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**A Comparative Analysis of Oral Production in
Bilingual and Non-Bilingual Sections:
Evidence from 3rd Year ESO Students**

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ABSTRACT

This Final Degree Project, which is presented below, focuses on analyzing the differences in the oral production of bilingual and non-bilingual groups. For this purpose, a comparative study is carried out in two groups of third year of Compulsory Secondary Education (3ºESO) in the center IES Conde Lucanor located in Peñafiel. Also, it intends to identify and give visibility to the challenges faced by this high school due to their rural context.

For this purpose, a previous theoretical framework is presented where the topic of bilingualism in Castile and Leon is contextualized. This section shows the variety of definitions of the term bilingualism. In addition to this, and in order to obtain the differences, an activity which involves the creation of invented stories has been carried out in the same center as well as a questionnaire in order to know the students' opinions regarding the bilingual program.

Keywords: Oral Production, Bilingual Section, IES Conde Lucanor, Bilingual programs, Bilingualism.

RESUMEN

Este Trabajo de Fin de Grado el cual se presenta a continuación se centra en analizar las diferencias en cuanto a la producción oral de los grupos de bilingüe y no bilingüe. Para ello se lleva a cabo un estudio comparativo en dos grupos de tercero de la ESO (3ºESO) en el centro IES Conde Lucanor situado en Peñafiel. También se trata de identificar y dar visibilidad a los problemas que enfrentan estos institutos debido a su contexto rural.

Para ello, se ha realizado un marco teórico previo donde se contextualiza el tema del bilingüismo en Castilla y León además de mostrar la variedad de definiciones del término bilingüismo. Para obtener estas diferencias y reforzar lo anterior, se realizó una actividad de creación de historias inventadas en ese mismo centro, además de un cuestionario para comprobar su perspectiva respecto al programa bilingüe.

Palabras Clave: Producción Oral, Sección Bilingüe, IES Conde Lucanor, Programas Bilingües, Bilingüismo.

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1. INTRODUCTION

Over the past years, English language has become one of the most widely spoken languages all over the world. This worldwide expansion has made this language more than just a tool for international communication, it has also become an essential requirement in academic and working environments.

For this reason, and because more people decide to learn English as their second language rather than choosing others, more and more centers in Spain are implementing *bilingual education* in their school projects.

One of the aims of bilingual education is to provide students with an appropriate base of the language. To do this, they try to enhance the four competences, reading, writing, listening and speaking. From all of those skills speaking has been considered as one of the most important and complex competences when a language is learned.

However, not all centers have the same conditions to implement bilingual sections in their curriculum. Those centers in rural areas are the ones who usually face more challenging conditions, such as higher degrees of absenteeism and more students having low motivation for attending classes or studying.

Many investigations related to bilingualism and oral production have been carried out in big cities. However, rural areas have become less important regarding studies, and there has been less attention paid to how oral production in bilingual and non-bilingual sections functions in these settings.

With all the previous information, it is necessary to understand how these different sections affect students' abilities in oral production. Students in bilingual section are expected to have a higher level when they finish this bilingual education as they are more exposed to the language. Nevertheless, it is important to analyze if these bilingual programs are effective in different contexts, rural high schools and also compare bilinguals' level with non-bilinguals to see the differences. This is what is going to cover this paper, and it is going to be approached by conducting a real activity in rural high school, IES Conde Lucanor, located in Peñafiel (Valladolid) and analyzing the results.

2. JUSTIFICATION

Bilingualism is, at this day, one of the most implemented programs in Spanish education. As these programs are widely used, students enrolled in them can benefit from all the advantages that these programs present, which allows them to have more opportunities regarding their futures. Also, bilingual programs are key tools which help students to develop their communication skills, which nowadays are essential due to the internationalization of education and work.

Oral production is one of the most important competences when learning a second language, and at the same time is one of the hardest to develop for some students, especially in school contexts.

Although there are plenty of studies related to this topic, there are little which focus on how oral production is different in bilingual and non-bilingual sections, and even less studies have been carried out in small rural areas.

Therefore, this project focuses on examining the differences in oral production between the students in bilingual and non-bilingual sections, taking into account and giving importance to the limitations that schools with rural contexts have to face when they try to implement innovative elements.

To carry this out, previous research has been done on studies about this topic, and information about the types of students we could face has been collected. Also, an investigation has been done in relation to the programs implemented in Castille and Leon. Additionally, to reinforce the investigation, a comparative analysis has been executed in a real classroom context. This was done by performing an activity with the students to extract the most significant differences between both groups.

Finally, a questionnaire was sent to the students in order to understand their perceptions and thoughts about this bilingual program and how useful it is. All in all, oral production is one of the most important competencies and one of the least studied in rural areas.

3. OBJECTIVES

The main intention of this paper is to determine the existing differences between the oral production in bilingual and non-bilingual sections of the rural high school IES Conde Lucanor, more specifically in 3º ESO. The aspects being analyzed are not only the amount of vocabulary they know or the grammatical structures they produce, but also their ability to improvise and create stories in English. This is because with the analysis of their capacity of improvisation, results are closer to demonstrate how students could manage real life situations. It also allows them to be creative and spontaneous.

This will be approached through the realization of an activity centered in the creation of a story in a real classroom to see how the students react to the activity and the outcomes produced.

Besides the general aim, certain specific objectives will be established to contribute to the achievement of the main one.

- To describe the actual bilingual situation in the region of Castile and León.
- To determine the opinions that the students have about the bilingual section and their self-confidence when speaking English through a questionnaire.
- To give importance to the external factors surrounding the high school because of its rural context, and how it could affect the class dynamics.
- To reflect on the results obtained and identify specific needs and improvements for this bilingual section in the high school.
- To evaluate storytelling as an activity to assess students' skills in real contexts

4. THEORETICAL FRAMEWORK

4.1. Bilingualism.

4.1.1. Defining Bilingualism.

Defining the term *Bilingualism*, is not an easy task because there is not just one generally accepted definition regarding this term. Depending on the experts specialized on it, or the dictionaries checked, different approaches can be found related to this concept.

Cambridge Dictionary defines *bilingualism* as “the fact of using or being able to speak two languages” (Cambridge Dictionary, n.d.). Similarly, WordReference offers the definition “the ability to speak two languages fluently” (WordReference, n.d.). In addition to these, Merriam-Webster provides three definitions: the first is “the ability to speak two languages,” which aligns closely with the previous definitions; the second is “the frequent use (as by a community) of two languages”; and the third defines *bilingualism* as “the political or institutional recognition of two languages” (Merriam-Webster, n.d.).

Experts concede when saying that there is no one generally accepted definition of the term *bilingualism*. Bloomfield’s definition of *bilingualism* as “native-like control of two languages” happens to be the oldest definition of this term, written in 1933. Other experts like Haugen argue that bilinguals should be able to generate “complete and meaningful utterances in other languages.” Finally, Weinreich sees this term as “the practice of alternately using two languages” (Kachru BB., 1980, p. 2).

