hour lunch break in the afternoon, about 1:30 -3:30 p.m., depending on specific schools' schedules. Interestingly, as a side-note, obesity in students and teachers is not noted. Junk-food is not allowed in the schools. Breakfasts served at school consists of plates of sliced cold meats and cheese, yogurt, nuts and raisins or dried prunes, with multi-grain bread or crackers, and fresh fruit, for children to serve themselves. No limits are put on how much a child can serve him, as long as food is not wasted.

Lunch is served family style, with children seated at tables upon which large serving plates of a well-balanced meal, are served. Children, even in kindergarten, pass the serving platters so that all children can serve his/her individual plate. Soup to begin, then fish, meat, rice or potatoes, heated vegetables, salads, soup are all part of the daily meal. Dessert is usually fresh fruit, a cup of ice cream, or a raisin cookie and milk or water. Soft drinks are not served, especially no diet ones, which have chemicals and promote the desire for sweets, even though they have no calories. Children eat leisurely, not a 20-minute, stand in line, and gobble your food quickly scenario as we have in the United States of American. They have time to play outside after lunch, getting the opportunity for physical movement. As reported previously, teachers are totally autonomous. Unlike the USA, they don't have to submit plan books, nor attend any meetings or courses except during the 9:00 a.m.-5:00 p.m. school day. Any courses they attend after these hours are 100% voluntary, and depend on the teachers' interest in self-development.

They cannot be observed unless they ask to be observed. Principals tell us that even if constructive criticism is made, many teachers are offended, unless they have specifically asked for feedback. Public school teachers choose the book(s) they use for English, from a list of approved books. All books are given at no charge to the students. Teachers may choose to use specific NO book, having the option of designing their own course, as long as it complies with the thematic topics which are part of the national curriculum..

Still in effect since the original visit, public schools receive Fulbright Scholars or scholars from the USA, Ireland, Canada, UK, or Australia who are offered fellowships by the *Comunidad de Madrid*. Working papers, housing allowance, and a stipend are offered to English native speakers to serve as teacher assistants. They support the English teacher who usually is not a native speaker. Since working papers are very difficult to obtain in the European Union, with most jobs only available for those with EU passports, native speakers from outside the European Union are rare. They enter Spain's public schools through fellowship programs. This element helps to maintain a higher level of English in the public schools than in most private or *concertado* schools, with a few outstanding, highly selective, expensive private schools being the exceptions.

External exams are administered to assess English proficiency levels in many schools. The two most solicited external exams are the Trinity College London oral exam (GESE = Graded Exam of Spoken English) or the Cambridge written exam. The Trinity exam is applied only by native English speakers. The Cambridge written exam consists of multiple choice and fill-in-the-blank items, and a one-two minute oral interview, in pairs with another student. Examiners are not required to be native speakers as they are with Trinity exams. In my opinion, students can pass the Cambridge exam without much oral fluency. The Trinity exam appears to be the exam of choice because oral fluency is emphasized, which appears to be a truer measure of a student's English level. Students are tested one-by-one by an external examiner, always a native speaker, who comes to the school to conduct the exam. Five to twenty minutes private oral tests are given, usually based on conversation and specific topics which students have practiced, but not memorized.

Still in effect, six years after the initial visit are Points, awarded to teachers who attend courses, workshops, or who serve on committees outside their official working day. The points are used for advancement in salaries, some supervisory posts (with some teaching required, as well), and points can be used for teachers to select which school to which they want to be assigned. Some public schools are in better areas than others, some have more flexible and teacher-friendly directors, so when teachers have accumulated points, they can select where they work instead of being assigned.

All of this now, 6 years later, depends on the teachers' performance on in-depth, profound examinations. The better the score, the more opportunity the teacher has to enter a preferred school, close to home, high academic student level, or with a teacher-friendly director. Some teachers study diligently a whole year to prepare for the national teacher exams. On this visit, all the grades K-6 had implemented English for 1/2 day, teaching subjects in English. Spanish was the other 1/2 day. By now, 2014, the students had been exposed to English for all of their school career. The 6th graders we observed, giving team presentations of a science project, all spoke English.

Remember, we are talking about students who live in a Spanish environment, and who return home to a family that speaks Spanish.

### **V. C. Las Rozas, A Private School in a Suburb of Madrid**

As before in 2008, this school is located in a neighborhood of expensive, individual homes. It has lovely, brick building in an attractive campus. The school day extends from 9 a.m. to 6:00 p.m. Because it is private, the owner wants to offer more than what the public schools offer. Unlike the USA, in Spain the private school teachers have longer hours, more duties, lower pay, and fewer fringe benefits than in Spain's public schools. A private school is a business for each owner. They make money at the expense of underpaid teachers. Unfortunately, most of the teachers are ones who did not pass the National Teacher exam, so they are at the mercy of school owners. Some private schools have great prestige, a century-long history, and a large foundation of money, so attract and pay the best teachers they can recruit.

