



UNIVERSIDAD DE CÓRDOBA

**From General English to English for Specific Purposes:  
Looking Into Students' Needs in Advanced Language  
Recycling Courses (English)**

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**Professional Profile**

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Dña. Cristina María Gámez Fernández, Profesora adscrita al Dpto. de Filologías Inglesa y Alemana, una vez revisado el Trabajo Fin de Máster de D. **Jorge Merino Carmena** con el título *From General English to English for Specific Purposes: Looking Into Students' Needs in Advanced Language Recycling Courses (English)* da su conformidad para que sea defendido y evaluado en la convocatoria extraordinaria del curso 2013/2014.

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## ACRONYMS

<b>LRC</b>	Language Recycling Course
<b>LRCs</b>	Language Recycling Courses
<b>CLIL</b>	Content and Language Integrated Learning
<b>OLS</b>	Official Language School
<b>OLSs</b>	Official Languages Schools
<b>PPP</b>	Plurilingualism Promotion Plan
<b>ESP</b>	English for Specific Purposes
<b>EGP</b>	English for General Purposes
<b>ELP</b>	European Language Portfolio
<b>CEFRL</b>	Common European Framework of Reference for Languages
<b>ICT</b>	Information and Communication Technologies
<b>ICTs</b>	Information and Communication Technologies
<b>NLA</b>	Non-Linguistic Area



# **CHAPTER 1. INTRODUCTION**

## 1.1. CONTEXTUALISATION AND JUSTIFICATION

Nowadays, since societies are suffering from the phenomenon known as globalisation, people move among different countries and there is an increasing need of expansion of economies. All this makes knowing a language a fundamental tool for any global citizen. Spain, as a member of the European Union, is not oblivious to the need of modernisation as far as the field of foreign languages is concerned. Likewise, one of the objectives set by the European Union by 2020 is that the population in the Union should be able to communicate at least in two more languages apart from their native one, leading both the State and its Autonomous Regions in Spain to linguistic plans to achieve that commitment.

Andalusia, under the framework established by the Plan for the Second Modernisation of Andalusia created the *Plurilingual Promotion Plan* (PPP) with the aim of improving Andalusian citizens' linguistic skills in their mother tongue and, in turn, to provide them with multilingual and multicultural skills (Junta de Andalucía 25). Specifically, this Plan takes into consideration three fundamental goals: first, to improve linguistic abilities in their own language, in a foreign language and, even in a third language; second, to get to know other cultural realities; and third to foster a reflection over the linguistic and communicative processes in their mother tongue and the foreign language.

This plan also introduced an innovative aspect which involved Official Language Schools in Andalusia. So far, Official Language Schools had the only official commitment to teach languages with the aim to certify levels of linguistic competence. With the introduction of the new regulation, Official Language Schools were assigned also the task to help teachers update their linguistic knowledge, especially for those who taught in bilingual schools in Andalusia. These newly set courses were called *Language Recycling Courses*. This shift implied the creation of new courses tailored for teachers, independent from the General Regime courses. In turn, it fostered a series of training sessions and conferences aimed at Official Language School teachers to provide a suitable framework for the teaching of this new student profile.

Although the courses for teachers and the courses for students with a general profile are theoretically oriented to different learners, the *Ley Orgánica de Educación* passed in 2006 set a common objective for both modalities: the accreditation of a language by means of a certification exam. In the development of both courses, this actually implied a coincidence in the contents and assessment criteria. At this point, an interesting question is posed: are there any actual difference between general courses and those courses tailored for teachers? And in case there are, which are these differences?

To shed light on these questions, *Junta de Andalucía* in an official document entitled *Instrucciones* released in 2008, presented a variety of recommendations to be included in the methodologies of this kind of courses. These guidelines, referred to in the document as *curricular adaptations*, should include, among others, a development of teaching strategies, use of materials

related to Content and Language Integrated Learning (CLIL), introduction of more activities related to the Educational scope, the creation of didactic resources, use of the European Language Portfolio (ELP), or the use of Information and Communication Technologies, among others.

For many educational professionals, these adaptations seemed unclear from the beginning (see Barrios, Barrios et al.) since the specificity of the adaptations was vague. Since the publication of new instructions for the academic year 2007/2008, in its annex 2, subsequent instructions became more and more detailed in terms of the methodological orientations. However, these different proposals, as it will be analysed in subsequent chapters, still maintained a lack of specificity with regards to language recycling courses, which actually vary from one Language School to another.

According to the manner in which this educative proposal is framed, the *Orden de 18 de octubre de 2007*, which regulates the curriculum of special regime language education in Andalusia, a distinction is made between two types of courses regarding their purposes. The Orden passed in 2007 regulates the curriculum for special regime language education in Andalucía. Such legal document makes a clear distinction between the purposes of general regime courses and language recycling courses. The former has the aim to enhance communicative fluency in the language, its correct usage and obtaining a certification as described by the Common European Framework of Reference for Languages (CEFR). The latter must adapt to student's profile with a more professional purpose. The first one, as general regime courses, are aimed at enhancing communicative fluency in the language, its correct usage and obtaining a certification as described by the *Common European Framework of Reference for Languages* (CEFR). On the other hand, language recycling courses are focused on a student's profile with a more professional purpose, as well as linguistic, as the Plurilingual Promotion Plan describes.

This new perspective of language course changes the purpose for those who are involved in them, since they may need the language for a specific purpose, either to teach non-linguistic areas or to use the language in an educational context. Even though, the objectives in both courses, for teachers as well as for regular students, is the same according to the current normative, with the caveat that language recycling courses include the instrumental use of the language.

Therefore, the issue underlying this situation is that students in language recycling courses are being taught, to a large extent, in the same way as regular students are. Even in worst scenarios, they are mixed up with general regime students, whereas language recycling courses as conceived in the PPP no longer exist.

Once compared the approach of both types of courses basically, it is possible to infer that language recycling courses and general English courses in Official Language Schools can be divided into different approaches. But, having reached this point a new question arises. Can language recycling courses be categorised as General English or English for Specific Purposes? In my view, language recycling courses were meant for a specific kind of learner, whose needs should be studied and covered according to the purpose the educative administration pursues and, at the same time, to

students' necessities. Within this context, the courses should be designed to attain or update a certain level in a specific language. In turn, they should be useful to provide a specialised language in a given context, the educative context. As Helen Basturkmen and Catherine Elder define, language for specific purposes "is generally used to refer to the teaching and research of language in relation to the communicative needs of speakers of a second language in facing a particular workplace, academic, or professional context" (1). In accordance with these characteristics, to my view, these courses for teachers could be designed with a different approach, so that teachers' training is as fruitful as possible.

In this sense, my Master's thesis is mainly concerned with the analysis of necessities, which has always been considered as an essential part in the process of course design in English for Specific Purposes (ESP). Needs analysis is commonly used to identify the reasons why a specific group of learners need to learn English and helps to set its goals. Normally, students' needs and the goals are determined by educational bodies, without taking into account, in most cases, what students want to use English for. As Richard West confirms, the analysis of needs is not something new or simply related to ESP. As shown in figure 1, analyses were carried out already in the eighties.

Stage	Period	Focus	Scope of analysis	Examples	
1	Early 1970s	ESP	EOP	Target situations analysis	Richterich, 1971/80 ELTDU, 1970 Stuart & Lee, 1972/85
2	Later 1970s		EAP	Target situation analysis	Jordan & Mackay, 1973 Mackay, 1978
3	1980s	ESP & general language teaching		Target situation analysis Deficiency analysis Strategy analysis Means analysis Language audits	Tarone & Yule, 1989 Allwright & Allwright, 1977 Allwright, 1982 Holliday & Cooke, 1982 Pilbeam, 1979
4	Early 1990s	ESP		Integrated/computer-based analysis Material selection	Jones, 1991 Nelson, 1994

Figure 1.1. Evolution of needs analysis  
(Source: West 1)

As figure 1.1 shows, English for Occupational Purposes (EOP) and later English for Academic Purposes (EAP) were mainly the courses in which needs analysis was used. Lately, the focus of attention turned to courses for general use. Up to the end of the seventies, the aim of the

research undertaken was only centered on the contents derived from the analysis of the target situation. Shortly after, needs analysis would extend to other areas, such as materials, methodologies or limitations.

## **1.2. OBJECTIVES AND SIGNIFICANCE OF THE STUDY**

The field of interest of this work revolves around English language teaching with an emphasis in needs analysis of teachers enrolled in language recycling courses in Andalusian Official Language Schools. The present work is devised to carry out a needs analysis in the groups of advanced level, which is the one required by the Ministry of Education in Andalusia to teach in bilingual state schools. I have selected this controverted area for my Master's Thesis because, as a bilingual Primary teacher myself, I am very aware of the urgent need to provide a structured and well-organised training offer to professional. Through both my personal and my colleagues' experience, I have been able to find out how dissimilar recycling courses in language schools are around Andalusia and how far some of them are from the objective they originally were conceived for.

On the basic premises previously set, this Master's Thesis is triggered by the interest to find out the purpose and reasons why a group of students who are professionals in the educative field need to learn or update their English. Therefore, a proper analysis of needs will provide the necessary information in order to design a Language Recycling Course tailored which alternatively will also respond more accurately to Andalusian rule. In other words, the **principal goal** of this project is to **carry out a needs analysis of the students enrolled in Language Recycling English Courses in an advanced level, which corresponds with 5<sup>th</sup> course.**

In line with the previous objective, my Master's Research Project pursues the following secondary objectives:

- 1) To set the context as a *starting point*. That is to say to gather information about the context in which the teaching and learning process take place, looking into students profile in terms of motivation and previous knowledge of the language and work experience.
- 2) To identify the *necessities* in relation with *the target situation*. By means of the current normative and with the data gathered regarding their motivations and professional aspirations. This will provide the communicative situations in which students will have to use the language.
- 3) To inquire about the *lacks* of the students with the purpose of establishing levels of competence according to the target situation and target level.
- 4) To figure out the *desires* of the students, that is the preferences with regard to the specific tasks of the use of the language and the most important skills the learning process.
- 5) To know the *learning needs*. Therefore, it means to look into how students prefer to learn in relation to the target situation, in terms of activities, materials and learning strategies.

This Master's Research Project will attempt to provide new data which might enable a transformation in course design for teachers, tailored for their expectations and for the teaching-learning processes intervening on it. In addition, undertaking this students' needs analysis can possibly open the door for further research which will enquire into the conclusions obtained.

The significance of this research can be measured by the data resulting from quantitative analysis of the aforementioned project. It may be of interest to:

- Teachers in Official Language Schools. The results of this study can be used as a guide in the design of methodological adjustments in the current syllabuses, ranging from objectives to relevant information. Based on the results that can be obtained, new materials could be selected, adapted or elaborated geared to them in future.

Given the expected heterogeneity of the groups, although it is almost impossible to cover the needs of every student, it is convenient to adapt the curriculum to the majority of the students' needs and interests, taking into consideration motivational aspects for its importance.

- Andalusian Regional Administration, in charge of executing the measures in current and future linguistic plans, and professionals in the field of education, as the study will become part of the literature devoted to the promotion of new language projects related to this specific group of students.

### **1.3. STRUCTURE OF THE PRESENT WORK**

This Master's Thesis is organised into seven chapters.

**Chapter 1**, titled "Introduction", aims at explaining the conjunction from which this research springs, by analysing the international context and, from there zooming in the Autonomous Region of Andalusia. Moreover, it takes a quick look at the creation and evolution of language recycling courses over these years and the issues surrounding them. By parsing their characteristics and dragging the issue out into the light, the reasons why this project is carried out are explained. Apart from this, the chapter includes the personal and professional motivations for the author to research this topic, the objectives, and the significance that the study can potentially have in the future. In the last part of this chapter, the structure of Master's Thesis and brief description of it is described.

**Chapter 2**, titled "Theoretical Perspectives on Official Language Schools, Language Recycling Courses, the analysis of needs and Bilingual Education in Spain and Andalusia", tries to describe the four most remarkable aspects of this study. Official language schools and language recycling courses will be examined in order to lay the foundations for this study. Knowing the purpose for which they were created together with their legal framework establishes a basis from where to start working.

In addition, the revision of literature which deals with needs analysis helps to glimpse the importance of analysing students' needs before tackling the design of a course. It also provides,

according to some experts, remarkable guidelines in the design of the questionnaire which will be used to analyse the students' necessities.

Finally, a review of the evolution of bilingual education in Spain and Andalusia provides about a suitable context that will allow the reader to better understand the complexity of the problem. The nature of language recycling courses within the frame of PPP results in training teachers, especially those in bilingual schools, to enable them to get by teaching non-linguistic areas in a foreign language by following a CLIL approach. That is why, the literature review made is fundamental in order to understand the whole context.

**Chapter 3**, titled "Analysis of the Scenario and Best practices", revises the state of the art of the course object of study. The chapter covers three different areas:

The first of them analyses the previous literature on teaching language recycling courses, mainly comprised by online publications in a platform run by M<sup>a</sup> Elvira Barrios. The articles describe practices and research on this type of course. This Master's thesis will greatly benefit from the ideas presented in those pages. Both a specialised article based on a doctoral dissertation about language recycling courses and a master's thesis on this topic will widen the knowledge of this issue.

The second part deals with methodological adaptations undertaken in the practice of these courses. It examines the instructions launched by the educative Administration in Andalusia, which gives shape to the curricular adaptations. Having a solid knowledge of these adaptations is crucial for this study, as it is where its importance resides and what distinguishes these courses from general regime ones in the Official Language Schools of Andalusia.

Thirdly, this section will tackle the analysis of how language recycling courses have evolved since they were launched, with the purpose of checking the involvement of teachers in their training and the variables involved. For this, previous research on the students' profile and statistics provided by the *Junta de Andalucía* has been used to gather and compare the data.

Entitled "Design and Research Methodology", **Chapter 4** is concerned with the explanation of the objectives and procedures employed in this Master's Thesis. This research project is characterised by looking into students' needs in the language courses taught for teachers in Official Language schools. Given the nature of the study, it shows a holistic approach, making use of a quantitative paradigm based on the preparation of a questionnaire. The study is within the non-experimental field and descriptive.

The chapter will also provide information about the participants.

Finally, it will explain the design of the questionnaire used to analyse students' needs. It includes a detailed explanation of the blocks, the aim of each one, the literature used to elaborate the questions and the guidelines followed in its structuration.

**Chapter 5**, titled "Analysis of data and results", will explain the data collection gathered by means of the questionnaire and analyses the information obtained. **Chapter 6**, titled "Conclusions", will show the outcomes drawn from this Master's Thesis hence the objectives of the study. Thus,

these goals were linked to the chief aim of this study. The conclusions obtained will be supported by the analysis of the data gathered by means of the research tools. Once described the findings, an explanation of the practical uses it may have will be described. This chapter will also provide a detailed description of the limits found along this study. Finally, different proposals will be suggested for future research with the aim that Language Recycling Courses can become a dual instrument, both to improve a language and to provide strategies in CLIL practices.



**CHAPTER 2. THEORETICAL PERSPECTIVES ON  
OFFICIAL LANGUAGE SCHOOLS, LANGUAGE  
RECYCLING COURSES, THE CONCEPT OF  
NEEDS ANALYSIS AND BILINGUAL EDUCATION  
IN SPAIN AND ANDALUSIA**

## 2.1. OFFICIAL LANGUAGE SCHOOLS

Official Language Schools (OLSs) are schools which offer specialised language courses all over Spain at a non-university level and, according to the *Ley Orgánica de Educación 2/2006*, their aim is to train learners in the appropriate use of different languages outside compulsory education. In addition, the Andalusian *Plurilingualism Promotion Plan* (PPP) adds that they also have the fundamental objective of fostering the study of languages (Junta de Andalucía 39).

These schools have a special regulation and they are dependent on Regional Ministries of Education in Spain. With the approval of the PPP in 2005, OLSs were given the condition of “integrated language schools”, which implied that they offered different types of teaching in relation with the teaching of languages; on the one hand for students still belonging to regular studies, and for an ongoing and adult training on the other.

Regarding the aforementioned *Ley Orgánica de Educación*, in its article 59, these teachings are organized into three different levels: elementary, intermediate and advanced, which are adapted to the levels recommended by the Council of Europe: Basic User, Independent User and Proficient User. The basic aspects of each level are specified in the *Real Decreto 1629/2006, 29<sup>th</sup> of December*. The OLSs are undergoing substantial shifts in a process of updating in order to adapt to the *Common European Framework of Reference for Languages* (CEFRL) and, in Andalusia, to the guidelines proposed in the PPP within a modernization reform in this Autonomous Community.

As can be read in Averroes website, *Ley Orgánica de Educación* and the PPP, the different types of instruction are divided into three modalities. First, the Official teaching with classroom learning, either attending to class with a regular length of nine months with lessons usually in the afternoon; or distance learning, oriented to adult learners with difficulties to regularly attend classes. Second, without any official teaching, students have the right of taking the accreditation exam at the end of the course, in June and September. And finally, the last modality is special plans, which are training and updating courses aimed at teachers and other professional bodies, including in some them the opportunity of distance learning too.

There are three levels; basic, intermediate and advanced, which can be divided into two sub-levels. This categorization corresponds to the *Common European Framework of Reference for Language*. For the English language teaching courses are divided in turn into at least five levels and, at the most, six years (A1, A2, B1-1, B1-2, B2-1, B2-2). Andalusia, for its part, has divided English courses into five levels. In case of other languages, it can be extended one more course as it is stipulated in the *Real Decreto 1629/2006* in its second article. The offer of languages has been modified recently with the *Real Decreto 999/2012, del 29 de junio*, which in the offer includes: German, Arabic, Chinese, Finish, Danish,

French, Greek, English, Irish, Italian, Japanese, Dutch, Polish, Portuguese, Romanian, Russian, Swedish, Autonomous Communities co-official languages and Spanish as a foreign language.

The way to access these courses is by means of formal applications during a certain period of time. Once admitted, prospective students will have to fill in the corresponding enrolment form by the month stipulated. *Free* students can enrol during the first fortnight of April. All requirements for this process are regulated by the *Decreto 15/2012; del 7 de febrero, Ordenes del 20 de abril and 6 de junio de 2012* and the Resolutions of the *Dirección General de Formación Profesional Inicial y Educación Permanente*. Once completed the administrative procedure, new students' language knowledge have to be assessed to be classified into the right course level, which can be in any stage.

As any kind of teaching, all courses are subjected to assessments and exams which are regulated by the current legal framework. *Official* students must attend regularly to enable a continuous evaluation divided into three terms. The accreditation of the basic level does not depend on any final specific certification exam, such as the current legislation states. However, intermediate and advanced levels do need to take a final exam to certify the acquisition of the level.

Once having passed the exam, OLSs issue the certificate accrediting the completed level. The certifications have validity all around Spain and Europe, as they follow the levels established by the Council of Europe. Official regular exams are carried out between May and June, and in September as extra exams sessions. Distance students are examined by modules and their exams must also be sit in specific OLSs. Eventually, as indicated in Averroes website, non-official students have the same official exams as Official students.

## **2.2. LANGUAGE RECYCLING COURSES**

### **CONCEPT**

As has been already mentioned, in the *Plurilingualism Promotion Plan* launched by the Ministry of Education of the Andalusian Region, *language recycling courses for teachers* (Junta de Andalucía 41) —known in Spanish as *Cursos de Actualización Lingüística (CAL)*—are a kind of language course primarily focused on teachers from Bilingual Schools in Primary and Secondary Education, who teach linguistic or non-linguistic areas and whose objective is to update their knowledge of languages (Junta de Andalucía 39).

The PPP gives relevance to the training of this group of professionals by means of developing specific training programs. These are assigned to Official Language Schools of the Region, in charge of designing the course by prioritising the development of teachers' oral skills, addressed primarily on teachers from bilingual Schools who wish to improve their linguistic level on a specific language to be more competent in teaching their classes in a foreign language (Junta de Andalucía 43). Such as Kathryn

J. Lindholm-Leary points out “. . . appropriate staff training [is] also essential for an enrichment program to develop high levels of student competence in two languages” (43).

Language Recycling Courses (LRCs) share the same curricular characteristics as in Regular Official Courses with the peculiarity of including specific adaptations oriented to the characteristics of the teachers who are going to take part in them. These adaptations are designed for the different didactic departments of each Official Language School in order to provide support to the diversity of languages taught in the Bilingual Schools. As its name implies, it fosters the learning of several languages, if possible, in relation to the offer. The departments must specify in their curricular adaptations the use of Non-linguistic Area resources that can be valuable to be used in the teachers' classes (Direcciones Generales de Planificación y Centros y de Ordenación y Evaluación Educativa, “12 de mayo” 3-4).

The Courses have a participative methodology based on the intensive practice of the language in the classroom, being part of the students' autonomy the reflexion and practice, because of the lack of time to be tackled in the classroom. The reason why this methodology is used is because of the lack of real situations students have outside the Official Language Schools to use the language. This methodology can vary depending on the type of learning, which is adapted to the needs, interests and motivations of the learners, by offering courses such as “classroom-based, semi-classroom courses or distance learning” (Junta de Andalucía 42).

The organisation of LRCs, as far as initial classification tests, exams and assessments is concerned, follows the same criteria as ordinary courses. In spite of the curricular adaptations, the Andalusian Government considers that the goal remains the same. Thus, the kind of exam these learners have to pass is identical to ordinary general courses as the certification of the level will be exactly the same. The only difference lies in the admission process. As the *Orden del 20 de abril de 2012* establishes on the third section, one of the requirements is to be working in a bilingual school.

