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FACULTAD de FILOSOFÍA Y LETRAS
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Grado en Estudios Ingleses

TRABAJO DE FIN DE GRADO

A comparative approach between the autonomous communities of Castile and León and Madrid: CLIL students' lexical and syntactic accuracy in L2 English written production

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2019-2020

ABSTRACT

The aim of this dissertation is to account for the differences between the autonomous communities of Castile and León and Madrid in terms of their CLIL (Content and Language Integrated Learning) secondary education students' written English language skills. Specifically, the data obtained have been evaluated considering the production rate, the correctness rate, the lexical variety and the incorrectness types (spelling, lexical, syntactic, and category omission incorrectness) rates which each group has presented in their productions. The results obtained show that no big differences between the Madrid group and the Castile and León group appear. This means that, even though their study programs differ, the effectiveness of the teaching methodologies followed in both autonomous communities seem to lead to very similar results.

Key words: CLIL, Castile and León, Madrid, written production.

RESUMEN

El objetivo de este Trabajo de Fin de Grado consiste en explicar las diferencias en el nivel de expresión escrita en lengua inglesa de los estudiantes AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) de Educación Secundaria Obligatoria de las comunidades autónomas de Castilla y León y Madrid. En concreto, se han analizado la tasa de producción, la tasa de corrección, la variedad léxica y las tasas de cada tipo de incorrección (ortográfica, léxica, sintáctica y de omisión de categorías gramaticales) que cada grupo ha presentado. En términos generales, los resultados del estudio demuestran que no existen grandes diferencias entre el grupo de Madrid y el de Castilla y León. Por lo tanto, las metodologías docentes seguidas en ambas comunidades autónomas, si bien difieren en una serie de parámetros, parecen dar resultados similares.

Palabras clave: AICLE, Castilla y León, Madrid, producción escrita.

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1. Introduction

According to the 2018 PISA (Program for International Student Assessment) evaluation report, the autonomous communities of Castile and León and Madrid are among the ones with the highest educational level in Spain. Nevertheless, the PISA evaluation report only assesses students' skills in three areas: maths, science, and reading. Due to the fact that both autonomous communities are claimed to be among the best in terms of education, and that their English language skills are not assessed in this evaluation, the aim of this dissertation is to account for the differences between them regarding English teaching, putting the focus on the CLIL (Content and Language Integrated Learning) methodology. More specifically, CLIL students from Castile and León and Madrid will be compared in terms of their written English language skills. Even though only secondary-school CLIL students will be studied, information about CLIL primary schools will be provided so as to present the influence which this educational stage has had on the participants.

This dissertation is divided into seven main sections starting with the introduction. In the second section, a definition of CLIL will be provided and its advantages and disadvantages will be discussed. In the third section, some background on English language teaching in Spain will be given, the structure of CLIL and non-CLIL schools in the autonomous communities of Castile and León and Madrid will be explained, and a comparison of CLIL schools in both autonomous communities will be made. In the fourth section, the methodology of the study will be presented, with information about the participants and data collection, together with the research questions. In the fifth section, the data obtained will be presented and analysed. In the sixth section, the conclusion of this dissertation will be drawn. Finally, in the seventh section, all the bibliographical sources referred to throughout this dissertation will be provided.

2. What is CLIL?

According to Marsh and Frigols (1999, p.1), “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels”.

The countries where CLIL has become a reality within their education system have carried out numerous investigations about this methodology, obtaining positive results in terms of the benefits of this teaching approach. However, there are positions against CLIL because some researchers consider that, although it is beneficial for the acquisition and learning of English, it can be problematic when teaching the contents of other subjects (Pena Díaz 2014)

CLIL shares the principal characteristics of the acquisition of a second or foreign language: exposure to information, processing of meaning, form processing and language production (Skehan 1998). Moreover, Krashen (1985) proposed in his Input Hypothesis the idea that one of the conditions to acquire a language is the “exposure to understandable and abundant input”, which is, according to Moliner and Fernández (2013, p. 4), “a core characteristic of the CLIL methodology since it makes use of curriculum content to develop the second or foreign language, thus, providing a lesson rich in input”.

Due to the fact that nowadays’ globalization and multilingualism force society to learn English, families feel the need to look for a CLIL school for their children as a potentially adequate institutional context to learn English. In fact, one of the main advantages of CLIL is the fact that it connects and relates language with real life, thus creating a type of learning which students consider useful and necessary for their future (Hernández de Diego 2015). Pinkley (2012) also adds that CLIL provides the learner with significant knowledge of the foreign language and helps them to achieve real-life goals immediately. Indeed, according to Berton (2008), as cited in Pinkley (2012), when students use language as a tool in a natural way, they are developing their linguistic and communicative competence.

Moreover, CLIL lessons are motivating, which is a very important point to take into account when it comes to the teaching and learning of a foreign language. Thus, students get more involved in their learning process (Hernández de Diego 2015).

Together with the above, Darn (2006) argues that CLIL offers plenty of benefits, such as the following: it provides students with a wider cultural context, prepares students towards the globalized world, allows students to access international certification,

improves students' linguistic competence, promotes diversified methods and forms of classroom teaching and learning, students get prepared for their future studies and jobs, develop multilingual interests and attitudes, and feel more motivated.

As a consequence of this increasing interest in CLIL programs, some schools have had to increase the weekly time which is dedicated to English, often without making any substantial changes in their teaching methods and general planning (Pena Díaz 2014). In fact, Fernández and Halbach (2011) consider that there are five essential changes which schools must undergo when implementing CLIL in order to make the project more successful.

First, teacher training opportunities should be increased and improved in quality terms, so as teachers can do their best when giving CLIL lessons. If CLIL training opportunities are not provided, teachers will not be qualified enough. Consequently, students enrolled in CLIL will not be ensured quality education, affecting their academic level.

Second, the contents of the subjects should be adapted to CLIL. This is due to the fact that teachers perceive the teaching objectives established by the educational authorities as too high for CLIL and they consider that teaching objectives and contents should be distributed through the different educational levels. If the contents are not adapted, students may have problems when acquiring the key points of CLIL subjects. Indeed, it must be taken into consideration the fact that it requires more time for students to study in a foreign language than in their mother tongue.

Third, the number of students per class should be reduced, so as to help latecomers and children with learning difficulties. This would result in an improved educational level among CLIL students.

Fourth, teaching facilities should be improved, so as to make CLIL lessons more motivating for students and get them involved. This is a very important point to take into account, as students tend to get more distracted in subjects which are taught in a foreign language.

Finally, teachers should be better coordinated, as students feel more comfortable when following similar guidelines in the different CLIL subjects and academic years.