Gabriel, Lilla, Zander, and Hannover (2014) further concluded in their research that the school that supports the use of "the first and second language interchangeably, in both in- and out-of-school contexts" creates a welcoming environment for the student (p. 634). Again, on return to Las Rozas, because of the reasons explained above, the school visited in 2008 and now again in 2014 still has a high turnover of English teachers.

Only one English teacher returned this year from last year, which is typical. The others in passed exams to enter public schools, for better pay, hours, and autonomy. All teachers this year, as in 2006, have a university degree, but not necessarily in teaching.

The enrollment has dropped to 350 students in 2014. There are 25 teachers, 8 of whom are English teachers. Even the English Coordinator left in 2013, after having served many years at the school. He went on to a more lucrative job, as a speaker in international circles, talking about CLIL results, and bilingual education. As previously reported, breakfast and lunch here is of the same quality as the public schools: Healthy, varied, family-style serving, with fresh, non-processed foods for both breakfast and lunch. No obese students or teachers are seen anywhere.

This private school we visited in Las Rozas, still in 2014, declares itself to be a *bilingual school*. It DOES offer English as a subject, but English is scheduled only 4 days a week, with less than 5 hours a week of English. The public schools offer much more, which is why this year, 2014, in many private schools, it is evident, the enrollment is down by 25%. This is partly due to the economy, and partly due to the intense competition with the public schools that offer more English, and excellent settings. A side observation made by the author is to note that the public schools in Spain appear more attractive, ample, and comfortable than most USA public schools. Entering, for example a school observed in Madrid, you find yourself in a very large, marble-floored living room, with velvet couches and arm chairs, gold-gilt, framed oil paintings on the walls, and long drapes at the windows. A receptionist is seen at the end of the room, and several doors open into three small offices of school secretaries. The setting is welcoming and home-like.

The economic pressure to compete with the quality of the public schools is high on private schools. Public schools offer more English per day, a truly bilingual program, free, whereas parents pay private schools for less English. For that reason, in 2014 as in 2008, parents who want to emphasize English, are beginning to place their children in public schools for the bilingual aspects. Private schools are used by some parents for social advancement or in order to keep their children in the neighborhood where they live. With some few, noted exceptions, private schools simply do not have the academic quality expected. Exclusivity, yes. Prestige, perhaps, but educational excellence -no. Mediocrity is evidenced in the school visited. The absence of fluency in English, the low level questions, the lack of critical thinking, and poor classroom discipline were observed during the second visit to a private school in Las Rozas.

#### **V. D. Concertado in Montilla, a Small Town**

As before, in 2008, this town remains an agricultural center with olives, olive oil, grapes and wine as the leading industries. The school is in a building of over 100 years of age, brick and cement, with marble stairways, and arched porches. It is from a religious order known as the *Salesianos*, a world-wide chain of schools, with literally 1000's of schools worldwide. This school has Kindergarten through high school students all on the same campus, in different sections of the large, classic building, which has a traditional, enormous patio in the center, surrounded by 4 wings, three stories high. Approximately 1,500 students are housed in the school. There are about 90 teachers, 15 of whom teach English. In Barac and Bialystok's look at cognitive development in school children, they compared bilinguals with monolinguals in the areas of receptive vocabulary, grammatical ability, and metalinguistic knowledge to show the increase in executive control in cognitive development by bilinguals. Their research supports the findings that emerging bilinguals use both languages in their learning, and in the process, more fully develop brain functions.

This school in Montilla, when visited 6 years ago, had had the same Director (a lay person, not a priest) for 8 years. Now, in 2014, he is still there! During his supervision, not one teacher who has left! Teachers still enter the teachers' lounge during their break, whistling or singing. The atmosphere is calm, relaxing, friendly, and supportive for teachers and students. It was clear that the Director has maintained the high academic quality and positive atmosphere noted six years ago.

In 2008, the school offered English instruction for 50 minutes a day. Now, that has been increased to 2 hours a day! English is taught at all grade levels. All teachers hold a university degree. The school director continues to teach a high school class in Spanish. The researcher observed high levels of topics in a class discussion, with students discussing Greek mythology in literature class, monotheism, polytheism, and morphological structures. Few students get excited with such topics, but it was a good experience.