Having analyzed and reviewed all these different definitions, we can conclude that there is a unique definition of this term for each individual. Therefore, it is an open term which accepts more than one interpretation. However, all of them agree that it consists in the combination of two languages and the ability to master them fluently, as well as the ability to alternate them seamlessly at any context.

4.1.2. Policy and Institutional framework

As can be seen in the previous section, the variety of authors who discuss and classify bilingualism makes it a challenging topic. In spite of this, it is also important to bear in mind the application to the academic setting. Bilingualism implementation in Castile and Leon dates back to 2006 under the regulations of *Orden EDU/6/2006*, de

Enero 4, which regulated the creation of bilingual sections in the centers which were maintained by public fundings in the Community of Castile and León. This law was modified and the *ORDEN EDU 392/2012, de 30 de mayo* was created under which they are actually regulated.

It is important to remark that the Common European Framework of Reference (CEFR), developed by the Council of Europe (2001), serves as the foundational base to create programs, assessment criteria or materials all over Europe. In addition to this, it provides certain level descriptors which can be applied to all students to evaluate their level of communication establishing a scale of language proficiency going from A1 to C2. This scale makes it easier to assess the speakers' different skills of the language, speaking, listening, reading and writing (Council of Europe, 2001).

Bilingualism in Castile and Leon nowadays is largely shaped by national and regional policies. Two main programs frame the bilingual education initiative:

First one, "Bilingual Sections" is a program introduced in publicly funded schools in the communities that allows the incorporation of a bilingual educational project in primary or secondary school. Within this bilingual section, two or three non-linguistic subjects are introduced into the section but with the condition that the combination of the hours of these subjects do not exceed the half of the total hours of the timetable and with the possibility of increasing the teaching of the foreign language with two extra hours. In addition, in order to improve the students' oral skills, teachers are helped by external language assistants when teaching the language. (Portal de Educación de la Junta de Castilla y León. n.d.) This program is the one used in the high school where this comparative project is carried out, IES Conde Lucanor in Peñafiel (Valladolid).

The second initiative is the "MEFP-British Council-CyL Agreement". This program started in 1996 when the collaboration agreement, between the Ministry of Education and Science (Currently the Ministry of Education and Vocational Training) and the *British Council* was signed (Falcón-Díaz et al. 2019). This proposal shas as main aim to develop a bilingual program which provides students with the necessary knowledge to be able to communicate confidently in foreign countries (British Council 2020). Its implementation starts at the second year of kindergarten until the end of secondary education (British Council 2020). Additionally, it promotes bilingual education through

an integrated curriculum combining British and Spanish contents, resulting on modifications regarding the established idea of teaching and learning a foreign language (Falcón-Díaz et al. 2019). As well as the previous one, two non-linguistic subjects are introduced with the difference that in this program the increment on two hours of the timetable is compulsory (Dobson et al. 2010)

Along with both programs, a new methodology emerged called CLIL (Content and Language Integrated Learning), which enhances students' cognitive and linguistic development through immersive learning. As its name suggests, this methodology consists on not only teaching a language but also to use it as a means to teach content subjects, meaning that both have the same degree of significance when educating. What differentiates it from any other teaching methodology is the introduction of four interrelated aspects: content, cognition, communication and culture. This reinforces the main idea of this methodology that language is not taught in isolation, but it connects it with the learning contents related to non-linguistic subjects as well as with its interculture (Coyle et al. 2010).

Gathering all the previous information, it can be stated that CLIL and CEFR are indirectly interrelated and can be considered as complementary to each other. While the latter states details about the objectives that the learners are expected to accomplish, the former introduces the methodological approach that should be followed to achieve the objectives stated by the CEFR

4.1.3. Impact of bilingual programs in Castile and Leon.

Taking into account the definitions given in the previous section about the existing educational programs in Castile and Leon, it is also needed to verify what effect they actually have on the education of this autonomous community.

The final degree project from Garcia Cristobal (2016) includes four hypotheses which aim to test the effectiveness of the bilingual programs, as well as to see if they contribute to the improvement of the learners' language skills.

As she stated and confirmed in her first hypothesis, the bilingual students belonging to any of the both programs, "Bilingual Sections" or the "MEFP-British Council-CyL Agreement" showed a higher level of ability in the skills tested in this project (reading,

writing and listening), thus proving that both bilingual programs are more effective compared to conventional, non-bilingual teaching. This happens, according to Garcia Cristobal (2016), as a result of the combination of three factors, the higher exposure bilinguals have in classes as they have more hours than the non-bilinguals, the usage of the language to learn non-linguistic content in additional subjects, and finally the support they receive by language assistants who attend their classes. Her first hypothesis indirectly confirms her third one, as her investigation proves that all students who belong to the British Council program had better level on all analyzed skills than the ones of the non-bilingual section.

Nevertheless, the second hypothesis proposed has proven to be wrong. It assumes that students in the British Council program will perform better in each of the competences tested than those in the bilingual sections program. The reality was that the latter were better than the former on two of the three skills assessed. This is associated with the difficulty of doing research in the classroom since a multitude of factors must be taken into account, such as the individual context of the students or the classroom environment. In addition, focusing mainly on communicative skills may be an indicator of having left behind other skills like reading or listening, and therefore of the students' lower level in these skills (Garcia Cristobal, 2016).

For her fourth skill, which focuses on the impact of methodology on the students results in bilingual programs, there are two approaches. Firstly, it has been proved that bilingual programs' methodology helps the improvement and learning of the foreign language, this is seen as their results regarding the tested skills are more favorable than the non-bilingual ones. This serves to accept the hypothesis but with one exception, the low results when testing their listening skills despite the high amount of exposure they receive of English during their classes.

These results obtained from the investigation of the hypotheses from Garcia Cristobal (2016) reveal that the effectiveness or failure of these bilingual programs is due to a combination of certain factors present in the classroom, such as the motivation of the students, the formation of teachers, or the classroom environment, among others, when teaching or learning the language.

All in all, the bilingual programs implemented in Castile and Leon have been proved to have a considerable impact on the development of students' reading, writing and oral comprehension. However, the success or not of these programs depends largely on the methodologies implemented in the classroom and the level of continuity and participation in them.

4.2. Oral Production

4.2.1. Teaching methodology of oral production.

After setting up the legal framework of bilingual education, the focus now centers on oral production, one of the most complex and important skills when learning a second language (Ortega-Auquilla and Minchala-Buri, 2019). According to Lynch (1996), in his book *Communication in the Language Classroom*, stimulating and encouraging students to speak in class as well as interacting among their teachers and classmates is very helpful for them to improve their oral production.

Among the possible interactions in the classrooms, Lynch argues that there are two types, Teacher-Student interactions and Student-Student interactions. These types of interactions are the ones which determine the role students adopt when they are speaking, and how they react to the different communicative situations in the classroom.