LRCs are divided into five different types: Course 1, corresponding to a basic level according to the new plan of special regulation languages teaching; Course 2, belonging to the second course of the basic level; Course 3, related to the intermediate level; Courses 3 and 4, corresponding to the first and second courses respectively of the advanced level (Dirección General de Formación Profesional Inicial y Educación Permanente, “12 de Junio” n. pag).

As has been mentioned above, these courses can also be followed in distance modality. As of today, the offer covers five courses; from basic to advanced level. The methodology barely includes variation compared with face-to-face classes. However, this one requires technical equipment, such as computers with Internet, microphone, headphones, speakers and a webcam (Dirección General de Formación Profesional Inicial y Educación Permanente “22 de Julio” 4).

LRCs, as the legal regulations establishes, have very clear purposes, although the actual situation differs from the reality. In fact, the issue that underlies this conjunction is that students in language recycling courses are being taught, to a large extent, in the same way as regular students do, even in worst case scenario, they are being mixed up with general regime students, whereat language recycling courses as conceived in the PPP no longer exists.

### 2.3. THE ANALYSIS OF NEEDS

The origins of the term *analysis of needs* dates back to the 1920s in India, when Michael West introduced it with the purpose of dealing with two confronted concepts in a survey report—*need* and *surrender value*. In other words, what students will have to do with the foreign language in the objective situation, and the way the learners might have a good command of the target language during the learning process (White 12-13). In the following decades, not too much attention was given to the concept of needs analysis or its implications. In the 70s, the term needs analysis reappeared as a result of the studies carried out by the Council Europe, from which the communicative approach emerged to be used in language learning. Richard Berwick suggests a basic definition of need, which is understood as a “gap or measurable discrepancy between a current state of affairs and a desired future state” (52).

Needs analysis is essential because it has the purpose of designing courses which fit with students’ needs, their expectations and wants. In the context of ESP, Tom Hutchinson and Alan Waters summarise, “designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation” (21). On the other hand, Tony Dudley-Evans and Maggie Jo St John state that the main concern for this approach is “needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation” (1).

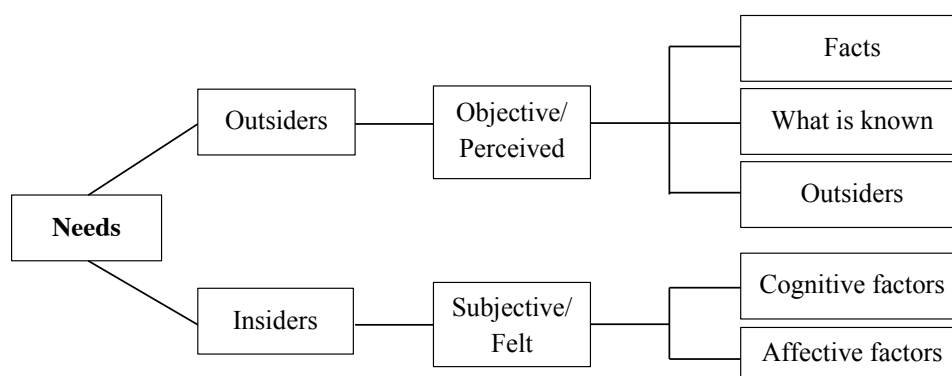


Figure 2.1. Insiders/outside Needs

Needs can be classified from the perspective of *outsiders* or *insiders*, just as Dudley-Evans and St. John establish (123). According to these experts, objective and perceived needs are considered from outsiders' point of view and are founded on what they already know or facts. Besides they can be verified. On the contrary, subjective and felt needs have as their origin in insiders, who can be too involved. These refer to cognitive and affective factors that intervene in the learning process, as shown in Figure 2.1 above.

This is the most important step in the whole process of a course design, as with the results obtained with this tool, other steps about learners' needs can be taken accordingly. Ann M. Johns and Donna Price-Machado argue that “[i]n every genuine ESP course, needs assessment is obligatory, and in many programs, an ongoing needs assessment is integral to curriculum design and evaluation” (49). It is quite important to know what learners' objectives in learning the language are in order to establish the course objective. To that end, it is necessary to identify what the target situation is. In other words, the following question should be answered: What situations are the learners going to use the language in? Once the data has been obtained and analysed, then the objectives can be set.

For Helen Basturkmen, a needs analysis should encompass an analysis of the *target situation*, including tasks and activities that learners will be using the language for; a *discourse analysis* by identifying the language used in the workplace or in the study areas; a *learner factor analysis* such as motivation, preferred ways of learning and how they perceive their needs; and *teaching context analysis*, which includes environmental factors (19).

When the time comes to collect the information from needs analysis, teachers and course developers have to decide what important data to gather according to the type of course to be designed, and which are going to be the techniques and tools for gathering the data. Some of them are questionnaires, interviews, observations and tests of performance. Depending on the data required, one or several techniques and tools will be selected. For instance, if the aim is to investigate difficulties in speaking, observation can be used to collect information from the learners' performance in a specific target situation. Likewise, if the aim is to analyse the learners' comprehension, questionnaires or interviews would be more appropriate tools to check their degree of comprehension.

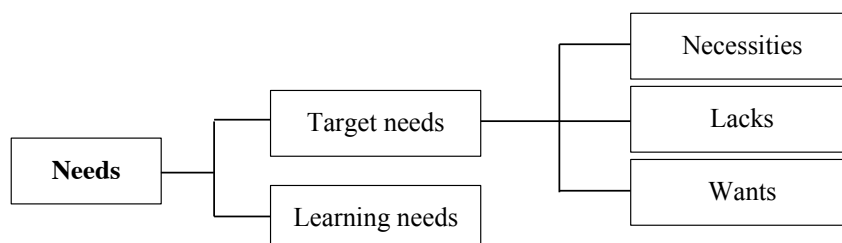


Figure 2.2. Target/ learning Needs

In order to determine the needs to be analysed, Tom Hutchinson and Alan Waters gave a useful classification of necessities which seemed to take into account the different scopes involved in it and offer a variety of ways to analyse the needs of the learners, as can be seen in figure 2.2 above.

The scholars classify needs into two groups (53-64):

- The first group is related to the *target needs*. It refers to what the learner will be required to do with the language, in this case English language, in target situations. This view coincides with the one proposed by West under the term *need*. The authors distinguish among three types of needs: necessities, lacks and wants.
  - 1) The *demands* or *necessities* are “the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation” (55). This kind of necessities was also tackled by René Richterich (32), who described them as *objective* needs, which can be understood within the frame of general daily situations, although they can also refer to more concrete circumstances. Likewise, Chambers (29) defines this kind of analysis as *Target Situation Analysis* (TSA).

Other scholars, such as Erna van Hest and Maria Oud-de Glas, divide the target needs in three different levels (8-9). The most basic level in the analysis of the target situation consists of identifying the languages that will be necessary. Other studies can look into other necessities depending on the priority in the use of the different linguistic skills. However, most studies interpret the needs in terms of situational or functional needs, i.e. speaking on the phone or writing e-mails in a specific trade. There are other procedures where lexical and grammatical aspects are stated for the purpose of performing a specific function. TSA procedures were first designed to analyse *how much* English was used by questionnaires, yet they did not show a clear idea of *why* the English was used for.

John Munby designed the most popular approach in analysing the target situation in 1978. Munby elaborated a tool which is known as *communicative Needs Processor* (CNP), which would become later to *Specification in Communicative Competence*. Munby aimed at following a precise and meticulous system. Although his model is very complete, other scholars criticise it for several reasons: first, they believe the procedure is too complex; second, the data gathered is about the learner and not through the learner; or third, even for not including a limitation needs within the needs analysis (Coffey 24; Nunan 24, Hawkey 84).

This model, as far as its approach is concerned, is unfeasible due to several factors intervening on it. The first drawback is its complexity, so it cannot actually be carried out but by an expert in that field. In light of this circumstance, and given the low means of educational institutions, official

language schools could not afford to hire an expert to carry out this type of analysis. Furthermore, teachers or course designers need a less complex and more operational model.

- 2) The *wants* of the students refers to what learners desire to learn. Hutchinson and Waters explain that they are “what the learners want or feel they need” (57). According to Renè Richterich, there is not a need that does not depend of an individual. They add that “[i]t is people who build their images of their needs on the basis of data relating to themselves and their environment” (29). These necessities are based on very personal feelings, so they are *subjective*. Additionally, the scholar comments that these needs cannot be looked upon as general, as they are dependable on unexpected events, settings and individuals (32).

It is thought that what learners feel to need, sometimes can conflict with their expectations or with the point of view of teachers or course designers. Thus, learners’ expectations or motivations must be borne in mind when designing the methodology and, at the same time, the materials of the course. Although very particular *wants* are not easy to implement, General desires can be integrated in the course. As Julian Davies and Terry Currie states, “[a] method which frustrates the predictions of the learner is patently bad” (qtd. in Hutchinson and Waters 58).

- Secondly, the *lacks* can be defined as the deficiencies the learners have starting from what they already know. Consequently, a needs analysis should concern with the greatest obstacles that learners have in reaching the target proficiency required. In other words, “[t]he target proficiency . . . needs to be matched against the existing proficiency of the learners. The gap between the two [lacks and necessities] can be referred to as the learners’ lacks” (Hutchinson and Waters 56).
- Eventually, the experts state the group of *learning needs*, which is used to describe what students will need to do in order to learn the target language. As shown in the introduction, during the eighties the approach to needs analysis was broaden from the contents of the course to the way students learnt those contents (see figure 1.1 in the preceding chapter). That is, a needs analysis should look into not only *what* was going to be taught, but also *how* it was going to be done. Hence, now the focus shifted to the methodology, or the means by which the students would fulfil the goals of the course. As Kenneth James explains, the person responsible for the design of a course needs to know the learning styles and contents his or her students prefer in the process of learning a language (8).

In turn, Richard West points out that other important areas in the action plan are those related to the priorities about assessment criteria, use of resources, learning styles, workload, learning place and size of the groups (10). Learning strategies must be carried out through methodology understood as a series of bridges that connect the starting point and target situation in the learning process. According to some experts, the language tutor may come across students whose learning strategies are dependent



on the teacher labour or even learning strategies that rely on cultural variables, that is the way they have learnt to learn (Strevens 40).

As observed throughout this section, a needs analysis should include needs approached from different points of view. These cover what students want to learn and what they are required to learn, as have been seen, they can either coincide or they may not be the same. Moreover, other factors come into play, such as the learners' deficiencies, which should be monitored from the start to the target situation. Depending on the level students have at the start, the target situation will be more or less likely to be fulfilled, or even impossible to reach. With what all authors agree is with the notion that needs analysis is a very important step in the design of any course.

## **2.4. BILINGUAL EDUCATION CONCEPT**

The importance of dealing with bilingual education in this chapter is that the key which revolves around the PPP and LRCs is the training of teachers to be able to teach in bilingual classes, more specifically to teach according to the approach of Content and Language Integrated Learning (CLIL).

Defining bilingual education is not as simple as might appear. It entails a certain complexity which makes many people misunderstand it and, depending on the country, it can be understood in many different ways. In fact, as Colin Baker affirms, there is a diversity in the types of bilingual education (46). With what a great majority appears to come to an agreement is that in this kind of teaching comes into place at least two languages are employed. According to Baker, bilingual education is focused on teaching by using more than one language, even including more than two (qtd. in García 6). Supporting this idea, the scholar John Edwards defined it as "education in which two languages are used within the school" (qtd. in Baker 46), and added that amongst the variety of models, two of them can be highlighted: *transitional bilingual education* and *maintenance or enrichment bilingual education*. The first one deals with withdrawing one of the language when the majority language enhances. The second one consists of maintaining two languages throughout all or the majority of educational stage. Apart from this author, other experts have also provided other different types of bilingualism (*see* Mackey 1970). Actually, Mackey stated 90 different typologies based on criteria, such as the language spoken at home, school curriculum, the context given by the community and nation and the social standing of language.

Rosa Castro Feinberg explains, bilingual education in the United States of America refers to the use of a language together with English for educational purposes. Furthermore, she points out that the concept "has become an umbrella term applied to various forms of language instruction that may include diverse combinations of components, first- or second-language use, models, subjects, and goals, and is imprecisely applied even to programs that may be monolingual" (1).

With the aim of defining bilingual education, Ofelia García, likewise Castro, also focus on differing bilingual education into programs. She makes a distinction between traditional language education programs and bilingual education programs. The main difference resides in the use of the foreign language, which in the first ones the language is taught as subject, whereas in the second ones is the medium of instruction of a subject. She adds that “bilingual education programmes provide a general education . . . develop multiple understandings about languages and cultures, and foster appreciation for human diversity” (6). In addition to this, she adds that the main goal it pursues is “the use of two languages to *educate generally, meaningfully, equitably, and for tolerance and appreciation of diversity*—and the narrower goal of second- or foreign-language teaching—to learn an additional language” (7). According to this author, thanks to the conjunction of aspects such as diversity, respect, etc. students may become more responsible world citizens and whose renovated cultural education knows no boundaries.

The meaning given by García to the concept of bilingual education also comprises what other authors have named *multilingual education*. In order to cite the global policy of learning marked by The European Commission, it adopts this concept to refer to the learning of one’s native language besides two additional foreign languages. The term *multilingual education* was born in the General Conference Resolution 12 by UNESCO in 1999, when tackling the acquisition and learning of at least three languages: the native tongue, a regional or national language, and an international language (qtd. in García 9). From that moment, in the European Union, CLIL/EMILE, “Content and Language Integrated Learning/Enseignement d’une Matière par l’Intégration d’une langue Etrangère” is being used to foster bilingual education (García 10).

In 1994, European and representatives of the Commission together with David Marsh (University of Jyväskylä, Finland) and Anne Majers (European Platform for Dutch Education), came to the agreement of using *Content and Language Integrated Learning* (CLIL) (Marsh 63). Considering this conception of bilingual education, Coyle *et al.* state that CLIL practice is concerned with using language as a medium to develop other subject areas or themes. She adds, language and subject area content contribute with positive aspects to each other. The scholars mention that language and subject areas are enhanced at the same time by using the foreign language in extending knowledge and skills (“Towards an Integrated Curriculum” 6). A year after, Coyle *et al.* defines CLIL as “a dual-focused educational approach” (“Content and Language Integrated Learning” 1), where the second language is used as vehicular in order to teach other curricular subjects, by enhancing at the same time the contents and higher levels of language proficiency. Furthermore, they add that there is a fusion between language and the subject area learning, which can be adapted to a variety of contexts.

Once the concept of CLIL has been dealt with, let us move on to the analysis of the main CLIL principles. Sonia Casal breaks this approach down within five elements interconnected among them: culture, social context, language and learning:

- Culture and social context: The social process carried out in the learning of a second language in a multilingual education provides three contributions: 1) language and thinking complement one another and encourage the enhancement of the level of reasoning by means of the importance of speaking; 2) the creation of Zones of Immediate Development in which knowledge and learning are allotted to facilitate students' cognitive progress (98); 3) the use of L1 as an element of support of the L2, making clear the relationship between both languages (99).
- Language and Content: By means of interaction and negotiation is held the inherent integration of language and content (104). In the negotiation process, not too much emphasis is paid to the formal aspect of language. Whereas, the main focus is on the meaning by which interaction develops. Additionally, students learn a variety of behaviour patterns and language tactics that will help them to conduct a deal politely in a multicultural context (101-102).
- Learning: Casal points out that "activities that promote personalisation, understood as the process by which a person knows (himself/herself) and shown himself/herself as unique individual" (102), should be favoured in order to create an appropriate classroom atmosphere. This is supported by humanistic psychology, which stands up for several factors in the learning of a second language, such as self-esteem, motivation, etc.

#### **2.4.1. BILINGUAL EDUCATION IN SPAIN**

The study of foreign languages at non-university levels only took place in the Baccalaureate, at the age of twelve. The most studied language at that moment was French, and only some private schools offered the possibility of studying other languages such as English or German. With the entry of *Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa*, the state of learning foreign languages improved. It introduced the study of a foreign language at the age of twelve, in the first year of the second stage of General Basic Education. In addition, it made it necessary to create specialist teachers in foreign languages, especially in English and French (Junta de Andalucía 14).

By 1978, the different Autonomous Communities were gradually taking over competences in the field of Education with regard to the changes in The Spanish Constitution. Subsequently, the *Real Decreto 943/1986, de 9 de mayo*, which established the general educational rules in schools and, the *Orden de 29 de abril de 1996*, let students have a first early contact with the foreign language in the second cycle of pre-primary education, gave the Autonomous Communities the green light on setting up early language programmes (Junta de Andalucía 14).

In 1996, Bilingual programmes began its emergence with the signing of a partnership agreement between the Ministry of Education and Science and the British Council for the Bilingual Education Plan, encompassing Infant, Primary and Secondary Education. The regions which took part in this Plan were Aragon, Asturias, Baleares, Castile Leon, Castile La Mancha, Cantabria, Extremadura, Madrid, Murcia, Navarra and Ceuta and Melilla autonomous cities. On April 18<sup>th</sup>, the Ministry of Education, Culture and Sport renewed the programme with the British Council to keep on with the promotion of teacher training and research in language teaching (Ministerio de Educación, Cultura y Deporte n.pag).

Regarding the different Regions in Spain, bilingual programmes evolved as follows:

- In 2007, Catalonia government launched a Multilingual Project valid until 2015, which included the promotion of third languages. This plan has as target that students at the end of Secondary Education have a mastery in Spanish and Catalan and, in addition, have conversational fluency in a third one (Consejo Escolar de la Comunidad de Madrid 113).
- The Community of Valencia has three programmes in use. The first one, called *Enriched Bilingual Education Programme*, was launched in 1998 for the promotion of the coexistence of two official languages and a foreign one in Primary Education. The second programme began in 2008, whose name was *Multilingual Education Programme*, and its aim was to introduce English language in the second cycle of Nursery Education. Finally, the third programme, known as *Multilingual Programme*, started in 2009 to boost the use of a foreign language as vehicular to teach in Secondary and Vocational Education (Consejo Escolar de la Comunidad de Madrid 159).
- In Galicia, the Bilingual Sections Programme started in 2007 which unified other experimental plans in languages accomplished in this community previously. It first began in Primary Education and was gradually extended to remaining educative stages and modalities. Given the particularity of this region it was formulated either Spanish-Foreign language or Galician-Foreign language at schools (Consejo Escolar de la Comunidad de Madrid 129-130).
- In 2010, the Basque Country carried out an experimental programme based on using three languages—Spanish, Basque and a foreign language—in the teaching process. It was performed in the 4<sup>th</sup> year of Primary and the 3<sup>rd</sup> year of Compulsory Education. The number of hours taught in Primary Education is five while Secondary it is six. Apart from this programme, previous experimental language programmes were developed in the Region (Gobierno Vasco 11-19).
- In the Canary Islands, the Spanish-English bilingual section began in 2004. The programme is based on the teaching of a non-linguistic area in English at least one hour per week, in the levels of Primary and Secondary Education (Consejo Escolar de la Comunidad de Madrid 85-86).
- In La Rioja there are two language programmes carried out simultaneously. Educative centres have the freedom to choose either one or another. The first of them is the *Linguistic Innovation Project*,

which started in 2004 for pre-university levels and it is divided into systems: a) non-linguistic teachers make use of quotidian expressions within their classroom; b) teachers use a foreign language as vehicular to teach non-linguistic areas. The second programme was launched in 2008 under the title of *Bilingual Sections*. The goal of it is that students study as minimum two non-linguistic subjects in a foreign language throughout Primary, High Secondary and Vocational Education (Consejo Escolar de la Comunidad de Madrid 134-138).

#### **2.4.2. BILINGUAL EDUCATION IN ANDALUSIA**

Before enacting the *Ley de Ordenación General del Sistema Educativo* (LOGSE) in 1990, the Andalusian Regional Ministry of Education implemented measures with the aim of giving more relevance to foreign languages in compulsory and non-compulsory education. One of them was the *Plan de la Reforma Experimental de las Enseñanzas Medias*, introducing two foreign languages into first and second cycles and Baccalaureate. The second initiative was the participation in the *Programa Languas Vivantes del Consejo de Europa* in 1987, whose implementation was carried out in Secondary and Professional Training school in Andalusia, being the only Autonomous Community in Spain which implemented the experience and being evaluated as positive by a committee of experts (Junta de Andalucía 17).

These experiences lied the foundations for, after the entry into force of the *LOGSE*, the creation of new initiatives based on the collaboration with foreign organisations and universities by signing agreements, protocols and accords by easing mobility of students and teachers. Additionally, the study of a second foreign language became as a compulsory subject offer in Secondary Education and obligatory in the Baccalaureate (Junta de Andalucía 17).

Simultaneously, *Official Language Schools*, enshrined first in *Ley 29/1981, de 24 de Junio*, offered two teaching levels. The first one consisted of a plan comprised by two cycles—elementary and higher—obtaining a certificate after having completed the higher level, which accredited teachers as specialists in that language and recognised a Baccalaureate level. Currently, Andalusia has a network of 51 Official Language Schools regulated by the *Ley Orgánica 2/2006, de 3 de mayo* with an offer of 11 languages in face-to-face classes and 4 in distance courses (Junta de Andalucía 18).

In the *Orden de 8 de febrero de 2000*, Andalusia brought forward an experimental programme to teach foreign languages by introducing a foreign language in the second cycle of Infant Education and the first in Primary Education. Shortly after, with the signing, on 2<sup>nd</sup> of March 1998, of a Collaboration Protocol between Andalusia and France, *Bilingual Sections* were launched, leading to bilingual Spanish-French sections in Andalusian schools. It comprised the teaching of at least one subject by using French as a vehicular language. On 26<sup>th</sup> of September 2000, a very similar protocol was signed with educational representatives. The main characteristic of these bilingual programmes lies in the use of a foreign

language as an instrument to teach non-linguistic areas, with the general purpose of promoting multilingualism and linguistic diversity (Junta de Andalucía 18).

