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TÍTULO: Herramientas sociológicas para medir el rendimiento: Evaluar y mejorar la implementación del Programa CLIL a través de una exploración del entorno social.

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RESUMEN: La medición del rendimiento de las innovaciones educativas es un tema importante de estudio teórico y práctico, y basándonos en la teoría de la planificación social, asumimos que el estudio sociológico puede ser utilizado como herramienta de medición en la gestión del desempeño. Se escogió la educación bilingüe y la implementación del programa de Aprendizaje Integrado de Contenidos y Lenguas (CLIL) como nuevo desafío para el sistema educativo ruso. El artículo presenta resultados del análisis sociológico basado en datos primarios y secundarios, y argumenta que la investigación sociológica del desempeño de la educación bilingüe podría conceptualizar la educación bilingüe como una prioridad social y pedagógica, medir la variación comparativa de manera efectiva y evaluar el impacto de la cultura en la implementación de programas bilingües.

PALABRAS CLAVES: Medición del desempeño sociológico, Aprendizaje Integrado de Contenidos y Lenguas (AICLE), entorno social.

TITLE: Sociological tools for performance measuring: Evaluate and improve the implementation of CLIL Programme through an exploration of the social environment.

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ABSTRACT: Performance measuring of educational innovations remains an important topic of theoretical and practical study, and based on the theory of social planning, we assume that the sociological study can be used as a measuring tool in performance management aims. I have chosen the bilingual education and the implementation of Content and Language Integrated Learning (CLIL) programme as new challenge for the Russian educational system. The paper presents the results of a sociological analysis based on primary and secondary data and argues that sociological research of the bilingual education performance might conceptualize the bilingual education as a social and pedagogical priority, measure comparative variation effectively, and assess the impact of culture on the implementation of bilingual programs.

KEY WORDS: Sociological Performance Measuring, Content and Language Integrated Learning (CLIL), Social Environment.

INTRODUCTION.

In the early 2000s, the crisis of the welfare state model has led to a large-scale revision of the state social obligations; it had attempted to transform public services (including education) in a «cost-

efficient» (Kaisarova, 2013). Despite the controversial nature of this neo-liberal approach, the balancing of the interests between society and state is gradually happening (Kaisarova, 2012). However, the formation of a development strategy for public services should be based on a system of information provision that permits an assessment of its state at all stages.

Actualization of the system of management and evaluation in the public service can be carried out in two main directions: (1) improving the statistical base and (2) formation multidisciplinary performance measuring in the public service sector (Kaisarova, 2010). Sociological research becomes a part of the multidisciplinary measuring instruments in the public service sector.

Despite the fact that the "double diploma" programmes with foreign universities have existed for a long time, it has always been a very rare phenomenon. Under the influence of the new «Law on Education» (2012) and the introduction of new requirements, the dramatic changes began to occur. Lecturers and students could face the need to work in English suddenly. Of course, it caused a shock. One of my respondents told me in 2013: "The English language should be prohibited immediately". He explained that he would like that nobody spoke English in Russia and in universities. Many professors could support him at this point. This system of bilingual education can be considered as a Pre-CLIL system. It provided a variety of approaches and opinions how to use English, but it is inclined to believe that the ideal is the content teaching of all subjects in English.

DEVELOPMENT.

Sociologists have started the study of this issue to search solutions that are more balanced. One of the first objectives was the task of performance measurement of the introduced system. In a situation of serious discussions and confrontations, sociology prefers to start with the social environment, which should facilitate innovation (McCoy, Henrika, and Elizabeth A. Bowen.

2015). So, we will examine some existing approaches to sociological performance measurement of CLIL from the social environment perspective.

Specifically, the current study attempts to answer the following research questions:

- Are the ideological positions of CLIL programs suitable for non-Western countries?
- What types of data can offer large-scale sociological research to measure the effectiveness of CLIL programmes?
- What types of data can offer small-scale sociological research to measure the effectiveness of CLIL programmes?

Research design.

This study involves the use of the following methods:

- Analysis of state statistics, Federal State Statistics Service (Russia), the calculation of secondary data.
- Analysis of secondary data, Erobarometer (Europe), «Levada-Center» (Russia), SPSS.
- The method of participant observation. Total 96 visits. Sample: "snowball" technique.