In teacher-student interactions, teachers propose questions where an individual or a group response is expected. There are two types of questions for these types of interactions. The first type of questions, display questions, consist on teachers making a question to which they know the answer, so it can be confirmed that the students have acquired the needed knowledge, so communication is limited (Lynch, 1996). Second type of questions, "real" questions focus on the students taking an active role regarding the answer of the question with the teacher as well as among students. These questions search for new information and allow the students for more freedom when answering them (Lynch, 1996).

Between the two types, the one that usually predominates in classrooms are display questions because teachers are usually looking for concrete answers to give feedback only in terms of rejection or acceptance of the students' answers (Lynch, 1996). However, as Brook (1984) (as cited in Lynch, 1996) argues, real questions are more

beneficial for students and should be more present in classrooms. With this type of question, they have more freedom in their answers and, because of this, answers tend to be longer which helps students to be more participative in class. In addition, if the teachers only focus on testing students' knowledge with display questions, they would not be able to express whatever they want to say, and this may provoke a feeling of rejection of answering in students.

When developing the teacher-student interactions, teachers are very used to intervene to control the situation or solve problems. However, by doing that, students are not able to express themselves and try to solve the situation alone so they can show their abilities, which may have resulted in an increase in the student's confidence and a moment for them to develop their oral production (Lynch, 1996).

The second type of interactions previously mentioned, Student-student interactions, gives importance to teamwork or pair work as it provides students with instances to speak freely and as much as they want, and also, working among these small groups which can be beneficial for students to avoid speaking in front of the classroom to have the opportunity to express themselves (Lynch, 1996).

Teamwork has certain positive aspects, for example that students are not focusing on finding the mistakes made by their classmates (Porter, 1986 cited by Lynch, 1996, p.111), or that these groups allow them to use more linguistic functions (Long, et al., 1976 cited by Lynch, 1996, p.111). Finally, students tend to give longer answers than when working with the teacher (Rulon and McCreary, 1986 cited by Lynch, 1996, p.111), and they are more likely to lead to discussions on the answers than simply talking to the teacher (Doughty and Pica, 1986, cited by Lynch, 1996, p.111).

Nevertheless, interaction is not the only way of teaching this competence. According to Vélez and Paredes (2021), certain communicative strategies, additionally to the interaction ones, have been proved effective. The strategies are divided into *metacognitive*, *socio affective* and *cognitive* according to Vélez and Paredes (2021). Metacognitive strategies are related to the students communicating among themselves to plan something, this is achieved through oral presentations, making questions, and problem solving and comprehensive tasks among others. Socio-affective ones comprise roleplaying, storytelling, songs, games, projects, group work among others which imply

the usage investigation and knowledge. The last strategy contains certain activities such as debates, class presentations and solving problems (Vélez and Paredes, 2021).

4.2.2. Factors influencing oral production in students.

Apart from the importance of the teaching methodologies, this skill is dependent on numerous individual and contextual elements. Oral production is one of the most important skills to achieve an appropriate level of communication in a foreign language. However, oral production supposes various challenges to the learners (Jiménez, 2015).

According to Jiménez (2015), there are three main factors which influence student's oral production. Difficulties related to psychological or emotional factors, how their mother tongue affects their L2 development, and finally, the external conditions in the learning context.

As Ellis (1997) proclaims (Cited by Jiménez, 2015), the low self-esteem or the anxiety of the students are factors which affect directly oral production. In fact, he argues that motivation is one of the most important elements in terms of improving the students' feeling of inclusion in the learning process and, at the same time, it improves their confidence regarding oral production and participation. He also states that the lack of motivation affects students and may lead them to refuse to participate in oral activities.

The environment which surrounds students is equally important for the oral production. Most students, although they may be fully capable to read, to write, or fully to understand the L2, are not able to speak fluently, and this is mainly influenced by the dynamics of the classroom and the emphasis placed on evaluating whether students achieve or not perfect grammatical structures and rules, instead of giving priority to conversations or interactions in realistic situations. One important factor which determines whether the classroom climate is positive or negative is the methods that teachers select and techniques to teach that language as well as the inclusion of the student's needs into the dynamics of the class (Jiménez, 2015).

Finally, the student's mother tongue interferes on them achieving a fluent level of that L2 they are learning. This factor is similar to the previous one, bilinguals are mostly exposed to an atmosphere where their L1 is predominant, and because of that, they tend to mix both languages' grammatical structures when they are speaking the L2, and they

usually try to use the same grammar they know since they were born in the new language they are learning (Jiménez, 2015). Subandowo (2017) proves that the influence of the mother tongue brings both positive and negative effects on the learner by affirming that when doing group activities, students tend to use more their L1 rather than only their L2. This has the positive effect of making conversations more spontaneous and personal but if their interaction is mainly using their first language, their second language oral production would be negatively affected.

4.2.3. Objectives for 3rd ESO in the curriculum.

In order to properly analyze students' oral performance, results need to be associated to the stated curricular objectives. As a reference point for the evaluation of students' oral production in this project, this section outlines the official objectives for English language learning in the third year of ESO.

During each year of high school, the Boletín Oficial de Castilla y León (BOCYL) establishes objectives for each subject that students need to fulfill in order to pass the course. For the subject of English Language in the third year of the high school, which is the course on which this project will be based, the BOCYL in its publication 30 September 2022 includes interactions among students and also achieving an appropriate use of the language in academic and social contexts.

More specifically, students are expected to:

1. Use formal and informal formulas for greetings, introductions and farewells
2. Describe people, objects, places, events and experiences as well as comparing them using present, past and future tenses.
3. Situate objects, people or events in space and time.
4. Ask and answer questions about everyday information and giving or interpreting instructions.
5. Express agreement, disagreement, advice, suggestions using the appropriate modal verbs, expressions and question tags.
6. Be able to employ first and second conditionals.
7. Narrate personal stories or experiences and situate them in time using expressions of time and of sequence. (BOCYL nº190 30/09/2022)

Regarding grammatical structures, students must demonstrate that they dominate verbal structures such as the present simple, perfect and continuous, the past perfect and simple and future tenses, in addition, they need a correct use of certain connectors, adverbs of frequency, modal verbs and prepositions. These grammatical structures would help the students to improve their communication skills (BOCYL nº190 30/09/2022).

In addition to the previous objectives, the curriculum argues that students should be able to:

3. Express their interests or their preferences as well as intentions.
 4. Put into words future plans or predictions.
 5. Communicate deductions, doubts, certainty and uncertainty.
 6. State opinions, prohibitions, obligations or advice with easy argumentations.
- (BOCYL nº190 30/09/2022)

All these objectives mentioned above are crucial to understand the level required for these third-year students and, at the same time, they serve to evaluate how well the students are developing their communicative abilities.