Having as a reference the changes which some schools do not make when implementing CLIL, many people claim to be against this teaching methodology, especially due to the English language level of teachers. Indeed, as Dan (2006) argues, the lack of teacher training in general shows that not all teachers are equipped and prepared to perform this task which they are entrusted with. In this line, Fernández and

Halbach (2011) point out that CLIL teachers are provided a three-month training, which focuses mainly on linguistic matters, before starting teaching non-linguistic subjects. This is quite paradoxical due to the fact that a fair number of teachers claims the need to improve their English language skills, specifically in the areas of vocabulary and pronunciation. Furthermore, teachers also report the need to receive more methodological training, as it is less tackled in CLIL teacher training. In addition, the administration does not provide the teachers with the methodology to be used, or the syllabus to be covered. Therefore, schools have to experiment and improvise in order to carry out this teaching approach (Fernández and Halbach 2011). Consequently, teachers also state that the main problem when teaching CLIL subjects is the low English skills which students present, reason why teachers usually resort to Spanish to explain difficult concepts. According to Fernández and Halbach (2011), this problem could be avoided if teachers knew how to develop appropriate methodological resources.

3. Background on English language teaching in Spain

Nowadays, there are two different types of primary and secondary schools regarding English teaching in Spain: non-bilingual program schools, and English-Spanish bilingual program schools. Within the latter, two subtypes can be identified: those which follow the CLIL model, and those which follow the model agreed between the Spanish Ministry of Education and the British Council (MEC/BC) (Gisbert da Cruz, Martínez de Lis González, and Escudero 2015).

The implementation of the CLIL educational approach in Spanish primary and secondary schools has exponentially increased during the last decade. Nonetheless, the degree and properties of this implementation differ considerably from one region to the next, as the Spanish political structure consists of nineteen autonomous regions which were conceded political and administrative powers by the 1978 constitution in educational matters (Frigols Martin 2011).

We include below reference to the two autonomous regions we aim at comparing in the present undergraduate dissertation.

English teaching in the autonomous community of Castile and León

In non-CLIL schools in this autonomous community, students are exposed to English at school only a few hours per week —i.e. those devoted to the subject of English as a Foreign Language. Tables 1 and 2 provide an account of these hours along the six years of primary education and the four years of secondary education, respectively.

Year	1	2	3	4	5	6
Hours per week	2	2.5	2.5	3	3	3

Table 1: English instruction in non-CLIL primary schools in Castile and León (FETE 2014).

Year	1	2	3	4
Hours per week	4	3	3	3

Table 2: English instruction in non-CLIL secondary schools in Castile and León (Castilla y León n.d.)

As Tables 1 and 2 show, the time which is devoted to English in non-CLIL schools increases when students reach secondary education and it goes from two or three hours to three or four hours per week.

CLIL schools in Castile and León were implemented in the academic year 2006-2007, and, since then, the number of schools which have adopted it has increased steadily, as shown in Figure 1.

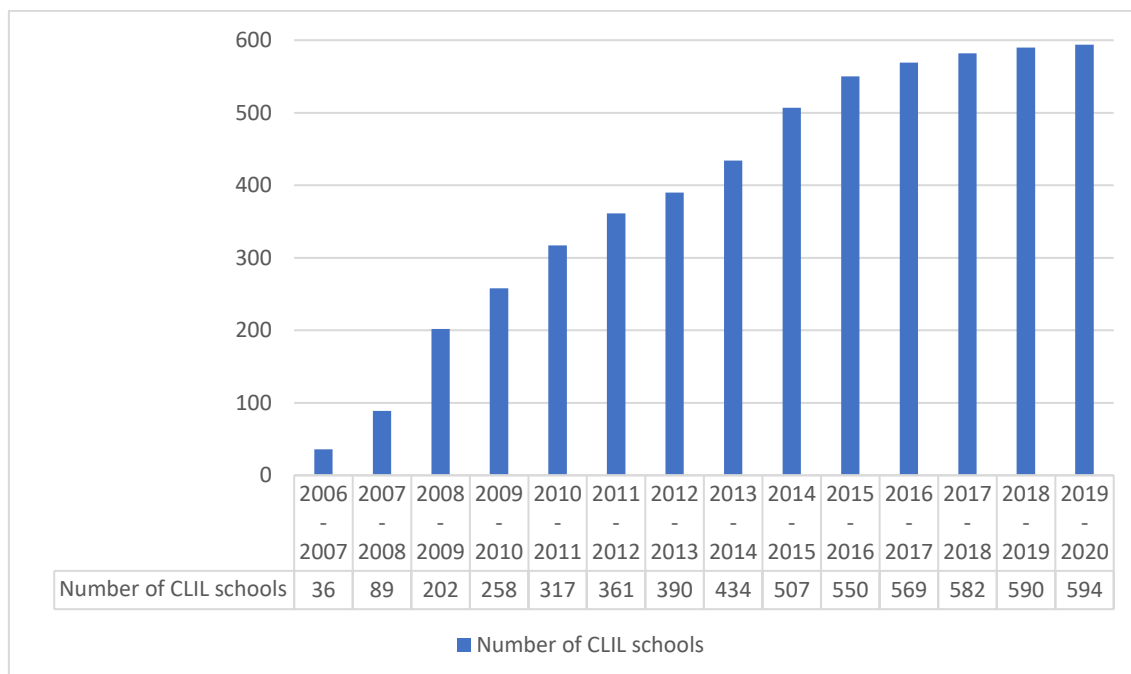


Figure 1: CLIL schools in the autonomous community of Castile and León between 2006 and 2020 (Castilla y León 2019)

These schools are allowed to teach a minimum of two and a maximum of three non-linguistic subjects in English which are added to the teaching hours devoted to the English subject. Moreover, with the aim of increasing the weekly hours devoted to the subject of English as a Foreign Language, primary schools can increase their weekly teaching hours up to twenty-seven (Table 3), and secondary schools up to thirty-two (Table 4). Nevertheless, the time which is devoted to English must not exceed 50% of the students' weekly timetable (Castilla y León n.d.).

Year	1	2	3	4	5	6
Hours per week	4	4.5	4.5	5	5	5

Table 3: English instruction in CLIL primary schools in Castile and León.

Year	1	2	3	4
Hours per week	6	5	5	5

Table 4: English instruction in CLIL secondary schools in Castile and León.

As Tables 3 and 4 show, there is a slight increase in the number of hours devoted to the English subject in CLIL secondary education if compared to CLIL primary education. In fact, it goes from four, four and half or five hours to six (in the case of the first year of secondary education) or five hours per week.

As Tables 1, 2, 3, and 4 show, CLIL students devote to the English subject two hours per week more than non-CLIL students in all the years of both primary and secondary education.

The teachers who are involved in the CLIL section must have a B2 level certificate in English. Moreover, language assistants, who are graduates and final year University students from European and non-European countries, are selected annually by the Spanish Ministry of Education to collaborate with the teaching staff of state schools in the teaching of the English language—as well as the Anglo-Saxon culture—, and especially in the reinforcement of the students' oral skills (Castilla y León n.d.).

The MEC/British Council (MEC/BC) model was implemented in the autonomous community of Castile and León in 1996. Its main aim is to promote the knowledge of the British culture and the acquisition of the English language through the teaching of non-linguistic contents in English. In these schools, two subjects are taught in English by experts in the English language, and British or bilingual teachers teach specific contents from the British curriculum (*National Curriculum*) (Fidalgo García 2012).

Year	1	2	3	4	5	6
Hours per week	5	5	5	5	5	5

Table 5: English instruction in MEC/BC primary schools in Castile and León (Seguimiento del Convenio MEC/British Council 2000).

Year	1	2	3	4
Hours per week	6	5	5	5

Table 6: English instruction in MEC/BC secondary schools in Castile and León (Serna García 2004).

As Tables 5 and 6 show, the number of hours devoted to the English subject stays even (five hours per week) when comparing primary and secondary education, with the exception of the first year of secondary education (six hours per week).

As it can be observed in Tables 3, 4, 5 and 6, there is only a slight difference between the CLIL and MEC/BC teaching approaches in terms of English instruction. In primary education, five hours per week are devoted to the English subject in both teaching approaches, except in the second and third years in CLIL, in which four and a half hours per week are devoted to it. In the case of secondary education, the time which is devoted to the English subject is the same in both teaching approaches: five hours per week in the second, third, and fourth years, and six hours per week in the first year.

When compared to the non-CLIL teaching approach, the MEC/BC teaching approach devotes far more time to the English subject in primary education. As Tables 3 and 5 show, in the first year, it goes from two to five hours per week; in the second and third years, it goes from two and a half hours per week to five hours per week; and in the fourth, fifth, and six years, it goes from three hours per week to five hours per week. In the case of secondary education, as Tables 4 and 6 show, there is an increase of two hours per week of the English subject in the MEC/BC teaching methodology.

English teaching in the autonomous community of Madrid

As in the case of Castile and León, in non-CLIL schools in the autonomous community of Madrid, students are exposed to English at school only a few hours per week —i.e. those devoted to the subject of English as a Foreign Language. The number of hours per week devoted to this subject in each year of non-CLIL primary education is presented in Table 7, and the number of hours devoted to this subject in each year of non-CLIL secondary education is presented in Table 8.

Year	1	2	3	4	5	6
Hours per week	3	3	3	3	3	3

Table 7: English instruction in non-CLIL primary schools in Madrid (Madrid n.d.)

Year	1	2	3	4
Hours per week	4	3	3	4

Table 8: English instruction in non-CLIL secondary schools in Madrid (Madrid n.d.)

As Tables 7 and 8 show, the amount of time which is devoted to English instruction in non-CLIL primary and secondary schools remains almost the same, with an average of three hours per week, with the exception of the first year and the fourth year of secondary education.

In the autonomous community of Madrid, CLIL programs were implemented in primary education in the academic year 2004-2005, while in secondary education, it was implemented in the academic year 2010-2011. Since its implementation, the number of schools which have adopted it has steadily increased, as shown in Figure 2.

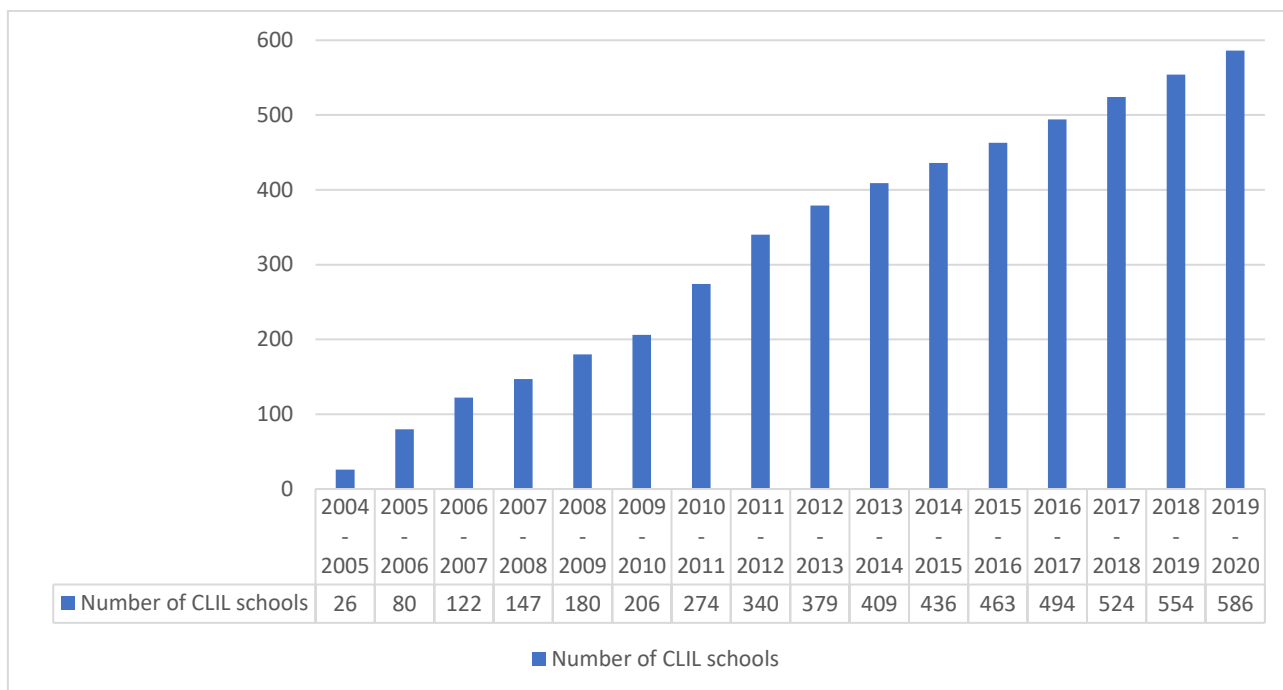


Figure 2: CLIL schools in the autonomous community of Madrid between 2006 and 2020.

CLIL primary schools in the autonomous community of Madrid must devote to English at least 30% of the students' weekly timetable. In fact, together with the subject of English as a Foreign Language, at least two other subjects must be taught in English, one of which should preferably be Natural Sciences (Madrid n.d.). Thus, at least 30% of the weekly timetable must be devoted to subjects taught using English as a vehicular language (Madrid 2018).

Year	1	2	3	4	5	6
Hours per week	4	4	4	4	4	4

Table 9: English instruction in CLIL primary schools in Madrid (Madrid 2018)

As Tables 7 and 9 show, CLIL primary schools only devote one more hour per week to the English subject than non-CLIL primary schools (three hours versus four hours per week).

