
Parents' perspectives on the bilingual program in the region of Madrid

Perspectivas parentales sobre la implementación del programa bilingüe en la Comunidad de Madrid

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Abstract

This article attempts to identify parent perspectives on Content and Language Integrated Learning in Madrid. It presents an empirical study that was carried out in Compulsory Secondary Education in the region of Madrid. The study seeks to identify the perceptions of parents as regards the bilingual project and their children's achievements learning a second language. The data are obtained from a qualitative and quantitative questionnaire to examine: students' use, competence and development of English in class; methodology; materials and resources; evaluation; training and information; mobility; and finally, improvement and motivation towards learning English. Statistical techniques are also included to show if there are statically significant differences concerning the parental variables.

Keywords:

CLIL, Madrid region, data analysis, parent perspectives, results

Resumen

Este artículo intenta identificar las perspectivas de los padres sobre el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en Madrid. Presenta un estudio empírico que se realizó en Educación Secundaria Obligatoria en la región de Madrid. El estudio pretende identificar las creencias de los padres sobre el proyecto bilingüe y los logros de sus hijos aprendiendo un segundo idioma. Los datos se obtienen a partir de un cuestionario cualitativo y cuantitativo para examinar: uso, competencia y desarrollo del inglés de los alumnos en clase; metodología; materiales y recursos; evaluación; formación e información; movilidad; y finalmente mejora y motivación para aprender inglés. Se emplean técnicas estadísticas para medir los variables y demostrar el nivel de satisfacción de los padres.

Palabras clave:

AICLE, región de Madrid, análisis de datos, perspectivas parentales, resultado

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1. Introduction

It is commonly accepted that education, throughout history, has encompassed diversity and has recognized its place in policies and practice. As the world moves toward increasing globalization, mobility, scientific and technological innovation, and competence needs (Marsh, 2012, p. ix), many countries and societies are compelled to change and adapt to new policies for their educational institutions. Education is considered crucial in “creating an innovative, productive workforce that can adapt to a rapidly changing world” (Rudd, 2007, p. 4, in Kostogriz, 2009, p. 132).

Ministries of Education and policy makers have established and organized new educational systems, as a result of this rapid change and growth. For instance, in Europe, “globalisation, European Union (EU) policies, migrant movements and Global English are changing the languages and cultures of European nations in some way” (Vez, 2009, p. 8). With the emergence of this global world, innovative programs and approaches have appeared as early policies to front new challenges.

Recent developments, especially in the fields of linguistics and sociolinguistics, have led many schools to employ new approaches instead of relying on traditional ones. These recent approaches to pedagogy are not only tasked with teaching students about new aspects of culture, while promoting resources that can benefit educational institutions and their stakeholders as a whole, but they are also tasked with ensuring students achieve and develop communicative skills and acquire effective learning strategies in language acquisition. Lindholm-Leary (2001, p. 1) has highlighted “the need to implement programs that promote higher levels of communicative proficiency than those offered by traditional foreign language models.” Thus, the stage has been set for bilingualism and “bilinguality,” even if they are not new phenomena as Grosjean (2010, p. 9) shared: “In earlier times, when traders travelled to areas where another language was spoken, or a lingua franca was used, many —buyers as well as sellers— became bilingual.” From the distant past until now, history is replete with examples of those who have spoken two or more languages out of necessity (Grosjean, 2010, pp. 7-10).

Today, it can be said that bilingualism begins in schools. There is much in the literature about bilingual programs and about how countries around the world attempt to define, develop, analyze, and evaluate these programs. In the 21st century, we can identify very specific responses to the need for bilingual programs, such as immersion education programs in Canada, bilingual education programs in the USA, and Content and Language Integrated Learning (CLIL) in Europe. These programs are geared toward teaching monolinguals and bilinguals another language and support the idea of being bilingual or multilingual. They are structured in a way that includes teaching both content and language in the

classroom. Each of these programs implements the language acquisition in its own way, yet their differences reflect their cultures.

In the last few decades, the literature bears out that the methods that these programs have been using are successful in the process of teaching and learning a second or a third language. For Martínez Adrián and Gutiérrez Mangado (2015), "CLIL instruction clearly benefits learners in general competence, as measured via the four skills: listening, reading, writing, and speaking" (p. 53). Furthermore, Breidbach and Viebrock (2013) considered CLIL as having "the potential for foreign language acquisition, mental flexibility and higher order thinking skills, learner autonomy, reflective competences" (p. 20).

Other experts have said that these bilingual programs foster the idea of easy communication and reinforce the act of teaching and learning in modern ways, involving technological innovation and digital equipment, enriching creative learning, and expanding opportunities for language learning. According to Meyer (2010, p. 14):

Video clips, flash-animations, web-quests, pod-casts or other interactive materials on English websites combine motivating and illustrative materials with authentic language input. They constitute a rich source for designing challenging tasks that foster creative thinking and create opportunities for meaningful language output.

In the same line, Azzaro and Rice (2012, p. 157) argued that "Hinging on real materials (based on the Web or real-life recordings), the possible activities are countless, ranging from near-duplicates of textbook activities to completely interactive digital ones, unthinkable in print."

Furthermore, recent developments in the field of linguistics have led to the growth of bilingual and multilingual issues, because "bilingual programs gained acceptance in the early 1960s as a result of wide-ranging efforts by language minority communities in lobbying legislators and educational policymakers for culturally relevant education programs" (González, 2008, p. 233).

Although bilingualism is a "simple label for a complex phenomenon" (Baker & Jones, 1998, p. 464), learning to communicate in a bilingual environment promotes an individual's capacity for interaction and that individual's ability to become an articulate member of society; it also highlights key features that characterize bilingualism itself. Such is the nature of language acquisition that it is growing as an important issue among modern societies and its significance is manifest, too.

Based on this research, it is evident that bilingualism was born to satisfy the need to communicate and to interact in more than one language, as "bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication" (Hamers & Blanc, 2000, p. 6). The need to learn new languages in

order to upgrade foreign language proficiency (Marsh, 2002; Pérez Cañado, 2011) becomes unquestionable.