Content and Language Integrated Learning (CLIL) as a social and political conception.

The first concern of sociology is not actually conducting surveys but providing social and political diversity. Therefore, any concept is seen as an ideological tradition that has an explicit and latent meaning.

Despite the fact that Content and Language Integrated Learning (CLIL) is a multilingual and universal conception, it is aimed at English (Dalton-Puffer, 2011). The concept primarily belongs to Europe (Dalton-Puffer, Christiane, and Tarja Nikula. 2014). Therefore, its ideological sources

are presented to Europeans as the obvious. However, as it will introduce it in Russia, it is not superfluous to recall them.

CLIL is based on the ideas of democracy, uniting people through the language of creation and discussion of the new common history and joint promotion of humanistic ideas and views. The conception quickly gained supporters throughout Europe. (Hüttner, Dalton-Puffer, and Smit. 2013).

It has been many attempts to discuss CLIL as "normal" conception, which has advantages and disadvantages (Lyster, 2004; Bruton, 2011, 2013; Lorenzo, F., P. Moore, and S. Casal. 2011; Dalton-Puffer, Christiane. 2011; Whittaker, R., A. Llinares, and A. McCabe. 2011; Lindholm-Leary, 2012; Cenoz, J., F. Genesee, and D. Gorter. 2014). However, I think this wide discussion shows that there are cases that support the CLIL effectiveness, but there are reasons for the lack of understanding why the success is terminated. Of course, the important thing in this situation is to appeal to the stakeholders, which ultimately, determine the demand for the concept and its effectiveness.

In fact, we could not find a clear presentation of CLIL programme performance indicators from the perspective of stakeholders. Many researchers have focused on the evaluation of student satisfaction, but some studies attempt to identify a wider range of stakeholders' views on the bilingual system and are included parents', teachers' and school principals' feed-back (Mehisto et al. 2007; Lorenzo et al. 2010; Hüttner, Julia, Christiane Dalton-Puffer, and Ute Smit, 2013.) However, a little attention is given to the representatives of the business community, local and central government as well as society as a major initiators and beneficiaries of CLIL programs. For example, it is difficult to find such information: CLIL programmes have been effective or not from the local government point of view. The information is not enough to implement CLIL

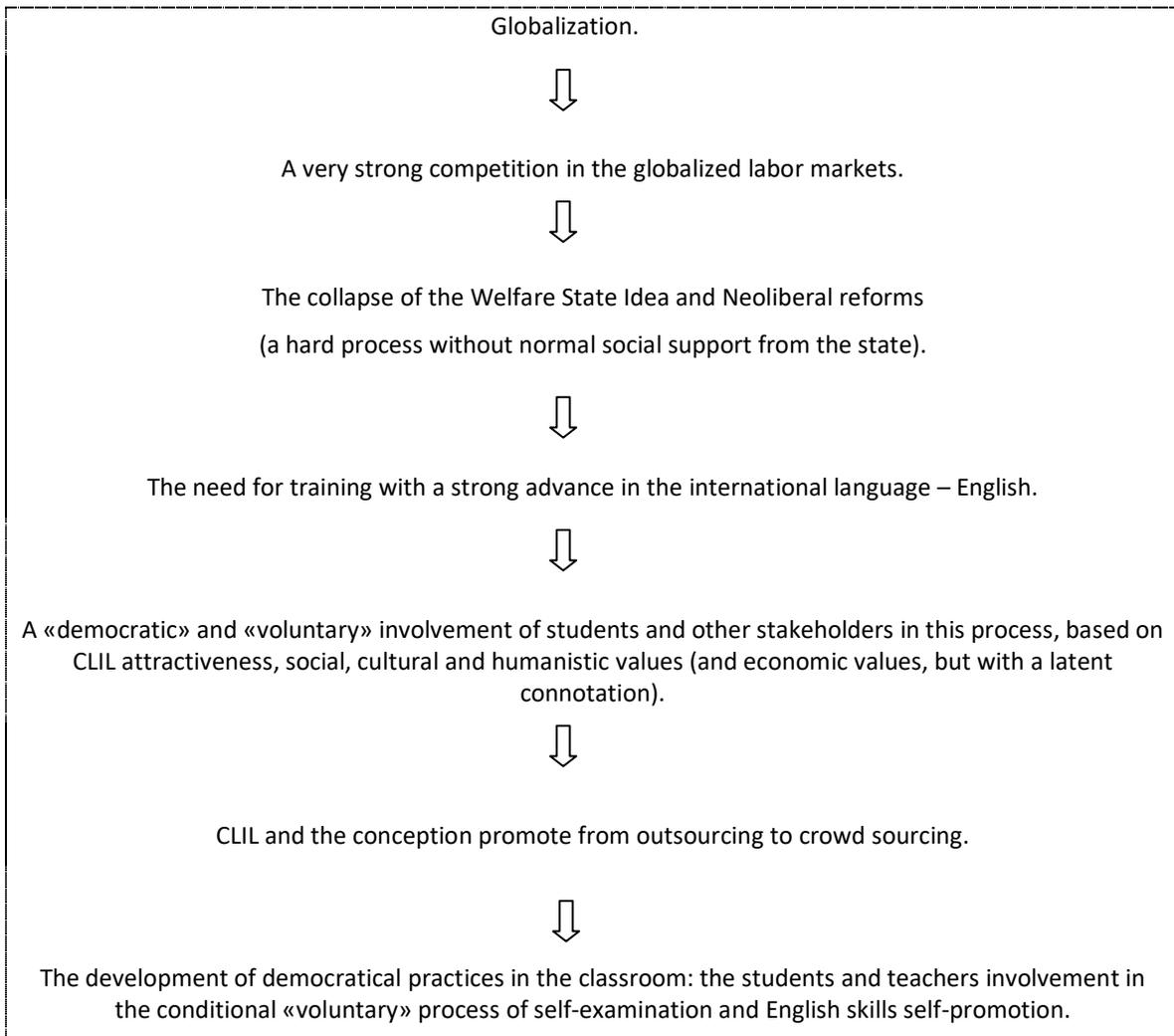
programmes in countries where individual motivation and satisfaction are not the reason for this decision.

We also addressed to the general information on language policy. Social and governance factors of language policy in general are considered in numerous studies on language policy, linguistic management and language planning (Clyne, M., Pauwels, A., Newbrook, M., Neil, D., 1995; Ager, Dennis E., 2001, Kachru, B., 1986; Phillipson R., 2005; Holborow M. 2006; Kumaravadivelu, B., 2006.; Hnízdo, B., 2013; Liu, Na. 2014, etc).

Some part of literature criticized the spread of English as an essential part of the process of globalization and the neoliberal promotion (e.g. Phillipson R, 2005). As a result, we have a lot of praise and a harsh criticism literature, and it is difficult to find a balanced view. According this literature, it is difficult to recover the expected chain of events. I can offer only this fragmentary presentation (see Table 1).

If we rely on Table 1, we can explain the reasons for CLIL successes and failures. Of course, from the outset, information about English as a new requirement was latent and indirect. However, it spread stable enough to convince parents that it would be difficult for children to find a place in their life without English. That is fixed of many sociological studies, such as the Eurobarometer: Two thirds of Europeans (67%) consider English as one of the two most useful languages for themselves. Around four in five Europeans (79%) consider English as one of the most useful languages for the future of the children... 98% of Europeans consider mastering other foreign languages as useful for the future of their children (Europeans and Their Languages, 2012:7-8).

Table 1. «Soft power» of CLIL promotion in the globalized and highly competitive labor markets. (Table is based on: Kachru, B., 1986; Phillipson R., 2005; Dalton-Puffer, Ch., and T. Nikula. 2006; Holborow M. 2006; Kumaravadivelu, B. 2006.; Hnízdo, B.,2013; Liu, Na. 2014, etc).



Of course, this parents` belief is affecting the enthusiasm of English language teachers. In addition, this social process sometimes amazes CLIL teachers and researchers (Hüttner, Julia, Christiane Dalton-Puffer, and Ute Smit, 2013). However, we should take into account the limits of the conceptions, which are based on a volunteer work, good will and enthusiasm:

- They are always limited to a certain number of supporters, it is very difficult to promote growth after reaching "the saturation point".
- Serious opponents can ignore the conception and boycott it. Nothing can be done; the "goodwill" does not imply punishment. Moreover, these opponents don't want to report their opinions, so their existence is not known exactly.
- If the disappointment comes, it may become an avalanche process.