More specifically for this project, which will analyze the existing oral production differences between bilingual and non-bilingual sections in IES Conde Lucanor, these previously mentioned objectives stated by BOCYL would serve as the main element for the analysis of both sections

5. CONTEXTUALIZATION AND METHODOLOGY

5.1. High school overview.

IES Conde Lucanor is a high school located in the rural village of Peñafiel (Valladolid). Under this name, the high school was inaugurated in 1993-1994 scholar year, however, this center has been offering a public institutional service since 1980. This high school offers Compulsory Secondary Education, baccalaureate and diverse Vocational Training Cycles with a high degree of diversity as it is public and people from all the region near Peñafiel attend.

During the academic year 2015-2016, they decided to launch their first bilingual program, and during that course, they started a progressive implementation of the Bilingual sections, being the students who entered their first year of ESO, the ones who started having the choice of being enrolled in the bilingual section. In this day and age, they have bilingual sections in all the courses of Compulsory Secondary Education. However, this program has not been yet extended to baccalaureate students (IES Conde Lucanor, 2019).

Their decision to set in motion this bilingual program was mainly motivated by the urge to create an educational system which provides students with an appropriate English level which, at the same time, will prepare them for their future interactions and development with the language. In addition, this decision intends to give continuity to the bilingual education that most of its students have been receiving during elementary school (IES Conde Lucanor, 2019).

However, according to the Sindicato de Trabajadoras y Trabajadores de la Enseñanza- intersindical de Castilla y León (STECyL, 2024), IES Conde Lucanor has been classified as a school with challenging performance. This means that it faces several challenges due to its context which directly affect students' educational performance. Within these challenges, the ones which stand out are the high level of absenteeism, the high dispersion of the students as many of them live in near villages and have to go on bus, and the lack of support and resources. All this creates a difficult climate to implement bilingual sections and overall innovative programs, as they require a high level of engagement and continuity by the students.

Regarding the admission to the bilingual program, this high school does not set any prerequisites for access to it, that is to say that it is voluntary. However, it does take into account the students' performance in the subject of English in primary education or in previous years. As has been already mentioned, enrollment in this section is at the discretion of the parents and the students and is selected at the time of registering in the course (IES Conde Lucanor, 2019).

5.2. Subjects for 3º ESO students.

IES Conde Lucanor decided in the Bilingual Project they published in 2020 that the subjects which are taught in English language for 3rd year students are Physical Education and Geography and History. These subjects are two that all students have to take no matter what optional subjects they choose, then no group would have advantages over the other regarding the contents for the following year (IES Conde Lucanor, 2019).

5.3. Reasons to select this case study.

The 3º ESO of the IES Conde Lucanor was selected as the case study due to the direct connection between the author of this project and the center, mainly because of the author's previous experiences as a student at that high school. All this provided the author with deeper knowledge regarding the staff and the students which are being observed as well as a better understanding of the environment of the study.

Apart from this, the center has both a bilingual and a non-bilingual section for each grade. This makes the high school an excellent case for a comparative study as it makes it easier to find differences regarding level between the two sections in the same grade and to see disparities in class methodology as well as the student's behavior.

Another aspect to take into account is that most of the students who usually enroll in the bilingual section come from a bilingual primary school. This paves the way for many of them in terms of the difficulties they may encounter there. This election in primary school tends to make them continue their bilingual path in secondary education. As in the bilingual section the number of students registered is usually lower compared to the average of students in the non-bilingual classrooms, the teacher's attention can be more individualized, focusing more on each student.

Apart from all of this, what makes this project different from any other analysis of bilingual sections in big cities is the location and situation of the center. As it is situated in a rural area, there is a lot of absenteeism, although in the third year there are 50 students enrolled, the reality is that there are many who do not attend classes. This high degree of absenteeism is not only harmful for the development of the class but also it affects the general dynamics of this section. Unlike the big centers in cities which have more resources and support from the ministry of education or the British Council, this rural

area high school faces challenges like the lack of support from support services, the lack of motivation of students in the classroom or the low opportunities they have to be exposed to English outside the classroom.

Because of all of this, this comparative analysis project goes beyond identifying the differences between both sections. It also gives importance to the difficulties that the rural areas face when trying to implement innovative programs. These difficulties include high levels of absenteeism and limitations of resources.

5.4. Methodology description

In order to obtain the differences regarding oral production between the bilingual and non-bilingual sections of the 3º ESO at IES Conde Lucanor, a qualitative case study was conducted. This study, apart from providing a clear vision on the existing differences between both groups, also allows for valuable information in order to better understand the circumstances affecting centers from rural areas.

For the assessment of the students' the focus is on five aspects: fluency, vocabulary variety and knowledge, the ability they have to improvise, and the originality of the stories produced. These aspects were chosen, rather than only focusing on grammatical knowledge, because it allows a better analysis of their abilities in oral production. Moreover, prioritizing their improvisation serves as an indicator to see how students might behave in real-life situations.

This focus on natural language fluency has been chosen because it allows for a more flexible analysis, avoiding already imposed scales and grades. This allows students to relax as they know that they will not be evaluated according to a mark and produce a more natural and realistic result.

5.4.1. Participants

The participants in this study were 3ºESO students from the IES Conde Lucanor. They are divided into two groups, those who are enrolled in the bilingual section and those who belong to the non-bilingual section. Both groups are selected from the same school year and have the same teacher to ensure the same conditions and the class methodology. Out of the 65 students who are currently enrolled in this course, the 10% do not attend class regularly. This reflects the high level of absenteeism in this school

and the difficulties this poses for the methodology that the teacher has to adopt for the classes. Of these 58 who attend classes regularly, 49 belong to the non-bilingual section and 9 to the bilingual section. Although the participants in the bilingual section are much less, the classes are more dynamic because, as there are fewer students, they can receive more personalized attention from the teacher.

5.4.2. Resources and materials

For the collection of data, an activity was created in which, based on a collage of 6 pictures presented in the appendix of this paper, students in couples were asked to connect them, creating an improvised story as if it was a storytelling. The instructions given were the same for both groups under the same conditions and language. Each couple had about 1 minute to see the image and comment on it with their partner and 2 minutes to perform in front of the class. They were given one random image for each group first to practice the activity. Then, the images given were shuffled and each group selected one, without seeing them, for the final performance. With this activity, it was intended to observe how fluent they were, the ability they have when improvising and how original are the stories which they provide as well as the amount of vocabulary they master.

Additionally, an anonymous online questionnaire, presented in the appendix of the project, was sent to all students through their teacher in order to determine the reason for these differences, as well as the students' perspective towards bilingualism, their confidence to speak in front of the class, their perception regarding the level and the use of the English language in everyday life. This questionnaire contains fourteen questions, two of them are open answer questions, eight of them were yes/no questions, finally, four of them were multiple choice questions. The questionnaire was done in Spanish in order to ensure its comprehension by all of the students and to allow them to answer the questions without any complication.