Along the lines established by the European Union, the Ministry of Education of the Andalusian Region launched, in 2005, the PPP which contains the bilingual program. This plan is a language policy for Andalusian society whose target is “to improve the language skills of the Andalusian population in their mother tongue and, at the same time, to provide them with plurilingual and pluricultural skills” (Junta de Andalucía 25). In order to specify more this objective, this plan prioritises:

1) The linguistic scope, by improving skills in their native language, a second language, and then in a third language.

2) The cultural scope, to be able to contact, compare and awake their concern in other cultures.

3) The cognitive scope, by improving general learning skills by means of using linguistic codes to perform situations (Junta de Andalucía 31).

To carry this through, the Autonomous Region of Andalusia adopted CLIL—Content and Language Integrated Learning—pedagogic approach as the method to be used in the promotion of the learning of foreign languages from the second cycle of Infant Education and the first cycle of Primary Education and extend the learning of a third language from the third cycle onwards. The plan supported learning foreign languages not just by linguistic subjects but also learning non-linguistic subjects by using the foreign language as a vehicular one (Junta de Andalucía 20).

At present, there is a rough draft called *Plan Estratégico del Desarrollo de las lenguas en Andalucía para el periodo 2014-2020* which proposes 20 different aims based on the extension of the bilingual schools network and on the foster of multilingualism, among others. Additionally, the Plan proposes to turn classrooms in multilingual settings, in order to get to know a variety of foreign languages that are meant to be languages object of study, such as Chinese, Portuguese, Italian or Slavonic languages (Adideandalucia

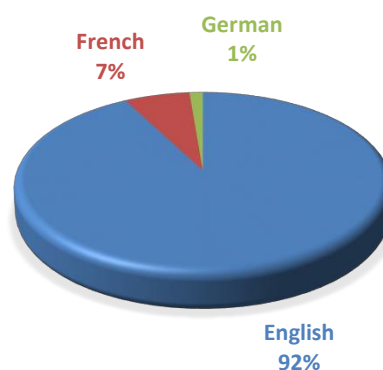


Figure 2.3. Bilingual Schools in Andalusia

n.pag). For the academic year 2014/2015 the Andalusian Autonomous Region has 915 bilingual schools (Europa Press n.pag). As can be observed in Figure 2.4, the majority of them are Spanish-English schools, while the remaining ones are shared between French and German.

## **CHAPTER 3. ANALYSIS OF THE SCENARIO AND BEST PRACTICES**

### 3.1. PREVIOUS STUDIES

As explained in previous sections of this Master's thesis, OLS teachers have to deal with the curricular adaptations for LRC students taking into consideration their needs. This fact, given the heterogeneity of the classes and coupled with the acquisition of the corresponding linguistic competence, raises the question of how to tackle effectively these variables within the same, which lets a wide range of possibilities when managing such ambiguous situation.

In order to finally respond to this situation, a variety of experiences, considerations and proposals have been carried out from 2005 until today, which contributes to improving its implementation in OLS. Despite these improvements, in the Andalusian region there is no previous research or similar practices which undertakes and considers the teaching of these courses by following the recommendations and paradigms established by ESP approaches. Likewise, aspects related to adaptations and methodological changes, which could be useful for the purpose of this work, have been already dealt with in previous chapters in this project.

Although there is no specific research on the use of ESP approach in the training of teachers, who need the language in order to teach their courses, it is useful to mention an online publication conducted by M<sup>a</sup> Elvira Barrios Espinosa and funded by the Andalusian Government, which provides informative articles and valuable suggestions put into practice.

M<sup>a</sup> Elvira Barrios Espinosa and Andrea Felipe Morales analyse in their article, *Cursos de actualización lingüística desde sus inicios hasta nuestros días (2005/2008)*, the evolution of LRCs in quantifiable terms and the changes produced in its organisation and methodology from its implementation until 2008. The goal of this article is to show the consolidation of this kind of courses, the increasing implication of teachers in updating their knowledge in foreign languages and how the Andalusian government has been adjusting the regulations and supplying methodological guidelines more detailed each year until 2007/2008. The results of such study show the effort for the improvement of these courses and the increase of the offer for more and more teachers. This chapter lays the foundation for a wider study which analyses the data, quantitatively and qualitatively, up to that moment, supporting the need of improving the quality of LRCs taking into account an increased demand and some methodological adaptations progressively more detailed.

*El CAL (Cursos de Actualización Lingüística) 'English – I' de la Consejería de Educación de la Junta de Andalucía* describes the start-up of a LRC in an online version. The objective of elaborating an online course was to meet the need of training teachers in non-linguistic areas in bilingual schools. Additionally, it intended to develop capacities and competences in the students about *know how to do*, which in turn overlapped the opportunity to access contents by fostering self-learning. The authors, José F. Fernández, Carmen Medina, Juan M. Criado, Erasmo Navarrete and Alberto L. Herrera, reached the



goal of elaborating an innovative way of teaching a LRC, updated to the most recent legal regulations and, making use of a different linguistic terminology for the contents, named by them “user friendly” (2). The elaboration of this course provides valuable guidelines, as far as the organisation of the syllabus design is concerned, as it provides a way of developing a course by covering LRC students’ needs.

With the beginning of the third year of life of LRC in Andalusia, Isabelle Serres Dorland published in *Buenas hacia mejores prácticas en cursos de actualización lingüística*, in which she lays out some convergences and divergences between students of LRC and ordinary students; and the suggestion of good practices with these special students. Serres Dorland feels the need of explaining her point of view on the basis of the New Curriculum in 2009. She conveys the necessity to integrate objectives according to the teachers’ professional scope—Primary, Secondary or Vocational training—taking the course, in the same way as using communicative aspects related to a bilingual school context. Likewise, she highlights the importance of including typical functional, pragmatic and socio-cultural contents for this context and the elaboration of dossiers with vocabulary and textual typology related to different curricular subjects.

Regarding good practices, the scholar establishes some suggestions which could favour the teaching-learning process. Firstly, Serres Dorland believes that OLS teachers should know beforehand the Instructions given by the Administration and there should be training-coordination among new and long-serving OLS teachers. Secondly, she adds that the administrative burden should be reduced due to obstacles caused by their labour practice. In addition, she proposes the coordination with bilingual schools by including activities in real contexts and the elaboration of a databank to work each competence.

The contributions of Serres Dorland give ideas about numerous aspects to be taken into account in the elaboration of the syllabus of the course with the aim of being effective and useful. One outstanding feature is the use of the aforementioned dossier, which could speed up the lack of hours to teach extra vocabulary or expressions commonly used in their workplaces.

Yolanda Ramírez Campos carries out an experience with her LRC group (basic level), in the OLS of Granada during the academic year 2006/07. Within the curricular adaptations that OLSs need to make for LRC students, she describes in *Proyecto fin de curso con el grupo de Nivel Básico 1ªA CAL en el curso académico 2006/2007 en la EOI de Granada*, the objectives, timing, development of the activity and difficulties found in the process. It consisted of an individual oral exposition for ten minutes, in which students had to speak about the topic to the subject taught by LRC students in their schools. This project imitated a real teaching context with the possibility of using different spaces and materials, in which both, the teacher and the rest of the classmates played the role of pupils. She carried out this project in order to give response, in an innovative way, to the methodological changes that this modality needs to cover. She acknowledges that the impressions from students were very rewarding, feeling that it was a challenge

reached and an effort which was worth making. In addition to this, Ramírez Campos came to the conclusion that psychological factors were important, promoting entertaining and attractive classes in order to get a positive transference from her classes to LRC students' classes in their bilingual schools.

Ramírez Campos provides a good example of introducing the curricular adaptations for LRC students in a very meaningful way, as they can observe and lead their evolution from the start of the course to the end and, at the same time, check the usefulness and functionality of the contents learnt in a semi-real working context. To this should be added the consideration of psychological factors, which together with the previous idea, gives some clues about what and how to include in a course syllabus.

Beatriz Rocha Martín and José Ramón Horrillo Estrella, from the OLS of Jaen, follow the lines of already cited authors in implementing the curricular adaptations in the reality of LRC classes. In *Buenas prácticas y adaptaciones curriculares en cursos de actualización lingüística*, they reflect on questions about good practices related to LRC students and curricular adaptations for this modality. Particular reference is made to the application of the European Language Portfolio (ELP), with which it intends to place learners at the centre of the learning process. Rocha Martín and Horrillo Estrella have as one of their objectives to mention crucial legal documents as the foundation when approaching the teaching of LRCs, such as PPP, CEFR, *Orden 18 de Junio* and the *Instrucciones* valid in 2007. Furthermore, they emphasise that the use of ELP “must be adapted to the specificity of students, needs and interests of the teacher . . . and the times and rhythms of the course” (3). They consider that the ELP has the following main objectives (3):

- To awaken the reflection about languages
- To foster autonomy in language learning
- To encourage to Plurilingualism
- To provide clear, understandable and equivalent information internationally on the linguistic competence.

Finally, Rocha Martín and Horrillo Estrella detail the process of elaborating the curricular adaptations and outline two phases which comprise two other stages each:

1. The first and second phases consist of analysing the specific needs of students in relation to the objectives in the bilingual project of their schools and their motivations, preferences and learning habits.
2. The last two phases are comprised by the elaboration of the syllabus in relation to the results obtained in the need analysis, whose execution will pay attention to the dynamic of the group and integrate the necessary readjustments.

The scholars finally come to the conclusion that the key points for the adaptations are as follows:

- Adaptations of the general objectives to the teachers' needs, remaining at the level required

- Prioritisation of communicative competence
- Introduction of more tasks related to the educational field
- Treatment of contents related to communicative situations similar in their schools
- Importance of the autonomy in the learning process
- Development of specific teaching strategies
- Use of new technologies
- Use of ELP. (6)

This article puts forward many suggestions to be taken into account when carrying through the curricular adaptations for LRCs. The treatment of many parts of the syllabus such as objectives, contents or materials, gives examples of good practices which support its use in future elaborations of didactic programs.

The last study analysed is made by María Elvira Barrios Espinosa, who looks into the conceptions of LRC teachers in Andalusia with the aim of improving the training actions destined to teachers enrolled in this learning. The study was part of a wider one; whose research tool was a survey hosted in the Moodle Platform of Malaga University Virtual Campus and established the following objectives:

- To analyse LRC teachers' profile in Andalusia
- To know conceptions about the teaching of LRCs, Content and Language Integrated Learning (CLIL) and foreign languages; and
- To hear teachers' views about their linguistic capacitation in bilingual schools. (2)

The analysis of data obtained with the survey showed several preliminary findings. First, it concluded that the conceptions about LRC teaching and the adopted bilingual model by the education Administration are, in a certain way, incompatible with the Administration language policies. Secondly, Barrios Espinosa deduces that LRC teachers do not seem to weigh the value of formal aspects of the foreign language in the teaching of this modality. Lastly, as a summary, she proposes that LRC teachers should receive training enabling them to get used to the bilingual education model proposed by the Andalusian education administration, to delve into the particular training needs of this kind of teachers, to understand the complexity and specificity of the LRC teaching, to work cooperatively with other teachers in this type of course and to know students' training outcome from bilingual schools which generates the current bilingual model adopted by the Andalusian administration.

From the conclusions obtained by Barrios Espinosa, there emerge complexities that OLS teachers have to cope with in order to adapt their teaching to the requirements of the Administration in relation to the teaching of LRCs, which shows certain inconsistencies. In addition, the suggestions she proposes can also be used to be taken into account in the planning of the LRC, from a teaching perspective.

As far as LRC students are concerned, J. Daniel Torres de Barrios published an article which analysed their profile. Concerning the object of study of that paper, Torres de Barrios concludes that the majority of students had experience in teaching for more than ten years, which resulted in having strong beliefs and ideas about how to structure the teaching-learning process. He also adds that they were very grateful and demanding, with a need to feel that they maximised time. The highest number of students, at that moment, was in the first courses, whose percentage declined as they were promoting to higher levels, concluding that all students do not finish their training due to several difficulties. From the rest of conclusions stated by the scholar, it can be drawn that the teaching must focus in a very heterogeneous group with a high percentage of students over their forties and not to many under their thirties; taking precedence those who have personal motivations, not professionals, for the learning of a foreign language in LRC modality. Another distinct contribution related with the current situation of LRC students is that the majority of them belong to Secondary Education followed by those from Primary Education. Pre-school education and Training Cycles represent a low percentage (117-118). The contribution provided by Torres de Barrios shows that this teaching modality has mainly an adult student's profile which should be considered when designing the course.

On the one hand, it can be asserted from the studies that have been analysed that LRC teachers have found it difficult to include the curricular adaptations into the daily practice, above all due to the lack of specificity. This has resulted in an effort on the part of LRC teachers with innovative practices in their classrooms. On the other hand, referring LRC students, it can be deduced that this kind of student does not fit entirely with profile expected by the Administration and with the aims it intended to achieve; what does not take away from the fact that this kind of learning is beneficial for teachers. Besides, students are, to a considerable extent, different every year and the analysis of the needs of each new group can yield new results, which necessarily derives in the design of new courses every year. In addition, the variables reviewed would lead us to think about training communicative strategies, apart from contents of the language studied, commonly used in the teaching of any subject.

In considering the issue of teaching this modality some conferences were held only a few years after the approval of the PPP; in Málaga in November 2008; in Córdoba 2009; and in Almería 2009. In the last conference and with regard to good practices with CAL students, Victor Pavón Vázquez and Rosa M<sup>a</sup> Corredera Martos made reference to the concepts of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Processing). These concepts were coined by Jim Cummins in 1984 and refer to the language used in informal and academic settings respectively. BICS can be understood as the language used in social contexts in everyday conversational situations, such as chatting with friends, watching TV, etc., whereas the notion of CALP is linked to a school context. In other words, it can be named as the academic language, what Cummins defines as “the extent to which an

individual has access to and command of the oral and written academic registers of schooling” (Language, Power and Pedagogy 67). Pavón Vázquez considers the use of both as a good strategy for Non Linguistic Area (NLA) teachers when teaching in bilingual schools (qtd. in Sandra Pérez Costa 27). So, the updating process by LRC students must be founded not only on academic strategy, but also by conversational ones which must be included in OLS teachers’ methodological strategies.

The absence of a specific curriculum for LRC students entails several divergences and opinions whether LRC students should be trained in a language or in a methodology used to teach a language, and curricular adaptations or training in non-linguistic areas of knowledge. This dichotomy calls into question the role of OLS and their teachers, as they will not only have to teach a language, as has been the case until now, but also to deal with methodological training. As explained above, scholars such as Serres Dorland, Rocha Martín and Horrillo Estrella looked into this drawback. Serres Dorland mentions that curricular adaptations should be registered and known beforehand in order to choose the most suitable course book and implement them in the syllabus of the course (2-3). In turn, Rocha Martín and Horrillo Estrella also analyse the importance of adaptations between LRC students and OLSs, giving special relevance to understanding LRC students’ necessities.

As shown in this section, the beginning of LRCs was very hesitant as there were not enough and specific regulations and guidelines to support the teaching practice. OLS teachers were not trained in this modality and many of them had to innovate new practices to adapt to LRC students. However, the main concern in regard to the teaching of LRCs comes from the curricular adaptations teachers have to include in their syllabuses that differentiate this kind of course from others, issue that will be addressed in the following section. It is also worth noting that these students are mainly over their forties, an aspect which should condition the way OLS teachers plan and teach their classes. That is why, the study of the students’ needs is important in this modality, as proposed by Rocha Martín and Horrillo Estrella.

### **3.2. METHODOLOGICAL ASPECTS**

The Administration deals with the adaptation in the Educative Project and syllabuses in Phase 4, Annex 2 in the *Instrucciones del 12 de junio de 2013*, where specific reference is made to the way curricular adaptations must be included in the official documents. In addition, it includes the requirements that curricular adaptations should bear in mind (Dirección General de Formación Profesional Inicial y Educación Permanente n. pag). These are the following:

- To have objectives adapted to the teachers’ needs and priorities in their schools with the same competence level stipulated by the curriculum.
- To give preference to oral skills.
- To introduce more activities related to the Educational scope.

- To select contents and competences which reflect communicative situations in their schools.
- To have in mind possible differences by establishing minimum contents and its distribution with regard to the general modality.
- To give special emphasis on oral skills in the classroom and students' work.
- To give special importance to develop the strategic competence, including learning, communicative and teaching strategies.
- To take into account the specific student's profile and their personal and emotional circumstances.
- To give importance to the integration of learning models such as the Content and Language Integrated Learning.
- To use materials and texts that reflect the integration of language and non-linguistic contents.
- To understand and make use of the European Language Portfolio (ELP).
- To give importance to the use of new technologies.
- To make use of methodologies connected to the teachers in their practice in bilingual schools.
- To adapt a tutorial action plan.
- To carry out an assessment adapted to the specificity of these courses.
- To foster a seamless relationship between LRC classes and school bilingual classes.

As mentioned in the previous chapter, one of the main drawbacks that teachers in OLS have to deal with is the methodology and the curricular adaptations oriented to this kind of student. Sandra Pérez Costa considers three aspects as susceptible to be analysed in order to achieve a successful implementation of this teaching within the PPP framework (35):

- 1- LRC students are expected to learn/update knowledge of a language
- 2- Concurrently they expect to be able to spread this language in their lessons.
- 3- Last, OLSs need to assess this knowledge in order to certify LRC students' level.

LRC students' needs can vary from one student to another and year after year. That is why the Administration introduces a need analysis of students, to tailor the methodological adaptations as much as possible to the students' profile. This element is essential in order to differentiate the performance in the class between ordinary and LRC students. Serres Dorland pays attention to the strategies followed by OLS in tackling LRC students' training. She points out that the contents for these students should be broader. Specifically she mentions the inclusion of dossiers as one of the positive elements of the adaptations. In addition, she believes that coordination with bilingual schools and the creation of a database for each competence would be beneficial measures which would add quality to this training (3).

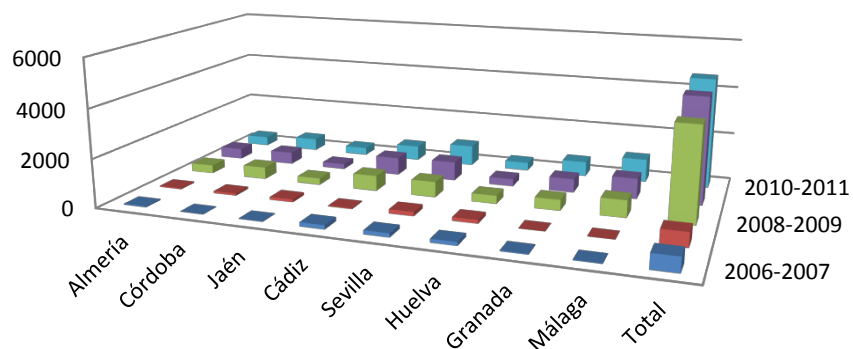
### 3.3. EVOLUTION IN LRCs

Following the guidelines established by the PPP it was necessary to develop an initiative to train and update teachers' foreign language knowledge, especially for those teaching in bilingual Andalusian schools. As already brought up, this commitment was assigned to OLS in order to develop teachers' linguistic competences, in particular oral skills, as the main skill most demanded in their classrooms.

From its implementation, the educational offer has increased markedly encompassing today from the basic to advanced level. Nowadays, this offer has been carried out mainly by OLS, although Secondary Education Schools have played an influential role in the training of teachers in LRCs. The number of students enrolled has also undergone a remarkable growth, which shows a widespread acceptance and involvement on the part of teachers in the bilingual program in Andalusia.

By relying on the publication of data made by the Statistics of Education in Andalusia, we intend to analyse quantitatively the development of LRCs from 2006 to 2011, regarding students enrolled in this modality without distinguishing between level and language. As a result of the lack of accurate data referring to the academic year 2005/2006, with no data registered; and from 2011 to 2013, not having specific information about LRCs, the analysis cannot be carried out until today.

**STUDENTS ENROLLED IN LRCs IN THE ANDALUSIAN PROVINCES  
(COURSES FROM 2006 TO 2011)**



	Almería	Córdoba	Jaén	Cádiz	Sevilla	Huelva	Granada	Málaga	Total
■ 2006-2007	40	8	17	169	160	145	33	26	598
■ 2007-2008	48	88	113	33	171	146	0	0	599
■ 2008-2009	348	498	272	639	644	337	446	711	3895
■ 2009-2010	442	502	220	733	792	301	569	846	4405
■ 2010-2011	384	511	316	618	857	339	615	965	4605

Figure 3.1. Students enrolled in LRCs in the Andalusian Provinces (courses from 2006 to 2011)  
(Source: Statistics of Education in Andalusia)

Students enrolled in LRCs in the academic year 2010/2011 were 4.605, compared with 598 in 2006. This figure represents an increase of 670% in five years. The most notable change takes place at the beginning of 2008/2009, which raised sixfold over the previous year (taking into account that data from Granada and Malaga were not included as they did not appear in the statistics provided by Junta de Andalucía). From 2006 to 2011, Cádiz, Sevilla and Málaga have been the provinces which have offered more vacancies, raising up to 53% of the total, as can be seen in Figure 3.1 above.

### STUDENTS ENROLLED IN ONLINE LRCs IN THE ANDALUSIAN PROVINCES (COURSES FROM 2006 TO 2011)

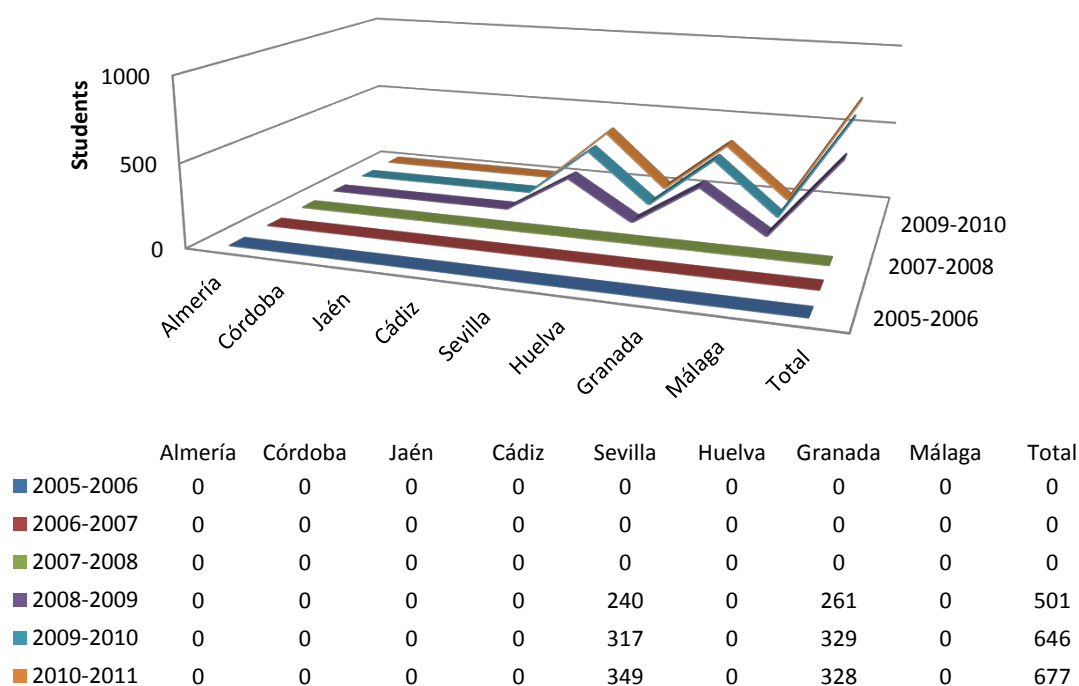


Figure 3.2. Students enrolled in online LRCs in the Andalusian Provinces (courses from 2006 to 2011)  
(Source: Statistics of Education in Andalusia)

As far as LRC online courses are concerned, they have also seen a steady growth. From its beginning in 2007 with 507 students enrolled, these courses have provided distance learning for those who did not have the possibility to attend face-to-face classes. This number has increased in 176 students more in three years, resulting in an increase of 35%. It should be noted that only two provinces—Sevilla and Granada—offer this kind of training, which is not exclusive for inhabitants of these territories, as



teachers from other provinces can enroll in these courses as well, while it is true that certification level tests are made in Sevilla and Granada respectively (See Fig 3.2).

**CHAPTER 4. DESIGN AND RESEARCH  
METHODOLOGY**

#### 4.1. OBJECTIVES AND RESEARCH QUESTIONS

As stated in the introduction of this project, this Master's Thesis tries to discover why a group of learners need to learn or update English. Concurrently, it attempts to analyse and justify the types of needs that should be taken into consideration in order to obtain objective and relevant information that will help in the design of a Language Recycling Course with a different approach from the present one. In other words, the principal goal of this project is to carry out a needs analysis of the students currently enrolled in Language Recycling English Courses in advanced level—fifth course.

In line with the previous objective, my Master's Research Project pursues:

- 1) To know the *starting point*, analysing the context in which the teaching and learning process will take place, knowing the student's profile in terms of motivation and previous knowledge of the language and work experience.
- 2) To identify the *necessities* in relation with *the target situation*. By means of the current normative and with the data gathered about their motivations and professional aspirations will provide the communicative situations in which the students will have to use the language.
- 3) To inquire about the *lacks* of the students with the purpose of establishing levels of competence according to the target situation and the line item level.
- 4) To figure out the *desires* of the students, that is the preferences with regard to the specific tasks of the use of the language and the most important skills the learning process.
- 5) To know the *learning needs*. Therefore, it means to look into how students prefer to learn in relation to the target situation, in terms of activities, materials and learning strategies.

This Master's Research Project provides new data which enables a new approach to the design of courses for teachers, to know more about their expectations and the teaching-learning processes intervening on it. In addition, undertaking this students' needs analysis opens the door for further research and enquires into the conclusions obtained.

The significance of this research can be measured by the data resulting from qualitative and quantitative analysis of the aforementioned project. It may be of interest to:

- Teachers in Official Languages Schools. The results of this study can be used to guide the designing of methodological changes in the current syllabuses starting from objective and relevant information. Based on the results, new materials could be selected, adapted or elaborated in future groups, being the teaching more tailored.

Given the homogeneity of the groups, it will be impossible to cover the needs of every student, although it is convenient to adapt the curriculum to the majority of the students' needs and interest, taking into consideration the motivational aspects, as Zoltan Dörnyei

states in *Motivation and Motivating in the Foreign Language Classroom*, “motivation is one of the main determinants of second/foreign language learning achievement” (273).

- Andalusian Regional Administration, in charge of executing the measures in current and future linguistic plans, and professionals in the field of education, as the study will constitute literature for the promoting of new language projects related to this specific group of students.

#### **4.2. PARTICIPANTS**

The first step before conducting the questionnaire will be to hold conversations with the headmasters of the OLSs from where the students chosen for the research are dependent on. They will be informed about the characteristics and objectives of the questionnaire; and time required to be answered. Once accepted the proposal of the study, OLS teachers in LRC classes will decide when and where students will fill the questionnaires depending on their availability. Given the fact that from a couple of years ago LRC students and non-LRC students can be at the same class, it is decided that all students will answer the questionnaire indistinctively. Although, for this research, data from LRC students will only be analysed.

The research will be carried out in three OLSs from the province of Córdoba, where advanced level LRCs are being taught. The OLS Corduba will be the main piloting school, as it is the closest to the researcher’s experience, and it will speed up the beginning of the project. The same research instrument will be used in the OLSs of Montoro and Priego de Córdoba, which are 40 and 103 kilometres away from Córdoba respectively. The three localities are quite different one from another. Cordoba is the capital, with a population ten times bigger than the other two. Priego, with twenty thousand inhabitants approximately doubles the population of Montoro.

Limiting the study to one language school would not be sufficient to offer a wider vision on this reality. That is why the selection of several schools attempts to gain and confer more validity and reliability to the research and try to offer a more general picture from LRC students so as to lay down the foundations for further research.

The students selected as informants, who are expected to be between the age of twenty and fifty, belong to the most advanced English group in the OLS, the fifth course which corresponds to B2-2 level. The main reason why this project has been developed in the last course of OLSs is because the accreditation of this level is required to be admitted as a bilingual teacher in Andalusian state schools and they might be bilingual teachers soon. The number of students recruited to carry out the questionnaire is 43, although the number of them enrolled on the academic year 2014/15 is higher.

#### 4.3. GUIDING PRINCIPLES ON THIS RESEARCH AND ANALYTICAL PROCEDURE

The formulation of objectives and premises has its origins in the review of previous research, which needs a theoretical discussion and further reflection about the best available alternative when designing the project. Bearing this in mind, it is worth clarifying the influence of the different aspects involved in the methodological design, to allow us to better distinguish the type of investigation carried out in this project.

The distinction between *qualitative and quantitative research designs* is tackled by Herbert W. Seliger and Elana Shohamy. On the one hand, qualitative research brings individual samples into focus rather than a group and try to figure out human performance and behaviour. Therefore, qualitative design tends to be used more often with particular cases, such as case studies. On the other hand, quantitative design concentrates on wider groups and adopt systematic empirical methods to analyse the data, i.e. statistical tools. The research study brought about in this project makes use of both types of design, since it connects data gathered by means of a questionnaire, estimating the quantity of several events under scrutiny similar to particular visions about such phenomenon. Seliger and Shohamy allude to them as synthetic or holistic and analytic or constituent, respectively (116).

Additionally, the scholars categorise research designs into three branches: *qualitative, descriptive* and *experimental*. In the first two the phenomena is investigated under the spontaneity of the events. However, the third category is concerned with inferring some of the variables that take place in the study. As mentioned above, they make a distinction between two kinds of research approaches: synthetic or holistic and analytic or constituent approach. The synthetic or holistic approach tries to comprehend the elements of the matter by looking at the whole, whereas the objective of an analytic or constituent approach tries to understand the phenomenon in its entirety by looking at the separate elements.

Considering the fact that there are several variables equally important taking part in this work; LRC students, legal instructions and bilingual education, it is necessary to start out from a global approach. In fact, a synthesis of all information such as holistic kind of research, gives a global perspective to a reality difficult to cope with. Therefore, given the nature of this research, holistic approach is not the only perspective used throughout this work, although it is an inner part of itself.

Seliger and Shohamy also make a classification of methodological designs according to their purposes, which can be either *heuristic* (hypothesis generating) or *deductive* (hypothesis testing). *Heuristic* is understood as before of the beginning of the research, that is, there is very few or no decisions taken with regards to research questions or data. Expressed differently, the first step is based on describing specific events and then to generate hypothesis grounded on these events. By *deductive*, the authors mean assessing hypotheses which have been conceived previously to nearing the experiment with the purpose of stating a theory about a particular event.

Thus, the origin of this Master's thesis is a series of objectives and considerations upon which our starting point reflects the need to proceed deductively, bringing the research down to a more concrete stage, where the methodological proposal can be supported by scientific and verified data. Deduction is the most appropriate strategy to follow as the conclusions obtained from the data analysis can be applied in the future to design tailored courses for teachers. So, the usefulness of this research resides on our ability to bring it as closer to the reality as possible.

This study has clear boundaries in terms of the variables intervening on it, so its nature calls for an approach based on the analysis of these variables called *analytical approach*, or as Herbert W. Seliger and Elana Sohamy describe, the learning of English as a second language has relation with concrete outlines or parts (56). LRCs' needs analysis is among all those boundaries and it is going to determine how much the courses fit with the students nowadays and what aspects should be changed in order to fulfil the objectives of the PPP. This is the reason why, this is *an analytic-deductive process*. Seliger and Shohamy provide an example of it: "The process we have followed is analytic because we have broken down the synthesis of factors into constituent factors, and deductive because we have analysed one of these as being most likely to be related to rate of acquisition" (59).

Equally, according to these authors, the *degree of explicitness* is closely linked to the kind of research. As stated above, this research is analytic-deductive, as the procedures are more precise and arranged; and, in most of the cases, settled in advance (156). With a higher degree of accuracy, this study is chiefly developed by means of a semi-structured questionnaire. In a lower level of explicitness, it also encompasses secondary sources of information based on specific literacy. This will enable to find connections among the different variables that have not been adopted in such structured way.

For the analysis of the primary information and the elaboration of research instruments, a modern approach has been followed with the aim of combining quantitative and qualitative analysis. The questionnaire for LRC students pursued two aims: to obtain a wide sample which enables in some degree to lay the foundations for further studies on these situations; and with the objective of extending the study to other LRC students in Andalusia. However, the validity of the information takes into consideration data about participants' perceptions, personal desires and wants, which implies the temporary character of the intervening variables. According to Seliger and Shohamy (95), *validity* can be divided into *internal* and *external*. The scholars itemise that internal validity can show shifts with regard to six factors: 1) *subject variability*; 2) *size of subject population*; 3) *time allotted for data collection or the experimental treatment*; 4) *comparability of subjects*, 5) *history, attrition and maturation*; and 6) *instrument/task sensitivity*. For this research the following have been taken into account:

- Regarding *subjects*, the authors state that the population with whom the research is carried out should be representative compared with the overall population which is the subject of study (96). On

one hand, it is significant in terms of homogeneity since all students are teachers, with exceptions in some groups surveyed. On the other hand, in Andalusia, there are 37 OLSs offering this kind of courses in the academic year 2014/15, so this study will prove a sample of 43 students.

- With respect to *the size of subject population*, Seliger and Shohamy explain that in an analytic-deductive study, the increase of the size of the pilot population would solve the drawback of a poor size, as it would be more representative as a whole (98). In this sense, this study takes advantage of the administrative obstacles that OLSs must deal with grouping students with different profile, LRCs students and general regime students. Due to this phenomena, questionnaires will be also filled in by every kind of student, widening the size of subject population.
- With respect to the third, *time allotted for data collection*, and given the goals of this research, it does not need to collect this kind of information. The questionnaires will be answered in 15 minutes approximately.
- With reference to *comparability of subjects*, the scholars do not provide a clear definition of the concept. Nevertheless, it is used when comparing the outcome of two groups for a certain period of time (97). This aspect is not valid either as it does not fit with the characteristics of this research project.
- With regards to *history*, Seliger and Shohamy “refer to the possible negative effects of the passage of time on the study . . . In a foreign language context, where there is little input outside the classroom, the effect of outside sources of input are more easily accounted for” (101). This element can be considered as a weakness of the study since it does not collect data about other training activities teachers can be enrolled in apart from OLSs, such as training courses in their schools, reinforcing ICTs at home, and etcetera. As far as *attrition* is concerned, the scholars manifest that studies that are developed for a long period of time “may lose interest and drop out of the study” (101).
- Concerning *instrument/task sensitivity*, Seliger and Shohamy define it as using any instrument to obtain information about the subjects’ situation before starting the research (102). This research does not test students, so instrument/task sensitivity does not imply impediments.

Otherwise, Seliger and Shohamy point out that a research might be extrinsically worthless when the outcomes cannot be enlarged or related to situations other than those in which the experiment was carried out (95). As the same as internal validity, seven factors are detailed with regard to *external validity*: 1) *Population characteristics*; 2) *interaction of subject selection and research*; 3) *the descriptive explicitness of the independent variable*; 4) *the effect of the research environment*; 5) *researcher of experimenter effects*; 6) *data collection methodology*; and 7) *the effect of time* (106).

- Referring to *population characteristics*, the scholars define it as the similarities between the sample population and the population to which the research findings are going to be applied (107). In this

study, the target population are students enrolled in English language courses and outcomes will only be applicable to learners in the same level—fifth course—and within LRCs groups.

- Regarding *interaction of subject selection and research*, Seliger and Shohamy are very dutiful in order to detect the appropriate number of subjects or to the fact that volunteers can be paid. In this sense, it is worth mentioning that volunteers in this study do not receive any salary.
- Concerning *the descriptive explicitness of the independent variable*, the experts state that  
in order for research findings to be either replicated or generalised to a broader population, the independent variable must be described as explicitly as possible. If the independent variable is a language teaching method, for example, not only must the components of the method be described, but also the conditions in which it was used, the characteristics of the teachers using it, and the size and nature of the classes. (107-108)

All these elements have already been described in the *theoretical background*.

- As for *the effect of the research environment*, the authors are aware of the fact that the participants in a study may behave differently compared with a population not participating in it, as they are conscious of the fact that they are taking part in a study (108). Such as in the majority of research studies, this one is not an exception and participants' awareness of participating into this research may influence in their answers.
- In relation with *data collection methodology*, the aforementioned experts warn to keep in mind that “each method of data collection has underlying theoretical assumptions about the nature of data” (110). This study has used certain tools depending on the time available to carry it out and also the argumentation given in *degree of explicitness* following needs analysis theories.
- Regarding *the effect of time*, the scholars refer to it as the time taken to generalise the outcomes of the research to the real world (110). Some educative studies are delimited by the academic year of a course, which can be a disadvantage when it comes to generalisation. This aspect is one of the boundaries of this research, as the profile of these students could change with new generations of teachers.

Apart from this criteria, Roberto Hernández, Carlos Fernández and Pilar Baptista point out that validity is referred to the degree of measure an instrument is intended to measure (243). For the purpose of this investigation, the validation of the instrument will be carried out by means of the revision of three experts, two of them in teaching LRCs in two OLSs of Andalusia and another one in CLIL approaches.

The research carried out in this Master's Thesis is a descriptive research study, since through the reading of all the converging fields (ESP, CLIL and Andalusian regulation for LRC) it has been possible to design a questionnaire in which individuals that are currently enrolled in B2-2 LRC in three different OLS in Cordoba have voluntarily taken part. Data gathered through the questionnaire will allow the



researcher to describe a set of features that can further be used in order to: first, create a profile of participants; and second, define their needs regarding the following aspects:

- advanced learners of English who continue to receive formal instruction
- professionals that are currently or can be in the future using English to teach contents

The importance of describing aspects related to the individuals that will take part in this study lies in the fact that no action can be undertaken with guarantees of success if the data gathered is not scrupulously taken into account. It should be pointed out the importance of the concept *variable* in any research design, which is defined by Gary Thomas as characteristics of things that can be measured (105). Additionally, he deals with the term of *triangulation*, detailing that “viewing from several points is better than viewing from one” (111). Regarding both concepts, the current study stands on three chief variables, these being Language Recycling courses, ESP courses and Content and Language Integrated Learning. Likewise, Dale T. Griffie (72-73) states that variables can be divided into several categories:

- 1) The *dependent variable*, the one “on which the other variables will act”.
- 2) The *independent variable*, which is suspected to have some connection with the dependent variable.
- 3) The *moderator variable*, which is treated in a quantitative way and found it out unexpectedly in the course of the investigation.
- 4) The *control variable*, which “is not of central concern in a particular research project, but might affect the outcome”.
- 5) The *intervening variable*, a variable that was not kept in mind in the research.

Thus, all variables in this study can be taken as dependent, considering that each one is dependent on the others.

One of the best aspects of our research is the possibility to use the results in order to apply changes in the scope of LRCs. In addition, the conclusions obtained can also be used for further research to compare the results and observe the evolution and perspectives of this kind of students.

For this research, the sources to be used are very diverse. As Burke Johnson and Larry Christensen describe, sources can be divided into primary and secondary (418). The scholars define primary sources as the ones in which the researcher is involved in some way in the obtaining of the data. On the other hand, secondary sources consist of data previously created from primary or secondary sources or a mixture of both.

With regards to the first sources of information, it will be a needs analysis questionnaire oriented to LRC students: a questionnaire will be designed and elaborated as the principal source of information, which will be included in the appendix. The main goal it pursues is to complement the already known

information from LRC students' profile and to focus on an analysis of the students' needs. The questionnaire will be explained in following sections.

Naming some sources of information within the second type, the following can be mentioned:

- Legislation: this research is subject to the latest laws published which, given the constant process of updating, revision and changes, are completed with other regulations and orders. The list of legal documents which are essential for this project are included in last section (Official documents)
- Pedagogical and official documents: apart from legislation, the literature created by professional immersed in programs and close to the field of language teaching within this modality is found worth analysing, above those related to bilingual schools, bilingual education and Official Language Schools.
- Statistics: taking advantage of the database elaborated by the Andalusian Administration, it is one of the chief sources for the statics, providing the state of LRC groups from its beginning by showing its evolution in figures. Furthermore, studies carried out by M<sup>a</sup> Elvira Barrios, who summarises this evolution, added to the LRC students profile' study by Daniel Torres and Sandra Pérez who analyse the students characteristics enrolled in LRCs.

#### **4.4. TOOLS**

##### **4.4.1. QUESTIONNAIRE TO LRC STUDENTS: DESIGN**

With the purpose of gathering objective and relevant primary information, the main research instrument will be a questionnaire. In order to elaborate this tool, the parameters given by the Andalusian administration in *Instrucciones del 12 de junio del 2013* will be the guidelines to be taken into account in the analysis of the students' needs. In addition, the elaboration of the questions includes the aspects to be taken into account in an ESP needs analysis, just as Tom Hutchinson and Alan Waters propose (53-63)—target situation needs and learning needs)—. Apart from this, the information found in Sandra Pérez (84-87) has been used as reference to know aspects related to the students' profile. This tool has been designed to gather information with relation to all objectives. It is worth mentioning that this tool was revised and validated by three people skilled in the art, two of them teachers in OLSs and LRCs and another one in bilingualism and LRCs.

The kind of question employed is a combination of *close* and *open* questions. In the group of closed questions different types have been included (Thomas 175-180): 1) *Dichotomous questions* understood as yes-no questions; 2) *Multiple questions* where respondents can answer two or more answers; 3) *Rank order questions* are those where respondents have to put in order a list of items; 4)

*Constant sum method* consists of distributing a range of points; *matrix or grid questions* where a series of questions are answered following the same scale or criteria.

