

CLIL EFFECTS ON WRITING PERFORMANCE AND OVERALL PROFICIENCY OF SECONDARY SCHOOL STUDENTS

MA Thesis

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Abstract

This Study aims at checking the influence of CLIL over the Writing performance and overall proficiency in Secondary School learners of English as a Foreign Language. For the study, several tests and Compositions from 115 students coming from the database of the BAF project were used.

Results showed superiority for Grade 7 and 10 students over their counterparts from the same grades in Proficiency tests and the Writing analysis. When groups from different grades were compared, CLIL Grade 9 learners had better scores than their Grade 10 counterparts. No significant differences were found when Grades 7 and 10 were compared. According to these results, CLIL lessons seem to help saving a distance of up to 3 years of instruction among Foreign Language learners.

1. Introduction

Having a good command of at least one Second Language is a growing need for students to become effective members of our society. However, there seems to exist a gap between what is expected from them and reality. Making it possible for students to successfully acquire a Second Language has become one of the major concerns in Education nowadays.

Experts all over the world have claimed CLIL to be a possible solution that may enhance the acquisition of a Second Language. Consequently, many countries all over Europe and Asia are implementing it as a key part of their Curriculae, trying to boost their academic results in L2 learning by adding extra hours of exposure to a foreign language.

In Spain, the curriculum for Secondary School requires English or another Foreign Language to be taught 3 hours a week. However, some schools add more hours of English to the amount required by law. Those extra hours in some cases are implemented as a regular part of the normal schedule, just adding one or two hours a week to the amount of EFL teaching. In some other cases, schools choose to devote

those hours to a more experimental approach, in this case, CLIL, applying it to subjects such as Geography, Art and Mathematics among others. However, the advantages of CLIL go far beyond being just extra hours of Foreign Language Teaching.

CLIL, which has lately become an umbrella term for other Content Integrative programs such as Immersion or Content Based Instruction, is the result of introducing content into the language class. It consists in using a Foreign Language as the medium of instruction of a content subject, such as Geography, Science or History among others. CLIL subjects “are taught through a foreign language with dual-focussed aims” (Marsh,1994), being the acquisition of a Second Language and the acquisition of content on a particular topic.

Some may say this is not a new approach to FLT, since even in the Middle Ages many subjects were already taught in Greek or Latin. However, differences in methodology are bigger than those in time. CLIL was born from the principles of Communicative Language Teaching and is based on extensive research in the field of Second Language Acquisition. CLIL fulfills the set of conditions that, according to research, may enhance the learning of Foreign Languages.

CLIL aims at providing the sufficient exposure to comprehensible input that Krashen (1981) claimed to be necessary for language acquisition to take place. Krashen (1981) said that a learner of a Second Language must be exposed to an extensive amount of language for learning to take place. CLIL grants access to this input and, since the objective of CLIL is also the acquisition of content, it promotes the complete understanding of the language. This input learners are exposed to in the case of CLIL may be even more effective due to its nature. The language used in CLIL classes tends to be Natural or “Real World” language and it is highly contextualised. Furthermore, the tasks performed in CLIL lessons should be cognitively demanding since they have to cope with the same curriculum as L1 classes. This combination of context embedded language and the use of cognitively demanding tasks in CLIL may increase

the level of difficulty for the learner. According to Cummins (1981) and Krashen, (1981) students need input to be a step beyond their own level in order for acquisition to take place. Thus, the higher degree of difficulty in CLIL lessons may influence the acquisition of a Second Language positively.

Following Long (1996), interaction is an important factor in the language acquisition process. If appropriately applied, CLIL may promote interaction between students. CLIL tasks demand the students to be active in order to negotiate meaning and understand the concepts being taught. Students get involved and take part in the classroom as active members of it. Students through Interaction are also constantly noticing their own linguistic problems and they can reprocess and self-correct their utterances, according to Swain and Lapkin (1995) and Krashen (1981), this process of self-evaluation and self-correction is an essential part of the SLA process.

However, using a Second Language as a means of instruction does not always guarantee successful results in all the aspects of the acquisition of an L2. According to Muñoz (2007), other Content based programs, such as Immersion or Content Based Instruction, failed in focusing on content and not paying enough attention to language forms and students' errors. Due to the influence of Focus on Form, CLIL provides the necessary input in both aspects, focusing on content, but also focusing on language forms and the language acquisition process.

Despite all these arguments, there still are many reluctant groups that do show their concern about the real effectiveness of CLIL. Some of their worries involve the possibility of a decrease in the level of L1 acquisition, the lower level of Content Acquisition in the target subjects, or even a slower development of learner's cognitional abilities. All those fears about CLIL do not rely on any empirical data, but just on bias against foreign languages and their influence on the local culture and lifestyle. In the following section, despite the fact that empirical research on CLIL is still embryonic(Langé,2007), findings from the most outstanding research on CLIL effectiveness will answer all those questions about its possible effects on Content and

Language Learning. We will explore topics such as CLIL influence on Proficiency, Content Acquisition, Academic Progress after CLIL and a special focus on CLIL influence over Writing.

The influence of CLIL on overall proficiency was tested by Lasagabaster (2008). In his study, he explored the effects of CLIL on Grammar, Listening and Speaking Proficiency. The participants were 198 students from four different Secondary Schools in the Basque Country between 14 and 16 years old. They were divided into three groups which were CLIL grades 9 and 10, and a Non-CLIL grade 10 group. Their Proficiency on Grammar and Listening was evaluated by means of the Oxford Placement Test, and to measure their Speaking proficiency, participants were asked to explain the same comic story used by Ruiz de Zarobe (2008). Results showed that CLIL students significantly outperformed their non-CLIL counterparts in all the administered tests. When comparing students from different grades, CLIL grade 9 students turned out to be superior in all the categories but in Listening, with significant differences for overall English competence and Grammar. Once again, CLIL students were able to overcome a one year difference against Non-CLIL learners.

Muñoz and Navés (2007;164), through the observation of the findings from the research carried on in Spain on CLIL, found that in empirical research CLIL learners showed an advantage of two years over their non-CLIL counterparts. In other words, CLIL students were able to miss a 2 year gap and catch up with students from two courses ahead.

This advantage for CLIL students over their counterparts was confirmed by Navés & Victori (in press) in their study. The participants were students from Primary and Secondary Schools in the Metropolitan Area of Barcelona. Significantly better results were found for CLIL learners over their counterparts in Writing, Reading, Listening and overall proficiency tests. CLIL students were even able to catch up with students from one and 2 years ahead in the case of the Writing test, eventually outperforming them in some cases.

One of the main concerns about CLIL was whether students acquire concepts at the same level as traditional courses students. Admiraal, Westhoff and De Bot(2006), in their six-year long longitudinal study, wanted to establish if CLIL has any influence on Content Acquisition. Thus, Admiraal et al (2006) collected data from six different Dutch schools in which CLIL programs were being implemented. A total amount of 1.305 students took part in the study. Those learners from the experimental group were taking courses of History and Geography in English, as well as English as an L2. For the analyses, Admiraal et al.(2006) used the grades obtained in the school leaving exams, since in the Netherlands, students have to take a final exam at the end of school to get a degree. Results from the tests showed no significant differences between CLIL students and the control group. In other words, CLIL students seem to acquire contents at the same level as mainstream students.

That same question Stohler (2006) tried to answer in her study. She collected data from students from Swiss schools taking courses taught in a foreign language, which was either German or French, and the same courses taken in their mother tongue. The participants were students from Primary and Secondary Schools which took CLIL courses on history, biology, chemistry, and geography. In order to check if the students had acquired the contents, interviews were held and analyzed. The results of the study showed no significant differences in the acquisition of content between CLIL students and students taking the same subject in their L1. In other words, no differences were found in learning of the subject between those learners taking the course in their mother tongue and those taking it in a Foreign Language. According to Stohler's findings, it could be claimed that the use of an L2 as a means of instruction does not affect the acquisition of contents.

The findings of Stohler(2006) were supported by those of Seikkula-Leino (2007) in her study on CLIL effectiveness. The data was collected from 217 students in a Finnish Secondary School. In order to measure the level of achievement of the students, tests on verbal and non-verbal intelligence as well as tests on Mathematics and Finnish were

administered. Seikkula-Leino(2007) found no significant differences in the acquisition of content between CLIL students and the control group.

Apart from CLIL immediate effects on students learning, research has also been carried out to check if there are any positive consequences on the subsequent academic lives of learners. Two relevant studies by Kasper (1997) and Song (2006) deal with this issue. Both studies agree in their results showing a tendency for better grades in subsequent English as a Second Language courses taken after having undergone a CLIL course. In Kasper's (1997) study 152 intermediate level ESL students from a College in the state of New York took part in it during a period of 2 years. Grades from their ESL final exams and from the subsequent courses they joined were taken into account for the study. Results showed that students from the experimental group had significantly higher grades in the ESL final exams, which measured their Reading and Writing Skills. In relation to the subsequent courses, there was a significantly higher percentage of students getting a degree in those who had undertaken the intermediate level ESL CLIL course.

Furthermore, Song's(2006) study points out that better results for CLIL learners can be found not only in ESL courses but also in other subjects. In her study, she analyzed data from 770 University ESL students of an intermediate and high-intermediate level. Half of the sample was formed by students that had taken or were taking a Content-Linked course. The data for the study were the grades obtained by the students, in those subjects they attended. Results suggest that the improvement enhanced by CLIL may not only be seen in the English language courses, but also in other subjects that are not related to it.

The acquisition of vocabulary through the use of CLIL has also been subject of study. Jiménez, Ruiz de Zarobe and Cenoz (2006) tested the effect of CLIL over it. In this study, the participants were 10-year old students from different Primary schools located in La Rioja and the Basque Country. The students were given four different tasks: a Cloze test, a Reading Comprehension, a Vocabulary Level Test and a Writing

task. CLIL students outperformed non-CLIL students in the Cloze, the Reading Comprehension and the Vocabulary test. The texts from the Writing task were analyzed counting the number of tokens and types and taking into account the type/token ratio, in other words, the number of words used in the texts and the ratio of different words used by the students. CLIL students wrote a lower number of types and tokens, but showed a higher type/token ratio. Thus, CLIL students wrote shorter texts but they used a higher percentage of different words. CLIL learners also used a significantly higher number of lexical verbs. These results suggest, according to Jiménez et al (2006, page 4), this is a sign of “lexical sophistication and higher language level” for CLIL students over non-CLIL Primary School students.

Later on, Ruiz de Zarobe and Jiménez (2009) confirmed the results of their previous study when they analysed the receptive vocabulary knowledge of 130 students from Grade 6, being half of them CLIL learners. Three different tests were administered, two of them measuring vocabulary knowledge and a Cloze test measuring their language level. Results showed significant differences in favour of CLIL participants in their receptive vocabulary knowledge as well as in their proficiency level.