6. RESULTS AND DISCUSSION

After carrying out the storytelling activity in the classes and sending the questionnaire to students, this section examines the results which were obtained. This paper follows a qualitative approach as it focuses on the observing and interpreting the

student's oral production. The qualitative approach is more suitable for this project due to the rural context in which the high school is set. In this center it is not possible to collect such a significant and large sample to perform a quantitative analysis, this is due to the fact that there is not a high number of students. Also, the high school has a high degree of absenteeism and the ones who do attend usually show little participation and motivation for the activities, so that would have a negative impact on the results obtained.

Before starting, it is important to mention that certain differences regarding level were appreciated in each group. Which, as was observed during the activity and subjectively interpreted, ranged between A2 and quite few of them seemed to be prepared for a B1 level, following the standards established by the Common European Framework of Reference (CEFR), developed by the Council of Europe (2001). This means that although they are separated into bilingual and non-bilingual, some students showed a higher management of the language withing each section.

6.1. Results from the activity.

Regarding fluency, bilingual students were able to speak faster, and mainly without pauses or doubting. Also, they required little support of the teacher to continue speaking. In addition, many of them introduced their stories with expressions such as "One day..." or "Once upon a time...". Their speech and stories were more fluent and natural as they used more linkers like "suddenly" and "then". All these aspects gave more coherence to their narrative skills. A major part of non-bilingual students on the contrary, did not give their stories an introduction and started saying "A mouse is...", "The mouse is..." and then continued their stories. Additionally, their speech was slowed down and included more pauses to think on what to say. They also slowed down their speaking by asking the teacher their doubts in Spanish and saying "pues...", "que digo" or "em...", mainly hesitating in Spanish. It was also noticeable that when they were creating the story with the images, they only used the linker "and". They did not show complexity on the use of connectors, even some of them needed the teacher to intervene and encourage them to continue.

When analyzing the vocabulary range in both groups, it was seen that bilingual students had a wider vocabulary knowledge. However, they had some doubts regarding certain elements which appeared in the images. It is interesting that their doubts regarding

the difficult elements in the picture were almost the same which the non-bilinguals asked, “leash” and “fin”. Apart from that, they did not ask many questions to the teacher to help them with the vocabulary, if they did not know one word, they had the ability to solve it by finding a synonym. Whereas the other section where constantly asking the teacher for vocabulary, and not only related to the picture’s elements, but also words also which are learned in previous years. In contrast to the others, these ones rather than finding a similar word to express whatever they wanted, they produced the word in Spanish and waited for the teacher’s corrections.

As previously mentioned, bilinguals had the capacity to solve their vocabulary doubts by finding similar words to the ones which were not known. In addition, when they ran out from ideas on how to continue, they invented new ones without getting blocked and all of them reached the time they were given to produce the story, some even exceeded. On the other hand, non-bilingual students although some had similar capacity of improvisation than the bilinguals, the majority did not make it up to the minimum of time established, meaning that they were not able to keep improvising enough time and had less capacity of creating stories spontaneously. One member of one pair even said that she did not know what to say and that she did not want to participate in the activity.

Finally, concerning originality, bilinguals generated more creative stories, when they saw the pictures, they imagined what could be happening to the characters without just sticking to what they were seeing. Their stories included humor and fantastic elements, going beyond the story visible in the images, incorporating new parts which were unexpected and surprising for all of the class. Some of them even invented names for the characters or their previous live before the first image. On the contrary, some pairs in the other section just focused on describing the pictures more than creating a story with them, they limited themselves to say what they were seeing, and their narratives were more literal.

Finally, there were certain mistakes which were made by both of the sections at the same extent. Almost all students mixed the verbal tenses when they were using them, for instance they might start the story in the past and then suddenly change to the present in the middle of it, without grammatical accuracy. In addition, they made an incorrect usage of the third person. They tended to omit the final -s, instead of using “he goes” they

used “he go”. And they even had problems with the plurals, for example when they had images with more than one animal or element, for example mice, some students doubted and used the incorrect plural “mouses” or even did not use it.

6.2. Results from the questionnaire.

Following the storytelling activity, a questionnaire was sent to all students, the bilinguals and the non-bilinguals. Out of the 58 students who received the questionnaire, who are the regular assistants to classes, only 15 answered it. The results of the questionnaire will be grouped in different blocks to facilitate its analysis and interpretation: Their perceptions are of the bilingual section, the use of English outside the classroom and what factors influence oral production, and finally how they feel regarding classes.

The results obtained when analyzing the answers provided for the first block revealed diverse reasons for the low enrollment in the bilingual section. Some of them believed that the bilingual section has a higher level of exigence in the subject of English language. Others said the reason is that bilinguals have other non-language subjects in English and, either do not want to take them in English, or found them difficult. In addition, it was mentioned that the section had less students because bilingual students receive worse academic results and being in that section would not be beneficial to their future. The last reason is because some may not care about improving their level of English or simply might not like the language.

In addition to all the previous, almost all of the students who answered agree that having a good level of oral production does not have anything to do with which section they are in, that depends mostly on the person and their personal lives. Students do not agree on what methodology is more helpful for them. The majority believe that the methodology used in the bilingual section is more beneficial for students, however, there are certain students who believe that the non-bilingual section’s methodology is more useful or that both are similar.

Although nearly half of the students who answered expressed that, for them, it is more likely that bilingual students continue learning the language in the future, a significant number do not share that belief and think that it is equally likely for both sections.

Finally, among the answers gathered related to what was for them the major difference in the oral production of both sections, some of them coincide in saying that the main difference appears because bilinguals have two more subjects in English where the language can be applied to daily life. Additionally, others answered that in the bilingual section the speaking activities are more common, although several answers referred to the statement that motivation and self-work are more influential than the section itself. Others simply mentioned that sections differ in the student's pronunciation and content employed in class.

In relation to the second block, the usage of English outside the classroom and what influences oral production the following has been observed. There are many students who do not use English outside classrooms, however there are more who do use it, mainly listening to music. More than half of the students believe that what works better is combining the class knowledge with outside-class experiences, a significant number of them think that being exposed to English outside the classrooms is more beneficial than studying it in class. However, most of them agree that without going to class it is very difficult to understand the language. Following this, a major part of them have had experiences in their lives which have improved their oral production level (trips, exchanges...), but there are very few who attend to extracurricular English classes.

Among what is more influential for their oral production, their individual experiences are the most voted from all the answers, as well as the motivation which is transmitted by teachers. Some of them think that the hours you spend studying the language are crucial for the development of the speaking level. Just two of them thought that the ability the student has to pronounce sounds and whether they like the language or not are the most influential.

Finally, for the last block, proposed, their own thoughts regarding classes, the 60% feel comfortable speaking English in class, the rest only sometimes have the confidence to do it or simply they are not able to do it. In addition, practicing the oral production in small groups seems indifferent for most of them, there are a few who prefer it and just one who does not agree. Regarding their perception of the most influential ways to improve oral production, almost all of them highlighted that via exposure to videos is the best way, series or music. Group work, oral presentations and debates have been

considered also important. Among the least voted was practicing the speaking with native speakers and doing trips or exchanges.