These problems we can observe in the CLIL development (Bruton, 2011, 2013; Lorenzo, F., P. Moore, and S. Casal. 2011). Of course, the above confirms that CLIL needs very staunch supporters. To a certain extent, this can be regarded as the limit for this concept, particularly in Russia, where it is difficult to expect a «hot commitment».

We can conclude that there is no reason to believe that the conception is not suitable for countries such as Russia. However, it has limitations that are mentioned above. The CLIL conception does not imply the forcible introduction, which is typical for Russia. Therefore, it should be promoted as a social and political priority with broad support.

Large-scale studies and CLIL performance measuring.

The preceding discussion has shown that CLIL is an ideological programme that serves the ideas of neo-liberalism and globalization. However, it is trying to be democratic and it mainly uses humanistic reasoning. This suggests that not only the language development in the classroom is an indicator of efficiency, but also the ability to communicate on it. This approach means that the measurement of the effectiveness of CLIL cannot be based only on tests of language proficiency. The general belief in the need to learn and to use any level of English anywhere, as well as the ability to use it in all types of business communications are also important.

This point of view allows us to measure the effectiveness of CLIL programs, not only in universities and schools, as well as in society. It is obvious that a large-scale study is a very blunt instrument of measurement. This makes sense if a considerable part of schools and universities has introduced CLIL programmes. However, the local and central government is very interested in the measurement of the English use in a social environment as whole, because the question is closely related to the tourism and international business development.

Eurobarometer regularly conducts the study "Europeans and their Languages". This study is an example of a large-scale sociological research that has the potential to be a tool for performance measurement. Eurobarometer investigates public opinion in all European countries. In our work, we take the example of Spain, as there is a discussion about the effectiveness of CLIL programmes in Spain. In addition, the study of the Spanish experience is extremely useful for Russia. Spain had involved in this process later. Spaniards did not have a very diverse experience of multilingualism as other countries, e.g. Finland, in which the state languages (Swedish-Russian-Swedish) often do not match the language of the titular population. The policy of the regimes like Franco's regime does not imply the broader development of foreign languages.

Research shows us some successful promotion of the English language among the young (see Table 2, Figure 1).

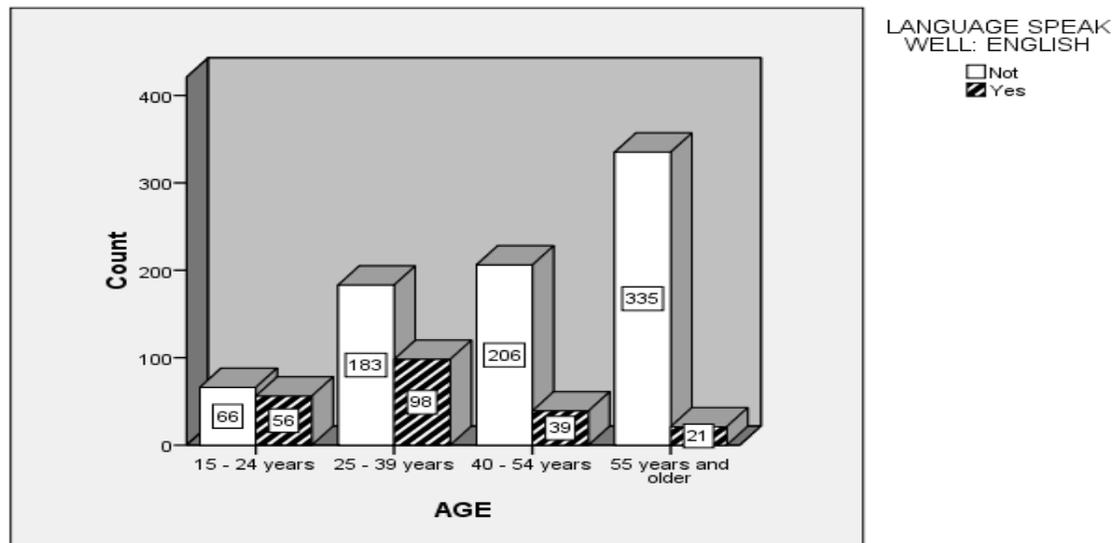
Table 2. Question D48b: «And which other language, if any, do you speak well enough in order to be able to have a conversation»: Distribution of Responses by Age, Spain.