2. Theoretical framework

In terms of language and content, CLIL is a relatively new process that combines these two areas in learning for the purpose of applying linguistic matters for the sake of obtaining knowledge. According to Roos (2014, p. 102), “CLIL opens up possibilities for meaningful language use and communicative interaction in situations where the focus is on meaning and content.” It presents the opportunity to combine content with language in learning. It supports students to develop new understandings in their content subjects and learn the language.

Since CLIL's inception, its first concern has been to put an emphasis on the simultaneous acquisition of more than one language and subject matter. Bruton (2013, p. 589) claimed that “It supposes that the content subjects become the object of ‘real communication.’” Wolff (2011, p. 74) remarked that “research in CLIL has shown quite clearly that subject content is more motivating for the students than the content usually dealt with in the language classroom.” Students can make academic progress and become particularly competent in English, because they are engaged with language through content.

This is the reality behind CLIL: it maps a productive pedagogical methodology that is not restricted to language or to content, but to both simultaneously. Another goal of learning through this method is to develop student creativity and skills. Scott and Beadle (2014) said CLIL “is about the learners creating their own knowledge and understanding and developing skills (personalised learning)” (p. 4).

There is a plethora of reasons that prove to be essential factors for integrating content and language in the areas of teaching and learning. In view of linguistic and sociolinguistic contexts, the integration of other languages can serve the students' competencies in cross-cultural skills, the ability to communicate fluidly and successfully, and awareness of one's self and surroundings. As Llinares, Morton, and Whittaker (2012) pointed out, “One of the benefits of CLIL is said to be the fact that it provides a more authentic context for language learning and, as a consequence, more opportunities for developing communicative competence in the target language” (p. 221).

On the cultural front, the term CLIL supports the practice of introducing some cultural aspects related to the L2 when teachers introduce new content in the classroom. Byram and Grundy (2003) pointed out that “‘culture’ in language teaching and learning is usually

defined pragmatically as a/the culture associated with a language being learnt" (p. 1). Cultural awareness, therefore, is necessary within CLIL, since learners learn through another language that portrays at least one aspect of that culture. CLIL helps students become familiar with other cultures and societies that differ from their own community and society, because CLIL "serves as an umbrella term embracing all scenarios and whatever combination of regional, heritage, minority, immigrant and/or foreign languages they involve" (Lorenzo, Casal, & Moore, 2009, p. 419).

Finally, with respect to cognition, the integration of an additional language makes learners more active and proactive in their thinking. Hamers and Blanc posited that, "Bilinguality is considered as a relevant factor for the development of cognitive processes" (2000, p. 83). It is an important means by which to shape cognitive processes and the level of deep reflection. In a similar vein, Cenoz and Genesee (1998, p. 24) have stated that "numerous studies have reported that bilingualism can have positive effects on cognitive development" when students are able to think of what to say, how, and when.

The main point, and what is most interesting, is that CLIL's approach resonates with adequate methodology. Therefore, if an educational system focuses on linguistics, communication, cultural awareness, and excellent subject content, it will see great success in educating its learners in both language and content.

2.1. The role of parents

In CLIL, families and parents' involvement in the educational policy either at school or at home play a crucial role in shaping academic performance and impacting the educational process and success. Tabatadze (2015) affirmed that "the parent involved in designing and implementation of bilingual educational program can be the most effective mechanism for quality assurance in such programs" (p. 96). Furthermore, parents are the source of the first background knowledge or prior knowledge which a student receives. On the one hand, according to McNeal (2014, p. 564), "parent involvement is any action taken by a parent that can theoretically be expected to improve student performance or behavior." They are the source of value system orientation, sociocultural principles, and economic aspects that impact their children's lives and behavior.

On the other hand, "parent involvement also includes parental visits to the school to advocate for children, to learn about children's educational experiences, as well as to share their culture and expertise" (Hindin, 2010, p. 75). When parents are aware of the educational situation of their children and control their academic progress in school, it could be a great support for establishing an ideal interaction between students and teachers and for attaining good results.

The parents' participation can impact students' motivation toward learning. This participation is an effective strategy to open doors for communication and collaboration in the educational system. Parents should maintain effective feedback with their children and teachers. Keeping in touch especially with teachers during the academic year can expand the teachers' ideas and help understand students' desires and learning needs. They can also help them to design more effective activities and exercises in the classroom to motivate the students.

3. The study

3.1. Research questions

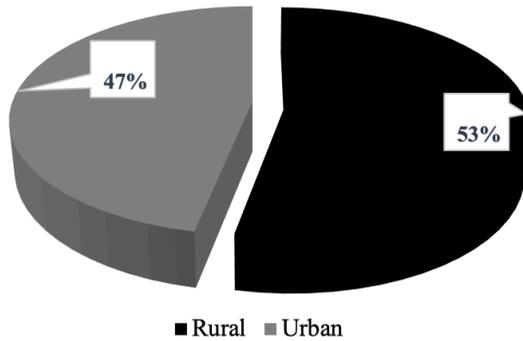
The major scope of this article is to define the parents' perceptions of the implementation of the bilingual program in the region of Madrid that are elaborated upon the two following research questions:

RQ1: What are the parents' perceptions of the way in which the Bilingual Schools' Program is functioning respect to the following factors: students' use, competence and development of English in class; methodology; materials and resources; evaluation; training and information; mobility; and finally, improvement and motivation towards learning English?

RQ2: Within the parent cohort, are there statistically significant differences in perception in terms of the identification variables considered (age, gender, nationality, type of schools, setting of schools, and level of studies)?

