



Universidad de Valladolid

Facultad de Filosofía y Letras

**Máster en Profesor de Educación Secundaria
Obligatoria y Bachillerato, Formación Profesional
y Enseñanza de Idiomas**

Especialidad: Inglés

**How input shapes null subjects: the case of L1
Spanish L2 English high school students**

Ana Aguado Contreras

Tutora: Sonja Mujcinovic

Departamento de Filología Inglesa

Curso 2022/2023

Abstract

In the field of language acquisition and learning, previous research has shown that the input learners receive is fundamental. On the other hand, the importance of the input is accentuated when the L1 and L2 show parametric variation in some of their linguistic structures, as is the case of Spanish and English, and their representation of sentential subjects. Thus, the aim of this study is to analyze the impact that the input received might have on the production and judgment of sentential subjects taking into account the following variables: i) whether the students attend a CLIL (Content and Language Integrated Learning) program or not; ii) positive or negative crosslinguistic influence and iii) the acquisition of subject-verb agreement. The students that took part in this study are 30 L1 Spanish speakers learning L2 English. These participants course the 4th grade of Compulsory Secondary Education. To collect the data, a narration task and a grammaticality judgment task (GJT) were designed. The results obtained show that i) evidence of negative crosslinguistic influence is especially found in the GJT; ii) subject-verb agreement has not yet been fully acquired, and iii) type of input does not seem to play a role at these stages of acquisition. Finally, a didactic proposal is presented to address and reinforce the difficulties presented by both groups.

Key words: null subjects, CLIL, crosslinguistic influence, verbal agreement, L2 English

Resumen

En el campo de adquisición y aprendizaje de lenguas, investigaciones previas han demostrado que el input que los estudiantes reciben es fundamental. Por otro lado, la importancia del input se acentúa cuando la L1 y L2 muestran una variación paramétrica en algunas de sus estructuras lingüísticas, como es el caso del español y el inglés, y la producción de sujetos oracionales. Así, el objetivo de este estudio es analizar el impacto que el input recibido puede tener en la producción de sujetos oracionales teniendo en cuenta las siguientes variables: i) si los estudiantes asisten a un programa AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras); ii) la presencia de influencia interlingüística positiva o negativa y iii) si los estudiantes han adquirido la concordancia sujeto-verbo. Los estudiantes que formaron parte de este estudio son 30 hablantes de español como L1 que están aprendiendo inglés como L2. Estos participantes cursan el cuarto año de Educación Secundaria Obligatoria. Para la recogida de datos se ha diseñado una tarea de narración y una tarea de juicio de gramaticalidad. Los resultados muestran que i) existe influencia interlingüística negativa principalmente en la tarea de juicio de gramaticalidad; ii) la concordancia sujeto-verbo aún no ha sido adquirida completamente, y iii) el tipo de input no parece desempeñar un papel muy importante en estas etapas de adquisición. Finalmente, se presenta una propuesta didáctica para reforzar las dificultades que ambos grupos han presentado.

Palabras clave: sujetos nulos, AICLE, influencia interlingüística, concordancia verbal, L2 inglés

ACKNOWLEDGEMENTS

Completing this dissertation has not been an easy road. It has been like a roller coaster of work and emotions, which has turned out to be fruitful. In spite of everything, I have never felt alone.

First of all, I would like to deeply thank my supervisor, Sonja, for her diligence, patience and empathy. You have been a great source of inspiration throughout the entire process. I admire your work, your involvement in everything you do and the help and advice you have given me throughout the process. You have never left me alone and you have always trusted me and have given me answers to all my problems. I don't know what the future holds for me, but I would be delighted to work with you again.

I am grateful to Tamara, for helping me and making me a Gorilla tutorial, even though none of this had anything to do with her.

Thanks also to my internship tutor, José Vicente, and to my high school English teacher, Asun, for allowing me to pass the tests to their students and to lose a little bit of time from their classes. Without them, this work would have been more difficult to carry out.

I would also like to thank all the students who participated in the tests, both those I personally knew and those I did not. All of this would also have been different without you.

Of course, I want to thank my family for "suffering" by seeing me in front of the computer for hours and hours, unable to do other things, supporting me, listening to me and being patient in my "worst" moments.

I would like to thank my colleagues and friends, inside and outside the Master as well, for listening to me, encouraging me, giving me ideas and transmitting their admiration for the work I have done. You guys are great!

Thanks to you too Esther for transmitting to me your passion for education and for the work you do every day, lend me some of your resources for the classes and giving me inspiration despite the distance between our disciplines.

Finally, as with desserts (the best for last), I want to thank my best listener, my constant support, my helper with the more technical aspects... For encouraging me in the hardest moments, for lifting me up in my lows, for admiring my effort and perseverance, for reminding me of my worth, and for having been so empathetic and present throughout the whole process. Thank you Artu.

And thank you all very much, because without you this would not have been possible.

INDEX

1. Introduction	1
2. Theoretical background	3
2.1. Sentential subjects.....	3
2.1.1. Universal Grammar: Principles and Parameters	3
2.1.2. The Extended Projection Principle.....	4
2.1.3. The Null Subject Parameter	4
2.1.4. Subject-verb agreement.....	6
3. Second Language Acquisition (SLA).....	7
3.1. Accessibility to Universal Grammar.....	7
3.2. L1 vs L2 acquisition	8
3.3. Previous research on SLA.....	9
4. CLIL	11
4.1. An overview of CLIL	12
4.2. CLIL in Spain	13
4.3. The case of Castile and León	13
4.4. Evaluation of the CLIL program	15
5. Methodology.....	18
5.1. Participants.....	18
5.2. Experimental tests.....	19
5.2.1. Story narration task	19
5.2.2. Grammaticality Judgement Task.....	19
5.3. Procedure	21
5.4. Codification	22
6. Research questions and hypotheses	23
7. Results and discussion.....	25
7.1. Research question#1. What role does crosslinguistic influence play?	25
7.1.1. GJT.....	25
7.1.2. Narration task	27
7.2. Research question#2. What role does the amount of input play?.....	28
7.2.1. GJT.....	28
7.2.2. Narration task	29
7.3. Research question#3. How does agreement influence the production of null subjects?.....	34
7.3.1. Narration task	34
7.4. Discussion.....	37

7.4.1. Research question#1. What role does crosslinguistic influence play?.....	37
7.4.2. Research question#2. What role does the amount of input play?	38
7.4.3. Research question#3. How does agreement influence the production of null subjects?	38
8. Didactic proposal.....	39
9. Conclusions	50
10. References	53
11. APPENDIX	59

1. Introduction

This dissertation revolves around three interrelated topics: the importance of input in relation to the CLIL (Content and language integrated learning) program, the role of crosslinguistic influence, and the influence of agreement features in the production of subjects. To analyze these features both in terms of competence and performance, L1 Spanish L2 English learners' production and judgement of sentential subjects were analyzed.

Previous research has demonstrated that the amount of input that students of foreign languages receive is essential for a more complete acquisition (Krashen 1985; Paradis and Navarro, 2003; Liceras et al., 2008). So, programs like CLIL, in which input considerably increases compared to the traditional teaching of languages and the communicative opportunities it provides, seen for instance in more interactive activities (Wolff, 2007), has proven to be beneficial for students (Krashen, 1985; Lasagabaster, 2011; Méndez García, 2012; Heras and Lasagabaster, 2015; Dallinger et al., 2016, among others).

In the case of language contact situations, previous research has shown that crosslinguistic influence is likely to happen in second language acquisition (Smith and Kellerman, 1986; Jarvis and Pavlenko, 2008), especially when languages present parametric variation and these students are at the first stages of language acquisition (Haznedar, 2007; Ringbom and Jarvis, 2009; Judy, 2011). This crosslinguistic influence can be positive or negative, depending on the effect that it has on students' output. If it results in an acceleration of the acquisition of a certain property, the crosslinguistic influence is considered to be positive but if it results in a delay then the crosslinguistic influence is considered to be negative (as seen in the studies of Park, 2004; Liceras et al., 2008; Liceras and Fernández Fuertes, 2016; Mitkovska and Buzarovska, 2018; Pladevall-Ballester et al., 2023, among many others).

Furthermore, Chomsky (1965) established the Principles and Parameters (PP) theory, according to which languages have some commonalities (principles) and some differences that distinguish them from others (parameters). From this theory, the Null Subject Parameter (NSP) classifies languages into two types: [+/- null subject] languages. This distinction establishes Spanish as a [+null subject] language and English as a [-null subject] language. In addition, the agreement features that languages have also

seem to play a role in the production of null subjects. Spanish has a strong morphological verbal agreement that allows null subjects, whereas English has a poor morphological verbal agreement that inhibits null subject (except for in the case of coordination and specific register). Thus, being Spanish and English the languages in contact, the parametric differences will be affected and the crosslinguistic influence will be found in the judgements and production of sentential subjects.

So, to address these topics, two different groups of students attending all the 4th year of compulsory secondary education at the same high school in Castille and León were examined: one group belonged to the CLIL program, and the other group only received English input from the English subject.

For that purpose, two tasks were designed to see to what extent input and crosslinguistic influence played a role: i) a grammaticality judgement task, to analyze their competence about sentential subjects; and ii) a narration task using MAIN (Bohnacker and Gagarina, 2020) to examine their performance with the production of subjects and agreement features.

This dissertation contains eight chapters organized as follows. Chapter 1 covers the theoretical background on sentential subjects. Chapter 2 includes Second Language Acquisition (SLA). This will be followed by chapter 3 that deals with CLIL (Content and Language Integrated Learning). Chapter 4 explains the methodology followed to collect the data as well as a description of the participants. Chapter 5 includes the research questions and hypotheses. After that chapter 6 will provide the results and an overall discussion of the tasks. In chapter 7 the didactic proposal will be presented to review and reinforce the contents and difficulties displayed in both tasks. Finally, chapter 8 will provide the conclusions of this dissertation as well as some recommendations for future research.

2. Theoretical background

2.1. Sentential subjects

This section deals with sentential subjects from a Generative approach. First Generative Grammar and Universal Grammar are discussed in section 2.1.1. In section 2.1.2. the Extended Projection Principle is discussed followed by section 2.1.3, that deals with the Null Subject Parameter. Finally, section 2.1.4 provides an overview of Agreement features in Spanish and English as well as their acquisition by learners.

2.1.1. Universal Grammar: Principles and Parameters

According to Chomsky et al. (2019:230) Generative Grammar (GG) is “the study of linguistic capacity as a component of human condition”. From this assumption it can be extracted that language as it is known is only a human capacity and distinguishes us from other animals.

As Dabrowska (2015:2), UG is often defined as the “system of categories, mechanisms and constraints shared by all human languages and considered to be innated.” So, UG is the set of linguistic rules that link all human languages, and as humans we are born with it.

In addition, UG is extremely linked to language acquisition and the development of the internal language humans possess. As Chomsky et al. (2019) reflect, children usually produce expressions which are not proper of their mother tongue, but that they fulfil with principles of the UG. That is why Generative Grammar has focused on determining the similarities among languages for them to be learnt efficiently and quickly by children (Camacho, 2008: 415).

Although there is not a complete agreement, Chomsky (1986) (as cited in van Kampen, 2006) adds that this UG is complex and covers several theories (e.g., binding theory, control theory, X-bar theory etc.) for which there are some principles or universals with a certain degree of parametric variation that all languages share and which is represented by all the exceptions that languages present. These variations are called “parameters” and they classify languages into different types depending on which option (positive or negative) of the parameter is checked. For example, Spanish allows null subjects and is therefore classified as a [+null subject] language, whereas English does not allow its subjects to be null and therefore it is considered to be a [-null subject] language (for a more in-depth description, see section 2.1.3).

Being the focus of this the acquisition of sentential subjects, the definition of the Extended Projection Principle and the Null Subject Parameter proceeds, because they provide the key to the understanding of how English and Spanish work in terms of subjects.

2.1.2. The Extended Projection Principle

The Extended Projection Principle (EPP) states that any proposition, any predicate to be licensed requires that a subject must be present (van Kampen, 2006:2).

So, as it can be seen in *Figure 1* all clauses (Inflexion Phrase= IP) have a head (Inflexion=I) that is the licenser, which carries some features such as tense, person, number, aspect, etc. But, for this clause to be licensed, the position of the subject, that is the specifier of the IP, needs to be fulfilled.

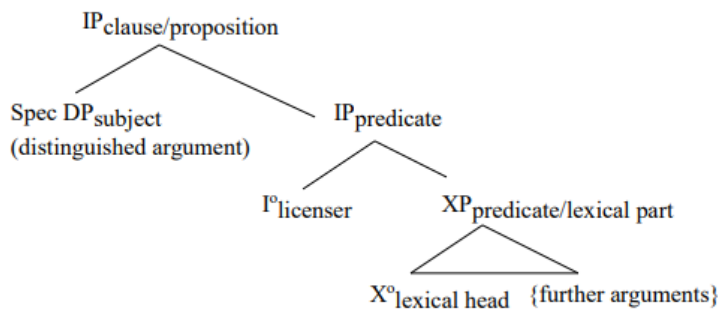


Figure 1. Representation of an IP retrieved from van Kampen (2006:2)

The fact that all clauses need a subject does not mean that all subjects must be produced or pronounced overtly. This is where the parametric variation takes part and presents differences among languages. In other words, the EPP license and identifies the subjects, but the expression of these subjects is classified in the Null Subject Parameter.

2.1.3. The Null Subject Parameter

The Null Subject Parameter (NSP) classifies the languages into two types depending on which value of the parameter they check (i.e., positive and negative). If a language permits its subjects to be null, such as Spanish for example, then this language is classified as [+null subject]. In a similar vein, a language does not permit its subjects to be null, then it is classified as a [-null subject] language, such as English for example.

This contrast can be seen in the example provided by Holmberg (2010:5) and its Spanish counterpart:

- | | | |
|--------|---|---------|
| (1) a. | John _i said that he _i wanted to buy a car | English |
| b. | Juan dijo que <i>pro</i> quería comprar un coche | Spanish |

In example 1, *John* is the (overt) subject of the matrix clause and *he* is the (overt) subject of the subordinate clause. Both of these subjects are compulsorily overt and therefore, English is considered a [-null subject] language. However, in the Spanish counterpart we can see that *Juan* is the overt subject of the matrix clause, but in the subordinate clause the subject is null, (represented by *pro*) showing that Spanish is a [+null subject] language (Holmberg, 2010:6).

