

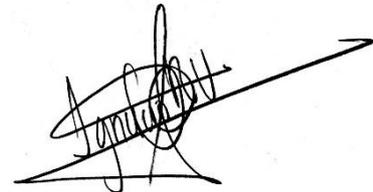


Bilingualism. Learning of English in two cases.

Trabajo Fin de Máster presentado por: Ignacio Raga Vidal
Titulación: Máster en Enseñanza Bilingüe

Director/a: **Guillermo Sven Reher Díez**

Huelva, 12 de mayo de 2021

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Fdo. Ignacio Raga Vidal

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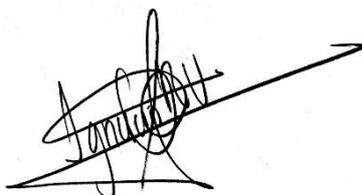
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1. Abstract.

This final master project study, what is the present relevance of English in different European education systems. Via this literature review focuses mainly on the study and comparison of different cases, through the study of various factors that affect the acquisition of the level of a second foreign language, English. Differentiating different parts that allow a better study of the cases, through the exposition of those theoretical concepts on bilingualism, which will be used throughout the work. Moreover, the importance of those factors that will determine the comparative analysis between both cases, for the subsequent drawing of conclusions of these educational systems. This will allow us to know in greater depth the importance and presence of the most widely spoken language in the world in two non-English-speaking countries.

Keywords: Bilingualism, Foreign Language, Common European Framework of Reference, Content and Language Integrated Learning (CLIL), Immersion.

2. Resumen.

Esta revisión bibliográfica se centra principalmente, en la realización del estudio y comparación de diferentes casos, mediante el estudio de diversos factores que trascienden en la adquisición del nivel de una segunda lengua extranjera; el inglés. Diferenciando diversas partes que permitan un mejor estudio de los casos, a través de la exposición de aquellos conceptos más teóricos sobre el bilingüismo, que se van a emplear a lo largo del trabajo, así como la trascendencia de aquellos factores, que van a determinar la realización de un análisis comparativo entre ambos, para la posterior obtención de conclusiones de estos sistemas educativos. Permitiendo conocer en mayor profundidad, cual es la trascendencia y la presencia del idioma más hablado del mundo en dos países no angloparlantes.

Palabras clave: Bilingüismo, Lengua extranjera, Marco Común Europeo, Aprendizaje Integrado de Contenidos en Lenguas extranjeras (AICLE), Inmersión lingüística.

2. Introduction and justification

Bilingualism has been a subject of great debate and discussion for many years and is still alive and well today. However, despite numerous currents that question the effectiveness of this type of teaching, bilingualism is increasingly confirmed as a reality in classroom teaching.

In recent years, bilingualism has become a major topic of analysis and study, which has enabled a large amount of information to be obtained in order to study numerous contributions, to find out which definitions are the most accurate depending on the focus of the study, which methodologies are most commonly used, and to learn about the importance of other factors that have a great influence on the implementation and learning of a second language.

In order to study the influence of these and other factors that will be detailed later, the main objective of this paper is to carry out a comparative exercise between two cases. This will allow us to gain an in-depth understanding of how students learn a new language and their educational systems. For this purpose, the cases chosen for study are the country of Finland and the Autonomous Community of Andalusia. Two contexts widely differentiated in their level and command of English in their society, but from which interesting conclusions can be drawn after the study of these factors of influence on the learning of this foreign language in their students. For this purpose, the main comparative instrument used is the rankings made by companies such as Education First, studying in detail each of these contexts and the different factors that influence them.

In carrying out this meticulous work, it has allowed us to answer questions such as: What are the factors that allow such a high level of English in countries like Finland? What prospects exist in Andalusia to improve in this area? Are the teachers in today's society prepared to train bilingual students?

This TFM will offers a new perspective of study that has not been carried out in any other bibliographic review work until now, that of comparing two educational systems such as the case of the autonomous community of Andalusia and the Finnish country as a whole. This has allowed us to carry out some discussions after having carried out the relevant comparison of the results obtained in

rankings, methodologies, and factors of influence such as social and economic factors. Numerous conclusions have been drawn.

3. Theoretical background

Concepts about bilingualism.

The following section conforms as one of the most important section in this work, because it will develop the necessary concepts to be able to refer to throughout the work and the same way to make known what are the factors chosen to carry out a correct analysis of these theoretical concepts which will be detailed below. Therefore, the structure that will be worked on below will firstly be related to the importance of English in the world today, which has served as the main motivation for the vast majority of countries to want to study it, as well as the current situation of the management and use of this language on a global level, which will later be examined in depth in the selected cases in order to develop a comparative analysis. The concept that at the same time is created for all those countries that do not have English as their first language, known as bilingualism, making known some of the most commonly used definitions, as well as explaining the main benefits that this type of learning provides.

In order to better understand what has been the main motivation that has led me to choose this topic of study, we will proceed to talk about the importance that English has in everyday life both at a global level and in the everyday life of our society.

“1 out 5 persons understands it. It is estimated that there is are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language. It is the language of science, of aviation, computers, diplomacy, and tourism. English is the official or co-official language from 45 countries and is spoken extensively in other countries where it does not have official position because is needed in many fields and jobs.” (Petruta, 2012) (p.9)

The need to learn this language is evident, as it is the main language in worldwide communication and a key tool for the education of the future generations of our

society. The incidence of it is increasingly present in all societies of the world, where it is gradually becoming more and more inserted in the daily language of people, in the environment that surrounds us, through technologies, social networks, advertising or traditional media, where it is even necessary to have a minimum of knowledge and preparation about it to better understand some of the events that occur in our daily lives. Although, its repetitive and daily use facilitates more and more its learning and knowledge as well as its almost unconscious use.

As a consequence, the vast use of this language brings with it the implementation of a necessary educational phenomenon known as bilingualism. Conformed from this moment as the pillar of all of this final master project. To start it is necessary to establish a common definition to be able to refer to it. Between the big number of different definitions of bilingualism, we can differ between in those which the most relevant aspect is the linguistic and those where the social component or psycholinguistic is more important. For this reason, I would like to make known some of these definitions and select which one will be the more appropriate for this work.

In the first instance, there some authors such as Hammer and Blanc (1989) that state that bilingual people are those who are able to speak two different languages with an excellence proficiency and these people speak like a true native. In comparison with this first definition Macnamara (1967) talks about the minimum competence in oral comprehension and reading comprehension in a different language from the native one. In the same way, Titone (1976) exposes that bilingualism is the individual's ability to express their selves in their second language preserving concepts and the basic grammar structure of the language. Finally, one of the definitions that better represent what are the contents that we are going to take in-depth are exposed by Harding and Riley (1998), both foster the possibility of communicating in two or more different contexts that require different linguistics systems. Consequently, their vocabulary and their skill to speak, write, read and listen have a different level of agreement in each language.

We can conclude that depending on the definition and the aspects that are prioritized and taken into account, different strands of this work can be presented.

Bilinguals' methodologies.

Having established a common definition to be used throughout this work, we will now proceed to an exposition of the most commonly used methodologies, which will serve as a reference for the exposition of the information in both cases. For this reason, I would like to mention Baker (2011) and some of the limitations that every bilingual system has about its educative system.

- It exists lots of varieties depending on every bilingual model.
- Every model talks about the inputs and outputs of the bilingual system, but it doesn't talk about the process and the development of them.
- Bilingual models don't specify what are the results concerning the success and failures.
- Over-theoretical models in comparison with their context.
- It is necessary to take into account that not every model is effective in all contexts. We must take into account that traditions and ideologies are relevant to consider a model as successful in a specific region.

In relation to the great variety of bilingual teaching models that exist today and that have been developed throughout history, it is important to mention that we will only focus on three of the most widely used methodologies. Above all those that we will later find in the development of cases, to understand their evolution and development towards the use of new methodologies.

Grammar translation

Known as the classical method, originally used to help students with reading skills and to assess literature in a foreign language. One of the aims was to make them feel more familiar with the grammar of their mother tongue so that they would be able to speak and write in their native language more easily. This type of method aims at analysing grammatical rules and their exceptions for the translation of sentences and texts from the target language into the target language and vice versa. The first language serves as a reference system in the acquisition of the second language (Larsen-Freeman 1986).

Mainstream

Can be defined as the language that receives those students with a minority language and schools offer a different vehicular language. One of the challenges of this model is the student acquire skills to express and being able to understand and express their selves as fast as possible. This kind of model doesn't allow the coexistence of both languages. (Benavent, 2014).

The main focus of this model is strictly linguistic, such as grammar, vocabulary pronunciation whereas cultural aspects haven't the same importance. His artificial character come preceded by the fact that explanations are in the mother tongue of the students. (Aguirre, 2020).

This program born as a consequence of an experiment in the 70s in Canada a consequence of English-speaking parents was concerned that traditional language methods would not enable their children to develop sufficient proficiency in French in their future jobs. (Lyster, James, 2011). This program aims to provide a significant portion (usually at least 50% in school years). Some of the goals of this experiment were to educate bilingual and bicultural students. Immersion programs are founded at present in several countries as Finland, Spain, or Ireland. Baker (2011) expose some of the following characteristics:

- Bilingual schools are voluntary and non-compulsory.
- It allows for the students to use their language for the first year and a half.
- Teachers must be enough bilingual to make-believe their students that they are not able to speak in their native language.
- This model prioritizes the significant learning and to be able to comprehend what they are going to say.
- The curriculum is the same as normal schools.

CLIL

This method involves the learning of a reduced number of curricular contents but with the learning of the second language. The emphasis of this program is not the learning of a foreign language otherwise to foster the whole learning process. Depending on the country where this model is developed it is necessary to

mention that one of the positive aspects of CLIL is to provide everyone with better opportunities for working life and access to a multicultural and plurilingual world. (Jäppinen, 2005) (cf. Leung, 2003).

Attending to the European Commission (2006), to develop this kind of methodologies it is necessary to work in a special didactic method that pretends the learning of non-linguistic subject matter is not done in a foreign language but with and through a foreign language.

Therefore, all these characteristics, which we will turn to later, can be summarised in the following way in order to have a better understanding of the influence of a methodology on language learning.