Empirical research has also tested the influence of CLIL over Productive skills, this is Speaking and Writing. The differences between CLIL and mainstream students oral narratives were checked by Hüttner and Rieder-Bunneman(2006). The participants in this study were 44 twelve year-old students from two Vienna Secondary Schools. They were given a series of pictures and were asked to tell the story happening in them, first in their L1 and then in English. The data collected was analyzed to check if there were any differences in the narratives at a micro-level, represented by the correct use of verbs, and at a macro-level, meaning how the students dealt with the Plot and the perspective of the narrator among others. Hüttner and Rieder-Bunneman (2006) found out that CLIL students outperformed mainstream ones at a micro-level in the texts, whereas at a macro-level CLIL and regular students performed at similar levels. Thus, CLIL learners showed less errors in the use of verbs, but they showed no differences with traditional programs students in dealing with the Plot of a narrative story.

The influence of CLIL over students Speaking skills was also analysed by Ruiz de Zarobe (2008). The 161 participants in her study were selected from secondary schools in the Basque Country and classified into three groups depending on the hours of instruction: two CLIL groups and a non-CLIL one. All the participants were given a comic story and were asked to explain what was going on in it. Pronunciation, Vocabulary, Grammar, Fluency and Content were measured in their speech productions. Overall results show that CLIL students significantly outperformed mainstream learners in the five categories analyzed. Moreover, the group of CLIL learners with more hours of instruction performed better than the other CLIL group.

The correct use of verbs in oral narratives was analysed by Villarreal Olaizola and García Mayo (2009). They checked whether CLIL had any influence over verb use on learners of English as a Foreign Language from the Basque Country. Fifty-six 16 year-old participants took part in this study. After audio recording the learners narration of a picture story, Villarreal and García Mayo(2009) analysed their speech looking for errors in the use of verb inflection and the use of auxiliary verbs. CLIL learners significantly outperformed EFL mainstream participants in the use of verbal inflection through affixation.

In the case of CLIL's effects on Writing, empirical research is even scarcer. As part of their study, Navés and Victori (in press) collected data from five different schools, two Primary and one Secondary school. These participants , who were EFL students that were also taking a CLIL course, were administered the same tests that had been given to the participants in the BAF project. CLIL students were then compared to Non-CLIL ones coming from the BAF database, having then a total sample of 695 students from grades 5 to 12 of Primary and Secondary schools in the area of Barcelona. Navés and Victori (in press) analysed the written compositions of both groups using analytical metrics aiming at measuring Accuracy, Fluency, Syntactic and Lexical complexity. Results show that CLIL learners not only were able to outperform their counterparts in the four variables analysed, but they also were able to save up a distance between 1 and 3 years of instruction.

Carrilero(forthcoming) used the same analytical metrics to measure the effects of CLIL on Writing proficiency. She collected data from 5th and 6th grade 100 students of a Primary school in Barcelona involved in a CLIL program. They were administered the same writing test as in the BAF project. Then, the data was compared to the compositions of 171 Non-CLIL students of Grades 7 & 9 from the BAF database. CLIL learners outperformed EFL learners from higher grades in Fluency and Accuracy. Regarding Syntactic Complexity, when subordination was taken into account, CLIL 6th grade learners outperformed 7th and even 9th EFL learners. The index of production of subordination in 5th grade CLIL learners was inexistent, but when coordination was assessed, 5th CLIL learners outperformed a bit their counterparts at 7th grade EFL and 6th grade CLIL learners still got better results compared to their counterparts in grade 7 & 9.

Following the Error Analysis approach, Ackerl (2006) analysed the compositions of ten 17 year-old students at a Secondary School in Vienna, five of them taking a CLIL course. Their essays were analyzed in detail categorizing the kinds of errors that the learners made. Results suggest that CLIL students do not produce fewer errors than ordinary students, however, CLIL learners construct more complex sentences and use properly a wider range of vocabulary and verb tenses. These results are in line with those of Jiménez et al. (2006) findings on lexical richness for CLIL learners.

Both Reading and Writing progress of two groups of 17 year old students in Poland, a CLIL History class and a control group were analysed by Loranc-Paszyk (2009). CLIL students outperformed their counterparts and showed a highly significant progress in both skills. This is, not only they did better in Reading and Writing, but they also improved significantly more than their non-CLIL counterparts.

Lasagabaster (2008) also measured the influence of CLIL over Writing, with the difference that he opted to perform a holistic analysis of the texts. He analysed the compositions written by 198 students from four different Secondary Schools in the Basque Country between 14 and 16 years old. The participants were divided into three groups which were CLIL grades 9 and 10, and a Non-CLIL grade 10 group. The written

test consisted in writing a letter to an English family they were going to spend some time with. For the holistic analysis of the texts, Lasagabaster(2008) used the Jacobs (1981) band scale, also used in this study, taking into account not only the possible mistakes appearing in the text, but also its communicative effect on the receiver of the text. CLIL grade 10 students outperformed significantly their Non-CLIL counterparts, and no significant differences were found between CLIL grade 9 and Non-CLIL grade 10 groups writing performance, one grade ahead.

All that Research expounds the advantages that Content-Language Integrated Learning may have over more traditional Standard courses. However, further research is needed to determine which factors and characteristics of CLIL are more effective for learners. The minimum amount of CLIL instruction needed or the roles that teachers and learners should play in the courses, are two of the issues in need of empirical studies that can state the different steps for a successful CLIL program.

Author(s) and Context	N	Age	CLIL Subjects	CLIL hours per week/total	CLIL influences	Significant differences for:
Ackerl (2006) Vienna	10	17	Music, PE, Arts, Technology, and others	Not Specified	Writing: Error Analysis	Non-Significant, CLIL write more complex texts.
Admiraal et al (2006) Netherlands	1.305	12-18	History and Geography	Not Specified	Achievement, receptive Vocabulary, Oral and Reading Proficiency	CLIL for Oral and Reading Proficiency and Achievement
Carrilero (forthcoming)	271	10-15	Natural Science	1-3h/105h. total amount	Writing performance through analytical metrics	CLIL
Hüttner et al (2006) Vienna	44	12	Not Specified	Not Specified	Writing: Micro-level and Macro-level	CLIL at a Micro-level
Jäppinen (2004)Finland	669	7-15	Maths and Science	Not Specified	Cognitive Development	Non-Significant
Jiménez et al (2006) Basque Country	130	10-11	Science, Art and Craft	331 h. total amount	Proficiency, Reading and Vocabulary knowledge	CLIL
Kasper (1997) New York	152	18-?	Language Acquisition, Biology, Anthropology, Psychology and ICT	6/72	Subsequent English Academic Performance	CLIL
Lasagabaster (2008) Basque Country	198	14-16	History,ICT,religion, Classical culture, Sciences, modern English Literature	4/140	Proficiency:Grammar, Listening, Speaking and Writing	CLIL
Loranc-Paszylk (2009)	52	18-21	History of European Integration	60 h. total amount	Academic reading and writing and overall proficiency	CLIL
Naves and Victori (in press)	837	10-16	Science, Arts, Maths or Crafts	Not Specified	Overall proficiency and Writing through analytical metrics	CLIL
Ruiz de Zarobe and Jiménez (2009) Basque Country	130	10-11	Science, Art and Craft	331 total amount	Proficiency and Vocabulary knowledge	CLIL
Ruiz de Zarobe(2008) Basque Country	161	15-18	Social Sciences, Modern English Literature	4/Not specified	Proficiency: Speaking	CLIL
Seikkula-Leino(2007) Finland	217	10-11	Mathematics	Not Specified	Level of Achievement and Motivation	Non-Sig. Achievement, CLIL in Motivation
Song (2006) New York	770	18-?	Psychology, Sociology and others.	20/Not Specified	Overall Academic Performance	CLIL
Stohler (2006)	10	10-16	history, biology, chemistry, and geography	Not Specified	Content Acquisition	Non-Significant
Villarreal Olaizola et al (2009) Basque Country	56	15-16	Not Specified	328-363 h. total amount	Proficiency: Verb inflection	CLIL

Grid 1- Summary of Empirical studies on the effectiveness of CLIL

2. The Study

The studies seen in the previous sections come to highlight the influence of CLIL over the level of achievement of its students. Results suggest that CLIL may provide up to a two year advantage for learners over Non-CLIL teaching (see overview by Muñoz and Navés, 2007, Lasagabaster, 2008). However, CLIL may not have the same influence over all the aspects of Proficiency. According to Dalton-Puffer (2007) and Lazaruk (2007), the use of CLIL might not have any significant effects over students' productive skills, this is Writing and Speaking.

The purpose of this study was to test these predictions on CLIL's effect over students' overall proficiency and Writing skills when compared to Non-CLIL learners. Two research questions were devised as part of this study.

Firstly, keeping grade constant, whether students from Grades 7 and 10 who had taken a CLIL course would be able to outperform their counterparts who had not taken a CLIL course in proficiency tests and the Writing test.

Secondly, comparing groups from different grades, whether CLIL groups from Grade 7 and Grade 9 would be able to perform at the same level or above the Non-CLIL Grade 10 group.

Expected results involved superiority for the CLIL groups when grade was kept constant because of the higher amount of hours of instruction CLIL learners had received. Superiority for CLIL in proficiency was also expected when comparing Grade 9 to Grade 10, since previous research had shown differences of up to 2 years. However, it was not so clear what would happen when comparing Grade 7 to Grade 10, and especially in relation to the Writing test.

With these questions in mind, I was given the privilege of having access to the BAF project database. The Barcelona Age Factor project was an ambitious long-term study carried out by the GRAL (Research Group in the Acquisition of Languages) at the University of Barcelona, its main objective was finding out if the Age of Onset in the

acquisition of a Foreign Language had any effects in the process of acquisition and the learner's ultimate attainment, see Muñoz (2006).

During the BAF project, several tests were administered to more than one thousand students from Primary and Secondary Schools in Catalonia. From the total amount of participants, 115 students from Grades 7, 9 and 10 were selected for the study. This valuable data helped me out in the planning of the study in saving a lot of time since the instrument design and data collection are two extremely time consuming stages. However, the study had to be adapted to the data that had already been collected. With all this data from the BAF project and all the previous research about CLIL in mind, I wondered if all those findings could be confirmed.

3. Methodology

For the study, two different types of data were used. The proficiency tests results from the BAF database, which involved multiple-choice, listening, cloze and dictation tests, and the results from assessing the compositions of 115 participants in the BAF project were used.

