Writing skills in CLIL and non-CLIL classrooms in different sociolinguistic contexts

Author: Ainara Ortega Oar

Supervisor: M. Juncal Gutierrez Mangado

Programme: Theoretical and Experimental Linguistics

2019/2020

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to all the schools that took part in this research, without their good will, this would not have been possible. Next, I would like to thank my supervisor Mª Juncal Gutierrez Mangado for believing in me when even I did not. Last but not least, I would like to thank my parents, sisters and friend Maria who have stood by me throughout the entire process and whose love and support have kept me going.

ABSTRACT

Content and Language Integrated Learning (CLIL) has become a widespread methodology to improve the general level of English, the Basque Autonomous Country (BAC) being no exception (Lasagabaster, 2008; Ruiz de Zarobe, 2008;2010; Ruiz de Zarobe and Lasagabaster, 2010 among others). However, there is one feature that sets the BAC (and other territories) apart, and that is the existence of immersion programmes through a minority language, where CLIL needs to be accommodated. With respect to specific skills, previous research has proved CLIL to be very successful in terms of reading (ISEI –IVEI, 2015). This study extends the investigation on reading and presents data on the impact of CLIL on writing. Additionally, we have included the variable sociolinguistic context and have divided the subjects in: favourable, mixed and hindering contexts for the Basque language. Finally, we have also investigated whether there is a correlation between the components of the ESL Composition Profile (ESLCP) (Jacobs et al., 1981) in the three studied languages.

We collected data from 138 secondary school students from six different schools, three following CLIL, the other three following English as a Foreign Language (EFL) methodology. The data analysed consisted of three recipes written by each student, one in each language (Spanish, Basque and English). The writings were analysed using the ESLCP (Jacobs et al., 1981) and the results show that: (i) CLIL seems help improve the English writing level of the students compared to their non-CLIL counterparts; (ii) the sociolinguistic area where the school is located seems to affect the level of success of CLIL; (iii) there does not seem to be any negative effect of CLIL on the other two languages of the curriculum; and (iv) there seems to be some kind of cognitive academic transfer from one language to another in that there is a correlation between the scores obtained in the different languages in three components of the ESLCP.

Key words: CLIL methodology, writing skills, sociolinguistic context, multilingual contexts, EFL learning, minority languages.

Images, tables, diagrams and graphs.

Image 1 Basque speaking territories.

Image 2 Level of English of European territories.

Graph 1 Percentage of Basque speakers in the BAC in 2016.

Graph 2 Percentage of Basque speakers in each territory of the BAC in 2016.

Graph 3 Percentage of Basque speakers in each region of the three territories of the BAC in 2011.

Contents

1. Introduction

1.1 The spread of multilingualism

Due to the globalization process taking place in the 21st century, the borders of the world are becoming more and more blurry, and thanks to the revolutions in both the internet and transport, distance is not an insurmountable barrier anymore. Globalization has increased the contact between languages and has made it even more necessary to acquire knowledge of more than one language; this is even more important if your mother tongue happens to be a minority language. Not only that, but nowadays being able to speak two languages does not seem enough anymore. There is a growing social and political pressure to make the next generations proficient in three or even four languages:

> 'The EU's main goal here is ambitious: enabling every EU citizen to communicate in 2 languages other than their mother tongue. The best way to achieve this would be to introduce children to 2 foreign languages from an early age (European Union, 2019).'

The European Union argues that having knowledge of several languages generates benefits, among them: improvement of the linguistic competences, job opportunities all along Europe and the promotion of cultural diversity (European Union, 2019). However, not all countries live the same sociolinguistic situation and therefore, this approach to language learning and the implementation of any multilingual linguistic policy will not have the same outcome in every country.

Some countries already have more than one official language, and, in many cases, one of those is a minority language, for example: Irish, Welsh, Basque, Catalonian, Sami and Cornish. Being a minority language entails certain difficulties, such as obtaining legal status, funding required to train teachers, designing an education policy or creating and adapting school materials, stablishing attitudes towards the language, pressure to learn English, the lingua franca, among others (Gorter, Zenotz and Cenoz, 2014). According to Cenoz and Gorter (2005), in minority language contexts, the education system will have to face new linguistic challenges to teach foreign languages:

> ‘Will the teaching of additional languages have a positive or a negative effect on the development of minority languages? When should the different languages be introduced? Will children mix the different languages? Will trilingual education have a positive effect on cognitive development? How can trilingual education be organized? (Cenoz and Gorter, 2005, p. 3).’