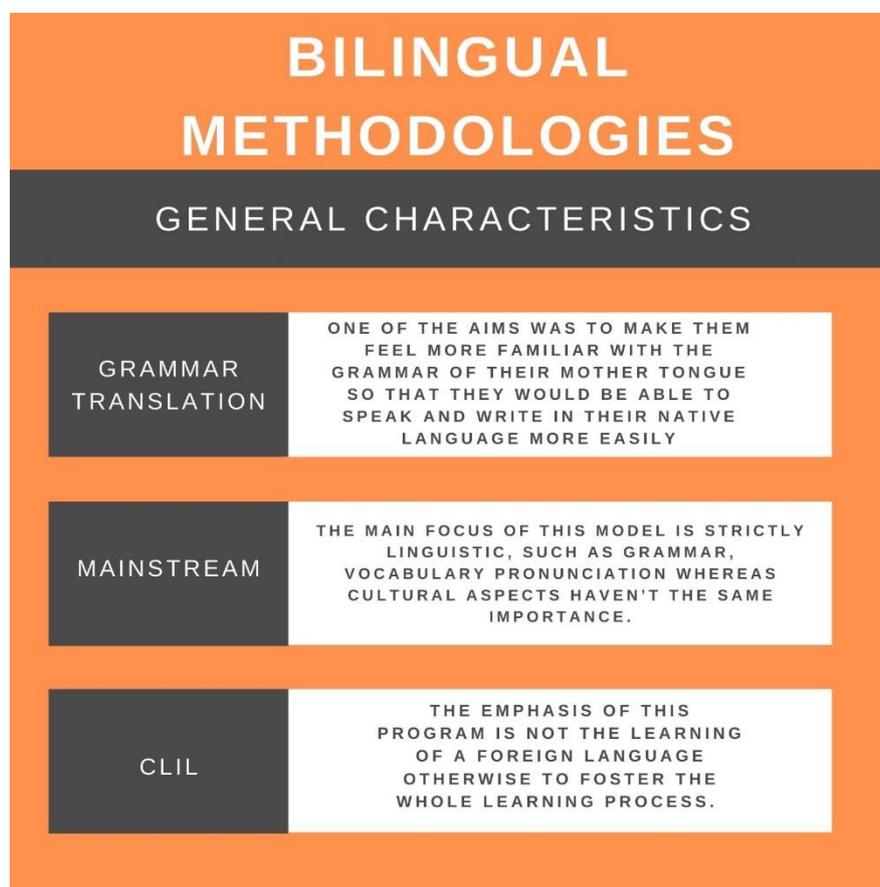


Figure 1. Summary of the general characteristics of the most commonly used methodologies.

Teacher as key in bilingualism.

Once the main objectives have been understood, and the main techniques and methodologies that allow the development of bilingualism are known, it is

necessary to know first of all who is going to be in charge of making it happen in the most effective way possible. In this case, reference is made to the figure of the teacher, as the main person responsible for its implementation. The typology of this literature review TFM leads to the same points about the aspects that every teacher must take into account in order to carry out the process of teaching a foreign language. In order to understand the importance of the teacher in this learning process as a whole, first of all, the barriers that a learner may encounter must be taken into account. For example, their motivation and emotional aspects. Although it is not possible to know exactly what influence these blocks or barriers may have, the role of the teacher in these cases is to acquire the competence to overcome these difficulties. In most cases, pupils tend to show certain fears and insecurities when faced with new methodologies or learning something new. The teacher is required to master a wide variety of techniques and methods. It is for this reason that great emphasis is placed on their training process. So that teachers are trained to make use of the students' emotional management to avoid the feeling of not achieving the proposed goal, which generates so much anxiety and insecurity. (Novotná, et al. 2001)

It is also inevitable not to mention that speaking the same language generates a feeling of ridicule among peers and frustrates pupils to such an extent that they do not feel capable. In other words, it generates a blockage in the pupil that the teacher must prevent from being generated. (Pérez, 2016)

In addition to this, it is necessary to bear in mind that the process of bilingualism generates at the same time a great variety of cognitive and meta-cognitive aspects which have a great impact on conceptualisation. Enabling the learner to think in different languages and help broaden our conceptual mapping resources (Using Languages, 2000). A new demand arises in these teachers in charge of teaching content and a new language to their students. This is the need for teachers to be able to handle and use a foreign language in order to teach correctly. On the one hand, the professionals themselves feel able to carry out their work in a bilingual way and, at the same time, avoid all these blocks and insecurities in the students.

It is therefore concluded the main premise for this is a good command of the target language on the part of the teacher. In order to be able to do this, it is

necessary to take into account their training process as the main resource for carrying it out in the most effective way possible. (Novotná, Hadj & Hofmannová, 2001).

Factors influencing the development of bilingualism

After having learned about the main methodologies and techniques most commonly used in the learning of bilingualism in schools, and who are in charged to do it possible it is necessary to know in greater depth how the structuring at different educational levels can be quite decisive.

In order to help a child, develop his two languages, we must be aware that a child educated in bilingualism in a monolingual country will always have one of the languages in a minority situation and, therefore, bilingualism will involve an effort to try to compensate for any possible lack of stimulation and contact with that language. (Aparicio, 2009)

This is why there is a need to develop and structure an educational system that allows children to learn the curricular content, as well as their cognitive and social development in all its dimensions, while at the same time offering the possibility of learning a foreign language through schooling at different levels.

One way to better understand the learner's need to acquire such content progressively may be closely related to the theory of "Universal Grammar" (Chomsky, 2006). This theory argues that all languages have common characteristics which allow transfer from one language to another, in this case from L1 to L2. It is for this reason that the teacher's obligation arises to take into account this principle of transferability since the child will be able to make use of these common characteristics more easily or difficultly.

In a complementary way to the need to introduce the different curricular levels, we find the ideas of Krashen (1981), who tells us that the more the learner is exposed to this new language, the more opportunities he or she will have to learn and make use of it. This is why, in these two cases, two very different structures of educational systems will be differentiated, but which share some characteristics (Krashen, 1981).

In the Spanish case, the stages will go from "Pre-school" to "Baccalureat" and in the Finnish case from "Pre-primary" education to "General upper secondary education".

On the other side it is no less important than the above factors to talk about the wide variety of contexts to which an educational system is exposed and from which it can be greatly influenced. According to Williams and Burden (1997), cited by Pishghadam (2011), learners' access to different cultural assets such as the internet, dictionaries, or technological resources can have a profound influence on how an individual learns a language.

In order to offer a new field of study on the influence of some non-educational factors that can also have a great effect on how learners can best acquire a new language, it is necessary to detail how the economic activity of a country can be an aspect to be taken into account in the introduction of a foreign language within a country. Although there is no direct relationship between a country's economic activity and the acquisition of a foreign language, it can be seen that the influence of international economic activities can have a significant impact on the development of bilingualism in a country (López, Quesada & Salas, 2010). In this sense, and resorting to some of the studies carried out on the socio-economic level and the gap between public and private secondary education (Quiroz, Dari & Cervini, 2018) or the study on "INFLUENCE OF SOCIO-ECONOMIC FACTORS ON INTERNATIONAL SCHOOL PERFORMANCE: TOWARDS EQUAL EDUCATIONAL OPPORTUNITIES" (Santin, 2001), it can be deduced as a conclusion, that better levels of pedagogical performance are shown to be more effective from those private educational environments as they are configured as spaces that facilitate more personalised attention. (Quiroz, Dari & Cervini, 2018)

On the other hand, those families that maintain a higher socio-economic level show greater involvement in the educational process of the students and, consequently, better results. This, therefore, denotes a clear differentiation between those countries with a higher level of GNI per capita and those with a lower level. It even shows signs of school segregation. (Santin, 2001).

Finally, as another factor that will be taken into account to subsequently carry out a correct comparative analysis, it is necessary to mention some of the social aspects that at the same time have an impact on the learning of a language. To this end, it is necessary to highlight some of the ideas of Gholami (2012), who states that the social context of a country has a direct impact on the attitude and motivation of the members of that society to learn a new language. In this sense, the context provides learning opportunities that increase learners' achievement. For learners learn and acquire a language through social interaction. However, this factor is something that tends to be largely ignored by those countries that consider these languages as foreign languages, mainly because in their social context it is absent (Gholami, 2012). Complementing this author's idea, it is argued that one of the great advantages of the opportunities offered by the social context in the development of learning in formal and informal settings. Thus, everything that can be worked on and acquired within schools is reinforced outside these academic settings. (Gholami, 2012).

Once we are familiar with and detailed what bilingualism consists of, following the presentation of a wide variety of definitions and authors, we can conclude, with the aim of not losing sight of all the factors that will be taken into account in the development of a subsequent comparative analysis. In order not to lose sight of all the factors to be taken into account in the development of subsequent comparative analysis, we can conclude that factors such as the bilingual methodology used, the teacher training process, the structure of the education system, and the consideration of other non-educational aspects, such as the economic activities as tourism of a country and other social factors, will be taken into account in order to carry out a correct comparative analysis in two cases.

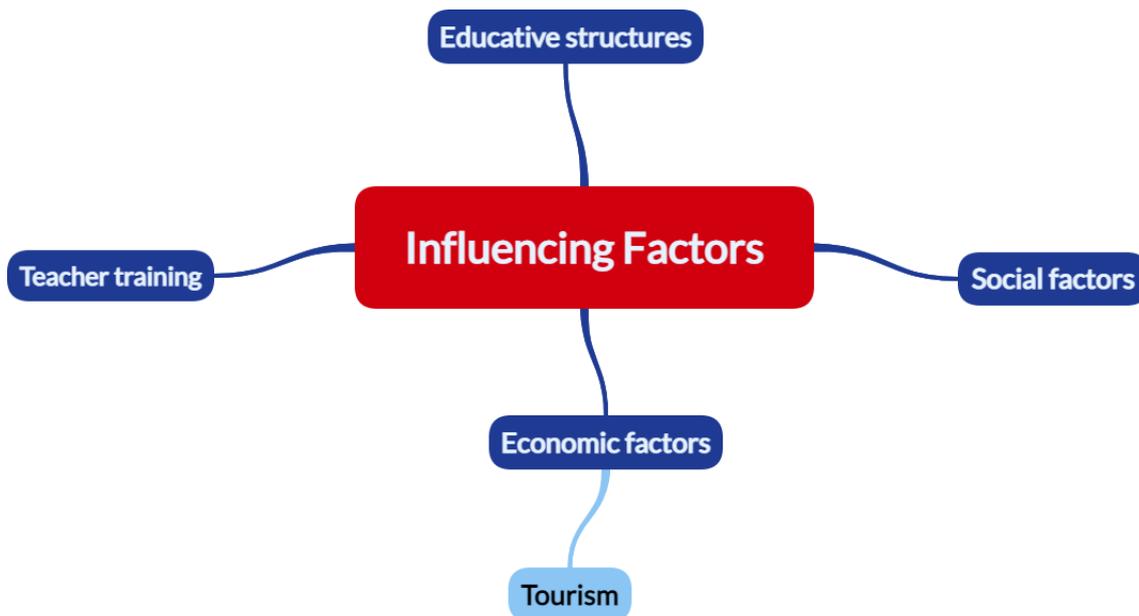


Figure 2. Principal influencing factors in the study cases.

The transcendence of bilingualism. Debates.