So, recovering the examples provided by Holmberg, the fact that these subjects are not pronounced does not mean that the category is not occupied. In fact, it is occupied by *pro* in the case of inflected verbs. *pro* is defined by Holmberg (2005:533) as “*an underspecified, phonetically empty subject pronoun, formally licensed and interpreted by virtue of the agreement on the finite verb or auxiliary.*”

So, in order to describe the different theories that argue for the possibility of null subjects, Holmberg (2005:537) argues that there are two different views on these subjects which he represents in two hypotheses based on a) the verbal agreement and morphological richness and b) phonetic matter. In hypothesis A he claims that *pro* is not needed in null-subject constructions. The verbal agreement works as a definite and interpretable pronoun; thus, it is assigned the role of the subject. That is why there is no need for *pro*. Whereas in hypothesis B, he claims that in null subject constructions, the null subject is a null pronoun that is not pronounced.

What it is important from these two hypotheses, is that any of them provide the key to understand why languages such as Spanish do not need an overt subject. As this language presents a rich verbal agreement that functions as an interpretable pronoun or that possess an implicit unpronounced pronoun, subjects can be null. In contrast, [-null subject] languages like English, which present a weaker morphological richness and consequently, do not have any of the possibilities mentioned above, to check the EEP they required an overt subject.

2.1.4. Subject-verb agreement

Some authors like Vigliocco et al. (1996) contemplate verbal agreement as a key difference among languages such Spanish and English. In their study analyzing subject-verb agreement errors in Spanish and English, they argued that the results were mainly due to structural differences between the two languages. In Spanish, like Italian, has the possibility of pre-verbal and post-verbal subjects, so the verb form, that is the verb with the agreement features, has to be selected even before the DP or NP subject. Also, as it has been explained, subjects can be omitted, so verbal agreement may be selected by a reference to an understood, rather than an overt explicit subject. Finally, in Spanish, except in some impersonal forms (infinitive and gerund), the verbs are marked for person and number in every conjugation. This contrast with the English agreement features. First, English only allows pre-verbal subjects which cannot be omitted with personal forms. In addition, in English, verbs are only marked in person and number in the third person singular in the present tense in the regular verbs, the verbs *have* and *do*, and the past tense only for the verb *to be* (Vigliocco et al. 1996:263).

Spanish	English
Pre-verbal and post-verbal subjects	Post-verbal subjects
Acceptance of null-subjects	Non-acceptance of null subjects
All verbs marked by person and number	Verbs marked in: 3 rd person of singular present tense Verb <i>to be</i> in the past tense

Table 1. Differences between English and Spanish regarding subjects and agreement features.

Judy (2011) argues that the parametric variation that languages present is difficult to acquire in the first stages of language acquisition because of the interlanguage stage and crosslinguistic influence. However, based on L1/L2 subset/superset relationships, she says that while learning a language, children begin with a restricted grammar (subset), and eventually, they incorporate more rules because of the expansion of input.

In addition, Morales (2014) displays the difficulties that learners of a foreign language present while acquiring verbal inflections. She conducted a study to test both English-speaking children learning Spanish and Spanish-speaking children learning English. The results showed that children learning Spanish as a foreign language had a higher accuracy in producing third person plurals and performed native-like in the comprehension of the agreement features. In contrast, children learning English had less accuracy both in the production and comprehension tasks regarding the third person

singular verbal agreement. Then, what she concluded was that there seems to be a parallelism verbal morphology and the acquisition of the L1 and L2, that is linked to the morphological structure of the language. She suggested that the features of those languages with a highly and regular inflected agreement system, like Spanish, will be acquired faster than those poorly and inconsistent inflected languages, like English (Morales, 2014:3).

3. Second Language Acquisition (SLA)

Chomsky in *Aspects of the Theory of Syntax* (1965:4) explains that the linguistic competence is “*the speaker/hearer’s knowledge on his/her language*” whereas the linguistic performance is the use of this linguistic competence that an individual possesses in a given context (Chomsky, 1965:10). He states that there is a set of innate linguistic rules that are available for every human being that help to acquire any language. This set of rules is called Universal Grammar (UG) and, as indicated, this would be part of the linguistic competence of any speaker/hearer.

The problem that is put into question is if this Universal Grammar is equally valid for Second Language Acquisition (SLA) as much as it is for the first language (L1). A great amount of research was conducted on this topic where researchers have tried to shed more light on many aspects on this matter.

3.1. Accessibility to Universal Grammar

Accessibility to UG refers to the possibility to get access to the principles shared by all languages.

Mitchel & Myles (2004) (as cited in Hoque, 2021) collected three different theories regarding the access to UG in SLA. These theories defend different positions that are usually classified as follows: i) no access, ii) full access and iii) partial access to UG. The former theory defends that there is a critical period for language acquisition. Although there is not a complete agreement in this critical period theory, Newport et al. (2001) state that there is a strong relation between the age at which learners are exposed to a language and the proficiency level they can reach. They say that when the age of acquisition increases, the proficiency level that the individual may acquire usually decreases exponentially. So, the supporters of this theory defend that after this critical period after which the UG is no longer available, and learners must use any other method to learn the second language. In contrast, the supporters of full access to UG say that there is no

critical period to have access to UG, but it is always available, both with the principles and parameters. So, learners can recover them to learn the L2. Lastly, those who support a partial access to UG claim the importance of the L1, because learners can get access to the principles of UG through it and then apply them in the foreign language. If the L2 has different parameters to the L1, the learner would have to use other methods or techniques to learn them.

In relation to the critical period theory, Newport et al. (2001:495) remark that, even though the critical period has been proved to be an influential factor for learning languages, there are other aspects involved, such as the plasticity of the brain and the variation that individuals present. They state that, although this critical period is closed, there can be some remaining plasticity that would facilitate the acquisition of a language. Thus, some learners could achieve a native or near-native proficiency, even though they were firstly exposed to a specific language in their adulthood. (Newport et al. 2001:496).

3.2. L1 vs L2 acquisition

L1 acquisition and L2 learning are two completely different processes and consequently specific differences exist.

First, L1 is acquired from birth and in a natural context. Although this is unconscious, it is still a complex process that involves different stages: babbling (unintelligible words), the holophrastic stage (single words), (the two-word stage and the telegraphic stage, etc. As children grow up physically, their linguistic ability expands, as they can assimilate and internalize more structures and a wider set of vocabulary (Nor, 2018:162).

In contrast, L2 learning presents some differences related to the learner's characteristics and environment. L2 learning is a conscious process as instruction and negative evidence are usually involved (White 1989). Also, L2 learners are usually older than those children acquiring the L1.

This entails other factors that Hoque (2021) explains: (1) the presence of L1 while learning the L2 and (2) the maturity of the learner, affected by the simultaneous development of other cognitive processes.

In relation to this, he points out, that there are some differences in child L1 acquisition and adult L2 learning: L2 learning may be affected by L1 crosslinguistic influence and

fossilization of some structures. However, this L2 may also be favored by an intrinsic motivation of the subject to learn a foreign language.

3.3. Previous research on SLA

In L1 acquisition, there are many studies that affirm that child grammar is different to adult grammar when comparing linguistic structures. For instance, the omission of subjects is quite common in child language, both in null-subject languages in which it is acceptable (e.g., in Spanish) and non-null subject languages where this structure is not an option (e.g., in English) (Liceras et al. 2011:92).

On the other hand, among bilingual speakers who acquire both a [+ null subject] and a [-null subject] language, an overproduction of overt subjects is frequently found in the first stages of language acquisition as a result of crosslinguistic influence from their [-null subject language] into their [+null subject] language, that would not be found in adult language (Liceras et al., 2011:93).

However, in Liceras et al.'s (2008), Fernández and Liceras's (2016) studies in which they analyzed bilingualism and crosslinguistic influence, with two bilingual twins, Simon and Leo, (data from FerFuLice corpus in CHILDES) (MacWhinney, 2000), demonstrated that there was no overuse of overt subjects. In fact, in contrast to Paradis and Navarro's study (2003) with a bilingual child, Manuela, they concluded that the input that children receive is more influential for the type of subjects they produce than the crosslinguistic influence, because although the three children were English-Spanish bilingual, their Spanish was different: Simon's and Leo's Spanish were Peninsular Spanish, while Manuela's was Caribbean Spanish (Liceras et al., 2008). Peninsular and Caribbean Spanish presents some differences in terms of subjects that can be summarized by a higher frequency of overt subject pronouns in Caribbean dialects in contrast to the lower rates in Peninsular Spanish (for more in-depth explanation see Posio, 2018). Then, it is expected that children like Manuela produce more overt subject pronouns than Simon and Leo. So, these studies show that the input that children receive is vital for the acquisition of some properties.

Pladevall-Ballester et al. (2023) apply this to SLA. They carried out a study in a limited input context¹ with 37 Catalan²/Spanish bilingual (children aged nine to ten) learners of English as a foreign language (FL) since beginning of their primary education (5-6 years old). These students receive two hours per week of English instruction as FL and one 45-minutes-lesson per week of science following the CLIL methodology³. In this study participants had to complete two tasks (a production task and an interpretation task with the purpose of analyzing if there was crosslinguistic influence in the students' competence and performance in English).

For the interpretation task, they established four conditions: the first two conditions (declarative and please-imperative sentences) would clarify if the students had understood the task itself (control conditions), whereas the other two (imperative and imperative with a declarative intonation) would provide the key to analyze how the learners understood the English grammar. The results of this task showed that students performed well under the first two conditions, demonstrating that they had understood the task, but they showed less accuracy in the other two conditions. This meant, according to Pladevall-Ballester et al. (2023) that learners do not interpret imperative and imperative with declarative intonation sentences as imperatives, but as declaratives with a null subject, showing crosslinguistic influence from their L1s. On the other hand, the production task showed that students produce a high percentage of overt subjects (87.97%) in contrast to the null subjects (12.03%). Moreover, the percentage of overt pronouns (64.83%) was much higher than the other counterparts' (4.88% for expletives and 18.25% for full NPs). Thus, these results contradict the findings in the interpretation task. However, the authors still conclude that there is L1 crosslinguistic influence involved, causing that these students are still in an early stage of foreign language acquisition, mainly due to the lower exposure context in comparison to other more intensive contexts (Pladevall-Ballester et al., 2023; 50-51).

Mitkovska & Buzarovska (2018) also carried a study on subject pronouns among Macedonian learners (aged from 8 to 15) with different proficiency levels. Macedonian,

¹According to Larson-Hall (2008) recovered in Pladevall-Ballester et al. (2023) "Minimal input situations are defined as those language learning situations with 4 or less hours of in-class exposure to the target language per week."

²Note that Catalan is also a [+null subject language].

³For more information the CLIL, see section III.

as Spanish and Catalan, is a [+null subject] languages. So, to analyze students' performance on the L2 English, they carried two tasks: a production task and a GJT (Grammaticality Judgement Task). The results showed a persistent production of null subjects among all level groups, although the occurrence was higher in the lower levels. The GJT also showed a high acceptance of null subjects, both pronominal referential and non-referential subjects. They concluded that L1 crosslinguistic influence was still very latent, even in the higher-level groups, and consequently, students had not acquired English pronominal properties on subjects yet.

Another important aspect to take into account in SLA is how the L1 can affect L2 learning. Park (2004) conducted a longitudinal study by examining the transcripts of six Korean children (aged from 4 to 9). The purpose was to analyze the dropping of subjects and objects both in their L1 Korean and L2 English to explain in which way these languages were similar and how they differ from languages like Spanish. These Korean children moved to the US with their families. The data collection began nine months before they arrived in the US and continued for three years. These data were compiled at home and school once a month. At school, they were recorded for about 60-90 minutes while they were engaged in different activities. At home, the investigators compiled both spontaneous speech and elicited speech through different tasks to collect English data. The data showed, that even though participants were at early stages of English acquisition, there were very few instances of null subjects.

So, as exposed previously, the acquisition of a foreign language is a complex process that is affected by several contextual factors, language properties, individual capacities, etc. Human languages share some principles, but also there is some parametric variation, which has to be acquired to succeed in the process of learning a foreign language. However, as the mentioned authors have exposed, this variation will be more difficult to acquire if there is not enough input of quality provided to students or their L1 parametric variation differs in the L2.

4. CLIL

As previously mentioned, the main focus of this study is how L1 Spanish learners of L2 English understand the behavior of subjects in the foreign language bearing in mind that their mother tongue is a NSL. With that said, another important factor is how this

learning is organized in a classroom. Content and Language Integrated Learning (CLIL) is used for the teaching of different subjects in a foreign language.

In this chapter, section 4.1 sheds some light on what CLIL is, whereas section 4.2 provides an overview of CLIL in Spain; section 4.3 shows the situation in Castile and León and, finally, section 4.4 covers an evaluation of the CLIL program.

4.1. An overview of CLIL

Content and Language Integrated Learning (CLIL) is an educational approach based on the teaching of subject matter in a foreign language. This approach has been implemented in many European countries with the aim of innovating and preparing students for the necessities of the globalized 21st century (Goris et al, 2019).

As Coyle et al. (2010) explain, CLIL is an approach that combines language and content. It consists on the teaching of some non-linguistic subjects (for instance, Natural Science, Social Science, Art, Physical Education or Technology) in a foreign language.

According to Zemach (2021), this methodology has a dual focus: first, it provides students with the necessary subject contents, and secondly students benefit from learning a foreign language through its constant use.

So, with this program students are expected to receive more input of the foreign language, because this is used as the language of communication in other subjects and, thus, learners have the opportunity of increasing their proficiency. This higher exposure to the foreign language is also encouraged with authentic materials, the presence of native speakers, extra lessons in the foreign language and a richer linguistic content (Wolff 2007).

In addition, Dalton-Puffer (2007) also sees that CLIL lessons provide students with real-life situations and consequently, students can make a real use of the foreign language and process information more deeply.

Finally, CLIL also attempts to raise cultural awareness and intercultural understanding of the target language (Goris et al., 2019) by creating relation among the different countries, their cultures, languages and history (Guillamón-Suesta & Renau Renau, 2015) and through the use of authentic materials (Rodríguez & Puval, 2012). In this way, students are taught to get rid of stereotypes, avoid racist attitudes and develop empathy towards other cultures and ways of life (Méndez García, 2012).

4.2. CLIL in Spain

The teaching and learning of foreign languages in Spain experimented a huge change during the 1960s due to the rapid economic growth, and the new scientific and technological advances. New methodologies and approaches began to be applied, and in the 1980s, the first approaches of bilingual education in Spain began to emerge. However, it was not until the first years of the 21st century, that this CLIL methodology started to be regulated and integrated in the Spanish educational curriculum (Madrid, 2019:13-17).

In Spain, it emerged from the Communicative Approach, where not only language from a grammatical and lexical point of view is put into focus, but language in relation with interdisciplinary contents through different types of activities proposed in the foreign language class. Indeed, CLIL developed as an approach that could provide students with new communicative opportunities in contrast to the traditional methods that had been applied until this moment (Madrid, 2019: 16:17).