CLIL secondary schools in the autonomous community of Madrid offer two different CLIL paths: the so-called “bilingual program” and the so-called “bilingual section”.

In the bilingual program, the English subject is taught one hour per school day. As Tables 9 and 10 show, there is a slight increase in the hours devoted to the English subject in bilingual program secondary schools if compared to CLIL primary secondary schools (four hours versus five hours per week).

Year	1	2	3	4
Hours per week	5	5	5	5

Table 10: English instruction in bilingual program secondary schools in Madrid

(Otton Cantón 2017)

Regarding the non-linguistic subjects taught in English, according to Otto Cantón (2017) in the first cycle (first, second, and third years), at least one of the following subjects should be taught using English as a vehicular language. These include either specific core subjects such as Biology and Geology, History and Geography, and Physics and Chemistry, or other subjects such as Technology, Software Programming and Robotics, or from specific optional subjects and elective subjects, with the exception of Second Foreign Language, Remedial Math and Math Extension: Problem Solving. In the fourth year, a minimum of one subject from the specific core subjects, the specific optional subjects and elective subjects mentioned before, should be taught using English as a vehicular language, with the exception of Second Foreign Language (Otto Cantón 2017).

In the bilingual section, the so-called Advanced English Curriculum, which is taught one hour per school day, substitutes English as a Foreign Language subject. This subject provides students with advanced language skills, as it covers both English language and literature. The teaching of Advanced English Curriculum together with the rest of the subjects which are taught using English as a vehicular language takes a minimum of one-third of the students’ weekly timetable (Otto Cantón 2017).

As Tables 9 and 11 show, there is a slight increase in the hours devoted to the English subject in bilingual section secondary schools if compared to CLIL primary secondary schools (four hours versus five hours per week).

Year	1	2	3	4
Hours per week	5	5	5	5

Table 11: English instruction in bilingual section secondary schools in Madrid (Otton Cantón 2017)

The core subjects which are taught in English are shown in Table 12.

First year	Second year	Third year	Fourth year
Biology and Geology	Geography and History	Biology and Geology	Geography and History
Geography and History	Physics and Chemistry	Geography and History	Another subject

Table 12: CLIL Subjects in bilingual sections in secondary education in the autonomous community of Madrid (Otto Cantón 2017)

In the second year of secondary education, Physics and Chemistry can be taught in English if there are available teachers with the right qualifications in the school. Furthermore, in the fourth year of secondary education, in addition to Geography and History, students must be taught another subject in English out of the following ones: core optional subjects, core specific subjects or core elective subjects with the exception of Second Foreign Language. Therefore, students enrolled in the bilingual section can study all their subjects in English except for Math, Spanish Language and Literature, Latin, Second Foreign Language, Remedial Spanish Language, Remedial Math and Math Extension: Problem Solving.

Furthermore, students will also be taught the tutoring sessions using English in all the years of secondary education (Otto Cantón 2017).

MEC/British Council schools were implemented in 1996 in the autonomous community of Madrid. The characteristics of this program are the same for both autonomous communities, as it is regulated by the Spanish Ministry of Education and the British Council.

■ **Comparison of CLIL secondary schools across the two autonomous communities**

Due to the fact that the present study will be focused on CLIL secondary-school students in the autonomous communities of Castile and León and Madrid, it is relevant to present the main similarities and differences between the systems used in both communities for this group of students. This comparison will be very useful when analysing the results obtained in the study.

On the one hand, the CLIL programs in the autonomous communities of Castile and León and Madrid have in common the fact that CLIL secondary schools teach the subject of English as a Foreign Language the same amount of time per week (five hours) to all the years of secondary education, with the exception of the first year of secondary education in Castile and León, in which students are taught this subject six hours per week.

On the other hand, the CLIL programs in these autonomous communities' secondary schools differ in many respects.

First, the autonomous community of Madrid offers two different CLIL paths in secondary schools (bilingual program and bilingual section), as opposed to the autonomous community of Castile and León, which only offers one. In fact, the CLIL program which is offered in the autonomous community of Castile and León is more similar to the bilingual program offered in the autonomous community of Madrid, rather than to the bilingual section. Consequently, students in the autonomous community of Castile and León do not have the opportunity of taking Advanced English Curriculum, as it is a subject only offered in the bilingual section. Nevertheless, it is important to point out that CLIL programs in Castile and León are forced to teach more subjects using English as a vehicular language than CLIL bilingual programs in Madrid (two subjects versus one subject).

Second, CLIL secondary schools in the autonomous community of Castile and León have a maximum of three subjects which can be taught in English, and they cannot devote to English more than 50% of the students' weekly timetable. Nonetheless, none of the autonomous community of Madrid's CLIL paths have a maximum of subjects or time which can be devoted to English. This way, the situation in Madrid may vary from one school to the next.

Finally, CLIL secondary schools in the autonomous community of Castile and León have more freedom when it comes to choosing the subjects which will be taught in

English, as opposed to the ones in the autonomous community of Madrid, which must follow strict guidelines.

Therefore, when comparing the CLIL programs secondary students are immersed in in the two communities, important differences emerge in the amount of time devoted to English exposure and in the type of content conveyed in English in each case. The subsequent sections offer more information about the specific programs that the participants in the present study follow.

4. Methodology

■ Participants

Four CLIL secondary education students from Castile and León and another four CLIL secondary education students from Madrid have participated in this study and their written production has been analysed. More detailed information about these eight participants appears below. A summary of their English exposure is offered in Tables 13 and 14.

The first participant (Ángel) is a fifteen-year-old boy from Valladolid (Castile and León) who is studying the fourth year of secondary education, and who has a thirty-hour weekly timetable. In total, eight hours of his timetable are devoted to English, of which three hours are dedicated to the subject of English as a Foreign Language. His CLIL subjects are History and Physical Education. He has been a CLIL student since the third year of primary education.

The second participant (Marcos) is a fourteen-year-old boy from Valladolid who is studying the third year of secondary education, and who has a thirty-hour weekly timetable. In total, eight hours of his timetable are devoted to English, of which three hours are dedicated to the subject of English as a Foreign Language. His CLIL subjects are Arts and Physical Education. He has been a CLIL student since the first year of primary education.

The third participant (Virginia) is a fourteen-year old girl from Valladolid who is studying the second year of secondary education, and who has a thirty-hour weekly timetable. In total, six hours of her timetable are devoted to English, of which three hours are dedicated to the subject of English as a Foreign Language. Her CLIL subject is Geography and History. She has been a CLIL student since the fifth year of primary education.

The fourth participant (Sandra) is a sixteen-year old girl from Valladolid who is studying the fourth year of secondary education, and who has a thirty-two-hour weekly timetable. In total, ten hours of her timetable are devoted to English, of which four hours are dedicated to the subject of English as a Foreign Language. Her CLIL subjects are Physical Education, and Biology and Geology. She has been a CLIL student since the first year of primary education.