Before starting to develop a comparative analysis in order to draw further conclusions, it is worth mentioning some of the debates which are still going on today, and which at the same time show a great influence in a more indirect way which will help us to understand why some of the chosen cases were slow to be implemented and which even allow us to understand some of the limitations in the learning of a new language.

Learning and mastering several languages has increasingly enabled a process of globalization but at the same time a different way of understanding education. In this sense, it is necessary to highlight the fact about what are the positive aspects that can be generated by this multi-stakeholder learning, as well as to get to know what are those points of view that criticize this phenomenon and the effect in education system.

Later on, we will delve into some of the debates and criticisms related to this concept, which is a certain way has been a disadvantage for some of the areas chosen to develop its analysis and has not reached an optimum level at present.

Concerning the first aspect mentioned we can appeal to several investigations about the positive effects of bilingualism. In this way, numerous studies have demonstrated that bilinguals can come up with a large number of the answer

more original than monolingual speakers. In addition to that, they usually demonstrate more caution about comprehensive information to conclude in a result (Rohde, 2001). Moreover, they are cognitive more flexible than monolinguals due to a looser link between concepts and linguistic labels. We can clearly understand in the sense of labelling concepts. Bilingual people have the facility to extract different categories for the same word for object, idea, or concept, being more authority for monolingual people. (Genesee, 1987; Bialystok, 1991; Baker, 1996).

Another information to consider are the conclusion of numerous studies that suggest that bilinguals are superior in creative or divergent thinking, a concept defined in terms of "fluency, flexibility, originality, and elaboration by Torrance (1974).

On the other hand, concerning some of the critics and drawbacks of bilingualism, we can discover that there are some people even organizations that expose that the learning of foreign language can interfere with the native language of students, decreasing their verbal fluency. Furthermore, the learning of language in bilinguals' people can be slower than in monolinguals. This kind of effect is indeed present when existing an alternance between both languages. One of the main criticisms, related to the previous information, is that bilingualism supposes a big difficulty for those students who have difficulties with their language. As a consequence of some studies, as made by Cheuk, Wong, and Leung (2005), they selected 326 children with an average of 5.56 and 2.89 average, whose they have been exposed to one or more than one language at home. Those children were studied attending to comprehension and expression of their language. They have found a significant relationship with the number of languages that children have been exposed to. They have concluded that the factor of being exposed to several languages can interfere with their learning.

On other hand, Salameh, Hakansson, and Nottelbladt (2004) studied twenty bilingual children with 4 and 7 aged, some of them presented specific language disorder. All the students presented a proper evolution, the only difference with those that had some disorder difficulties was that they had a slower development in comparison with a monolingual kid, with a kind of disorder. Paradis et al (2003) have studied eight different bilingual students English and French, all of them with

a specific language disorder. This group was pretty homogeneous due to that they were exposed from their birth to two languages simultaneously. The result of this study was that probably these children will never acquire a proficiency level of both languages, nevertheless, the author of this investigation concluded at the same time that probably will never be proficient in their native tongue, it would only be a little better in their language but in an inappreciable way.

As a consequence, we can reflect on several aspects. Firstly, the importance and transcendence of English as a language in today's world and in our society, which makes it necessary to acquire a minimum level in 21st-century society. Secondly, to value all that learning it entails, that is to say, bilingualism as a process of learning a second language, which, despite the criticisms, it may have had about its usefulness or difficulty for certain students, is presented as an inherent element in the educational system of most countries.

Having given this brief overview of some of the most widespread opinions on bilingualism, which will enable us to draw conclusions after an appropriate analysis, it is necessary to establish the methodological procedure followed in this study.

4. Methodology

In order to be able to carry out this comparative analysis correctly, the factors of influence in both cases will be presented, such as the structures of their educational systems, the teacher training process, the methodologies used, and the influence of other factors such as economic and social factors. In this way, it will be possible to establish the most notable differences and similarities between these selected factors as established by the comparative method (Sartori, 1984).

In this way, it will allow for a subsequent discussion section that will enable direct relations to be established with authors and other works on the subject and a final section on the work as a whole. One of the main objectives of this dissertation is to offer a different approach to that offered by numerous studies on the characteristics of different educational systems. In this case, it has been decided to make a selection of those factors that can show a great relevance in students' learning, and that previously in other studies such as "Comparative study of education: Finland and Community of Madrid" or "English learning in Catalan and

Finnish public schools" have not been taken into account, in order to offer a new perspective and new analysis of other factors that directly influence education.

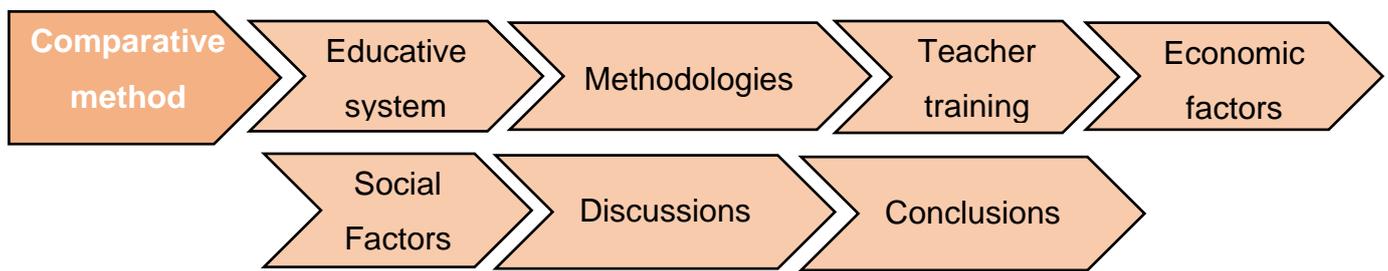


Figure 3. Steps for the development of the comparative method.

5. Case studies.

As we have mentioned before bilingualism is a current process that more and more is being introduced in most European educative systems from different countries due to the possibility of communicating in two or more different contexts that require different linguistics systems (Haley and Riley, 1998). Therefore, one of the key elements of this work will be developed in the following section in order to subsequently develop its analysis, thanks to an approximation of different educative system, their teaching process and their methodologies used. Then, we will analyse some of the factors that make up the reality of different areas of the world in relation to the learning of a second language, such as social factors, at the same time we will differentiate between some of the economic activities that are most important in these countries and their link to the development of bilingualism in their society. However, to begin properly both analyses, we are going to study in both contexts with their results attending to the ranking made by the study of Education First IN 2020 (EFI), in order to take a quick look at their situation in relation with their level of English proficiency, and to comment in general terms how can these elements can influence to achieve these results. In this case, we will start by talking about one of the reference countries in the educational context, such as Finland. On the other hand, we will detail the situation in Andalusia, having previously analysed the Spanish context in general terms.

Bilingualism in Finland

Finland can be considered one of the most inclusive countries in Europe due to its political of inclusion of foreign languages to assure the inclusion of immigrants

from pre-schooler level. Authorities fight to preserve and respect as many languages as possible. Finland is conformed as a multilingual state, where Finnish and Swedish are established as the national languages of the new republic created in 1971. Despite, the 87% of the population has Finnish as mother tongue and Swedish just 5% only, educational and cultural services are available in the two languages, where this minority can have their education in their mother tongue from kindergarten to post-graduate studies at university.

As we have commented before we are going to expose and talk about the results obtained by this country in the ranking made on 2020 by the private enterprise Education First. In the last ranking made in 2020, Finland was ranked third out of one hundred countries. The highest position obtained by this country from the last nine years.

Summary

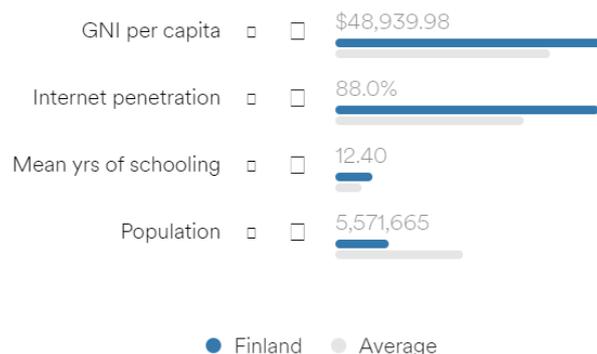


Figure 4. EF. English Proficiency Index. (2020). Retrieved from:

<https://www.ef.com/wwen/epi/regions/europe/finland/>

Regarding the small population of this country, it is considered to be one of the most economically wealthy countries in Europe. This is a determining factor in the investment and development of its education sector, as we will see below. In terms of mean years of schooling, Finland retains one of the averages of those with the best levels of English, along with the Netherlands with 12.20 years on average and Denmark with 12.60 years.

To better comprehend the present situation of English proficiency in Finland I will make a first approximation to the educative context of Finland and what is the

relation between other factors of influence to better understand, what is the relationship between the learning of English in students.

Before start developing some of the points that compose this section the “teaching process of English in Finland is based on the National Core Curriculum for Basic Education” (Korhonen,2010) (p.5) mention. However, it is necessary to understand that Finnish educative authority’s curriculum establish just general objectives of teaching foreign languages but not establish a specific method of teaching. In this way, teachers they have more freedom to teach the contents at their own discretion.

In order to gain a better understanding of the structure of the Finnish education system, it is necessary to explain what are the different educational stages in which Finnish students may be enrolled. In order to acquire a first idea about what is the relation that students can have depending on the educational stage that they are schooled. In this sense, we can differentiate six courses of primary education and three of secondary and we know as:

1. **Pre-primary education:** Until seven years old, families can decide if they want to schooling their children with a duration of four hours each teaching day. The child basically learns by playing. Thanks to the pre-primary education children have their first contact with the school. At the moment, it is totally voluntary and Finnish government is reflecting about the compulsory.
2. **Basic education:** From seven years old, to sixteen, students must attend to school. This school period is composed by nine courses. However, it is not until the third year of basic education that pupils have their first contact with the subject of English. That is to say that at age 9, students don’t start to study the language as such. At the end of this stage, student have the possibility of doing the “upper secondary education” or the “vocational upper secondary education “. Both of them are not compulsory.
3. **General upper secondary education:** Students aged between 16 to 19, have the possibility of continuing their studies. The most remarkable aspect in relation with the English learning is the big influence on the structure and teaching contents is that at the end of “General Upper Education” it exists a Matriculation Examination. It is an exam that evaluate

the written and oral proficiency of English from students. This kind of evaluation it is determining in pedagogics aspects from English due to, as they get closer to the exam teachers don't focus on their oral and communicative skills. (Benedí, 2018).

4. **Vocational upper secondary education:** This period is for those students that decide not to continue with the general upper secondary education, and characterised by European exchanges. (Vives, 2014).

