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Master´s Final Project (MFP)

Bilingual Education Program´s effectiveness based on learners´ reading comprehension and writing skills

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Abstract

This study explores the effectiveness of Bilingual Education Program (BEP) under the MEC-BC Program based on students´ reading and writing samples in both English and Spanish. The results indicate that there is a significant difference between students who are under BEP and those who are in a non-bilingual program (NBP). Furthermore, they reveal that students in BEP perform better in both tasks and languages thereby supporting previous studies on bilingual education or immersion programs. Nevertheless, there are other factors and stakeholders that must be considered in order to have an over-all picture whether BEP indeed is effective. It is hope that from this study, more schools will offer BEP as a program for all secondary students considering the many benefits it can offer to them.

Key words: bilingual education, immersion education, bilinguals, writing, reading

Resumen

Este estudio explora la efectividad del Programa de Educación Bilingue (BEP) bajo el programa MEC-BC basado en muestras de lectura y escritura de estudiantes en inglés y español. Los resultados indican que existe una diferencia significativa entre los alumnos del BEP y los de programa no bilingue (NBP). Además, revelan que los estudiantes del BEP tienen mejores resultados en ambas tareas y lenguas de manera que sostienen estudios anteriores sobre la educación bilingüe o los programas de inmersión. No obstante, hay otros factores y partes interesadas que se consideran para tener una visión global sobre la eficacia del BEP. Se espera que este estudio contribuya a los estudios limitados sobre el BEP en secundaria en España y que haya más institutos ofrezcan el BEP como un programa para todos los alumnos de secundaria dado los beneficios que pueden ofrecer a ellos.

Palabras claves: educación bilingüe, educación inmersión, bilingües, expresión escrita, comprensión lectura

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Abbreviations

In this paper, a number of acronyms are used. The list below explains their meanings:

BC = British Council

BE = Bilingual Education

BEP = Bilingual Education Program

CLIL = Content and Language Integrated Learning

EFL = English as a Foreign Language

ESL = English as a Second Language

IGCSE = International General Certificate of Secondary Education

JCyL = *Junta de Castilla y León* (Castile and León Regional Government)

L1 = First Language / Mother Language

L2 = Second Language

MEC= *Ministerio de Educación y Ciencia* (Ministry of Education and Science)

MECD = *Ministerio de Educación, Cultura y Deporte* (Ministry of Education, Culture and Sport)

NBP = Non-Bilingual Program

PEC = *Proyecto Educativo de Centro* (School-based Education Project)

PGA = *Programación General Anual* (Annual General Programming)

PMAR = *Programa de la Mejora del Aprendizaje y Rendimiento* (Learning and Performance Improvement Program)

1. Introduction

Monolingual society used to be predominant, nevertheless, that is no longer true as there are more bilingual and multilingual societies in existence nowadays. The world as it is known is getting smaller because of digital technology and facility for greater mobility, hence, language without a doubt plays a very important role. Therefore, it cannot be denied that there are some languages that are losing its importance and there are those that are gaining prominence; one of them is English.

English is the second most spoken language in the world followed by Hindi and Spanish (Lewis, Simons & Fennig, 2015; Baker, 2011, p. 43). Although Chinese is the most spoken language, English is considered as a global language (Crystal, 2003). Furthermore, it is the number one language use in the internet worldwide (Miniwatts Marketing Group, 2017).

Spain, as part of the European community, recognized the importance of linguistic competence among its youth. Thus, it was not surprising that the Spanish Ministry of Education and Science signed an agreement with the British Council in 1996 to introduce an integrated curriculum in Spanish state schools from age three through sixteen "with the hope of equipping Spanish students to be successful in a modern, globalized, 21st century Spain" (Pryde, in Dobson, Perez Murillo & Johnstone, 2010, p. 7).

And in relation to a three-year independent external evaluation to fine tune the MEC-BC´s Bilingual Education Program (Dobson et. al, 2010); the present study aims to investigate the different outcomes which arise from Bilingual Education Program (BEP). It hopes to corroborate, albeit in minuscule level, in the findings that BEP indeed helped develop students´ language proficiency. Specifically, it aims to provide research-

based evidence on secondary 4 learners´ proficiency and competency in reading and writing in BEP in comparison with those who are not.

Finally, the results of the present study envision contributing in the body of knowledge in existence about bilingual education within the present BEP, in particular, in Castile and Leon context,

> "as more and more countries come to view BEP as education model worth exploring to provide young people with an education that prepares them for citizenship in their home countries and of a global world" (Dobson et. al., 2010, p. 145).

2. Theoretical Background

2.1. Bilingualism

2.1.1. Definition

The concept of Bilingualism means different things for many but for Weinreich (1953, it refers to the "practice of alternately using two languages and the person involved in bilingualism is called bilinguals" (p. 5). Nevertheless, there are those who question this definition as "perhaps it better served as a description of code-switching" (Adams, 2003, p. 3).

On the other hand, Bloomfield (1933) asserts that "where…perfect foreign language learning is not accompanied by loss of the native language, it results in *bilingualism*, native-like control of two languages" (pp. 55-56). Howbeit, this definition is also contentious as there are authors such as Hamers and Blanc (1989) who claim that the competence in two languages may not imply native control in two languages as can be seen later when types of bilingualism and bilinguals will be discussed. In fact they stress that

> "balanced bilingualism should not be confused with a very high degree of competence
> in two languages; it is rather a question of a state of equilibrium reached by the levels of
> competence attained in the two languages (Hamers & Blanc, 1989, p. 8)."

Besides, Romaine (1989, p. 18) explains that "the notion of balanced bilingualism is an ideal one, which is largely an artifact of a theoretical perspective which takes the monolingual as its point of reference." While Baetens Beardsmore (1982, p. 31) views bilingualism as "a cline with no clear-cut limits other than those of the pure monoglot at one end and the perfect ambilingual at the other." Recently, Lam (2001) refers to it as "the phenomenon of competence and communication in two languages" (p. 93).

As there is no clear definition for Bilingualism, for the purpose of this study, the term ´bilingualism´ is reffered "to individuals or groups who routinely use two or more

languages for communication in varying contexts" (Cambridge International Examinations, 2015, p. 1).

2.1.2. Types and characteristics

Bilingualism, in particular bilingual persons, can be categorized in different types among them depending on the age of bilingual acquisition, linguistic proficiency, and contexts of bilingual acquisition.

Based on the age of bilingual acquisition, they can be called simultaneous or sequential bilinguals (Mc Laughlin, 1984, p. 10; Flynn, Foley, & Vinnitskaya, 2005). Mc Laughlin (1984) explains that the acquisition of two languages in childhood can either be simultaneous or successive bilingualism, "the former occurring within the first three years of life and the latter resulting from exposure to another language after the age of three" (p. 10) although "this distinction is arbitrary" as Mc Laughlin acknowledged (1984, pp. 72-73). Romaine (1989, p. 240) argues that,

> "simultaneous exposure to two languages when it is provided regularly but unequally from birth, does not guarantee balanced bilingualism. Much more depends upon the actual quantity and nature of such exposure, within the child´s particular social and interactional setting"

In terms of linguistic proficiency degree, they can be denominated as balanced or dominant (e.g. Lambert, 1955; Hamers & Blanc, 1989; and Adams, 2003) According to Lambert (1955), the balanced bilinguals possess an equivalent competence in the two languages (L1=L2) and the dominant bilingual has a superior competence in one of the two languages (L1> L2 or L 2> L 1). Similarly, Hamers and Blanc (1989, p. 8) distinguish between the 'balanced bilingual,' who has equal competence in both languages, and the 'dominant bilingual', whose competence in one of the languages is superior to competence in the other language. Nonetheless, the bilingual may have language competence in either one or two of the four language skills in the other language. This type of bilinguality would be the bilinguals preferred language, the language that he or she feels more at home with. Howbeit Adams (2003, pp. 3-4) discusses the view that "bilingualism is marked by equal and fluent competence in two

languages" although "there are speakers who have greater competence in one language than another."

Furthermore, in terms of linguistic proficiency, Bilingualism ranges in degree from purely receptive competence in one of the two languages to native-like performance in both (Finnegan-Ćatibušić, 2006, p. 3) and along this continuum a distinction is commonly made between ´passive´ (receptive) bilingualism and ´active´ (productive) bilingualism (Baetens Beardsmore, 1982, pp. 15-16).

And finally, with regards to context or domain of bilingual acquisition, bilinguals may have acquired languages at home, school, work, travel or residence in a foreign country, etc. and thus their competencies in one domain may be higher in one that other domain (Ng & Wigglesworth, 2007, p. 10). Skutnabb-Kangas (1981) makes distinction if the languages were acquired at home or in school and referred to them as either natural bilingualism (primary context) or school bilingualism (secondary context) on the other hand, Valdes and Figuero (1994) make distinction between elective bilinguals and circumstantial bilinguals.

As can be inferred, there are many distinctions and categorization of bilingualism/ bilingual and there are more, Wei (2000, pp, 6-7) offers a list of different types of bilinguals (see Appendix 1).

2.1.3. Issues (Contributions and Challenges)

As mentioned earlier there are issues with regards to the definition of bilingual and bilingualism which we have explained earlier but there was an erroneous notion before that being bilingual was not good to a child´s mental development. Bialystok (2015) explains that "until about 50 years ago, popular belief and ´scientific evidence´ converged on the conclusion that exposing children to more than one language was a potentially dangerous experience." She adds that "the expectation was that children would display ´mental confusion´ (Saer, 1923, in Bialystok, 2015) and show signs of ´mental retardation´ (Goodenough, 1926, in Bialystok, 2015). There are those who consider bilingualism as "an intellectual impediment and a site of cognitive, linguistic and emotional conflict" (Epstein, 1915, in Pavlenko, 2011, p. 12) and that the consequence of bilingualism is that "inner attitudes… will enter into conflicting

tensions in the child´s soul...functional opposition of two language formation can lead to shakes-up of the structure" (Sander, 1934, translated by Weinreich, 1953, p. 120, in Pavlenko, 2011, p. 13)

Recently, there are many known advantages why parents should opt for bilingualism or even multilingualism for their children. Among the many benefits are: metalinguistic awareness and self-regulation (Ransdell, Barbier & Nut, 2006); enhancement of executive control processes (control of attention, facilitation of planning and organization, inhibition of inappropriate responding) when young (Bialystok, 2007); and spatial ability, mental imagery and bilingual language-processing (McLeay, 2003). In addition, bilingual educational has potential social, ethnic or community benefits such as continuity of heritage, cultural transmission and cultural vitality, social and economic inclusion (Batibo, 2005; Kenner, et. al., 2008; May, 2001; Peyton, et. al., 2001; Stroud, 2001; Tse, 2001; in Baker, 2011, p. 250). BE can also enable higher levels of competency in student´s two languages, develop a broader enculturation, increase classroom achievement, also aid establish a more secure identity in local, regional or national level, raise self-esteem (Baker, 2011, pp. 249-250).

Other issues in relation to bilingualism are bilingual community education, language domains, natural translation, code-switching, interference and borrowing, among others but they will not be discussed in this paper.

2.2. Bilingual Education

2.2.1. Definition

Understanding the definition of Bilingual education means referring to different terminologies applied to the concept. For Mehisto, Marsh and Frigols (2008, p. 12), the concept of bilingual education is to use Content and Language Integrated Learning (CLIL); "an umbrella term covering a dozen or more educational approaches such as immersion, multilingual education, language shower and enriched language programs."

For the purpose of this study, ´bilingual education´ refers to "the use of two or more languages as mediums of instruction for 'content' subjects such as science or history" (Cambridge International Examinations, 2015, p. 1).

2.2.2. Varieties of Bilingual Education

There are varieties of immersion and bilingual education models in practice in different parts of the world. Among these models are ´early total´, ´early partial´, ´delayed total´, ´delayed partial´, ´late total´, ´late partial´ (Genesee, 1987; Lapkin, Hart & Swain, 1991; Thomas, Collier & Abbot, 1993; Johnson & Swain, 1997; De Courcy & Burston, 2000; Garcia & Baker, 2007; Baker, 2011; Johnstone, Dobson, & Perez Murillo, 2011), one-way immersion program, two-way immersion program, language revival immersion programs and multilingual immersion programs (Tedick, Christian &Williams Fortune, 2011), etc. These varieties can be attributed to the aims of bilingual education, the age of students, and the amount of time students exposed in the languages.

According to Hornberger (1991), bilingual education can be divided into three conceptual frameworks: transitional, maintenance and enrichment models.

> "The **transitional model** encompasses all of those bilingual education programs that encourage language minority students to shift to the majority language (the official language of the national society), assimilate to mainstream culture norms and be incorporated into the national society...The **maintenance model** encompasses all of those bilingual education programs that encourage language minority students to maintain their native language, strengthen their cultural identity, and affirm their civil rights in the national society. The **enrichment model** encompasses all of those bilingual education programs that encourage the development of minority languages on the individual and collect levels, cultural pluralism at school and in the community, and an integrated national society based on the autonomy of cultural groups " (Hornberger, 1991, pp. 222-223).