The fifth participant (Carla) is a thirteen-year-old girl from Madrid who is studying the first year of secondary education following the bilingual section path, and who has a thirty-five-hour weekly timetable. In total, eleven hours of her timetable are devoted to

English, of which five hours are dedicated to the subject of Advanced English Curriculum. Her CLIL subjects are Drama, History, and Arts. She has been a CLIL student since the first year of primary education.

The sixth participant (Ángela) is a sixteen-year-old girl from Madrid who is studying the fourth year of secondary education following the bilingual section path, and who has a thirty-five-hour weekly timetable. In total, eleven hours of her timetable are devoted to English, of which five hours are dedicated to the subject of Advanced English Curriculum. Her CLIL subjects are Drama, History, and Arts. She has been a CLIL student since the fifth year of primary education.

The seventh participant (Federico) is a fourteen-year-old boy from Madrid who is studying the second year of secondary education following the bilingual program path., and who has a thirty-two-hour weekly timetable. In total, eight hours of his timetable are devoted to English, of which five hours are dedicated to the subject of English as a Foreign Language. His CLIL subject is Geography and History. He has been a CLIL student since the first year of primary education.

The eighth participant (Javier) is a fifteen-year-old boy from Madrid who is studying the third year of secondary education following the bilingual program path., and who has a thirty-two-hour weekly timetable. In total, ten hours of his timetable are devoted to English, of which five hours are dedicated to the subject of English as a Foreign Language. His CLIL subjects are Geography and History, and Biology and Geology. He has been a CLIL student since the first year of primary education.

A comparative summary of the participants' profiles and exposure to English appears in Tables 13 and 14.

Participant	Age	CLIL for	Exposure	NLS*
1	15	7 years	8h	2
2	14	8 years	8h	2
3	14	4 years	6h	1
4	16	10 years	10h	2
Average	14.75	7.25 years	8h	1.75

Table 13: Summary of Castile and León participants' data.

*NLS= Non-linguistic subjects

Participant	Age	Methodology*	CLIL for	Exposure	NLS*
5	13	BS	7 years	11h	3
6	16	BS	6 years	11h	3
7	14	BP	8 years	8h	1
8	15	BP	9 years	10h	2
Average	14.5		7.5 years	10h	2

Table 14: Summary of Madrid participants' data.

*BS=Bilingual section; BP=Bilingual program; NLS=Non-linguistic subjects

As seen in Tables 13 and 14, students from Castile and León and students from Madrid differ in three main respects: the time they have been CLIL students, the time per week which they are exposed to English, and the number of CLIL non-linguistic subjects which they study.

Firstly, Madrid's participants have been CLIL students for longer than Castile and León's participants (7.25 versus 7.5 years on average), even though the former participants are younger than the latter participants (14.5 versus 14.75 years old on average).

Secondly, Madrid's participants are more exposed to English than Castile and León's participants (10 versus 8 hours per week on average).

Finally, Madrid's participants study more CLIL non-linguistic subjects than Castile and León's participants (2 versus 1.75 non-linguistic subjects on average).

■ Data collection techniques

The participants were required to do three written production tasks: an ENNI story task, a picture description task, and a frog story task. These are described below.

The ENNI (Edmonton Narrative Norms Instrument) is an assessment tool used to collect language information through storytelling (Schneider, Dubé, and Hayward 2005). Specifically, the story *AI-Ball* was chosen for this study. These vignettes tell the story of an elephant, which throws its ball to the swimming pool unwillingly, and of a giraffe, which jumps into the swimming pool to catch it and return it to the elephant (see Figure 3). The images which present the story were shown to the participants and they were asked to tell the story the picture sequence shows in written form using their own words. They were also required not to use any kind of help, as if they were taking an exam.



Figure 3: ENNI A-1 storyline (Schneider, Dubé, and Hayward 2005).

In the picture description task, the participants were shown a picture of the Gran Vía of Madrid (Figure 4) and they were asked to describe it in written form using their own words. As in the previous task, they were required not to use any kind of help.



Figure 4: Picture shown to the participants (retrieved from <https://madridando.com/gran-via/>).

In the frog story task, the participants were shown the *Frog, where are you?* story (Mayer 1969), a set of images which present a tale. This story tells the adventures that a child and his dog undergo when searching for the frog that escaped from a jar in his bedroom (see Figure 5). The participants were asked to tell the story in written form using their own words. As in the rest of the tasks, they were required not to use any help.



Figure 5: Frog story storyline (Mayer 1969).

The three tasks described above were chosen for the present study because they differ in the amount of written production which the participants are expected to provide. Thus, the participants are expected to present the highest production rate in the frog story task (as it is the longest task, with twenty-five pictures), the second highest production rate in the ENNI story task (as it is the second longest task, with five pictures), and the lowest production rate in the picture description task (as it is the shortest task, with one picture).

■ Data classification

The data obtained from the written production of the eight children participating in the present study have been classified in an Excel database. The data have been classified in three spread sheets as they appear in the corresponding database that can be found in the following link: <https://bit.ly/31zuzEn>. The first spread sheet contains the data from the Castile and León group, the second contains the data from the Madrid group, and the third presents the total results of each autonomous community.

The data presented in the spread sheets have been classified into different variables. A first set involves general information about the participant's production (MLUw¹ rate, the number of sentences produced, number of words produced, number of correct words produced, number of incorrect words produced, and type-token ratio); a second set involves specific grammatical information (i.e. grammaticality and ungrammaticality rates) dealing with the production of lexical categories, and the production of functional categories; a third set involves the omission of both lexical and functional categories; and

¹ MLU stands for Mean Length of Utterance and it offers a calculation of the average number of either words (MLUw) or morphemes (standard MLU) that are produced per sentence. It has been shown to be an indicator of grammatical development.

a fourth set involves the production of word order mistakes. Data for each of the three tasks that each of the participants have completed have been classified in terms of these four variable sets. A more detailed account of the information in each of these sets is presented next.

Information in the first set involves the variables shown in Table 15:

Participant	Task*	MLUw	# of sentences	# of words produced			Type-token ratio
				total	correct	incorrect	
Ángel	EST	22,5	2	45	39	6	53.33%
Ángel	PDT	18	3	54	54	0	51.85%
Ángel	FST	11,46	13	149	134	15	46.98%

Table 15: Variables in the first set of the database.

*EST = ENNI story task; PDT = picture description task; FST = frog story task

The information provided in Table 15 is an example of the data from Ángel corresponding to the first set of the database. Thus, the first set includes information about the MLUw value, the number of sentences produced, the number of words produced, the number of correct words produced, the number of incorrect words produced, and the type-token ratio in each task.

In each of the categories in the second set of the database, the amount of production, the amount of correct production, the amount of incorrect production, and, if any, the amount of each incorrectness type produced by each participant in each task is shown. Information in the second set, in the case of overt lexical categories, involves seven subcategories: nouns, pronouns, main verbs, phrasal verbs, adjectives, adverbs, and prepositions. The pronouns subcategory will be used to illustrate this set (see Table 16).

Participant	Task*	PRONOUNS			Incorrectness types	
		# of pronouns	Total grammatical	Total ungrammatical	Spelling	Wrong pronoun choice
Carla	EST	2	2	0	0	0
Carla	PDT	3	3	0	0	0
Carla	FST	14	13	1	1	0

Table 16: Variables in the second set of the database: pronouns.

*EST = ENNI story task; PDT = picture description task; FST = frog story task

As an example of this set, the classification of the subcategory pronoun is presented. In this respect, as Table 16 shows, the second set contains information about the total

number of pronouns produced, the number of correct pronouns produced, the number of incorrect pronouns produced, and the number of each pronoun incorrectness type produced by each participant in each task. The pronoun incorrectness types which have been found in the data correspond to spelling mistakes, and wrong pronoun choice (i.e. when using a pronoun having a [+human] feature when one having a [-human] feature should have been used instead). Instances of both incorrectness types are shown in (1) and (2), respectively.

(1) *There are a lot of cars and **the** produce a lot of light.* (Marcos, frog story task)

In (1), an example of a pronoun spelling mistake is presented. In this case, the pronoun “they” is misspelt as “the.”

(2) *Meanwhile he and the dog were sleeping the frog sneaked out from the cristal bottle **she** was in.* (Ángela, frog story task)

In (2), an example of wrong pronoun choice is presented. In this case, the binder of the pronoun “she” is “the frog.” Thus, the participant has chosen the wrong pronoun, as it does not reflect the [-human] feature. This ungrammaticality is caused by the fact that, in Spanish, the noun “rana” (“frog”) is a feminine noun, and there is not a pronoun with the [-human] feature corresponding to English “it.”

Participant	Task*	Null categories			
		Pronouns	Pronoun omission types		
			"there"	subject	OD**
Ángel	EST	1	0	0	1
Ángel	PDT	0	0	0	0
Ángel	FST	3	1	1	1

Table 17: Variables in the third set of the database: null pronouns.

*EST = ENNI story task; PDT = picture description task; FST = frog story task

** OD= direct object

The information provided in Table 17 is a sample of the information that the third set of the database comprises. In each of the null categories, the amount of omission, and, if

any, the amount of each omission type produced by each participant in each task is presented.

Information in the third set involves the omission of three categories: pronouns, prepositions, and determiners.

As an example of this set, the classification of the subcategory null pronouns is presented. In this respect, as Table 17 shows, the third set contains information about the number of null pronouns, and the number of each pronoun omission type produced by each participant in each task. The pronoun omission types which have been found in the data are null “there”, null subject, and null direct object. Instances of these pronoun omission types are shown in (3), (4), and (5), respectively.

(3) *Behind the log **[there]** were two frogs with more animal.* (Ángel, frog story task)

In (3), an example of null “there” is shown in bold type. In this case, English requires the dummy subject “there”, as the subject position cannot be left empty, even though the notional subject of the sentence is the determiner phrase “two frogs”. The participant seems to have been influenced by his mother tongue due to the fact that in Spanish, as opposed to English, the non-referential subject is null.

(4) *This street is always full of people, tourist, **[it]** is a beautiful street [...].* (Ángela, picture description task)

In (4), an instance of a null subject is presented in bold type. As it can be observed, the second verb “to be” in the example requires an overt subject preceding it, even though its subject (“this street”) is already explicit in the previous sentence. This is related to English being a [-] null-subject language and requiring its subjects to be overt, as opposed to Spanish, which is a [+] null-subject language. Indeed, the participant has committed this grammatical mistake because of her mother tongue’s positive setting of the null subject parameter.

(5) *[...] Whe he catches the ball he returns **[it]** to the elephant [...].* (Ángel, ENNI story task)

In (5), an example of a null direct object is shown in bold type. As it can be seen, the monotransitive verb “to return” lacks an explicit direct object. This is ungrammatical due to the fact that a monotransitive verb takes two arguments: a subject and a direct object, and both are generally required to be overt in English.

Participant	Task*	Word order mistakes	
		Sentence word order	Adjective word order
Carla	EST	0	0
Carla	PDT	1	0
Carla	FST	0	0

Table 18: Variables in the fourth set of the database.

*EST = ENNI story task; PDT = picture description task; FST = frog story task

The information provided in Table 18 pertains to the fourth set of the database where word order mistakes are codified. Two types of word order mistakes have been identified: adjective word order, as in (6), and sentence word order mistakes, as in (7).

(6) [...] *many **white and old** buildings* [...]. (Javier, picture description task)

In (6), an instance of an adjective word order mistake is presented and marked in bold type. As it can be seen, the participant has not followed the standardised adjective word order in English (first, opinion adjectives; second, size adjectives; third, age adjectives; fourth, shape adjectives; fifth, colour adjectives; sixth, origin adjectives; seventh, material adjectives; and finally, purpose adjectives) (Perfect English Grammar n.d.) . Thus, the participant has located the colour adjective “white” before the age adjective “old.” This incorrectness may have been caused by the fact that, in Spanish, there is no established adjective word order and it depends on the speaker’s intention.

(7) *He took a jar and placed **there the frog**.* (Sandra, frog story task)

In (7), an instance of a sentence word order mistake is presented and marked in bold type. As it can be observed, the adverbial “there” and the direct object “the frog” are misplaced. This is due to the fact that the verb “to place” takes two arguments: an obligatory direct object and an adverbial, respectively. In this case, the participant has

been influenced by her mother tongue (i.e. Spanish) which is a language where constituent order is free. Thus, the adverbial can precede the direct object in Spanish.

In general terms, the incorrectness types which the participants have presented in their written productions, and which have already been discussed above, have been classified into four main types: spelling, lexical, syntactic, and category omission incorrectness. This classification will be used in the analysis of the present study.

Spelling incorrectness involves all the spelling mistakes committed in each of the overt categories. Example (8) corresponds to an adjective spelling mistake.

(8) [...] *they had babies **togethe**.* (Carla, frog story task)

Lexical incorrectness involves wrong noun choice, wrong pronoun choice, wrong verb choice, and wrong preposition choice. That is to say, lexical inaccuracy in each of the overt categories. Example (9) illustrates a wrong noun choice

(9) *Elephant suggested her friend to play with a **play** she had brought.* (Sandra, ENNI story task)

Syntactic incorrectness involves, in the case of nouns, the use of plural instead of singular when singular is required, and the use of singular instead of plural when the plural is required; in the case of main verbs, the misuse of uninflected forms, the omission of the third person singular marker -s, wrong subject-verb agreement with the verb “to be”, wrong tense choice, the addition of the third person singular marker -s in the past form, wrong irregular past choice, the overgeneralization of -ed, and the use of the construction “did + -ed; in the case of phrasal verbs, the misuse of uninflected forms, and the omission of the third person singular marker -s; in the case of prepositions, the use of an unnecessary preposition; in the case of to-infinitives, the use of gerund instead of infinitive after the infinitive marker “to”; and, in the case of determiners, the use of an unnecessary determiner, and the use of “a” instead of “an” when “an” is required . Example (10) corresponds to the omission of the third person singular marker -s.