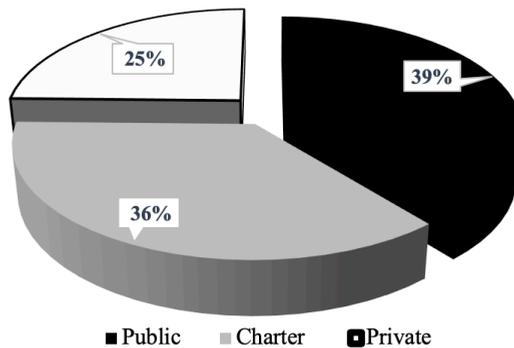
3.2. Research sample

The research was carried out during the second term of the 2015-2016 academic year. The author visited 18 Bilingual Secondary schools in the Autonomous Community of Madrid. The sample consists of 77 parents. Their children are bilingual students attending grade two of Bilingual Section of Compulsory Secondary Education (CSE). The findings show that the parents who participated come from the two different settings, urban and rural, in almost equal amounts: 47% urban and 53% rural (cf. Graph 1).



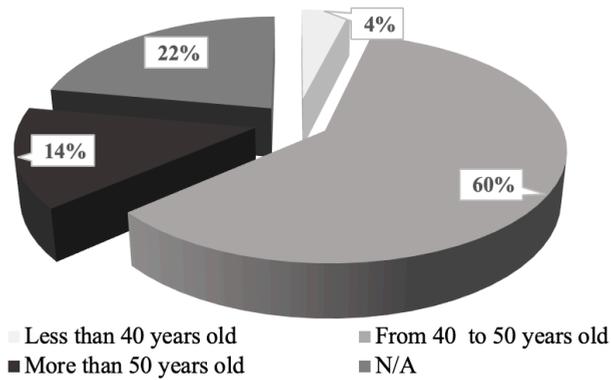
Graph 1. Breakdown of parents in relation to school setting

They also belong to the three types of schools: public, charter, and private. Parents at public schools represent 39% of the whole sample, an amount only slightly larger than those with their children in charter schools (36%). Private school parents represent only 25% of those surveyed (cf. Graph 2).



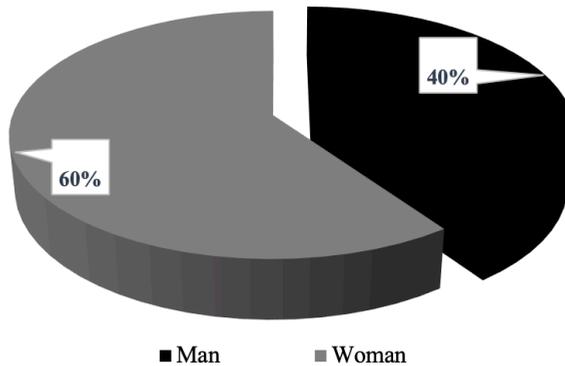
Graph 2. Percentage of parents in relation to type of schools

The majority of parents (60%) are between 40 and 50 years old, 14% are younger than 40 years old, 4% are older than 50, and 22% did not respond to this question about their age (cf. Graph 3).



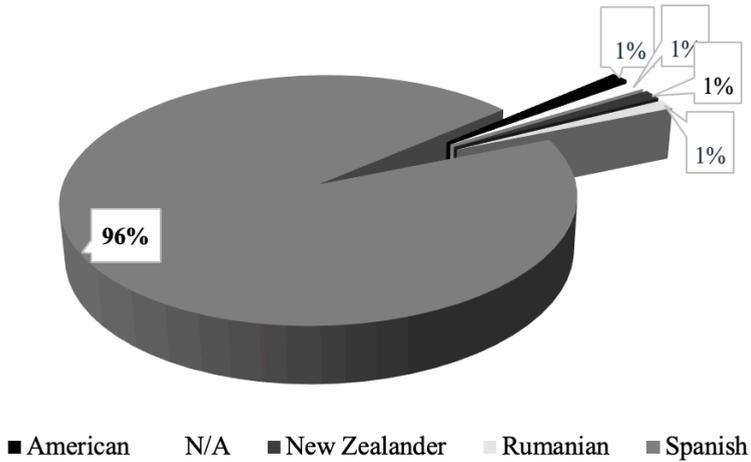
Graph 3. Age of parents

Regarding their gender, responses indicate that most of the participants are female (60%) and the rest male (40%) (cf. Graph 4).



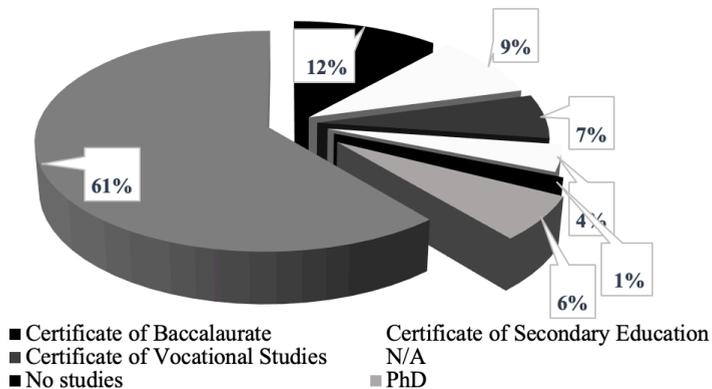
Graph 4. Gender of parents

The largest percentage of these participants are Spanish (96%); American, New Zealander, Romanian, and those who did not provide an answer represent 1% each (cf. Graph 5).



Graph 5. Nationality of parents

As far as the level of education completed by parents is concerned, levels vary from having no diploma to a doctorate. The majority of parents surveyed have a university degree or a diploma (61%); 12% hold a baccalaureate certificate; 9% hold a certificate of secondary education; 7% hold a certificate of vocational studies; 6% hold a PhD; 1% have no diploma or degree; and, 4% did not answer (cf. Graph 6).



Graph 6. Level of studies of parents

3.3. Research variables

In this research, there are six important identification variables that elicit the parent background information:

- Age
- Gender
- Nationality
- Level of studies of parents (degree and diploma)
- Type of schools (public, charter, private)
- Setting of schools (urban, rural)

3.4. Research instruments

The instrument used in this investigation was a questionnaire, designed by Pérez Cañado (2016) as part of her research projects. This qualitative research tool focuses on biographical information and Likert-scale questions. It contains 40 items pertaining to seven thematic blocks: students' use, competence and development of English in class (9 items); methodology (3 items); materials and resources (8 items); evaluation (5 items); training and information (6 items); mobility (3 items); and finally, improvement and motivation towards learning English (6 items). This questionnaire has already been used in other studies in Spain; for example, the research held by Ráez-Padilla (2018) in the Andalusia provinces with 237 parents. Furthermore, the instrument is also used by Lancaster (2016) in Jaén in her doctoral thesis and she has involved the same two research questions listed in this study as two important objectives behind implementing this instrument.