## V. E. Observations

As in 2008, the constant in 2014 is that all the teachers visited, in all three types of school organizations and city size, were of equal education levels, social/economic class, and had comparable teaching experience.

The main differences noted in 2014, as compared to the initial 2008 visit are:

### Madrid: Public school

- The general population in Madrid has decreased.
- The student enrollment in the public schools has increased, with families leaving private schools because of economic pressures.
- The oral fluency and writing ability of students have notably increased, with students even speaking English on the playgrounds.
- The classes are CLIL-based.
- Teacher examinations have raised the expectations of school directors for high quality, experienced teachers
- There is practically no teacher-turnover (10%)
- The same Director has been there 12 years. He doesn't speak English, but he strongly supports CLIL and his English staff.

### Las Rozas: Private School

- The suburb's general population has increased.
- The school's enrollment has dropped by 35% since 2006.
- The oral fluency and writing ability is mediocre at best. Some of the 4th graders, with whom I had wanted to speak, could not understand my English. Ironically, most of them passed the written Cambridge exam, but they are not equipped orally with enough fluency to defend themselves in English.
- The classes are grammar-translation based.
- There is much teacher turnover among the English teachers, as they have little or no support from the owner.
- English isn't strongly supported by the owner, seeing it as unnecessary.

### Concertado: Rural Area

- General population has remained stable
- Student enrollment has increased by 15%
- CLIL base teaching
- No teacher turnover
- English is good, smooth, use of high level of critical thinking in evidence
- 90% of the students are passing the Trinity oral exam
- The same director has been there for 14 years. He doesn't speak English, but he strongly supports CLIL and his English staff.

## VI. Assumptions

For this study, the following assumptions were made:

Teachers held a minimum of three years experience in a dual language classroom.

Administrators held a director's position in a school offering dual language instruction.

Survey was confidential to the best ability of the participants.

Survey section on motivational strategies, alignment, and pacing can be quantified for the purpose of this study.

## VII. Limitations of the Study

The number of participants for the survey is based on currently employed personnel in dual language schools. The sample size of surveys completed can fluctuate based on external factors such as participants being absent to complete the survey. The length of the survey, too, may be overwhelming to the participants.

## **VIII. Conceptual Framework**

Because bilingual education remains an issue of intensity in political and educational arenas, other factors should be taken into consideration when analyzing effectiveness/success of such programs. (Rios-Aguilar, Canche, & Moll, 2012). Factors such as alignment, pacing, and sequencing of lessons must be examined further. If a correlation is relevant, the quality of bilingual education for students could improve. Bilingual teachers are able to incorporate the native language and personal experiences allowing engagement of the English language learner in the curriculum (Baker, 2014). This commands rigorous instruction which is supported by Johnsen (2010) and Hoy and Miskel (2008). Here effective implementation of pacing of lessons correlated to the teacher's interpretation of challenging instruction.

## **IX. Instrument**

A survey was selected for this study because the number of participants was small. The survey was feasible with a population this size. The research design for this quantitative study provided the framework for planning and conducting the study. The topic of this study was chosen from Learner Centered Instruction Domain of the Lesson Cycle. The review of the literature conducted focused on dual language programs, motivational strategies, alignment, and pacing.

## **X. Procedure**

A Likert Scale survey was created to assess the 9 questions used in this study. The 9 questions were derived from definitions of motivational strategies, alignment, and pacing. The Likert Scale has 5 subscales ranging from 1 to 5: 1 – Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree, and 5 – Strongly Agree. Given that the schools participating in the study do not receive an evaluation of performance, the Professional Development and Appraisal System Instrument was used to design survey questions to measure the teachers' and administrators' perception of their experiences in dual language settings.

## **XI. Design**

The study was conducted using a quantitative research design. The investigation and data analysis required use of correlation coefficient research and analysis of the central tendencies based on the responses to the nine questions.

## **XII. Data Collection Procedures**

Data for the study was composed from the Likert Scale survey administered to the participants. The demographics of the survey served as the independent variables that were analyzed in terms of training, motivation, alignment, and pacing. The nine questions that were used from the survey were the dependent variables that were used to find any correlation between both independent and dependent variables. IBM SPSS Statistic 20 software was used to determine any correlation between variables and was used to compute mean and standard deviation. The Pearson function capability of the software was used to establish any correlation. The data gathered from this software was verified using various functions of Microsoft Excel.

## **XIII. Data Analysis**

A descriptive statistics was calculated based on the variables that were used for this study. The single independent variable used was compared to the survey questions that were used as the dependent variables. Questions 1, 2, and 3 addressed motivation, alignment, and pacing – respectively. Since all participants (12) are currently employed, experience had no variance on standard deviation or on mean. The three questions had a mean close to 3, which is considered proficient. The Likert Scale survey was based on learner centered instruction. All of the participants held a minimum of three years experience in a bilingual setting.