(10) *The kid **see** the owl.* (Virginia, frog story task)

Syntactic incorrectness also involves word order mistakes, specifically sentence word order and adjective word order mistakes, which were the ones found in the data (as in example (6) above).

The last incorrectness type involves the omission of pronouns (null “there”, null subject, and null direct object), prepositions, and determiners. Example (11) involves an ungrammatical null determiner.

(11) *The kid and the dog attack from [a] deer.* (Virginia, frog story task)

■ Research questions

The data elicited and classified as presented above have been so in order to offer a comparison across two participant groups: the Castile and León group, and the Madrid group. The main objective is to detect differences across groups, if any, that could be attributed to the teaching program they follow or to the amount of exposure to English that they have had. This comparison has been articulated into the following research questions which are the ones that guide the present study and, in particular, the data analysis that appears in the subsequent section.

The following research questions go from the more general ones, dealing with the two groups’ overall performance, correctness rate and ungrammaticality types, to the more specific ones, dealing with the four areas of grammar under consideration (i.e. spelling, lexical, syntactic, and omission).

Research question 1: Which group presents a higher production rate?

In order to find out which group has a higher production rate, both groups will be compared in terms of their MLUw, the number of sentences produced, and the number of words produced. That is to say, following the first three variables present in the first set of the database.

Research question 2: Which group presents a higher correctness rate?

So as to find out which group has a higher correctness rate, both groups will be compared considering the number of correct words produced out of the total number of words produced. That is to say, taking into account the third, fourth, and fifth variables in the first set of the database.

Research question 3: Which group presents more lexical variety?

In order to find out which group presents more lexical variety, both groups will be compared in terms of their type-token ratio.

Research question 4: Which is the most frequent ungrammaticality type in each group?

As it was exposed before, the ungrammaticality types which will be considered in the analysis of the present study are the following: spelling, lexical, syntactic, and category omission incorrectness. Therefore, the aim is to find out which of the previously mentioned ungrammaticality types is the most frequent in each group.

Research question 5: Which group presents more spelling mistakes?

With a view to discover which group presents more spelling mistakes, all the spelling mistakes committed by each group in each of the overt categories (nouns, pronouns, main verbs, phrasal verbs, adjectives, adverbs, and prepositions) will be considered.

Research question 6: Which group presents more lexical incorrectness?

With a view to discover which group presents more lexical incorrectness, wrong noun choice, wrong pronoun choice, wrong verb choice, and wrong preposition choice (i.e. lexical inaccuracy in each of the overt categories) produced by each group will be taken into account.

Research question 7: Which group presents more syntactic incorrectness?

So as to find out which group presents more syntactic incorrectness, the following variables will be taken into account: in the case of nouns, the use of plural instead of singular when singular is required, and the use of singular instead of plural when the plural is required; in the case of main verbs, the misuse of uninflected forms, the omission of the third person singular marker -s, wrong subject-verb agreement with the verb “to be”, wrong tense choice, the addition of the third person singular marker -s in the past form, wrong irregular past choice, the overgeneralization of -ed, and the use of the construction “did + -ed; in the case of phrasal verbs, the misuse of uninflected forms, and the omission of the third person singular marker -s; in the case of prepositions, the use of an unnecessary preposition; in the case of to-infinitives, the use of gerund instead of infinitive after the infinitive marker “to”; and, in the case of determiners, the use of an unnecessary determiner, and the use of “a” instead of “an” when “an” is required.

Moreover, word order mistakes, specifically sentence word order and adjective word order mistakes, will also be taken into consideration.

Research question 8: Which group presents more category omission cases?

So as to find out which group presents more category omission cases, both groups will be compared in terms of the number of omitted pronouns (null “there”, null subject, and null direct object), omitted prepositions, and omitted determiners.

5. Data analysis

In this section, the results obtained from the present study are discussed with a view to provide an answer to the research questions established. Therefore, the data analysis is organized in terms of these research questions.

Research question 1 is concerned with which group presents a higher production rate. In terms of production, each group was analysed taking into account the participants' average MLUw value, the number of sentences produced, and the number of words produced. The results appear in Table 19.

Autonomous community	Participants' average MLUw	# of sentences produced	# of words produced
Castile and León	13	97	1,103
Madrid	19.4	70	1,259

Table 19: Production rates by each group.

As Table 19 shows, the Madrid group presents a higher word production rate than the Castile and León group (1,259 versus 1,103). Nonetheless, the Castile and León group produces more sentences than the Madrid group (97 versus 70). This means that the Madrid group produces longer sentences than the Castile and León group, reason why the former's average MLUw value is higher than the latter's (19.4 versus 13). Thus, the Madrid group is the one which presents a higher production rate. This is not surprising because the participants from Madrid have been CLIL students for longer (7.5 versus 7.25 years on average), are more exposed to English (10 versus 8 hours per week on average), and study more CLIL non-linguistic subjects (2 versus 1.75 subjects on average) than the participants from Castile and León.

Research question 2 is concerned with which group presents a higher correctness rate. In terms of correctness, each group was analysed taking into account the number of correct words produced out of the total number of words produced. The results appear in Table 20.

Autonomous community	% of correct words	% of incorrect words
Castile and León	93% (1,026/1,103)	7% (77/1,103)
Madrid	94% (1,185/1,259)	6% (74/1,259)

Table 20: Correctness and incorrectness rates by each group.

As Table 20 shows, the Madrid group presents a higher percentage of correct words produced than the Castile and León group (94% versus 93%). Nevertheless, the difference between both groups is insignificant. This may be due to the fact that there are only slight differences between them in terms of the average time they have been CLIL students (7.5 versus 7.25 years on average) and the average number of CLIL non-linguistic subjects which they study (2 versus 1.75 subjects on average). The most relevant difference between both groups lies in the average number of hours per week which they are exposed to English, as the participants from Madrid are exposed to English two hours per week more than the participants from Castile and León (10 versus 8 hours per week on average). At first glance, this difference may seem rather insignificant, but if the time which they have been exposed to English is compared in terms of hours per academic year, there is a great deal of difference between both groups. Taking into account that an academic year in Spain is usually comprised of thirty-seven weeks, the participants from Madrid are exposed to English, on average, seventy-four hours per academic year more than the participants from Castile and León (370 versus 296 hours per academic year). This may have been the factor which has caused the Madrid group to present a higher correctness rate than the Castile and León group.

Research question 3 is concerned with which group presents more lexical variety. In terms of lexical variety, each group was analysed considering the average type-token ratio of the participants. The results appear in Table 21.

Autonomous community	Type-token ratio ²
Castile and León	25.3% (279/1,103)
Madrid	23.6% (297/1,259)

Table 21: Type-token ratio of each group.

As Table 21 shows, the Castile and León group presents more lexical variety than the Madrid group (25.3% versus 23.6%). This means that the former group has a wider vocabulary in English than the latter (although not significantly so), in spite of the fact that the Madrid group is more exposed to English than the Castile and León group.

² The type-token ratios presented were calculated considering all the tasks performed by the participants of each group.

Research questions 4 to 8 deal with incorrectness and, in particular with ungrammaticality types. As it was stated before, the ungrammaticality types which will be considered in the analysis of the present study are the following: spelling, lexical, syntactic, and category omission incorrectness. This information appears in Table 22.

Autonomous community	Incorrectness types			
	Spelling	Lexical	Syntactic	Omission
Castile and León	28% (25/89)	7% (6/89)	52% (46/89)	13% (12/89)
Madrid	38% (31/81)	12% (12/81)	41% (33/81)	9% (7/81)

Table 22: Number of each incorrectness type by each group.

Addressing first research question 4 regarding the most frequent ungrammaticality type in each group, Table 22 shows that syntactic incorrectness is the most frequent ungrammaticality type in the Castile and León group (with 46 cases), followed by spelling incorrectness (with 25 cases), category omission incorrectness (with 12 cases), and lexical incorrectness (with 6 cases). In the case of the Madrid group, syntactic incorrectness is also the most frequent ungrammaticality type (with 33 cases), followed by spelling incorrectness (with 31 cases), lexical incorrectness (with 10 cases), and category omission incorrectness (with 7 cases). Therefore, syntax seems to be the most problematic area for these speakers, regardless of their length of exposure to English, their amount of exposure to English, and the amount of CLIL non-linguistic subjects they have in their respective schools. This shows that syntax is making these speakers less native-like and less proficient which, therefore, calls for a syntactic intervention in the school programs.

As for which group presents more spelling mistakes (research question 5), Table 22 shows that the Madrid group (with 31 cases) presents more spelling mistakes than the Castile and León group (with 25 cases).

The same pattern is found in the case of lexical incorrectness (research question 6), where the Madrid group (with 10 cases) presents more lexical incorrectness than the Castile and León group (with 6 cases).

However, both in the case of syntactic incorrectness (research question 7), as well as in the case of category omission (research question 8), it is the Castile and León group that shows a higher rate (with 46 and 12 cases respectively) when compared to the Madrid group (with 33 and 7 cases respectively).

The percentages presented in Table 22 show that both groups behave in a fairly similar way regarding incorrectness types. Indeed, the biggest difference (11%) lies in syntactic incorrectness, as this type of incorrectness represents 52% out of the total incorrectness cases produced by the Castile and León group, and 41% out of the total incorrectness cases produced by the Madrid group. The second biggest difference (10%) lies in spelling incorrectness, since this type of incorrectness represents 28% out of the total incorrectness cases produced by the Castile and León group, and 38% out of the total incorrectness cases produced by the Madrid group. The third biggest difference (6%) lies in category omission incorrectness, due to the fact that this type of incorrectness represents 13% out of the total incorrectness cases produced by the Castile and León group, and 7% out of the total incorrectness cases produced by the Madrid group. Finally, the smallest difference (5%) lies in lexical incorrectness, as this type of incorrectness represents 7% out of the total incorrectness cases in the Castile and León group, and 12% in the Madrid group. Thus, these results prove that, in spite of studying in different autonomous communities and exhibiting differences in their study programs, both groups present almost the same percentage in each of the incorrectness types produced. Thus, both autonomous communities face the same problems in spite of their different programs and should, therefore, undergo similar changes in their English teaching methods.

6. Conclusion

This dissertation presents a comparative study between CLIL students from the autonomous communities of Castile and León and Madrid. In particular, it is concerned with the students' lexical and syntactic accuracy in their L2 English written production. To carry out this study, the written production from eight CLIL students (four from each autonomous community) has been collected using three tasks (i.e. one of the ENNI story tasks, a picture description task, and a frog story task). Data from each of the three tasks that each of the participants have completed have been classified in terms of four different variable sets: a first set involving general information about the participant's production; a second set involving specific grammatical information dealing with the production of lexical categories, and the production of functional categories; a third set involving the omission of both lexical and functional categories; and a fourth set involving the production of word order mistakes. From this, several conclusions have been drawn after having provided answer to the previously established research questions.

First, the Madrid group presents a higher production rate and a higher correctness rate than the Castile and León group, which is not surprising taking into account that the former group is exposed to English, on average, seventy-four hours per academic year more than the latter group. Nonetheless, it is true that the Castile and León group presents more lexical variety than the Madrid group, even though the difference between both groups in this respect is not very significant.

Second, syntax seems to be the most problematic area for both groups in spite of the amount of time they have been CLIL students, the amount of time they are exposed to English, and the amount of CLIL non-linguistic subjects they study in their respective schools. Thus, CLIL schools in both autonomous communities should intervene in their study programs in syntactic matters, as the incorrectness which these students show in this area is making them less native-like and less proficient in English.

Finally, both groups present very similar percentages in each of the incorrectness types produced. Nevertheless, it is true that the Castile and León group presents better results in spelling and lexical matters than the Madrid group; while the Madrid group presents better results in syntactic and category omission matters.

Consequently, the Madrid group presents better English skills than the Castile and León group, as the former has a higher production rate and a higher correctness rate

and presents smaller syntactic and category omission incorrectness rates than the latter. However, the Castile and León group presents more lexical variety, and has smaller spelling and lexical incorrectness rates than the Madrid group. Nonetheless, as it was stated before, it is important to take into account that the differences between both groups are not very significant. This means that, even though there are differences in their study programs, the effectiveness of the teaching methodologies followed in both autonomous communities seems to lead to very similar results. Therefore, similar changes should be undergone so as to improve their students' English proficiency level.

The present study could be expanded by increasing the number of participants in order to get more robust results. Moreover, comparing CLIL students with non-CLIL or students who follow the bilingual program model agreed between the Spanish Ministry of Education and the British Council (MEC/BC) in each of the autonomous communities could lead to interesting conclusions regarding the effectiveness of these teaching methodologies. Furthermore, it would be appealing to establish a comparison in terms of the participants' oral skills in English, and check whether there are differences between the English level they present in their written and oral productions. In fact, an analysis taking into account both participant groups' oral and written productions could provide a more complete picture of these participants' proficiency in English.

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