Due to historic and demographic reasons, the most spoken languages in the world are Mandarin Chinese, English and Spanish. The first has almost a billion L1 speakers, but the second one is the one which has the most L2 speakers all around the world with around a billion and a half speakers (Kiprop, 2019).

English has become the lingua franca of this globalized world. English has become the lingua franca of this globalized world and the language that is most used on the internet, the language in which most of the scientific knowledge is widespread and at the same time, it is also the main language used in international communication. Nowadays, it is essential to have a minimum knowledge of English to be successful in several professional areas, such as science, trade, communication... For all these reasons, it has become one of the most important foreign languages in education in the last few decades.

In this dissertation we will describe the situation of one of those minority languages, Basque, and the linguistic effect that multilingual policies are playing in the Basque Autonomous Country (BAC) in order to investigate how successful CLIL can be regarding a specific skill, writing, in different sociolinguistic contexts. Additionally, so as to assess the effects of the implementation of a particular multilingual programme, namely, CLIL, in the 3 compulsory languages of the curriculum, English, Spanish and Basque we will examine the written skills of students from the last year of compulsory education (age 16) taking into account three different sociolinguistic contexts.

2. The evolution of the education system in the BAC

Basque is one of the official languages spoken in Spain. More specifically, it is spoken in four provinces in Norther Spain (Biscay: 819.408 inhabitants, Araba: 213.662 inhabitants, Gipuzkoa: 533.682 inhabitants and Navarre: 660.887 inhabitants) and also in three regions in North Easter France (Lapurdi: 241.872 inhabitants, Zuberoa: 15.925 inhabitants

and Behe Nafarroa: 31.125 inhabitants) across the border from the BAC and Navarre in Spain (see image 1) (EKE, 2009; Nastat, 2019; Eustat, 2020).

Image 1 Basque speaking territories (3rd sociolinguistic survey, 2001, p.11)

Nowadays, Basque has 751.500 speakers (6th Sociolinguistic survey, 2016) as a result of a troubled historical past. In 1939, after the Spanish civil war ended and a dictatorship was imposed, speaking or teaching Basque was forbidden for almost half a century. Going against this prohibition could result in severe punishment and so, the number of Basque speakers decreased alarmingly during the 36 years the dictatorship lasted, because not speaking a language means that the next generation will not be able to learn it either.

A second factor which contributed to the reduction of the number of Basque speakers was that during the 19th and 20th centuries there was massive migration triggered by industrialization, among other factors (Mezo-Aranzabia, 2008), that changed the population of the BAC. At around the same period, many Basque rural people migrated to America and Australia in pursuit of a better life, especially after the Civil War (1936-1939) (Totoricagüena, 2005). In addition, Basque was related with rural life and was seen by many as a stigma (Mezo-Aranzabia, 2008) and therefore, many Basque speakers decided not to pass

on the family language to the next generation, making the number of speakers even smaller (Agirrezabal Pertsua, 2010). There were also other factors that contributed to the diminishing numbers of Basque speakers. As Grosjean (2010) describes, at the beginning of the 20th century, many misleading beliefs about bilingualism spread, for example, that bilingualism led to a delay in the acquisition of languages and that bilingual children would always mix their two languages hampering them from acquiring a sufficient level in any of them.

Although there were some previous efforts, it was not until the 1960s that the Basque language received some backup. Thanks to the *Ikastolas* (ikastola= school in Basque) movement many children were able to receive education through their mother tongue, together with many others who did not have Basque as their L1. The *Ikastolas* were undercover and illegal schools promoted mostly by Basque-speaking parents, where Basque was used as the medium of instruction. All of this had to be done under the upmost secrecy, because the dictatorship during this period punished this kind of practices. Around the 1940s, students and teachers gathered in private homes or small establishments (Iza, 2011). The teachers, who were in many cases not qualified as such, but were eager to do the job, created their own teaching materials. Two decades had to go by before things started to change and when the Spanish dictator died and democracy was established the *Ikastolas* were already spreading around the Basque speaking territories (Iza, 2011).