The assessment of the compositions that the students had written during the data collection process was carried out using the Jacobs, Zingraf, Wormuth, Hartfield and Hughey (1981) ESL Composition Profile, band scale also used by Lasagabaster (2008), to perform a holistic analysis of the texts. According to Jacobs et al (1981) this analysis is based on the "subjective judgments of readers as they respond to the whole composition", this is, the reader judges whether the writer has successfully conveyed her ideas in the communication process, taking also into account other factors such as the correct use of grammar or punctuation. The implicit subjectivity and unreliability of the readers in the assessment process are minimized due to the sufficiently detailed nature of the Profile.

The Jacobs et al's (1981) Profile for the holistic analysis of written compositions consists of five different components with a minimum score of 34 and a maximum of 100 points. Each of the components is divided into four levels: *excellent to very good*, *good to average*, *fair to poor*, and *very poor*. Each of the levels has some descriptors

that enable the reader to identify and focus on specific features of the text. The five components of the Profile are the following:

- Content (13-30 points): the understanding of the subject by the writer is measured through this component. Content also aims at assessing how the writer develops the topic and how detailed and relevant is the information included in the composition.

- Organisation (7-20 points): This component aims at evaluating the internal organisation of the text. The use of introductory and concluding paragraphs and the use of transition elements, such as connectors are measured. In addition, the organization and distribution of ideas around the central thesis in a logical and a cohesive way are also part of this component.

- Vocabulary (7-20 points): the use of the appropriate vocabulary and expressions is analysed. The accuracy and effectiveness in the selection and use of words and idioms are assessed, as well as the writer's mastery in the correct use of word forms and the appropriate register.

- Language use (5-25 points): this component evaluates the correct use of grammatical categories and the complexity of the constructions used in the essays. The writer's use of tense, agreement, number, and word order are also analysed. Finally, how articles, pronouns, and prepositions are used is also taken into account.

- Mechanics (2-5 points): Spelling and punctuation together with the use of paragraphs and capital letters are analysed through this component. Mechanics also evaluates whether the writer's handwriting can be understood or it is a handicap for the communication process.

The compositions were assessed in a total of three sessions. In the first session, the 115 compositions were analysed keeping the groups natural. Then, two more sessions were carried out analysing 58 of the total amount of compositions. This time, the sample was randomized and recoded and results obtained from the second and third sessions were compared to those obtained in the first analysis in order to check the

intrarater reliability. A Pearson correlation test was carried out comparing 33 of the compositions analysed in the second session to the results obtained in the first session, with a result of .952 ($p < .001$). Then, third session results from 25 compositions were compared to results from the first session, showing a .787 correlation ($p < .001$).

4. Participants

The participants were 115 students of five state Secondary Schools and a private Secondary School in the metropolitan area of Barcelona, in Catalonia. They were students of ESO, Compulsory Secondary Education which ranges from 12 to 16 years old, who had started learning English as a Foreign Language at the age of 8. All the participants took part in the BAF project fulfilling all the tests and writing a composition about their daily life. A total of 64 students had taken CLIL course as an extra course, whereas 51 of them had followed a more traditional EFL approach.

	CLIL	EFL	Total
Grade 7	22	30	52
Grade 9	29	-	29
Grade 10	13	21	34
TOTAL	64	51	115

Grid 2- Participants

There were a total of 5 groups in this study (see Grid 1). Three of them were groups that had taken a CLIL course, and only 2 of them were EFL learners that had not undergone any CLIL courses. In the case of Grade 9, EFL students were excluded from the study to avoid any interference caused by the Age of Onset in the learning of English as a Foreign Language. Those students that are included in the study started learning English at the age of 8, whereas the EFL Grade 9 students available in the BAF database, belonging to an older Educational System, started learning English at the age of 11. According to Muñoz and Navés (2007), the mixing of different Ages of Onset, and consequently the difference in the amount of hours of instruction, is something common, though unwanted, in the research carried out in the field. Therefore, the sample was chosen keeping Age of Onset constant in order to keep the study as reliable as possible.

5. Instruments

The instruments used in the study were five of the ones used in the BAF project. In the following lines you will find a short description of each of the tests based on the description found in C.Muñoz (2006).

- The Listening Comprehension test was a 30-item picture selection task. Students had to distinguish between three pictures presented after listening to a word or a full sentence. Participants were given a point for each correct answer.
- The multiple choice test was a 50 item grammar test with 3 options per question. The test was elaborated using a standardised English test (EPT). Learners were given a point per each correct answer with a maximum of 50 and a minimum of 0.
- The dictation test consisted of an audio-recorded text with a total of 50 words. The scoring for this test takes into account the amount of correct words written, with a minimum of 0 and a maximum of 50.
- The Cloze test administered for the BAF project consisted of a text with 30 gaps adapted from a well-known tale (Little Red Riding Hood). The score for this test goes from 0 to 30, depending on how many gaps the learners filled up correctly.
- The participants were asked to write a composition with the title “My life, present, past and future”. They were given a time limit of 15 minutes. The score for this test, from 34 to 100, was obtained using the holistic band scale for the analysis of written compositions taken from Jacobs et al.(1981).

6. Results

One-way analysis of variance was conducted to check the impact of CLIL and grade on a) Writing proficiency and b) overall English proficiency. First the descriptive

statistical analysis will be reported, then the F values and follow-up post-hoc analysis will be presented.

In the following section, the results for the Writing test (Content, Organization, Vocabulary, Language Use, Mechanics and the Writing Total) will be presented. The comparison of the means keeping grade the same will be reported first, then the comparison of means between CLIL lower grade groups and Non-CLIL upper grade ones. The results on Writing will precede those of the English Proficiency tests.

6.1 Descriptive Analyses

6.1.1 Writing test results

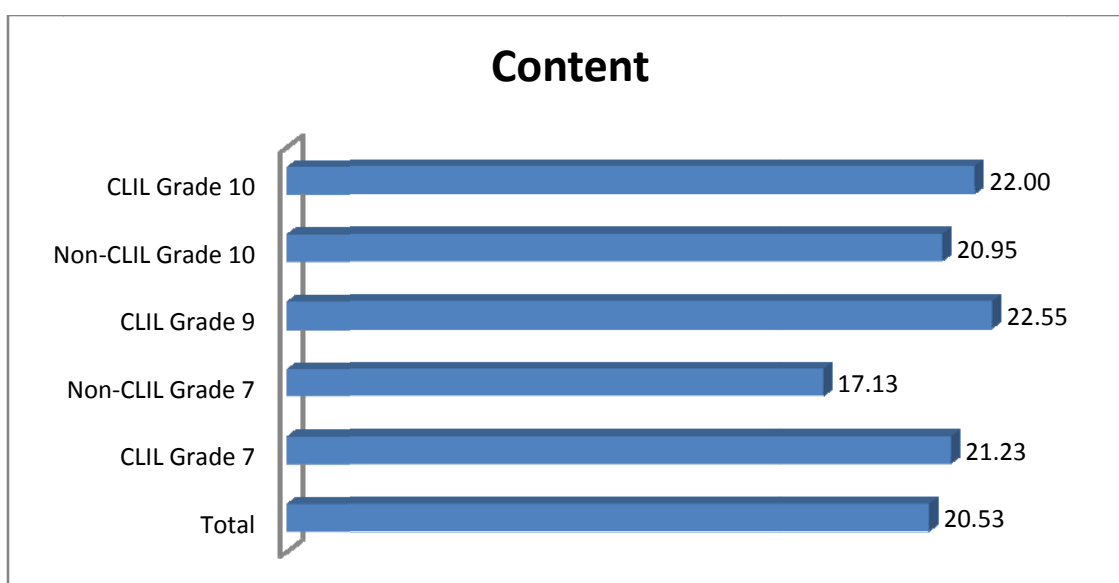


Chart 1- Means of Content in the Writing test

As regards Content, when grade was held constant, CLIL grades 7 and 9 groups had better scores than Non-CLIL ones, i.e. CLIL learners wrote better essays than Non-CLIL students. When CLIL groups from grades 7 and 9 were compared to Non-CLIL grade 10, CLIL students wrote better content in their compositions than the Non-CLIL Grade 10 group, one and three grades ahead. Moreover, all the CLIL groups performed above the overall mean (20.53) .

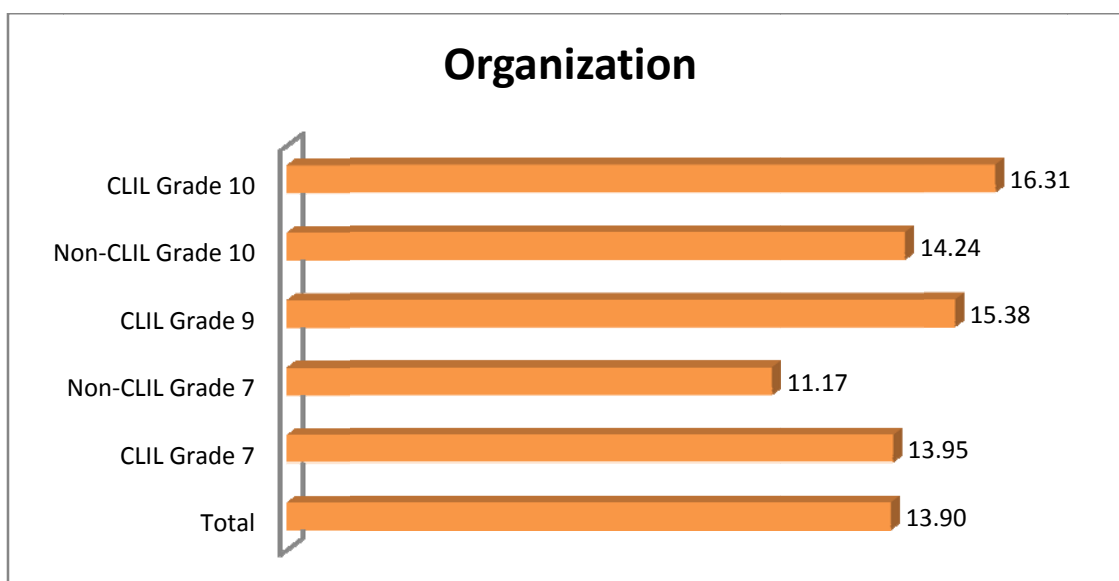


Chart 2- Means of Organization in the Writing test

When grade was kept constant, CLIL students organised their compositions better than their EFL counterparts. CLIL grade 9 showed better scores than the Non-CLIL Grade 10 group, one course ahead. However, CLIL grade 7 scored below the Non-CLIL grade 10 group. As happened with Content, all the CLIL groups had results above the overall mean (13.90).

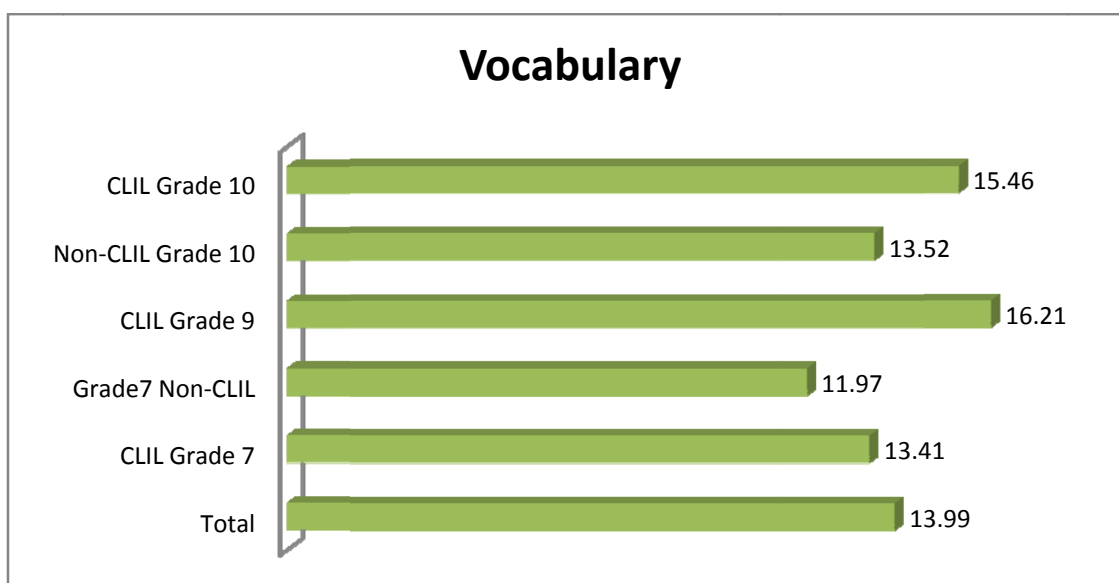


Chart 3- Means of Vocabulary in the Writing test

In the case of Vocabulary, when grade was held constant, CLIL groups had a wider range of Vocabulary than their Non-CLIL counterparts. CLIL grade 9 exhibited a larger variety of Vocabulary than the Non-CLIL grade 10 group, one course ahead. As in Organization, CLIL grade 7 did not reach the Non-CLIL Grade 10 mean. Moreover, CLIL

grade 9 and 10 means were above the Total mean, whereas Non-CLIL groups were always below the overall mean(13.99).

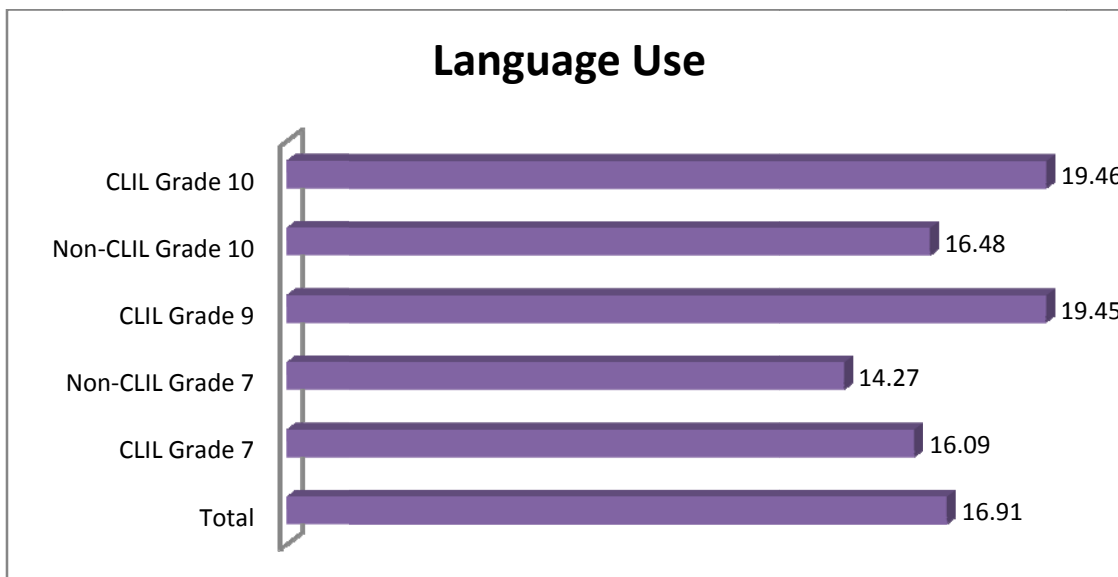


Chart 4- Means of Language Use in the Writing test

Similar results for Language Use were found. CLIL groups showed higher command of grammar than their counterparts from the same grade. CLIL grade 9 students scored better than the Non-CLIL grade 10 learners, one grade ahead. As happened with Organization and Vocabulary, the CLIL grade 7 group had a lower mean than the Non-CLIL grade 10 one.

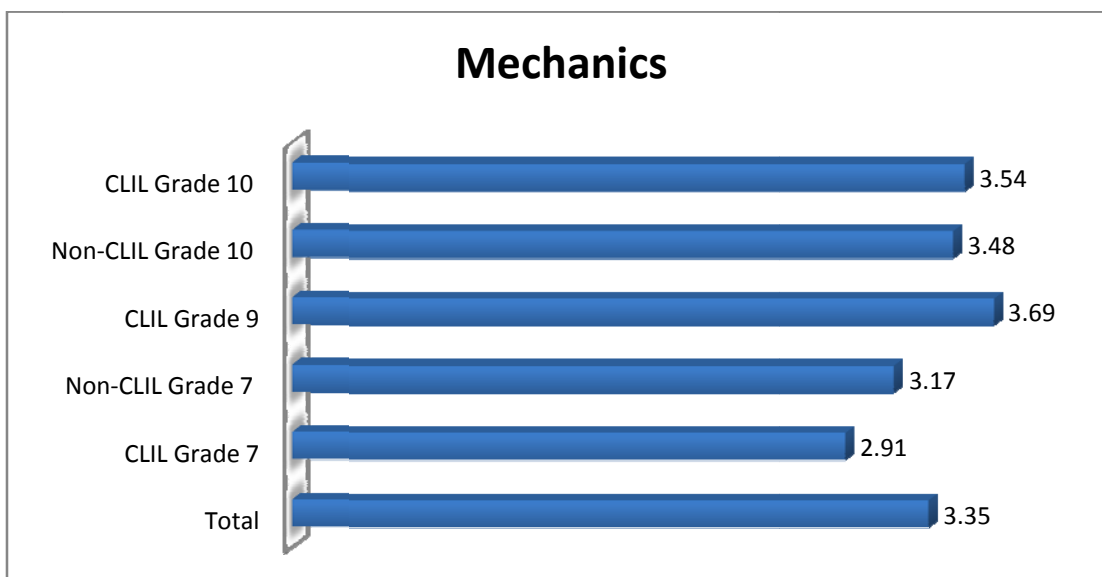


Chart 5- Means of Mechanics in the Writing test

In the case of Mechanics, when groups from the same grade were compared, CLIL grade 10 learners spelled better than their counterparts. However, CLIL grade 7

students scored below their counterparts and the overall mean. When groups from different grades were compared, CLIL grade 9 students performed better than the Non-CLIL grade 10 ones, one grade ahead. As seen in Organization, Vocabulary and Language Use, CLIL Grade 7 students scored below the Non-CLIL grade 10 group.

It is worth noticing that all the different categories seen until the moment, except for Mechanics, followed the same trend in their results. First, CLIL groups had higher means when grade was kept constant. Then, when groups from different grades were compared, CLIL students were able to score above learners from one grade ahead, and three grades ahead in the case of Content.

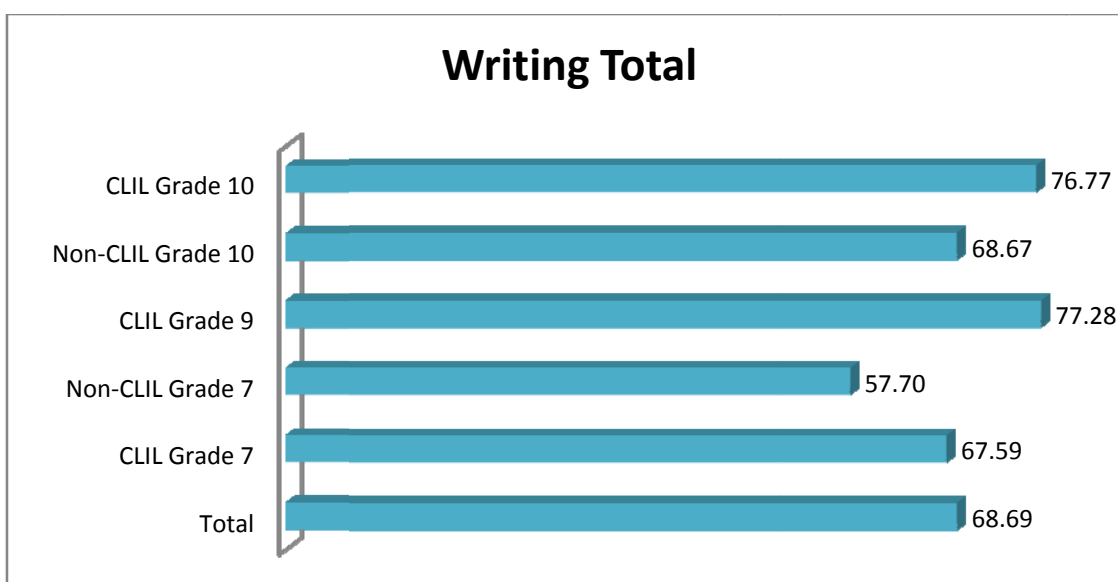


Chart 6- Means of Total in the Writing test

The Writing Total comes to confirm the tendency found in all the Writing variables. CLIL learners had higher means than their counterparts from the same grade. When groups from different grades were compared, the CLIL grade 9 group had a better mean than the Non-CLIL grade 10 group. However, CLIL grade 7 students did not score above the Non-CLIL grade 10 learners.

		RQ1		RQ2	
		CLIL G7 vs N-CLIL G7	CLIL G10 vs N-CLIL G10	CLIL G7 vs N-CLIL G10	CLIL G9 vs N-CLIL G10
Writing test	Content	CLIL	CLIL	CLIL	CLIL
	Organization			NON-CLIL	
	Vocabulary			NON-CLIL	
	Language Use			NON-CLIL	
	Mechanics	NON-CLIL		NON-CLIL	
	Writing Total	CLIL		NON-CLIL	

Grid 2- Summary of the descriptive Writing tests results. Please note that some of these differences may not be statistically significant.

6.1.2 English Proficiency tests results

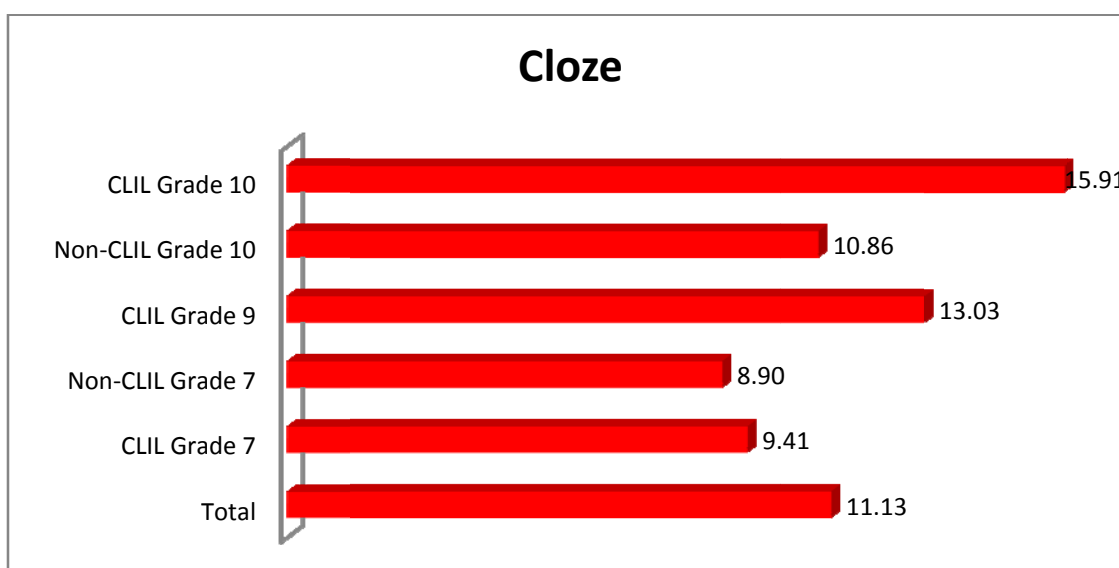


Chart 7- Means of the Cloze test

For the Cloze test, results show the same tendency seen in the Writing test. When grade was held constant, CLIL groups had higher scores than their Non-CLIL counterparts in the Cloze test. When groups from different grades were compared,

CLIL grade 9 learners scored above the Non-CLIL grade 10 group, one grade ahead. However, CLIL grade 7 students performed below the Non-CLIL grade 10 learners.

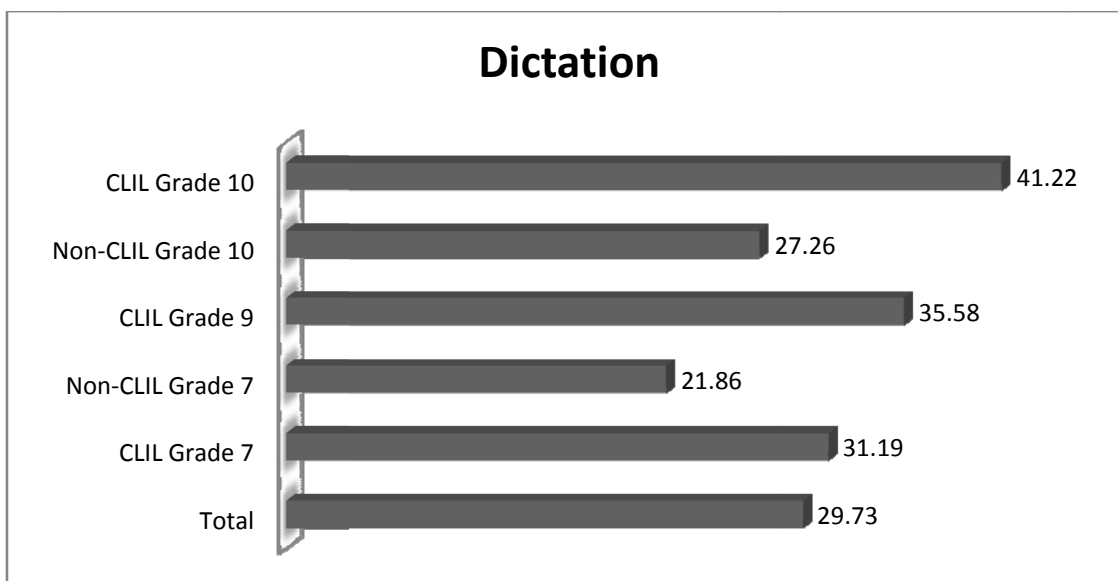


Chart 8- Means of the Dictation test

In the Dictation test, CLIL groups scored better than their counterparts from the same grades. Furthermore, CLIL grades 9 and 7 got better results than the Non-CLIL grade 10 group, one and three grades ahead. All the CLIL groups scored above the Total mean, whereas the Non-CLIL groups were below it (29.73).

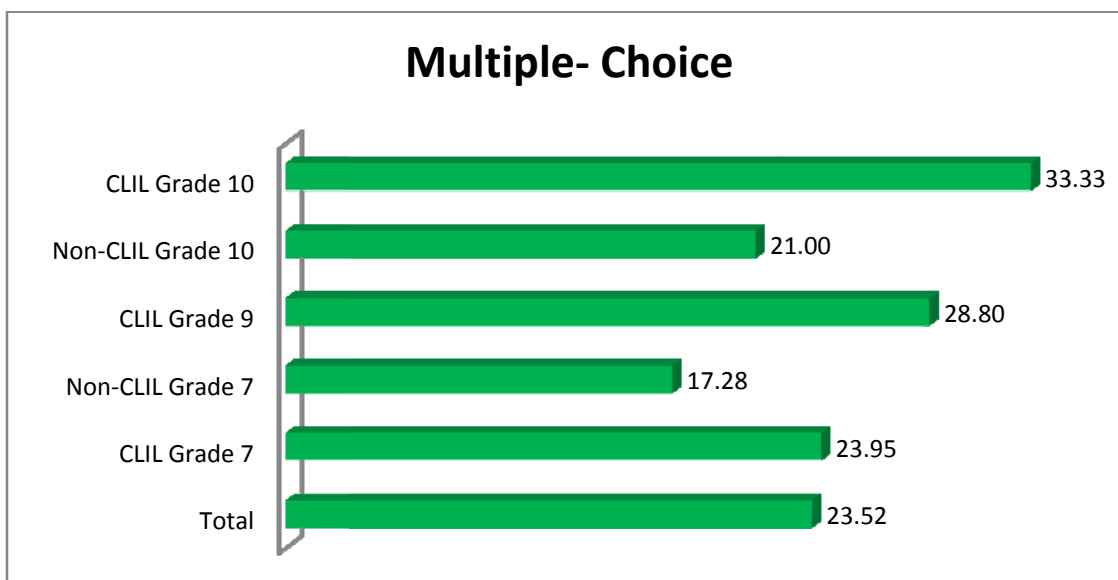


Chart 9- Means of the Multiple-Choice test

Results in the Multiple-Choice test show how, when grade was kept constant, CLIL groups had higher scores than their counterparts. When comparing groups from different grades, both CLIL grades 9 and 7 showed a better command of grammar than

the Non-CLIL grade 10 group, one and three grades ahead. Moreover, all the CLIL groups scored above the overall mean, whereas Non-CLIL groups did not(23.52).

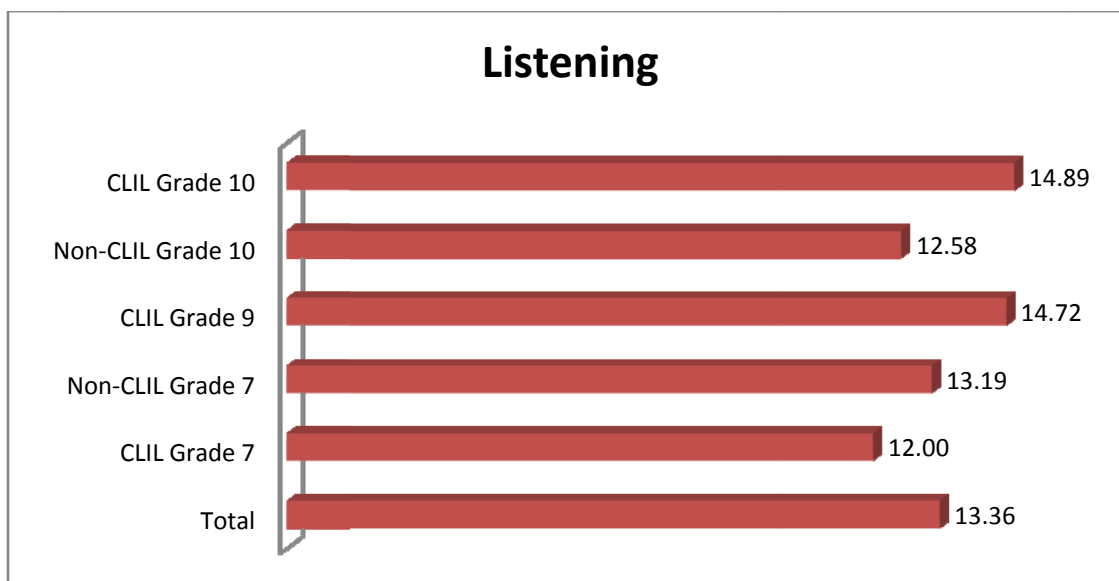


Chart 10- Means of the Listening test

Finally, in the Listening test, when grade was held constant, CLIL Grade 10 learners scored higher than their counterparts. As happened in Mechanics, CLIL grade 7 scored below the Non-CLIL grade 7 group. When groups from different grades were compared, CLIL grade 9 had better results than the Non-CLIL grade 10 group, one grade ahead. However, CLIL grade 7 students scored below the Non-CLIL grade 10 learners.

		RQ1		RQ2	
		CLIL G7 vs N-CLIL G7	CLIL G10 vs N-CLIL G10	CLIL G7 vs N-CLIL G10	CLIL G9 vs N-CLIL G10
Proficiency tests	Cloze	CLIL	CLIL	NON-CLIL	CLIL
	Dictation			CLIL	
	Multiple-Choice			CLIL	
	Listening	NON-CLIL		NON-CLIL	

Grid 3- Summary of the descriptive Proficiency tests results. Please note that some of these differences may not be statistically significant.

As seen in charts 1 to 10, CLIL students obtained results above EFL learners in the overall proficiency and Writing tests. Even in the case of the CLIL Grade 7 group, CLIL students showed higher means than Non-CLIL Grade 10 in Proficiency tests, with 3

years less of instruction. On the other hand, there were unexpected results in the relationship between CLIL grade 9 and CLIL grade 10 in three of the variables in which the younger students were slightly superior to the older group. In order to see if the differences found were significant, further inferential analyses were needed.