Since its implantation, it has received great acceptance among the different autonomous communities as more centers were introducing this methodology and receiving a higher number of students interested in coursing it (Madrid et al. 2019:12).

However, CLIL is not equally developed in all places in Spain. It is not even consistent within each autonomous community. The number of subjects, and consequently the hours per week of the foreign language that students receive is different. There are some conditions that affect this matter, such as, the existence of co-official languages in some communities that makes difficult the introduction of a third language in a such deep way (see Guadamillas & Alcaraz, 2017 to see how CLIL is applied as well as the requirements that teachers have to fulfil in the Spanish territory).

4.3. The case of Castile and León

Particularly, in the community of Castile and León, CLIL schools began to be implemented in the academic year 2006-2007 in primary education, and since then, the number has steadily increased in the community as it can be seen in Figure 2:

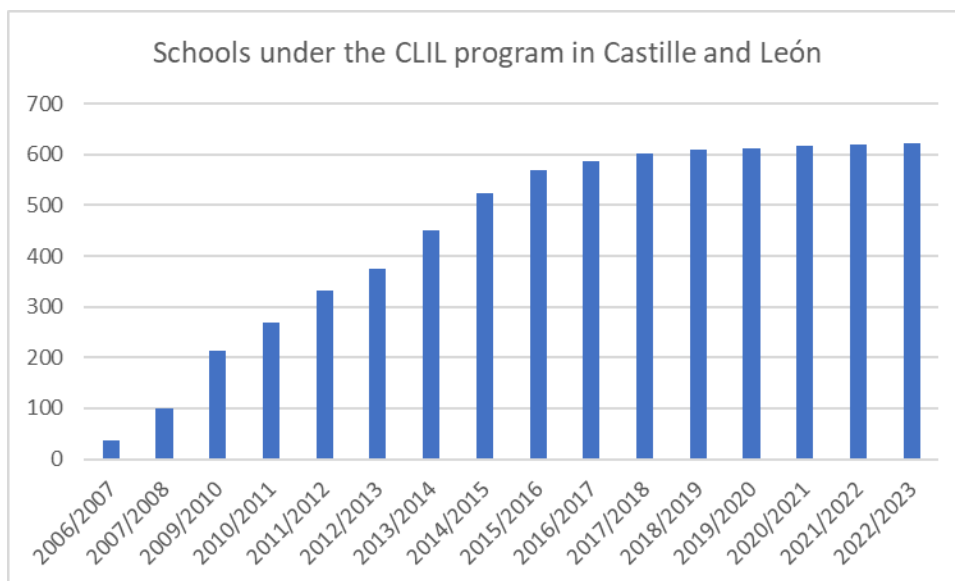


Figure 2. CLIL schools in the autonomous community of Castile and León between 2006 and 2023 (data retrieved from Junta de Castilla y León-bilingual sections)

In these schools, it is regulated to implement a minimum of two and a maximum of three non-linguistic subjects in the foreign language (mostly English). In addition, with the aim of increasing the hours dedicated to the foreign language, primary education schools can increase their weekly teaching hours up to twenty-seven and in secondary education schools, up to thirty-two. In contrast non-CLIL education offers twenty-five hours in primary education schedule and thirty in secondary education. However, the time that is devoted to the foreign language must not exceed the 50% of the students' schedules (Castile and León, n.d.)

If this program is compared to the teaching of English as a foreign language, it could be seen that the percentage of hours devoted to the foreign language is much higher in centers where CLIL is implemented. See the case of Castile and León (that is similar to other communities) in tables 2–5. Tables 2 and 3 provide summarize the hours of English input that students receive in CLIL and non-CLIL programs in primary education, whereas tables 4 and 5 do the same for secondary education.

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

Table 2. English instruction in non-CLIL primary schools in Castile and León (Decreto 38/2022)

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 (Castilla y León, n.d.)

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

Table 4. English instruction in non-CLIL secondary schools in Castile and León (Decreto 39/40.)

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

Table 5. English instruction in CLIL secondary schools in Castile and León (Castilla y León, n.d.)

On the other hand, in relation with teaching training, teachers involved in the CLIL program must possess the B2 level certificate in English. Also, the community of Castile and León benefits from language assistants. The Spanish Ministry of Education annually selects a number of language assistants, who are European or non-European graduates or students of the last year of a university degree, to be gathered in the different CLIL centers to serve as a linguistic and cultural support both for teachers and students (Castile and León, n.d.)

4.4. Evaluation of the CLIL program

Despite its acceptance, there are different opinions in respect to this methodology. There is one sector that totally supports CLIL as it places its advantages above its weak points, whereas there is another part of the educational community that claims its elimination as it will be shown in this section.

On one hand, the supporters of CLIL claim that this methodology can benefit students because of different factors: (1) a significant increase of the input that students receive; (2) more opportunities for interaction thanks to the construction of a more communicative scenario; (3) students develop more interpretative abilities (4) and metalinguistic abilities; and finally (5) it enhances their attitude and motivation to learn the foreign language.

First, according to Dallinger et al. (2016), CLIL has a great positive effect on L2 development. Recovering Krashen's input hypothesis (1985) and Gas and Mackey's (2007) interaction approach, students can acquire the L2 through a sufficient and comprehensive input and an atmosphere of interaction where they can listen and produce language (Dallinger et al., 2016:24). In fact, as shown in section 4.3, this input is much higher in students under CLIL in comparison to those who course a traditional methodology.

Krashen (1985) also points out that CLIL-students would also see an improvement of their linguistic skills, especially in the case of oral abilities, thanks to this input and interaction opportunities in real settings situations.

In relation with this increase in proficiency, there are other studies (for example, Lasagabaster, 2011; Méndez García; 2012 Heras & Lasagabaster, 2015) that prove that CLIL students feel more motivated in contrast to those students that learn the foreign language through a traditional methodology, mainly due to the improvement of their linguistic capacities.

For instance, Lasagabaster (2011) conducted a study in which he compared the motivation of CLIL students and non-CLIL students. The results showed that CLIL students were more motivated considering three aspects: “interest and instrumental orientation, attitudes towards learning English in class, and effort” Lasagabaster (2011:10).

In a later study, Heras & Lasagabaster (2015) saw that the type of methodology and the role given to students had a great impact in students’ motivation. Because of the evolutionary stage in which they find themselves during the secondary education, students tend to reject formal settings and traditional methodologies do not seem very motivating for them (Heras & Lasagabaster 2015). For that reason, authors like Méndez García (2012) see CLIL promotes an increasing of learners’ motivation and linguistic and pragmatic competences through the use of the L2 in different and realistic settings.

This positive view about CLIL is seen in works from authors like Pérez-Vidal & Roquet (2015), Lahuertas (2017) Rodríguez-Sabiote et al. (2018), Heine (2010) or Surmont et al. (2014) among others.

For example, Heine (2010) argues that CLIL can only bring positive effects on students’ semantic interpretations as they relate concepts of two languages.

Surmont et al. (2014) add that CLIL-students also benefit from better metalinguistic capabilities, because students are triggered by the usage of two languages that leads to a better understanding of abstract concepts.

Apart from these international studies, in the national panorama we can see other studies that support this positive view about CLIL.

For example, Ruiz de Zarobe’s (2008) carried a longitudinal study with 161 students from secondary education and from the Basque Country. In this study he compared the oral production of CLIL-students and non-CLIL-students. What he observed was a significant difference between both groups, as CLIL-students performed much better in the five

subcategories he set: (a) pronunciation, (b) vocabulary, (c) grammar, (d) fluency and (e) content. So, he concluded that the higher exposure to the foreign language in content subjects had positive effects in the students' oral production (Zarobe, 2008).

Also, in terms of attitude towards a L2, students seem to vary. Lasagabaster and Sierra (2009) explored the attitude that 287 students had towards English and their mother tongue. Again, CLIL students showed a better and more positive attitude towards the foreign language, as they had more input and more opportunities to use it.

But not all studies show benefits from CLIL and not all scholars consider it as adequate methodology. There is a big issue that the sector that rejects CLIL and any bilingual program always discuss, that is, how this bilingual education affects the mother tongue and the acquisition of contents (Pavón, 2018).

On the other hand, this program presents some weak points which are collected by Rodríguez-Sabiote et al. (2018) and Pérez-Cañado (2018):

- Lack of L2 competence on the part of some teachers;
- Need for provision of teacher training;
- Need to increase scope of student participation in exchanges;
- Availability of ICTs for the program;
- Overdependence in some cases on the textbook;
- Insufficient attention paid to cultural aspects;
- High numbers of students per class;
- Difficulties in catering to diverse levels in class;
- Need for greater levels of coordination;
- High levels of turnover among content teachers;
- Lack of availability of CLIL-specific materials.

So, these aspects indicate that there is still much to be done for the CLIL methodology to achieve its ultimate goal. Thus, as it can be extracted, CLIL does not seem to be fully nor perfectly developed in Spain and some changes should be made if bilingual education of quality is silent. Nevertheless, it really makes a difference in contrast to the traditional teaching and learning of languages, in a way that students experience a big improvement both of their linguistic and cognitive capacities, even in cases where these improvements are minor.

5. Methodology

This chapter explains the methodology that was used to carry out the experimental task proposed to analyze the way L1 Spanish learners of English as a foreign language produce and process sentential subjects. It covers four sections: section 5.1 describes the participants that took part in the study; section 5.2 describes the task itself; section 5.3 describes the data collection procedure and section 5.4 describes the codification criteria.

5.1. Participants

Thirty students from a public high school in Valladolid (Spain) took part in this study. They are all L1 Spanish learners of English as a foreign language. They are attending 4th grade of compulsory secondary education (ESO in Spanish). Their age ranges between 15 and 16 years and they have been learning English in an institutional setting at least since the age of six.

The students were subdivided into two groups depending on the type of instruction they have received. Group 1 consists of 13 participants who are following the CLIL program. These students receive four English lessons per week, plus three lessons in Geography and History and two optional periods of Information and Communication Technology (ICT) depending on the itinerary they follow. This means that these students receive between seven and nine hours per week of instruction in English. On the other hand, Group 2 consists of 17 participants who follow the traditional foreign language education. This means that they receive three English lessons per week. This information is summarized in table 6 below.

	Program	Participants	Subjects	English h/per week
Group 1	CLIL	13	English	4h
			Geography and History	3h
			ICT (optional)	2h
				TOTAL: 7-9
Group 2	Traditional	17	English	3h
				TOTAL: 3

Table 6. Summary of participants hours of instruction in English

5.2. Experimental tests

In order to study sentential subjects two different experimental tests were carried out as seen in sections: 5.2.1. a story narration task and 5.2.2. a grammaticality judgement task.

5.2.1. Story narration task

The first test is a picture sequence narration task based on MAIN (Multilingual Assessment Instrument for Narratives).

MAIN is an instrument for assessing the writing skills of children and adolescents, who are acquiring or learning one or more languages. It contains sets of four parallel stories, with a six-picture sequence (see figure 3 for an example) based on a multidimensional model of story organization (Gagarina and Topaj, n.d.).



Figure 3. Example of one set of pictures from MAIN

This tool can be used to assess the comprehension and production of narratives in different languages and in different elicitation modes: Model Story, Retelling and Telling (Gagarina & Topaj, n.d.).

5.2.2. Grammaticality Judgement Task

The second test consisted in rating several sentences according to the participants perception. For that purpose, a Grammaticality Judgement Task (GJT) was designed.

A GJT is one of the instruments used to measure the language proficiency and knowledge on grammar (Tan & Noor, 2015). However, according in Cowart (1997:7 citing Chomsky 1965), “*the act of expressing a judgement (...) is a kind of linguistic performance*” because the participants, when facing the structure, must make use of their cognitive resources to receive the signals from the given structure, process and evaluate

it, and finally organize the information and produce a response. So, at the end, they are making use of grammar knowledge (i.e., competence).

In these tests, participants are presented with a number of structures that they have to rate, by deciding whether they are grammatical or not according to a given scale. In this case, an answer sheet with the scale whose four levels were *excellent*, *very good*, *bad* and *very bad* was distributed.

GJT are also very convenient, because these tests can be passed offline (Goodall, 2021) and online with platforms such as Gorilla⁴.

To design such a test, there are some criteria that need to be followed such as the ones established by Cowart (1997), and later reviewed by Goodall, (2021). The most salient ones for this study are described below:

- Context: structures should not be presented in isolation because as most of the sentences would not be neither 100 per cent nor 0 per cent acceptable, the intermediate levels would only be comprehended in relation to other sentences (Goodall, 2021:10-11). Also, if no context is provided then the experimental items should be presented in minimum pairs to allow these participants to compare the different options (Goodall, 2021:10-11).
- Lexicalizations. These must be different although the structures should be similar, or if possible, the same. The language used must be appropriate to the participants' level, but also it should vary not to lose students' attention or interest in the test. However, it should not be presented a completely different lexicon for each structure, because this will cause that students would be unfamiliarized with all the words, and the test would result more arduous (Goodall, 2021;12).
- Counterbalancing and randomization. Structures should be counterbalanced and randomized in order. This means, that participants should not receive an excessive number of stimuli, nor these should not be presented in the order (Goodall, 2021; 13-14).
- Fillers. It is also necessary to include some filler items to avoid the repetition of the structures and thus, disinterest and the speculation about the property that is analyzed in the test. These fillers are stimuli that are not part of the factorial

⁴ Gorilla is an online experiment builder that allows to create studies through different tasks and questionnaires. <https://gorilla.sc/> (Anwyl-Irvine, Massonnié, Flitton, Kirkham & Evershed, 2018).

design, structures that have nothing to do with the property under investigation (Goodall, 2021; 16).

- Finally, it should be given a rating instrument to students. One of the most common ones is the numerical scale. This should be graded evenly, so the physical space between one level and the other is always the same. And the levels of the scale, especially the extremes of the scale must be labelled (for example, good/bad) (Goodall, 2021; 17-18).

Following these indications, the GJT designed for this study contains 56 experimental items and 38 fillers (a total of 84 structures) in the form of a dialogue. That is, first there was a prompt question that was used for the context followed by the sentence that the participants had to judge. These items were distributed in the following way:

- 14 grammatical sentences with pronominal subjects in the initial position;
- 14 ungrammatical sentences with pronominal subjects in the initial position;
- 14 grammatical sentences with pronominal subjects in subordinate clauses;
- 14 ungrammatical sentences with pronominal subjects in subordinate clauses;
- 14 grammatical fillers;
- 14 ungrammatical fillers.

5.3. Procedure

The experimental tasks (i.e., story narration and GJT) were conducted in two sessions of approximately fifty-five minutes each (one lesson). The participants were divided into two groups based on the type of instruction that they have received (i.e., CLIL or traditional) (see chapter III for more details).