6.3. Discussion

From the results obtained from the activity and the questionnaire, it can be deduced that bilingual students tend to surpass their non-bilingual classmates in terms of fluency, creativity and also, they have a more developed activity to solve problems spontaneously. This may be related to the higher exposure to the language in bilingual sections, and also due to the extension of their curriculum by implementing two non-linguistic subjects in English, as students have confirmed in the questionnaire.

The low answers received for the questionnaire reinforces the idea of lack of motivation and participation which these high schools usually face. This means that the results obtained cannot be analyzed as determinant for the study as they are low.

In addition to this, it was observed that, as many of the non-bilinguals did not reach the minimum time given to complete the storytelling activity, suggesting they have difficulties to improvise or speaking during an extended amount of time. On the contrary, bilinguals exceeded the time meaning that they found the task easy and could continue speaking more time if we asked them to, this aligned to the huge originality of their stories as many of them included fantastic elements and parallel stories which could be happening to the characters.

Bilingual section students seem to count with more narrative elements, and it was visible in the continued speech they provided and how well linked it was, the use of connectors and temporal expressions endowed their production with a great chronology and a good narrative. However, there were certain students in the other section who did not stay far from there, as they produced well connected stories and also quite surprising results, showing that a good performance on oral production is not exclusive of one section.

As was previously mentioned, there was a lot of variety regarding the levels of students inside each group. Meaning that in the bilingual section there were people who did not keep up with the rest of the group, so their peers had to support them. This created an important and easy noticeable difference. In the non-bilingual group, there were people

who stood out over the rest of the students because of the strong skills they have, and the positive results that they produced in the activity. All this demonstrates that individual factors, as well as their own experiences, play a crucial role regardless of the section in which they are enrolled.

The results from the analysis align with Ellis' (1996) (Cited by Jiménez, 2015) statement where he argues that the lack of motivation sometimes makes students not wanting to participate in the oral activities proposed. This was observed in the activity when some students belonging to the non-bilingual section did not want to participate in the activity. Additionally, it was appreciated in the questionnaire, as it was sent to all students in the 3^oESO, and only fifteen of them answered. The lack of motivation in this center is obvious, and it may be attributed to contextual elements surrounding the center. As it is located in a rural area, English can be perceived as a subject with no importance, even more if they are not planning to use it in their futures. To reinforce this, the answers of the questionnaire reveal that nearly half of them do not use English outside the class, and those who use it, do so listening to music or watching series, not being able to develop their oral competence. And also, the majority of them do not attend to extracurricular classes in English, an activity which can improve significantly their speaking skills. All this hints that the overall motivation in this course is low, affecting negatively their communication abilities.

Both the questionnaire and the activity revealed that what is more important and influential to achieve a good level of oral production are the personal experiences of each person. This is visible, as previously mentioned, in the wide variety of levels which each section had, and as they in the questionnaire assure that the proficiency depends on their individual lives rather than on the section.

This lack of motivation may be aligned with the classification of the center as a school with challenging performance by STECyL. The background surrounding the center supposes an obstacle to the well-functioning of the bilingual program as they require commitment by the students and active participation, factors which cannot be achieved if the students do not attend class regularly. It affects more the non-bilingual section where the attendance is less controlled, which prevents students from developing

the knowledge that should be acquired in class, as well as teachers to teach the contents appropriately because they have to repeat the agenda some days.

As Jiménez (2015) argued, students' oral skills in their second language are usually interfered by their mother tongue. All students analyzed are an example of this as they mixed the Spanish with English, however in a different extent. Non-bilinguals used mainly Spanish speaking with their peers, negatively affecting to their second language production. The usage of Spanish reinforces the theory of Subandowo (2017) that although the combination of both provides advantages and disadvantages, the abuse of the mother tongue clearly affects in a negative way the improvement of the student's oral production.

Finally, the activity of storytelling proved to be an excellent tool not only to evaluate the student's vocabulary or grammatical knowledge, but also to see how they work in groups, their ability to improvise or their spontaneity. It supposes a more fluent and flexible analysis than oral exams, and by this, it was easier to see how students may develop themselves in real contexts. Nevertheless, certain non-bilingual students were reluctant to participate in the activity, suggesting that it might need a different adaptation in those contexts of students lacking motivation and participation.

7. CONCLUSION

To conclude this analysis of the differences in oral production between bilingual and non-bilingual sections in 3ºESO and the particular context of the center where the activities were carried out, the IES Conde Lucanor, the following conclusions have been reached.

First, with respect to bilingualism, it is clear that there is not a single approach or definition as authors have proposed different definitions. However, many of these experts agree that oral production is the most complex and important competence when learning a foreign language.

Secondly, there are also numerous factors that affect the acquisition of oral production, emotional factors like motivation affect directly this skill, and as we have seen, in this project's case it is very significative as there is a huge lack of motivation. In addition, the interference of their first language also is sometimes a negative obstacle for

speaking. Last one, the environment that surrounds the student is the most relevant for this paper as the center of the analysis has a complex context.

In spite of this study having certain limitations such as the low participation on the questionnaire, or some students rejecting the participation on the activity. And also, the small sample to analyze is a striking factor which limits the scope of the analysis which only focuses on one high school. Very valuable results were obtained such as the thoughts and perceptions of the students and also the way their educational development are negatively affected by the rural setting of the school.

However, although the rural setting is not always taken into account to be offered innovative proposals, this study demonstrates that creative and communicative activities can be successfully implemented even in these complex contexts, reinforcing that educational innovation should reach all schools, regardless of their background.