We can summarise the previous information in this way:

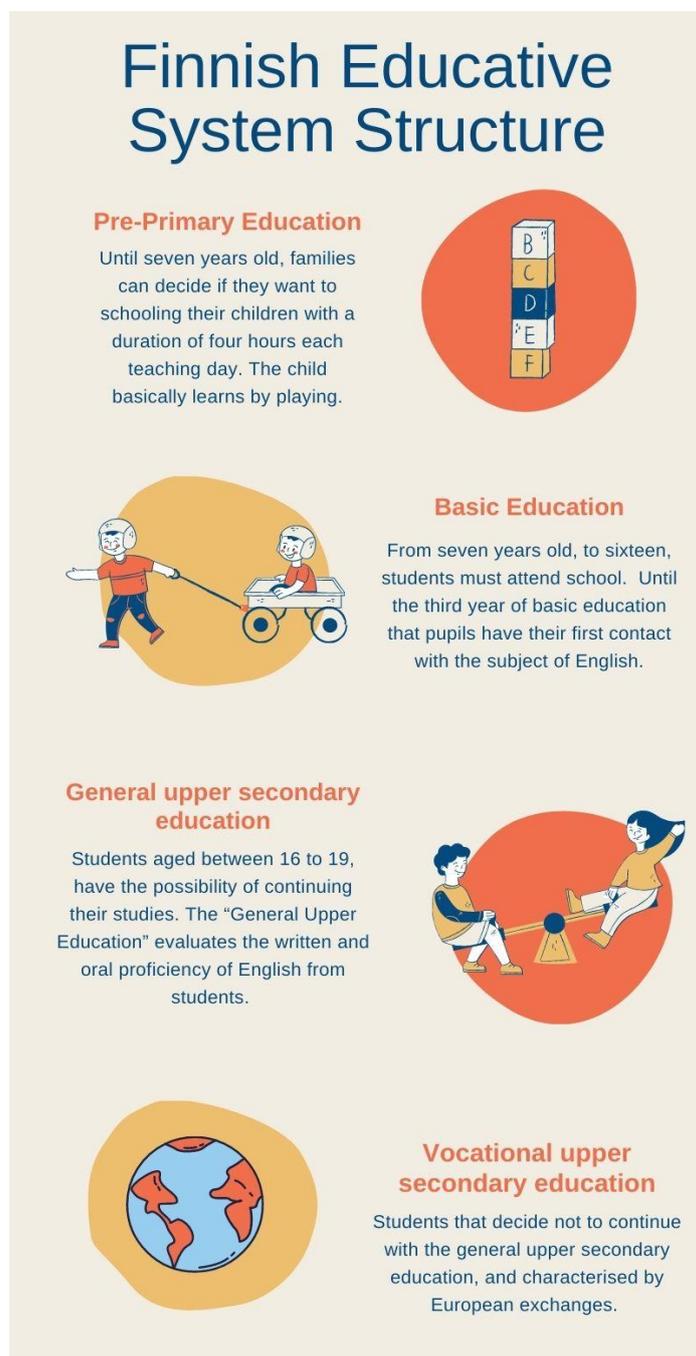


Figure 5. General characteristics of each educational stage.

One of the priorities for Finnish authorities is to establish a solid base of their mother tongue in Finnish to learn about the rest of curricular contents. Until the third level of “basic education”, students don’t begin to study a foreign language. With a view to achieve one of the principles from the Finnish authorities to conform a multilingualism state, students have the opportunity to study German, French, Spanish, or Russian to become enough competent in these languages. The decision about what language they have to study is made by their parents in elementary school, but they will make their own decision. In some situations, we can find some conflicts concerning immigrant children. These types of families are characterized by their background where their families want to preserve their native language but they don’t accept to learn official languages, and this fact is looked at negatively. All instructions in schools emphasize the importance of maintaining the country-of-origin culture; In Helsinki alone, more than 50 languages are taught as mother tongues. (Marsh, Nikula, Takala, Rohiola, Koivisto, 1994). This is a clear example of the effort of successful integration of immigrants in Finland.

Something particular that have characterised the educative system of Finland and have has made it one of the best education systems in Europe. However, it is very interesting to discover that, attending to several studies about the features of Finland educative system, throw a big majority of schools, traditional methodologies are still present nowadays. For example, by the use of traditional methods such as the “grammar translation”, used for those classrooms where there are a big number of students and low level of English (Liu, 2004). Moreover, in other researchers it is referred that these traditional methodologies are very practical and are accepted by the students and teachers as a good way of teaching English contents (Kornohen, 2010).

However, it is necessary to spend some lines to talk about a new methodology that have emerged from recent years very present in Europe as well. CLIL methodology aims the learning of contents throw a foreign language (Jäpinen, 2005). In Finland, comes to the fore as possibly the most renowned figure. His leadership has also been pivotal for the establishment of networks across Europe at all educational levels, in the creation of the CLIL Consortium (Pérez-Cañado,

2012)(p. 320). One of the main goals of CLIL methodology has been to cover the use of a foreign language from very short units or substantial courses (Leung, 2003). Nevertheless, over the years the reason to introduce this methodology has been increasing, for example; to improve the foreign language by the pupils' and student's exposure to the foreign language. To give a boost to the pupils' and students' confidence by letting them experience that they can understand and use the language "for real" and, through this or make easier for institutions to receive students and promote teacher and students' exchange. At present around 72% of the population knows a L2 at a basic level (not including the second official language of the country, Swedish), with 60% of adults, more than 80% of people aged 35, and 96% in the younger generation claiming knowledge of two foreign languages." (Sánchez, 2014). Young people in Nordic countries are capable of speaking in their second language due to it is included in their primary and secondary curriculum. To do it possible CLIL is the methodology chosen by the big majority of schools to teach English as lingua franca. The most common subjects taught are mathematics, drawing, physical education, domestic science, physics, chemistry, and art. (Jäppinen, 2005). Teacher are not native speakers although they have a good command of it (Hartiala, 2000; Nikula, 1997).

Teachers language use only that language when they communicate with their students. The main reason is that pupils hear and use the language in different occasions. They act as model for students. (Nieminen, 2006)

Therefore, to conclude this section I would like to name some of the characteristic that Hayes (2014) (p.22) made about the Finish educative system.

1. *"The study of foreign language is part of the curriculum. Schools have the possibility of choosing the language. Despite of having big variety of languages such as German, Spanish or Russian, the most of schools choose English.*
2. *At age of 9 children begin to study English.*
3. *The timetable is totally flexible. Weekly schools decide their timetable attending to the compulsory number of hours. 228 hours from third to six course.*
4. *Teaching training: teachers must have a master of primary education.*

5. *C1 level of English is required to teach English contents by the Common European Framework of Reference for Languages (CEFR).*
6. *Teachers must continue their training thanks to the Continuous Professional Development in which they must spend three days to maintain the required professional skills.”*

Teacher training

One of the most decisive aspects related to the previous section has to do with the main person in charge of bringing the learning of a new language closer to the learners. That is to say, the teacher of his learners. This new section will focus mainly on the relationship between future teachers and the development of second language learning and whether they are capable of carrying it out.

Before we begin, it is necessary to highlight the situation that every aspiring teacher must overcome in order to become a teacher. In this case, those students that have passed the “General upper secondary education” with a mark equal or superior than 9 they have to present to a national examen in which the applicant is taken into account if he/she is involved in voluntary activities, has professional experience, other studies.... "They usually choose 10% of the candidates who apply." (Gutiérrez, 2013).

In a second phase applicants move on to the second phase in which each university conducts the tests it considers more appropriate, such as reading a lecture, explanation of a lesson or showing proper artistic attitudes as plastic or music. One of the most relevant aspect that examiner x evaluates on the candidates are the communication, social attitude and empathy. If the candidate meets the requirements, then they will study the degree. (Pérez, 2013)

It is composed by five years, which from the first year, they are immersed in practices. Without going into the purely curricular aspects that may be developed during these five years, as far as their training in bilingualism is concerned, it is strongly criticised by Finnish society. The first significant research projects on CLIL in Finland started in 1996, nevertheless, one of the main critics from Finnish government, is that in a country where the development of bilingualism is becoming more and more noticeable where children are exposed to 30-80 hours

of instruction in the target language in a year, the training of the teachers in charge of implementing it receives very little training compared to that of the teachers who are trained in bilingualism. “CLIL training is happening in a practical manner in the teacher training schools themselves but even this tends to be extremely small-scale.” (Marsh et al., 1994) (p.5). Next, we can see in general terms some of those programs that are currently in process

“Åbo Akademi, offers 3 credit units of theory, and 2 credit units practical training in an integrated CLIL elective in which up to 50% of all class time is taught through the English language.

The universities of Oulu and Jyväskylä courses extend over five years, are conducted from 40-70% in English courses extend over five years, are conducted from 40-70% in English.

Helsinki University reportedly offers 1 credit unit in this area (40 hrs study) which is specifically on CLIL.

The course offered at the University of Jyväskylä, in turn supported by a Lingua /Socrates project termed JULIET, offers a 50 ECTS specialization in CLIL.” (Marsh et al., 1994) (p.5).

Social factors

In order to really understand how this country has become one of the countries with the best level of English, as we have seen previously, the introduction of new methodologies in which the student is the main protagonist is key to the achievement of this good result. However, something that will truly determine the successful integration of English in Finnish society is some of the factors that will be explained below.

“We can see clear the presence of this language at present in different domains of society.” (Taavitsainen & Pahta, 2008) (p. 26). This first pre-text is intended to introduce some of the fundamental aspects that have led this country to reach a good level in its society.

The presence of English in everyday life is nothing new in Finnish society since the 60s, when a big variety of English films and TV series have been subtitled rather than dubbed (Vertanen, 2003). This has led the population of Finnish

society to have almost daily contact with this foreign language in the home. In all these moments of coexistence, both the younger and older generations would be in contact in an almost unconscious way, which would lead them to assume English as part of their daily life at home and nothing new when they studied it in schools.

This first approach, from Finnish homes, has facilitated a progressive introduction of the use of English in their daily lives. One of the clearest ways in which the use of the language can be perceived on an almost daily basis is in the introduction of English words and expressions in their Finnish speech, for example, in the use of English technical terminology. This is very clear from some of the more traditional media, for example from the radio, the broadcasters usually make a combination of both languages to express the same information. Even in those cases where the reporter is younger, it exists a trend of the use of English terminology over their Finnish equivalent. Another example which it can be appreciated this use of English words in common language is in the of public speeches and official instructions, where in some situation's top politicians like the prime minister make use of some English words in their speeches to highlight the importance of some information (Leppänen & Nikula, 2007). In addition, the use of English has been presented in the print media and new media by the use of English alongside Finnish and Swedish. (Leppänen & Nikula, 2007).