As these students were underaged, a consent form was passed prior to these sessions, to inform their families about the task and the compilation of their children's data and to get their approval of participation. Once all the consent forms were obtained, the experiment was conducted.

The first task presented to both groups was the story narration. For this task four sets of sequenced pictures from MAIN were selected. Participants were asked to write the four stories based on these sequenced pictures.

Before projecting the four sets of picture sequences, an instruction session was held where the task was explained, followed by a question period in case the participants had any doubts or questions. They were allowed to ask for vocabulary, which was provided

to them in a non-inflected form (that is, no morphosyntactic information was given). The task was then projected on the smart TV which was available in the classroom. It took them about 15 min to narrate each picture sequence.

In the following session, the GJT was administered. Again, the instructions of the task were explained and once everything was clarified, a four-scale answer sheet was provided. Before presenting the task, a practice session was done to assure that the participants understood the task. After this, the task was passed.

To answer each dialogue situation, they had around 30 seconds, so the task was completed in one session, which lasted 45 minutes.

5.4. Codification

In order to analyze the data, both tasks had to be prepared for the codification.

In the case of the narration task, as the stories were anonymous, each participant was assigned a number and then the narratives were transcribed for each participant. The subjects for each picture sequence were then codified in terms of form (proper names, DPs, overt pronouns, and null pronouns) and in terms of grammaticality (grammatical and ungrammatical). There were some unclear subjects that were excluded because: (1) they use other forms, other than the ones selected for the subjects (for example, a prepositional phrase as in example (1)).

(1) In the park has got very much drea. (CLIL student#2)

The grammatical null subject category includes coordinated structures, as in example (2) and those in which students place the subject in post-verbal position, as in (3).

(2) (...) but sadly the ballon scaped and got stuck in a tree (non-CLIL student#1).

(3) appeared a fox and tried to eat (...) (CLIL student#16).

In contrast, ungrammatical null structures were classified as such when a null subject was produced with a finite verb and there was no coordination, as in example (4).

(4) The rat is on the tree because following the dog (non-CLIL student#17).

Once codified, the results were then organized and discussed in section 7.

In the case of the GJT, the codification was much more straightforward. As mentioned previously, the four-point scale rated as follows: *excellent* (4 points), *good* (3 points), *bad* (2 points) and *very bad* (1 point). The results were then calculated for each structure using a Microsoft Excel (2016) sheet. In the case where students did not provide any ratings of the give structure or their rating was unclear, these experimental items had less ratings than other structures but were equally included in the study.

In this GJT there was a rare sector of the students (2) that did not complete the whole task, leaving some answers blank. However, in order to have a more significant sample of participants, it was considered to include the other answers that participants had provided.

6. Research questions and hypotheses

This section includes the research questions and the corresponding hypotheses that have been formulated based on the research discussed in the previous chapters.

Research question#1. *What role does crosslinguistic influence play?*

Hypothesis 1. As explained in Newport et al. (2001), the proficiency level in a language depends on the age of exposure. The earlier the exposure takes place the more native-like the speaker can become.

Furthermore, in chapter 1, through Chomsky (1986), Vigliocco et al. (1996) and Holmberg (2010) it was explained how languages like Spanish and English differ regarding the Null Subject Parameter and how this was related to the verbal agreement morphology. According to some authors like Judy (2011:166) the parametric variation that these languages present is usually difficult to acquire in the first stages of language acquisition due to interlanguage and crosslinguistic influence.

So, as the participants that took part in this study have been exposed to English for at least ten years in an institutional setting, both groups of students are expected to be sensitive to the English [-null subject] parametric variation in contrast to the Spanish [+null subject] condition by showing the highest value (4) for the grammatical structures and the lowest (1) in the ungrammatical ones in the GJT and a high production of overt subjects in the narration task. However, some errors or ungrammatical constructions with null subjects in the narration task are expected, and a higher acceptance of these structures

in the GJT as a result of a negative interference caused by crosslinguistic influence from their L1 Spanish.

Research question#2. *What role does the amount of input play?*

Hypothesis 2. Based in Krashen's Input Hypothesis (1985) and the studies conducted by Paradis and Navarro's (2003), and Liceras et al. (2008) input plays a prominent role in the L2. On the other hand, as Wolff (2007) explains, CLIL students have a wider exposure to the foreign language, because the input they receive is considerably higher and it comes from diverse sources such as the teacher, native speakers, more authentic materials, etc. Thus, CLIL students are expected to perform better in both tasks (GJT and narration task), by showing more sensitivity towards grammatical and ungrammatical null subjects by (1) rating with the lowest value the null ungrammatical structures, (2) producing less ungrammatical null subjects than their non-CLIL counterparts and (3) producing a wider variety of grammatical subjects.

In contrast, as the input that non-CLIL students receive is reduced only to the English class, the performance of this group is expected to be worse in both tasks: they are likely to produce and rate with higher values ungrammatical null constructions.

Research question#3. *How does agreement influence judgement and production of null subjects?*

Hypothesis 3. As explained in Holmberg (2005) and Liceras and Fernández Fuertes (2016), Spanish bound morphemes corresponding to the verbal agreement work as [+interpretable] pronominals that have semantic content, and they act as the subject of the null-subject construction. In English, as there is poor verbal agreement, this subject function represented by the verbal morphology has to be substituted with an overt pronoun, DP or another category that can occupy the subject position.

So, based on Liceras and Fernández Fuertes (2016:10) study with bilingual children, their hypotheses regarding the cross-linguistic influence from Spanish to English will be followed to see the effects of negative crosslinguistic influence regarding agreement and the production of subjects. They claim that due to the possibility that agreement offers for Spanish to have null subjects, students may transfer this into L2 English resulting in a crosslinguistic interference. But, in Spanish subjects are also

possible to be phonologically realized. So, L1 Spanish speakers are expected to produce fewer null subjects in L2 English as a result of positive crosslinguistic influence.

Furthermore, Morales (2014) also stated that agreement features are difficult to grasp in second language acquisition. These difficulties are even more accentuated with bound morphemes, so some errors regarding the omission of the 3rd person singular marker -s are likely to be found in the narration tasks.

7. Results and discussion

This section deals with the analysis and discussion of the results obtained from the data collected. It is organized into four parts: the first three sections correspond to the three research questions and hypotheses previously explained and a section will cover an overall discussion of the results.

7.1. Research question#1. What role does crosslinguistic influence play?

In order to provide the answer to this research question, the results of the GJT will be presented first followed by the production of subjects in the narration task.

7.1.1. GJT

Hypothesis#1 predicted that although CLIL students may perform better because of the differences in input that CLIL and non-CLIL students receive (Krashen, 1985), both groups will be sensitive to the English null subjects, because of the age and years of exposure that these students had experimented (Newport et al., 2001). So, the expected results in the GJT are that they will provide the 4 value (excellent) to those grammatical structures and the 1 value (very bad) to the ungrammatical ones. However, some errors were likely to be found because of an interference caused by crosslinguistic influence (Judy, 2011).

Table 1 shows the average rating responses of CLIL students and non-CLIL students both in grammatical and ungrammatical main clauses, and grammatical and ungrammatical subordinate clauses in the GJT.

	Gram main	Ungram main	Gram sub	Ungram sub
CLIL	3	2	2	2
Non-CLIL	2.8	2.4	3	2.5

Table 7. Main scores for the GJT

Although the highest values provided by CLIL and non-CLIL students correspond to grammatical main sentences, these are lower than expected (3 for CLIL students and 2.8 for non-CLIL students).

In terms of ungrammatical main sentences, the values are also higher than it was predicted. Generally, CLIL students rated these structures around the 2 value, being 1 the expected option. In the case of non-CLIL students, the average given to this structure is 2.4, what means that some students considered these sentences grammatically correct. The fact that they perceive these ungrammatical sentences as grammatical may be due to a crosslinguistic influence from their L1 Spanish. As it has been discussed throughout this paper, Spanish allows null subjects with inflected verbs, but English does not. So, there might have been an interference resulting in an acceptance of some null subjects.

The grammatical subordinate sentences were not generally well-accepted by CLIL students, as it can be seen in the average ratings of these structures with the value 2. In the case of non-CLIL students, in this category they performed better, as they display a value 3 which is higher than the CLIL counterparts. Then, although higher values were expected in both groups, crosslinguistic influence seems to be more present in CLIL students as they judged with low values the grammatical subordinate clauses with overt subjects.

Lastly, in the ungrammatical subordinate sentences, in general, the average responses are higher than it was predicted both in CLIL and non-CLIL students, as seen with the value 2 in CLIL students and 2.5 in non-CLIL students. Then, as it happened in the grammatical main sentences, the acceptance of ungrammatical structures with null subjects may be due to a crosslinguistic influence from their L1 caused by the possibility that Spanish presents for null subjects.

So, to answer research question #1, the results have shown that crosslinguistic influence plays an important role in the students' sensitivity to null subjects and, in the case of CLIL students with overt grammatical subjects in the subordinate clauses. Negative crosslinguistic influence has been observed in ungrammatical main and subordinate clauses and in grammatical subordinate clauses in the CLIL group, in spite of the age or the years that the students have been exposed to the foreign language. What is more, this crosslinguistic influence has been seen in both CLIL and non-CLIL students with few differences. The high ratings found in the ungrammatical null subject

constructions show that there is a still influence from their L1 Spanish and the parametric variation regarding the null subjects has not been fully acquired.

7.1.2. Narration task

On the other hand, Hypothesis 1 predicted that because of the years of exposure to the foreign language and the received input, students would be sensitive to subjects by a high number of overt subjects in L2 English, the language under analysis.

So, the purpose of this analysis was to specify if crosslinguistic influence was present in the production of English subjects of CLIL and non-CLIL students. This can be seen in the amount of null ungrammatical subjects produced: a high number of this type of subjects would demonstrate that there is crosslinguistic influence from L1 Spanish into the L2 English.

The results were classified in grammatical and null ungrammatical subjects and the type of instruction that students receive to compare the production of each group in the different stories.

Production of subjects (%)								
Students	Story 1		Story 2		Story 3		Story 4	
	Gram	Null ungram	Gram	Null ungram	Gram	Null ungram	Gram	Null ungram
CLIL	100 [106]	0 [0]	96% [123]	4% [5]	100 [108]	0 [0]	99% [102]	1% [1]
Non-CLIL	99% [147]	1% [2]	97% [148]	3% [4]	100 [130]	0 [0]	99% [107]	1% [1]

Table 8. Production of subjects by CLIL and non-CLIL students in the narration task

In this case, the results of the narration task demonstrate that both CLIL and non-CLIL students barely produced any ungrammatical null subject. In this sense, there is no negative crosslinguistic influence from their L1 as it happened in the GJT, because no overproduction of ungrammatical null subjects is found.

Then, the results of the GTJ and the narration task are contradictory in relation to crosslinguistic influence. This shows that there is a big difference between what students know and what they can produce, or, in other words, between their competence and performance (Chomsky, 1965). In this case as the narration task demonstrates, the students' performance has shown that they are aware of the compulsory use of English

subjects and in most cases. In contrast, the GJT involved to recover the competence that these students possess. But the results have shown that their competence in English subjects has not been completed, especially in subordinate sentences and ungrammatical constructions, where crosslinguistic influence is more latent.

7.2. Research question#2. What role does the amount of input play?

So, recovering Krashen (1985), Surmont et al. (2014) and Wolff (2007), CLIL students are expected to have better linguistic skills and metalinguistic capacities than their non-CLIL counterparts due to the amount of input they receive and the interaction opportunities they are offered. Because of this difference in input, it may also be expected that the CLIL group has a higher proficiency level that would be seen in a better performance in both tasks.

Then, in Hypothesis#2 CLIL students were predicted to perform better in both tasks by showing more sensitivity towards the English null subjects. They were expected to rate with lower values and produce a lower number of ungrammatical structures than the non-CLIL students as well as to produce a wider variety of sentential subjects.

7.2.1. GJT

Regarding the ratings, in the previous section it was discussed that the ungrammatical structures were rated with higher values than it was expected both for main and subordinate sentences showing evidence of crosslinguistic influence. CLIL students performed slightly better than their non-CLIL counterparts, but these differences are not big: the CLIL students provided an average of 2 for main and subordinate ungrammatical sentences, whereas non-CLIL students rated with an average of 2.4 for main ungrammatical sentences and 2.5 for subordinate ungrammatical sentences. In addition, non-CLIL students performed better in subordinate grammatical sentences, as they rate these with an average of 3 in contrast to the 2 value from CLIL students. In this sense, the amount of input that students receive does not seem to play an important role in the students' performance.

However, the narration task displayed different results regarding crosslinguistic influence with ungrammatical null subjects as seen in table 8 (in the previous section) and figures 4-8 (in this section).

7.2.2. Narration task

In terms of subject variety two different analyses were carried out to see if input played a role in the students' production. First, the subjects produced by students were classified into five categories as it will be shown in figures 4-8: (1) proper nouns, (2) Determiner Phrase (DP), (3) pronouns, (4) grammatical null subjects (null gram) and (5) ungrammatical null subjects (null ungram). Secondly, an analysis of the personal pronoun subjects was carried out to see the variety that students presented as well as the gender ambiguity, to observe if they made a correct use of *he* and *she* pronouns.

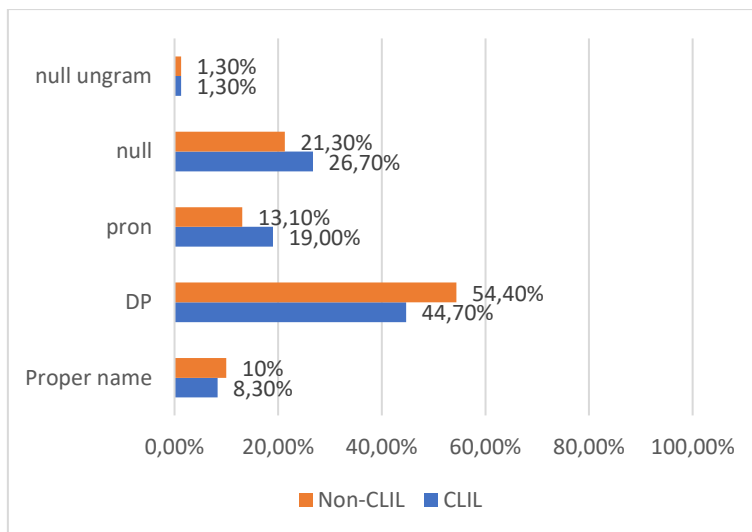


Figure 4. Overall production of subjects by CLIL and non-CLIL students

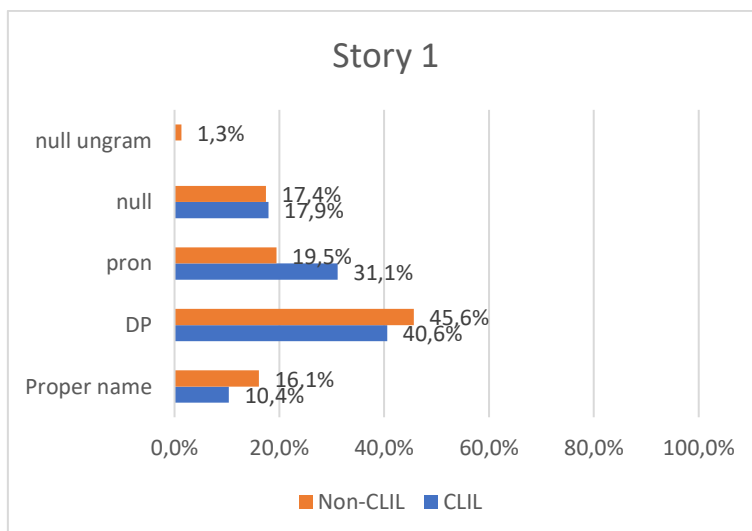


Figure 5. Production of subjects by CLIL and non-CLIL students in story

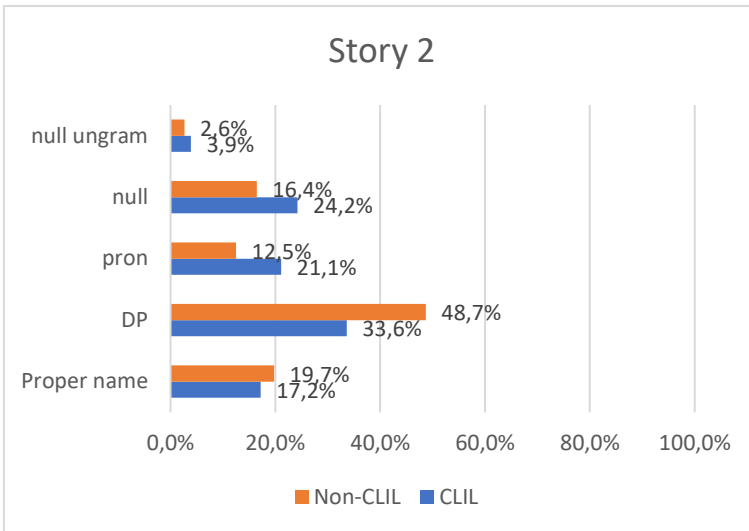


Figure 6. Production of subjects by CLIL and non-CLIL students in story 2

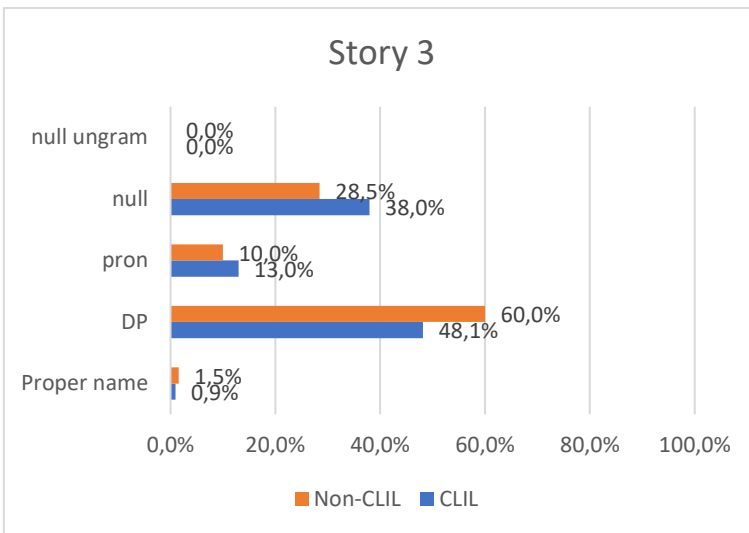


Figure 7. Production of subjects by CLIL and non-CLIL students in story 3

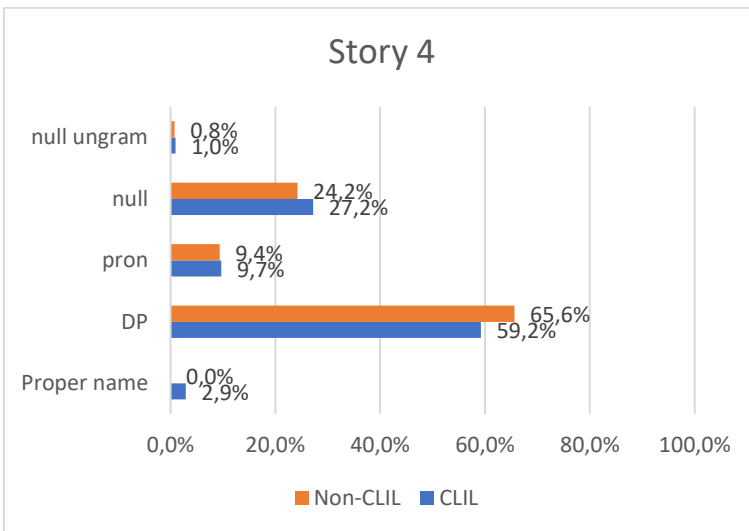


Figure 8. Production of subjects by CLIL and non-CLIL students in story 4

So, regarding the variety and quantity of sentential subjects, CLIL and non-CLIL students did not show big differences. Although it depends on the story, the highest number of subjects in both groups correspond to DPs, followed by null grammatical subjects, then pronouns and finally proper nouns. So, what can be concluded is that CLIL and non-CLIL students do not produce big differences regarding subject variety and thus, input seems not to affect subject production at this stage.

Moreover, pronominal subjects were also analyzed to see the variety displayed by students in each story. As in these stories the main characters are animals, the third person singular or plural were the most likely to be produced. The results will be seen in figures 9 to 13:

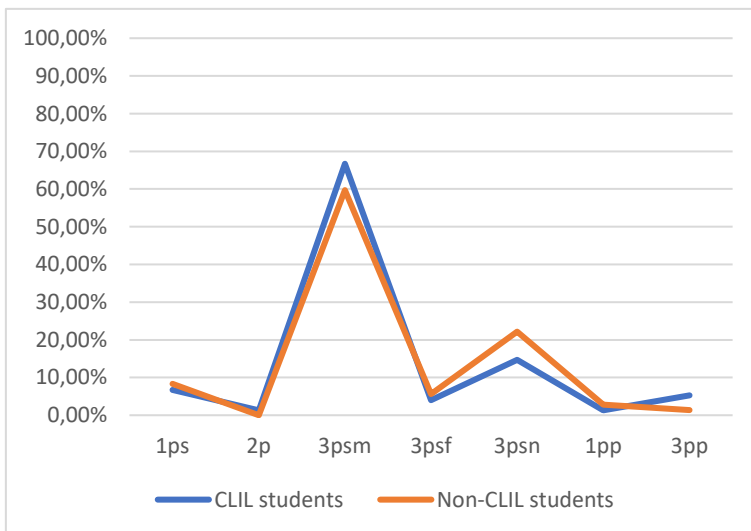


Figure 9. Overall production of personal pronoun subjects in CLIL and non-CLIL students

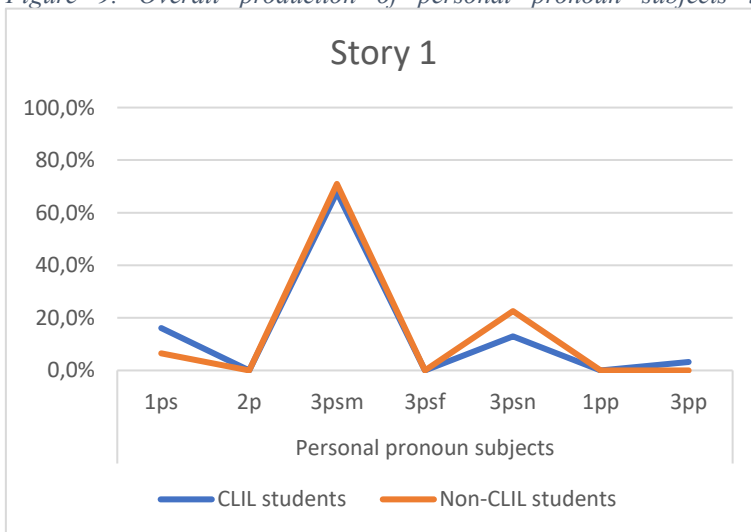


Figure 10. Production of personal pronoun subjects in CLIL and non-CLIL students in story 1

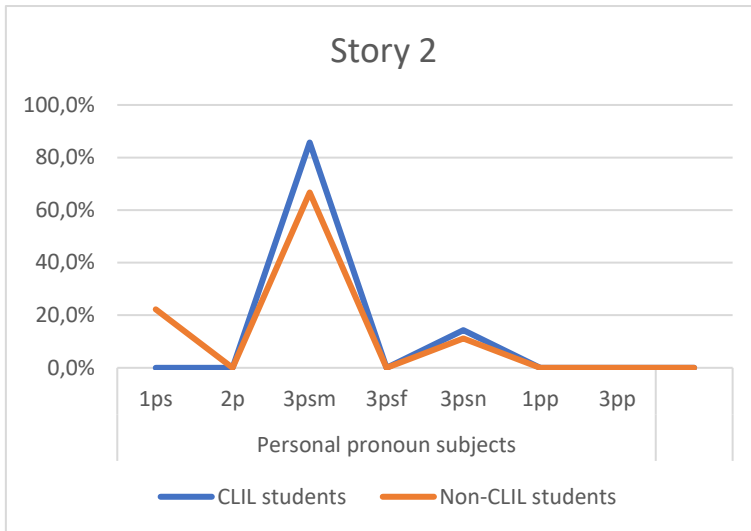


Figure 11. Production of personal pronoun subjects in CLIL and non-CLIL students in story 2

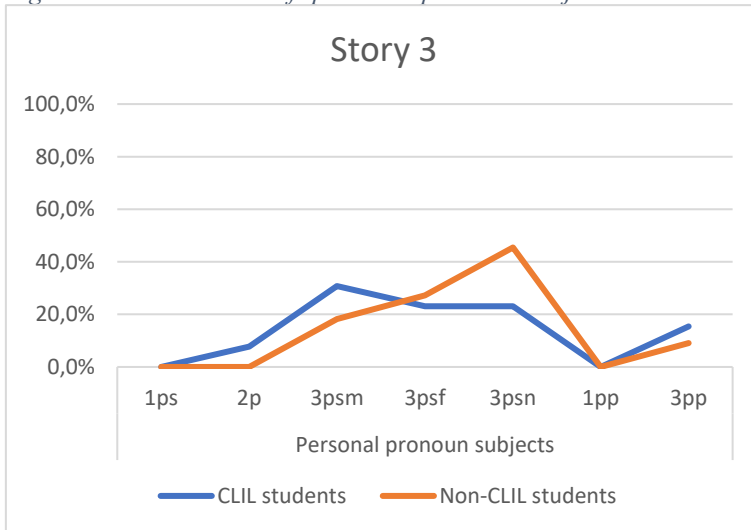


Figure 12. Production of personal pronoun subjects in CLIL and non-CLIL students in story 3

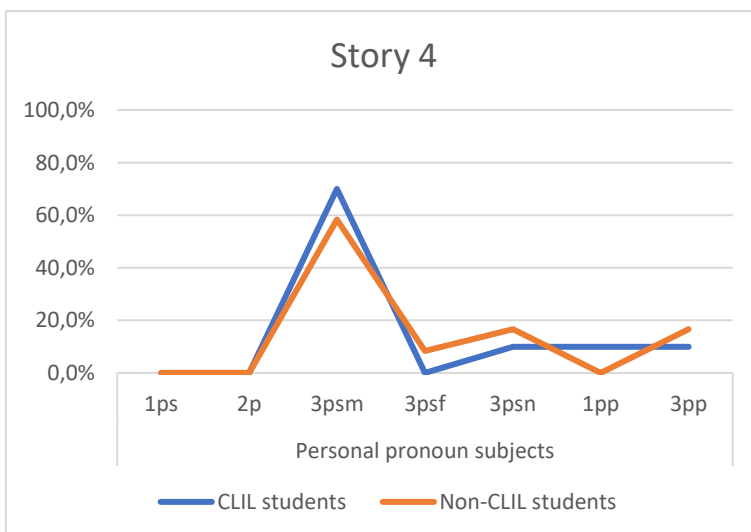


Figure 13. Production of personal pronoun subjects in CLIL and non-CLIL students in story 4

The results regarding the production of personal pronouns show that both groups of students had a clear preference for singular-person pronouns, being the third-person-singular personal pronouns the mostly used, and more specifically the masculine form *he* followed by the neuter *it*. Although there are some cases of the first-person-singular pronoun *I*, the third-person-singular pronoun *she* and the third-person-plural pronoun *they*, these are not significant if they were compared to the use of *he* or *it* in the stories. On the other hand, the use of the first-person-plural *we* (except in one case in story 4) and the second-person pronouns was inexistent. As previously commented, these results were the expected ones, because the characters in these stories are animals, and no personal implication was requested in the stories, so the first and second person pronouns were not expected.

However, what was expected is that CLIL students provide a better use of these pronouns regarding gender in those stories where a human character appeared (stories 1 and 2). In these stories, the human character is a boy, then the expected pronoun to be used is *he*. So, another analysis was carried out to compare the use of the third person singular pronouns *he* and *she* in the CLIL and non-CLIL groups.

The results show that both groups of students did not produce any feminine pronoun. Then, according to these results, CLIL and non-CLIL students are aware of gender regarding the production of [+human] subjects. Non-CLIL students did not show any difference compared to CLIL students' results, as they have shown to be equally aware of the gender features regarding [+human] subjects. Nevertheless, this is a very simple analysis where only two human subjects were displayed, so no explicit conclusions can be done. For more specific conclusion, further research is required.

According to these results, effects of CLIL, and thus, the input and the interaction opportunities that these students receive, do not seem to influence the students' judgement and production of sentential subjects. Although some differences were expected to be found between CLIL and non-CLIL students, because of the input they receive, this is not seen in these results. Despite the CLIL program might have represented an aid for the L2 acquisition and thus, the performance of some students, proficiency also may play a role as it can be seen in the non-CLIL students' results.

7.3. Research question#3. How does agreement influence the production of null subjects?

For this research question, only the narration task will be considered to carry out the analysis, because the GJT did not include any items that dealt with agreement.

7.3.1. Narration task

Students are likely to commit mistakes with 3rd person singular marker morpheme, because, as Morales (2014) states, the agreement features are difficult to grasp in the second language acquisition, especially with bound morphemes.