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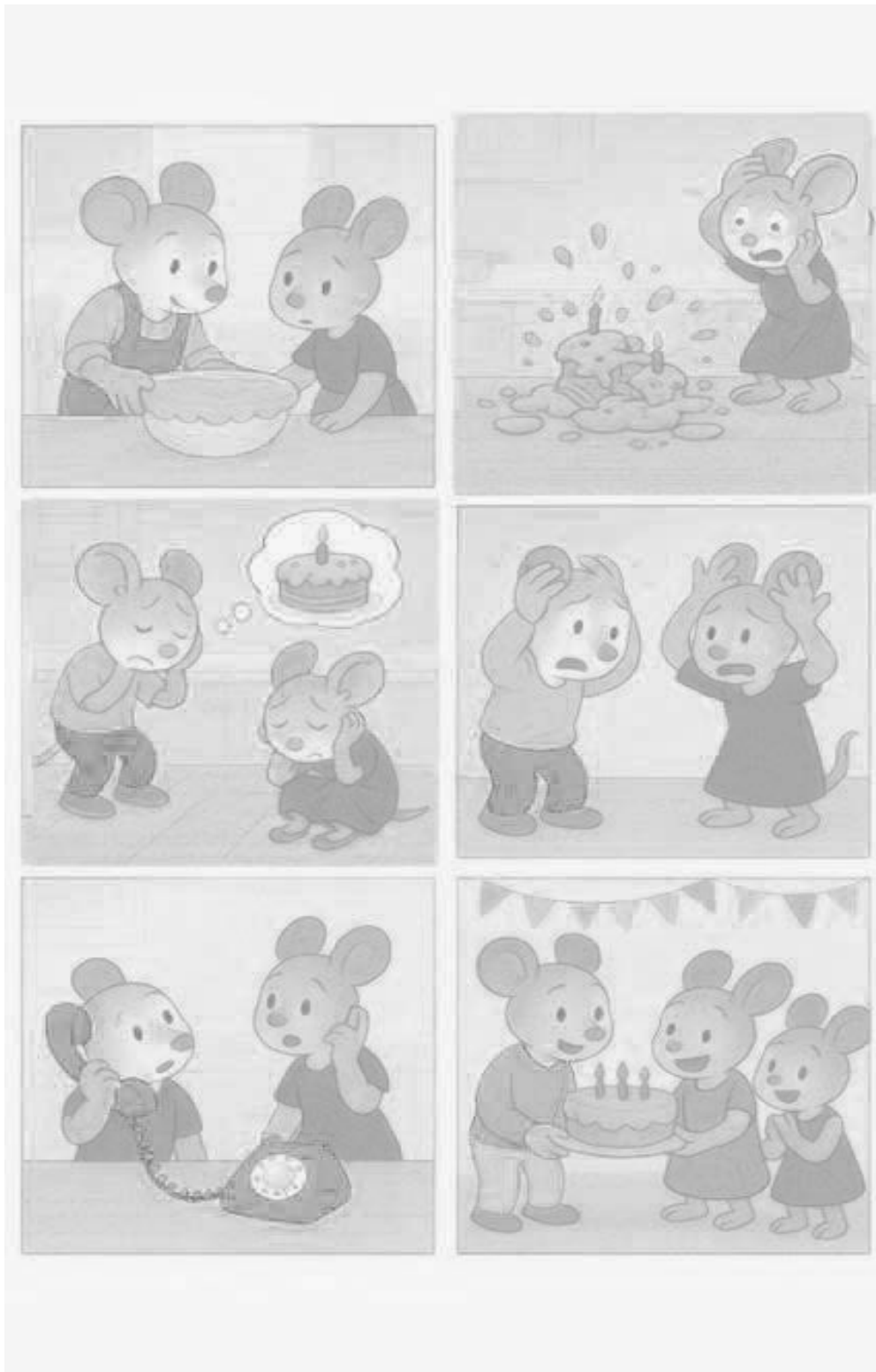
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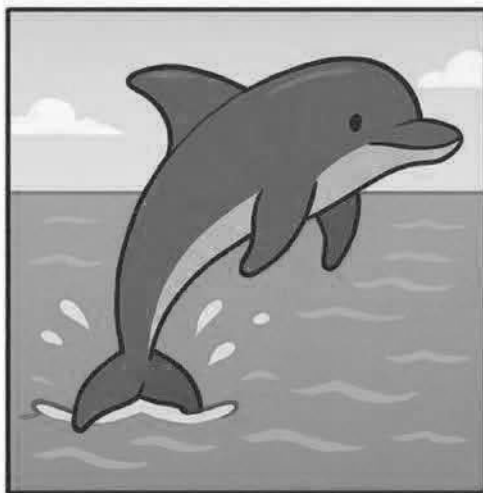
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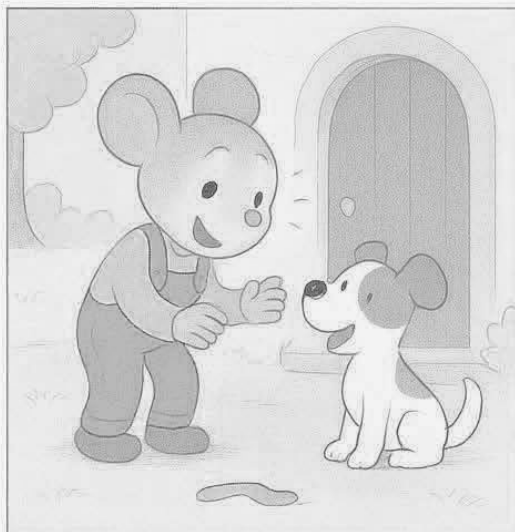
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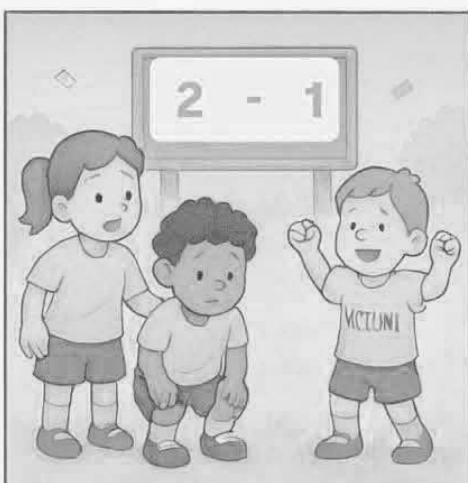
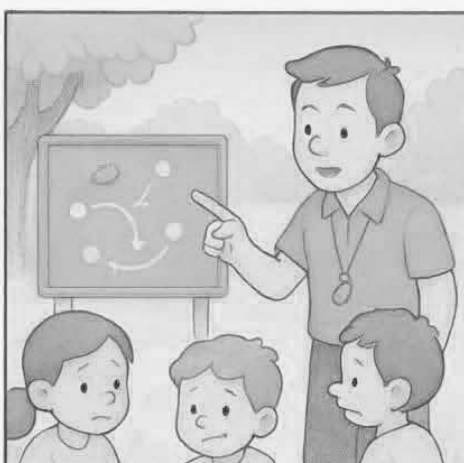
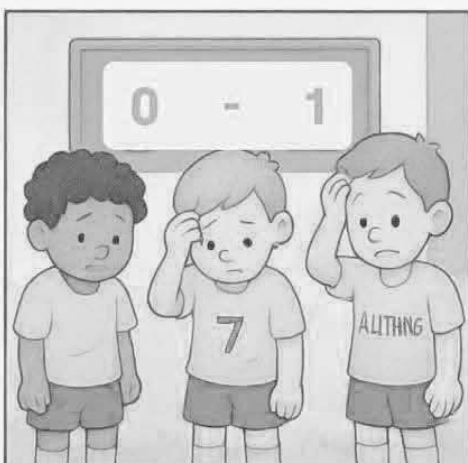
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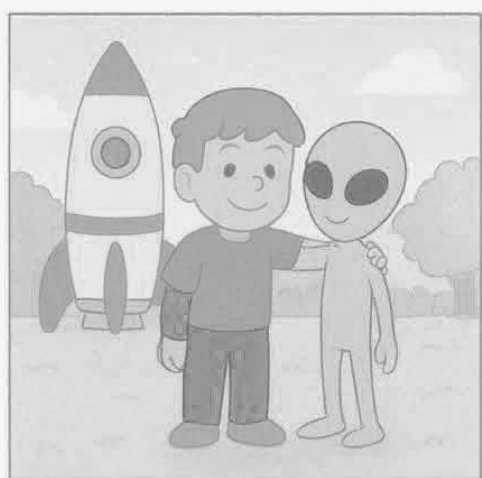
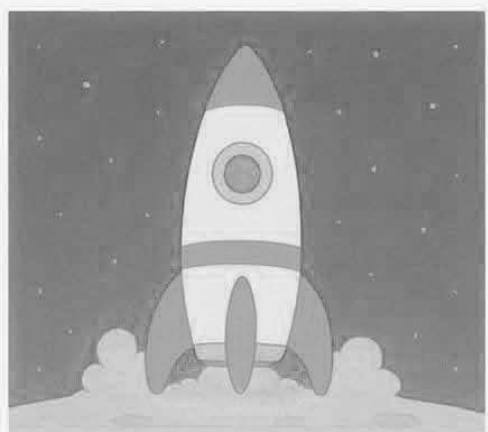
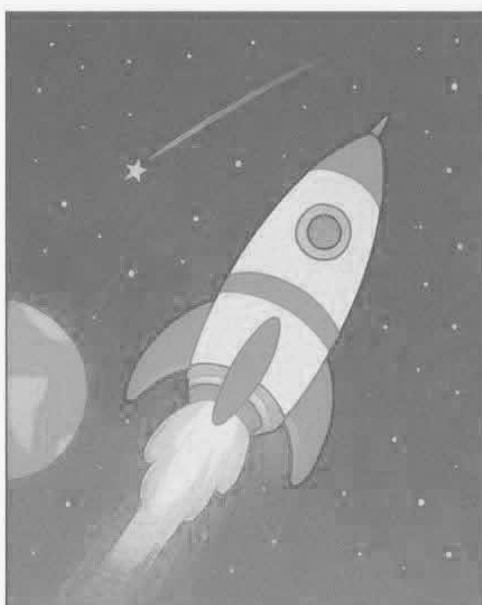
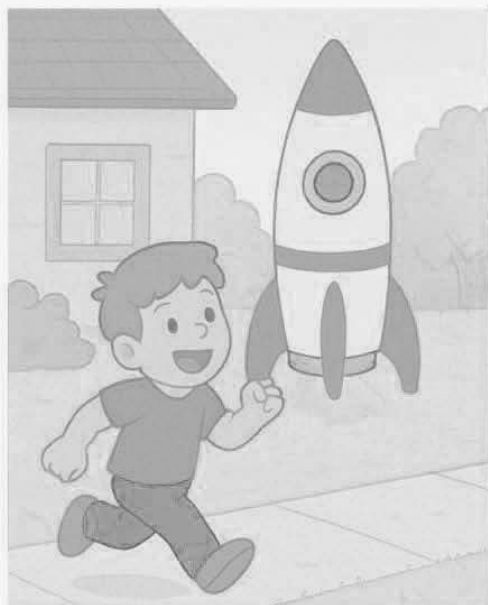
9. APPENDIX