Economic factors

Another fact that demonstrates the big increasing of this language is clearly apperceived in economy; due to the fact that the economic globalisation, through the years, the growth and the internationalization of Finnish companies as Nokia has suppose the willingness to increase their financial and commercial networking taken English as their means of communication (Virkkula-Räisänen, 2010). They have learnt, as a consequence of the American influence and their ideology of free market and neoliberal policies that English is the only tool for the expansion and promotion of Finnish business. (Sánchez, 2014). As mentioned above, in this case, we are dealing with a country whose economic activity and socio-economic level is higher than that of other European countries, which leads to an average socio-economic level of medium-high families. A direct relationship

is established with high levels of educational attainment and in this case with a good command of English. (Santin, 2001)

Furthermore, the big increasing of tourism in the 60s. The rising of immigration temporal and permanent has led to intensified the multilingualism for their reception into their own land. These process of tourism, has demanded at the same time the necessity of Finnish workers such as guides, tourist information, taxi and bus drivers, personnel for museum, galleries ... to domain this foreign language and also to establish a common way of communication with tourists. (Sánchez, 2014). Another clear example of the introduction of English in Finnish society is referred to the medicine field, where the 99 per cent of all medical dissertations are written and published in English. In fact, is required to have a mastery of English in order to publishing original research for the international reader ship. (Leppänen & Nikula, 2007).

The strong presence of English as a common language in their society can be perceived in the use of public spaces, such as commercial advertising, poster, billboards or shops signs. As matter of fact, “Finnish companies have adopted English or English-sounding names as part of their new corporate image” Leppänen & Nikula, 2007) (p.33).



Figure 6. Influencing factors on the daily Finnish English.

In general terms, it can be concluded that Finland is a country with a tendency to adapt quickly to new situations and needs, in almost all aspects of the above-mentioned factors. And above all, it is evident that the strong presence of English in Finnish society has favoured a great familiarisation in its learning and mastery, making it one of the countries with the best levels.

Bilingualism in Spain

In order to subsequently develop a section of analysis between areas with different levels of English proficiency, it has been decided to study the situation in Spain. In this case with a clear differentiated level between the above, but taking it a step further by specifying it in the autonomous community of Andalusia. A community which, due to its social, economic, and educational conditions, may be of great interest for obtaining some conclusions which will be specified later on. First of all, and as a preliminary contextualization of the study of the Autonomous Community chosen, some interesting data will be analysed. However, the main focus of this comparative analysis, which has been carried out similarly in Finland, will be on the autonomous community of Andalusia, studying some of the methodologies currently used to develop bilingualism and other social and economic factors.

The following country is ranked the number 34 of 100 country all over the world and the number 26 of 34 in Europe in English proficiency. In spite of, 50 million of people in the Spanish society, this country shows a low level of GNI per capita and also a mean year of schooling with 9.80 years of schooling. Something very particular is that is ranked under some countries with harder conditions such as South Africa with an Internet penetration of 56.0 % and 10.20 mean years of schooling or Argentina, with a population of 45 million people and a GNI per capita of 9 million shows better results than in Spain. As consequence, the present country is classified as moderate proficiency the state of Spain is composed by several bilingual communities, such as Basque Country with Euskera language or Catalonia with the Catalan. However, until the 1996, Spain could not consider English as a vehicular language thanks to the treatment with the Ministry of Education and the British Council, implemented therefore in various infant and primary education centres in several communities (Ramos, 2006).

Summary



Figure 7. EF English Proficiency Index (2020). Retrieved from:

<https://www.ef.com/wwen/epi/regions/europe/spain/>

To better understand the lower use of English in Spain comes from the big number of educational laws, have tried to solve a problem of the low performance of the use of this language in Spanish society, but without great success. Due to the important effect of the introduction of Spain into the European Union and globalization it looks like that it hasn't been enough to get a competent level of proficiency.

Educative system structure

There is a general administration of elementary and secondary education called "Ministerio de Educacion Cultura y Deportes" which oversees primary and secondary schooling in which makes decision regarding the curriculum development and implementation (European Commission, 2015).

"The Spanish Educational System is composed of 3 years of pre-school, from ages 3 to 5, 6 years of Primary School, 4 years of compulsory Secondary Education (E.S.O.) and 2 years of non-compulsory education, which is divided into preparation for College (Bachillerato) and vocational training (Ciclos Formativos)."(Ruiz, 2019)

Attending to the different levels of schooling, we can summarize different objectives related to English bilingualism in the present education system.

Pre-School

Students aged 3 to 6 years old have the first contact with this foreign language, in order to predispose their attitudes to this new language and with the main goal of getting positive attitudes to other languages and cultures.

Primary education

From 6 to 12 years old students must acquire a basic communicative competence to understand and express easy information in daily situations. Depending on the autonomous community students have the possibility to study a second foreign language.

Secondary school

Students from 12 to 16 must study English compulsory. In this stage teachers must look for the development of every linguistic competence, in this sense the development of oral, written, reading and listening skill. The number of English hours will depend on the autonomous community.

Baccalaureate

Considering the previous knowledges at secondary school, some of the most important goals of this stage is the fluency development of student in their second language. It is necessary to remark that also in this stage students have the possibility of choosing their first or second foreign language. In general terms English is the most popular language chosen followed by French. After finish this course, student have the possibility to present for an exam (Selectividad), in which, depending on the qualifications they obtain they could access to diverse degrees. (García, 2010).

We can therefore summarise the different levels of education as follows:

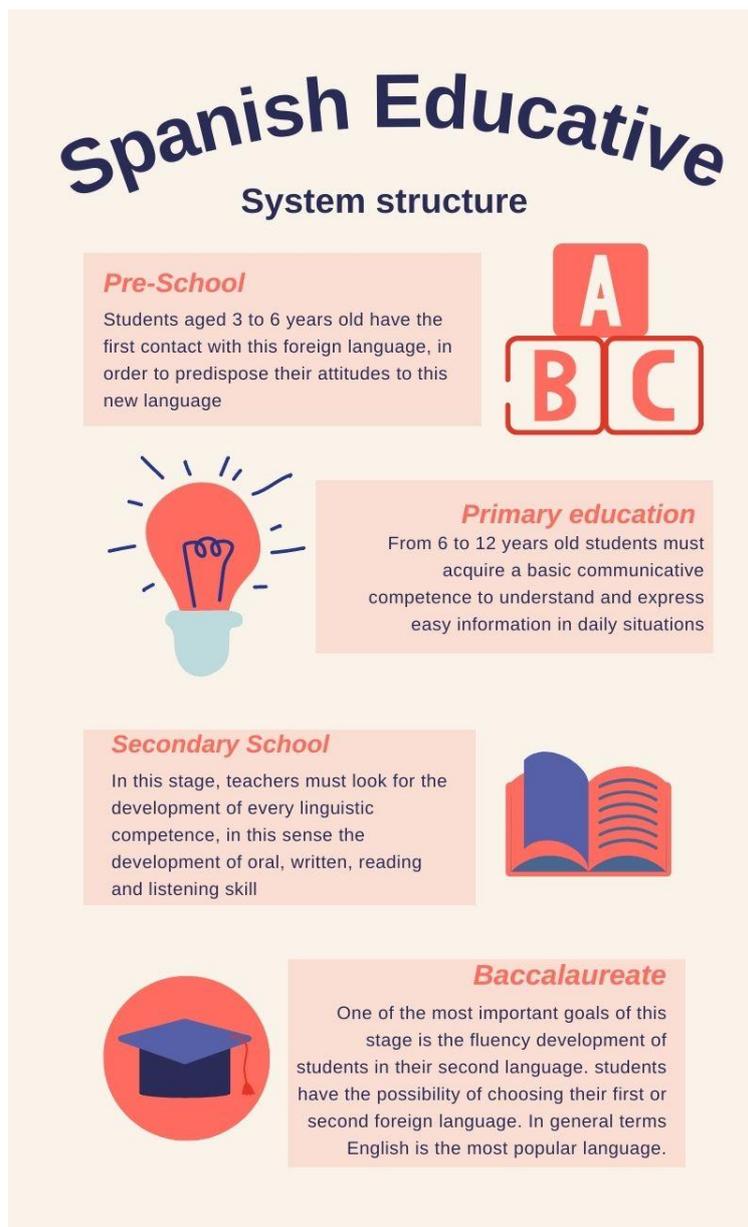


Figure 8. General characteristics of each educational stage.

Before starting to know the factors of influence and the Andalusian case, it is necessary to know the influence of some of the social factors that concern the whole Spanish country, and that will become key information to better understand the context of the autonomous community.

Social factors

The traditional protection of the language has made through the history the introduction and presence of other cultures in Spanish context. That is to say, Spain has been isolated from the introduction of other audio-visuals resources, for example the automatically translation of all films and series on TV (Muñoz,

2013). This fact contributes to less ambition to learn English and also make the concept that to learn English only is possible going out of Spain (Caraker, 2016). However, through the years this fact is continuously changing “Teachers and professors thought that the students’ exposure to the Internet, music, movies and their prospects for future employment contributed to their motivation to learn English.” (Caraker, 2016)(p.29)

In order to continue and make a proper comparison, with the Andalusian context, it is necessary to add a final note on the Spanish context. Thanks to the big variety of languages spoken; Catalan, Galician and Basque, Spain has become in of the European leaders in the development of content and language integrated learning (CLIL). In those communities where these languages are officially spoken begin learning English as one of two additional languages as compulsory subject in elementary school. Therefore, we can divide regions in two contexts: monolingual communities and bilingual communities (Coyle, 2010):

In on one hand, monolingual communities are those in which the official language is Spanish and the education is done in Spain. In addition, one or two foreign languages are taught with CLIL methodology. In the other hand, bilingual communities are those where the official language is Spanish in conjunction with other co-official languages such as, Galician, Basque, Catalan and Valencian (Caraker, 2016). Therefore, we can conclude that thanks to this context of multilingualism has motivated for the introduction of new languages and new ways to teach a foreign language. In this sense, in 2005, Andalusian government devised a new language policy in which more than 40% of the contents of the school curriculum could be taught in English. Moreover, thanks to this new reform of education system supposed the introduction of native speakers, in order to mold the learning of students around native models as well as to improve the practice of Spanish teachers and improve their English levels. In addition, the introduction of assistants with the main goal of producing new learning materials and a strong support in daily lessons and assessment of results and mobility (Lorenzo, 2010).

Bilingualism in Andalusia

In order to develop a more specific work about different contexts of bilingualism I am going to specify the context we have in Andalusia. It will be interesting to make a comparison between two different cases in which the incidence of English is totally different. In first place, I am going to refer some information about what is the level of English in Andalusia, and to better understand this information then I am going to talk about the structure of the education system and the introduction of the second foreign language in Andalusia and know better about some of their methodologies used in this education system. Furthermore, it is very important to distinguish the important role of the teacher and how is their situation in relation with the development of bilingualism in Andalusia. Then expose some information about the context of Andalusia in relation with different social aspect and the influence of economic activities and obtains some interesting conclusions.

First, of all, bilingual education system has been implemented in many countries for several year and it continues. At the moment there are 1417 bilingual centres and more than 460.000 students. Among the years a big number educational laws have been implemented in order to increase the presence of bilingualism in this community. At the moment we can know the Strategic Plan for the Development of Languages in Andalusia “Horizon 2020” in order to give continuity to the bilingual education. (Ruiz, 2020). However, before to start developing a previous analysis of this education system, it necessary to understand how is the present situation of this community in relation to the use of English. For that, I am going to expose the last information obtained from the classification made by Education first in 2018, in this ranking, the autonomous community is classified as one of the worst communities in Spain in English proficiency.

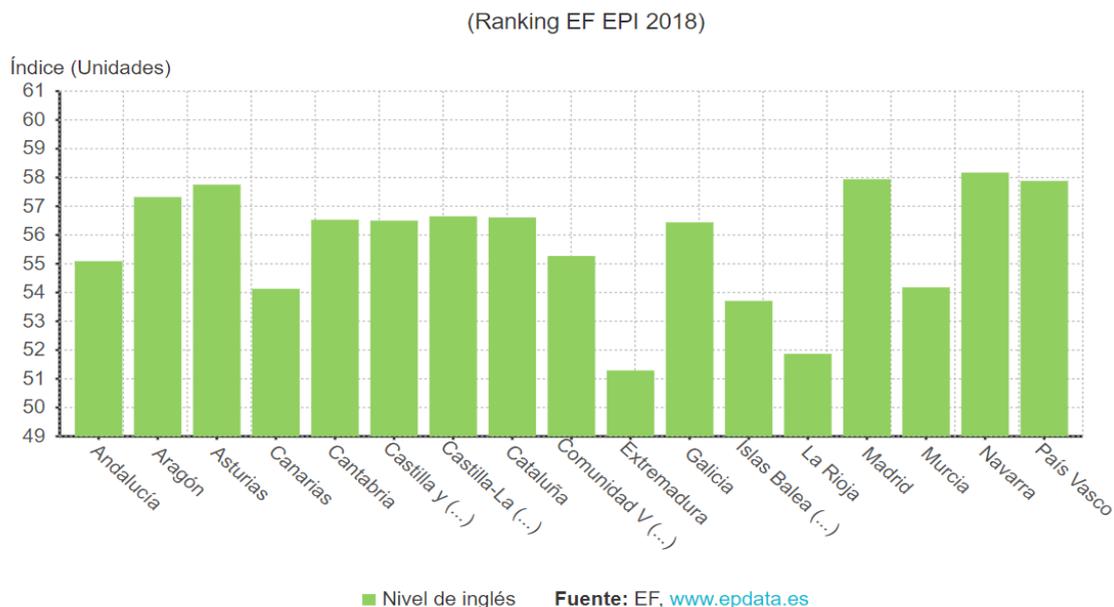


Figure 9. English Proficiency Index in Autonomous Communities (EF, 2018).

Retrieved from: <https://www.epdata.es/datos/nivel-ingles-idiomas-datos-estadisticas/208/andalucia/290>.

Andalusia could be classified as the 5th community with worst level of English. No more up-to-date information could be obtained from the Autonomous Community. “Only the 56% of its citizens admitting to being monolingual and only 17% being capable of holding a conversation in two other languages” (Pérez, 2009)(p.390). That is to say, an autonomous community with several deficiencies, that we will get to know in greater depth

As we could mentioned before in the structure of the education system, “Ministerio de Educación Cultura y Deportes” provides what is the structure of Spanish educative system. This structure and organization of levels is mandatory for all autonomous communities. However, the number of hours of English and methodologies differs from different regions. In this case, we attend to the Order 15th January 2021, which develops the curriculum for Primary Education in Andalusia. This new educational law, pretends the increase of importance in English. Therefore, in primary will be three hours of English and in secondary there will be three hours too, almost the double of hours that they had before. This kind of educational structure conforms Spain as one of the countries where English is taught earliest in Europe. (Caraker, 2016)

In general terms, every school center will have the autonomy to establish their own methodology. Every teacher will be free of using and establishing their own methodology to teach contents. As a consequence, we can refer to general methodologies that Spanish teachers use to do in their classes.

“Spain has become one of the European leaders in the development of content and language integrated learning (CLIL)” (Caraker, 2016) (p. 27). However, in spite of the big transcendence that bilingualism has acquired through recent years, in Andalusia, the only opportunity that society had to learn English was only at the English subject school. Characterised by traditional methods such as grammar translation, whose main focus were the learning of grammar structures, rules and vocabulary, and use of translation. This kind of lessons was characterised by the passive role of students who they only had to memorise grammar rules and vocabulary and translate to their native tongue, as well as, Spanish was as language of instruction. Thanks to the implementation of bilingual programs supposed a different focus into the development of four skills in English students. In spite of, the introduction of bilingualism has supposed a step further in the way of learning and development of a second language. Taking a depth analysis of methodologies, it has been necessary to recover a big amount of information to take what are the most common methodologies in order to put in practice bilingual programmes. In general terms, we can find two as the main ones used:

Immersion programmes: Thanks to the influence of Canadian schools emerged the possibility of learning a different language, in this case focused in English, without stop using their native tongue. However, it is not until the 22th of March 2005, when the Andalusian government decided to implement bilingual programs in Andalusia, with the main goal of “encouraging plurilingualism and linguistic diversity, using the natural method of immersion based on communication, interaction and oral skills competences” (Treatment 22th of March, 2005).

However, the implementation of this kind of programs began in very small way. Depending on the level of schooling the number of hours or subject taught in their L2 would be very different. In this first edition of bilingual programs, we could find that in primary education just the subject of Natural Science and complementary Art Education, Physical Education or Citizenship. In total 6 hours per week.

In secondary education, the minimum quantity established was just thirty percent with the priority on the subject of natural and social sciences but giving total autonomy on centres intervention. In the baccalaureate, at least two subject and considering one or two complementary subject such as Integrated project. In total 8 hours per week in both levels.

Regarding all of these old measures that provides the introduction of their L2 in curricular areas the “Junta de Andalucía” since the 24th of January 2017, have created a treatment called “Strategic Plan of second languages development Horizon 2020” which specify some of the objectives and different measures in order to denote the increase and the importance of English in the student’s curriculum. Among some of the objectives we can highlight the increase of bilingual centres until 1.500 centres and the achievement in students of B1 at the end of secondary education and B2 at the end of Baccalaureate (Strategic Plan of second languages development Horizon 2020).

To get these objectives, this plan reinforces the necessity of introducing more hours in educative the Andalusian educative curriculum, considered as bilingual subject, nonetheless, don’t specify what could be the structure and the total of hours in different levels. In addition, this document put a big emphasis on the necessity of using CLIL as the unique methodology in these kind of programs from the Language Learning at Preprimary Level: Making It Efficient and Sustainable: A Policy Handbook, regarding the adaptations to the age and the curriculum, and the use of portfolio (European Commission, 2011). In fact, the same document considers the offer of 130 activities as example to introduce this methodology.

Another particular aspect, that contemplate this document, is the necessity of changing training formation on teachers. First of all, increase the number of teachers with C1 in a second foreign language, as well as, the continuing education, in presential way, semi presential and online modalities in order to get better results and arise student’s motivation with their L2, as well as, the necessity of immersion programs with the goal of preserving and updating their L2 training.

Apart from curricular aspect, it is necessary to mention some particular information, related with extracurricular aspects but that can have a big influence

on students. In this case, this document put emphasis in the introduction of several treatments in order to get TV programs, in the autonomic channel, in original versions and dubbed into their native language. To get this objective, Junta de Andalucía is fighting in order to establish several time zones to broadcast children`s and family programs. Moreover, contemplating the cinematographic Enterprise they will promote the creation of specific cinemas, in Andalusian localities, that only broadcast films in their original versions and dubbed into Spanish, related to the MEDIA program from European Union.

In contrast, several facts such as the introduction of Spain into the European Union and big influence from Nordic countries with innovative educative systems has served as reference and motivation to make changes in the learning of the second language of the students. The recent introduction of this new methodology into the Andalusian system emerges as a consequence of drawbacks of immersion methodologies which just limited in the learning of some basic vocabulary from subject and the repetitive grammar structures related to the contents of subjects. Therefore, emerge this methodology with greater and greater transcendence in this country and recently in this community with the main goal of learning curricular contents through the use of the second language, creating for that, a combined process that not focus only in the learning of their second language, avoiding repetitive attitudes but a more integrated learning between curricular contents and using for that their second language.

In contrast, of a more theoretical learning, a more innovative teaching method and enriched evaluation has emerged (Pérez, 2009) that students have in the previous program thanks to the CLIL methodology pretends the creation of fictional situations that facilitates the inclusion of contents from curricular subjects with a more practical intervention from students. In these situations, CLIL can be extremely useful for the intensification above the exposure of language and the improvement of motivation, through the link of the language acquisition and with specific aspects of interest for the students (Horizont, 2020). At the same time, “promotes a more natural use of language, where learners learn and use languages for different purposes and in various contexts” [1, p. 173]. These CLIL programs has demonstrated rapid effects and that there is a non-linear correlation between exposure a competence. Thanks to the first step from 22nd March, 2005

with a notable increase of resource such as Teacher Assistants that has potentiated conversational language and Basic Interpersonal Communication Skills, and the semi-immersion thanks to teachers focused on grammar and non-linguistic area have conformed an “Extreme rich language learning environment” (Pérez,2009). These clear advantages from this methodology in order to develop bilingual programs as well as bilingual schools have caused a rapid spread in Andalusia, becoming the community with more CLIL schools in monolingual communities in Spain (Pérez, 2009).

Teacher training

One of the aspects of most controversy that differs from other countries even other autonomous community is the teacher training for the development of bilingualism at school. In the specific case of Andalusia, the teacher training in their second language begin from B2 to C2 regarding the Common European Framework of Reference for Languages. In comparison with private schools or religious school will differ depending on their educative project. However, due to the increase level of English in Europe, C1 is a requisite to be recruited. Attending to the results obtained in the Doctoral Dissertation by Quero (2018), we can obtain some crucial information about the teacher formation. Mellado, Bolarín And Porto (2013) have investigated about bilingual teacher training in Andalusia and they have observed that in spite of the engagement for Bilingual programs, they have recognised that they didn't feel secure with lexical complex they should. In this sense, we understand that administration should cover the training process, for those new members and those they still working, with the main objective of having a feel of more security. As a consequence of several interviews made in teacher communities, teachers themselves felt, that having a B2 (minimum level required for the Junta de Andalusia) recognised that this level could be very low in order to develop a teaching process as efficient as possible. For those teachers who have a C1, more than 80% consider that this level is optimal and the rest of interviewed think that it would be more convenient to have a C2. (Quero, 2018).