The Spanish Democratic Constitution was passed in 1978 and a year later the statute of autonomy did too. The Constitution bestowed the BAC with some powers to rule their own education system, healthcare and economy. Along with those powers, Basque was legally made a co-official language of the BAC together with Spanish. In the following years, several other laws were passed in order to ensure the survival and revitalisation of the Basque language and they created a whole new education system to carry that out. The Basque language became a compulsory part of the teaching curriculum and three new linguistic models were created to accommodate it, namely, A, B and D (Etxebarria, 2013), which are still in place today.

2.1 Educational models in the BAC

The creation of the new models had as a goal the integration of Basque into the teaching curriculum and at the same time giving parents and students the option to choose the extent of Basque in the curriculum.

In model A, Basque is taught only as a subject to allow students to acquire a minimum knowledge of the language. In model B, half of the curriculum is taught in Spanish and the other half in Basque. This would allow children from Spanish speaking families to slowly acquire competences in Basque and if desired to eventually change into model D. Finally, D model was originally thought for Basque speaking families who wanted their children to be educated through their L1. In model D, Basque is the main language of instruction in the curriculum and Spanish is only taught as a subject (Gorter and Cenoz, 2011). This is also called the immersion model for children whose L1 is not Basque, because these children are exposed to L2 Basque until formal instruction of Spanish is introduced at age 8.

The results of the research carried out by the Basque Government showed that students enrolled in model D achieved a higher level of bilingualism without hampering the acquisition of the other subjects of the curriculum (Gabina et al., 1986; Sierra and Olarizegi, 1989; 1990; ISEI-IVEI,2005; 2010; 2011; Cenoz, 2005). These studies also showed that the level of Spanish achieved by students in all three models was similar, but that the students in model D obtained a better level of proficiency in Basque.

According to the data gathered by Eustat (Euskal Estatitiska Erakundea/Instituto Vasco de Estadística) over the last 25 years, the distribution of the students' enrolment has changed with a considerable increase in students being enrolled in Model D over the years (tables 1 and 2) (Eustat.eus, 2019a).

1994/5 school year		Model A	Model B	Model D
Bizkaia	**Primary education**	% 51.82	%22.9	%25.28
	Secondary education	%78.89	%1.31	%19.8
Araba	**Primary education**	%60	%23	%17
	Secondary education	%81.46	%0.64	%17.9
Gipuzkoa	**Primary education**	%13	%38.6	%48.4
	Secondary education	%53.4	%4.8	%41.8

Table 1 Percentage of children enrolled in each education model in the school year 1994/5

2018/19 school year		A model	B model	D model
Bizkaia	**Primary education**	% 5	%25	%70
	Secondary education	%8.3	%27.3	%63.4
Araba	**Primary education**	%5.2	%36.7	%58.1
	Secondary education	%14.3	%34.4	%51.3
Gipuzkoa	**Primary education**	%2.5	%7.13	%90.37
	Secondary education	%2.67	%13.45	%83.88

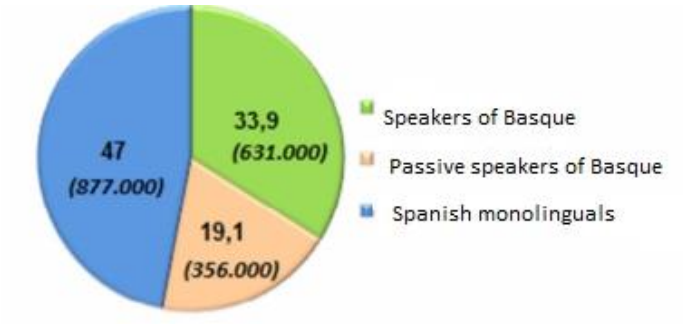
Table 2 Percentage of children enrolled in each education model in the school year 2018/2019

As shown in table 1, in 1994/95 there was a clear preference for A model in all three territories (although the distribution is somehow different in Gipuzkoa). By 2018/2019, the picture is different (table 2). The majority of both primary and secondary school students in all three territories were enrolled in D model.

This change could have happened for several reasons, but the following are, according to Amorrortu and Ortega (2009) the most likely ones: i) integrational or as a tool, to feel part of a community or to access certain jobs, ii) due to identity reasons and iii) because parents believe the more languages a child learns the better.