Because of the differences in Spanish and English regarding the agreement features, and, thus, the interpretability of agreement morphemes (Holmberg, 2005) following Liceras and Fernández Fuertes (2016) two scenarios were likely to happen: i) the Spanish null subjects will be transferred into the students' production as a result of a negative crosslinguistic influence from their L1 into their L2 and ii) as Spanish offers the phonological realization of subjects with verbal agreement, students can also produce fewer ungrammatical null subjects due to a positive crosslinguistic influence.

So, an analysis of different subject forms in relation with the verb was carried out, in order to see if the English agreement features had been acquired by students. For this purpose, the instances of *be*, *do* and *have* (as modal and lexical verbs) as well as other verbs in the 3rd person singular and in those tenses where verbal agreement is explicit (present simple and continuous, past simple (*be*), past continuous, present perfect) were collected.

In this case, the results were organized in four tables: table 9 contains the grammatical and ungrammatical production of the 3rd person singular personal pronouns with the verbs mentioned above; table 10 collects the total index of grammatical and ungrammatical agreement features with this subject type; whereas table 11 collects the grammatical and ungrammatical production of these verbs in the 3rd person singular but with DPs and proper noun subjects and table 12 collects the total index of grammatical and ungrammatical agreement features with DP and proper noun subjects.

Personal pronoun subjects									
Group	Grammatical				Ungrammatical				
	be	do	have	other verbs	be	do	have	other verbs	Total
CLIL	52,2%	0%	4,3%	26,1%	0%	0%	0%	17,4%	100%
Non-CLIL	8%	4%	4%	28%	0%	0%	4%	52%	100%

Table 9. 3rd person singular agreement with personal pronoun subjects

Personal pronoun subjects			
	Grammatical	Ungrammatical	Total
CLIL	82.6%	17.4%	100%
Non-CLIL	44%	56%	100%

Table 10. Index of grammatical and ungrammatical 3rd person singular agreement with personal pronoun subjects

DP and Proper noun subjects									
	Grammatical				Ungrammatical				
	be	do	have	other verbs	be	do	have	other verbs	Total
CLIL	38,9%	0%	1,6%	29,4%	5,6%	0%	0%	24,5%	100%
Non-CLIL	26,2%	0%	1,7%	15,6%	2,5%	0,8%	0%	53,2%	100%

Table 11. 3rd person of singular agreement with DP and Proper noun subjects

DP and Proper noun subjects			
	Grammatical	Ungrammatical	Total
CLIL	75.5%	24.5%	100%
Non-CLIL	46%	54%	100%

Table 12. Index of grammatical and ungrammatical 3rd person singular agreement with personal pronoun subjects

The results show that in spite of the years of exposure that these students have experienced, the 3rd person singular marker morpheme has not been acquired neither in CLIL students nor non-CLIL students, confirming Morales' (2014) theory.

CLIL students present a high production of grammatical structures with the verb *to be* and other verbs different from *do* and *have*, both with personal pronoun subjects and DP and proper noun subjects. In addition, the CLIL program seems to have caused

an impact in the students' performance with the agreement features, because the percentage of ungrammatical subjects that these students produced is much lower than in non-CLIL students: 17.4% vs 56% with personal pronoun subjects and 24.5% vs 54% with DP and proper noun subjects. Nevertheless, the high percentage of ungrammatical structures demonstrates that the 3rd person singular agreement has not been fully acquired by these groups of students.

What is more, non-CLIL students' results are generally worse. Their production of grammatical subjects is much lower than CLIL students' and the percentage of ungrammatical subjects is significantly higher both in personal pronoun subjects and DP and proper noun subjects. The percentage of ungrammatical structures is also very high compared to those grammatical structures: for example, the percentage of ungrammatical structures with *other verbs* is 52% (with personal pronoun subjects) and 53.2% (in DP and proper noun subjects) in contrast to the grammatical percentages (28% and 15.6%) of the same structures. So, it seems that the non-CLIL students have not fully acquired the agreement in English.

In contrast, the results of the verb *to be* display a different situation that can be compatible with Morales (2014) theory about the acquisition of agreement and bound morphemes. This verb is an irregular verb, that means that its construction is different from other verbs. In this case, to build the third person singular, instead of adding a morpheme to the verb, the verb has another root that differs from the tense in the past (*is vs was*). So, with the verb *to be*, both CLIL and non-CLIL students produced a very low percentage of ungrammatical structures, showing that a better acquisition of the agreement between the subject and the verb *to be* in the third person singular has been undergone, probably due to a positive crosslinguistic influence since all the persons are different in English.

Finally, an analysis of the production of subjects with the third person singular verbs was carried out to see how the agreement features influence the production of null subjects. The results were collected in table 13:

	CLIL students	Non-CLIL students
Grammmatical	99.32%	99.28%
Ungrammatical null subjects	0.68%	0.72%
Total	100%	100%

Table 13. Production of subjects with third person singular verbs by CLIL and non-CLIL students

Despite the ungrammatical structures that students produced with the third person singular agreement features, the results of this analysis show that, in a very high percentage of the cases (99.32% in CLIL students, and 99.28% in non-CLIL students), students produce a grammatical overt subject with third person singular verbs. In other words, whenever they produce a verb in the third person singular, in most cases, they also produce an overt subject. This means that agreement does not seem to influence null subjects. In fact, students have shown that they distinguish the English [-null subject] property with the third person singular by not producing null subjects. So, in this case, and confirming the second hypothesis of Liceras and Fernández Fuertes (2016), it can be concluded that crosslinguistic influence has had a positive effect in production of null subjects in relation to the agreement features.

7.4. Discussion

This section discusses the results obtained from the different tasks in relation to the research questions and hypotheses. Previous research studies will be taken into consideration to observe if there is any parallelism with these results.

7.4.1. Research question#1. What role does crosslinguistic influence play?

As mentioned previously, the results of the two tasks show a difference between the competence and performance of these students.

On the one hand, the results obtained from the GJT are in line with what previous studies have found (Pladevall-Ballester et al., 2023 or Mitkovska and Buzarovska 2018, among others). The results have proved that crosslinguistic influence is still very present both in CLIL and non-CLIL students. Despite the years of exposure these students have experimented, the higher values provided to ungrammatical structures demonstrate that there may have been a negative crosslinguistic influence from their L1 Spanish into their L2 English caused by the possibility that allows Spanish to have null subjects with inflected verbs. Thus, the competence on null subjects has not been completely acquired.

On the other hand, the results obtained in the narration task display that the performance of these students is much better than their judgements, which require the recovering of their knowledge on the language features. In this case, the results have shown that both CLIL and non-CLIL students produced a very high percentage of grammatical structures (near the 100% in all the stories), which involved the production of an overt subject. So, in this sense, it seems that there was not a negative crosslinguistic

influence from their L1. In fact, in Liceras and Fernández Fuertes' (2016) study of English-Spanish bilingual children, they hypothesized that the production of grammatical overt subjects in English might be due to a positive crosslinguistic influence from their Spanish, as this language also allows the phonetic realization of subjects. Then, it could also be the case in the students under this analysis.

7.4.2. Research question#2. What role does the amount of input play?

What the results of the GJT and the narration tasks have shown is that the CLIL and non-CLIL students' performance did not differ a lot. Some differences were expected between the two groups because of the differences in the input they received (Krashen, 1985; Paradis and Navarro, 2003; Liceras et al., 2008), or the interactive opportunities they are offered (Wolff, 2007; Surmont et al., 2014). However, this was not seen in the results. They present many similarities in the ratings and production of grammatical and ungrammatical subjects, the variety of subjects or the use of personal pronoun subjects. So, based on these results, it can be concluded that input has not played a role in these stages of language acquisition.

7.4.3. Research question#3. How does agreement influence the production of null subjects?

As it has been explained, Spanish and English present a high difference regarding agreement features that also affects the understanding and production of subjects. The results of the agreement analysis have provided two lines of discussion.

First, as it was predicted following Morales (2014), both CLIL and non-CLIL students produce a high percentage of ungrammatical structures regarding the 3rd person singular marker morpheme. This means that when they had produced a 3rd person singular subject, they frequently omit the 3rd person singular marker morpheme, resulting in an ungrammatical structure. However, in this case, the percentage of ungrammatical structures was much higher in non-CLIL students, as it can be seen in tables 9-12. So, input and the years of exposure seem to have played a role for this particular feature.

On the other hand, in order to see how the agreement affected the production of subjects, another analysis was carried out. In this, the production or omission of subjects was analyzed in relation to the production of the 3rd person singular marker morpheme. These results are in line with Liceras and Fernández Fuertes' (2016) findings, as they have shown that both CLIL and non-CLIL students produced an overt subject whenever they

produce a verb in the third person singular, which may be caused by a positive crosslinguistic influence through the transfer of the Spanish agreement features.

8. Didactic proposal

The following didactic proposal was designed to reinforce what has been explained in the theoretical background and the results obtained in the analysis. It is intended for two groups of the 4th year of Compulsory Secondary Education: one CLIL group and one non-CLIL group. The activities will be the same for the two groups as the level and input can be easily adapted. These could also be addressed to lower levels as well to begin to reinforce these contents at an earlier age.

The proposal is mainly focused on written expression to make the students aware of the main errors they commit with the production of subjects and verbal agreement. However, after they have reviewed the subject and agreement rules, they are expected to transfer what they have learned to their oral expression. Present tenses will be reinforced, although some past tenses might be worked as well.

To review these contents, implicit instruction will be used. The reason why this was chosen instead of explicit instruction is because students at this stage of language acquisition have already been told to use subjects and the third person singular verbal agreement. Thus, the purpose of this implicit instruction is that students recover the previous knowledge and the metalinguistic features of the English language through a writing task. In this sense, group work also gains a great importance as students will build and assess the final product together and they can help each other in the process. This final product will be on the one hand a collective story that students will build progressively in groups and, on the other hand, a kind of this story review that students will present orally. Then the Task-based and the Progress approaches will be followed.

So, the didactic proposal covers 6 sessions of 50 minutes each that will convey different activities and skills.

It is based on Real Decreto 217/2022, 29th of March, which establishes the organization and minimum teachings of Compulsory Secondary Education and Decreto 39/2022, 29th of September, which establishes the organization and curriculum of Compulsory Secondary Education in the Community of Castilla y León. From these,

some general objectives were selected in relation to the subject of English as a foreign language (Real Decreto 2017/2022, 29th March: 41576):

- a) Assume their duties responsibly, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among individuals and groups, to practice dialogue, strengthening human rights as common values of a pluralistic society, and to prepare for the exercise of democratic citizenship.
- b) Develop and consolidate habits of discipline, study and individual and team work as a necessary condition for an effective performance of learning tasks and as a means of personal development.
- g) Develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learning to learn, plan, make decisions and assume responsibilities.
- i) Understand and express oneself in one or more foreign languages in an appropriate manner.

In addition, some basic knowledge for the 3rd and 4th year of Compulsory Secondary Education was selected to work with during these sessions (Real Decreto 2017/2022, 29th March: 41720-41721):

A. COMMUNICATION

- A1. Self-confidence. The error as a tool for improvement and repair proposal.
- A2. Basic strategies for planning, execution, control and repair of comprehension, production and coproduction of oral, written and multimodal texts.
- A4. Basic communicative functions appropriate to the communicative domain and context: greetings, farewells, introductions and introductions; describing people, objects and places; placing events in time; placing objects, people and places in space; asking for and exchanging information on everyday matters; giving and asking for instructions and orders; offering, accepting and refusing help, propositions or suggestions; partially expressing taste or interest and basic emotions; narrating past events, describing present situations and stating future events; expressing opinion, possibility, ability, obligation and prohibition.

A7. Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and nearby environments, leisure and free time, daily life, health and physical activity, housing and home, climate and natural environment, information and communication technologies.

A10. Basic conversational conventions and strategies, in a synchronous or asynchronous format, to initiate, maintain and end communication, take and yield the floor, asking and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborate, debate, etc.

B. MULTILINGUALISM:

B3. Basic strategies and tools for self-evaluation and co-evaluation, analog and digital, individual and cooperative.

B4. Commonly used vocabulary and expressions to understand statements about communication, language, learning and communication and learning tools (metalinguage).

C. INTERCULTURALITY

C1. The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for personal enrichment.

The key competences that will be worked in this proposal are a) competence in linguistic communication, b) multilingual competence, e) personal, social and learning to learn competence and g) entrepreneurial competence. Also, throughout the sessions the specific competences 2, 3 and 5 (related to interaction, expression and increasing linguistic knowledge) will be assessed with the assessment criteria 1.3., 2.2., 3.2. and 5.3 which were adapted from this didactic proposal (Decreto 39/2022, 29th September: 49287-49288):

1.3 Selects, organizes, and applies the most appropriate strategies and knowledge in each communicative situation in order to understand the general meaning, the essential information and the most relevant and the most relevant details of texts; inferring meanings and interpreting non-verbal elements; and seeking, selecting and managing truthful information.

1.3.1. Selects, organizes and applies the most appropriate strategies and knowledge in each communicative situation to understand the general meaning and the essential information of texts.

1.3.2. Infers meaning and interprets non-verbal elements.

2.1. Orally expresses short, simple, structured, comprehensible texts, appropriate to the communicative situation, about every day and frequent matters, of relevance to the students, in order to describe on specific topics, in different media, using guided verbal and non-verbal resources, as well as strategies for planning and controlling production.

2.1.1. Orally expresses a short, simple, structured, comprehensible review of the story.

2.1.2. Uses strategies for controlling the presentation: he/she opens and closes the presentation appropriately, adjust to the time, the speech has a suitable speed and rhythm.

2.2. Organizes and write short comprehensible texts with clarity, coherence, cohesion and appropriateness to the proposed communicative situation, following established guidelines, through analogical and digital tools, on daily and frequent issues of relevance for the students.

2.2.1. Organizes and writes a clear, coherent and cohesive text.

2.2.2. Produces a text that follows the guidelines and is appropriate to the communicative situation.

3.2. Selects, organizes, and uses in a guided manner and in close settings appropriate strategies for initiating, maintaining, and ending communication, taking and yielding the floor and requesting clarification.

3.2.1. Uses appropriate strategies to initiate, maintain and end communication to discuss the main points and organization of the story.

3.2.2. Makes questions and requests clarification after other classmates' presentations.

5.3 Identifies and records, following models, learning progress and difficulties in foreign language learning, selecting in a guided way the most effective strategies to overcome

and progress in learning, carrying out self-assessment activities, such as those proposed in the European Language Portfolio activities (ELP) or in a learning diary.

5.3.1. Identifies the main difficulties in the learning progress and selects the most effective strategies to overcome them and progress in learning.