In order to understand better what are the fundamental aspects related to the preparation process on teachers, attending to the actual Order PCM/2/2021, 11th January, every student that have passed the second course of Baccaulaureate

and the final exam of selection (Selectividad). Depending on the university of each community will demand different marks.

AUTONOMOUS COMMUNITY	MARK
GRANADA	9,2/14
ALMERÍA	6,2/14
CÓRODOBA	6,6/14
SEVILLA	8,9/14
JAEN	5,0/14
HUELVA	6,8/14
MÁLAGA	8,9/14

Table 1. List of autonomous communities and cut-off marks for the university course in Primary Education.

This degree, is composed by four academic years, in which only 6 months of those years are destined for the practices. The offer of bilingualism, in Andalusian Primary Teacher degree is very reduced. In general, we only can find one course as maximum two as for each university with bilingual program. For those it requires a bit higher mark. In these bilingual programs only the 45% of credits to compulsory subjects are bilingual.

For those students who decide to keep their training in their second foreign language they can choose to specialise as English teacher or French teacher. However, it doesn't exist any subject destined for the learning bilingual programs.

We can conclude, referring to several authors that the proficiency of CLIL teachers is one of the most important's lines of action (Pérez 2009; Fernández Cézar *et al.* 2009; García, 2009; Lasagabaster, 2010; Navés 2010). Therefore, whether the level of training is not adequate and we can deduce that can be conditioned by the necessity of having more support in the methodologic training, with a view to feel more secure. (Quero, 2018). All those who want to access a wider range of training should do so on a voluntary basis, in view of accessing a better curriculum or on the other hand with the intention of facilitating a better

educational service, and this is where the great involvement of this sector is demonstrated.

Economic factors

Apart from curricular elements it is necessary to properly develop a comparative between these two regions selected, to consider other aspects such as, the economy of Andalusia. In this sense, it is necessary to remark some of the more contradictory aspects this community. Andalusia is the 4th community with higher number of tourists, almost 33 million of tourists choose the south of Spain in order to enjoy some of the most amazing beaches which Málaga or Cádiz or enjoying rural destinies such as Sierra Nevada. Regarding as well, the fact that almost the 35% of these visitors' precedence had British precedence (Díaz, 2020). This economic sector represents one of the most important for this community where industry hasn't a big influence and just agriculture lead the economy of this region. Despite of, the transcendence of tourism in Andalusia and the relevance that it supposes, it looks like totally contradictory the low level of bilingualism and English training in relation with the possibility of offering a better service in one of the most crucial economic activity in this community.

“almost the 56% of its citizens admitting to being monolingual and only 17 % being capable of holding a conversation in two languages. This is a clear signa of unsuccessful language proficiency” (Pérez, 2009) (p.12).

In general terms, it could be concluded that the situation in this autonomous community has been strongly influenced by the protectionism of Spanish, which has prevented a greater penetration of English in society. Although Spain is a bilingual country, it can be concluded that the development of this foreign language is being determined by the influence of the European Union itself to force countries such as Spain to make greater use of English and to have a greater presence in their society. It can then be seen that factors such as the economy and the socio-economic level of families also play an important role in the level of bilingualism of their students.

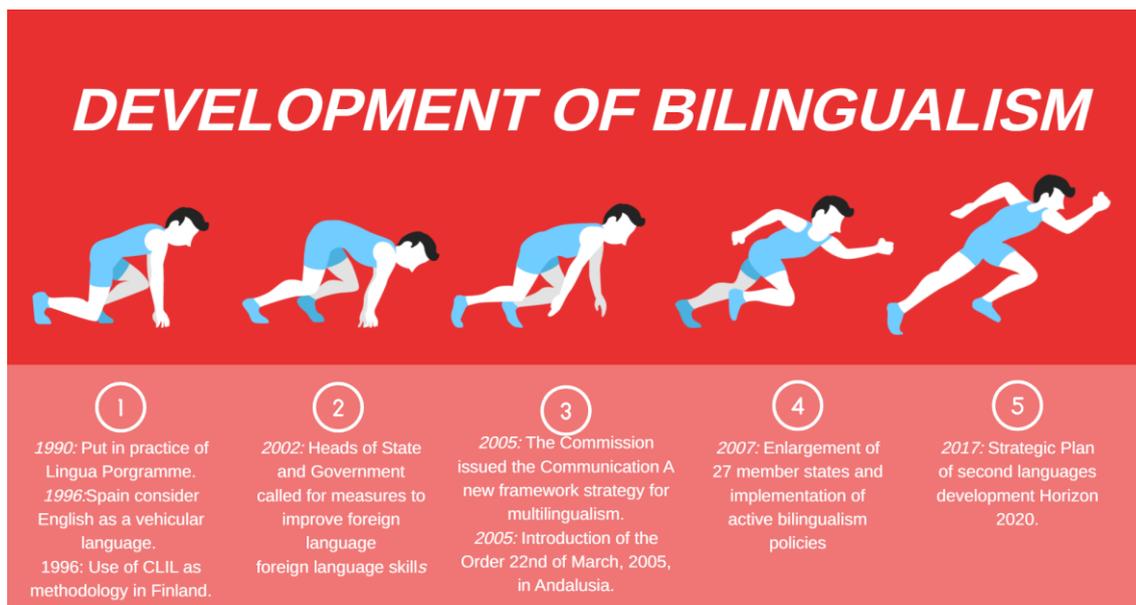


Figure 10. Timeline of the principal facts in the development of bilingualism.

6. Comparative.

Once the reality of the different countries selected has been better known, in this case, Finland, and taking it a little more specific to the autonomous community of Andalusia in the south of Spain, it is time to detail the main differences observed in the different educational systems, as dictated by the comparative method. It is possible to carry out a complete comparative analysis, thanks to the exposition of the same points of information that revolve around the knowledge of the methodologies used and those bilingual programs that have intervened, as well as the training of teachers in both countries and the social and economic aspects that influence them. In this way, a series of discussions and conclusions can be drawn in order to close this bibliographical review.

Results from the *English Proficiency Index (2020)*

This first element is the clearest way to identify the different levels of English proficiency in both countries. Thanks to the classification carried out by this prestigious educational association, it has been possible to deduce, through a detailed study, which are the most influential factors that have led each country to achieve the results obtained and their current position. There is a difference of 31 countries between the two positions, taking into account all the countries in the rest of the world and 23 countries taking into account only European countries but, only if we consider Spain as a whole, as it has been impossible to evaluate

the situation of Andalusia as an autonomous community with the level of other countries. However, something else must be taken into account and that is the fact that the autonomous community of Andalusia is positioned as one of the worst in Spain.

Curricular specifications

Therefore, now we can proceed to compare how the following factors studied can be influenced obtaining these results. In first instance, to develop some of the differences that can be found, it is necessary to specify, by way of introduction, that in both areas there are different legislative bodies that carry out the structuring of their education systems. In one hand, the national administration of education and training has a two-tier structure" (Finnish National Agency for Education, 2021). The Ministry of Education and Culture, as the highest responsible for the public administration in charge of preparing educational legislation (Finnish National Agency for Education, 2021) In other ways, The Finnish National Agency for Education (2021), is responsible for early "childhood education and care, pre-primary, basic, general and vocational upper secondary education as well as for adult education and training". Apart from that, local education authorities and the schools themselves, design their own curriculum within the framework of the national core curriculum. In order to take local needs and different perspectives

In the other hand, in the case of Spain, different levels of the curricular specification can be found, of which only two refer to the intervention of public educational administrations. In the first place, the "Ministerio de Educación, Cultura y Deporte" is responsible for establishing the minimum teaching standards common to all the Autonomous Communities, so that each Autonomous Community can then adapt them and complete their respective curricula.

In this sense, we understand that the Finnish government is more specific, which favours greater personalization and detail in the school curriculum for students. There is a more intermediate level on the part of the Ministry and the curriculum design of each school, which is not found in Spain and its relationship with the Autonomous Community of Andalusia. (Sánchez, 2016)

Educative system structures

Briefly, it is necessary to specify a clearly differentiated aspect in the structure of both education systems, from which it would not be possible to draw totally decisive conclusions, but which may be a factor to be taken into consideration for study purposes, and that is that one of the top priorities of the Finnish government is that the younger generations should acquire a sufficient level of knowledge and mastery of their mother tongue in order to establish a completely solid base for learning a new language, as in this case is the case of English. Therefore, according to the structure of the different school levels, it will not be until the third year of Basic Education that this second language will be introduced. (Vives, 2014).

On the other hand, the Spanish system pursues a completely different ideology to the one described above. In the Spanish education system, the aim is to introduce English as early as possible. This has been strongly criticised by many educational institutions because this early introduction can lead to students being delayed in the acquisition of their first language, or because it is not really fruitful content to work on from such an early age. (García, 2010)

As far as older age groups are concerned, within the structure of the education system, the weight given to the acquisition of English as a language can be clearly seen. In this case, reference should be made to ages at which pupils aspire to a university degree (Benedí, 2018). On the one hand, the Finnish system considers the level of English of applicants as another element to be taken into account in the selection process for university degrees, and something that can be decisive, being assessed by means of a specific exam. In contrast, the Spanish system does not attach similar importance to this. In this country, it will only be assessed as a grammar and reading comprehension test, referring to the area of English as a subject (García, 2010). This is a clear indicator that the Finnish educational process makes the acquisition and mastery of English as a language a prerequisite for any future.

Teacher training

What follows is a specification of what constitutes one of the most relevant aspects in the process of learning English in both countries.

Something that perhaps marks one of the most important and notorious differences, analysing it from a pedagogical point of view (and leaving aside the main subject of this work) is the figure of the teacher seen from the different societies. In the first place, alluding to the process of selection and training of teachers in the Nordic country, reference is made to what is perhaps one of the hardest and most difficult processes in the world (Gutiérrez, 2013). Only a small percentage of all candidates who try to enter the training and final selection process as teachers in Finnish schools achieve their goal, something that shapes the image of the teacher in these countries as one of the most prestigious jobs in the whole of society. Only those who are most qualified will be able to enter the classroom as teachers, but at the same time, however, it allows for the achievement of a professional profile that is fully competent, not only in terms of English proficiency but also in terms of pedagogical skills. At the same time, this makes it possible to establish a close relationship between the emergence of new methodologies such as CLIL and the relevant training of professionals in order to obtain the most productive learning process possible.

However, continuing with this comparative section, in the case of the Spanish teacher selection and training process, the situation is completely different. One of the minimum requirements, in this case, is only to pass the selection process by obtaining the grade required by the different universities offering this university degree, after having taken and obtained the necessary grade in that year's Selectividad exam. In this case, the process is similar to the Finnish one, except for the fact that Spaniards do not have to take a specific English exam (Matriculation Examination), but with the big difference that in the Spanish case, the average entry mark for this university degree would be 7.3 out of 10 (Table 1), and in the case of the Finnish system a 9/10 is required (Gutiérrez, 2013). In addition to all this, it is necessary to emphasise that the Spanish system does not consider the interviewing of attitudes that could discard possible future teachers (Pérez, 2013). In the Spanish context, it alludes to access to the market of all these teachers who could have access to public or public schools.

Continuing with more differences within this section, something that perhaps denotes the lack of effectiveness of the Spanish bilingual programs, as well as the obtaining of results as positive as possible, alludes to the management of the

own language that is intended to teach, which at the same time causes so much insecurity in its professionals, and this is something that can be directly blamed on the government of southern Spain itself (Quero, 2018). Where only a B2 level (CEFR) is needed to carry out a bilingual program, a B1 simply for the achievement of the master's degree, unlike the Nordic system where the C1 degree is completely compulsory to be able to practice within the classrooms, regardless of carrying out a bilingual program or not (Hayes, 2014). This aspect of lower level of training in English in Andalusia can be considered as an important aspect from the importance of learning in English in Finland where even the pronunciation of English has been taken into consideration for the teacher training in the Finnish country in which, teachers are not native speakers although they have a good command of it (Hartiala, 2000; Nikula, 1997).

Something closely linked to the latter aspect and concerns the insertion of bilingual programs in the two countries. In the case of Finland, there is a greater awareness and willingness to learn English, so that it was more present in society thanks to the introduction of CLIL from earlier age than in the case of Andalusia. In the former, from 1996 onwards, these methodologies began to gain more and more presence in Finnish classrooms (Marsh et al., 1996) whereas in Spanish classrooms they did not arrive until 2005 with the introduction of the Order 22nd of March, 2005. A significant difference, taking into account that in the case of Andalusia, the presence of English in Andalusian society is not as visible as in the case of the Nordic country, which has led to the fact that in the case of Finland the effectiveness of these bilingual programs is much greater than in the case of Spain.

Social and economic aspects

Finally, we will now develop one of the aspects that may be of great importance in the great differences that exist between the two areas in terms of English language learning. First of all, it is necessary to highlight the presence of English in both places. In reference to Finland, we can find a country in which the use and management of English are present in the daily life of all people. This is mainly due to the fact that since the 1960s, TV series and films are mostly broadcast in their original version and subtitled, which has led Finnish society to maintain a daily and even unconscious contact within the home. Therefore, it will

not come as a novelty at the time of coming to school. (Vertanen, 2003). On the other hand, in relation to the Andalusian case, something completely different is observed, where the autonomous community is under protectionism of Spanish as a language, which has prevented both Spanish and Andalusian society from having any kind of contact outside of what is taught in the area of English in schools (Muñoz, 2013). The only thing that has been gaining more of this contact, within the informal spheres, is the learning of English thanks to the influence of the internet, social networks, music, or freely accessible films thanks to digital platforms that allow the language to be modified at will. In other words, in this sense, there is less familiarisation with the language, wherein this case it is intended to acquire this competence only thanks to the ideas proposed in the new plan of the Junta de Andalucía Horizon, (2020) where it is intended to achieve some objectives that mimic the Finnish conditions, such as offering time slots, programmes and cartoons in English or the provision of cinemas to watch films in their original versions. in the case of Finland.

The process of globalisation and the influence of the Internet in social networks in this sense is something that has added quite positively to English learning, more and more English terminology is used in everyday life, either by the emergence of new words that by their use, have been included in our usual vocabulary, as has happened to some extent in the society of southern Spain, but it is something that has been happening for quite some time in Finland, but without taking into account the same origin of its inclusion in their vocabulary. In the latter case, an awareness of the language has become more evident in everyday Finnish usage, such as official speeches, traditional media, signs, posters, etc. (Leppänen & Nikula, 2007).

Finally, in economic aspects, reference should be made to complex situations observed in both contexts. Continuing with the same order of comparison, something that characterises the Nordic country that could also be considered as a factor to take into account refers to the strong economic activity due to the internationalisation of some of those companies that have been referencing for the whole world, such as Nokia, and that in the same way has made this system learn that the use of English is indispensable for its correct development and above all under the influence of other economic powers such as the American

one (Virkkula-Räisänen, 2010). In addition to the business world, although this country does not depend on it, another factor such as tourism has been enough reason to want to learn English as a universal language for all foreigners visiting this country. For this reason, all professionals in charge of tourism, such as tourist guides, taxi and bus drivers, personnel for museums and galleries, are required to have a command of English (Sánchez, 2014).

However, it is rather contradictory to observe how in the case of Andalusia, where a large part of its economic activity depends on the visit of tourists, of which almost 35% are English-speaking, barely manage to acquire a basic level of English proficiency (Díaz, 2020). As a final result, we obtain two well-differentiated panoramas, in the first place, a population where 72% of the population knows a foreign language at a basic level (Sánchez, 2014). That in its computation of educational, social, and economic factors have led to the learning and use of English from much earlier times in a community where only 56% of its citizens admitting to being monolingual and only 17% being capable of holding a conversation in two others, in which we can appreciate, just the opposite, the concern for the learning of English much later than in the first country, and that at the moment does not seem to change much more the present situation for its improvement of these results (Pérez, 2009). It is easy to understand the large difference in positions that can occur between a very high or moderate level of English (EFI, 2020) and a very high or moderate level of English (EFI, 2020).

7. Discussions.

This literature review aimed to provide answers to some of the questions initially proposed about the importance of learning a foreign language in other countries, such as English, and the level of proficiency in this language.

In this case, this has been done by carrying out a comparative analysis of different cases, in which the difference in level in both is quite large, according to studies carried out by Education First. For this reason, we have resorted to a wide variety of bibliographical references from numerous authors who have been able to reflect the information from factors such as education, through the methodologies most used in both cases, as well as the teachers' preparatory process that enables students to acquire this level of English, and other influential factors such

as economic, social and tourism factors. It has allowed a better understanding of the reality of both, as well as being able to contrast it with the perspectives of these authors and scholars on the subject.

As a result of this study, the aforementioned difference can be confirmed, thanks to authors such as Vives (2014), which allows for a better understanding of the reality of this country concerning the level of English, through a better understanding of the structure of its education system. In addition to Jäpinen (2005), who brings us closer to the influence of new methodologies such as CLIL in the teaching of this foreign language and on the other hand authors such as Sánchez (2014) and Leppänen & Nikula (2007), we get to know in greater depth the influence of other factors outside the educational field and its impact on Finnish society, leading this country as one of the best in the English-speaking world.

On the contrary, an opposite situation is observed where authors such as Ruiz (2020) bring us closer to a context where the presence and use of English are much lower than in the aforementioned country (EF,2020). At the same time, it is paradoxical that a region that is so dependent on economic activity such as tourism, Pérez (2009), shows a reality that is so little able to welcome English-speaking tourists, and especially English-speaking tourists (Díaz, 2020). In this sense, it is necessary to highlight some of the ideas proposed in the previous theoretical framework referring to the influence of the economic factor and the socio-economic level of the country/families, in which authors such as Santin (2001) and López, Quesada & Salas (2010) establish a direct relationship with the level of achievement and results obtained, the better levels obtained in their economic activities. It can be deduced that there is a greater involvement on the part of upper-middle-class families than in those where there are not so many resources, as well as greater investment by governments with greater purchasing power. Despite numerous initiatives such as the Horizont Plan (2020) that take the current Finnish system as a reference, it reflects some of the shortcomings of this autonomous community, such as the slow imposition of a fully bilingual educational model, as Caraker (2016) explains, and a teaching staff that is poorly prepared to face this new educational reality, as Quero (2018) tells us. At the same time, the consideration of other factors outside the purely curricular is the

economic factor and, within this, the tourist factor, which is of great relevance in its development as a community (Díaz, 2020).

However, in the face of such pretensions to improve bilingualism, the current reality seems to be far removed from what is intended to be achieved, as the results of the study show (EF, 2020).

8. Conclusions.

The main aim of this master's thesis was to raise awareness of different educational systems related to the development of bilingualism. After being aware of the great relevance and transcendence of English in the daily life of our society, the aim is to raise awareness, after reading this work, of the true importance of learning this language, and how, in the case of the Spanish system, it becomes a determining factor in the development of the country as a whole. For this purpose, instruments are used to quantify and classify each of the cases in different positions.

In a complementary manner, although the Finnish case has been studied by numerous research works, since it is taken as a clear example of reference in the field of education, the aim has been to provide greater knowledge of the reality of a specific area of Spain such as Andalusia. Having done so, in which a series of factors and elements of study have been taken into accounts, such as analysing methodologies, teacher training processes, the structure of educational systems, and the influence of other non-curricular factors such as tourism and economics, has resulted in a final work which, favours a new study of the development of bilingualism in society as a whole and, more specifically, how students learn. Furthermore the consideration about these factors, which have been taken into account to get to know different educational systems in a different way, could be taken into account for future studies, since in certain cases, after the information presented, it becomes a little contradictory. After having carried out the relevant comparative process between the different cases and having previously obtained some very interesting conclusions, it is necessary to highlight from all this work the idea that the process of acquiring English should not be limited only to the educational context within schools, but should be complemented by other factors that influence the student's learning daily from other spheres.

At the same time, one of the most important conclusions is reached, after having carried out a profound exercise of reflection on all the information gathered. And the fact is that, although this work is in some ways a great step forward because it offers a new perspective after having carried out an analysis taking into account a computation of influencing factors that have not been taken into account in previous similar studies, it still leaves other avenues of study pending detail and which should be explored in greater depth. This is mainly due to the scarcity of information on the study of bilingualism in specific cases such as Andalusia, in order to provide researchers with more global and scientific information. Although in the case of Andalusia it seems rather contradictory that this community is not improving its level of English as it should, reference should be made to the country as a whole and the main reasons why a government does not want to invest more in better implementation of bilingualism, taking into account its increasingly proven benefits and above all in search of the demands of the European Union. The need, therefore, arises from the educational community to demand a higher quality training process, which is not so saturated and which seeks to represent our Spanish educational system as a more complete one and with better service.

To this end, although the ambition of bilingualism is complex and tedious, this learning process still reveals many shortcomings and avenues for improvement. These must be put in place to overcome them from the point of view of teachers, who still distrust their usefulness when teaching curricular content, or from the point of view of parents to adapt to the needs and realities of the child (Pérez, 2009). However, thanks to the development of new methodologies such as CLIL which, although they generate new training options for this professional profile, continues to demonstrate that the reality of those countries which are both more advanced and less advanced in the learning of a foreign language is becoming a reality which is increasingly closer to the education of the future.

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