6.2 Inferential analysis

One-way between-groups analysis of variance was conducted to explore the impact of CLIL on students Writing performance and overall English proficiency. Subjects were divided into five groups according to their grade and CLIL background (CLIL grades 7, 9 and 10, and Non-CLIL grades 7 and 10). There were statistically significant differences at the $p < .01$ level for the Writing performance components (Content, Organization, Vocabulary, Language Use, Mechanics and Writing Total) and English Proficiency tests, except for the Listening test.

In this section, the results of the Analysis of Variance will be reported and will tell us whether the differences in means found in the previous section are significant.

For the overall Proficiency and Writing variables, the effect size was calculated using eta squared. Results showed that all the differences, but for the Listening test and the Mechanics variable, in mean scores were very large, all of them above what is considered to be a large effect (.14), ranging from .19 to .34.

The F results and the follow-up post-hoc analysis will be reported first. Then, the two research questions of the study will be answered and discussed.

6.2.1 Writing test results

In the case of Content [$F(4, 110)=8.9, p=.000$] the actual difference in mean scores between the groups was quite large, the effect size, calculated using eta squared, was .24. For Organization [$F(4, 110)=10.7, p=.000$] the difference in mean scores between the groups was even larger, the effect size, calculated using eta squared, was .28. In relation to Vocabulary [$F(4, 110)=10.1, p=.000$], differences between means followed the same pattern, being eta squared .27. Language Use [$F(4, 110)=8.54, p=.000$] differences between groups was highly significant, with an effect size of .24. In the

case of Mechanics [$F(4, 110)=3.89$, $p=.005$], the effect size, .12, was lower than the rest. Finally, in the variable of Total [$F(4, 110)=10.25$, $p=.000$] there were significant differences between the groups, with a large effect size of .27.

6.2.2 English Proficiency tests results

Results of the Analysis of Variance were only significant in the Cloze test, [$F(4, 110)=6.32$, $p=.000$], with an effect size of .19, in the Dictation Test, [$F(4, 110)=12.76$, $p=.000$], eta squared .34, and the Multiple choice test [$F(4, 110)=12.41$, $p=.000$] with an effect size of .34.

6.2.3 Post-hoc Analyses

In order to go a bit more in depth with the study and to clarify the differences between groups, Post-hoc Tukey analyses were carried out comparing all the groups part of the study.

6.2.3.1 Writing test results

Content

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Grade 7 EFL ($M= 17.13$, $SD=3.40$) was significantly different from CLIL grade 7 ($M = 21.23$, $SD= 4.17$), CLIL grade 9 ($M = 22.55$, $SD= 3.88$), Grade 10 EFL ($M = 20.95$, $SD= 3.80$) and CLIL grade 10 ($M = 22.00$, $SD= 3.51$). No significant differences were found between the rest of the groups.

Content			
HSD Tukey			
	N	Subset for alfa = .05	
	1	2	1
Non-CLIL grade 7	30	17.13	
Non-CLIL grade 10	21		20.95
CLIL grade 7	22		21.23
CLIL grade 10	13		22.00
CLIL grade 9	29		22.55
Sig.		1.000	.644

Table 1- Post-hoc HSD Tukey analysis of Content

Two subsets were observed in the analysis, where Non-CLIL grade 7 was significantly the worst of all the groups. The rest of the groups clustered together. Thus, all the CLIL groups and the oldest Non-CLIL group wrote similar compositions as far as Content is concerned.

Organization

Post-hoc comparisons using the Tukey HSD test indicated again that the mean score for Grade 7 EFL ($\underline{M}$ = 11.17, $\underline{SD}$ =3.40) was significantly different from CLIL grade 7 ($\underline{M}$ = 13.95, $\underline{SD}$ = 3.09), CLIL grade 9 ($\underline{M}$ = 22.55, $\underline{SD}$ = 3.88), Grade 10 EFL ($\underline{M}$ = 14.24, $\underline{SD}$ = 3.01) and CLIL grade 10 ($\underline{M}$ = 16.31, $\underline{SD}$ = 2.78). Again, no significant differences were found between the rest of the groups.

Organization			
HSD Tukey			
	N	Subset for alfa = .05	
	1	2	1
Non-CLIL grade 7	30	11,17	
CLIL grade 7	22		13,95
Non-CLIL grade 10	21		14,24
CLIL grade 9	29		15,38
CLIL grade 10	13		16,31
Sig.		1,000	,075

Table 2- Post-hoc HSD Tukey analysis of Organization

As happened in Content, two subsets were found in this analysis, being Non-CLIL grade 7 significantly worst than the rest of the sample. All the CLIL groups organised their ideas similarly, whereas only Non-CLIL grade 10 group performed at the same level as CLIL learners.

Vocabulary

Post-hoc comparisons using the Tukey HSD test showed that the mean score for CLIL grade 9 ($\underline{M}$ = 16.21, $\underline{SD}$ =2.59) was significantly different from Grade 10 EFL ($\underline{M}$ = 13.52, $\underline{SD}$ = 2.52).

Vocabulary

	HSD Tukey			
	N	Subset for alfa = .05		
	1	2	3	1
Non-CLIL grade 7	30	11,97		
CLIL grade 7	22	13,41	13,41	
Non-CLIL grade 10	21	13,52	13,52	
CLIL grade 10	13		15,46	15,46
CLIL grade 9	29			16,21
Sig.		,358	,118	,904

Table 3- Post-hoc HSD Tukey analysis of Vocabulary

Three subsets were observed in the analysis for Vocabulary. CLIL grade 9 learners had the widest range of Vocabulary, significantly better than Non-CLIL grades 7 and 10 and CLIL grade 7. CLIL grades 7 and 10 and Non-CLIL grade 10 clustered together as part of the same subset in between the two extremes.

Mechanics and Language Use

Post-hoc Tukey comparisons indicated significant differences between CLIL grade 9 and CLIL grade 7 in the case of Mechanics. In relation to Language Use, CLIL grades 9 and 10 were significantly better than both CLIL and Non-CLIL grade 7 groups.

Mechanics

	Subset for alfa = .05		
	N		
	1	2	1
CLIL grade 7	22	2,91	
Non-CLIL grade 7	30	3,17	3,17
Non-CLIL grade 10	21	3,48	3,48
CLIL grade 10	13	3,54	3,54
CLIL grade 9	29		3,69
Sig.		,073	,196

Table 5- Post-hoc HSD Tukey analysis of Mechanics

Language Use

	Subset for alfa = .05		
	N		
	1	2	1
Non-CLIL grade 7	30	14,27	
CLIL grade 7	22	16,09	
Non-CLIL grade 10	21	16,48	16,48
CLIL grade 9	29		19,45
CLIL grade 10	13		19,46
Sig.		,338	,091

Table 4- Post-hoc HSD Tukey analysis of Language Use

Two homogeneous subsets appeared for Mechanics, in which there were only significant differences for CLIL grade 9 in the use of punctuation and spelling over the Non-CLIL grade 7. The rest of the groups performed at a similar level. In the case of Language Use, there were two subsets too. CLIL grades 9 and 10 showed a significantly higher command of grammar than Non-CLIL grade 7, whereas Non-CLIL grade 10, and both grade 7 groups performed at a similar level.

Writing Total

Post-hoc comparisons using Tukey tests indicated that the mean scores for Grade 7 EFL ($\underline{M}$ =57.70, $\underline{SD}$ =13.55) was significantly different from CLIL grade 7 ($\underline{M}$ =67.59, $\underline{SD}$ =13.56) at a marginal level .51, CLIL grade 9 ($\underline{M}$ = 77.28, $\underline{SD}$ = 11.94), EFL Grade 10 ($\underline{M}$ = 68.67, $\underline{SD}$ = 13.41) and CLIL grade 10 ($\underline{M}$ = 76.77, $\underline{SD}$ = 9.30).

Writing Total			
HSD Tukey			
	N	Subset for alfa = .05	
	1	2	1
Non-CLIL grade 7	30	57,70	
CLIL grade 7	22	67,59	67,59
Non-CLIL grade 10	21		68,67
CLIL grade 10	13		76,77
CLIL grade 9	29		77,28
Sig.		,093	,106

Table 6- Post-hoc HSD Tukey analysis of Writing Total

Two subsets for Total were found. CLIL grades 9 and 10 and Non-CLIL grade 10 groups wrote compositions at a similar level and outperformed significantly the Non-CLIL grade 7 group. Both grade 7 groups clustered together in the same subset.

6.2.3.2 English Proficiency tests results

Cloze

Significant differences were found in the mean scores after running Post-hoc Tukey HSD tests between CLIL grade 10 ($\underline{M}$ =15.90, $\underline{SD}$ =3.51) an Grade 10 EFL ($\underline{M}$ =10.86, $\underline{SD}$ =6.53).

Cloze test

HSD Tukey			
	N	Subset for alfa = .05	
	1	2	1
Non-CLIL grade 7	29	8,90	
CLIL grade 7	22	9,41	
Non-CLIL grade 10	21	10,86	
CLIL grade 9	29	13,03	13,03
CLIL grade 10	11		15,91
Sig.		,054	,319

Table 7- Post-hoc HSD Tukey analysis of the Cloze test

Results showed two subsets in the Cloze test. CLIL grade 9 students scored significantly better in the reading comprehension than Non-CLIL grades 7 and 10 and CLIL grade 7 groups. The rest of the groups were part of the same subset with no significant differences between them.

Dictation

after running Tukey HSD tests between CLIL grade 7 ($\underline{M}$ =31.19, $\underline{SD}$ =8.13) and Grade 7 EFL ($\underline{M}$ = 21.86, $\underline{SD}$ = 8.83), CLIL grade 10 ($\underline{M}$ =41.22, $\underline{SD}$ =6.22) and Grade 10 EFL ($\underline{M}$ =27.27, $\underline{SD}$ =10.04), and also between CLIL grade 9 ($\underline{M}$ = 35.58, $\underline{SD}$ =9.10) and Grade 10 EFL.

Dictation test

HSD de Tukey					
	N	Subset for alfa = .05			
	1	2	3	4	1
Non-CLIL grade 7	29	21,86			
Non-CLIL grade 10	19	27,26	27,26		
CLIL grade 7	21		31,19	31,19	
CLIL grade 9	24			35,58	35,58
CLIL grade 10	9				41,22
Sig.		,376	,683	,585	,332

Table 8- Post-hoc HSD Tukey analysis of the Dictation test

The most heterogeneous results were for the Dictation test, in which there were found four different subsets. Both CLIL grades 9 and 10 groups had the highest scores and performed significantly better than the Non-CLIL groups. Furthermore, there were significant differences between CLIL grade 7 and Non-CLIL grade 7 groups.

Multiple-Choice

Tukey tests showed significant differences between the same groups as the Dictation test, CLIL grade 7 ($\underline{M}$ =23.95, $\underline{SD}$ =6.02) and Grade 7 EFL($\underline{M}$ = 17.28, $\underline{SD}$ = 6.44), CLIL grade 10($\underline{M}$ =33.33, $\underline{SD}$ =9.71) and Grade 10 EFL($\underline{M}$ =21, $\underline{SD}$ =6.34), and also between CLIL grade 9($\underline{M}$ = 28.8, $\underline{SD}$ =9.57) and Grade 10 EFL.

Multiple-choice test				
	HSD Tukey			
	N	Subset for alfa = .05		
	1	2	3	1
Non-CLIL grade 7	29	17,28		
Non-CLIL grade 10	19	21,00		
CLIL grade 7	21	23,95	23,95	
CLIL grade 9	25		28,80	28,80
CLIL grade 10	9			33,33
Sig.		,075	,323	,392

Table 9- Post-hoc HSD Tukey analysis of the Multiple-Choice test

In the case of the Multiple-choice test, three different subsets were found in the post-hoc analysis. CLIL grade 9 students showed a significantly higher command of grammar than CLIL grade 7 and all the Non-CLIL students. CLIL grade 10 learners had significantly better results in the grammar test than both Non-CLIL grades 7 and 10 groups. Finally, CLIL grade 7 clustered together with the Non-CLIL groups.

6.3 Research Questions results

6.3.1 Research Question 1- CLIL learners vs their counterparts

One of the questions of this study was whether learners that had followed a CLIL course would perform better than those who had not from the same grade, in a Writing test and a set of English proficiency tests. When CLIL groups from grades 7 and 10 were compared to their counterparts from the same grade, superiority for CLIL learners was expected, since CLIL students had received a higher amount of hours of instruction than their counterparts from the same grade. According to the results, CLIL learners had higher means than their EFL counterparts in both the Writing performance test and the English Proficiency tests, except for the Listening test in the case of Grade 7 . However, there were only significant differences in some of them.

In the Writing performance tests, see Fig. 1, CLIL grade 7 participants had significantly better results than their counterparts in Content, Organization and Total. Thus, CLIL students wrote better compositions, outperformed their peers in the development of Content and in the organization of their essays. In the English proficiency tests, there were statistically significant differences in the Dictation test and the Multiple-Choice test, both in favour of CLIL students. In other words, CLIL grade 7 learners showed a higher command of grammar and a higher level in Listening.

Grade 7	Mean		SD		Sig.		Min		Max	
	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL
Content	21.23	17.13	4.174	3.401	.002**	-	15	13	27	27
Organization	13.95	11.17	3.093	2.972	.008**	-	9	7	18	18
Vocabulary	13.41	11.97	3.112	2.953	.340		9	7	18	18
Language Use	16.09	14.27	3.866	4.813	.439		10	5	21	21
Mechanics	2.91	3.17	.811	.874	.763		2	2	4	5
Total	67.59	57.70	13.556	13.545	.05*	-	47	34	88	88
Cloze	9.41	8.90	3.187	5.178	.995		5	2	15	21
Dictation	31.19	21.86	8.134	8.827	.003**		3	2	41	40
Multiple choice	23.95	17.28	6.021	6.441	.021*		13	7	36	34
Listening	12.00	13.19	2.408	3.544	.799		7	6	16	19

Fig. 1- CLIL grade 7 versus Non-CLIL grade 7 N CLIL= 22 EFL= 30 *p is significant at <.05 **p is significant at <.01

Significant results appear in the column of the group with higher scores.

As regards grade 10, see Fig. 2, in the Writing performance test there were no significant differences between the groups. This is, both groups wrote compositions at the same level. In the case of the English proficiency tests, CLIL students outperformed

Grade 10	Mean		SD		Sig.		Min		Max	
	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL	CLIL	N-CLIL
Content	22.00	20.95	3.512	3.801	.934		17	13	27	27
Organization	16.31	14.24	2.780	3.015	.268		10	7	19	19
Vocabulary	15.46	13.52	2.222	2.522	.274		11	7	18	17
Language Use	19.46	16.48	1.561	4.366	.183		18	5	22	22
Mechanics	3.54	3.48	.660	.680	.999		3	2	5	4
Total	76.77	68.67	9.302	13.410	.376		63	34	91	86
Cloze	15.909	10.857	3.506	6.529	.039*		12	1	21	28
Dictation	41.222	27.263	6.220	10.043	.002**		29	0	48	46
Multiple choice	33.33	21	9.708	6.342	.001**	-	21	12	48	39
Listening	14.89	12.58	3.140	5.378	.524		10	0	19	23

Fig. 2- CLIL grade 10 versus Non-CLIL grade 10 N CLIL= 13 EFL= 21 *p is significant at <.05 **p is significant at <.01

Significant results appear in the column of the group with higher scores.

significantly their counterparts in the Cloze Test, the Dictation and the Multiple Choice test. Thus, CLIL students showed a higher degree of Reading comprehension, a better command of grammar and a higher level in Listening.

These results suggest that with the same amount of regular Foreign language learning, CLIL may give an advantage to its students over those who are not learning through it. This advantage can be clearly seen in overall Proficiency and some aspects of their Writing performance, but not in their Listening skills, in which there seems to be no influence of CLIL.

6.3.2 Research Question 2- CLIL students vs higher grades EFL learners

After comparing students from the same grades, the next step was to check if the advantage shown by CLIL learners allowed them to catch up with EFL students from higher grades. First, Grade 9 was compared to Grade 10 in order to check whether CLIL provides an advantage enough to overcome a 1 year difference.

	Mean		SD		Sig.		Min		Max	
	CLIL G 9	N-CLIL G 10	CLIL G 9	N-CLIL G 10	CLIL G 9	N-CLIL G10	CLIL G9	N-CLIL G 10	CLIL G 9	N-CLIL G 10
Content	22.55	20.95	3.888	3.801	.577		16	13	30	27
Organization	15.38	14.24	2.705	3.015	.651		10	7	20	19
Vocabulary	16.21	13.52	2.596	2.522	.008**		10	7	20	17
Language Use	19.45	16.48	2.759	4.366	.059*		12	5	25	22
Mechanics	3.69	3.48	.761	.680	.874		2	2	5	4
Total	77.28	68.67	11.940	13.410	.134		53	34	100	86
Cloze	13.034	10.857	4.057	6.529	.498		6	1	20	28
Dictation	35.583	27.263	9.103	10.043	.022*		13	0	47	46
Multiple choice	28.8	21	9.57	6.34	.008**		16	12	47	39
Listening	14.72	12.58	3.14	5.37	.311		10	0	21	23

Fig. 3- CLIL grade 9 versus Non-CLIL grade 10 N G9 = 29 G10 = 21 *p is significant at <.05 **p is significant at <.01

Significant results appear in the column of the group with higher scores.

The next step was to compare the performance of CLIL grade 7 students versus Non-CLIL grade 10 learners and check whether CLIL's influence would be enough to save a 3 year gap in the Writing performance test and the English proficiency tests.

As regards the Writing performance test, no significant differences were found in any of the categories between CLIL grade 7 and Non-CLIL grade 10 groups. In other

words, CLIL grade 7 students wrote as good compositions as Non-CLIL grade 10 learners did, three grades ahead.

	Mean		SD		Sig.		Min		Max	
	CLIL G 7	N-CLIL G 10	CLIL G 7	N-CLIL G 10	CLIL G 7	N-CLIL G 10	CLIL G 7	N-CLIL G 10	CLIL G 7	N-CLIL G 10
Content	21.23	20.95	4.174	3.801	.999		15	13	27	27
Organization	13.95	14.24	3.093	3.015	.998		9	7	18	19
Vocabulary	13.41	13.52	3.112	2.522	1		9	7	18	17
Language Use	16.09	16.48	3.866	4.366	.997		10	5	21	22
Mechanics	2.91	3.48	.811	.680	.126		2	2	4	4
Total	67.59	68.67	13.556	13.410	.999		47	34	88	86
Cloze	9.41	10.857	3.187	6.529	.854		5	1	15	28
Dictation	31.19	27.263	8.134	10.043	.625		3	0	41	46
Multiple choice	23.95	21	6.021	6.34	.730		13	12	36	39
Listening	12	12.58	2.408	5.37	.987		7	0	16	23

Fig. 4- CLIL grade 7 versus Non-CLIL grade 10 N G7 = 22 G10 = 21 *p is significant at <.05 **p is significant at <.01

Significant results appear in the column of the group with higher scores.

The same results were found for the English Proficiency tests, no significant differences were found between CLIL grade 7 and Non-CLIL grade 10 groups. Therefore, CLIL grade 7 students were as good as Non-CLIL grade 10 learners in Reading comprehension, Listening and grammar despite the three grade difference between them.

All these analyses suggest that CLIL students may have an advantage from 1 to 3 years over their EFL counterparts. These results come to replicate those found by Lasagabaster (2008), and Navés and Victori (in press), in which CLIL meant an advantage that overcame between one and two years of instruction. CLIL learners performed better in the same conditions, and there were no significant differences when there was a difference in grade between one and two years.

6.4 Summary of Results

The aim of this study was to test the influence that taking a CLIL course had over the learner of English as a Foreign Language. This influence was to be analysed in relation to their Writing performance and their English overall Proficiency. The comparison of CLIL versus Non-CLIL students was first done between students from the same grades, i.e. Grades 7 and 10. Then, groups from different grades were compared, i.e. CLIL grades 7 and 9 with Non-CLIL grade 10.

When groups from the same grade were compared, see tables 10 and 11, CLIL grade 7 students developed the topic and organised significantly better than their Non-CLIL counterparts in the Writing performance test. In the English Proficiency tests, CLIL grade 7 students showed a better command of grammar and a higher level in their Listening skills than Non-CLIL learners.

Writing Test	CLIL Grade 7 vs Non-CLIL Grade 7		CLIL Grade 10 vs Non-CLIL Grade 10	
	Content	CLIL**		NS
	Organization	CLIL**		NS
	Vocabulary	NS		NS
	Language Use	NS		NS
	Mechanics	NS		NS
	Total	CLIL*		NS

Table 10- CLIL vs Non-CLIL learners keeping grade the same *p is significant at <.05 ** p is significant at <.01

Proficiency tests	CLIL Grade 7 vs Non-CLIL Grade 7		CLIL Grade 10 vs Non-CLIL Grade 10	
	Cloze	NS		CLIL*
	Dictation	CLIL**		CLIL**
	Mul. Choice	CLIL*		CLIL**
	Listening	NS		NS

Table 11- CLIL vs Non-CLIL learners keeping grade the same *p is significant at <.05 ** p is significant at <.01

In the case of Grade 10, CLIL learners wrote as good essays as Non-CLIL ones. For the English Proficiency tests, CLIL students performed at a significantly higher level than their counterparts in reading comprehension, listening and grammar.

Writing Test	CLIL G9 vs Non-CLIL G10		CLIL G7 vs Non-CLIL G10	
	Content	NS	NS	NS
	Organization	NS	NS	NS
	Vocabulary	CLIL**	NS	NS
	Language Use	CLIL*	NS	NS
	Mechanics	NS	NS	NS
	Total	NS	NS	NS

Table 12- CLIL vs Non-CLIL learners from different groups. *p is significant at <.05 ** p is significant at <.01

Proficiency tests	CLIL G9 vs Non-CLIL G10		CLIL G7 vs Non-CLIL G10	
	Cloze	NS	NS	NS
	Dictation	CLIL*	NS	NS
	Mul. Choice	CLIL**	NS	NS
	Listening	NS	NS	NS

Table 13- CLIL vs Non-CLIL learners from different groups. *p is significant at <.05 ** p is significant at <.01

CLIL groups 9 and 7 were also compared ,see tables 12 and 13, to the elder Non-CLIL grade 10 group. In the Writing performance test, CLIL grade 9 students showed a significantly wider range of Vocabulary and a higher command of grammar in their compositions, saving a one grade gap. In the English Proficiency tests, CLIL students performed significantly better in the Dictation and Multiple-Choice tests, i.e. Listening and Grammar tests.

Finally, when CLIL grade 7 was compared to Non-CLIL grade 10, no significant differences were found in the Writing performance test, missing a three grade gap. The same results were found for the English Proficiency tests, in which no significant differences between CLIL grade 7 and Non-CLIL grade 10 were found.

7. Discussion

When groups from the same grade were compared, results suggested that CLIL grants an advantage for its students over non-CLIL learners in almost all the variables subject of study. As expected, CLIL students who had undergone a higher amount of hours of instruction had better scores than those who had not attended any CLIL lessons. However, the enhancement provided by CLIL was not enough to make these differences significant in all the variables.

At grade 7, CLIL learners outperformed significantly their counterparts in Content, Organization and Total of the Writing variables. At this stage, CLIL learners are able to

develop more complex and well-structured stories than their Non-CLIL counterparts. However, no significant effects over the use of vocabulary and grammar were observed. These results may be explained due to the early grade of the learners, in which complex structures and specific vocabulary have not been worked enough for learners to incorporate them in their writing.

In relation to the Proficiency tests, CLIL grade 7 learners showed significantly better results in the Dictation and Multiple Choice tests. Thus, CLIL learners performed better when they had to identify words individually from a listening task, but when it came to understanding and completing a listening task, they were not able to perform better than their counterparts. Moreover, in the cloze test, which was a reading comprehension task, no significant differences were found either. These results may be due to the scarce amount of activities requiring extensive reading and listening aimed at general comprehension that learners are exposed to at this stage.

In the case of Grade 10, CLIL students performed above their counterparts in the Writing test, though no significant differences were found between them. It seems that CLIL, at this point, does not influence the development of Writing as strongly as it does in earlier stages. On the other hand, the significant differences found for Cloze, Dictation and Multiple-Choice tests suggest that CLIL enhances students' reading and listening skills and fosters the acquisition of grammar. As happened with grade 7, grade 10 was not significantly better in the listening test.

When CLIL grade 9 was compared to the Non-CLIL grade 10 group, CLIL superiority was found in all the variables. At this point, the influence of CLIL was strong enough for learners to overcome a one year difference. These results are in line of those by Lasagabaster(2008), and with the conclusions reached by Muñoz and Navés (2007), about the advantage provided by CLIL. In the Writing test, significant differences appeared in Vocabulary and Language Use. For the Proficiency tests, there were significant differences in the Dictation and Multiple-Choice tests. These results suggest that, at this stage, CLIL enhances the acquisition of Vocabulary, grammar and listening for specific words up to the point of saving a one year distance. This contrasts with the case of Grade 7 when compared to the Non-CLIL group from the same grade. At

Grade 7, students' Grammar and Vocabulary seem to be affected by CLIL at a minor level than at Grade 9, whereas with two years less of instruction the influence was not strong enough for learners to overtake their counterparts from the same grade, grade 9 students were able to outstrip their counterparts from one grade ahead. Apparently, for Vocabulary and Grammar in Writing to be influenced by CLIL, there seems to be a need for a longer exposure to the language.

The most surprising results of the study appeared when students from grade 7 were compared to Non-CLIL learners from grade 10. In the Writing test, Non-CLIL learners showed higher scores in all the variables except Content, though none of those differences turned up being significant. In the case of the Proficiency tests, grade 7 had better scores for Dictation and Multiple-Choice tests, without any significant differences in any of the variables. In other words, CLIL grade 7 students were able to catch up with their grade 10 counterparts, three grades ahead. According to these results, attending CLIL lessons may enhance the process of language acquisition up to three grades both in receptive and productive skills.

Once again, results of this study seem to confirm those of previous research carried out in the field. The influence of CLIL seems to make students undergo an enhancement on their Second Language Learning process.

8. Conclusion

As it has been explored through the previous sections, most of the research carried out tested the influence of CLIL on different aspects of students performance, comparing them to learners of their same context and grade. This study aimed at going one step beyond, and analyse the effects of CLIL not only over students of the same age, but also to see if this advantage provided by CLIL was enough for students to catch up with students of higher grades, as Lasagabaster (2008), Muñoz and Navés(2007) and Navés and Victori (in press). The other main objective of this study was to put an emphasis on CLIL influence on learners' Writing performance. Since previous research had pointed out that CLIL did not have a significant effect on the

Productive skills (Dalton-Puffer,2007, and Lazaruk,2007), I was interested in checking whether CLIL really did not affect learners in their writing performance.

Two questions have been explored through these lines ,and despite the limitations of the study, results suggest that CLIL enhances the process of Language Acquisition. Non-CLIL students always performed below their counterparts, and they did it at a similar level as CLIL students from up to 3 years less of instruction. This is, CLIL may provide an advantage important as to save the difference of over 300 hours of instruction. These results suggest that, in line with the findings by Navés (2006) and Serrano(2007), the approach and time distribution adopted in the teaching of a Second Language may be more important than the amount of hours of instruction.

However, further research is needed in the field in order to make these results generalisable. There were two main issues to be faced in the planning of this study. First, there was a lack of control over data. Some variables that would have been interesting to have were not a part of the BAF database, for example the amount of CLIL hours every student had attended, that would have been really interesting to know whether a small amount is enough or it needs of a long exposure to CLIL to be effective. Another issue that bothered me was that I had no control over the tests or any possible contact with the participants, therefore no modifications or ammendments could be done in order to expand or develop the study. If these limitations were solved, the conclusions of this study would gain in validity and generalisability. Further research that overcomes these limitations will be needed in the field to confirm the findings of this study.

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Appendix 1 - Composition samples

Non-CLIL grade 7

Hello, I'm Christel /
I'm twelve years old. /
I like reading a book adventures, ~~and a like~~
I have ~~all~~ the stamps collection. /
I like playing on the family and my friends. /
I don't like going to school but (is the studying) ⁺ /
I have a one brother an he is ~~16~~ 16 years old /
I live in Barcelona /
I so like ~~in~~ Barcelona /

52 66

CLIL grade 7

My name is _____ and I have 13
 years old but on 27 of June I am going to be
 13 years.
 I was born in Barcelona. ~~now~~ At now I live in
 Valliduerza, I like History and technology etc...
 I ~~to~~ have travelled to Almeria, Germany.
 I eat ~~as~~ ~~all~~ of all.
 I like Basketball too, fishing and also (I agree)
 Every Summer I go to Aiguafreda is a town (no very big)
 where my grandfathers have a house.
~~I~~ ~~the~~ Last year at summer I did the (Camino de
 Santiago) ~~I~~ and I like it very much.
~~I~~ I like the cakes that make my grandfather.
 Now I ~~am~~ am in first of E.S.O and tomorrow I
 going to finish the school, I have some friends
 and I want to see they more.

CLIL grade 9

I was born in Barcelona in 1988. Now I have 14 years old and I'm a teenager. I really like being a teenager. I discuss with my sister and my brothers, and also with my parents. I like very much discussing with my mummy because she gets more nervous than me and so I start laughing. But I don't like doing it with my father, because he really hurts you.

It will seem that I'm so crazy because I like very much going to the school, but I'm not crazy because in the school I have very good friends; I laugh and cry with them, we play and we do bad things but it's also funny at this age.

I don't like Sundays, because it's the day that I have to do all my homework.

I like going to the cinema with my friends, and I love summer, because I like very much swimming and eating ice-creams, it's the best period of the year!!

I don't smoke or drink, because I'm a very healthy person.

About my personality: I'm responsible, I'm very crazy and funny; but I'm also unholy and lazy.

I'm always answering my mother and I always get what I want, except if I want something and I don't need it. I'm very short and but I don't mind.

Non-CLIL grade 10

My name is _____ I'm 15 years old.
I'm one brother and one sister. My brother is Gerard and
he is 13 years old and my sister is Maria and she is
19 years old. I live in Garriguella in a small village
near the Velazuela, Pau, Vilamaniscle. I'm a dog is
Terry and I live with my parents and my grandparents.
My house is very big and he is an antique house. I like
swim in the water when is summer and I like the beach.
I like very much the animals and I like my dog Terry.
I buy a moto and ~~your~~ your name is Honda XBR.

CLIL grade 10

I was born in Espinuer de Labregat on 6 of January. I ~~begin~~ went to "Suardenic" in Snt. Andreu (I live there) Then I went to Primary School call Pompeu Fabra and in 6è I finally the primary School and I went here, in I.E.S. Valldemorsó.

Now I'm doing 4th E.S.O. And I think this is my last year with E.S.O. ~~the next year I will stop here doing high school. And when I finish~~

The next year I'm going to do high school in this institute. When I finish I will go in the university but I'm not sure about what will I study and my live in the future. I like a lot of careers but ~~are~~ all of them are very different....

Also I don't know what ~~can~~ carr of high School I will study I'm not sure about tecnology or cientiffic. I'm a little afraid with this.

I prefer study lots of years and the go to work, because I think if you stop now, studying then for find a work is very difficult and the salary is also very poor and you haven't got any career. Now a days this is very important.

Appendix 2 – Jacobs et al's(1981) Profile scale

ESL COMPOSITION PROFILE				
STUDENT	DATE	TOPIC		
SCORE	LEVEL	CRITERIA	COMMENTS	
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic		
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail		
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic		
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate		
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive		
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing		
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development		
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate		
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register		
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>		
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>		
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate		
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions		
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>		
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>		
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate		
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing		
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>		
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>		
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate		
TOTAL SCORE		READER	COMMENTS	