The questionnaire consists of 44 questions and is divided into areas: Students' profile, linguistics needs of the target situation and learning needs. These three parts split into eight blocks a) General information; b) Professionals aspects; c) Methodological aspects; d) general aspects of the course; e) How LRC students learn; f) Strategies in the learning-communicative processes; g) Motivational aspects; and h) diagnosis of the most outstanding areas of difficulty. These sections correspond to the data of interest proposed in LRCs Instructions, regrouped into contents alike:

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## BLOQUE A: INFORMACIÓN GENERAL

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### SECCIÓN 1: Perfil general del alumnado

#### 1.1. Edad:

- 20-30       31-40       41-50       51-60       >60

#### 1.2. Sexo:

- Femenino     Masculino

#### 1.3. ¿Qué estudios posees?

- Diplomatura       Licenciatura       Máster       Doctorado

#### 1.4. ¿Qué uso haces normalmente en el ámbito profesional de las nuevas tecnologías? (Puedes marcar más de una)

- Búsquedas en internet       Uso de correo electrónico       Uso de procesador de textos  
 Uso de programas educativos       Redes sociales, blogs y wikis       Presentaciones en diapositivas

#### 1.1. ¿Cuántas horas a la semana dedicas al estudio del idioma fuera del aula?

- De 1 a 4 horas       De 5 a 9 horas       10 o más

#### 1.6. ¿Qué contacto tienes con el idioma fuera del centro de trabajo? (Puedes marcar más de una)

- Televisión o radio       Películas o series       Libros, periódicos o revistas  
 Contactos personales con angloparlantes       Amigo/a por correspondencia  
 Otros \_\_\_\_\_

#### 1.6. ¿Es tu perfil de Curso de Actualización Lingüística (CAL)?

- Sí       No

## SECCIÓN 2: Nivel en la lengua y biografía lingüística

### 2.1. ¿Qué nivel/es tienes acreditado/s en inglés?

- Nivel básico 1 (A1)                       Nivel básico 2 (A2)                       Nivel Intermedio (B1)  
 Nivel intermedio alto (B2)                       Nivel avanzado (C1)

### 2.2. ¿Qué otros idiomas conoces? (Marca con una "X" lo que proceda)

	HABLO	ESCRIBO	COMPRENDO
FRANCÉS			
ALEMÁN			
ITALIANO			

### 2.3. ¿Posees certificación de otro tipo (Cambridge, Trinity, etc.) de los idiomas señalados anteriormente?

- Sí                       No

### 2.4. Si es así, indica cuál/es certificación/es y en qué idioma/s

\_\_\_\_\_

*Block A*, named *general information*, refers to the students' personal data. It includes questions about the general students' profile, linguistic biography and level in the language. This information is useful to know more about the students enrolled in LRCs and also about aspects related to the role they play in their schools: level, kind of school, specialty, kind of workday, etc. It provides valuable information for grouping LRC learners according to similar profiles by unifying the contents to be taught to a greater degree.

## BLOQUE B: ASPECTOS PROFESIONALES

### 1. ¿Cuál es tu situación administrativa?

- Definitivo                       Provisional                       Interino

### 2. En caso de estar ejerciendo, ¿en qué nivel impartes clase?

- Infantil                       Primaria                       Secundaria  
 Bachillerato                       Ciclos Formativos

### 3. ¿Qué asignatura/s impartes?

\_\_\_\_\_

**4. ¿Qué tipo de jornada tienes?**

Mañana                       Mañana y tarde                       Nocturno

**5. ¿Cuál es tu especialidad docente?**

\_\_\_\_\_

**6. ¿Trabajas en un centro bilingüe?**

Sí     No

**7. En caso afirmativo, ¿formas parte del proyecto bilingüe?**

Sí     No

**8. ¿Impartes enseñanza en alguna especialidad en un idioma (inglés, francés, etc.)?**

Sí     No

**9. En caso afirmativo en 7 u 8, ¿con qué frecuencia utilizas en tus clases la lengua que estás aprendiendo en el aula CAL?**

Diario                       Frecuente                       Ocasional                       Nunca

**10. ¿Cuáles son las lenguas que se imparten en tu centro?**

Inglés                       Francés                       Alemán

Italiano                       Otros \_\_\_\_\_

The block deals with *professional aspects* concerning the current status learners have at their schools. This block of questions measures aspects related to the students' professional status, which provides information about their professional profile. It is useful to bring insight about the starting situation. This data will be used to adapt curricular adaptations according to their specialty and characteristics involved in their work place.

**BLOQUE C: ASPECTOS METODOLÓGICOS**

**SECCIÓN 1: Tipos de materiales**

1.1. ¿Con qué frecuencia utilizas este tipo de materiales?							
MATERIALES	FRECUENCIA						
	Nunca	Mensualmente					Esporádicamente
		Una vez	2 veces	4 veces	10 veces	Más de 15	
Pizarra digital interactiva							
Pizarra convencional							
Proyector digital (“cañón”)							
Libros de texto, de consulta, de ejercicios, etc							
Laboratorio de idiomas, sala de ordenadores o sala multimedia: grabaciones de audio, radio, TV, vídeos, programas de ordenador, internet, etc.							
Revistas y periódicos adaptados: artículos, noticias, anuncios.							
“Flashcards”, carteles, posters, murales, láminas.							
Objetos reales o en miniatura							
“Realia”: cupones, tickets, folletos, trípticos, impresos, instancias, etc.							
Viajes al país, visitas y excursiones: visitas a museos, monumentos, contactos							

**SECCIÓN 2: Metodología**

**2.1. Si impartes clase en un área lingüística de una lengua extranjera, ¿qué metodología/s utilizas más a menudo? (Puedes marcar más de una)**

Traducción de frases o textos usando la gramática explicada

Uso exclusivo del inglés induciendo la gramática con apoyo visual para el vocabulario

Uso de canciones, juegos y cuentos con intercambio de preguntas y respuestas orales

exclusivamente en inglés con apoyo de gestos, dibujos y/o objetos

- Utilización de ejercicios orales, imitación de frases hechas y pronunciación.
- Uso de órdenes o comandos a las que los alumnos/as responden físicamente con acciones
- Uso de aprendizaje cooperativo a partir de grupos o parejas para conseguir un producto final
- Uso de las TIC para establecer intercambios escritos, orales, producción de trabajos, etc.
- Uso de una mejor gestión de los tiempos entre el *teacher's talk* y *student's talk*
- Trabajo sobre el error, bien de manera individual o colectiva
- Otras \_\_\_\_\_

**2.2. Si impartes clase en un área no lingüística (ANL) usando una lengua extranjera, ¿qué metodología/s utilizas más a menudo? (Puedes marcar más de una)**

- Traducción de los contenidos estudiados en inglés al español
- Creación de un dossier de términos para traducirlos al español por parte de los alumnos
- Empleo de estrategias de andamiaje (lluvias de ideas, redundancia semántica, esquemas de trabajo, apoyo visual etc.)
- Uso de metodologías activas (i.e. Elaborar en grupo un proyecto relacionado con un tema y explicar la finalidad de éste)
- Uso de diferentes estrategias de comunicación (parafraseo, repeticiones, ejemplificaciones, gestos, etc.)
- Colaboración con el profesorado de otras áreas
- Doy importancia a la corrección de errores léxicos, gramaticales y pronunciación.
- Doy importancia a la producción escrita de los nuevos términos antes que a la producción oral
- Fomento la comunicación independientemente de los errores léxicos, gramaticales, etc.

**SECCIÓN 3: Pautas de coordinación**

**3.1. A la hora de elaborar la programación del curso, actividades y materiales, ¿qué tipo de coordinación estableces en este proceso? (Puedes marcar más de una)**

- Coordinación con los compañeros/as de nivel
- Coordinación con los compañeros/as de nivel y de ciclo
- Coordinación con otros/as compañeros/as de inglés o departamento
- Coordinación con el equipo de enseñanza bilingüe
- Coordinación con otros/as componentes del claustro
- Coordinación con personas externas al centro: Centros del Profesorado, EEOOII, etc.
- Otros \_\_\_\_\_

This block of questions tackles *methodological aspects*, grouping the topics about types of materials, methodology used in their classes and coordination patterns. This part of the questionnaire deals with methodological aspects related to their way of teaching.

Section 1 tackles the materials students use more often in their classes in order to get to know the variety about teaching materials is concerned. Section 2 gathers information about methodological strategies used in linguistic areas and CLIL strategies by making deeper in a fundamental aspect in bilingual classes, the use of content, cognition and culture. Finally, Section 3 gathers information about whether they work in a general and homogeneous way with colleagues or individually, adapting their syllabuses to the School Linguistic Project.

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## BLOQUE D: ASPECTOS GENERALES DEL CURSO

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### SECCIÓN 1: Expectativas en el curso

**1.1. ¿Con qué motivo quieres mejorar tu nivel de inglés? (Puedes marcar más de una)**

- Viajar, Restaurantes, Hoteles  Mejorar a nivel profesional  
 Superación personal y mejora de la autoestima  Ocio  
 Otros \_\_\_\_\_

**1.2. ¿En qué área/s esperas encontrar mayor dificultad? (Puedes marcar más de una)**

- Comprensión Oral  Comprensión escrita  Expresión/interacción oral  Expresión/interacción escrita

**1.3. ¿Qué tipo de actividades complementarias o extraescolares en inglés te gustaría llevar a cabo? Acudir a: (Puedes marcar más de una)**

- Cine  Teatro  Conferencias  Visitas a museos  
 Estudios o estancias en el extranjero  Ninguna  
 Otras \_\_\_\_\_

**1.4. ¿Qué destrezas lingüísticas son, en tu opinión, las más importantes? (1= la menos importante; 4= la más importante)**

- Comprensión oral  
 Comprensión escrita  
 Expresión/interacción oral  
 Expresión/interacción escrita



**1.5. De las destrezas anteriores, ¿cómo las ordenarías de menor a mayor dificultad para ti?**

**(1= la menos complicada; 4= la más complicada)**

- Comprensión oral
- Comprensión escrita
- Expresión/interacción oral
- Expresión/interacción escrita

**1.6. ¿Qué destrezas lingüísticas, en tu opinión, deberían ser más trabajadas en el aula? (1= la menos importante; 4= la más importante)**

- Comprensión oral
- Comprensión escrita
- Expresión/interacción oral
- Expresión/interacción escrita

**1.7. ¿Has oído hablar del Portfolio Europeo de las Lenguas (PEL)?**

- Sí     No

**1.8. En caso afirmativo, ¿cuál es el grado de implantación real o potencial del PEL en tu entorno?**

• **En mi aula CAL**

- Se aplica                       Se podría aplicar                       Es difícil de aplicar

• **En mi centro de trabajo**

- Se aplica                       Se podría aplicar                       Es difícil de aplicar

**1.9. Contesta solamente si se aplica, ¿qué uso más común le das en tu aula o centro?**

- Como dossier de actividades de cualquier tipo en un idioma
- Como una autoevaluación al principio y comienzo de curso
- Como elemento de concienciación del alumno/a de sus progresos en uno o varios idiomas
- Para escribir un texto sobre lo que he aprendido en una unidad

**SECCIÓN 2: Objetivos generales en el aprendizaje de la lengua**

**2.1. ¿Cómo ordenarías los siguientes objetivos de menor a mayor interés para ti? (1= la menos interesante; 4= la más interesante)**

- Aplicar las destrezas lingüísticas aprendidas en el aula CAL en el aula en el que imparto clase
- Aplicar las destrezas lingüísticas aprendidas en el aula CAL en situaciones reales de la vida
- Adquirir nuevas aplicaciones metodológicas para la enseñanza de ANL en inglés

Conseguir una certificación de nivel para oposiciones o concurso de traslados

**2.2. ¿Cuál es tu objetivo principal?** \_\_\_\_\_

*Block D* analyses the *course general aspects*, asking about prospects students have in the course. It consists of questions about general objectives and expectations in the learning of the language. This block of questions gathers information about what students expect from LRC courses. *Section 1* and *2* set guidelines about what students expect related to the prioritisation of certain skills and what the outcome of the course should be. These questions will help to focus specially on the contents which students consider most important and the skills they want or need to stress their learning. According to the analysable areas proposed by Hutchinson and Waters, this block deals with what the authors names the process of “gathering information about target needs” (58), enquiring about what students feel they need, such as objectives and expectations. In other words, “Why is the language needed?” (59).

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## BLOQUE E: CÓMO APRENDE EL ALUMNADO CAL

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**1. ¿Qué tipo de contenidos aprendes más fácilmente?**

Contenido oral  Contenido escrito

**2. Cuando usas la lengua oral, ¿cómo te gusta ser corregido/a?**

Interrumpirme y corregirme inmediatamente

Una vez haya acabado la producción

Autocorregirme cuando hablo con alguien

**3. ¿Cuáles crees que son las dinámicas más adecuadas para trabajar las destrezas orales (i.e. comprensión y expresión oral) en clase? (1= Menos adecuado; 4= Más adecuado)**

\_\_ Alumnado-Profesorado    \_\_ Parejas    \_\_ Pequeños grupos    \_\_ toda la clase

**4. ¿Con cuál te sientes más cómodo/a?**

Alumnado-Profesorado     Parejas     Pequeños grupos

Toda la clase     Ninguno de los anteriores     Otros \_\_\_\_\_

**5. ¿Cómo te gustaría practicar la producción escrita? (Puedes marcar más de una)**

Escribiendo textos similares a los que aparecen en el examen

Analizando errores en textos ya escritos

Aprendiendo solamente las estructuras de los diferentes tipos de textos

Realizando actividades de gramática y vocabulario

**6. ¿En qué tipo de textos estás más interesado/a en la comprensión escrita? (Puedes marcar más de una)**

- Textos relacionados con mi ámbito laboral (artículos en una revista de mi campo...)
- Periódicos y revistas
- Textos literarios (novela, teatro, ensayos)
- Textos de otro tipo

**7. ¿Con cuál de estos estilos de aprendizaje te sientes más identificado/a? (Puedes marcar más de una)**

- Activo (basado en experiencias tales como lecturas, discusiones, análisis de tareas y proyectos)
- Reflexivo (basado en la revisión y meditación de las experiencias tales como análisis y deducción de conceptos, reglas gramaticales e ideas generales de textos orales y escritos)
- Teórico (estudio de reglas gramaticales y destrezas orales y auditivas de un modo lógico, esquematizado y sistemático)
- Pragmático (poner en práctica inmediatamente lo aprendido y obtener beneficios claros)

The fifth block aims to identify *how students learn* in terms of contents, grouping, preferences in the learning and the last question deals with an analysis of learning styles. It gathers information about the type of contents they are interested in, types of grouping they prefer, ways in which they feel most comfortable when working the contents and which their learning styles have. These are remarkable aspects to tailor the course with the students as much as possible. In the formation needed to elaborate the question and the answers has been obtained from the article *Estilos de aprendizaje. Relación con motivación y estrategias*, written by Mercedes López Aguado and Edna Silva Falchetti.

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**BLOQUE F: ESTRATEGIAS EN LOS PROCESOS DE APRENDIZAJE Y COMUNICATIVOS**

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**SECCIÓN 1: Estrategias de aprendizaje**

**1.1. ¿Qué tipo de estrategias directas son las que más utilizas en tu aprendizaje del idioma? (Puedes marcar más de una)**

- Pido ejemplos (clarificación / verificación)
- Memorizo y repito
- Deduzco el significado de palabras por el contexto o palabras clave (Adivinación/inferencia inductiva)

- Comparo la lengua materna con la lengua inglesa (Razonamiento deductivo)
- Experimento con el idioma (práctica)

**1.2. ¿Qué tipo de estrategias indirectas son las que más utilizas en tu aprendizaje del idioma?  
(Puedes marcar más de una)**

- Enfoco, planifico y evalúo el aprendizaje
- Me auto-sugestiono para reducir la ansiedad y me motivo personalmente
- Hago preguntas, coopero y me relaciono con los demás

**SECCIÓN 2: Estrategias de comunicación**

**2.1. ¿Qué estrategia de comunicación te parece más efectiva como estudiante para el aprendizaje del idioma? (Puedes marcar más de una)**

- Interacción oral entre alumnado-alumnado
- Interacción oral entre alumnado-profesorado
- Interacción escrita entre alumnado-alumnado
- Interacción escrita entre alumnado-profesorado
- Interacciones oral con un nativo/a
- Interacción escrita con un nativo/a

*Block F* analyses the different *strategies* used in the learning of the language. It enquires about learning and communicative processes. The objective of these questions is to gather information to make more effective the learning process by easing the techniques which lead students to use their strategies easily. In *Section 1*, questions related to language learning strategies have been extracted from Rebecca L. Oxford's taxonomy (17), who divides the strategies into two groups: direct and indirect language learning strategies. Subsequent questions in the same block have been created by the personal researcher's experience.

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**BLOQUE G: ASPECTOS MOTIVACIONALES**

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**SECCIÓN 1: Tareas**

**1.1. ¿Qué tipo de tareas preferirías en tu proceso de aprendizaje? (1= la menos interesante; 10= la más interesante)**

- \_\_\_ Realizar trabajos que impliquen una búsqueda de información
- \_\_\_ Llevar a cabo exposiciones orales

<input type="checkbox"/> Postear en blogs
<input type="checkbox"/> Representar una pequeña obra teatral
<input type="checkbox"/> Visionar videos y realizar actividades sobre el mismo
<input type="checkbox"/> Escuchar canciones y trabajar sobre las mismas
<input type="checkbox"/> Realizar actividades escritas sobre ortografía y gramática
<input type="checkbox"/> Realizar debates sobre temas controvertidos
<input type="checkbox"/> Leer artículos (online o no) y hacer comentarios sobre ellos
<input type="checkbox"/> Elaborar materiales curriculares y usarlos dentro de la dinámica del aula

**SECCIÓN 2: Temas**

<b>2.1. ¿Qué temas te interesan más en relación con tu aprendizaje o perfeccionamiento del idioma? (Puedes marcar más de una)</b>		
<input type="checkbox"/> Deportes	<input type="checkbox"/> Economía	<input type="checkbox"/> Ciencia
<input type="checkbox"/> Salud	<input type="checkbox"/> Política	<input type="checkbox"/> Educación
<input type="checkbox"/> Vacaciones	<input type="checkbox"/> Trabajo	<input type="checkbox"/> Nuevas tecnologías
<input type="checkbox"/> Sobre tu especialidad docente	<input type="checkbox"/> Otros _____	

**SECCIÓN 3: Materiales**

<b>3.1. ¿Qué tipo de materiales preferirías utilizar en tu proceso de aprendizaje? (1= la menos preferida; 8= la más preferida)</b>			
<input type="checkbox"/> Canciones	<input type="checkbox"/> Audios	<input type="checkbox"/> Películas/Series	<input type="checkbox"/> Juegos
<input type="checkbox"/> Libro de texto y cuaderno de actividades	<input type="checkbox"/> Realia		
<input type="checkbox"/> Fichas con práctica oral y escrita	<input type="checkbox"/> Nuevas tecnologías		

*Block G* deals with the *motivational aspects* asking about the tasks they would prefer to perform in the learning process, such as what videos, listen to songs, etc.; topics they are interested in, i.e. sports, about their jobs, etc.; and materials they would like to use, for instance textbooks, movies, etc. The answer to these questions will provide information about what kind of activities, themes and tasks should predominate in our session according to the learners' criteria, in order to make the most of students' interests and make them feel they are taking advantage of their time, effort and learning.

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**BLOQUE H: DIAGNÓSTICO DE LAS ÁREAS DE DIFICULTAD MÁS DESTACADAS**

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**1. ¿Qué nivel de dificultad encuentras en las siguientes áreas? (1= la menos difícil; 8= la más difícil)**

<input type="checkbox"/> Hablar	<input type="checkbox"/> Conversar	<input type="checkbox"/> Leer y comprender	<input type="checkbox"/> Escuchar
<input type="checkbox"/> Pronunciación	<input type="checkbox"/> Escribir	<input type="checkbox"/> Gramática	<input type="checkbox"/> Vocabulario

Finally, *Block H* investigates the areas students feel most and least comfortable. This information will enable us to know on which areas the course designer should emphasise. In addition, the information gathered will help us to divide those areas more suitable for class and home practice respectively.

As mentioned above, blocks and sections are the ones proposed in the Instructions of 2012, in Annex 2, second phase. The body of the questionnaire has been developed from different sources and the author's own elaboration. One of the main sources has been the questions found in Pérez Costa Master's thesis (84-87). Pérez Costa's questionnaire is divided into three blocks in order to analyze LRC students' profile. From *Block A*, questions from six to nine, eleven, sixteen and seventeen have been adapted for the elaboration of the present questionnaire. These questions are related to age, gender, date of birth, language accreditations, time spent studying English, languages taught at their schools, frequency of the use of English in their classes. Apart from these, question four in *Block B* and the whole of *Block C* respectively have also been adapted for this research tool. These questions deal with the difficulties in the different linguistic areas and the way they learn better. In addition to this, the same as Perez Costa does, questions six, twelve, thirteen and fourteen in *Block A*, and nine and ten in *Block B* have been literally used regarding teaching specialty, subjects given, bilingual school belonging, European Language Portfolio and the easier contents to learn, as Pérez Costa does.

The analysis of teaching and learning materials made by Daniel Madrid Fernández (214), has been used for the elaboration of *Section 1* in *Block C*, in order to look into the materials LRC students use more often in their classes. Furthermore, in the same block, *Section 2*, question 2.1 is mainly based on the teaching methodologies analysed by Priscila Nuñez Tapias (n.pag.), which have been described to facilitate the comprehension of each methodology from informants. In question 2.2, it is intended to know the strategies, related to CLIL approach, that some already bilingual teachers use in their classrooms. Some of the strategies have taken from a document elaborate by M<sup>a</sup> Elvira Barrios titled *Módulo 7: Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE)*. The last section in this block has been created by the researcher personal experience as a Primary teacher.

The other aspect to be considered in needs analysis is to know *learning needs*, by trying to give response to questions such as why learners are taking the course, how the learners learn, what resources are available or who the learners are. The questionnaire includes these aspects in all blocks except in *Block E*.

As aforementioned, the questionnaire was checked by three experts and whose suggestions, based on the experience with this kind of students, were included to enrich the quality of it. *Blocks A, B, C, D and E* were modified in terms of style, ambiguity in certain questions and terminology. Furthermore, they suggested the inclusion of other tools in *Block A, Section 1.4 and 1.6* the same as in *Block D*. In addition to this, the expert in bilingualism suggested the inclusion of more questions related to CLIL and the extension of methodologies proposed in *Block C, Section 2*.

The tool of the questionnaire can be labeled as process oriented, as its purpose is outcome-oriented; not to verify or reinforce any hypothesis or ongoing procedures. The focus is on the evaluation of the results that the questionnaire answers generated about LRC students' current situation. As mentioned above, the revision of specific literature provides a straightforward path to establish the questions used and elicit answers about the reality around these particular students. In order to give reliability to this tool, the data obtained will be treated equally and systematically, being filed and stored for further analysis if necessary. Given the magnitude of the sample, the data obtained can be generalized to a certain extent, as it does not deal with a singular case study, but it could be understood as a variety of them.

By means of this questionnaire has been obtained valuable information in order to make decisions regarding the re-design of a LRC. The data gathered by this research instrument will be analysed with basic descriptive statistics techniques—frequency analysis.

## **CHAPTER 5. ANALYSIS OF DATA AND RESULTS**



## 5.1 STUDENTS' PROFILE

Before starting to analyse LRC students' needs analysis, questionnaires were divided into two different groups: LRC and non-LRC students. As has been stated throughout these pages, the research tool was administered to all students enrolled in LRC classes, which means that many students not belonging to bilingual programs or even related in any way to the educative sector share these special lessons. As can be observed in Figure 5.1, only 56% of students have a LRCs profile, with the remaining 35% attributed to General regime students. Within the group of LRC learners, a significant proportion belong to the OLS of Córdoba (67%), representing just 33% in other OLSs in the province of Córdoba.

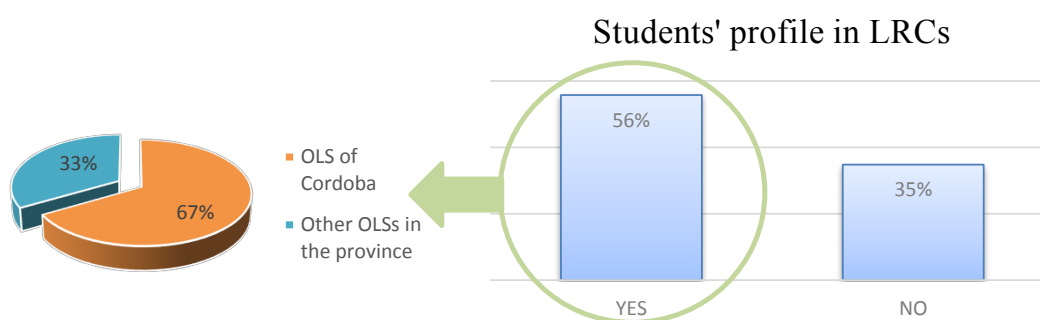


Figure 5.1 Students' profile in LRCs

As far as age is referred, 48% of LRC students are in their thirties; constituting the greater group, closely followed by those who are in their forties (36%). The learners who are in their twenties and fifties represent the 8% respectively; and there are no participants over their sixties, as can be seen in Figure 5.2 below. In the OLS placed in Córdoba, called "Córdoba", there are no participants over their fifties enrolled in the course. With regard to other ages, there is an inverted percentage between the people in their thirties and forties, with a younger population in the rest of the OLSs studied in the province of Córdoba as shown in Figure 5.3. Regarding gender, women are the largest group (70%).

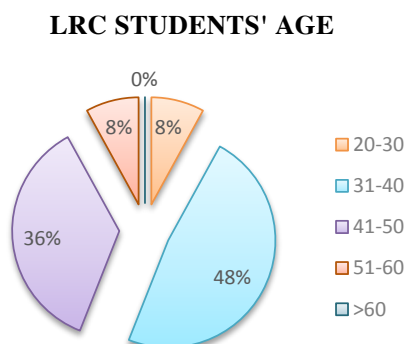


Figure 5.2. LRC students' age

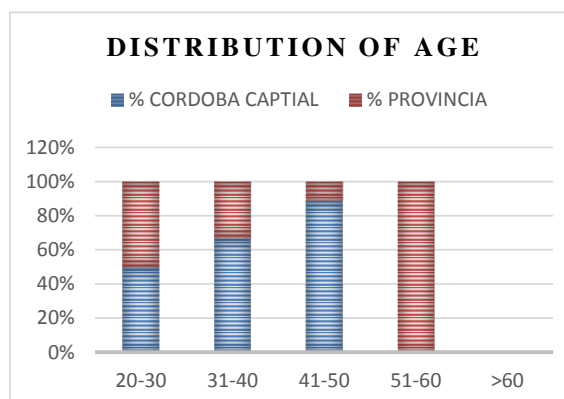


Figure 5.3. Distribution of age

As to the objectives why these students are enrolled in this kind of course, these were divided into two scopes: general and specific goals. In relation to general goals, the principal reasons why learners undertake this course is firstly to improve at a professional level (68%); and secondly to grant their personal growth and the improvement in their self-esteem (68%). Concerning specific aims with regards to their profession, students' preferences vary from one teacher to another, although some correspondences are discernible. As shown in Table 5.1, they consider the training received in LRCs as likely to be used in their morning lessons, together with the improvement of the language in real situations of life. On the contrary, they are neither interested in acquiring new methodological applications nor even to obtain a certification as main goal.

	The least interesting	Medium interest	The most interesting
To apply the linguistic skills learnt in the LRC in the classroom where they teach	13%	50%	38%
To apply the linguistic skills learnt in the LRC in everyday situations	25%	42%	33%
To acquire new methodological applications to teach in NLA classes	21%	71%	8%
To obtain a certification in order to use it in public examinations or <i>concurso de traslados</i>	42%	38%	21%

Table 5.1 General objectives in LRC students

To the question about the main reason why they had decided to enrol in this course, the most notable answers were the improvement of their language skills for professional purposes—either for job mobility or as training for teaching in bilingual schools—in order to improve the linguistic competence to be used in different scenarios, such travelling abroad, and just to obtain a certificate, as should it be necessary in the future.

Regarding previous studies, the data reveals that half of the students have a bachelor's degree, about 30% have a university certificate, and just over 20% have postgraduate studies. When the data is contrasted with the results obtained between the capital and the rest of the province, in the former there are individuals with post-graduate degrees—Master's Degree and Doctorate—while the rest of data remain the same among different OSLs surveyed.

The administrative status of the learners is formed by 75% as permanent teachers in state schools and 4% of teachers in private schools with permanent contracts. Thus, teachers who are waiting to be assigned a permanent post represent 13% and 8% of learners are temporary teachers. As a part of these groups, more than half the teachers are working in Secondary education and Baccalaureate, 56% and 16% respectively, taking into consideration the fact that they can teach in both levels. As can be seen in Figure

5.4, teachers in Primary Education represent 32%, being the same percentage for teachers in Vocational Schools and Pre-primary Education. The tendency of LRC classes mainly constituted by teachers in Secondary education increases with the analysis of other OLS of the province. Therefore, Primary Education falls and Pre-Primary Education raises 5%.

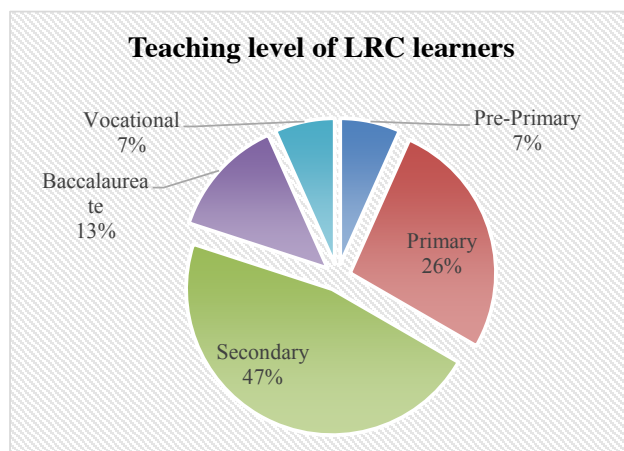


Figure 5.4 Teaching level of LRC learners

LRC learners come from very dissimilar specialties from which it can be affirmed that none of them predominate over the rest. Nevertheless, three different groups can be made: language specialties, specialties related with maths, and social/natural science specialties. As far as subjects are concerned, they teach a wide variety of them related to their specialty. Finally, the totality of the students surveyed have a day shift.

The two languages that are predominantly taught in the schools polled are English (65%) and French (35%) respectively. To the question whether they work in a bilingual school, half of the students answered positively. However, that percentage varies when the OLS in Córdoba is compared with the other two surveyed in the province, where there are less teachers in bilingual schools (71%). As the results show, being in a bilingual school does not necessarily entail to take part in the bilingual project, as only 36% of students are actually involved in it.

With respect to the accredited level in English, the majority of students have obviously accredited an intermediate level in the language (72%). On the contrary, others do not have an accreditation in that level but they possess a higher one. 36% of students have with higher level accreditation and those with the intermediate level as well, as continuous process of training. Regarding their competences in other languages, 48% of learners can show certain competence in some of skills in other languages. The most selected languages have been French and German. This category includes 50% of French users, who either speak, comprehend or write the language. The same happens with German, which represents 41%. In addition to this, 52 out of every 100 LRC students possess other accreditations. By crossing the data of students in Cordoba and other OLSs in the province, the results show that 91% of the OLS in Cordoba have an accreditation in other languages. On the contrary, only 8% of students who belong to other OLSs possess a certificate in another language. By analysing the group with certifications, most of them are mainly issued in descending order by Trinity College (53%); Official Language Schools and Cambridge University, which share 23%; and the remainder through other private institutions.

The data gathered has made possible an accurate characterisation of the students' profile, with respect to professional and personal aspirations, motivation and attitude towards the language and their training, essential features whenever one wants to adopt further decision in relation to the design of course tailored for them.

## **5.2 TARGET NEEDS**

### **5.2.1. NECESSITIES**

There are different questions distributed along the questionnaire which attempt to reveal students' necessities, previously analysed in chapter 2. By means of the questionnaire, aspects related to the common use of the language or ICT were analysed in combination with the bibliography previously made in. These two aspects will be fundamental when describing the target situation.

As far as education regulation is concerned, the general aims, contents, assessment and pedagogical action are regulated by *Ley 17/2007, de 10 de diciembre*; *Real decreto 1629/2006, de 29 de diciembre*; *Decreto 239/2007, de 4 de septiembre*; *Decreto 15/2012, de 7 de febrero*; *Orden de 18 de octubre* and *Instrucciones del 12 de Junio*. So the requirements demanded from LRC students are set out beforehand, as has been explained in preceding chapters. Let us briefly recall that students are required to:

- 1) understand extended texts, well-organised and complex linguistically dealing with concrete, abstract topics;
- 2) produce orally clear, detailed texts, well-organised and adequate to the interlocutor and communicative purposes;
- 3) read with a high degree of independence extended, complex texts adapting the reading style and speed to the finalities;
- 4) write clear, detailed texts about a wide variety of topics related to their interests and specialty.

Apart from these objectives, what makes different these courses are the instructions that were revised in chapters 2 and 3 of this Master's Thesis.

Analysing the common uses LRC learners do of the language, Figure 5.5 shows that the majority of learners pointed out books, papers or magazines as the most preferred ways of being in contact with the language, which represents 68%. Films and series are used by 60% of LRC learners, Television or radio by 52%, and to a lesser extent interactions with native speakers (36%) and pen pals, with only 12%. Other survey respondents also add that they expose to the language by means of news in the social networks. With regards to the percentage of hours dedicated to study the language outside the classroom, 54% of learners study between one and four hours per week, 46% between five and nine hours and there are no learners studying more than ten hours per week. A remarkable aspect found once analysed this data is that LRC students who are not in the OLS of Cordoba, spend more time studying (63%)—between five and

nine—when compared to the students in the capital, who represent 37%. In general, LRC students make use of a wide variety of resources related to Information and Communication Technologies. The main source used is Internet; employed by 96% of the students. Emailing and text processors are the most second used with 84% and 80% respectively. Educative programs represent 72 out of every 100 learners and what students use the least are slides presentations (52%). Comparing LRC students in Cordoba with the two other OLSs of the province surveyed, the latter always use Internet as a predominant resource. However, those learners in Cordoba have no outstanding preferences on any resource, showing a similar percentage in the selection of them.

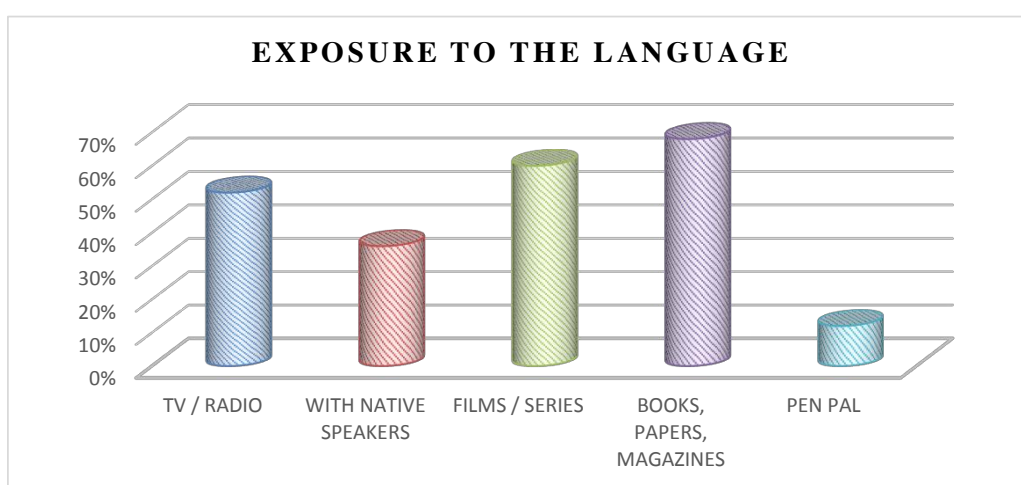


Figure 5.5 Exposure to the language outside the classroom

Regarding the professional use of the language in the target situation, as seen in the previous section, a significant number of students have the intention to use it in their classes. Nowadays, only those in bilingual specialties (36%) and teaching a linguistic area (30%), make use of the language in their workplaces. In fact, 43% of learners use the language currently in their classes and 57% never use it, although they intend to do it in the future.

However, as mentioned above, the necessities established by the Ministry of Education of Andalusia do not necessarily match students' desires. Thus, they were asked to grade the importance of a set of foreseen demands according to the general aim of LRCs, based on their personal interests.

### 5.2.2. LACKS

In order to get to know the lacks of the students, aspects related to greater difficulties in the learning of the language were examined, as well as aspects related to the strategic competence. Firstly, the following list shows the percentage of LRC learners that find high or quite difficult the attainment of the linguistic skills:

- 1) Express messages orally (61%)
- 2) Talk or discuss orally (64%)
- 3) Pronunciation (83%)
- 4) Reading comprehension (0%)
- 5) Listening comprehension (42%)
- 6) Write texts (30%)
- 7) Grammatical accuracy (21%)
- 8) Learn and use accurately the vocabulary (12%)

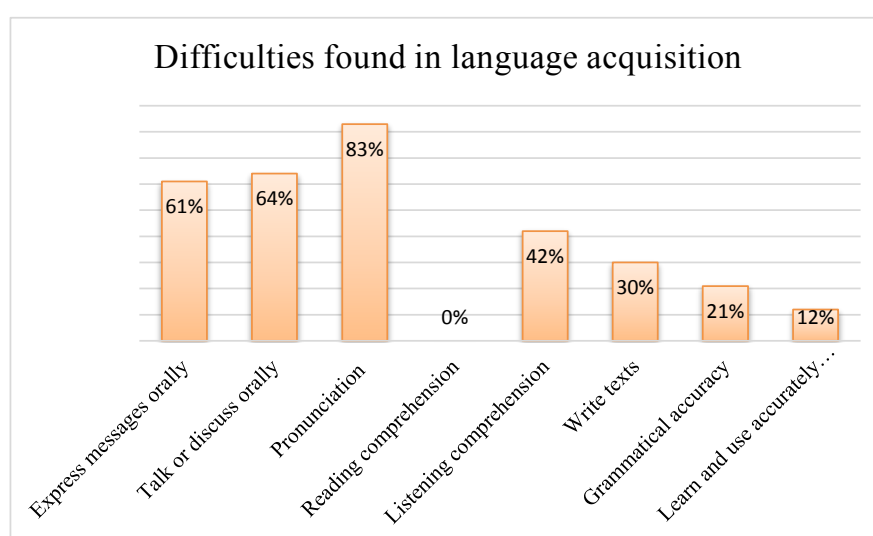


Figure 5.6. Difficulties found in language acquisition

The most difficult areas which cause difficulties to the learners are: 1) Oral expression and interaction; 2) listening comprehension; 3) writing up texts; and finally 4) accuracy in grammar and vocabulary. More than three fifths of the learners have difficulty expressing orally, whose data rises greatly if it is focused on pronunciation, up to 83%. About half of students find to understand oral messages difficult without distinguishing the kind speaker they are interacting with. A little less of one third struggles in writing texts, linked to the correct use of grammar and appropriate vocabulary, although these last skills do not entail big troubles. A remarkable data is that nobody finds reading comprehension as a difficult area, as shown in Figure 5.6.

As Tom Hutchinson and Alan Waters point out, “[t]he target proficiency . . . needs to be matched against the existing proficiency of the learners” (56). That is why an analysis of the current methodological uses of materials, teaching methods and guidelines for coordination was carried out.

In the first place, Table 5.2 shows the frequency of different materials used in practice of teaching. It can be observed that 81% of teachers use texts, activities and other source books very often in their teaching process. The second most used material is the conventional blackboard, used by 74% of teachers. Another important aspect is the use of ICT, as a more than half of learners use some device in their classes. Projectors are part of the teachers' classes quite often, in more than 50%.

MATERIALS	Frequency						
	Never	Monthly					Sporadically
		Once	twice	4 times	10 times	More than 15	
Interactive digital board	28%	0%	12%	16%	16%	16%	12%
Conventional blackboard	0%	0%	4%	0%	0%	<b>74%</b>	13%
Projector	17%	0%	4%	16%	<b>17%</b>	<b>35%</b>	13%
Text, source, activity books, etc.	5%	0%	0%	4%	<b>5%</b>	<b>81%</b>	5%
Multimedia classroom: computers, audios, videos...	25%	5%	5%	20%	<b>25%</b>	<b>30%</b>	0%
Adapted magazines and newspapers.	27%	5%	27%	4%	5%	5%	18%
Flashcards, signs, posters, murals.	24%	0%	10%	4%	5%	24%	24%
Real objects or miniature objects	9%	5%	23%	8%	9%	5%	32%
<i>Realia</i>	19%	14%	14%	0%	0%	5%	<b>43%</b>
Travels to the country, trips, visits to museums, etc.	<b>30%</b>	<b>25%</b>	5%	0%	0%	0%	<b>40%</b>

Table 5.2 Materials in LRC students' classes

Regarding methodological aspects, the questionnaire—*block C*, section 2—makes a distinction between strategies employed when using the target language in a linguistic area or in a non-linguistic area (NLA). At first, the techniques used are predominantly characterised by the use of ICTs (25%), in order to establish written, oral exchanges and productions or works. 23% of LRC students equally use commands for students to respond physically; and cooperative learning, such as groups or pairs to achieve a final product. Other common usages of strategies are oral activities (18%), songs and games (17%) and work on mistakes (14%). It is important to point out that there is no teacher who takes into account time management with relation to *teacher's talk* and *student's talk*. Other possible suggestions made by learners were the use of the English corner or work by means *projects*.

As far as NLA teachers are concerned, 21% use *scaffolding* (Wood *et al.* 90) as one the main strategies in their classes in conjunction with communicative strategies, promotion of independent

communication and corrections of mistakes, which represent nearly 20% as seen in Figure 5.7. On the contrary, learners hardly consider the use of active methodologies and the collaboration with teachers of other subjects—interdisciplinary work—as something relevant, representing just 9% and 5% respectively.

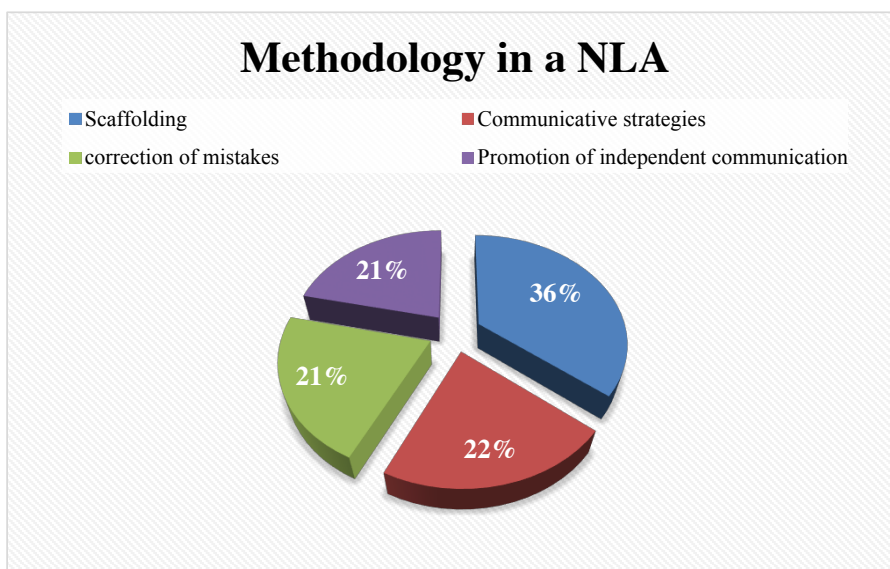


Figure 5.7 Methodology in a NLA

Regarding coordination guidelines, 44% of LRC teachers prefer to work in coordination with their colleagues in the same level/course and cycle. Teachers do not consider important to work in collaboration with other colleagues, such as other departments, the bilingual teaching team and external people—OLSs or Teacher Training Centres—which represent a residual percentage.

Concerning the European Language Portfolio, in general, only 48% of students have heard about ELP. When the data is analysed contrasting OLS in Cordoba and the other two surveyed in the province, the percentage decreases, where 78% of LRC students do not know anything about ELP. Nowadays, ELP is not applied in any OLSs out of Cordoba city, and only 24% of Schools use it in the teaching-learning process.

### 5.2.3. WANTS

As shown in Figure 5.8 and 5.9, when LRC students were explicitly asked about the importance of each linguistic skill in the learning process, they confirmed that oral expression and oral interaction are the most important abilities (58%), as well as oral comprehension (33%). On the contrary, students pointed out written expression as the least important ability together with written comprehension (38%). Within this skills, there is a correlation between the level of difficulty for the students and the importance given to each one. Thus, the most difficult skill is for LRC students the most important, and the least



difficult for the learners is the least complicated for them. In addition to this, when LRC students were asked about the skills that should be more practiced, the most selected ones were oral expression by more than half of the students, and oral comprehension (29%).

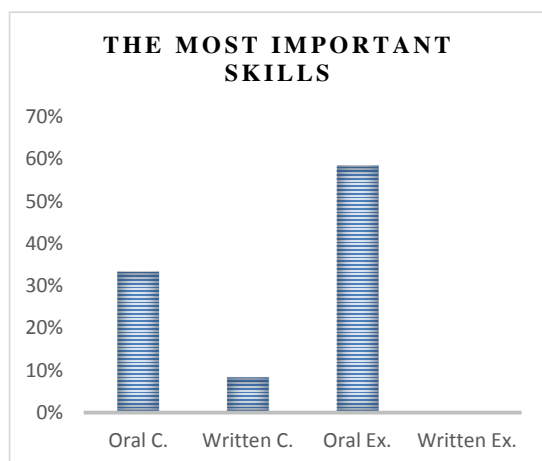


Figure 5.8. The most important skills

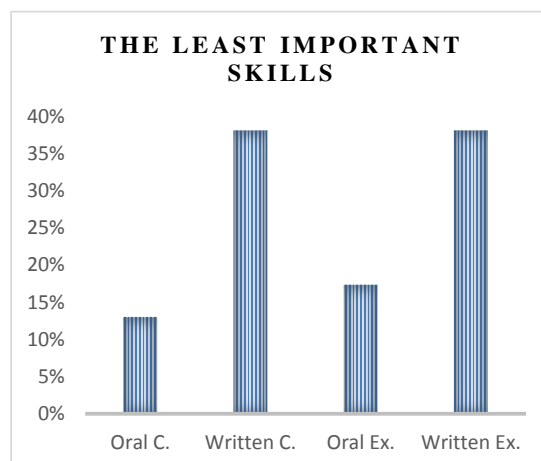


Figure 5.9. The least important skills.

With the purpose of figuring out the kind of tasks and activities the course should give priority to, questions about the type of activity and complementary formative activities were presented. About the former ones, Table 5.3 shows 42% of LRC students find the most interesting activity to make oral exposition, followed by debating about controversial topics (39%). Other interesting activities for students are those related to reading articles and writing comments about them and performing brief plays, representing 33% and 24% respectively. With regards to complementary activities, 96% of the learners would like to study or stay abroad as well as going to the theatre (40%). However, when contrasting information from Cordoba OLS with those OLSs from its province, the tendency undergoes a change, since for the latter the second most interesting complementary activity is to attend lectures (38%).

Task/Activity	The most interesting
To carry out works which imply search of information	0%
To carry out oral expositions	42%
To post in blogs	5%
To perform a brief play	24%
To watch videos and do activities about them	23%
To listen to songs and work about them	14%
To carry out grammar and vocabulary activities	10%

To debate about controversial topics	<b>39%</b>
To read articles and write comments about them	<b>33%</b>
To elaborate curricular materials and use them in the class dynamics	15%

Table 5.3. Most interesting tasks to carry out in LCR classes

In order to know the possible contents and materials to be integrated in the course design, students were questioned about their willingness towards both areas. As far as contents are concerned, LRC students are devoted to learn about education (64%), holidays (60%), health care (60%), ICTs (48%) and about their specialty (48%). On the contrary, students are not too much interested in topics about economy (8%) or jobs in general (16%).

Regarding the materials they would like to use, there is no one which stands out. Notable among them are films and series (29%) and, paradoxically, the use of textbooks and activity books (29%). Audios and ICTs, with 15%, are also materials which attract students. On the contrary, the use of real objects are not of interest to any of the individuals surveyed.

### 5.3. LEARNING NEEDS

As regards to the type of contents LRC students learn more easily, 71% find written content easier than oral content, representing 29%. This data do not change when comparing the OLS in Córdoba with the other two in the province. As far as oral skills are concerned, 43% of students do not consider appropriate working all the classroom together. On the other hand, they think that the most suitable way of practising oral skills are the interactions between teacher and student (39%) as shown in Table 5.4. Regarding LRC students feeling of comfort in oral dynamics, the majority of them agree that activities by means of groups make them feel more comfortable (84%). Another dynamic which makes them feel more at ease is pair work, represented by 56%. On the contrary, there is a small group of students who do not feel comfortable with oral activities at all.

	Students-Teacher	Pairs	Groups	The whole class
Less suitable	33%	10%	14%	<b>43%</b>
Most suitable	<b>40%</b>	24%	20%	16%

Table 5.4. Dynamics on oral skills

When they use the language orally, generally they prefer to be corrected once the production is finished (48%). Secondly, they prefer to be interrupted if they make any mistake (40%). LRC learners rarely like to self-correct (12%). This percentage varies when contrasting with the OLSs surveyed in the

province of Córdoba, where students show a preference to be interrupted (50%) over being corrected when the production has finished (38%).

About how LRC students would like to practice written production, there is high number (88%) of students who prefer to write similar texts to the ones required in the exam, followed by analysing mistakes in already written texts (56%). There is also a significant percentage of students who prefer doing activities related to grammar and vocabulary (36%). A residual number of students are interested in learning just the structures of the texts. Referring to written comprehension, 60% of students are keener on using texts related to their professional field. Apart from these, magazines and papers are also a material that LRC learners find useful to practice written skills (72%). 40% of the surveyed respondents answered that they would be interested in literary texts.

As observed, a great majority of students identify themselves with active learning strategies (56%). However, they show more predilection about reflexive and pragmatic learning strategies (48%) over theoretical strategies (16%), such as the study of grammatical rules and the study of oral skills in a systematic, schematised and logic way.

In order to get information about learning and communicative strategies, students were asked about direct and indirect strategies used in their language learning processes, as well as which communicative strategies are more efficient for them. With regards to direct strategies, 68% of LRC learners use predictive and inductive inference, trying to deduce the meaning of words by means of the context and key words. Another common strategy used by learners is clarification and verification, which means asking for examples (60%). Experimentation with the language is also very used among students (52%), being the least used those strategies related to memorisation and logical reasoning, nearly 25%, which consist of comparing the mother tongue with the foreign one. In the same way, 80 out of every 100 students ask questions, cooperate and relate with other classmates as an indirect strategy and, the remainder uses auto-suggestion strategies to reduce anxiety and motivate themselves (20%) and focusing, planning and assessing the learning to a lesser extent (12%).

In what regards the most effective communicative strategies that learners prefer in the learning of the language, four fifths of students consider oral interaction as the most favourite as well as oral interaction between the teacher and the learner (72%). Interaction among students is viewed as one of the most effective ways to improve in the language (60%). Written interaction between the teacher and the students and student and native are chosen to a lesser extent, nearly 40%.

By analysing these results, it is possible to describe that LRC students in the advanced level are mainly mixed up with non-LRC students, as a practice allowed by the local government for the past two years. This fact takes place in those OLSs where there are not enough students to form a LRC group or

even as a way of adapting the schedules to widen the offer to a greater number of student. As shown in the results, the largest cities are able to form heterogeneous groups of LRC learners.

Apart from this and focusing exclusively on LRC students, it can be affirmed from the data gathered through questionnaire that these groups of students are chiefly made up of women, who devote between one and two hours per day to their English studies, possess university studies; some even master's theses and doctorates, and they very familiarised with the use of the information and communication technologies. Besides, they expose themselves to the language by using a wide variety of resources.

It is remarkable to point out that there is a considerable number of students who have some competence in other languages, at least in one of the skills, and a majority of them have achieved other language accreditation by private institutions. In addition, it can be stated that they are permanent teachers primarily in Secondary and Primary schools; they come from very different specialties; and a large percentage is not taking part bilingual programs.

As for necessities, students will use the language predominantly in their work, although they would like to use it in other contexts as well. LRC students keep on using traditional resources in their classes although there is a clear tendency which shows that they are progressively introducing new elements, such as ICTs. This kind of learners are not likely to ask for help or advise outside their educational centres and they prefer to coordinate with teachers of the same level of teaching. An interesting outcome that should be pointed out is the fact that an important number of LRC students not only do not use ELP, but even have never heard about it.

As far as students' desires and wants are concerned, students prefer to work the most challenging skills for them, that is, oral skills. They prefer to work in pairs or smalls groups and they do not mind to be interrupted to be corrected. As for written skills, they are not very keen on practising writing texts, but if they do it, they prefer working on mistakes previously made and with texts similar to those that will be included in their exams. Moreover, LRC students regard themselves as active and pragmatic learners, who try to use deduction and clarification during the teaching process, and who plan and ask whatever questions they consider relevant in order to better organise their learning.

## **CHAPTER 6. CONCLUSIONS**

## 6.1. CONCLUSIONS TO THE OBJECTIVES OF THE STUDY

The main objective of this Master's Thesis has been to obtain objective and useful data in order to make decisions oriented to the design of a Language Recycling Course in the second year of advanced level in the Official languages Schools of Andalusia. In order to achieve this, a questionnaire has been designed in order to collect information about LRC students' needs analysis. The questionnaire has been designed by using the published literature regarding Content and Language Integrated Learning (CLIL), which is the methodological approach adopted in Andalucía for bilingual education; need's analysis, highly dependent on the field of English for Specific Purposes; and the legal documentation that sets the frame for bilingual contexts in Andalucía. In addition, after the design of the questionnaire following the three aforementioned pillars, it was given to three experts who validated it with suggestions and interesting proposals for its improvements. All their suggestions were incorporated. The secondary objectives derived directly from carrying out the needs analysis can be: the revision of current objectives and contents in LRCs, and the redesign of the curricular adaptations within a more specific methodology which really fit with the purposes of students and LRC itself.

The number of students who participated in the survey was 43, all of them in the last year of training in their respective language schools. This survey was passed on to participants in November 2014, during the first term of the academic year 2014/2015. Prior to carrying out the questionnaire, communication with Management Teams in the participant Official Language Schools and language recycling courses teachers was necessary to obtain authorisation so that students could fill in the questionnaire. Students were informed about the purpose of the survey, the approximate time it would take them to answer the questions. The three Official Language Schools who took part in the survey were placed in Córdoba, in Priego de Córdoba and Montoro respectively.

The data collected was processed by the statics software Excel (Microsoft Office, 2013 Edition). Eventually, the outcome obtained after the analysis and interpretation of data supplied an important source of information to reach significant conclusions. The result of the questionnaire designed has made possible to carry out an exhaustive the needs analysis. Let us now summarize the findings of the questionnaire in relation to the objectives proposed at the beginning of the research.

OBJECTIVE 1: To know the *starting point*, analysing the context in which the teaching and learning process will take place, knowing the student's profile in terms of motivation and previous knowledge of the language and work experience.

In some OLSs, LRC learners have to cope with classes that are not set out for a specific group of students with a particular profile. In fact, they are grouped with General regime students in a context

where classes have a General English approach. In some OLSs there are groups that hardly have one half of LRC students and others less than that. There are exceptions, as in the case of a city like Córdoba, where there are more students enrolled and there are a more homogeneous group. Under these circumstances, the Ministry Education of Andalusia should reconsider language recycling courses as far as the purpose for which they were created. It should be either assessed the feasibility of the programme in terms of teachers' enrolment in these courses; or made a commitment to train teachers under a new legal and methodological frame more suitable to their needs.

The current teaching-learning context is fundamentally characterized by a feminine student body, with the age range mainly in their thirties and, to lesser extent, in their forties. This last aspect is significant insofar as in the study carried out by J. Daniel Torres Olalla (106) these figures are inverted, because in 2011 the majority of students were born in the sixties, even though it is true that it analysed LRCs in general. Most students have a bachelor's degree, what means that the majority of them teach in Secondary education or baccalaureate, followed by those who do it in Primary Education.

Learners are committed with updating their knowledge of the language, as they devote time to study on their own outside the OLS. The majority of them spend more than one hour a day, so learners start with high level of self-motivation and dedication to study. In fact, results suggest a correlation between the age and time devoted to study; the younger students are, the longer time they study or do their activities related to the language outside the classroom. Students' motivation is intrinsic as much as extrinsic, as the great number of students is enrolled with the purpose of improving their level in the language, and not so much for obtaining a certification. For others though it is extrinsic and instrumental, as the main goal they pursue with these courses is fundamentally linked to the improvement in aspects related to their jobs, or even with the fact of finding one, so their intention is to use the language in a professional context. Consequently, LRC students are highly motivated to face the course and to be successful. Their potential should and must be enhanced by OLS teachers.

Every learner starts out with the right level, as most of them have accredited it with different certificates and, even a percentage of them already have the level required. The majority of students decided Trinity College examinations as the most preferred, what can entail scarcities in oral comprehension skills, given the nature of this certification. Apart from this, there is a significant amount of students who are skilled in other languages, which can be considered as a new teaching modality focused on multilingual courses.

LRC courses are mainly made up of Secondary and Primary Education teachers with permanent contracts, which ensures the use of the target language in a professional context. Learners are specialised in many different areas, which can be divided into subjects related to maths, social and natural science, and languages. The majority of learners can put into practice what they are learning in the course,

linguistically and methodologically, as they take part of their school bilingual programs. The remainder are teachers in the process of training, who are potentially bilingual applicants in the foreseeable future.

OBJECTIVE 2: To identify the *necessities* in relation with *the target situation*. By means of the current normative and with the data gathered about their motivations and professional aspirations will provide the communicative situations in which the students will have to use the language.

The results about necessities of the target situation, in connection with common uses of the language, indicate professional and general uses as the most habitual, although academic purposes are intrinsic to the course. Outside the classroom, students, use the foreign language to read or watch films and television, apart from those who teach English or use the language in bilingual subjects.

Regarding professional uses, learners stated that they have to use the language orally in the teaching process, either in linguistic areas or non-linguistic areas. Moreover, as far as the academic target is concerned, they will have to carry out activities related to their professional scope: first, to work on the basis of competences used in teaching using a foreign language; second, to be more autonomous regarding independent work; third, to improve the strategic competence; fourth, to develop works that underline the integration of language and non-linguistic contents; fifth, to deal with materials and texts which reflects the integration of CLIL; finally, to use information and communication technologies applied to the teaching process and to use the ELP.

This kind of potential necessities justifies the use of the English language in LRC classes in *English for Specific Purposes* modality. In this sense and given the motivations of LRC learners and the demands of this kind of course, it is advisable that LRC teachers become trained in the main principles of English for specific purposes. This would guarantee that these teachers redefine and tailor the goals of the courses and, in turn, LRC learners would know the goals of the course. In addition, LRC teacher would take into consideration other possible uses of the language outside the professional scope and thus would foster motivation in these special students.

As for the common use of the language, students' needs are not only related to their job. In general, they also use the language for other general situations, such as watching series or films, listening to the radio or reading books. Almost all of them use information and communication technologies mainly through Internet. Students' exposure to the language is not easy due to the status of the English language in Spain. So most of English contents previously mentioned are enjoyed by means of this source. In this sense, it seems to be more appropriate to give equal relevance to the British and American versions of the language and propose an integrated curriculum which includes professional and personal



necessities. So, the practice of the English language in LRC classes and outside the class must be determined by the learning of general competences.

Once known the contexts where LRC learners manage the language nowadays and the future possible uses, it is necessary to take into account the relevance that the students give to each of the necessities provided in the questionnaire by the researcher and those proposed in the education regulations for this modality.

**OBJECTIVE 3:** To inquire about the *lacks* of the students with the purpose of establishing levels of competence according to the target situation and the line item level.

The outcome of the analysis of difficulties in the linguistic skills and pedagogical aspects related to their work action will provide useful data for the design of tasks which will be used to practice the target linguistic skill. These data will enable to adapt each task in correlation to its difficulty and adaptation to reach the level pursued.

With regards to the linguistic skills, students will need to work harder on the oral skills, as it is one of the weaknesses that participants described, and concurrently the most important skill in the target situation. Tasks will also have to be focused on the training of listening abilities, in order to fulfil the students' motivations and other possible uses of the language, apart from the professional scope. Writing and reading skills will have to be worked on less often and, most times, will have to be used as a vehicle to achieve other objectives.

In relation with the strategic competence, LRC learners keep on using traditional materials such as books or the conventional blackboard. Thus, they must be motivated to make the use of new materials which can be created in the LRC class as a part of tasks or projects for the course. Another possible suggestion for the design of a course is the introduction to the creation of digital materials among all students in order to have a bank material to be used for all. Students already use ICTs to establish written and oral exchanges and the production of works, so the only need in that sense would be to focus its use more predominantly on their professional field. An aspect to be considered further is to teach LRC students how to manage teacher talking time by means of *carrying out* strategies by OLS teachers in the course of the classroom.

As far as NLA teaching is concerned, students already use strategies related to CLIL approach, such as the scaffolding of the learning and the promotion of independent communication. However, LRC students have some misconceptions about some teaching practices in bilingual classes with CLIL methodologies. In CLIL, teachers should not focus their attention on the students' mistakes and they should pay more attention to active methodologies and cooperation with other colleagues. Both can be

introduced in LRCs in the form of elaboration of projects related to one or several topics and a subsequent oral presentation. During this process, LRC students would be learn how important coordination is when designing an educational proposal affecting in different areas. In addition to this, during the teaching-learning process the use of the ELP can also be introduced as an element of consciousness-raising and how it can be integrated in the classroom.

OBJECTIVE 4: To figure out the *desires* of the students, that is the preferences with regard to the specific tasks of the use of the language and the most important skills the learning process.

In general, outcomes about desires support the objectives defined in the legal instructions to be carried out in LRCs, where the focus is on oral abilities. As the results show, the activities that should prevail in this kind of teaching are oral expression and comprehension, with a highlight on the first one. Not only because it is the one demanded by education regulations, but also because it is one most preferred by students. In order to integrate these activities, it should be convenient to use tasks or activities, such as oral presentations, debates and the performing of brief plays, as students indicated in the questionnaires.

Concerning other activities, and taking advantage of students' likings, texts related to their specialty or educational field could be used to carry out different activities. Besides, watching educational videos, without being mutually exclusive, would be advisable to fulfil two objectives: first, training in their specialty, and second improving oral skills. Eventually, as mentioned above, topics in relation with education must not be exclusive. In fact, activities and tasks should also be associated with topics about holidays, health care and information and communication technologies so as to provide a wide array of topics to course.

According to the data analysed, it seems that students regard textbooks and activity books as useful materials. The answer about this preference could reside in the fact that students are used to employing this kind of material. They feel confident about having something to lay hold of. The link between ICTs and excerpts from talks, series and films would be an interesting way of keeping students motivated.

OBJECTIVE 5: To know the *learning needs*. Therefore, it means to look into how students prefer to learn in relation to the target situation, in terms of activities, materials and learning strategies.

Data about the grouping of students is important in order to design appropriate interaction dynamics which really fit the students. The results make obvious the preference of learners for working in pairs and in continuous interaction with the teacher in contrast to their less preferred self-correction.

To know students' preferences about learning strategies is noteworthy not only to figure out what is useful for learners, such as active, reflexive, theoretical and pragmatic strategies; but also for getting a handle about what they reject. The clearest example is the study of grammatical rules as well as the study of listening and oral skills in a very structured way. It would be hard for the teacher to convince more than three fifths of the class that it can be useful and beneficial for their learning.

In view of the results about the most appropriate activities in order to enhance oral skills, almost all types of interaction could be used without any problem, perhaps with greater reluctance to whole class activities. In this process students feel equally comfortable when they are corrected either at the end of their production or in the middle, in detriment of the possibility of letting students self-correct their mistakes.

As regards the practice of written production, the combination of different written learning approaches seems appropriate, such as writing similar texts to those which could appear in the exam and working on the mistakes made in already written texts. They prefer to practice written production by means articles or magazines, above all related to their professional field. Likewise, they are not very keen on reading literary texts.

Most students like using deduction in order to figure out the meaning of unknown words, as well as asking for clarification and experimenting with the language. Students do not find memorisation and repetition helpful to learn the language. In respect to the strategies used indirectly, LRC students like asking questions and cooperate with the rest of the students and the teacher. At this conjunction, learners consider the interaction with native speakers as the most important communication strategy, about which should be considered the possibility of using a language assistant in the classroom as much as possible.

Once the needs of the target situation in terms of necessities, lacks and wants of the students have been analysed, it can be drawn that LRC students in the advanced level enrol OLS not only to improve their linguistic skills, but also to obtain abilities to be carried out in their practice as teachers, if not at present, in forthcoming courses. So, there is a clear need to train OLS teachers in the basics of *English for Specific Purposes*, in order to satisfy the needs of the target situation that education regulations establish and the students demand.

To end with, carrying out this Master's Thesis has given me the opportunity of learning about many different fields. Dealing with Language Recycling Courses has allowed me to learn about a reality that goes unnoticed to most teachers, enrolled as students in these courses, who in most cases do not even know the purpose of the courses. It also goes unnoticed to Official Language School teachers, who do not

really have a say in the passivity of the Administration that remains deaf to the advice of experts. Moreover, exploring in depth the dimensions provided by the approach of ESP courses has helped me greatly to enrich my previous mind frame with new ideas about how to overcome possible teaching situations in my daily work. In addition, using MLA style and coping with the statistics analysis has helped me to obtain notions for future possible uses. Thanks to the development of this research, I have become much more aware of my personal need to develop an inquiring mind myself as well as in future students like me. The results obtained as well as the completion of this Master's Thesis have made me realise the essential nature of research in Education.

## **6.2. ANTICIPATED PROBLEMS**

Once analysed the results, it is necessary to reflect on the limitations that this research project has found during its development. These have to do with:

- 1) The heterogeneity existing in the Language recycling courses classes between LRC and non-LRC students, making it difficult to obtain a larger sample about the individuals under study. Apart from that that fact that the OLS surveyed are placed in different villages far from Córdoba has been another important limitation. Nevertheless, it constitutes a reliable starting point to describe the needs of this kind of students and possible suggestions to overcome a scenario full of uncertainty.
- 2) Waiting times for the validity of the questionnaire by the experts, as well as very little flexibility in the timetables of the OLSs and LRCs leading to conduct the questionnaire in different weeks stretching on the gathering of data and subsequent steps.
- 3) The instrument used to gather information connected to the lack of time to carry out a project of such magnitude.
- 4) The fact that LRCs are a peculiar curricular product in Spain not employed under the same or similar frame in Europe makes that there is not previous research published in the international field, but only nationally.

Probably, the best way to cope with the first difficulty described above could be by expanding the geographical limits to other cities in Andalusia. This study would have benefited greatly if it would have been carried out in the main cities in Andalusia, so as to have a more representative sample.

## **6.3. SUGGESTIONS FOR FURTHER RESEARCH**

Throughout the project, the shortcomings that turn up from Language recycling courses since its inception have been analysed. In order to suggest possible solutions to the shortcomings, a needs analysis of the students enrolled in the advanced level of this modality was the aim of this research to bring to light

a real the current situation as well as to serve as starting point to improve this situation. In this light, future betterments and lines of research are listed below:

- To maintain personal interviews with OLS teachers in order to gather information about their perception and experience in teaching language recycling courses and in dealing with this particular kind of students.
- To widen the number of Andalusian Official Language Schools taking part in the research, so that it is possible to establish a more detailed LRC students' profile and their needs.
- To look into the use of the European Language Portfolio in the Autonomous Community of Andalusia. As stated above, a very low amount of participants surveyed actually use it, and to date it remains unknown to a great number of teachers.
- To develop a new curriculum for this type of students based in a series of essential pillars:
  - 1) the principles of English for Specific Purposes;
  - 2) CLIL methodology;
  - 3) the legal demands described in the Plan for PPP and the forthcoming *Plan Estratégico del Desarrollo de las lenguas en Andalucía para el periodo 2014-2020*;
  - 4) and finally, the needs of LRC students, the human means through which bilingualism in Andalusia resides.

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## **APPENDIXES**

**CUESTIONARIO PARA EL ALUMNADO DE LOS CURSOS DE  
ACTUALIZACIÓN LINGÜÍSTICA (CAL) EN EL NIVEL AVANZADO 2**

**BLOQUE A: INFORMACIÓN GENERAL**

**SECCIÓN 1: Perfil general del alumnado**

**1.1. Edad:**  
 20-30       31-40       41-50       51-60       >60

**1.2. Sexo:**  
 Femenino     Masculino

**1.3. ¿Qué estudios posees?**  
 Diplomatura       Licenciatura       Máster       Doctorado

**1.4. ¿Qué uso haces normalmente en el ámbito profesional de las nuevas tecnologías? (Puedes marcar más de una)**  
 Búsquedas en internet       Uso de correo electrónico       Uso de procesador de textos  
 Uso de programas educativos       Redes sociales, blogs y wikis       Presentaciones en diapositivas

**1.5. ¿Cuántas horas a la semana dedicas al estudio del idioma fuera del aula?**  
 De 1 a 4 horas       De 5 a 9 horas       10 o más

**1.6. ¿Qué contacto tienes con el idioma fuera del centro de trabajo? (Puedes marcar más de una)**  
 Televisión o radio       Películas o series       Libros, periódicos o revistas  
 Contactos personales con angloparlantes       Amigo/a por correspondencia  
 Otros \_\_\_\_\_

**1.7. ¿Es tu perfil de Curso de Actualización Lingüística (CAL)?**  
 Sí       No

**SECCIÓN 2: Nivel en la lengua y biografía lingüística**

**2.1. ¿Qué nivel/es tienes acreditado/s en inglés?**  
 Nivel básico 1 (A1)       Nivel básico 2 (A2)       Nivel Intermedio (B1)  
 Nivel intermedio alto (B2)       Nivel avanzado (C1)

**2.2. ¿Qué otros idiomas conoces? (Marca con una "X" lo que proceda)**

	HABLO	ESCRIBO	COMPRENDO
FRANCÉS			
ALEMAN			
ITALIANO			

<p><b>2.3. ¿Posees certificación de otro tipo (Cambridge, Trinity, etc) de los idiomas señalados anteriormente?</b></p> <p><input type="checkbox"/> Sí                      <input type="checkbox"/> No</p> <p><b>2.4. Si es así, indica cuál/es certificación/es y en qué idioma/s</b></p> <p>_____</p>			

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## BLOQUE B: ASPECTOS PROFESIONALES

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<p><b>1. ¿Cuál es tu situación administrativa?</b></p> <p><input type="checkbox"/> Definitivo                      <input type="checkbox"/> Provisional                      <input type="checkbox"/> Interino</p> <p><b>2. En caso de estar ejerciendo, ¿en qué nivel impartes clase?</b></p> <p><input type="checkbox"/> Infantil                      <input type="checkbox"/> Primaria                      <input type="checkbox"/> Secundaria</p> <p><input type="checkbox"/> Bachillerato                      <input type="checkbox"/> Ciclos Formativos</p> <p><b>3. ¿Qué asignatura/s impartes?</b></p> <p>_____</p> <p><b>4. ¿Qué tipo de jornada tienes?</b></p> <p><input type="checkbox"/> Mañana                      <input type="checkbox"/> Mañana y tarde                      <input type="checkbox"/> Nocturno</p> <p><b>5. ¿Cuál es tu especialidad docente?</b></p> <p>_____</p> <p><b>6. ¿Trabajas en un centro bilingüe?</b></p> <p><input type="checkbox"/> Sí    <input type="checkbox"/> No</p> <p><b>7. En caso afirmativo, ¿formas parte del proyecto bilingüe?</b></p> <p><input type="checkbox"/> Sí    <input type="checkbox"/> No</p> <p><b>8. ¿Impartes enseñanza en alguna especialidad en un idioma (inglés, francés, etc)?</b></p> <p><input type="checkbox"/> Sí    <input type="checkbox"/> No</p> <p><b>9. En caso afirmativo en 7 u 8, ¿con qué frecuencia utilizas en tus clases la lengua que estás aprendiendo en el aula CAL?</b></p> <p><input type="checkbox"/> Diario                      <input type="checkbox"/> Frecuente                      <input type="checkbox"/> Ocasional                      <input type="checkbox"/> Nunca</p> <p><b>10. ¿Cuáles son las lenguas que se imparten en tu centro?</b></p> <p><input type="checkbox"/> Inglés                      <input type="checkbox"/> Francés                      <input type="checkbox"/> Alemán</p> <p><input type="checkbox"/> Italiano                      <input type="checkbox"/> Otros _____</p>
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## BLOQUE C: ASPECTOS METODOLÓGICOS

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### SECCIÓN 1: Tipos de materiales

**1.1. ¿Con qué frecuencia utilizas este tipo de materiales?**

MATERIALES	FRECUENCIA						
	Nunca	Mensualmente					Esporádicamente
		Una vez	2 veces	4 veces	10 veces	Más de 15	
Pizarra digital interactiva							
Pizarra convencional							
Proyector digital (“cañón”)							
Libros de texto, de consulta, de ejercicios, etc							
Laboratorio de idiomas, sala de ordenadores o sala multimedia: grabaciones de audio, radio, TV, vídeos, programas de ordenador, internet, etc.							
Revistas y periódicos adaptados: artículos, noticias, anuncios.							
“Flashcards”, carteles, posters, murales, láminas.							
Objetos reales o en miniatura							
“Realia”: cupones, tickets, folletos, trípticos, impresos, instancias, etc.							
Viajes al país, visitas y excursiones: visitas a museos, monumentos, contactos							

**SECCIÓN 2: Metodología**

**2.1. Si impartes clase en un área lingüística de una lengua extranjera, ¿qué metodología/s utilizas más a menudo? (Puedes marcar más de una)**

- Traducción de frases o textos usando la gramática explicada
- Uso exclusivo del inglés induciendo la gramática con apoyo visual para el vocabulario
- Uso de canciones, juegos y cuentos con intercambio de preguntas y respuestas orales exclusivamente en inglés con apoyo de gestos, dibujos y/o objetos
- Utilización de ejercicios orales, imitación de frases hechas y pronunciación.
- Uso de órdenes o comandos a las que los alumnos/as responden físicamente con acciones
- Uso de aprendizaje cooperativo a partir de grupos o parejas para conseguir un producto final
- Uso de las TIC para establecer intercambios escritos, orales, producción de trabajos, etc.

- Uso de una mejor gestión de los tiempos entre el *teacher's talk* y *student's talk*
- Trabajo sobre el error, bien de manera individual o colectiva
- Otras \_\_\_\_\_

**2.2. Si impartes clase en un área no lingüística (ANL) usando una lengua extranjera, ¿qué metodología/s utilizas más a menudo? (Puedes marcar más de una)**

- Traducción de los contenidos estudiados en inglés al español
- Creación de un dossier de términos para traducirlos al español por parte de los alumnos
- Empleo de estrategias de andamiaje (lluvias de ideas, redundancia semántica, esquemas de trabajo, apoyo visual etc.)
- Uso de metodologías activas (i.e. Elaborar en grupo un proyecto relacionado con un tema y explicar la finalidad de éste)
- Uso de diferentes estrategias de comunicación (parafraseo, repeticiones, ejemplificaciones, gestos, etc.)
- Colaboración con el profesorado de otras áreas
- Doy importancia a la corrección de errores léxicos, gramaticales y pronunciación.
- Doy importancia a la producción escrita de los nuevos términos antes que a la producción oral
- Fomento la comunicación independientemente de los errores léxicos, gramaticales, etc.

**SECCIÓN 3: Pautas de coordinación**

**3.1. A la hora de elaborar la programación del curso, actividades y materiales, ¿qué tipo de coordinación estableces en este proceso? (Puedes marcar más de una)**

- Coordinación con los compañeros/as de nivel
- Coordinación con los compañeros/as de nivel y de ciclo
- Coordinación con otros/as compañeros/as de inglés o departamento
- Coordinación con el equipo de enseñanza bilingüe
- Coordinación con otros/as componentes del claustro
- Coordinación con personas externas al centro: Centros del Profesorado, EEOOI, etc.
- Otros \_\_\_\_\_

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**BLOQUE D: ASPECTOS GENERALES DEL CURSO**

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**SECCIÓN 1: Expectativas en el curso**

**1.1. ¿Con qué motivo quieres mejorar tu nivel de inglés? (Puedes marcar más de una)**

- |  |  |
|--|--|
| <input type="checkbox"/> Viajar, Restaurantes, Hoteles                 | <input type="checkbox"/> Mejorar a nivel profesional |
| <input type="checkbox"/> Superación personal y mejora de la autoestima | <input type="checkbox"/> Ocio                        |
| <input type="checkbox"/> Otros _____                                   |  |



**1.2. ¿En qué área/s esperas encontrar mayor dificultad? (Puedes marcar más de una)**

- Comprensión Oral     Comprensión escrita     Expresión/interacción oral     Expresión/interacción escrita

**1.3. ¿Qué tipo de actividades complementarias o extraescolares en inglés te gustaría llevar a cabo? Acudir a: (Puedes marcar más de una)**

- Cine     Teatro     Conferencias     Visitas a museos  
 Estudios o estancias en el extranjero     Ninguna  
 Otras \_\_\_\_\_

**1.4. ¿Qué destrezas lingüísticas son, en tu opinión, las más importantes? (1= la menos importante; 4= la más importante)**

- \_\_\_ Comprensión oral  
\_\_\_ Comprensión escrita  
\_\_\_ Expresión/interacción oral  
\_\_\_ Expresión/interacción escrita

**1.5. De las destrezas anteriores, ¿cómo las ordenarías de menor a mayor dificultad para ti? (1= la menos complicada; 4= la más complicada)**

- \_\_\_ Comprensión oral  
\_\_\_ Comprensión escrita  
\_\_\_ Expresión/interacción oral  
\_\_\_ Expresión/interacción escrita

**1.6. ¿Qué destrezas lingüísticas, en tu opinión, deberían ser más trabajadas en el aula? (1= la menos importante; 4= la más importante)**

- \_\_\_ Comprensión oral  
\_\_\_ Comprensión escrita  
\_\_\_ Expresión/interacción oral  
\_\_\_ Expresión/interacción escrita

**1.7. ¿Has oído hablar del Portfolio Europeo de las Lenguas (PEL)?**

- Sí     No

**1.8. En caso afirmativo, ¿cuál es el grado de implantación real o potencial del PEL en tu entorno?**

• **En mi aula CAL**

- Se aplica     Se podría aplicar     Es difícil de aplicar

• **En mi centro de trabajo**

- Se aplica     Se podría aplicar     Es difícil de aplicar

**1.9. Contesta solamente si se aplica, ¿qué uso más común le das en tu aula o centro?**

- Como dossier de actividades de cualquier tipo en un idioma
- Como una autoevaluación al principio y comienzo de curso
- Como elemento de concienciación del alumno/a de sus progresos en uno o varios idiomas
- Para escribir un texto sobre lo que he aprendido en una unidad

## SECCIÓN 2: Objetivos generales en el aprendizaje de la lengua

### 2.1. ¿Cómo ordenarías los siguientes objetivos de menor a mayor interés para ti? (1= la menos interesante; 4= la más interesante)

- \_\_ Aplicar las destrezas lingüísticas aprendidas en el aula CAL en el aula en el que imparto clase
- \_\_ Aplicar las destrezas lingüísticas aprendidas en el aula CAL en situaciones reales de la vida
- \_\_ Adquirir nuevas aplicaciones metodológicas para la enseñanza de ANL en inglés
- \_\_ Conseguir una certificación de nivel para oposiciones o concurso de traslados

### 2.2. ¿Cuál es tu objetivo principal? \_\_\_\_\_

\_\_\_\_\_

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## BLOQUE E: CÓMO APRENDE EL ALUMNADO CAL

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### 1. ¿Qué tipo de contenidos aprendes más fácilmente?

- Contenido oral  Contenido escrito

### 2. Cuando usas la lengua oral, ¿cómo te gusta ser corregido/a?

- Interrumpirme y corregirme inmediatamente
- Una vez haya acabado la producción
- Autocorregirme cuando hablo con alguien

### 3. ¿Cuáles crees que son las dinámicas más adecuadas para trabajar las destrezas orales (i.e. comprensión y expresión oral) en clase? (1= Menos adecuado; 4= Más adecuado)

- \_\_ Alumnado-Profesorado    \_\_ Parejas    \_\_ Pequeños grupos    \_\_ toda la clase

### 4. ¿Con cuál te sientes más cómodo/a?

- Alumnado-Profesorado     Parejas     Pequeños grupos  
 Toda la clase     Ninguno de los anteriores     Otros \_\_\_\_\_

### 5. ¿Cómo te gustaría practicar la producción escrita? (Puedes marcar más de una)

- Escribiendo textos similares a los que aparecen en el examen
- Analizando errores en textos ya escritos
- Aprendiendo solamente las estructuras de los diferentes tipos de textos
- Realizando actividades de gramática y vocabulario

### 6. ¿En qué tipo de textos estás más interesado/a en la comprensión escrita? (Puedes marcar más de una)

- Textos relacionados con mi ámbito laboral (artículos en una revista de mi campo...)
  - Periódicos y revistas
  - Textos literarios (novela, teatro, ensayos)
  - Textos de otro tipo
- 7. ¿Con cuál de estos estilos de aprendizaje te sientes más identificado/a? (Puedes marcar más de una)**
- Activo (basado en experiencias tales como lecturas, discusiones, análisis de tareas y proyectos)
  - Reflexivo (basado en la revisión y meditación de las experiencias tales como análisis y deducción de conceptos, reglas gramaticales e ideas generales de textos orales y escritos)
  - Teórico (estudio de reglas gramaticales y destrezas orales y auditivas de un modo lógico, esquematizado y sistemático)
  - Pragmático (poner en práctica inmediatamente lo aprendido y obtener beneficios claros)

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## **BLOQUE F: ESTRATEGIAS EN LOS PROCESOS DE APRENDIZAJE Y COMUNICATIVOS**

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### **SECCIÓN 1: Estrategias de aprendizaje**

- 1.1. ¿Qué tipo de estrategias directas son las que más utilizas en tu aprendizaje del idioma? (Puedes marcar más de una)**
- Pido ejemplos (clarificación / verificación)
  - Memorizo y repito
  - Deduzco el significado de palabras por el contexto o palabras clave (Adivinación/inferencia inductiva)
  - Comparo la lengua materna con la lengua inglesa (Razonamiento deductivo)
  - Experimento con el idioma (práctica)
- 1.2. ¿Qué tipo de estrategias indirectas son las que más utilizas en tu aprendizaje del idioma? (Puedes marcar más de una)**
- Enfoco, planifico y evalúo el aprendizaje
  - Me auto-sugestiono para reducir la ansiedad y me motivo personalmente
  - Hago preguntas, coopero y me relaciono con los demás

### **SECCIÓN 2: Estrategias de comunicación**

- 2.1. ¿Qué estrategia de comunicación te parece más efectiva como estudiante para el aprendizaje del idioma? (Puedes marcar más de una)**
- Interacción oral entre alumnado-alumnado
  - Interacción oral entre alumnado-profesorado

- Interacción escrita entre alumnado-alumnado
- Interacción escrita entre alumnado-profesorado
- Interacciones oral con un nativo/a
- Interacción escrita con un nativo/a

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## BLOQUE G: ASPECTOS MOTIVACIONALES

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### SECCIÓN 1: Tareas

**1.1. ¿Qué tipo de tareas preferirías en tu proceso de aprendizaje? (1= la menos interesante; 10= la más interesante)**

- \_\_ Realizar trabajos que impliquen una búsqueda de información
- \_\_ Llevar a cabo exposiciones orales
- \_\_ Postear en blogs
- \_\_ Representar una pequeña obra teatral
- \_\_ Visionar videos y realizar actividades sobre el mismo
- \_\_ Escuchar canciones y trabajar sobre las mismas
- \_\_ Realizar actividades escritas sobre ortografía y gramática
- \_\_ Realizar debates sobre temas controvertidos
- \_\_ Leer artículos (online o no) y hacer comentarios sobre ellos
- \_\_ Elaborar materiales curriculares y usarlos dentro de la dinámica del aula

### SECCIÓN 2: Temas

**2.1. ¿Qué temas te interesan más en relación con tu aprendizaje o perfeccionamiento del idioma? (Puedes marcar más de una)**

- |  |                                      |   |
|--|--------------------------------------|---|
| <input type="checkbox"/> Deportes                      | <input type="checkbox"/> Economía    | <input type="checkbox"/> Ciencia            |
| <input type="checkbox"/> Salud                         | <input type="checkbox"/> Política    | <input type="checkbox"/> Educación          |
| <input type="checkbox"/> Vacaciones                    | <input type="checkbox"/> Trabajo     | <input type="checkbox"/> Nuevas tecnologías |
| <input type="checkbox"/> Sobre tu especialidad docente | <input type="checkbox"/> Otros _____ |   |

### SECCIÓN 3: Materiales

**3.1. ¿Qué tipo de materiales preferirías utilizar en tu proceso de aprendizaje? (1= la menos preferida; 8= la más preferida)**

- \_\_ Canciones      \_\_ Audios      \_\_ Películas/Series      \_\_ Juegos

<input type="checkbox"/> Libro de texto y cuaderno de actividades	<input type="checkbox"/> Realía
<input type="checkbox"/> Fichas con práctica oral y escrita	<input type="checkbox"/> Nuevas tecnologías

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**BLOQUE H: DIAGNÓSTICO DE LAS ÁREAS DE DIFICULTAD MÁS DESTACADAS**

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**1. ¿Qué nivel de dificultad encuentras en las siguientes áreas? (1= la menos difícil; 8= la más difícil)**

<input type="checkbox"/> Hablar	<input type="checkbox"/> Conversar	<input type="checkbox"/> Leer y comprender	<input type="checkbox"/> Escuchar
<input type="checkbox"/> Pronunciación	<input type="checkbox"/> Escribir	<input type="checkbox"/> Gramática	<input type="checkbox"/> Vocabulario