Whereas Tedick et. al. (2011) explain three types of immersion/ bilingual education programs:

- "**One-way immersion program** enrolls linguistically homogeneous students who are typically dominant in the majority language and have no or minimal immersion language (IL) proficiency on program entry. Further, it aims to

develop additive bi/multilingualism and bi/multi-literacy, ensure that learners achieve academically and foster the development of intercultural understanding;

- **Two-way immersion program** brings together language minority and language majority learners to be instructed in and to learn each other's languages (e.g. Spanish/ English or Chinese/ English) and work toward immersion goals of additive bi/multilingualism and bi/multi-literacy academic achievement and cross-cultural understanding; and

- **Language revival immersion programs** are designed to revitalize endangered indigenous cultures and languages and promote their maintenance and development. They typically enroll children with indigenous heritage, though increasingly attracting some non-heritage learners. These are one-way or two-way depending on their student population. Besides reclaiming native people´s cultural identity, they strive for academic achievement and additive bi/multilingualism and bi/multiliteracy" (p. 2)

On the other hand, Baker (2011) explains that there are 10 broad types of bilingual education and they can be grouped into three main categories: monolingual forms of education for bilinguals, weak forms of bilingual education for bilinguals and strong forms of bilingual education for bilingualism and biliteracy (pp. 209-2010, see Appendix 2 for Types of bilingual education models).

Notwithstanding, the last category is of interests in this study. The strong forms of bilingual education have "bilingualism/ multilingualism, biliteracy/ multiliteracies and biculturalism/ multiculturalism as intended outcomes…and may refer to:

- "**Dual Language education** occurs when approximately equal numbers of language minority and language majority students are in the same classroom and both languages are used for instruction" (Baker, 2011, p. 222);

- "**Heritage Language bilingual education** is concern with teaching content through a minority language; with the preservation of the ethnic language, ethnic culture and, in many cases, has a large preponderance of language minority children" (Baker, 2011, p. 236);

- "**Immersion bilingual education** usually contain only language majority children learning much or part of the curriculum through a second language" (Baker, 2011, p. 244); and

- "**Mainstream bilingual education** is designed to increase the time available for language learning and to take advantages of what is currently known about effective language acquisition and learning" (Baker, 2011, p. 266; Marsh, Oksman-Rinkenen & Takala, 1996, p. 10).

In addition, for Baker (2011), the concept of immersion bilingual education varies in terms of the following aspect: age at which the child commences the experience (early, delayed or middle for those who started at 9 to 10 years old and late immersion for those who started at secondary level) and amount of time spent in immersion (total immersion which usually commences at 100% in L2 and reduces to 80% after 2 or 3 years, or partial which provide close to 50% in L2) (p. 39).

For the present study, BEP program in this study refers to ´early partial´ (Baker, 2011, p. 239-241) and ´one-way´ immersion program (Christian &Williams Fortune, 2001, p. 12; Johnstone, 2011, p.5).

2.2.3. Issues (Contributions and Challenges)

As bilingual education involves educating the youth, issues and controversies inevitably arise. Tedick et. al. (2011, pp. 5-8) summarize some key issues related to immersion or bilingual education programs: the immersion language (IL) development, academic achievement, cultural understanding, teacher development, and program design and implementation. Furthermore, research on one-way immersion has established that language majority students do not acquire native-like levels of IL proficiency in the productive skills (Genesee, 1987, 2004).

Moreover, there are some sectors in the society who fear that bilingual education may mean promoting the target language to the detriment of students´ heritage and/ or first language (Saer, 1923; Goodenough, 1926; in Bialystok, 2015). There are some who think that many educators are not prepared to teach subjects under bilingual education program (Barnes, 2006; Barrantes, 2012; Gutierrez, 2013) which of course is subject to contention. Although the reality is that in Spain´s context, teachers involved in bilingual education have different accredited English levels as each autonomous community require different level in English to be involved in CLIL/ bilingual education/ immersion programs (Barnes, 2006; Barrantes, 2012; Gutierrez, 2013).

On the contrary, there are those who strongly believe that bilingual education actually promotes linguistic competence and cultural knowledge among learners and teachers including better appreciation of their own language and culture. In spite of the many criticisms bilingual or immersion education may receive, the author of this paper

is strongly convinced that there are more actual and long term benefits than the opposite.

2.2.4. Bilingual Education in Spain

There are two existing bilingual education programs in Spain: the MEC-BC´s Bilingual Education Program (BEP) and the Autonomous Communities´ Bilingual Section Programs (BSP) which both exist in the Autonomous Community of Castile and León.

2.2.4.1. The MEC-BC´s Bilingual Education Program

In 1996, the *Ministerio de Educación y Ciencia* (Ministry of Education and Science) and the British Council´s (MEC-BC) Bilingual Education Program (BEP) was initiated as an experiment within the Spanish state education system (MEC, 2006, p. 13).

Johnstone, et. al. (2011) explains that BEP in Spain takes the form of ´early partial´ immersion using two languages of instructions: English and Spanish although in Balearics pupils in BEP receive instruction in Catalan, Spanish and English. In addition, it allocates some 40% in English and 60% in Spanish which is less than ´early total´ immersion nonetheless it represents a substantial amount of time for the immersion language (p. 5). Furthermore, BEP in Spain follows the ´one-way´ immersion model as "students share a common first or national language and are immersed in an additional language, that is, English" (Johnstone, et. al., 2011, p. 6).

According to the official Guidelines for Integrated Curriculum for Primary Education (MEC, 2006, p. 13) as approved by the Ministry of Education and Science, the aims of the Spain´s National BEP are to:

> "promote the acquisition and learning of both languages (Spanish/ English) through an
> integrated content-based curriculum (the Spanish National Curriculum and aspects of
> the National Curriculum for England and Wales), encourage awareness of diversity of
> both cultures, encourage the use of modern technologies in learning other languages,

and where appropriate, to promote certification of studies under both educational systems."

In September 2004 the project took forward into the Secondary school with the following specific objectives:

"to continue the acquisition and learning of both languages through an integrated content-based curriculum (the Spanish National Curriculum and aspects of the National Curriculum for England and Wales), to encourage awareness and understanding of the diversity of both cultures, to facilitate the exchange of teachers and students, to encourage the use of modern technologies in learning other languages, and to promote the certification of studies under both educational systems, if and when appropriate (Kelly, et. al., 2012, p. 8).

The implementation of such a curriculum requires, firstly, with regard to English as a subject, "a very different classroom approach from the traditional EFL classroom" (Agudo, 2006, p. 31) where the focus is on learning English as a foreign language; secondly, a similar new methodology teaching and learning other curricular areas through English as such

"an integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for students to be competent in three European languages by the end of the obligatory period of Secondary Education and that the learning of the first foreign language should begin in the early years of formal education (Agudo, 2006, p. 31).

The teaching of English is posed as a first language, and thus it is referred as Literacy as a subject. Successful learning involves promoting contexts that use rich and varied languages, in relation to the tasks to be performed and their possible interlocutors, texts and communicative exchanges as well the use of concrete and contextualized communicative situations (Ruiz Fuente, 2016-2017, p. 3).

Schools follow the national curriculum for subjects taught in Spanish, and an integrated curriculum for subjects taught in English. Furthermore, students at secondary level can take Cambridge IGCSE examinations in subjects including English, Geography, History and Biology. Furthermore, secondary students under MEC-BC

must have 5 English (Language and Literacy) sessions per week while Science and Geography and History will have the same hours allocated as those in the current Spanish education system. Each school may include other subjects, if their timetable permits, if and when their contents and methodology follow the bilingual project guidelines. Some materials used are designed by the faculty team of each center (Ruiz Fuente, 2016-2017, p. 3).

In addition, according to Kelly, et. al. (2012), the MEC-BC program requires that secondary teachers must coordinate among themselves which involves:

- "English teachers meeting often enough for everyone to be aware of progress. In the development and evaluation of the bilingual project, the English department should be involved as a whole.

- Teacher coordination amongst English and Science and/or Geography and History teachers to discuss the way the bilingual project as a whole is developing. This interdepartmental coordination becomes increasingly essential in order to cater for more complex learning needs. Issues which traditionally have not been part of subjects, such as linguistic awareness for Science or Geography and History teachers, or non-fiction texts, for English teachers must be dealt with and require co-operative planning and negotiation" (p. 9).

And finally, there are a number of regulations (see Appendix 3 for complete list) that have been enforced in relation to the MEC-BC Agreement (Portal de Educación de la Junta de Castilla y León, 2017). Among them are:

- ***CONVENIO** entre el Ministerio de Educación y Ciencia y the British Council. (1 de febrero de 1996).*
  [Signing of **AGREEMENT** between the Ministry of Education and Science and the British Council (1 February 1996).

- ***ORDEN EDU/884/2004**, de 8 de junio, por la que se crean secciones lingüísticas de lengua inglesa en institutos de educación secundaria de Castilla y León. (BOCyLnúm 114, de 16 de junio 2004).*
  [**ORDER EDU/884/2004**, of 8 June; Linguistic sections are created in Secondary Schools in Castile and León].

2.2.4.2. Autonomous Communities´ Bilingual Section Programs

In academic year 2006-2007, Bilingual Section Program (BSP) was initiated in Spain. BSP is offered by those schools supported with public funds in the development of a bilingual educational project "Spanish-foreign language", either in primary education stage or compulsory secondary education. Possible foreign languages in this program are: English, French, German, Italian or Portuguese.

At present, it exists in different autonomous communities, including Castile and León. In the bilingual section, 2 or 3 non-linguistic disciplines are taught in the foreign language of the section, noting that the total number of hours taught in that language does not exceed 50% of the total hours of the students. This schedule can be increased up to 2 hours per week, in both primary and secondary education, in order to allocate a greater number of periods to the teaching of the discipline "foreign language". Teachers who teach in the foreign language of the bilingual section are accredited in the B2 level defined in the "Common European Framework of Reference for Languages: Learning, Teaching, Evaluation" (CEFRL) or equivalent level. Other agents implicated in these teachings are the so-called foreign conversation assistants, selected by means of annual call of the MECD to collaborate with public school teachers.

In Castile and Leon, there are up to 225 foreign conversation assistants. Likewise, there are several regulations on the Bilingual Sections in Castile and León such as:

- *ORDEN EDU/6/2006, de 4 de enero, por la que se regula la creación de secciones bilingües en centros sostenidos con fondos públicos de la Comunidad de Castilla y León. (BOCyL núm. 8, de 12 de enero de 2006).*
  [ORDER EDU / 6/2006 of 4th January, by which the creation of bilingual sections in public finance centers of the Community of Castile and Leon is regulated. (BOCyL No. 8 of January 12, 2006)] (Portal de Educación de la Junta de Castilla y León, 2017; see Appendix 4 for the complete list of regulations).

3. Statement of the problem, Hypothesis, Justification and Methodology

3.1. Statement of the problem and hypothesis

Many studies (Greene, 1998; Ramírez, Yuen, Ramey, & Pasta, 1991; Rolstad, Mahoney, & Glass, 2005; Slavin & Cheung, 2005) demonstrate that students who have studied or studying under a bilingual program learn and succeed academically in English in comparison to programs conducted in English-only. Notwithstanding, those studies have generally addressed Spanish speaking learners in an English speaking context and there are few studies that address Spanish speakers learning under the bilingual program in Spanish speaking countries.

This small-scale study attempts to contribute to the existing body of literature on bilingual education in general and high school learners´ reading and writing competencies under BEP in Spain´s context. Admittedly, this study is limited in terms of number of participants, scope, context, number of researchers and time in order to conduct a more exhaustive study. For instance, perceptions of students as well as other stakeholders in BEP such as teachers, parents, and school administrators on BEP´s effectiveness, good practice and areas for improvement would have been included in this study.

This paper intends to focus on two (reading and writing) of the basic language abilities that fit into two dimensions: receptive and productive skills; oracy and literacy (Baker, 2011, p. 7). Where reading is considered as receptive skills while writing as productive skills and both are under literacy.

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

a. Is there a significant difference in the reading competence of students who are in bilingual program or not in both Spanish and English languages?

b. Is there a significant difference in the writing competence of students who are in bilingual program or not in both Spanish and English languages?

It is expected that learners in BEP group will demonstrate better outcomes in reading and writing in English while those who are in NBP group will perform better in Spanish (hypotheses) as "language dominance is principally due to a greater level of exposure to and communicative need for one of the bilingual´s two languages" (Grosjean, 1982, p. 188).

3.2. Justification

There is a need to conduct studies that explore bilingual education programs for a variety of reasons, such as: immigration, globalization and greater mobility of people as they are among the many possible reasons why an individual has to communicate in another language.

In Spain, there are two bilingual education programs in English language which can be attributed to the importance of English. According to Mark Robson (British Council, 2013/D096, p. 5), Director of English and Exams of the British Council,

> "English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it...English is the 'operating system' of that global conversation."

It has "become a component of basic education in many countries (Graddol, 2006, p. 14)" including Spain. In fact, according to British Council´s Executive Summary on the English Effect (British Council, 2013/D096, p. 6),

> "it is the world's common language, it drives growth and international development and that it changes lives not to mention that it allows the rapid cross-pollination of ideas and innovation around the world, and the development of a new kind of supranational single market in knowledge and ideas."

For the aforementioned significance of English in a globalized society, there is a need for learners to be competent in the usage of English and this is where Bilingual Education Program can play a significant role. It is believed that its role is crucial and

for that, more studies should be conducted related to its effectiveness and thereby possible improvements for the benefits of learners and the society in general.

3.3. Methodology

3.3.1. Context

3.3.1.1. Location

IES Galileo is the locale of the study. It was established as a vocational training center en 1978 and it currently offers four compulsory secondary education (ESO), two modalities of *Bachillerato* (Science & Technology and Humanities & Social Sciences) beside vocational training (basic, intermediate and advance levels). It is located in *Pajarillos* neighborhood that was built in the 1950s and the 1960s.

The neighborhood, where the schools is situated, is considered as a lower middle class community of Valladolid and it is characterized by the existence of ethnic minorities, primarily of gypsy ethnicity, in a very high proportion compared to the rest of the city, with strong social, economic, and cultural problems. And since there are many cases in which parents of this ethnic group do not consider the possibilities of their children obtaining high school diplomas, these students are disruptive and make school activities difficult (IES Galileo, 2016-2017c, p. 5). Coexisting with this group are students who belong to families interested and committed to the education of their children, participating and collaborating with the school (IES Galileo, 2016-2017b, p. 8).

The rise of families that emigrate to other areas of the city, the progressive increase of immigrants from Morocco and Eastern countries, the increment of population with social difficulties as a consequence of low education level, unemployment and other marginalization and social exclusion situations generate a great internal diversity in the student body of the school (PEC, 2016-2017, p. 19).

Further, the neighborhood has also had a bad reputation for the drug enclave that existed in the environment at the time and this has also had an impact in terms of the number of students enrolled, which makes the class size less.

According to PGA (IES Galileo, 2016-2017c, p. 4) explains that,

> "high school students come mainly from the neighborhood of *Pajarillos* (upper and lower zones) and *Las Flores* while FP students come from different parts of Valladolid. The school has a total of 763 students (227 in ESO, 69 in Bachillerato, 26 in FP Basic, 234 in Intermediate FP, & 217 in advance FP)."

In 4th of ESO, there are two bilingual groups (one from MEC-BC and the other from JCyL) and a non-bilingual group of students which constitute some students (9 out of 25 students) who were enrolled last year in *Programa de la Mejora del Aprendizaje y Rendimiento* (*PMAR* or Learning and Performance Improvement Program) and currently need assistance in instrumental subjects (Estrada, 2016-2017, p. 76).

For the purpose of this study, only the MEC-BC group (BEP) and non-bilingual group (NBP) will be considered as participants of the study.

3.3.1.2. English Language Programs

There are two bilingual programs co-existing in IES Galileo, the first under the auspice of MEC-BC and the latter under JCyL with the objectives of "introducing a bicultural and bilingual curriculum in Spanish and English and that by 16 years old, students will be capable of expressing themselves fluently in both languages and will know both cultures" (Ruiz Fuente, 2016-2017, p. 3). Moreover, it also has a non-bilingual program or also known as English as a Second Language (ESL) or English as a Foreign Language (EFL).

In June 2004, the creation of the English Language Linguistic Section in IES Galileo paved the way to the introduction of the MEC-BC´s Bilingual Education Program in the school. Consequently, by academic year 2005-2006, IES Galileo continues the *C.P. Narciso Alonso Cortes* Project and by school year 2008-2009, 4th of ESO learners started with the Cambridge´s IGCSE (Roman Casado, 2017), a system of external examination at age 16. On the other hand, the JCyL´s Bilingual Section Program in English Language was created in May 2012 and accordingly, it was initiated in 1ºESO during the academic year 2012-2013 with a group of students from CP Miguel Hernandez. But, as previously stated, this study concentrates on the Bilingual Education Program (BEP) and Non-Bilingual Program (NBP).

The BEP group uses IGCSE First Language English course book and requires Content and Learning Integrated Language (CLIL) approach, team teachers' coordination and support of conversation assistant. It also requires different work dynamics inside (e.g. activate prior learning, visual support such as videos or worksheets, motivation) and outside (e.g. establish cross curricular relationship with other subjects or design of didactic units) the classroom in comparison with NBP or a regular ESL/ EFL classroom (Ruiz Fuente, 2016-2017, p. 11).

In the Non-Bilingual Program, the course book being used has an eclectic methodology since it was designed with attention to diversity in mind for students with varied learning styles and teachers with diverse teaching styles (Estrada, 2016-2017, p. 73). In addition, as some students are under PMAR, the group has a support teacher which spends two lecture hours (an instructional hour of classroom support and an hour outside the classroom to answer questions raised by the students) to reinforce the English as a second language complementing the work of the titular teacher (Estrada, 2016-2017, p. 77; please refer to Appendix 5 for Brief comparison of BEP and NBP at IES Galileo).

3.3.1.3. Participants

The participants of this study are secondary 4 learners (4º ESO) from two different groups: a group under Bilingual Education Program (BEP) and the other under the Non-Bilingual Program (NBP). According to an informal interview with their teacher, the BEP group consists of 12 students who have been under the MEC-BC Program since they were in primary school at CP Narciso Alonso Cortés. On the other hand, the NBP group composes of 25 students where 9 of them, according to the diagnostic tests carried out, have serious difficulties in reaching the objectives proposed for this course (Estrada, 2016-2017, p. 76). Nevertheless, only 10 students from BEP and 16 students from NBP agreed to do the tasks for this study.

The students in this study are from mixed gender and socio-economic status although the majority belongs to low-income family. In addition, they are predominantly Spanish with an exception of two students whose parents are Moroccan and one whose parents are Spanish and Portuguese. Based on informal interviews with

their teachers, two of them can be considered bilingual speakers of Arabic and Spanish while one is bilingual speaker of Spanish and Portuguese.

3.3.2. Research Design

3.3.2.1. Research instruments

To find out the difference between BEP group and NBP group on their reading and writing competencies, they are given two sets of tasks in English and Spanish (see Appendices 6 & 7, respectively) with corresponding answer keys for reading tasks in English and Spanish (refer to Appendices 8 & 9). The reading tasks in English and Spanish are taken from "Get it right: Teacher´s Resource Book 1" (Krantz, 2007, p. 40) and "*Lengua castellana y literatura: Castilla y León 4º ESO*" (Lobato Morchón & Lahera Forteza, 2012, pp. 222-223) respectively as these books are for 4th year learners but is not use by neither of the group. Each task requires them to read an article and answer the questions to test their reading comprehension.

Afterwards, they are expected to write their own letter in English and a short summary in Spanish which determine their writing skills in both languages. Their letters in English are corrected using the Cambridge Writing assessment criteria for A2 level as an evaluation rubric (see Appendix 10) while the summaries in Spanish are corrected using the DELE assessment criteria for C2 level (see Appendix 11).

> According to ORDEN EDU 363/2015,
>
> "*el Marco Común Europeo de Referencia para las Lenguas describe lo que el alumnado ha de ser capaz de hacer en el idioma extranjero, capacidad definida en cinco destrezas: comprensión oral, comprensión escrita, expresión e interacción oral y producción escrita*" (p. 32232).
>
> [The Common European Framework of Reference for Languages describes what students should be able to do in the foreign language, capacity defined in five skills: oral comprehension, written comprehension, oral expression and interaction and written production]

Therefore, the language proficiency levels are specified in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of

Europe, 2001). Even so, neither the CEFR nor Orden Edu/ 363/2015 stipulates as to what specific level (e.g. A1, A2, B1) students should achieved after the completion of each academic year from 1st to 4th year of ESO but rather it provides descriptors for evaluation criteria for each skills. For example, for Block 3 (comprehension of written text) for 4th of ESO, it provides descriptors for content, evaluation criteria and evaluable learning standards (Orden Edu 363/ 2015, p. 32256) so in the end it is the teacher´s job, in this case, it is the researcher´s task to match the descriptors for 4th year with that of the CERF levels.

Bearing in mind that the language requirement to study the Master degree in Teaching Compulsory Secondary Education and Pre-University Education, Vocational Training and Languages is B1, it seems illogical to expect that students from ESO will have B1 although some descriptors point to that level. For instance, for evaluable learning standards,

> "6. *Escribe correspondencia personal* y participa en foros, blogs y chats en los que describe experiencias, impresiones y sentimientos; *narra, de forma lineal y coherente*, hechos relacionados con su ámbito de interés, *actividades y experiencias pasadas (p. e. sobre un viaje, sus mejores vacaciones*, un acontecimiento importante, un libro, una película), *o hechos imaginarios*; e intercambia información e ideas sobre temas concretos, señalando los aspectos que le parecen importantes y justificando brevemente sus opiniones sobre los mismos" (Orden Edu 363/ 2015, p. 32232),
>
> ["6. Write personal correspondence and participate in forums, blogs and chats describing experiences, impressions and feelings; narrates, linear and consistent manner, facts related to their field of interest, activities and past experiences (e.g. on a trip, their best holiday, an important event, a book, a movie..) or imaginary events; And exchanges information and ideas on specific issues, pointing out the aspects that seem important to them and briefly justifying their opinions on them"] (Order Edu 363/2015, p.3232).

In relation to CFER (Council of Europe, 2001), in particular with creative writing, level B1 describes,

- "Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.

- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- **Can write a description of an event, a recent trip – real or imagined**.
- Can narrate a story" (p. 62).

Thus, it seems that the descriptors coincides with B1 level although we have chosen CEFR level A2 to evaluate the letter writing task in English as it seems inconsequent to expect 4th year students to have the same level as those who have finished a university degree and can access a master´s degree program.

While for Spanish writing task, the DELE assessment criteria for C2 level is used because the majority were born in Spain, their teachers explained that the L1 of all students is Spanish and that they are supposed to have a native control of the language. Nonetheless, it must be admitted that "defining native-language competence is quite impossible" (Jakobovits, 1970).

Both rubrics contain rating scales with reference to Common European Framework of Reference for Languages (CEFR) and are used in order to ensure that the correction will be as objective as possible. Specifically, the assessment scale for Cambridge English A2 task consists of four subscales: Content, Communicative Achievement, Organization, and Language; and responses are marked on each subscale from 0 to 5 where Band 3 is the passing mark (Cambridge English Language Assessment, 2016, p. 19 & p. 28).

As the aim for the assessment is its objectivity, the use of similar parameters in both languages is seeked. Thus, although DELE C2 consists of 4 subscales: Discourse Appropriateness (*Adecuación al género discursico*), Coherence (*Coherencia*), Correction (*Corrección*), and Scope (*Alcance*) in an analytical scale, we opted for Holistic rating scale where responses are marked on each subscale from 0 to 3 (Instituto Cervantes, 2014, pp. 13-16). Particularly, in the instrument, value 3 assumes an excess of the level, the band that qualifies with 2 points is equivalent to the description of level C2 (Master's) of the European reference framework. The value 1 supposes not achieving the level in view of the answers. The value 0 supposes that the test is blank, that it does not follow the orientation points given, and that the candidate writes relevant

information that does not fit the stated objective or the text is unreadable (Instituto Cervantes, 2014, p. 12).

3. 3.2.2. Data gathering procedure

The researcher requests the Head of Studies as well as both the English and Spanish language teachers of both groups for the possibility of conducting the reading and writing tasks in their classroom for the master´s final project. Afterwards, the materials to be used were selected, shown to the teachers and were evaluated to find out if the texts were appropriate for their students´ in 4th of ESO. The teachers decided that it was best if they administered the tasks although the tasks were for research purposes as they had also decided to include the tasks as part of their students´ continuous assessment. Nevertheless, not all students in both BEP and NBP groups have participated as previously expected and neither all students have completely answered reading comprehension and writing tasks for both languages. After the administration of the tasks, teachers have marked the papers and have included the results in the students´ marks at the end of this term. Then, they give the copies of the unchecked papers to the researcher for her own correction.

3. 3.2.3. Data analysis techniques

Students´ responses on the reading task were checked and marked according to the answer sheets. The unanswered items or blank answers of participants have been counted as incorrect in this study. While the writing tasks were checked according to the aforementioned assessment criteria (see Appendices 10 & 11). Then, a meeting with the teachers was conducted in order to compare the corrections and if there were agreement in the markings, in particular, in the writing task as it has been previously agreed that teachers´ corrections, especially the writing part, will be compared with the researcher´s correction if there are any discrepancies and to ensure that the corrections are as objective as possible.

Moreover, the most frequent errors of both groups were also identified to understand and explain possible causes. Some background information on the

participants were also obtained through informal discussions/ interviews with the teachers. As the number of students in each class who has participated in this study was not the same, it was necessary to resort to the use of percentage in the presentation of the results to obtain real, authentic and balance data.

3. 3.2.4. Ethical/ Privacy considerations

The names of the participants of this study are not mentioned elsewhere and are only identified for analysis purpose by giving them a code name in order to ensure their anonymity and privacy.

4. Results and Discussion

In this chapter, results of the four tasks performed by students belonging from BEP group and NBP Group are presented and discussed in order to respond the two main research questions of the study. Firstly, an overview of all the tasks for each group is presented and discussed. Secondly, each task performed is analyzed and compared. And finally, all tasked performed by both groups are compared.

Table 1 shows an overview of BEP group´s correct and incorrect responses for reading and writing tasks in English and Spanish.

Table 1

BEP Group´s English and Spanish Tasks Results

Responses	BEP Group			
	English Reading	**English Writing**	**Spanish Reading**	**Spanish Writing**
Correct/Pass	83%	90%	67%	50%
Incorrect/Pass	17%	10%	33%	50%

The data in Table 1 demonstrate that the number of correct responses is greater than the incorrect responses for reading tasks and that passing marks are greater than failing marks for writing tasks. These signify that students in BEP Group tend to respond correctly more often in reading tasks and have passing marks in writing tasks in English. In Addition, data also revealed that for reading tasks, students in BEP group have higher percentage of passing marks in English rather than in Spanish. In the same way, for writing tasks, students in this group perform very well in English writing task with 90% passing rate but for the Spanish writing task only 50% of them have passed with an exception of one who got the highest score band 3.Thus, if BEP Group´s results will be ranked according to degree of competency, based on Table 1, it seems that the order shall be English writing, English reading, Spanish reading and finally, Spanish Writing.

Figure 1

BEP Group´s English and Spanish Tasks Results

BEP Group

■ Correct/Pass   ■ Incorrect/Fail

English Reading: 83% / 17%
English Writing: 90% / 10%
Spanish Reading: 67% / 33%
Spanish Writing: 50% / 50%
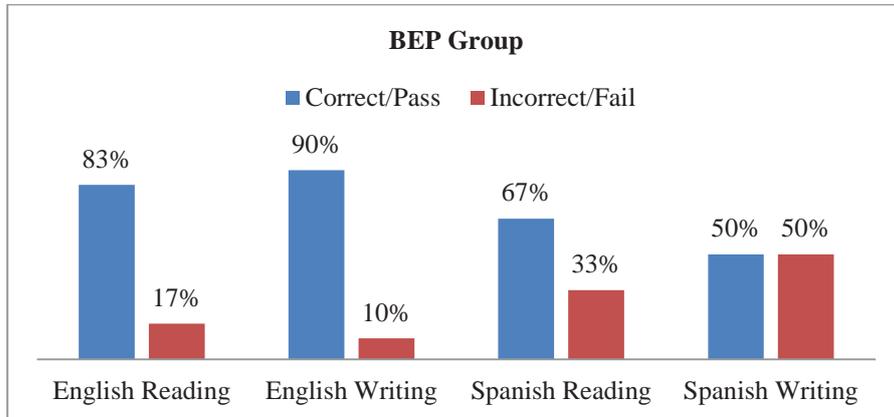
On the other hand, Table 2 demonstrates the correct and incorrect answers given by NBP group in all tasks. In their case, it can be seen how the data have been slightly inverted as students from NBP group give more incorrect than correct answers in both reading and writing tasks in English. This signify that the majority of students in NBP Group have the tendency to get more incorrect responses in Reading task and failing marks in English writing. Perhaps the English writing data may be attributed to the input that these students receive in the LE classroom, that is, the teacher intends to speak/ explain in English with them but he has to use students´ L1 or translation usually enough for them to understand what is being explained, etc. Howbeit their performance in Spanish reading task are better but that cannot be said in Spanish writing task as only 2 out of 10 participants did it. Accordingly, the results in Spanish tasks are not conclusive. In spite of that, this group performs better in Spanish reading task than English reading task.

Table 2

NBP Group´s English and Spanish Tasks Results

	NBP Group			
Responses	**English Reading**	**English Writing**	**Spanish Reading**	**Spanish Writing**
Correct/pass	40%	19%	63%	10%
Incorrect/fail	60%	81%	37%	90%

Figure 2

NBP Group´s English and Spanish Tasks Results
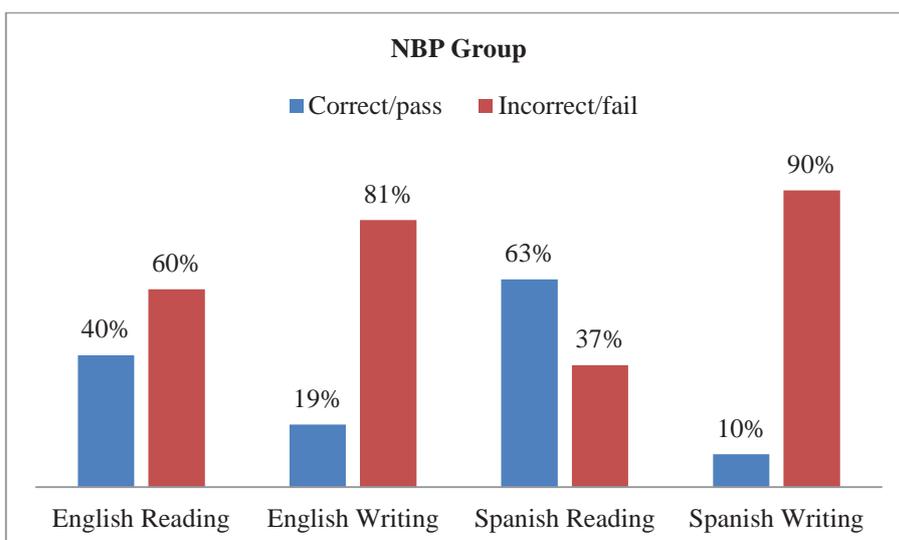
In this part of this study, data obtained are analyzed by comparing the results of BEP group with NBP group in each task that they have performed. Table 3 and Figure 3 refer to the comparative results of both BEP and NBP groups in English reading task. As can be observed, BEP group obtained 83% of correct responses in comparison with NBP´s 40%. Though, if incorrect responses are to be compared, it can be seen that BEP group attained only 17% in contrast with NBP group´s 60%. In this task, it can be inferred that BEP performed better than NBP group.

Table 3				
BEP Group and NBP Group´s English Reading Task Results				
	BEP Group		**NBP Group**	
Response/ Item (20 possible correct answers)	***n*= 10** (Score=20)	**(%)**	***n*= 16** (Score=20)	**(%)**
Average Correct Responses	166/10=16.6	83%	128/16=8	40%
Average Incorrect Responses	34/10=3.4	17%	192/16=12	60%

Figure 3

BEP Group and NBP Group´s English Reading Task Results
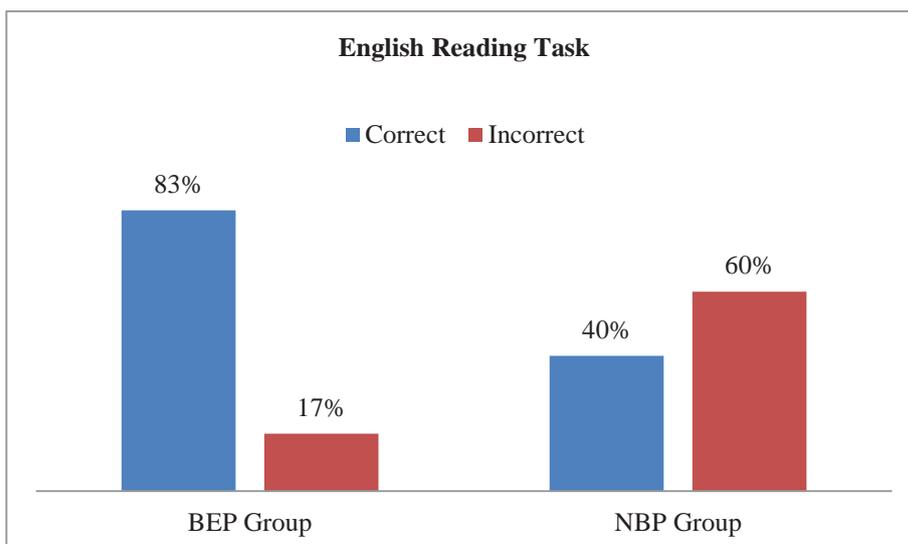
As previously explained, Band 3 is the passing band for Cambridge KET (A2) writing task. With reference to the Table 4 and Figure 4, 90% of students under BEP and only 19% of students from NBP have passed the English writing task. Specifically, 60% of students in BEP group and 13% in NBP group obtained Band 3 and 30% from BEP group and only 6% obtained Band 4. Furthermore, neither students of both group have obtained Band 5.

Table 4

BEP Group and NBP Group´s English Writing Task Results

BAND (Cambridge KET – A2)	BEP Group		NBP Group	
	n= 10	(%)	*n*= 16	(%)
5	0	0%	0	0%
4	3	30%	1	6.25%
3	6	60%	2	12.5%
2	1	10%	4	25%
1	0	0%	5	31.25%
0	0	0%	4	25%

Consequently, the data reveal that 81% of students from NBP group actually failed the task in comparison with 10% from BEP group. This clearly illustrates the superiority of BEP group over NBP group in this particular task (see Appendix 17 for participants´ score for English writing task).

Figure 4

BEP Group and NBP Group´s English Writing Task Results

English Writing Task

■ BEP Group   ■ NBP Group

Band	BEP Group	NBP Group
Band 5	0%	0%
Band 4	30%	6%
Band 3	60%	13%
Band 2	10%	25%
Band 1	0%	31%
Band 0	0%	25%
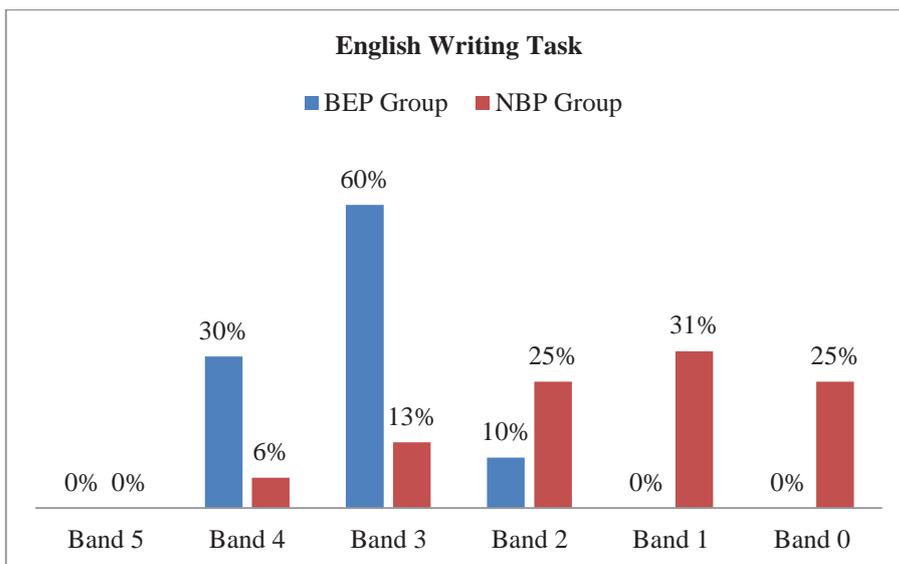
In turn, Table 5 shows the result of the Spanish reading task for both groups. As can be observed, there are no significant difference in the correct responses of both BEP (67%) and NBP groups (63%) although BEP group is slightly higher by 4%. Likewise, both obtained slightly similar results in the incorrect responses where BEP group obtained 33% and NBP group with 37%. What can be gathered in this information is that there their Spanish reading competency is quite comparable.

Table 5

BEP Group and NBP Group´s Spanish Reading Task Results

Response/ Item (23 possible correct answers)	BEP Group		NBP Group	
	n= 10 (Score=23)	(%)	*n*= 10 (Score=23)	(%)
Average Correct Responses	155/10=15.5	67.39%	144/10=14.4	62.608%
Average Incorrect Responses	75/10=7.5	32.60%	86/10=8.6	37.391%

Figure 5

BEP Group and NBP Group´s Spanish Reading Task Results

Spanish Reading Task
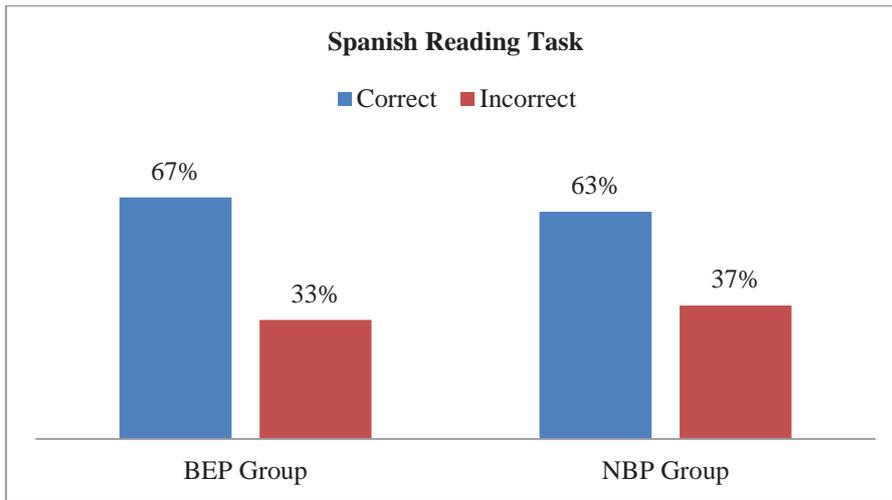
As previously discussed, DELE C2 writing rubric was utilized to evaluate the Spanish writing task and where the passing score is Band 2. Table 6 provides useful information as to the performance of both groups but the results were not as expected. Although 90% of students from BEP group actually did the writing task only 40% of them actually passed the task and 10% got the highest possible score. In contrast, only 20% of students from NBP group perform the writing task where 10% failed or with band 1 and the other 10% obtained band 2 (refer to Appendix 18 to see participants´ score for Spanish writing task).

Table 6

BEP Group and NBP Group´s Spanish Writing Task Results

	BEP Group		NBP Group	
BAND (DELE– C2)	***n*= 10**	**(%)**	***n*= 10**	**(%)**
3	1	10%	0	0%
2	4	40%	1	10%
1	4	40%	1	10%
0	1	10%	8	80%

Figure 6

BEP Group and NBP Group´s Spanish Writing Task Results
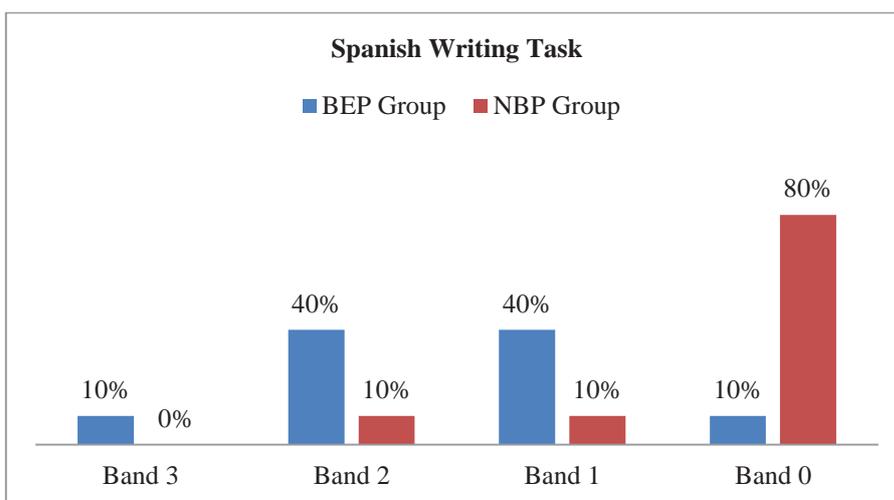
In this section, comparison of two groups in general, that is in both reading and writing tasks in English and Spanish, isg conducted to clearly answer the main questions of this study and if previously mentioned hypothesis shall be rejected or not.

Table 7

Comparison of BEP and NBP Group´s English and Spanish Tasks Results

	BEP Group		NBP Group	
	Correct/Pass	**Incorrect/Fail**	**Correct/Pass**	**Incorrect/Fail**
English Reading	83%	17%	40%	60%
English Writing	90%	10%	19%	81%
Spanish Reading	67%	33%	63%	37%
Spanish Writing	50%	50%	10%	90%

Table 7, illustrates a bidirectional comparison between BEP group and NBP group´s performance in reading tasks in both English and Spanish. The difference can be clearly observed by referring to Figure 7 where BEP group performed better in both English and Spanish reading tasks than NBP group. In fact, BEP group performed twice better than NBP group in English reading task though the difference is not that great in Spanish reading task.

Figure 7

Comparison between BEP Group and NBP Group´s correct responses in Reading tasks

Reading Tasks

■English ■Spanish

83%
67%
63%
40%
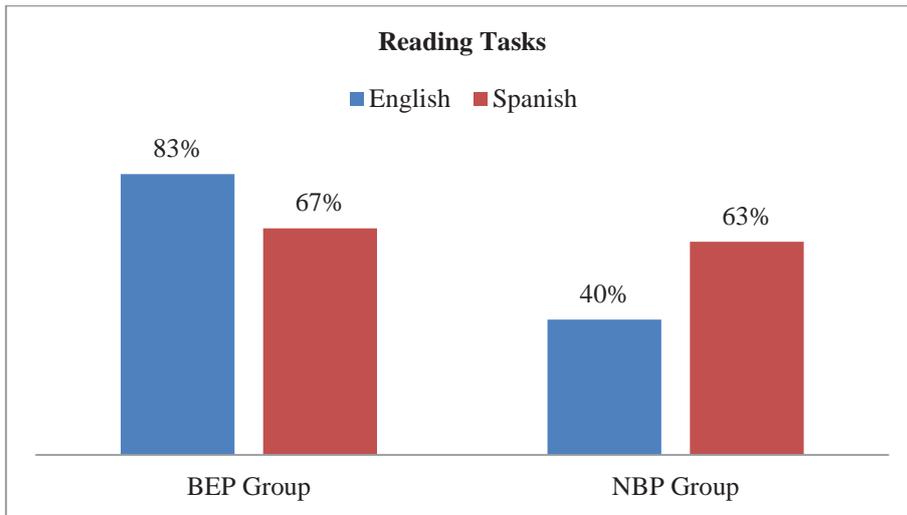
BEP Group   NBP Group

Figure 8

Comparison between BEP Group and NBP Group´s correct responses in Writing tasks

Writing Tasks

■English ■Spanish

90%
50%
19%
10%
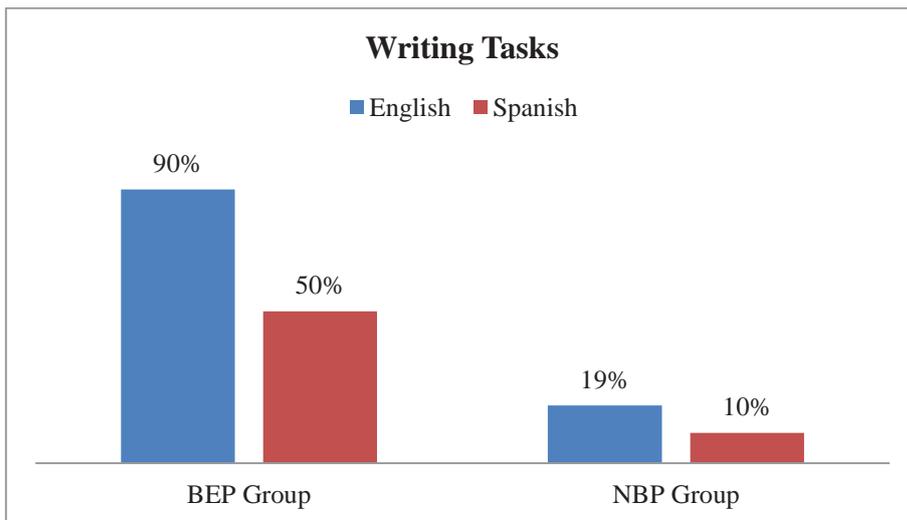
BEP Group   NBP Group

On the other hand, Figure 8 illustrates a bidirectional comparison between BEP group and NBP group´s performance in writing tasks in both English and Spanish. As can be clearly observed, BEP group seemed to perform better in both English and Spanish writing tasks than NBP group. On the contrary, that is not the case because although it is true that BEP group performed quite well in English writing task, the same conclusion cannot be reached for the Spanish writing task as only 2 out of 10 participants actually did the task so their competence for this particular task cannot be asserted. Suffice it to say that while it is expected that students from BEP group would

perform better in English writing than Spanish writing, neither it was expected that half of them would fail the task.

Figure 9

Over-all comparison of BEP and NBP Group´s English and Spanish Tasks Results
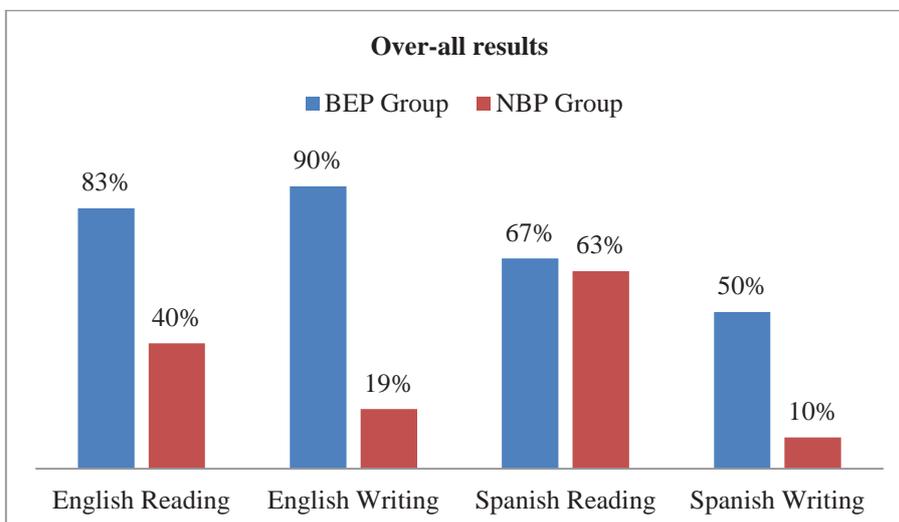
To recapitulate what has been discussed earlier on students´ performance, Figure 9 shows the over-all view and a bidirectional comparison between BEP group and NBP group´s correct responses/ pass marks in four tasks in both English and Spanish languages. In all tasks, BEP group apparently outperforms NBP group especially in English Writing, followed by English Reading, and Spanish Reading. And it can be said that BEP group performed better in English tasks than Spanish tasks. Nevertheless, it is not possible to make conclusion on who performed better in Spanish writing as only 2 out of 10 respondents did the tasks from NBP group. Nevertheless, upon observing the BEP group´s results on Spanish writing without comparing them with NBP group, by itself, illustrate undesirable result as 50% of them passed the task. In fact, the Spanish writing task can be considered as the worst result on the part of the BEP group and the English writing task for the NBP group.

Based on the results, BEP group´s dominance in English tasks over NBP´s group is consistent with Garcia Cristobal´s study (2016) which measures the reading and writing (as well as listening) competencies of students from both groups when they were in third year of ESO.

As the reason why students under BEP group who for the most part achieved a higher performance in Spanish reading task than their counterparts in the same school who are not receiving bilingual education, the most likely explanation is that

> "they (students under BEP) are learning to become literate in two languages and this process was encouraging the development of an underlying metalinguistic and metacognitive competence which was allowing them to do very well in Spanish even though they were spending considerably less time in Spanish in their schooling" (Johnstone, et. al., 2011, p. 10).

Based on the aforementioned results it can be deduced that previously stated hypotheses are partially confirmed; that indeed BEP group outperforms NBP group in English tasks but previously hypothesis that students from NBP will perform better in Spanish reading and writing tasks than BEP group must be rejected.

Furthermore, the over-all results of this study indicate that students in BEP group not only perform better in English tasks but their Spanish does not necessarily suffer, at least in reading. These finding are similar to other similar studies in Catalonia which explain that "throughout the curriculum, Catalan immersion children perform well and sometimes better than their Hispanophone peers who do not follow an immersion program" (Artigal, 1993, pp. 40-41; in Baker, 2011, p. 244). Similarly, research on Basque country´s Model B immersion program, 50% Basque and 50% Spanish, has successful outcomes in bilingual proficiency (Cenoz, 2009; Sierra, 2008; Lasagabaster, 2001; Gardner, 2000; Sierra & Olaziregi, 1989; in Baker, 2011, p. 244).

Normally, language learners tend to perform better in receptive skills (reading) and this is partially applicable to students from BEP group as they performed better in receptive skill (English reading) and productive skill (English writing).

Although it cannot be directly linked that BEP is the cause of good performance of students in BEP group as there are other many intervening factors to consider, its positive impact on the learning outcomes of the students cannot be denied. As Baker (2011) contends,

> "bilingual education does not guarantee effective… as there are many other components that also need to be effective for ´strong´ forms of bilingual education to prospect…although it raises the probability of higher learning achievement by children/students" (p. 250)

The results demonstrates that the fear of subtractive bilingualism (Cummins, 1994) at the disadvantage of L1 can be partially unfounded as they did better in Spanish reading task than BEP group and that more exposure in L1 (Spanish) does not automatically mean an advantage for students under NBP over those under BEP. In fact, it actually demonstrates that one of its objectives, that is, the promotion of additive bilingualism is achieved. In addition, results of the study can be considered to be another proof to be added to the

> "strong research base that has consistently demonstrated the benefit of immersion
> education, including the development of functional proficiency in the immersion
> language at no expense to learners´ L1, and academic achievement and majority
> language development at levels that equal or those of non-immersion students (such
> as Genesee, 1987, 2004; Howard, Christian & Genesee, 2004; in Tedick et. al.,
> 2011, p. 3)."

"Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club –the community of speakers of that language" – Frank Smith, American psycholinguist

5. Conclusions, pedagogical implications and recommendations

The aim of this paper was to probe the difference between the results of reading and writing tasks of students in BEP in comparison with students in NBP in Spanish and English languages. Indirectly, it is a form of reflection on the part of the researcher and may be for teachers involved in BEP which illustrates that different outcomes arise from different types of bilingual education/ immersion program.

After having seen the positive results on the part of BEP group and discussed some benefits that BEP can provide our learners, it is hope that more parents will be encouraged to enroll their student in BEP and that the Spanish Government will allot more budgets in public education so that more students may benefit for BEP. As Marsh, Oksman-Rinkenen & Takala (1996) explain,

> "research has shown consistently that one of the most powerful predictors of learning outcomes is the opportunity to learn. If there are limited opportunites to learn, the results are correspondingly modest. If all students are given an opportunity to learn foreign language, the level of language proficiency is bound to rise" (p. 10).

Ideally, if there is a genuine desire that all students become a good citizen in a stable and global society, and thereby, will be prepared to meet the challenges of the future, it will be best if all the students in high school can benefit from bilingual education program, that is, they are not divided by different programs; that even those students who are considered as low performers or attainers and even those with disabilities can be in a BEP to "avoid the creation of a privileged and non-privileged stream" (Johnstone, et. al., 2011, p. 6). Admittedly, achieving that is complicated as it requires resources, especially teachers who are prepared to face the challenge of teaching under BEP not to mention the interest and motivation on the part of the

students and the critical support of the parents to enroll and retain their children in the BE program.

Pedagogical implications

Two of the issues that called our attention in terms of the English writing task of students under BEP are their accuracy in grammar and the use of vocabulary/ homophones (see Appendix 12 for samples). As Johnstone, et. al. (2011, p. 19) explains,

> "a challenge therefore for any teacher on a bilingual education or CLIL program is to find ways of helping children increase their fluency and accuracy while grappling with subject matter that is cognitively demanding."

To address these valid concerns, ´corrective feedback´ may be one of the measures as demonstrated by many literatures like Harley (1991), Leyster (2004a; 2004b) and Johnstone, et. al. (2011).

In Spanish writing task, however, some students made assumptions that were not implicit in the story which may be attributed to the lack of understanding of the text and used the term ´niño´ or ´chico´ to refer to the narrator which was not really stated in the text, and one student who did not use stress and accent marks. These imply that more reading and writing tasks should be performed with special focus on comprehension, vocabulary for specific domain, besides proper use of stress and access marks.

Though the focus of the study was to compare the performance of both groups in general and not individual´s performance, attention was drawn on the fact that there were three students in NBP group that outperform some students in BEP group in English reading task and there were two students from BEP group that failed the Spanish reading task. Moreover, there were four students from BEP who failed the Spanish writing task while one did not do the task at all. This demonstrates that there are students in BEP that can be considered as low performers and there those in NBP who can be in BEP and that like in any class group, there are those we can be called as high performers and low performers. Furthermore, special attention should be given to low performers. In addition, low performance in both groups may be due to the lack of interest to complete the tasks well. Thus, it is believed that motivation is one factor that

must be improved, not only for BEP group but also for NBP group. Another remarkable result is that there are questions in the reading tasks in both languages which proved to be difficult on both groups (see Appendices 13 and 15). Furthermore, the same student from BEP group who can be considered low performer in English reading task was also one of those who did not perform well in Spanish reading task (see Appendices 14 and 16).

Recommendations

This study clearly corroborates the complexity of determining bilingual education´s effectiveness especially as this study has its limitations: sample of the study, the geographical scope, period of assessment, and not all macro skills are covered. Hence, to come up with more conclusive results, it is suggested that a similar but a longitudinal study that periodically assess students and one final assessment at the end of each school year shall be conducted in the future. In addition, with the inclusion of different high school across the city or region and ideally across the country to measure the effectiveness of Bilingual Education Program in Spain under MEC-The British Council Agreement by comparing the reading and writing competences of students in addition to their speaking and listening competences in their L1 (Spanish/ others) and L2 (English). Moreover, students will be more participative if the tasks to be given to them will make significant difference in the final mark a school so that they will be more motivated to answer the tasks and do them the best they can.

Furthermore, there is a need to "look at the conditions under which different forms of bilingual education become more or less successful" to actually determined "whether or not bilingual education is more or less effective than mainstreamed education" (Baker, 2011, p. 279). This mean considering all the stakeholders and factors involved in bilingual education: students, parents, teachers, the classroom interaction and condition, the school itself, the community, and the types of program (in Castile and León context it refers to whether it is MEC-BC program, Bilingual Section program or mainstream program) besides other issues like the context (in which the language and literacy acquisition occurs: additive or subtractive), inputs, code switching or translating in the classroom, among others.

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APPENDICES

Appendix 1

List of different types of bilingual (Wei, 2000, pp. 6-7)

Type of Bilingual	Definition
Additive Bilingual	An individual whose two languages combine in a complementary and enriching fashion.
Ascendant Bilingual	An individual whose ability to function in a second language is developing due to increased use.
Balanced Bilingual (equilingual) (symmetrical bilingual) (ambilingual)	An individual whose mastery of two languages is roughly equivalent.
Compound Bilingual	An individual whose two languages are learnt at the same time, often in the same context.
Co-ordinate Bilingual	An individual whose two languages are learnt in distinctively separate contexts.
Covert Bilingual	An individual who conceals his or her knowledge of a given language due to an attitudinal disposition.
Diagonal Bilingual	An individual who is bilingual in a non-standard language or a dialect in an unrelated standard language.
Dominant Bilingual	An individual with greater proficiency in one of his or her languages and uses it significantly more than the other language(s).
Dormant Bilingual	An individual who has emigrated to a foreign country for a considerable period of time and has little opportunity to keep the first language actively in use.
Early Bilingual (Ascribed Bilingual)	An individual who has acquired two languages early in childhood
Functional Bilingual	An individual who can operate in two languages with or without full fluency for the task in hand.
Horizontal bilingual	An individual who is bilingual in two distinct languages which have a similar or equal status.
Incipient Bilingual	An individual at the early stages of bilingualism where one language is not fully developed.
Late Bilingual (achieved bilingual)	An individual who has become a bilingual later than childhood.
Maximal Bilingual	An individual with near native control of two or more languages.
Minimal Bilingual	An individual with only a few words and phrases in a second language.
Natural Bilingual (primary bilingual)	An individual who has not undergone any specific training and who is often not in position to translate or interpret with facility between two languages.
Productive Bilingual	An individual who not only understands but also speaks and possibly writes in two or more languages.
Receptive Bilingual (semibilingual) (asymmetrical bilingual) (passive bilingual)	An individual who understands a second language, in either its spoken or written form, or both, but does not necessarily speak or write it.
Recessive Bilingual	An individual who begins to feel some difficulty in either understanding or expressing him or herself with ease, due to lack of use.
Secondary Bilingual	An individual whose second language has been added to a first language via instruction.
Semilingual	An individual with insufficient knowledge of either language.
Simultaneous bilingual	An individual whose two languages are present from the onset of speech.
Subordinate bilingual	An individual who exhibits interference in his or her language usage by reducing the patterns of the second language to those of the first.
Subtractive bilingual	An individual whose second language is acquired at the expense of the aptitudes already acquired in the first language.
Successive bilingual (consecutive bilingual)	An individual whose second language is added at some stage after the first has begun to develop.
Vertical bilingual	An individual who is bilingual in a standard language and a distinct but related language or dialect.

Appendix 2

Types of Bilingual Education Model (Baker, 2011, p. 209-210)

MONOLINGUAL FORMS OF EDUCATION FOR BILINGUALS

Type of Program	Typical Type of Child	Language of the Classroom	Societal and Educational Aim	Aim in Language Outcome
MAINSTREAMING/SUBMERSION (Structured Immersion)	Language Minority	Majority Language	Assimilation/ Subtractive	Monolingualism
MAINSTREAMING/SUBMERSION with Withdrawal Classes/ Sheltered English/Content-based ESL	Language Minority	Majority Language with 'Pull-out' L2 lessons	Assimilation/ Subtractive	Monolingualism
SEGREGATIONIST	Language Minority	Minority Language (forced, no choice)	Apartheid	Monolingualism

WEAK FORMS OF BILINGUAL EDUCATION FOR BILINGUALS

Type of Program	Typical Type of Child	Language of the Classroom	Societal and Educational Aim	Aim in Language Outcome
TRANSITIONAL	Language Minority	Moves from minority to majority language	Assimilation/ Subtractive	Relative Monolingualism
MAINSTREAM with Foreign Language Teaching	Language Majority	Majority Language with L2/FL lessons	Limited Enrichment	Limited Bilingualism
SEPARATIST	Language Minority	Minority Language (out of choice)	Detachment / Autonomy	Limited Bilingualism

STRONG FORMS OF BILINGUAL EDUCATION FOR BILINGUALISM AND BILITERACY

Type of Program	Typical Type of Child	Language of the Classroom	Societal and Educational Aim	Aim in Language Outcome
IMMERSION	Language Majority	Bilingual with initial emphasis on L2	Pluralism and Enrichment. Additive	Bilingualism & Biliteracy
MAINTENANCE/HERITAGE LANGUAGE	Language Minority	Bilingual with emphasis on L1	Maintenance, Pluralism and Enrichment. Additive	Bilingualism & Biliteracy
TWO WAY/DUAL LANGUAGE	Mixed Language Minority & Majority	Minority and Majority	Maintenance, Pluralism and Enrichment. Additive	Bilingualism & Biliteracy

Appendix 3

Sequence of regulations on MEC-BC´s BE Program

1. ***CONVENIO*** *entre el Ministerio de Educación y Ciencia y the British Council. (1 de febrero de 1996).* [Signing of **AGREEMENT** between the Ministry of Education and Science and the British Council (1 February 1996)

2. ***RESOLUCIÓN*** *de 1 de marzo de 1996, de la Dirección General de Centros Escolares, por la que se crean secciones lingüísticas en determinados colegios de educación infantil y primaria. (BOMEC núm.12, de 18 de marzo de 1996).* [**RESOLUTION** of 1st March 1996 of the Directorate General for School Centers; Linguistic sections are created in certain pre-schools and primary schools].

3. ***ORDEN*** *de 5 de abril de 2000, por la que se aprueba el Currículo Integrado para la educación infantil y la educación primaria previsto en el Convenio entre el Ministerio de Educación y Cultura y el Consejo Británico en España. (BOE núm 105, de 2 de mayo de 2000).* [**ORDER** of 5th April 2000; approved the planned Integrated Curriculum for Preschool Education and Primary Education in the Agreement between Ministry of Education and Culture and the British Council in Spain].

4. ***ORDEN EDU/884/2004****, de 8 de junio, por la que se crean secciones lingüísticas de lengua inglesa en institutos de educación secundaria de Castilla y León. (BOCyLnúm 114, de 16 de junio 2004).* [**ORDER EDU/884/2004**, of 8 June; Linguistic sections are created in Secondary Schools in Castile and León].

5. ***INSTRUCCIÓN*** *de 12 de julio de 2004, de la Dirección General de Planificación y Ordenación Educativa, para la aplicación y desarrollo del programa bilingüe en las secciones lingüísticas de lengua en institutos de educación secundaria en Castilla y León.* [**INSTRUCTION** of 12th July 2004; Bilingual program application and development in Linguistic Sections of Secondary Schools in Castileand León].

6. ***REAL DECRETO/717/2005****, de 20 de junio, por el que se regula la ordenación de las enseñanzas en los centros acogidos al convenio entre el MEC y The British Council. (BOE núm. 160, de 6 julio 2005).* [**ROYAL DECREE/717/2005**, regulates theteachings of the MEC and The British Council program in educational institutions].

7. ***ORDEN EDU/1141/2005****, de 2 de septiembre, por al que se crean secciones lingüísticas de lengua inglesa en colegios públicos de educación infantil y primaria en la Comunidad de Castilla y León. (BOCyLnúm 117, de 13 de septiembre de 2005).* [**ORDER EDU/1141/2005**; of 2nd September, Linguistic sections are created in public preschools and primary schools in Castile and León].

8. ***ORDEN ECI/1128/2006****, de 6 de abril, por la que se desarrolla el Real Decreto 717/2005, de 20 de junio, por el que se regula la ordenación de la enseñanzas en los centros docentes acogidos al convenio entre el Ministerio de Educación y Ciencia y The British Council.(BOE núm. 93 Miércoles 19 abril 2006).* [**ORDER ECI/1128/2006**; develops RD/717/2005 which regulates the teaching organization in schools under the MEC and the British Council Agreement].

9. ***CONVENIO*** *de colaboración entre el Ministerio de Política Social y Deporte y el British Council para realizar proyectos curriculares integrados y actividades educativas conjuntas. (30 de septiembre de 2008).* [Collaboration **AGREEMENT** between Ministry of Political Science and Sports and the British Council to jointly conduct integrated curricular projects and educational

activities (30 September 2008)].

10. ***CONVENIO*** *de colaboración entre el Ministerio de Educación, Cultura y Deporte y el British Council para la realización de proyectos curriculares integrados y actividades educativas conjuntas (18 de abril de 2013).* [Collaboration **AGREEMENT** between Ministry of Education, Culture and Sports and The British Councilfor the realization of joint integrated curricular projects and educational activities (18 April 2013)].

11. ***ORDEN EDU/585/2014***, *de 1 de julio, por la que se crean secciones lingüísticas de lengua inglesa en Institutos de Educación Secundaria de Castilla y León.* [**ORDER EDU/585/2014**, of 1st July, creating the English language sections in Secondary Schools in Castile and León].

Appendix 4

Sequence of regulations on Castile and León´s Bilingual Sections

1. ***ORDEN EDU/6/2006***, *de 4 de enero, por la que se regula la creación de secciones bilingües en centros sostenidos con fondos públicos de la Comunidad de Castilla y León. (BOCyL núm. 8, de 12 de enero de 2006).* [**ORDER EDU / 6/2006**, of 4th January, by which the creation of bilingual sections in public finance centers of the Community of Castile and Leon is regulated. (BOCyL No. 8 of January 12, 2006)]

2. ***ORDEN EDU/493/2006***, *de 24 de marzo, por la que se autoriza la creación de secciones bilingües en centros sostenidos con fondos públicos para su puesta en funcionamiento en el curso 2006/2007. (BOCyL núm 63, de 30 de marzo 2006).* [**ORDER EDU/ 493/2006**, of 24th March, authorizing the creation of bilingual sections in centers supported by public funds to be put into operation in academic year 2006/2007 (BOCyL núm 63, of March 30, 2006)]

3. ***ORDEN EDU/1663/2006***, *de 24 de octubre por la que se establece en 50 el número máximo de secciones bilingües a autorizar en centros públicos de la Comunidad a partir del curso 2007/2008. (BOCyL núm 209, de 30 de octubre de 2006).* [**ORDER EDU/1663/2006**, of 24th October, establishing the maximum number of bilingual sections to be authorized in public centers of the Community as of academic year 2007/2008 (BOCyL No. 209 of 30 October 2006)]

4. ***ORDEN EDU/303/2007***, *de 23 de febrero, por la que se autoriza la creación de secciones bilingües en centros sostenidos con fondos públicos para su puesta en funcionamiento el curso 2007/2008.* [**ORDER EDU/303/2007**, of 23rd February, authorizing the creation of bilingual sections in centers supported by public funds for its implementation in 2007/2008]

5. ***ORDEN EDU/1470/2007,*** *de 13 de septiembre, por la que se autoriza la creación de secciones bilingües en centros públicos de educación primaria para su puesta en funcionamiento el curso 2007/2008.* [**ORDER EDU/1470/2007** of 13 September, authorizing the creation of bilingual sections in public primary education for its implementation in academic year 2007/2008]

6. ***ORDEN EDU/1733/2007***, *de 29 de octubre, por la que se establece el número máximo de secciones bilingües que podrán ser autorizadas en centros públicos.* [**ORDER EDU/1733/2007**, of 29 October, for which the maximum number of bilingual sections may be authorized in public schools is established]

7. ***ORDEN EDU/1847/2007,*** *de 19 de noviembre, por la que se modifica la ORDEN EDU/6/2006, de 4 de enero por la que se regula la creación de secciones bilingües en centros sostenidos con fondos públicos de la Comunidad de Castilla y León.* [**ORDER EDU/1847/2007**, of 19 November, amending the Order EDU / 6/2006 of 4 January which regulate the creation of bilingual sections in schools supported with public funds from the Community of Castille & León]

8. ***ORDEN EDU/259/2008,*** *de 14 de febrero, por la que se autoriza la creación de secciones bilingües en centros sostenidos con fondos públicos para su puesta en funcionamiento el curso 2008/2009.* [**ORDER EDU/259/2008**, of 14 February, which authorized the creation of bilingual sections in schools supported with public funds for their implementation in 2008/2009.]

9. ***ORDEN EDU/1909/2008,*** *de 3 de noviembre, por la que se establece el número máximo de secciones bilingües que podrán ser autorizadas en centros públicos de la Comunidad de Castilla y León para su puesta en funcionamiento el curso 2009/2010.* [**ORDER EDU/1909/2008**, of 3 November, which established the maximum number of bilingual sections that may be authorized in public schools in the Community of Castile & León for its implementation in academic year in 2009/2010]

10. ***ORDEN EDU/221/2009,*** *de 9 de febrero, por la que se autoriza la creación de secciones bilingües en centros sostenidos con fondos públicos para su puesta en funcionamiento el curso 2009/2010.* [**ORDER EDU/221/2009**, of 9 February, which authorized the creation of bilingual sections in schools that are supported with public funds for their implementation in 2009/2010]

11. ***ORDEN EDU/2049/2009***, *de 28 de octubre, por la que se establece el número máximo de secciones bilingües que podrán ser autorizadas en centros públicos de la comunidad de Castilla y León para su puesta en funcionamiento el curso 2010/2011.* [**ORDER EDU/2049/2009**, of 28 October, which established the maximum number of bilingual sections that may be authorized in public schools in the community of Castile & Leon for its implementation in academic year 2010/2011]

12. ***ORDEN EDU/211/2010***, *de 17 de febrero, por la que se autoriza la creación de secciones bilingües en centros sostenidos con fondos públicos para su puesta en funcionamiento el curso 2010/2011.* [**ORDER EDU/211/2010**, of 17 February, which authorized the creation of bilingual sections in centers with public funds for their implementation in academic year 2010/2011]

Appendix 5

Brief comparison of BEP and NBP (Estrada, 2016-2017; IES Galileo, 2016-2017a; Ruiz Fuente, 2016-2017)

	BEP	NBP
English Book	*Title:* IGCSE First Language English (LOMCE) *Editorial:* Cambridge *ISBN:* 978-1-107-65782-3 *Year:* 2016	*Title:* New Action 4! (LOMCE) *Editorial:* Burlington *ISBN:* 978-9963-51-703-9 *Year:*2016
Spanish Book	*Title: Lengua Castellana y Literatura 4º ESO* (LOMCE) *Editorial:* CASALS *ISBN:* 978-84-218-6132-5 *Year:* 2016	
Methodology	Content and Language Integrated Learning or CLIL (European Commission, 2006, p. 2)	Eclectic Methodology
Curriculum	British National Curriculum and Spanish National Curriculum	Spanish National Curriculum
Language/s use in the classroom	English - always Spanish – on rare or specific occasion	English and Spanish
Total number of students	12	25
Total number of teachers	1 teacher 1 conversation assistant (English native speaker)	1 teacher 1 support teacher 1 conversation assistant(English native speaker)

Appendix 6

Reading Comprehension and Writing Tasks in English (Krantz, 2007, p. 40)

Reading Task

UVA COMPARATIVE STUDY 4º ESO
Soledad Santa Maria

Name: Mark: /20

My best holiday ever ...

Robert Owen, 17, from Oxford

I've just come back from a school trip to Russia. The trip was for pupils who are studying art or history for their 'A' level exams, about 30 of us in total. The day before we left, I had felt quite anxious. I was petrified that I would miss the bus that
5 was going to leave the school at 5.30 a.m. I was worried about the weather. Mr Benson, our history teacher, had told us that the temperature was probably going to be around minus 25 degrees. But more than anything I was nervous about going to a country with such a different culture from my own.
10 Anyway, everything worked out fine and I had the most amazing trip of my life.

Mr Benson had done the same trip with his pupils for the previous three years so everything was extremely well-organized. We had a very tightly-packed schedule because
15 we were only there for a short time.

We arrived in Moscow at lunchtime. We were all tired because we'd got up at the crack of dawn, but we desperately wanted to see the sights of Moscow. That day we went to Red Square and the Kremlin. It really brought my history lessons alive. Over
20 the following two days we saw churches, including the famous St Basil Cathedral that you can see in all the photos.

At the end of the third day we travelled on an overnight train from Moscow to St Petersburg. I was sharing a carriage with three of my friends. I only slept for about 30 minutes in
25 total because I was absolutely boiling. We tried to open the windows, but couldn't. The next morning we discovered that during the journey we had passed an enormous nuclear power plant and the guards had locked all the doors and windows for security reasons.
30 St Petersburg was even more beautiful than Moscow. We went to several beautiful squares and churches. We also visited the Hermitage Museum where we saw works by Michelangelo, Rembrandt, Picasso and many others.

The next day, our last day, we woke up in the morning and
35 there was snow everywhere. About 20 cm of snow had fallen overnight. The sky was blue and I think it was the most beautiful sight I've ever seen in my life. We had a massive snowball fight in a park.

I loved the trip because I saw some brilliant sights and
40 discovered a completely new culture. What's more, I feel closer than ever before to my classmates who went on the trip because we've shared something very important together.

1 Read the text and choose the correct answers A, B, C or D. (5 marks)

1 What was Robert most worried about the day before the trip?
   A Missing the bus.
   B Going on holiday without his family.
   C Going in an aeroplane.
   D Going to a country which is very different from the UK.

2 The pupils went to Moscow for ...
   A one day.   C five days.
   B two and a half days.   D a week.

3 Robert couldn't sleep on the train because ...
   A he was too hot.
   B he was too cold.
   C his friends were talking too much.
   D he wasn't tired.

4 What was the weather like on the last day of the trip?
   A It was raining.   C It was snowing.
   B It was sunny.   D It was cloudy.

5 What did the pupils do when they saw the snow?
   A They went back to their hotel.
   B They had an argument.
   C They played a game.
   D They went skiing.

2 Answer the questions using your own words. (8 marks)

1 Why was Mr Benson able to organize the trip so well?
   _____

2 Why did Robert enjoy seeing Red Square and the Kremlin?
   _____

3 Why couldn't Robert open the windows on the train?
   _____

4 How did the trip make Robert feel about his classmates? Why?
   _____

3 Find words and phrases 1–6 in the text and match them with definitions A–F. (6 marks)

1 anxious (line 4)   A very hot
2 petrified (line 4)   B very busy, with lots to do
3 tightly-packed (line 14)   C nervous
4 at the crack of   D extremely frightened
   dawn (line 17)   or worried
5 boiling (line 25)   E pieces of art
6 works (line 32)   F very early in the morning

4 Which of the following words has the same sound as *Russia?* **(1 mark)**

   A bea<u>u</u>tiful   B c<u>u</u>lture   C st<u>u</u>dent

40   PHOTOCOPIABLE © OXFORD UNIVERSITY PRESS

Writing Task

Write a letter to your older brother or sister describing your own school trip.

In your letter, you should include:
- itinerary
- places you visited and your impressions of them
- why did you like the trip

You can base your letter on what you have read in *My best holiday ever*, but do not copy from it. Be careful to use your own words.

Begin your letter, ´Dear…´

Write about 200 to 300 words.

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Appendix 7

Reading Comprehension & Writing Tasks in Spanish (LobatoMorchón & Lahera Forteza, 2012, pp. 222-223)

Comprensión Escrita

Pedro Páramo por Juan Rulfo

Pedro Páramo

Vine a Comala porque me dijeron que acá vivía mi padre, un tal Pedro Páramo. Mi madre me lo dijo. Y yo le prometí que vendría a verlo en cuanto ella muriera. Le apreté sus manos en señal de que lo haría; pues ella estaba por morirse y yo en un plan de prometerlo todo. «No dejes de ir a visitarlo —me recomendó—. Se llama de este modo y de este otro. Estoy segura de que le dará gusto conocerte». Entonces no pude hacer otra cosa sino decirle que así lo haría, y de tanto decírselo se lo seguí diciendo aun después que a mis manos les costó trabajo zafarse de sus manos muertas.

Todavía antes me había dicho:

—No vayas a pedirle nada. Exígele lo nuestro. Lo que estuvo obligado a darme y nunca me dio... El olvido en que nos tuvo, mi hijo, cóbraselo caro.

—Así lo haré, madre.

Pero no pensé cumplir mi promesa. Hasta que ahora pronto comencé a llenarme de sueños, a darle vuelo a las ilusiones. Y de este modo se me fue formando un mundo alrededor de la esperanza que era aquel señor llamado Pedro Páramo, el marido de mi madre. Por eso vine a Comala.

Era ese tiempo de la canícula[1], cuando el aire de agosto sopla caliente, envenenado por el olor podrido de las saponarias[2]. El camino subía y bajaba: *«Sube o baja según se va o se viene. Para el que va, sube; para el que viene, baja»*.

—¿Cómo dice usted que se llama el pueblo que se ve allá abajo?

—Comala, señor. [...]

—¿Y por qué se ve esto tan triste?

—Son los tiempos, señor.

Yo imaginaba ver aquello a través de los recuerdos de mi madre; de su nostalgia, entre retazos de suspiros. Siempre vivió ella suspirando por Comala, por el retorno; pero jamás volvió. Ahora yo vengo en su lugar. Traigo los ojos con que ella miró estas cosas, porque me dio sus ojos para ver: *«Hay allí, pasando el puerto de Los Colimotes, la vista muy hermosa de una llanura verde, algo amarilla por el maíz maduro. Desde ese lugar se ve Comala, blanqueando la tierra, iluminándola durante la noche».* Y su voz era secreta, casi apagada, como si hablara consigo misma... Mi madre.

—¿Y a qué va usted a Comala, si se puede saber?

—Voy a ver a mi padre —contesté. [...]

—¿Y qué trazas tiene su padre, si se puede saber?

—No lo conozco —le dije—. Solo sé que se llama Pedro Páramo.

—¡Ah!, vaya.

—Sí, así me dijeron que se llamaba.

Oí otra vez el «¡ah!» del arriero. Me había topado con él en Los Encuentros donde se cruzaban varios caminos. Me estuve allí esperando, hasta que al fin apareció este hombre. [...] Fui tras él tratando de emparejarme a su paso, hasta que pareció darse cuenta de que lo seguía y disminuyó la prisa de su carrera. Después los dos íbamos tan pegados que casi nos tocábamos los hombros.

—Yo también soy hijo de Pedro Páramo —me dijo.

Juan RULFO
Pedro Páramo, Cátedra

[1]canícula: período del año en el que es más fuerte el calor.
[2]saponarias: plantas herbáceas.

Comprensión del texto

■ Contesta las siguientes cuestiones sobre el texto.

■ ¿En qué circunstancias y a quién prometió el narrador ir a Comala?

■ ¿Cuáles eran, en un principio, sus intenciones?

■ ¿Por qué decidió ir finalmente? Trata de explicar con tus propias palabras los motivos del personaje.

■ Señala si las siguientes afirmaciones son verdaderas (V) o son falsas (F). Justifica tus respuestas con pasajes del texto.

El narrador no conoce a su padre. ☐

Pedro Páramo abandonó a su mujer y a su hijo. ☐

La madre del narrador vivió siempre en Comala. ☐

El narrador es arriero. ☐

El narrador tiene un hermano arriero. ☐

El narrador se encuentra con su hermano, a quien no conocía. ☐

El narrador va a Comala en primavera. ☐

El narrador va a Comala a reclamar dinero a su padre. ☐

■ ¿Quién crees que pronuncia las frases del texto que van entrecomilladas y en cursiva? Explica cómo lo has deducido.