5.3.2. Identifies other classmates' difficulties and comments on the aspects that should be improved.

To conclude, this didactic proposal would be evaluated within the continuous assessment, inside the writing and speaking parts. Students will get a maximum of 1 point in the final mark: 0.5 for the story and 0.5 for the review and oral presentation (0.25 each). To evaluate them, a rubric with all the specific evaluation criteria was elaborated (see Appendix 1).

Stage: 4 th grade Compulsory Secondary Education					
Timing: 6 sessions					
Key competences:			Specific competences:		
a			1		
b			2		
e			3		
g			5		
Basic knowledge:					
A1, A2, A4, A7, A10					
B3, B4					
C1					
Assessment criteria:					
1.3., 2.1., 2.2., 3.2., 5.3.					
Activities:					
Session 1	Session 2		Session 4	Session 5	Session 6
Explanation of the final task	Who, where, when?	Session 3	Group correction of errors	Building of presentations	Oral presentations
Brainstorming	Describing characters, place, time	Fragment writing	Summary of the story to build the review	Oral presentation preparation	Best story with feedback
Building a story in 2'	Group planning of the story structure and plot	Building the story all together			
Reading and voting the stories					

SESSION 1		
Specific competences: 1 2 3 5		Specific assessment criteria: 1.3.1., 1.3.2. 2.2.1., 2.2.2. 3.2.1. 5.3.2.
Basic knowledge: A1, A2, A4, A7 B4 C1		
Activities	Specific competences	Specific assessment criteria
Explanation of the final task	1	1.3.1
Brainstorming	1	1.3.2.
Build a story in 2'	2	2.2.1., 2.2.2.
Reading and voting the stories	5	5.3.2.

SESSION 1 - Activity 1. Explanation of the final task			
Type:	Timing:	Classroom management:	Resources:
Introductory	10 minutes	Individual activity	Projector and screen Printed instructions (one per group=5)
Description: Students will be explained what they will have to do for the final task. First, they will have to write a story in groups from a given prompt. Secondly, from this story, they will have to create a kind of review in which they include a summary of the story, some information about the characters and place where the story occurs. Then, they will have to prepare a presentation to present this review in front of the class in Session 6.			

SESSION 1 - Activity 2 Brainstorming			
Type:	Timing:	Class management:	Resources:
Warm up	10-15 minutes	Group activity (5 groups of 4 people)	Computers/tablets/phones
Description: In this activity, some pictures related with the space will be projected to work with this vocabulary. Then, students will be asked to observe these pictures and memorize as many items as possible. They cannot write them down. After that, they will have to go to Mentimeter, type the code and write as many items as they remembered.			

SESSION 1 - Activity 3 Build a story in 2'			
Type:	Timing:	Class management:	Resources:
Warm up/reinforcement	15 minutes	Individual/group activity	Writing sheet with the prompt Writing materials
<p>Description: Students will be given a writing worksheet with the following prompt: <i>Imagine you are walking happily but, suddenly you hear a loud noise near you. Something has crushed to the ground. You get closer and...A spaceship is in front of you!</i></p> <p>They will be asked to read it in groups. Then they will be explained that each group will have to continue the story. However, they will have to do it by turns. So, they will have to assign a number to each student in the group. Each student will have 3 minutes to continue the story from the point where their peer left off. When the 3 minutes pass, the story will be passed to other classmate, and so on until all the members of the group have written their part. What is more, the last student will have to conclude the story.</p>			

SESSION 1 - Activity 4 Reading and voting the stories			
Type:	Timing:	Class management:	Resources:
Closure	10 minutes	Seated in the same 5 groups of 4 people but 1 reader per group.	Worksheet where they have written the story.
<p>Description: After writing all the stories, students will be asked to choose one reader per group. This reader will read the story aloud to the whole class. After all the stories are read, each group will vote the best story providing a reason why they have chosen that.</p>			

SESSION 2		
Specific competences:	Specific assessment criteria:	
2	2.2.1., 2.2.2.	
3	3.2.1.	
5	5.3.1., 5.3.2.	
<p>Basic knowledge: A1, A2, A4, A7, A10 B4 C1</p>		
Activities	Specific competences	Specific assessment criteria
Who, where, when?	2 3	2.2.1. 3.2.1.
Describing characters, place, time	2 5	2.2.1., 2.2.2. 5.3.1., 5.3.2.

Group planning of the story structure and plot	3	3.2.1.
--	---	--------

SESSION 2 - Activity 1 Who, where, when?			
Type:	Timing:	Class management:	Resources:
Introductory/warm up activity	10 minutes	Group activity	Questions sheet Writing materials
<p>Description: Students will be given a sheet with a series of questions they have to answer. Some examples are:</p> <p>Characters:</p> <ul style="list-style-type: none"> - Who are/were you with? - Is/was anyone in the scene? - Do/Did you visit anyone for help? <p>Time</p> <ul style="list-style-type: none"> - When does the story take place? - Is it based on the present or the past? - Is it based on nowadays or in an ancient age? - Does the story occur in the morning, afternoon or at night? <p>Place</p> <ul style="list-style-type: none"> - Where are/were you? - Are there many people around you? - Is it an isolated place? <p>Students must answer these questions and think about how they can include this information in their story.</p>			

SESSION 2 - Activity 2 Describing characters, place, time			
Type:	Timing:	Class management:	Resources:
Reinforcement	30 minutes	Group activity	Writing materials
<p>Description: So, with the answers of the previous activity, students will have to talk and organize the information to make a short description of the main characters, the space where the action occurs and the time when it happens. Then they can start writing these parts all together to build the review.</p>			

SESSION 2 - Activity 3 Group planning of the story structure and plot			
Type:	Timing:	Class management:	Resources:
Closure	10 minutes	Group activity	None
<p>Description: Some minutes will be left for them to think about the plot and structure of the story, for them to plan how to organize it and divide the work.</p>			

SESSION 3		
Specific competences: 2 3 5		Specific assessment criteria: 2.2.1., 2.2.2. 5.3.2.
Basic knowledge: A1, A2, A4, A7, A10 B3, B4 C1		
Activities	Specific competences	Specific assessment criteria
Fragment writing	2	2.2.1., 2.2.2.
Building the story all together	2	2.2.1.
	3	3.2.1.
	5	5.3.2.

SESSION 3 - Activity 1 Writing fragments			
Type:	Timing:	Class management:	Resources:
Reinforcement	25 minutes	Individual activity	Writing sheet with the prompt
Description: After assigning a story's section to all members of the group, each member must write their fragment that must have between 80-100 words.			

SESSION 3 - Activity 2 Building the story all together			
Type:	Timing:	Class management:	Resources:
Closure	25 minutes	Group activity	Writing sheet Writing materials
Description: Then, all the members of the group will have to read the fragments of their classmates to join them coherently and cohesively and correct the possible mistakes. They will have to discuss the best organization and the necessary changes that they may have to make to present the best version.			

SESSION 4		
Specific competences 1 2 5		Specific assessment criteria 1.3.1. 2.2.1., 2.2.2. 5.3.1., 5.3.2.
Basic knowledge A1, A2, A4, A7, A10 B3, B4 C1		
Activities	Specific competences	Specific assessment criteria

Group correction of errors	5	5.3.1., 5.3.2.
Summary of the story to build the review	1 2	1.3.1. 2.2.1., 2.2.2.

SESSION 4 - Activity 1 Group correction of errors			
Type:	Timing:	Class management:	Resources:
Warm up	10-15 minutes	Group activity	Story sheet
Description: Students will have time to revise their writings and correct the errors before giving the final version to the teacher. They will be free to ask any doubt to improve their writings.			

SESSION 4 - Activity 1 Summary of the story to build the review			
Type:	Timing:	Class management:	Resources:
Reinforcement	35-40 minutes	Group activity	Story sheet Writing materials
Description: Then students will have to write the final piece that is a summary of the story they have created to include it in the review. This must have between 80 and 100 words and must include the most relevant aspects of the story, without spoiling anything or telling the end.			

SESSION 5		
Specific competences:	Specific assessment criteria:	
1 2	1.3.1. 2.2.1., 2.2.2. 5.3.1., 5.3.2.	
Basic knowledge: A1, A2, A4, A7, A10 B4 C1		
Activities	Specific competences	Specific assessment criteria
Building of presentations	1 2	1.3.1. 2.2.2.
Oral presentation preparation	2 5	2.2.1. 5.3.1., 5.3.2.

SESSION 5 - Activity 1 Building of presentations			
Type:	Timing:	Class management:	Resources:
Reinforcement	30 minutes	Group activity	Computers/tablets
Description: During this session students will have time to build the oral presentation. They will use computers or tablets if these are available, or they can use the computer lab.			

SESSION 5 - Activity 2 Oral presentation preparation			
Type:	Timing:	Class management:	Resources:
Closure	20 minutes	Group activity	Computers/tablets
Description: After that, students will be left extra time to prepare the oral presentation: prepare the input, organize the order of the speakers, practice the presentation, etc.			

SESSION 6		
Specific competences: 2 3 5	Specific assessment criteria: 2.1.1., 2.1.2. 3.2.1., 3.2.2. 5.3.2.	
Basic knowledge: A1, A2, A4, A7, A10 B3, B4 C1		
Activities	Specific competences	Specific assessment criteria
Oral presentations	2	2.1.1., 2.1.2.
Best story with feedback	3 5	3.2.1., 3.2.2. 5.3.2.

SESSION 6- Activity 1 Oral presentations			
Type:	Timing:	Class management:	Resources:
Relax	Around 8 minutes per group (total 35 minutes)	Group activity	Projector Screen Presentation
Description: Students will have to present their review of their story in which they must include a description of the location, when the story takes place and a description of the main characters.			

SESSION 6 - Activity 1 Best story with feedback			
Type:	Timing:	Class management:	Resources:
Closure	15 minutes	Group activity	Sheet Writing materials
<p>Description: After all the presentations are finished, students will be asked to evaluate the other classmates' performance by writing down 2 positive comments of their presentation, and 1 aspect that they should improve. They will do the same with all groups. When they conclude, the teacher will ask them to comment group by group one group's performance, and so on until they have co-evaluated all the groups. At the end, they will vote the best review. Once the teacher finishes correcting the stories 15 minutes of the following session can be dedicated to reading these stories.</p>			

9. Conclusions

In conclusion, this dissertation has investigated the competence and performance of L1 Spanish learners of L2 English in both CLIL and non-CLIL settings with a specific regard to the syntactic construction of sentential subjects. The analysis has focused on examining the impact of input and crosslinguistic influence through two experimental tasks. A didactic proposal was also presented to try to reinforce and overcome the difficulties displayed in the results.

For that purpose, three research questions have been formulated: 1) What role does crosslinguistic influence play? 2) What role does the amount of input play? And 3) How does agreement influence judgement and production of null subjects?

First, regarding research question#1, on the one hand, the results of the GJT have shown that in spite of the years of exposure that CLIL and non-CLIL students have experimented, negative crosslinguistic influence is still latent in their judgements of sentential subjects. Then, hypothesis#1 is rejected, because both groups of students did not show the sensitivity towards sentential subjects that was expected. This can be due to the differences in the parametric variation that Spanish and English displayed, being Spanish a [+null subject] language and English [-null subject] language, so that students seem to transfer the Spanish null subjects into their L2 English. On the other hand, the narration task has demonstrated that students' L1 Spanish may have a positive effect on the students' performance as seen in the high percentage of grammatical sentential subjects produced by both CLIL and non-CLIL students. These results indicate that there

is a difference between production (performance) and the knowledge (competence) in the case of these participants.

Secondly, in relation to the role of input, it has been discussed that the amount of input, and consequently the CLIL program, did not have a big impact in the students' competence and performance as seen in both tasks, because the results for both groups were similar with few exceptions in which CLIL students performed slightly better. So, hypothesis#2 is rejected, because CLIL students did not display the differences that were expected compared to non-CLIL students.

Finally, regarding the research question#3, although students persist on making mistakes with the 3rd person singular marker, as it was expected following Morales (2014), in this case, CLIL students performed much better than their non-CLIL peers. In addition, both groups of students have shown that the agreement features positively influence the production of subjects; they have shown that whenever they produce a verb in the 3rd person singular, they also produced a grammatical overt subject. Then hypothesis#3 is confirmed because in spite of the mistakes, their L1 Spanish may have been a facilitator for the production of subjects.

So, a didactic proposal is presented and designed for both CLIL and non-CLIL to reinforce the production of subjects as well as the verbal agreement in English. This will be done through a writing workshop which aims to promote the group work to review these contents and overcome the difficulties together. Students were also expected to transfer this work to their oral skills. That is why they are also asked to prepare an oral presentation to demonstrate that these English properties have been reinforced and learned.

To sum up, these results have demonstrated that the parametric variation that Spanish and English present regarding sentential subjects has not been completely acquired neither by CLIL and non-CLIL students. Also, although the former group was expected to perform better, because of the higher quantity of input they receive, the difference between both groups were not remarkable.

Finally, some areas of improvement should be taken into consideration for future research. For instance, the GJT's conditions could be widened to cover other linguistic properties such as the 3rd person singular marker presented in this dissertation. In that way it could be analyzed to what extent this English property is present in the students' competence at this learning stage. On the other hand, in the narration task other pictures

with more human characters could be presented to analyze gender with personal pronoun subjects and see if this property has truly been acquired.

In addition, it could be interesting to analyze CLIL in other areas of Castile and León and Valladolid, to see if there are differences in the way they develop the program, the students' results or the variables that may affect the course of CLIL. These variables could be the students' interest or degree of motivation towards the English language, the socioeconomic status, the context, etc. Students of different proficiency levels or other academic stages could be tested as well to see if these difficulties are present in earlier levels or stages. Thus, the main problems could be treated earlier and different tasks could be designed to reinforce the acquisition that should result in higher proficiency in the foreign language.