3.5. Research data analysis

The SPSS program in its 21.0 version is used for statistical analysis. Tables are presented to show central tendency measures such as mean, median and mode and dispersion measures such as range, low-high, standard deviation have been calculated for the generic descriptive analysis. The mean scores and the standard deviation help us to describe the results in a meaningful way.

The Mann-Whitney U test has been applied in the study of qualitative variables with two categories such as gender and setting. When the variable has more than two categories such as age, nationality, and type of school, the Kruskal-Wallis test was applied. From it, the effect size (Rosenthal's R) was also obtained to indicate how different the groups were.

4. Results and discussion

4.1. General Results

Starting with the first block, students' use, competence, and development of English in class, we found very positive outcomes. These positive outcomes have also been supported by recent research by Lancaster (2016) and Ráez-Padilla (2018). All parents (100%) reported positively and satisfactorily that their child's English had improved due to his/her participation in bilingual education (item 1). For item 2, "My child's Spanish has improved due to his/her participation in bilingual education", the results were mixed, with just over half (58.6%) agreeing that bilingual learning improved their Spanish, and with the other parents not sharing that opinion. The majority of parents (81.4%) support the idea that their children's content knowledge of subjects taught in English has improved, with only a quarter of parents disagreeing (item 3).

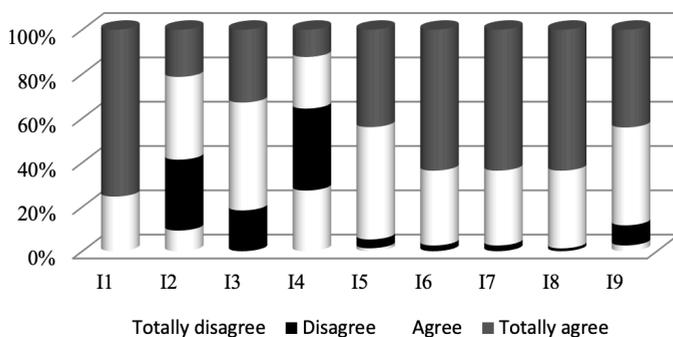
For item 4, more than half of the parents (64.5%) disagree that the understanding of content of subjects is made more difficult by teaching them through English. Practically all parents (94.6%) agree that their children's comprehension of the connection between English and Spanish has improved due to their participation in bilingual education (item 5). In item 6, the vast majority of parents (97.3%), with the exception of only two participants, believe that their children are confident with respect to languages. The same is true of items 7, where almost all the parents (97.3%) agree that their children have adequate listening and speaking skills. 68.7% of parents agree that their children have adequate reading and writing skills, in the foreign language (FL) (item 8).

Again, the vast majority of parents (88.2%) find that their children have adequate knowledge of socio-cultural aspects and intercultural awareness in the FL, with only a few parents disagreeing (item 9) With respect to the first block, students' use, competence, and development of English in class, we found very positive outcomes. These positive outcomes have also been supported by recent research by Lancaster (2016) and Ráez-Padilla (2018). All parents (100%) reported positively and satisfactorily that their child's English had improved

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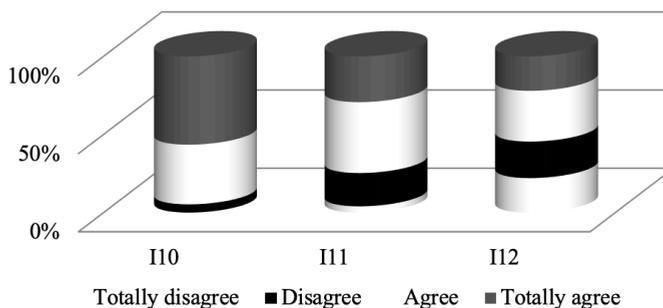
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These fascinating results are consistent with other positive studies in Madrid, in some Spanish communities, and throughout Europe (Dalton-Puffer, 2011; De Graaff, Koopman, & Westhoff, 2007; Gerena & Ramírez-Verdugo, 2014; Lancaster, 2016; Lasagabaster & Doiz, 2016; Llinares & Dafouz, 2010; Lorenzo et al., 2009; Pérez Cañado, 2011) (cf. Graph 7).



Graph 7. Students’ use, competence and development of English in class

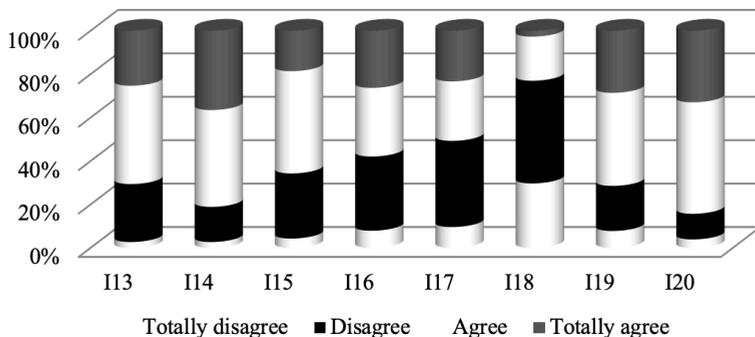
In regards to methodology, almost all parents (94.8%) answered positively regarding the learning of vocabulary in the bilingual class (item 10). Most parents (74.6%) contend that bilingual classes use more innovative methodology focused on the learner. However, a quarter disagree with this (item 11). Item 12 was the most controversial: half of the participants (54.6%) agree they are able to help their child with bilingual homework, while the rest of the participants are in complete disagreement (cf. Graph 8).