Question 1 (Do you often make decisions on instruction based on students' interests?) Had a mean of 3.14 with a minimal error of .143 and standard deviation of .655. Question 3 (Do you agree that dual language instruction positively impacts the pacing and quality of instruction?) obtained similar results. The implication is one in which participants felt similar on motivation and pacing matters of dual language instruction.

A mean of 3.43 was obtained on Question 2 since most participants answered a 4 (Agree). Over 95% of the participants agreed that their experiences in Dual Language related to Learner Centered Instruction were favorable. In terms of curriculum, none of the participants answered at the lowest level of the survey 1 (Strongly Disagree).

It is important to note that a Pearson correlation was attempted to generate, but there was no correlation. Perhaps, the lack of demographic details on the survey was also a factor in yielding constants in the Pearson correlation function. There was a strong correlation between Question 1 and 3 which implies that there is a correlation between motivation and pacing of the lesson.

#### **XIV. Findings of the Qualitative Portion of the Study**

The first objective of the qualitative portion of the study was:

*To establish to what extent are teachers trained in implementation of dual language programs.*

Respondents were asked gauge their knowledge of dual language implementation training in their designated campuses. Responses follow:

**Table 1: Extent to which are teachers trained in implementation of dual language programs**

Response	Frequency	Percentage
No Training	2	22
Some Training	4	44
Appropriate Training	3	33
Total	9	100

Table 1 illustrates that the majority of teachers reported having no training of dual language methodology.

Secondly, the study sought:

*To establish the extent to which administrators provide training in implementation of dual language programs.*

Respondents were asked gauge their knowledge of dual language implementation training in their designated campuses. Responses follow:

**Table 2: Extent to which administrators had training in implementation of dual language programs**

Response	Frequency	Percentage
No Training		
Some Training	1	33
Appropriate Training	2	67
Total	3	100

Table 2 illustrates that the majority of administrators had engaged in moderate training in dual language program implementation.

The third objective of the qualitative portion of the study was to examine: *To what extent are teachers aware of the significance of dual language instruction in their profession.*

**Table 3: Extent to which teacher's area aware of the significance of dual language instruction in their profession**

Response	Frequency	Percentage
No Awareness	2	22
Some Awareness	5	56
Completely Aware	2	22
Total	9	100

Table 3 illustrates that the majority of teachers were unaware of the significance of dual language instruction in their profession.

The fourth objective of the qualitative portion of the study sought to examine: *To what extent are administrators aware of the significance of dual language instruction in their profession.*

**Table 4: Extent to which administrators are *aware of the significance of dual language instruction in their profession***

Response	Frequency	Percentage
No Awareness	0	0
Some Awareness	1	33
Completely Aware	2	67
Total	3	100

Table 4: Illustrates that the majority of administrators were somewhat aware of significance of dual language instruction in their profession.

## **XV. Conclusion**

The three sites originally visited were re-examined. as this report states, the trends reported in 2008, continued. Madrid continues to lead the three sites in its level of English. The public school, still maintains its high academic prestige in Spanish. The children's English scores on both the Trinity and the Cambridge exams found the school in the top 5% of all the schools in Spain. The CLIL philosophy is strongly supported by the English Coordinator. The coordinator is strongly supported by her Director, and the school's Academic Coordinator. Neither the director or academic coordinator speak English, but they give the English Coordinator all the latitude to develop a strong, CLIL-based program.

The school in Las Rozas, is on a downward spiral. Low wages, high teacher rotation in the English department, and poorly disciplined students, this private school is not an academic leader. The school in Montilla has a strong, positive staff, high, average level of English, and no teacher turn over. The English Coordinator has been there for 8 years, is strongly backed by the Director for 14 years. English is valued, and the time for it increased this year to 2 hours a day in order to help the students obtain more oral fluency.

The 6 internationally-recognized levels of the CEFR were explained in the initial study. These levels (A-1 A-2, B-1, B-2, C-1, C-2) are used by most editorial companies today, and are used throughout Europe, Canada, and Latin America, now spreading to other countries in Asia. The USA has been the only major country out of the mainstream of bilingualism. Perhaps since English is the second language most other countries want to learn, the USA doesn't see a necessity. Educators, however, should look at brain study research, and the positive gains exhibited by people who are bilingual. If English is your only language, shame on you. Go out and learn Spanish, the most-spoken language in the USA after English.

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