(Europeans and their Languages, 2012, SPSS).

		LANGUAGE SPEAK WELL: ENGLISH (TOTAL)		Total
		Yes	Not	
AGE:	15 - 24 years	Frequency	56 (45,9%)	66
		Expected frequency	26	96,0
	25 - 39 years	Frequency	98 (34,9%)	183
		Expected frequency	59,9	221,1
	40 - 54 years	Frequency	39 (15,9%)	206
		Expected frequency	52,2	192,8
	55 years and older	Frequency	21 (5,9%)	335
		Expected frequency	75,9	280,1
Total		Frequency	214	790
				1004

Figure 1. Question D48b: «And which other language, if any, do you speak well enough in order to be able to have a conversation»: Distribution of Responses by Age, Spain.

(Europeans and their Languages, 2012, SPSS).



Chi-Square Tests show us that age differences are significant (for all ages) (Figure 2).

Figure 2. Chi-Square Tests Question D48b: «And which other language, if any, do you speak well enough in order to be able to have a conversation»: Distribution of Responses by Age, Spain.

(Europeans and their Languages, 2012, SPSS).

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	129, 483 ^a	3	,000
Likelihood Ratio	134, 215	3	,000
Linear-by-Linear Association	127, 123	1	,000
N of Valid Cases	100 4		
a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 26,00.			

As we can see, the older age groups almost do not speak English. It does not allow us to say exactly how successful CLIL program is.

We only see that young people have received English language training to a greater extent. However, we can compare these data with studies in Russia. English language boom took place in Russia in the last twenty years. Many parents enthusiastically gave children the opportunity to speak English. At the same time, the Russian sociological organization: "Levada Center", in its research shows less optimistic results (see Table 3).

Table 3. Do you speak more or less free on any foreign languages, and if so, on what: Age distribution (Multiple answers are possible), Levada Center, Russia (2014).

	total	Age			
		18-24 y.o.	25-39 y.o	40-54 y.o	55 – older y.o
English	11	22	17	9	3
German	2	2	3	3	2
Spanish	2	2	1	1	2
French	<1	1	<1	<1	<1
Chinese	<1	<1	1	<1	<1
Other	2	1	1	2	2
Speak some foreign language, but with big difficulty	13	21	18	10	7
Generally I do not speak foreign languages	70	49	61	74	83

Methodology. The survey took place between 25 and 28 April, 2014 and was conducted throughout all of Russia in both urban and rural settings. The survey was carried out among 1602 people over the age of 18 in 130 localities of 45 of the country's regions. The answer distribution is presented as percentages of the number of participants along with data from previous surveys. The statistical error of these studies does not exceed 3.4%. (<http://www.levada.ru/28-05-2014/vladienie-inostrannymi-yazykami>).

Levada center data can be considered more optimistic than official statistics, because according to official statistics census (2010), not more than 5.48% of Russians think they can speak English (see Table 4).

Table 4. «I can speak...» The results of the two official censuses in Russia (2002, 2010).
Federal State Statistics Service (2015).

№, spread		I can speak... Total, people 2002	Group % 2002	total %	I can speak... Total, people 2010	Group % 2010	total %	Growth from 2002 to 2010, %	Growth from 2002 to 2010, people
1	Russian	142573285	99,18	98,21	137494893	99,41	96,25	-3,56	-5078392
2	English	6955315	4,84	4,79	7574303	5,48	5,30	8,90	618988
4	German	2895147	2,01	1,99	2069949	1,50	1,45	-28,50	-825198
11	French	705217	0,49	0,49	616394	0,45	0,43	-12,60	-88823
31	Spanish	111900	0,08	0,08	152147	0,11	0,11	35,97	40247

Limitations of the large-scale studies are related to the sampling characteristics. Usually, the results are not informative sufficiently, for instance, if we want to find the details of regional differences. So, the division of regions of Spain can give us one person (15-24 years) in Extremadura (see table 5). Of course, the representativeness of the data in this case is impossible.

**Table 5. The problem of the representativeness in the regional distribution:
a very small number of respondents.**

(Europeans and their Languages, Spain, 2012, SPSS).

Extremadura	Count	2	1	3
	Expected Count	1,8	1,2	3,0
	% within Region - Spain	66,7%	33,3%	100,0%

Thus, the large-scale studies as a tool to measure the CLIL programmes effectiveness have the following features:

- Large-scale studies give a very rough estimate of the possible success or failure of CLIL programmes.
- It makes sense to use large-scale research in cross-country studies, but they usually are limited in finding differences within the country without ensuring the representativeness of the regional sample.
- Results can be used to make recommendations to the government in the start of the CLIL programme implementation. In our case, the comparison of Spain and Russia shows the serious failures in the spread of the English language in Russia without state support.

Small-scale studies and CLIL performance measuring.

Small-scale studies are targeted researches, which can provide accurate information. They have a great variety. The following types of studies are used in pedagogy:

- Measurement and testing of skills achieved by students.
- Measurement of the opinion change and evaluations of parents.
- Measurement of the opinion change, skills and evaluations of teachers/professors.
- Studies of school administrators` opinions.

The views of business (employers), local administrations and a social environment are very rare represented in such investigations. In fact, the social and business environment researches are inexpensive and can be performed without special training of interviewers, which may be commercial service visitors (e.g. the method of participant observation).

The method of participant observation allows us to find out how the employees in the commercial and public sector use English. It is a good way to know how employees actually relate to the English language; whether they can solve their everyday work tasks with the help of English. Should be noted that the language of business communication imposes other requirements. For example, it is very important to understand the many accents and dialects, while the other aspects are interesting only in terms of the business transaction.

Four interviewers/observers made forty-eight visits with 32 visits in three cities - Madrid, Girona, Perpignan - with 16 visits to a bank and 16 mobile shopping (from 32). A half of observations (four) was made in tourist areas and a half (8) observations on the outskirts of the city. The controlled operations are:

- Operations on bank accounts, assistance with ATM, problems with the account, question about banking services.
- Purchase SIM cards, change of mobile phone tariff, replacement SIM card for Ipad, buying mobile phone.

The research was carried out in March–August 2014, June–October, 2015. Observers are Russian tourists (6 persons) who do not speak Spanish (French). The English level is Basic with a strong Russian accent. They check how the front-line staff performs business communication in English. The results are presented in Table 6. The sign (+) means successful contact, (-) – unsuccessful contact (see Table 6).

Table 6. The small-scale social environmental research of the English everyday using of the front-line personnel in Madrid, Girona (Spain) and Perpignan (France).

	Madrid (Spain)		Girona (Spain, Catalonia)		Perpignan (France, French Catalonia)	
	bank	phone	bank	phone	bank	phone
The first employee, whom we asked, speaks English (1)	+ (4); - (14);	+ (6); - (10)	+ (4); - (12);	+ (10) - (4)	+ (0) - (16)	+(4) - (12)
The first employee, whom we asked, speaks English: approximate age (2)	25-38 y.o. (4)	25-38 y.o. (4) 38-55 y.o. (2)	38-50 y.o. (2) 50-older y.o. (2)	25-38 y.o. (3) 38-55 y.o. (3)	-	25-85 y.o. (4)
The first employee, whom we asked, speaks English: approximate nationality (a tutular/ tutular family or migrant/migrant family: in compliance with the Russian classification. The European Union does not use this approach) (3)	25-38y.o. (1) Spanish 38-50y.o. (1) Approximate Migrant (Russian)	25-38y.o. (1) Spanish 25-38y.o. (1) Approximate Migrant (Chinese)	38-50y.o. (1) 55-older y.o. (2) Spanish	25-38y.o. (2) Spanish 25-38y.o. (2) Approximate Migrant (Chinese) 38-50y.o. (1) Spanish	-	25-38y.o. (2) French 25-38y.o. (2) Approximate Migrant (Arabian)
The first employee, whom we asked, speaks English: the approximate level of English (Observers were not English teachers, a subjective opinion) (4)	25-38y.o. (2) Spanish, Basic	25-38y.o. (2) Spanish, Basic	38-50y.o. (2) Spanish, Fluent	25-38y.o. (4) Spanish, Basic, Beginner	-	25-38y.o. (2) French 25-38y.o. (2)
	38-50y.o. (2) Approximate	25-38y.o. (2) Approximate	55-older y.o.			