Graph 8. Methodology

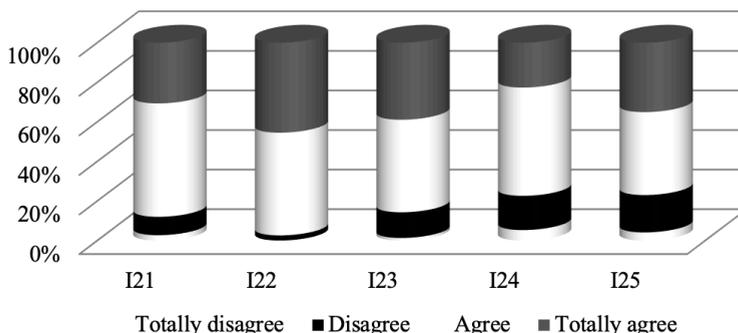
When dealing with the materials and resources block, the majority of parents respond positively. Most parents (70.3%) report that bilingual teaching materials are interesting and innovative, but a few disagree (item 13). Parents also (81.1%) consider that bilingual teaching materials encourage communication in English in class and out of class (item 14). There is more of a gap in opinion in item 15, as a third (34.3%) of parents either strongly disagree and disagree, and the majority of respondents agree that bilingual teaching materials are adapted to cater to students' levels and needs within the bilingual class. There is also a notable difference between parents who agree (more than a half: 57.9%) that new technology materials are used in class, and those who do not see that these materials are used (item 16). The respondents do not agree on whether the bilingual teaching materials are expensive or not, as half (50.7%) report that they are expensive and the other half report that they are not expensive (item 17). Most of the participants (77%) respond that they do not think that bilingual materials have guidelines in Spanish to help their child at home, and less than a quarter of the participants (23%) agree with item 18. Regarding parents' perspectives in item 19, the majority (71.5%) contend that their child has access to English outside of school but less than a third (28.5%) do not believe this is true. The results for item 20 indicate that almost all the parents (84.2%) find that their children have access to adequate English materials outside of school. Thus, parental perspectives are more mixed

on this block, with considerable discrepancies being discerned, except on the inclusion of guidelines to help their children, where there is greater harmony, a finding in line with those of Ráez Padilla (2018) and which should undoubtedly be taken into account by materials designers for the future (cf. Graph 9).



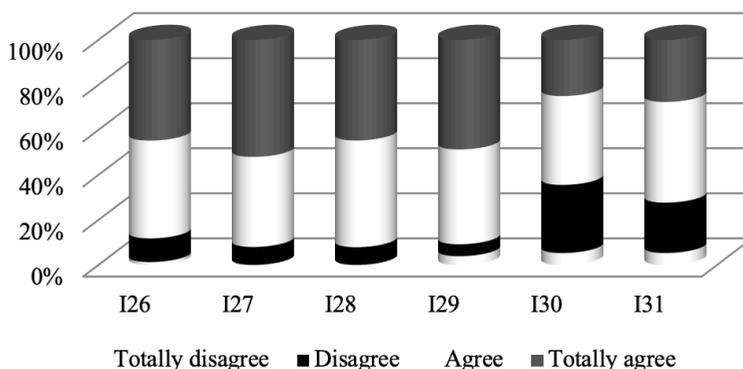
Graph 9. Material and resources

As for the parents' perceptions of evaluation, the vast majority of parents (88%, 97.4%, and 85.8%, respectively) respond in total agreement: they acknowledge that evaluation of bilingual programs is adequate, all bilingual content knowledge taught is evaluated periodically by exams, and an oral component is included in evaluation (items 21, 22, and 23). The results of items 24 and 25 are practically the same; the majority of the respondents (77%) believe that bilingual content knowledge in English is prioritized over English competence in evaluation, and that their children have achieved the best results in the bilingual program. Fewer than a quarter of participants disagree with these two items (cf. Graph 10).



Graph 10. Evaluation

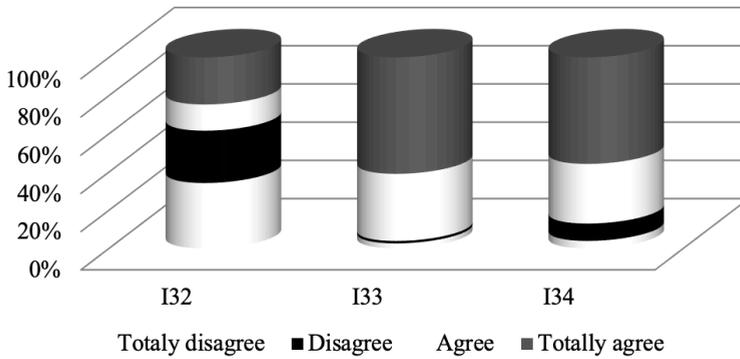
Parents' perceptions of training and information are largely positive, except for a few parents who responded negatively. A high percentage of parents (88.1%) seem satisfied with the bilingual teachers of their children. They recognize that teachers have adequate listening and speaking skills in the FL (item 26). Parents (92%) also responded that their children's bilingual teachers have adequate reading and writing skills, as well as adequate knowledge of socio-cultural aspects and intercultural awareness in the FL (items 27 and 28). Item 29 results are largely positive, with parents (90.8%) agreeing that they are familiar with the bilingual education functioning in their child's school. For items 30 and 31, the majority of parents (between 64.5% and 72.3%) believe they are well-informed about the bilingual education of the community, such as objectives and actions, as well as about the basic principles of the curriculum, i.e. integrated content and language learning in the bilingual program. However, a substantial number (almost 30%) hold opposite perceptions towards this assertion (cf. Graph 11).