10. References

- Bohnacker, U., & Gagarina, N. (2020). Introduction to MAIN–Revised, how to use the instrument and adapt it to further languages. *ZAS Papers in Linguistics*, 64, 13-21.
- Castilla y León, Junta de. (2023). “Secciones Bilingües 2022-23.” <https://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/programasbilingues-secciones-linguisticas/secciones-bilingues>
- Castilla y León, Junta de. n.d. “Organización de Materias y Distribución Del Horario Semanal.” <https://www.educa.jcyl.es/es/informacion/sistema-educativo/educacion-secundariaobligatoria/ordenacion-etapa/organizacion>
- Castilla y León, Junta de. n.d. “Programa Secciones Lingüísticas.” <https://www.educa.jcyl.es/dpsegovia/es/area-programas-educativos-p/idiomas-bilinguismo-internacionalizacion/programa-secciones-bilingues>
- Chomsky, N. (1965). Aspects of the theory of syntax Cambridge. *Multilingual Matters: MIT Press*, 1-15.
- Chomsky, N., Gallego, Á. J., & Ott, D. (2019). Generative grammar and the faculty of language: Insights, questions, and challenges. *Catalan Journal of Linguistics*, 229-261. <https://doi.org/10.5565/rev/catjl.288>
- Cowart, W. (1997). *Experimental syntax: Applying objective methods to sentence judgements*. SAGE Publications.
- Coyle, D., Hood, P., & Marsh, D. (2010). 1. A window on CLIL. Cambridge University Press. 1-10. <https://oxico.sk/lg/aj/assets/ukazky/clil.pdf>
- Dąbrowska, E. (2015). What exactly is Universal Grammar, and has anyone seen it?. *Frontiers in psychology*, 6, 852. <https://doi.org/10.3389/fpsyg.2015.00852>
- Dallinger, S., Jonkmann, K., Hollm, J., & Fiege, C. (2016). The effect of content and language integrated learning on students' English and history competences–Killing two birds with one stone?. *Learning and instruction*, 41, 23-31. <http://dx.doi.org/10.1016/j.learninstruc.2015.09.003>
- Dalton-Puffer, C. (2002). Content and language integrated learning in Austrian classrooms: applied linguistics takes a look. *VIEWS II*, 1, 4-26.

- DECRETO 38/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación primaria en la Comunidad de Castilla y León (2022). *Boletín Oficial de Castilla y León*, de 30 de Septiembre, 48849.
- DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León (2022). *Boletín oficial de Castilla y León*, 190, de 30 de Septiembre, 49256-49330.
- Goodall, G. (Ed.). (2021). *The Cambridge handbook of experimental syntax*. Cambridge Handbooks in Language. Cambridge University Press.
- Goris, J., Denessen, E., & Verhoeven, L. (2019). Effects of content and language integrated learning in Europe A systematic review of longitudinal experimental studies. *European Educational Research Journal*, 18(6), 675–698. <https://doi.org/10.1177/1474904119872426>
- Guadamillas, M. V., & Alcaraz Mármol, G. (2018). Legislación en Enseñanza Bilingüe: Análisis en el Marco de Educación Primaria en España. *Multiárea. Revista de Didáctica*, 9, pp 82-103. <https://doi.org/10.18239/mard.v0i9.1528>
- Haznedar, B. (2007). Crosslinguistic influence in Turkish-English bilingual first language acquisition: The overuse of subjects in Turkish. In *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA)* (Vol. 124, p. 134). Somerville, MA: Cascadilla Proceedings Project.
- Heine, L. (2010). Problem solving in a foreign language. A study in CLIL. Berlin: Gruyter. <https://doi.org/10.1515/9783110224467>
- Heras, A. & Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. *Language Teaching Research*, 19(1), 70–88.
- Holmberg, A. (2005). Is there a little pro? Evidence from Finnish. *Linguistic inquiry*, 36(4), 533-564.
- Holmberg, A. (2010). Null Subject Parameters. *Parametric variation: null subjects in minimalist theory*. Cambridge University Press. 88-124.

- Hoque, M. E. (2020). Noam Chomsky's Contribution to Second Language Acquisition: A Reflection on the Universal Grammar Theory. *The EDRC Journal of Learning and Teaching*, 6(3).
- Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic influence in language and cognition*. Routledge.
- Judy, T. (2011). L1/L2 parametric directionality matters: More on the null subject parameter in L2 acquisition. *EuroSLA Yearbook*, 11(1), 165-190. [10.1075/eurosla.11.10jud](https://doi.org/10.1075/eurosla.11.10jud)
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Addison-Wesley Longman Limited.
- Lahuerta, A. (2017). Analysis of the effect of CLIL programmes on the written competence of secondary education students. *Revista de Filología de La Universidad de La Laguna*, (35), 169-184. <https://www.ull.es/revistas/index.php/filologia/article/view/686/422>
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching*, 5(1), 3-18.
- Lasagabaster, D., & de Zarobe, Y. R. (Eds.). (2010). *CLIL in Spain: Implementation, results and teacher training*. Cambridge Scholars Publishing.
- Lasagabaster, D., & Sierra, J. M. (2009). Language attitudes in CLIL and traditional EFL classes. *International CLIL research journal*, 1(2), 4-17.
- Liceras, J. M., & Fernández Fuertes, R. (2016). Subject omission/production in child bilingual English and child bilingual Spanish: The view from linguistic theory. *Probus*, 31(2), 245-278. <https://doi.org/10.1515/probus-2016-0012>
- Liceras, J. M., Fernández Fuertes, R., & Pérez-Tattam, R. (2008). Null and overt subjects in the developing grammars (L1 English/L1 Spanish) of two bilingual twins. *A portrait of the young in the new multilingual Spain*, 9, 111-134.
- Liceras, J. M., Fernández Fuertes, R., & de la Fuente, A. A. (2011). Overt subjects and copula omission in the Spanish and the English grammar of English-Spanish bilinguals: On the locus and directionality of interlinguistic influence. *First Language*, 32(1-2), 88-115.
- MacWhinney, B. (2000). *The Childes project. Tools for analyzing talk. The database.II*. Mahwah, NJ: Lawrence Erlbaum.

- Madrid Fernández, D., Ortega-Martín, J. L., & Hughes, S. P. (2019). CLIL and language education in Spain. *Content and Language Integrated Learning in Spanish and Japanese Contexts: Policy, Practice and Pedagogy*, 11-35.
- Medina, J. (2015). Tense and agreement markers in the interlanguage of Spanish learners of English. *Revista De Lenguas Para Fines Específicos*, 21(1), 109-131. <https://doi.org.10.20420/rlfe.2015.0006>
- Méndez García, M. C. (2012). The potential of CLIL for intercultural development: a case study of Andalusian bilingual schools. *Language and Intercultural Communication*, 12(3). <https://doi.org/10.1080/14708477.2012.667417>
- Mitkovska, L., & Bužarovska, E. (2018). Subject pronoun (non) realization in the English learner language of Macedonian speakers. *Second Language Research*, 34(4), 463-485. <https://doi.org/10.1177/0267658317747925>
- Morales, A. (2014). Production and comprehension of verb agreement morphology in Spanish and English child L2 learners: Evidence for the effects of morphological structure (Publication number 20442195) [PhD dissertation, University of Illinois]. IDEALS. <http://hdl.handle.net/2142/49565>
- Paradis, J., & Navarro, S. (2003). Subject realization and crosslinguistic interference in the bilingual acquisition of Spanish and English. *Journal of Child Language*, 30(2), 371–393.
- Pavón, V. (2018). La controversia de la educación bilingüe en España. *Revista Tribuna Norteamericana*, (26), 20-27.
- Pérez Cañado, M. L. (2018). CLIL and pedagogical innovation: Fact or fiction?. *International Journal of Applied Linguistics*, 28(3), 369-390.
- Pérez-Vidal, C., & Roquet, H. (2015). CLIL in context: Profiling language abilities. *Content-based language learning in multilingual educational environments*, 237-255.
- Pladevall-Ballester, E., Puig-Mayenco, E., Tubau, S., & Capdevila, M. (2022). Asymmetries in child foreign language acquisition: production and interpretation of L2 English subjects. *Revista Electrónica de Lingüística Aplicada*, 21(1), 40-57. <https://doi.org/10.58859/rael.v21i1.496>

- Portal de Educación Junta de Castilla y León (n.d.) Secciones bilingües 2021-2022. <https://www.educa.jcyl.es/es/temas/idiomas-bilinguismo/programas-bilingues-secciones-linguisticas/secciones-bilingues>
- Posio, P. J. (2018). Properties of pronominal subjects. *The Cambridge handbook of Spanish linguistics*. Cambridge University Press, 286-306. <https://doi.org/10.1017/9781316779194.014>
- Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (2022). Boletín Oficial del Estado, 76, Sec. I, de 30 de marzo de 2022, 41571-41789.
- Ringbom, H., & Jarvis, S. (2009). The importance of cross-linguistic similarity in foreign language learning. *The handbook of language teaching*. Wiley Blackwell, 106-118.
- Rodríguez, L. M. G., & Puyal, M. B. (2012). Promoting intercultural competence through literature in CLIL contexts. *Atlantis*, 34(2), 105-124.
- Rodríguez-Sabiote, C., Madrid, D., Ortega-Martín, J. L., & Hughes, S. P. (2018). 11. Resultados y conclusiones sobre la calidad de los programas AICLE en España. *Ortega-Martín, JL, Hughes. SP, & Madrid, D. (Eds.), Influencia de la política educativa en la enseñanza bilingüe*, 141-160.
- Ruiz de Zarobe, Y. (2008). CLIL and foreign language learning: A longitudinal study in the Basque Country. *International CLIL Research Journal*, 1(1), 60-73.
- Smith, M. S., & Kellerman, E. (1986). Crosslinguistic influence in second language acquisition: An introduction. *Crosslinguistic Influence in Second Language Acquisition*. Pergamon., 1-5.
- Surmont, J., Van de Craen, P., Struys, E., & Somers, T. (2014). Evaluating a CLIL student: Where to find the CLIL advantage. In *Integration of theory and practice in CLIL* (pp. 55-72). Brill. https://doi.org/10.1163/9789401210614_005
- Tan, B. H., & Izzati, N. (2015). Grammaticality judgement test: Do item formats affect test performance? *Pertanika Social Sciences & Humanities*. 23 (S), 119-130.

- Van Kampen, J. (2006). Subjects and the (Extended) Projection Principle. In *Encyclopedia of Language & Linguistics*. Elsevier Science. 242-248.
- Vigliocco, G., Butterworth, B., & Garrett, M. F. (1996). Subject-verb agreement in Spanish and English: Differences in the role of conceptual constraints. *Cognition*, 61(3), 261-298.
- White, L. (1989). Universal grammar and second language acquisition. *Universal Grammar and Second Language Acquisition*, 1-210. <https://doi.org/10.1075/lald.1>
- Wolff, D. (2007). CLIL: Bridging the gap between school and working life. In D. Marsh & D. Wolff (Eds.), *Diverse contexts – covering goals: CLIL in Europe*. Peter Lang. 15–25.
- Zemach, D. (July 6, 2021) *What Is CLIL? The Global Trend in Bilingual Education Explained*. Bridge Universe. [What Is CLIL? The Global Trend in Bilingual Education Explained – BridgeUniverse – TEFL Blog, News, Tips & Resources](#)

11. APPENDIX

Appendix 1. Evaluation rubric

Specific evaluation criteria	1	2	3	4
The student...				
1.3.1. Selects, organizes and applies the most appropriate strategies and knowledge in each communicative situation to understand the general meaning and the essential information of texts.	Does not select, organize nor apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning and the essential information of texts.	Selects, organizes and applies few strategies and short knowledge in each communicative situation to understand the general meaning and the essential information of texts.	Selects, organizes and applies some convenient strategies and knowledge in each communicative situation to understand the general meaning and the essential information of texts.	Selects, organizes and applies the many appropriate strategies and knowledge in each communicative situation to understand the general meaning and the essential information of texts.
1.3.2. Infers meaning and interprets non-verbal elements	Does not infer meaning nor interprets non-verbal elements	Infers few ideas but does interpret non-verbal elements	Infers some ideas and interprets some non-verbal elements	Infers many ideas and interprets many non-verbal elements
2.1.1. Orally expresses a short, simple, structured, comprehensible review of the story.	Does not express a review of the story.	Orally expresses a not-structured and difficult to review of the story.	Orally expresses a good short, well-structured and comprehensible review of the story.	Orally expresses an excellent short, simple, very well-structured, comprehensible review of the story.
2.1.2. Uses strategies for controlling the presentation: he/she opens and closes the presentation appropriately, adjust to the time, the speech has a suitable speed and rhythm.	Does not use strategies for controlling the presentation	Uses very few strategies for controlling the presentation: he/she does not open nor close the presentation appropriately, time is not balanced, the speech is difficult to follow.	Uses some strategies for controlling the presentation: he/she opens and closes the presentation appropriately, adjust to the time, but introduces some hesitation or fillers.	Uses many strategies for controlling the presentation: he/she opens and closes the presentation appropriately, adjust to the time, the speech has a suitable speed and rhythm, and he or she barely introduces fillers or hesitation.
2.2.1. Organizes and writes a clear, coherent and cohesive text.	Does not organize nor write a clear, coherent and cohesive text.	Writes a messy incoherent and incohesive text.	Organizes and writes a clear and coherent text but he/she has to introduce more	Organizes and writes a very clear, coherent and cohesive text.

			cohesive connectors.	
2.2.2. Produces a text that follows the guidelines and is appropriate to the communicative situation.	Does not produce a text that follows the guidelines nor is appropriate to the communicative situation.	Produces a text that does not follow the guidelines and is not appropriate to the communicative situation.	Produces a text that follows the guidelines but is not completely appropriate to the communicative situation.	Produces a text that follows the guidelines and is appropriate to the communicative situation.
3.2.1. Uses appropriate strategies to initiate, maintain and end communication to discuss the main points and organization of the story.	Does not participate in the discussion.	Uses appropriate very few strategies to initiate, maintain and end communication to discuss the main points and organization of the story. Makes the effort to speak.	Uses appropriate some strategies to initiate, maintain and end communication to discuss the main points and organization of the story. Tries to solve his/her difficulties.	Uses many appropriate strategies to initiate, maintain and end communication to discuss the main points and organization of the story. He/she helps other students to speak.
3.2.2. Makes questions and requests clarification after other classmates' presentations.	Does not make questions nor request clarification after other classmates' presentations.	Makes very few questions and does not request clarification after other classmates' presentations.	Makes some questions and sometimes requests clarification after other classmates' presentations.	Makes many questions and sometimes requests clarification after other classmates' presentations.
5.3.1. Identifies the main difficulties in the learning progress and selects the most effective strategies to overcome them and progress in learning.	Does not identify the main difficulties in the learning progress nor selects strategies to overcome them and progress in learning.	Identifies some of the main difficulties in the learning progress and but does not select effective strategies to overcome them and progress in learning.	Identifies some of the main difficulties in the learning progress and selects some of the most effective strategies to overcome them and progress in learning.	Identifies the main difficulties in the learning progress and selects the most effective strategies to overcome them and progress in learning.
5.3.2. Identifies other classmates' difficulties and comments on the aspects that should be improved.	Does not identify other classmates' difficulties nor comment on the aspects that should be improved.	Identifies other classmates' difficulties but does not comment on the aspects that should be improved.	Identifies other classmates' difficulties and comments on some aspects that should be improved.	Identifies other classmates' difficulties and comments on every aspect that should be improved.