	Migrant (Russian) unable to establish, switched to Russian	Migrant (Chinese), Beginner	(2)	25-38y.o. (2)	Approximate Migrant Beginner	Approximate Migrant Basic
		38-50y.o. (1)	Spanish, Upper Intermediate	Approximate Migrant Beginner		
		Spanish, Basic		38-50y.o. (2)	Spanish Basic	
				55-oldery.o. (2)	Approximate Migrant (not identified) Basic	
Staff (somebody) speaks English in the office. It includes – 4 (5)	+ (8); - (8);	+ (12); - (4)	+ (14) - (2)	+ (14) - (2)	+ (2) - (14)	+ (6) - (10)
Staff does not speak in English, but understands it. We have a relevant answer in Spanish (Spain) or French (France). It was used when there were no English speaking staff; . It excludes – 5 (6)	+ (6);	+ (2);	+ (2);	-	+ (2)	+ (4)
Nobody from staff understands English, but we can negotiate with the help of gestures, drawings, etc. Other clients can help us. (7)	+ (2);	+ (2);	-	+ (2)	+ (2)	+ (2)
The hostile/impolite reaction to the English, the rejection of communications. (8)	-	-	-	-	+ (10)	+ (4)
The deal we managed to do. (9)	+ (24); - (8)	+ (16); - (0)	+(16) - (0)	+(16) - (0)	+ (4) - (12)	+ (12) - (4)
Approximate effectiveness of communication (10)	75%	100%	100%	100%	25%	75%

In comparison with France, Spain has a grand success. France continues to fight for its exclusivity, which makes the French language knowledge as a requirement for relatively simple operations.

As we can see, the local authorities in the Spain cities could be pleased, since the efficiency of business communication in Spain, is quite high. We see some leadership of Girona, which ensured that the older generation speaks English (that we do not see in Madrid). However, success has been achieved due to the facts that in most offices have at least one English-speaking staff.

The possibility of such a method of measurement is limited to small sample size. However, it may well be complementary to other types of research when it is important to understand how a tourist or businessman sees the region. In the same way, we can study the actual language use in multilingual communities.

In our case, the widespread introduction of CLIL programs may be accompanied by monitoring of its impact on the social environment and a discussion of the results of this monitoring in the media. This, in itself, is a method of promotion, which also explains the economic and political challenges that CLIL programmes can solve or contribute to solving.

Thus, the small-scale studies as a tool to measure the CLIL programmes effectiveness have the following features:

- Small-scale studies give a point estimate of regional and local environment around the implementation of CLIL programmes.
- Small-scale studies should be accompanied by other types of studies, analyzed in dynamics and in comparison with other regions/countries.
- Small-scale studies can be used to support and promote CLIL programmes for parents and the local community, justification the necessary budgets, legitimation use a foreign language in different contexts.

CONCLUSIONS.

In this paper, we have described some of the sociological measurement tools for detection of compliance between the social environment and the introduction / promotion of the CLIL programmes.

We have determined that the CLIL conception has the characteristics of typical Western concepts. On the one hand, the conception is a response to the challenges of globalization. In this respect, it

cannot exercise maximum flexibility, as the task of the English promoting and learning should be performed. On the other hand, being very democratic CLIL conception focuses on students' motivation, their desire for dialogue and the possibility of success in life.

Communication with the teacher plays an important role; a teacher is a key agent of socialization, who encourages students to seek new achievements. Of course, this concept involves a very high level of mutual trust and confidence in the overall success.

The CLIL conception is well balanced for the Western experience. However, for implementation in Russia, it is certainly not enough. Russian culture decides the key opposition "individualism - collectivism" in other way, giving priority to collectivism. This means that many components of the CLIL conception have a little chance to be successful in Russia. Maybe, in the following works, we should refer to the experience of China in the implementation of such a conception.

Large-scale and small-scale sociological studies allow us to measure the effectiveness of the CLIL programmes implementation from the perspective of a wider range of stakeholders than it is usually done. Measuring characteristics of the social environment provides information to the central government, local administrations, and the business community. These groups of stakeholders can make major decisions about the fate of CLIL programmes, providing them with finances, well-trained teachers/professors and broad support in the media. In the case of Russia, these groups will be the main, so the presentation of the results CLIL programmes is a necessary task. Preparing public opinion for the CLIL programmes adoption as a social and political necessity could go through the wide channels of social interaction. Therefore, both large-scale and small-scale sociological studies of the social environment will be needed.

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