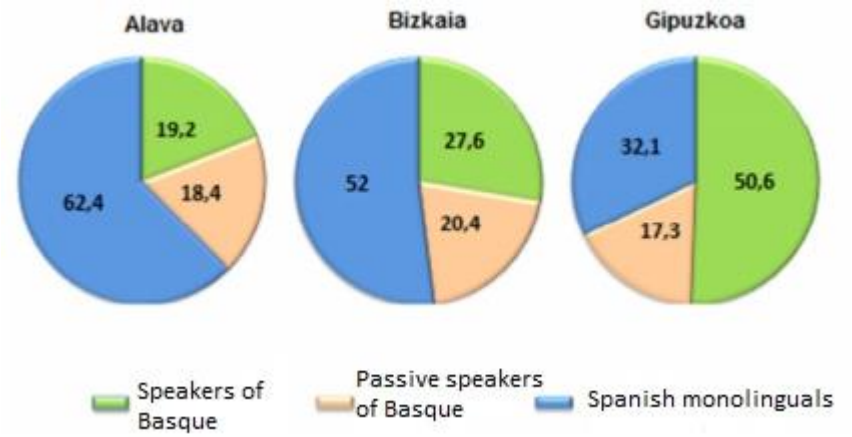
1.5 Sociolinguistic context in the BAC

The implementation of the three models in the BAC needs to be understood in the different sociolinguistic context in which the schools are found. According to Eustat (2019b), the BAC has around 2.188.017 inhabitants living in its three territories. Not all of the inhabitants of the BAC speak Basque and the ones who do, do not always know it to the same extent. The last sociolinguistic survey carried out in 2016 (6th Sociolinguistic survey) found that only 33.9% of the population above the age of 16 is a speaker of Basque, 19.1% is a passive speaker (they understand the language but they do not feel comfortable enough to use it) and 47% are Spanish monolingual speakers (graph 1) .



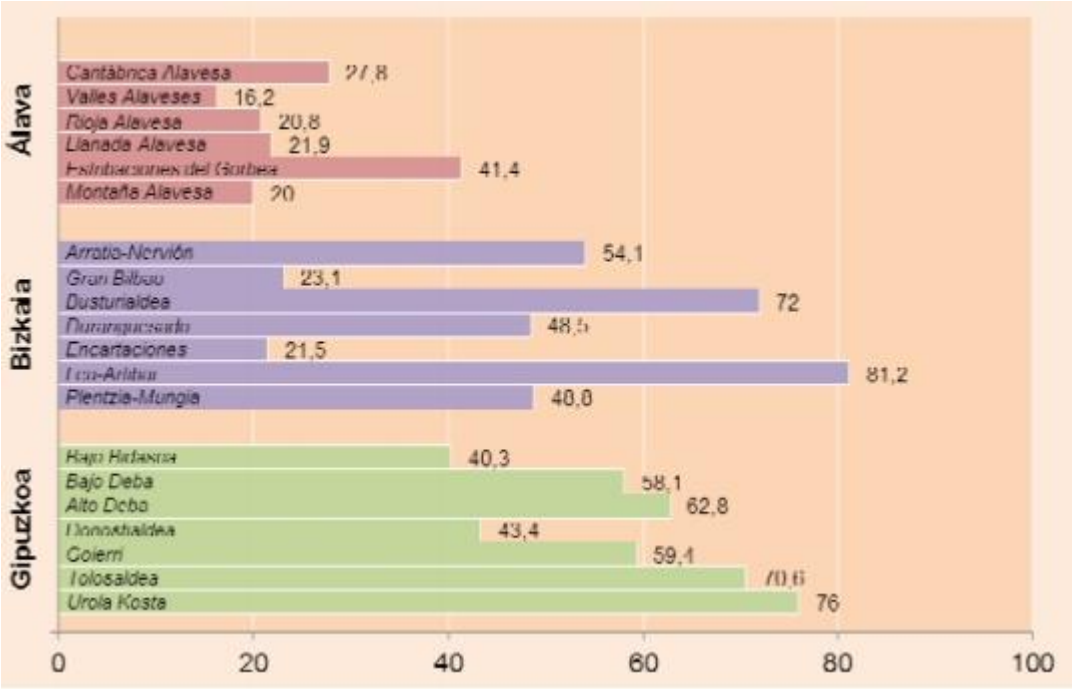
Graph 1 Percentage of Basque speakers in the BAC in 2016 (6th Sociolinguistic Survey, p.4).