- QUESTIONNAIRE
 - PRODUCCIÓN ORAL EN SECCIÓN BILINGÜE Y NO BILINGÜE

Este cuestionario forma parte de un trabajo que estoy realizando para mi Trabajo de Fin de Grado (TFG) sobre las diferencias que existen en la producción oral (speaking) en inglés en los grupos bilingües y no bilingües. Tu opinión es muy importante para mí, por eso te pido que respondas con sinceridad y seriedad, ya que este cuestionario me ayudará a entender mejor las diferencias y experiencias hablando inglés en clase.

Consentimiento

La participación en este cuestionario es voluntaria y no se recogerá información personal identificable, es decir que es completamente anónimo. Al consentir la participación se podrá acceder al cuestionario, si no se consiente la participación, el cuestionario se entregará automáticamente sin posibilidad de responder.

¿Consientes participar en esta investigación de forma anónima y voluntaria?

- Sí, consiento participar
- No, no consiento participar

¿Por qué crees que hay menos gente en la sección bilingüe que en la no bilingüe?

Tu respuesta

¿Crees que un alumno de la sección no bilingüe tiene más dificultades para alcanzar un buen nivel de producción oral que uno de la sección bilingüe?

- Si porque en la sección bilingüe practican más el speaking
- No, porque también puedes tener un buen nivel de inglés si estudias y practicas en casa sin depender de la sección.
- No tiene nada que ver con la sección, sino con la experiencia del alumno.
- Otro:

¿Crees que la forma de impartir las clases en la sección bilingüe ayuda a los alumnos a tener más nivel de inglés?

- Sí, la enseñanza bilingüe es más útil.
- No, la forma no bilingüe de enseñar es más útil.
- La forma de enseñar es la misma en ambos.

¿Utilizas el inglés, además de en clase, por ejemplo con tus amigos, en Internet, en películas y música, etc.?

- Sí, escucho música en inglés.
- Sí, veo series o películas en inglés
- Sí, lo uso de manera diferente a las anteriores
- No, no utilizo el inglés fuera de clase.

¿Crees que las experiencias fuera del aula, por ejemplo, las clases extraescolares o la exposición al inglés a través de la música, el cine, etc. influyen más en la mejora de tu nivel de speaking que las clases en el instituto?

- Sí, porque la escuela se centra más en seguir reglas que en el uso del inglés en la vida cotidiana.
- Sí, porque la exposición al inglés por tu cuenta es más eficaz que estudiarlo en clase.
- Creo que es importante combinarlos.
- No, porque sin clases del instituto sería difícil entender el idioma.
- Otro:

¿Qué crees que influye mas en el nivel de producción oral de los alumnos?

- Los profesores y la motivación que transmiten
- Sus experiencias personales fuera del aula
- Las actividades de speaking en clase
- Las horas que estudies el idioma
- Otro:

¿Te sientes cómodo/a hablando inglés en clase?

- Si
- A veces
- No

¿Has tenido experiencias fuera del aula que puedan haber mejorado tu nivel de producción oral (viajes, intercambios, etc.)?

- Si
- No

¿Acudes a clases extraescolares de inglés?

- Si
- No

¿Crees que es más probable que los alumnos de la sección bilingüe sigan aprendiendo y mejorando su inglés en el futuro?

- Sí, es más probable.
- Igual de probable
- No, no es más probable

¿Cuál crees que es la mayor diferencia respecto a la producción oral entre las dos secciones?

Tu respuesta

¿Crees que es mas fácil practicar la producción oral con trabajos en grupo?

- Si

- Es igual
- No

Para ti cual es la mejor forma de mejorar la producción oral

- Hacer presentaciones orales
- Ver videos, series, escuchar música, etc. en inglés
- Trabajar en grupos pequeños hablando entre los estudiantes en inglés
- Interactuar con el profesor en el aula
- Haciendo debates
- Otro:

