1. INTRODUCTION

Objectives

1. Collecting and analyzing the outcomes of the Spanish secondary education bilingual curriculum
2. Collecting and analyzing the outcomes of the Spanish secondary education bilingual programme

2. METHODOLOGY (QUALITATIVE-QUANTITATIVE)

2.1 STEPS

1. BIOPHILIQUAL REVIEW
2. RESEARCH & QUESTIONNAIRE (LERT 1-5)
3. INTERVIEWS WITH COORDINATORS AND PRINCIPALS
4. VALIDATION ACCORDING TO THE DEGREE OF SUITABILITY FOR THEIR DISTRIBUTION
5. RESULTS
6. QUALITATIVE ANALYSIS - CONTENT ANALYSIS

2.2 SAMPLE

1. 76 STUDENTS
2. 2 COORDINATORS
3. 2 PRINCIPALS

3. RESULTS

3.1 QUESTIONNAIRE FOR STUDENTS

1. Students mostly think that IL is present throughout the curriculum of their CLIL programme
2. They agree with the statement that the bilingual programme includes participation in exchange schemes
3. They disagree with the statement that the bilingual programme includes participation in exchange schemes
4. They agree with the statement that they contact with people from abroad for cultural exchanges
5. They agree with the statement that teachers have a high cultural knowledge and teach it in their courses
6. They disagree with the statement that teachers have a high cultural knowledge and teach it in their courses
7. They agree with the statement that enough time is dedicated to activities related to culture or interculturality

3.2 INTERVIEWS WITH COORDINATORS AND PRINCIPALS

1. Stated that the contact with peers from abroad is what they liked most
2. Thought that they obtained most of their IL from the native language assistant
3. Would like to take part in an exchange scheme

4. CONCLUSIONS

IL can be significantly improved when teachers bring students closer to communication;

In the end, we are all cultural beings and the most natural environment for us lies within communication.