The distribution of Basque speakers among the three territories is very heterogeneous. In Gipuzkoa 50.6% of the inhabitants are Basque speakers, in Bizkaia 27.6% and 19.2% in Alava (graph 2).



Graph 2 Percentage of Basque speakers in its territory of the BAC (6th Sociolinguistic Survey, p.5).

Inside the provinces there is also a very uneven distribution of the Basque speaking population. In graph 3 the percentage of Basque speaking population in the different regions of the three territories of the BAC is presented (5th Sociolinguistic Survey, 2011), where, within the same province, one can find regions with percentages of Basque speakers as low as 21.5% (in Encartaciones in Bizkaia) together with regions with percentages higher than 80% (in Lea-Artibai in Bizkaia).



Graph 3 Percentage of Basque speakers in each region of the three territories of the BAC (5th Sociolinguistic Survey, 2011).

1.5.1 On the importance of sociolinguistic context

There are many factors to take into account when analysing the linguistic competence of students in different languages and the sociolinguistic context is one that has scarcely being looked at. As Cenoz (2009) lays it:

> 'The sociolinguistic context also plays a very important role and more or less intensive exposure will be needed depending on the use of the target language outside school (p.211).'

As we will describe below, several studies in the BAC have shown the importance that the sociolinguistic context plays as a predictor of Basque proficiency (Madariaga, 1994

as cited in Cenoz, 2009; Sagasta, 2000; Osa 2003; Cenoz et al. 2013; ISEI-IVEI (2005)). Results have shown that the higher the number of speakers of Basque in a given context, the higher the chances for a student to use the language outside in a meaningful non-formal communicative situation. As pointed out by Osa (2003) the sociolinguistic context has an important role in achieving balanced bilingualism, because it gives the students the opportunity to use the minority language to a greater extent than just in school and in a formal context. Students have plenty of opportunities to use Spanish outside school (music, TV, social media, books, stores etc.), but if they do not live in a context where there is a relatively high number of Basque speakers, they do not get the chance to use Basque on a daily basis, leaving Basque mainly for school matters.

Below we describe in more detail the results of some of the studies carried out in the BAC.

1.5.2 Basque B2 level at the end of compulsory education (age 16)

The ISEI-IVEI (2005) study measured the linguistic and communicative skills of students in the last year of compulsory education (age 16) in the four linguistic skills: reading, writing, speaking1 and listening together with several aspects of grammar, syntax, vocabulary and spelling.

The main aim of this study was to investigate if students in the last year of secondary education achieved B2 level, because this level is viewed by the EU (Council of Europe, 2001) as the minimum level for a speaker to be able to communicate in a language with certain autonomy. After conducting a pilot test, they concluded that of the three Basque models of education (A, B and D) only the students in the last two were fit to take the B2 level exam, because the level of Basque achieved in model A was far too low.

In light of the results from the pilot test a total of 1191 students took part in the study: 447 belonging to B model and 744 to D model. 50,1% of the subjects were male and 49,9% were female. The students belonged to both public and charter schools. Students

[1] The speaking test was only administered to a part of the sample, due to the amount of time and resources that are needed to carry out this kind of test.

obtaining a score of 60 out of 100 classifies as having B2 level. The general scores showed that only 47,3% (563 subjects) passed the test while 52,7% (628) did not. If we have a look at the results depending on the educational model, 27,5% (109) of model B passed and 57,2% (454) of model D did too.

As speaking tests were only carried out on part of the sample, the results were provided separately. 46,3% of the sample passed the speaking test, while the 53,7% did not. Looking at these results depending on the educational model, 32,6% of B model students passed the speaking test and 68% of D model did too. The statistical analyses showed that there was a high correlation between the results obtained in speaking and in the rest of the skills in that the rest of the skills measured were a good reflection of their speaking abilities. In light of these results, the researchers suggested that if the speaking test would have been carried out to the entire sample the results would have been similar.

The researchers also looked at the results depending on the sociolinguistic context where the students lived. Students were classified in three groups depending on the percentage of Basque speakers living in the area: i) students living in an area with 63% of Basque speakers or more, ii) areas where the number of Basque speakers was between 50% and 63% and iii) areas where the number of Basque speakers was lower than 50%.

	PASSED	
	K	%
At least 63% of Basque speakers	240	60,79
Between 50-63% of Basque speakers	178	44,15
50% of Basque speakers at most	145	36,96
TOTAL	**564**	**47,3**

Table 3 Subjects that passed the test depending on the sociolinguistic context (adapted from ISEI-IVEI, 2005; pp. 60).