■ ¿Qué diferencias encuentra el narrador entre la Comala que su madre le había descrito y la real?

■ Explica qué información sobre la vida y la personalidad de Pedro Páramo puede deducirse de la última afirmación del arriero.

■ Indica cuál de las siguientes ilustraciones crees que refleja mejor el paisaje al que se alude en el texto de *Pedro Páramo*.

■ Justifica por qué podemos decir que estos temas aparecen en el fragmento de Juan Rulfo.

a) El abandono   *d)* Las ilusiones frustradas

b) La muerte   *e)* El rencor

c) La memoria   *f)* La soledad

■ Recuerda de cursos anteriores qué es una analepsis y localiza alguna en el penúltimo párrafo del texto.

Expresión Escrita

Lee el texto sobre *Pedro Páramo* por Juan Rulfo. Escribe un resumen de no más de ocho líneas sobre el contenido de este pasaje.

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Appendix 8

Answer key for Reading Comprehension task in English

1. 1. D   2.C   3. A   4.B   5.A

2. 1. He had done the trip three times before.

   2. He had learned about them in his history lessons.

   3. The guards had locked them for security reasons because the train had gone past a nuclear power plant.

   4. He felt closer to them because he had shared an important experience with them.

3. 1. C   2. D   3.B   4. F   5. A   6. E

4. B

Appendix 9

Answer key for Reading Comprehension task in Spanish

1. 1. A su madre en su lecho de muerte

2. Contentar a su madre aunque sin una firme determinación de cumplir

3. Curiosidad. El personaje habla de sueños, de ilusiones…

2. 1. V   2. V   3. F   4. F   5. V   6. V   7. F   8. F

3. La madre; lo duduzco porque el narrador dice "traigo los ojos con que ella miró esas cosas".

4. La madre tenía un paraíso idealizado; el narrador llega al pueblo entre mucho calor y mal olor.

5.   No se preocupó por su familia e hijos.

6. B

7. a) el padre desconocido

b) de la madre

c) recuerdos de la madre

d) la exigencia de los debido y no cumplido por el padre

e) de la madre al padre con la expresión "cóbraselo caro"

f) la ausencia de otros personajes salvo la madre al decidir el viaje

8. Una analepsis es una escena retrospectiva que alberca la secuencia cronología y translada la acción al pasado. *<<Hay allí, pasando el puerto de Los Colimotes, la vista muy hermosa de una llanura verde, algo amarilla por el maíz maduro. Desde ese lugar se ve Comala, blanquendo la tierra, iluminándola durante la noche>>*

Appendix 10

Evaluation Rubric for Friendly Letter Writing Task in English (Cambridge English Language
Assessment, 2016, p. 28)

Mark scheme for Writing Part 9 (KET - A2)

Band

5
- Very good attempt at the task.
- No effort is required of the reader.
- All elements of the message are fully communicated.

4
- Good attempt at the task.
- Minimal effort is required of the reader.
- All elements of the message are communicated.

3
- Satisfactory attempt at the task.
- Some effort is required of the reader.
- All elements of the message are communicated.

OR
- One content element omitted but others clearly communicated.

2
- Inadequate attempt at the task.
- Significant effort may be required of the reader.
- Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.

1
- Poor attempt at the task.
- Excessive effort is required of the reader.
- Very little of the message is communicated.

0
- Content is totally irrelevant or incomprehensible.

OR
- Too little language to assess.

Appendix 11

Evaluation Rubric for Summary Writing Task in Spanish (Instituto Cervantes, 2014, p. 16)

DELE C2. Expresión e interacción escritas - Escala holística	
3	Reformula los contenidos más importantes de las fuentes sin limitaciones de ningún tipo, y con una amplia gama de recursos para cumplir los objetivos comunicativos planteados. Sus textos son coherentes y cohesionados y hace un uso correcto y variado de los mecanismos de estructuración del texto [conectores y otros elementos de cohesión...]. Utiliza un repertorio lingüístico consistente que le permite expresarse con gran corrección, precisión, propiedad, coherencia y el registro adecuado.
2	Reformula los contenidos más importantes de las fuentes con cierto grado de dependencia y con los recursos suficientes para cumplir los objetivos comunicativos planteados. Sus textos son claros y detallados, y están bien estructurados. Utiliza un repertorio lingüístico amplio que le permite expresarse con coherencia, corrección y el registro adecuado.
1	Aunque el texto producido contiene información de las fuentes solo aporta parte de los contenidos requeridos. Utiliza el registro adecuado pero comete imprecisiones que impiden cumplir los objetivos comunicativos planteados. Produce textos claros y estructurados pero no con el nivel de detalle requerido o esperado. Elige los elementos lingüísticos adecuados para formular lo que quiere decir y muestra control gramatical, aunque presenta limitaciones que le llevan a producir errores, desarrollos o imprecisiones gramaticales, estructurales o léxicas que no impiden la comprensión del texto.
0	Aunque el texto producido contiene información que se puede comprender sin dificultad, su brevedad, poca claridad y poca justificación argumental hace que el resultado se limite a aspectos generales o no importantes y se aleja del objetivo comunicativo. Se expresa sin naturalidad y son evidentes sus limitaciones lingüísticas (continuos errores gramaticales, sintácticos y ortográficos, y utilización de un léxico muy general, poco preciso y repetitivo) si los temas son complejos o están alejados de su especialidad.

Appendix 12

Samples of BEP Group´s English writing task (with grammar errors and inappropriate vocabulary due to homophones)

BEP 3

that mines.

All the nervous flied when I arrive in Moscow. I never see a city like that. It was so beautiful... And then I saw the the Red square and the kremlin, I can 4 take my that image out of my mind. When I was seeing watching the Red square my history teacher apears in my mind, all the things she said .... My skin hair was up.

The next two days we went to see churches and the famous St Basil cathedral.

At the third day we went to St. Petersburg in train and is share carriage with my friends. I have to say a thing... I sleept only 30 minutes because the only were talking all the night!!! Also we tried to open the windows but there were close. At the morning we discovered that was because we had pass a nuclear power plant so the stuff of the train closed the window.

We arrive to St. Petersburg. I thought that I wouldn't see a city more beautiful than Moscow, but there it was, St. Petesbur

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BEP 4

The third day, we finished of seeing churches, and then, we got a train to St. Petersburg. This train was horrible, because it was to warm and I couldn't sleep. We tried to open the windows, but they were closed because we were passing near a nuclear power plant. The fourth day, we were seeing that St. Petersburg was quite impressive even better than Moscow. In the Hermitage Museum, we saw some pieces of art of Michelangelo, Rembrandt, Picasso and many others, and

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BEP 9

Dear Belén :

Hey sister I've just to come back from a hotter in Paris. The trip was for pupils that are students from all of countries.

I leave heart 5 dais because we decided to do one excursion for remember our last year in our school.

The first day we went to visit all the strits of Paris but it was impossible, is very big, but we visited museums like le louvre that are very beautiful. The other days we wont to visit all paris like the shoppers, musseums ...

Appendix 13

Participants´ correct responses per item in English reading tasks

Correct Response/ Item	BEP Group		NBP Group	
	n= 10	(%)	*n*= 16	(%)
1. D	5	50%	7	43.37%
2. C	9	90%	7	43.37%
3. A	9	90%	8	50%
4. B	2	20%	3	18.75%
5. C	10	100%	9	56.625%
6-7. He had done the trip three times before.	8	80%	14	87.5%
8-9. He had learned about them in his history lessons.	10	100%	2	12.5%
10-11. The guards had locked them for security reasons because the train had gone past a nuclear power plant.	6	60%	3	18.75%
12-13. He felt closer to them because he had shared an important experience with them.	8	80%	15	93.75%
14. C	9	90%	11	68.75%
15. D	8	80%	4	25%
16. B	9	90%	8	50%
17. F	9	90%	9	56.625%
18. A	10	100%	12	75%
19. E	10	100%	9	56.625%
20. B	9	90%	12	75%

Appendix 14

Participants´ scores in English reading tasks

BEP Group			NBP Group		
n= 10	Score =20	Percentage (%)	*n*= 16	Score =20	Percentage (%)
BEP 1	17	85%	NBP 1	5	25%
BEP 2	19	95%	NBP 2	5	25%
BEP 3	17	85%	NBP 3	7	35%
BEP 4	17	85%	NBP 4	7	35%
BEP 5	16	80%	NBP 5	17	85%
BEP 6	18	90%	NBP 6	6	39%
BEP 7	19	95%	NBP 7	4	20%
BEP 8	16	80%	NBP 8	5	25%
BEP 9	10	50%	NBP 9	4	20%
BEP 10	17	85%	NBP 10	9	45%
			NBP 11	7	35%
			NBP 12	9	45%
			NBP 13	16	80%
			NBP 14	7	35%
			NBP 15	11	55%
			NBP 16	9	45%
BEP AVERAGE	166/100=16.6	83%	NBP AVERAGE	128/16=8	40%

Appendix 15

Participants´ correct responses per item in Spanish reading tasks

	Correct Response/ Item	BEP Group		NBP Group	
		n= 10	(%)	*n*= 10	(%)
1.	1.1. A su madre en su lecho de muerte	9	90%	9	90%
2.	1. 2. Contentar a su madre aunque sin una firme determinación de cumplir	5	50%	5	50%
3.	1.3. Curiosidad. El personaje habla de sueños, de ilusiones…	6	60%	3	30%
4.	2.1. V	10	100%	8	80%
5.	2.2. V	9	90%	8	80%
6.	2.F	10	100%	7	70%
7.	2.4. F	9	90%	9	90%
8.	2.5. V	10	100%	10	100%
9.	2.6. V	10	100%	10	100%
10.	2.7. F	8	80%	10	100%
11.	2.8. F	4	40%	5	50%
12.	3. La madre; lo duduzco porque el narrador dice "traigo los ojos con que ella miró esas cosas".	7	70%	7	70%
13.	4. La madre tenía un paraíso idealizado; el narrador llega al pueblo entre mucho calor y mal olor.	7	70%	6	60%
14.	5. No se preocupó por su familia e hijos.	3	30%	2	20%
15.	6. B	6	60%	6	60%
16.	7. a) el padre desconocido	9	90%	9	90%
17.	7. b) de la madre	6	60%	8	80%
18.	7. c) recuerdos de la madre	7	70%	8	80%
19.	7. d) la exigencia de los debido y no cumplido por el padre	5	50%	5	50%
20.	7. e) de la madre al padre con la expresión "cóbraselo caro"	4	40%	2	20%
21.	7.f) la ausencia de otros personajes salvo la madre al decidir el viaje	8	80%	5	50%
22.	8. Una analepsis es una escena retrospectiva que alberca la secuencia cronología y translada la acción al pasado.	0	0%	0	0%
23.	Ejemplo; <<*Hay allí, pasando el puerto de Los Colimotes, la vista muy hermosa de una llanura verde, algo amarilla por el maíz maduro. Desde ese lugar se ve Comala, blanquendo la tierra, iluminándola durante la noche*>>	3	30%	2	20%
	TOTAL	155/10=15.5	67%	144/10=14.4.	63%

Appendix 16

Participants´ scores in Spanish reading tasks

BEP Group			NBP Group		
n= 10	Score =23	Percentage (%)	*n*= 10	Score =23	Percentage (%)
BEP 1	21	91%	NBP 2	11	48%
BEP 2	17	74%	NBP 4	15	65%
BEP 3	16	70%	NBP 5	17	74%
BEP 4	17	74%	NBP 9	15	65%
BEP 5	15	65%	NBP 10	13	57%
BEP 6	18	78%	NBP 11	12	52%
BEP 7	18	78%	NBP 12	19	83%
BEP 8	15	65%	NBP 13	15	65%
BEP 9	10	43.5%	NBP 14	11	48%
BEP 10	8	35%	NBP 15	16	70%
BEP AVERAGE	155/10=15.5	67%	NBP AVERAGE	144/10=14.4	63%

Appendix 17

Participants´ scores in English writing tasks

BEP Group		NBP Group	
n= 10	Band (max. 5, passing band 3)	*n*= 10	Band (max. 5, passing band 3)
BEP 1	4	NBP 1	0
BEP 2	3	NBP 2	0
BEP 3	3	NBP 3	0
BEP 4	3	NBP 4	2
BEP 5	3	NBP 5	0
BEP 6	4	NBP 6	1
BEP 7	4	NBP 7	1
BEP 8	3	NBP 8	1
BEP 9	2	NBP 9	2
BEP 10	3	NBP 10	3
		NBP 11	2
		NBP 12	1
		NBP 13	2
		NBP 14	1
		NBP 15	4
		NBP 16	3

Appendix 18

Participants´ scores in Spanish writing tasks

BEP Group		NBP Group	
n= 10	Band (max. 3, passing band 2)	*n*= 10	Band (max. 3, passing band 2)
BEP 1	3	NBP 2	0
BEP 2	2	NBP 4	0
BEP 3	2	NBP 5	0
BEP 4	2	NBP 9	0
BEP 5	1	NBP 10	0
BEP 6	1	NBP 11	0
BEP 7	2	NBP 12	1
BEP 8	0	NBP 13	0
BEP 9	1	NBP 14	0
BEP 10	1	NBP 15	2