Graph 11. Training and information

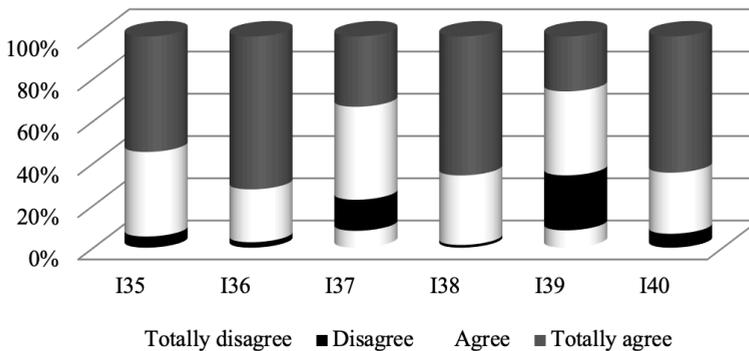
Parents' attitudes towards their children's mobility are positive, although more than half of the parents indicate their children have not yet participated in exchange programs. More than a third of parents (38.4%) agree that their children have already participated in exchange programs (item 32), while the rest of parents strongly disagree. Most families (96.1%) are supportive of having their children participate in exchange programs in the future. Parents respond that they consider the participation in exchange or language programs is very advantageous and beneficial for their children (items 33). The majority of parents (87%) encourage their children to participate in exchange programs or in language study (item 34). These revelations coincide with Lancaster's (2016) and Ráez-Padilla's (2018). Their research evinces that parents see exchange/linguistic programs as beneficial for their children and they motivate their children to have an active participation in these

mobility programs. In contrast, they confirm that their offspring do not normally participate in such exchange programs (cf. Graph 12).



Graph 12. Mobility

In relation to improvement and motivation towards learning English, a large percentage of parents (94.7%) foster the idea that bilingual education compensates for the increased workload (item 35) and they (97.4%) confirm that there has been an overall improvement in their child’s language learning due to their participation in bilingual education (items 36). Most of the parent participants (between 77.3% and 98.7%) agree that both their motivation and the motivation of their children towards language learning has increased due to their child’s participation in bilingual education (items 37 and 38). Of the participating parents, three-fourths (65.7%) indicate that they communicate regularly with teachers about their child’s progress in the bilingual program and only a third admit they have no regular communication with teachers (item 39). Finally, almost all the parents (93.3%) evaluate the bilingual program very positively (item 40) (cf. Graph 13).



Graph 13. Improvement and motivation towards learning English

4.2. Specific results

Statistically significant differences in outcomes are obtained from almost all the parents' variables: age, level of parents' education, setting of school, and type of school which score the highest number (23 out of 40 items). For gender and nationality variables, no statistically significant differences were evident.

In terms of setting of school, urban schools exhibit higher scores than rural schools in just a few items (14, 19, 35, and 36, respectively). Parents in the urban context report that materials encourage communication concepts and their children have more access to English outside the school (items 14 and 19). Furthermore, in the same context, the urban school parents confirm that although there is much more work with the actual program, the program is interesting since language improvement has increased too (items 35 and 36). Rural parents have less positive opinions about the above-mentioned items (cf. Table 1).

Table 1. Statistically significant differences in terms of setting of school.

	Mean		Standard deviation		R effect size	p value
	Rural	Urban	Rural	Urban		
Item 14	2.98	3.35	.800	.734	-0.251	.031
Item 19	2.68	3.19	.934	.786	-0.280	.014
Item 35	3.35	3.66	.662	.482	-0.236	.041
Item 36	3.51	3.91	.597	.284	-0.394	.001

The statistical results about type of schools have been particularly revealing in the private schools where many more items are statistically significant than in the public and charter schools. Parents in the former context show higher scores and significant satisfaction in terms of students' use, competence and development of English in class, methodology, bilingual teaching materials, evaluation, formation and information, mobility, and finally, with their students' improvement and motivation towards learning English.

With the first block, students' use, competence, and development of English in class, parents associated with the private schools point out that their children have improved their Spanish, they make clear progress in reading and writing, and they also acquire knowledge of socio-cultural aspects, (items 2, 8, and 9). They also manifest positive opinions about the methodology used in class. They respond that this methodology expands their

children's vocabulary because it is innovative and concentrated on the students' achievement (items 10 and 11). Parents in the private setting can help their children in acquiring the language and doing homework easily (item12).

With regard to bilingual teaching materials, differences are again statistically significant in favor of private schools where interesting and innovative materials that encourage communication are provided. Bilingual teaching materials in the private schools are also adapted to cater all the students' needs within the class (item 13, 14, and 15). These positive perspectives might be due to the use of new technologies and materials that provide opportunities for communication about controversial and proactive issues (item 16). According to the same participants, their children have achieved the best results (item 25).

Parents in the private context expressed that evaluation is adequate, exams are used periodically to evaluate content knowledge, and an oral component is also included in evaluation (items 21, 22 and 23). They affirm that bilingual teachers are highly qualified in the four English skills: listening, speaking, reading, and writing (items 26 and 27). According to parents, bilingual teachers in the private context also have adequate knowledge of socio-cultural aspects and intercultural awareness in the FL (item 28).

Significant differences favouring private schools were also established where parents are familiar with the basic principles of CLIL, well informed about bilingual education of the community, such as objectives, actions, legislative frame, and they also affirm that they are also well informed about the basic principles of the CLIL curriculum integrated in the bilingual program (items 29, 31, and 30). Their children have participated in exchange programs (item32) and they communicate regularly with teachers following the evaluation of their children (item 39). Finally, in the private schools, parents' impressions towards evaluation of the bilingual program are very positive compared to parents' impressions in the other two types of schools (item 40) (cf. Table 2).

Table 2. Statistically significant differences in terms of type of school

		Mean	Standard deviation	p value
Item 2	Charter	2.42	.902	.012
	Private	3.21	1.084	
	Public	2.63	.669	
Item 8	Charter	3.46	.576	.005
	Private	3.95	.229	
	Public	3.57	.504	
Item 9	Charter	3.04	.838	.025
	Private	3.63	.597	
	Public	3.33	.661	
Item 10	Charter	3.46	.693	.045
	Private	3.79	.419	
	Public	3.38	.561	

Item 11	Charter	3.00	.679	<0.001
	Private	3.63	.496	
	Public	2.59	.867	
Item 12	Charter	2.04	.962	<0.001
	Private	3.37	.895	
	Public	2.50	.974	
Item 13	Charter	2.93	.550	<0.001
	Private	3.68	.582	
	Public	2.45	.736	
Item 14	Charter	3.15	.602	<0.001
	Private	3.79	.419	
	Public	2.71	.854	
Item 15	Charter	2.62	.804	<0.001
	Private	3.50	.514	
	Public	2.50	.648	
Item 16	Charter	2.86	.848	.006
	Private	3.21	1.032	
	Public	2.38	.820	
Item 21	Charter	3.14	.756	.001
	Private	3.61	.608	
	Public	2.90	.557	
Item 22	Charter	3.50	.509	.009
	Private	3.68	.478	
	Public	3.20	.551	
Item 23	Charter	3.18	.772	.015
	Private	3.63	.496	
	Public	3.03	.718	
Item 25	Charter	3.11	.751	.007
	Private	3.50	.857	
	Public	2.79	.819	
Item 26	Charter	3.43	.634	.001
	Private	3.68	.582	
	Public	2.97	.731	
Item 27	Charter	3.52	.643	<0.001
	Private	3.89	.315	
	Public	3.07	.593	

Item 28	Charter	3.43	.573	<0.001
	Private	3.79	.419	
	Public	3.03	.626	
Item 29	Charter	3.43	.573	<0.001
	Private	3.89	.323	
	Public	2.97	.890	
Item 30	Charter	2.68	.723	<0.001
	Private	3.53	.772	
	Public	2.55	.827	
Item 31	Charter	2.82	.723	<0.001
	Private	3.58	.769	
	Public	2.66	.814	
Item 32	Charter	1.85	.925	<0.001
	Private	3.32	1.057	
	Public	2.00	1.089	
Item 39	Charter	2.86	.803	<0.001
	Private	3.67	.485	
	Public	2.26	.813	
Item 40	Charter	3.43	.690	.010
	Private	3.94	.236	
	Public	3.50	.630	

As far as the parents' ages, statistically significant differences are displayed only in two items (items 4 and 32). Parents who are 45 years old or younger highlight that the comprehension of content of subjects taught in English is easy for their children (item 4). They also report positively on the participation of their children in exchange programs (item 32), while results are significantly lower with parents who are older than 45 years. They reveal that content subjects are difficult for their children to understand in English and their children do not participate in exchange programs (cf. Table 3).

Table 3. Statistically significant differences in terms of age

	Mean		Standard deviation		R effect size	p value
	<=45	>45	<=45	>45		
Item 4	2.29	1.77	.902	.815	-0.298	.024
Item 32	2.52	1.89	1.153	1.166	-0.280	.035

Analyzing both parents' gender and nationality, no statistically significant differences were uncovered. In terms of age, we can attribute this result to the homogeneity of opinion of both female and male participants. However, in the nationality variable the absence of significant differences is due to the large number of the participants being of Spanish nationality.

For level of parents' education, statistically significant differences emerged only in three items, which means "it can be argued that the performance of bilingual students in the FL does not vary depending on their parents' educational level" (Rascón Moreno & Bretones Callejas, 2018, p. 133). Parents with university studies scored two items (item 12 and item 39) significantly higher than the parents with no university studies. The opposite was true for item 17 regarding materials and resources. The former participants with university experience affirm that they can help their children with bilingual homework (items 12), and they communicate regularly with teachers to evaluate their children's progress within the bilingual program (item 39). Parents with no university experience scored lower on these two items. Statistically significant differences were found concerning the notion that bilingual materials cost more. For the latter participants, bilingual teaching materials have a high price, while parents with university experience do not share this opinion (item 17) (cf. Table 4).

Table 4. Statistically significant differences in terms of level of studies (parents)

	Mean		Standard deviation		R effect size	p value
	No university studies	University studies	No university studies	University studies		
Item 12	2.22	2.81	1.013	1.035	-0.269	.021
Item 17	2.92	2.44	.862	.943	-0.251	.035
Item 39	2.56	3.02	.847	.927	-0.257	.030

5. Conclusión

This article has answered the two main research questions. Firstly, it has defined the parents' perceptions about the functioning of a bilingual English-Spanish program within the second grade of Compulsory Secondary Education in the region of Madrid (CSE). Secondly, it has explained the significant differences in perception in terms of the identification variables considered (age, gender, nationality, type of schools, setting of schools, and level of studies).

As regards the first research question in this investigation, our study has allowed us to discover very interesting outcomes regarding their children's performance and achievement. Their reflections in detail on other issues pertaining to their satisfaction with the implementation of the bilingual program provided us also with clearly positive results. The results therefore attest to the success of bilingual education in promoting broader academic achievement. In other words, learners develop a high level of competency in many skills, such as basic competence, understanding, knowledge, thinking and cognitive skills, and expanding cultural and linguistic backgrounds. Furthermore, parents assert other positive result that bilingual teachers have a high level regarding linguistic competences and cultural knowledge. On the other hand, the results show that the minimal availability of ICT resources, and mobility are the weakest parts of this program.

Results regarding the second research question show that there are statistically significant differences in setting of schools, age, level of parents' studies, and type of schools. The latter accounted for potential differences in the findings of this study where the results favoring private schools than charter and public schools.

Arriving at this exhaustive result after analyzing the perspectives of parents push as in continuing future research to investigate deeply the results of the implementation of CLIL and its effects on the students' achievements, especially, investigating their linguistic competences to see if students are truly bilingual mastering two languages fluently and efficiently.

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- 1 Public or state school are regulated by the Ministry of Education, Culture and Sport. All the autonomous regions of Spain control their own education systems and have the right to teach in the regional language instead of Spanish (retrieved from <https://www.expatica.com/new/es/education/children-education/primary-and-secondary-schools-101446/>).
 - 2 Charter schools (*concertados*) are semi-private schools. They are subsidized by the Spanish Government, combining their funds between scholarships and family contributions. Although they have a high freedom of management, they have to follow certain conditions established by the Government. A religious orientation is also present in the vast majority of charter schools (retrieved from <http://www.school-finder-spain.com/differences-public-concertado-private-schools-spain/>).
 - 3 Private schools are known as independent schools or non-governmental schools. They are not administered by the local or national government. They are funded by parents (retrieved from https://en.wikipedia.org/wiki/Private_school).

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Appendix

Proyecto MON-CLIL: Los Efectos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras en Comunidades Monolingües: Un Estudio Longitudinal

Cuestionario PADRES Y MADRES

- Centro en el que está escolarizado su hijo:
- Curso de su hijo: 6º EP 4º ESO
- Edad:
- Sexo: Hombre Mujer
- Nacionalidad:
- Nivel de estudios:
 - Sin estudios
 - Título de Graduado Escolar
 - Título de Bachiller
 - Título de Formación Profesional
 - Diplomatura Universitaria
 - Licenciatura Universitaria
 - Doctorado

Por favor, indique hasta qué punto está de acuerdo con los siguientes aspectos relacionados con la enseñanza bilingüe

(1=Totalmente en desacuerdo; 2=En desacuerdo; 3=De acuerdo; 4=Totalmente de acuerdo).

1. Uso, competencia y desarrollo del inglés de los alumnos en clase

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
1. El nivel de inglés de mi hijo/a ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
2. El español de mi hijo/a ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
3. El conocimiento por parte de mi hijo/a de los contenidos de las asignaturas enseñadas en inglés ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
4. A mi hijo/a le resulta más difícil aprender los contenidos de las asignaturas enseñadas en inglés	1	2	3	4
5. La comprensión de la conexión entre el inglés y el español por parte de mi hijo/a ha mejorado debido a su participación en un programa bilingüe	1	2	3	4
6. Mi hijo/a tiene más confianza en sí mismo con respecto a las lenguas	1	2	3	4

7. Mi hijo/a tiene una capacidad adecuada en comprensión y expresión orales en inglés	1	2	3	4
8. Mi hijo/a tiene una capacidad adecuada en comprensión y expresión escritas en inglés	1	2	3	4
9. Mi hijo/a tiene un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural sobre el inglés	1	2	3	4
Otro (especificar):	1	2	3	4

2. Metodología

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
10. Mi hijo/a aprende mucho vocabulario dentro de la clase bilingüe	1	2	3	4
11. Se utilizan metodologías más innovadoras y centradas en el estudiante en la clase bilingüe	1	2	3	4
12. Soy capaz de ayudar a mi hijo/a con los deberes de enseñanza bilingüe	1	2	3	4
Otro (especificar):	1	2	3	4

3. Materiales y recursos

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
13. Los materiales para la enseñanza bilingüe son interesantes e innovadores	1	2	3	4
14. Los materiales de enseñanza bilingüe fomentan la comunicación en inglés dentro y fuera de la clase	1	2	3	4
15. Los materiales de enseñanza bilingüe están adaptados para atender las necesidades de todos los alumnos	1	2	3	4
16. Se utilizan más las nuevas tecnologías en la enseñanza bilingüe	1	2	3	4
17. Los materiales para la educación bilingüe tienen un precio más elevado	1	2	3	4
18. Los materiales incluyen algunas pautas en español para que pueda ayudar a mi hijo/a en casa	1	2	3	4
19. Mi hijo/a está expuesto/a al inglés fuera del centro	1	2	3	4
20. Mi hijo/a tiene un acceso adecuado a materiales en inglés fuera del centro	1	2	3	4
Otro (especificar):	1	2	3	4

4. Evaluación

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
21. La evaluación en los programas bilingües es adecuada	1	2	3	4
22. Se hacen exámenes periódicamente para evaluar todos los contenidos enseñados en el programa bilingüe	1	2	3	4
23. Se evalúa también oralmente	1	2	3	4
24. A la hora de evaluar los profesores toman más en cuenta el aprendizaje de los contenidos que la competencia en inglés	1	2	3	4
25. Mi hijo/a ha alcanzado mejores resultados formando parte del programa bilingüe	1	2	3	4
Otro (especificar):	1	2	3	4

5. Formación e información

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
26. Los profesores de mi hijo/a tienen una capacidad adecuada en comprensión y expresión orales en inglés	1	2	3	4
27. Los profesores de mi hijo/a tienen una capacidad adecuada en comprensión y expresión escritas en inglés	1	2	3	4
28. Los profesores de mi hijo/a tienen un conocimiento adecuado de aspectos socio-culturales y una conciencia intercultural sobre la lengua extranjera	1	2	3	4
29. Conozco el funcionamiento del programa bilingüe en el centro de mi hijo/a	1	2	3	4
30. Estoy bien informado/a sobre el plan de fomento del plurilingüismo de la comunidad autónoma: objetivos, acciones, pilares y marco legislativo	1	2	3	4
31. Estoy bien informado/a sobre los principios básicos del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras dentro de la educación bilingüe	1	2	3	4
Otro (especificar):	1	2	3	4

6. Movilidad

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
32. Mi hijo/a ha participado en programas de intercambio / lingüísticos	1	2	3	4
33. Considero que participar en programas de intercambio / lingüísticos es beneficioso para mi hijo/a	1	2	3	4
34. Animo a mi hijo a participar en programas de intercambio / lingüísticos	1	2	3	4
Otro (especificar):	1	2	3	4

7. Mejoras y motivación para el aprendizaje del inglés

Aspectos	Totalmente en desacuerdo	En desacuerdo	De acuerdo	Totalmente de acuerdo
35. Formar parte de una sección bilingüe compensa el incremento de trabajo que implica	1	2	3	4
36. Ha habido una mejoría general del aprendizaje del inglés por parte de mi hijo/a debido a la participación en un programa bilingüe	1	2	3	4
37. Mi propia motivación hacia el aprendizaje del inglés ha aumentado debido a la participación de mi hijo/a en un programa bilingüe	1	2	3	4
38. La motivación de mi hijo/a hacia el aprendizaje del inglés ha aumentado debido a su participación en un programa bilingüe	1	2	3	4
39. Me comunico regularmente con los profesores de mi hijo para ver su evolución dentro del programa bilingüe	1	2	3	4
40. Valoro positivamente el programa bilingüe	1	2	3	4
Otro (especificar):	1	2	3	4

Muchas gracias por su colaboración.