As can be seen in table 3 the highest number of students who passed the exam were the ones living in areas with the highest percentage of Basque speakers and students who lived in areas with the lowest percentage of Basque speakers were the ones who had the lowest numbers of students who passed the test.

The sociolinguistic area where students lived seemed to be an important factor for the students to pass the exam or at least it gave them a better chance. Thus, the researchers

concluded that the more favourable an environment is for Basque the more chances are to pass the test.

When looking at the speaking results, the differences are even bigger. As table 4 shows, 75% of students living in a Basque speaking environment (with at least 63% of Basque speakers) passed the speaking exam in comparison to 60,79% (see table 3) who passed the exam without the speaking test.

STUDENTS WHO PASSED THE SPEAKING

	K	%
At least 63% of Basque speakers	33	75,0
Between 50-60% of Basque speakers	66	53,1
50% of Basque speakers at most	20	37,5
TOTAL	**120**	**53,7**

Table 4 Subjects that passed the speaking test depending on the sociolinguistic context. (adapted from ISEI-IVEI, 2005; pp. 60).

As a conclusion, the study showed that half of the students passed the B2 level exam (47,3%) at the end of compulsory education (age 16). Also, D model students did better than B model students, 57,2 against 27,5%. Lastly, the sociolinguistic context proved to be a very important variable when measuring the competence in the Basque language, the Basque language, as the more favourable the context was the more students passed the B2 level test.

This is not the only study which has investigated the level of Basque literacy that students achieve in model D at the end of compulsory education. Osa (2003), Gardner and Zalbide (2005) and Zalbide (2010) are specially concerned with the productive abilities of model D students in Basque. Zalbide (2010: 166) explicitly states that that we are far from the desirable bilingualism and that one out of three students does not achieve "the appropriate level" in Basque at the end of secondary education. However, there are very few studies on the level of literacy of students in Basque at the end of compulsory education (ISEI-IVEI, 2005) and also very few on the effects of CLIL on Basque proficiency (ISEI-IVEI, 2015).

1.2 Multilingual educational models

As described in the section above, the linguistic situation in the BAC is rather complex. And to the existing complexity we need to add the learning of an additional language into the already bilingual curriculum. The teaching and learning of a foreign language, English in the recent past, in the BAC has a long tradition. However, the competence level achieved in a foreign language has not been a success in Spain (including the BAC) when compared to other European countries such as the Netherlands, Sweden or Denmark (European Proficiency Index, 2019) (see image 2).

Image 2 Level of English of European territories (European Proficiency Index 2019).

The raising importance that English has taken in the school curriculum in the last two decades has made it necessary to develop new approaches to teaching English as a foreign language in Europe. CLIL is an umbrella term adopted by various European researchers and agencies as a generic term for programmes that use a second language as a medium of instruction (foreign, regional, minority languages). This methodology, an extension of immersion programmes in Canada, teaches the content of a certain subject in a foreign language so the students not only learn the content of the subject, but also improve their English skills in the foreign language, mostly English (Cenoz, 2009; Ruiz de Zarobe and Jimenez Catalán, 2009a; Dalton-Puffer et al., 2010).

CLIL is widely used around Europe in linguistic contexts similar to that of the Basque Country (for example, Switzerland, Friesland or Catalonia.), where there is a minority language, a national language and a foreign language (Cenoz and Jessner, 2000). It was expected that this programme would help improve the level of English without adding hours to the existing schedule (Cenoz, 2009;2013; Muñoa Barredo, 2011; Ruiz de Zarobe and Jimenez Catalán, 2009a).

2.3 Research on CLIL

In the following section, some studies have been selected that show results in favour of the effectiveness of CLIL in terms of improving the language competence in English. However, not all the researchers agree to which extent does CLIL improve English competence and as an end to this section, we will include some dissenting results on the matter.

2.3.1 Plurilingual Education in Secondary Schools: Analysis of Results (Alonso et al. 2008)

This study shows how CLIL methodology can improve the general level of English of the students by increasing the amount of exposure that the students receive. Alonso et al. (2008) investigated the English level of students who took part in a Plurilingual Experience (PE) in which they had to study part of the curriculum in English using CLIL between 2004 and 2006. For that, they tested subjects of 12 schools, 6 of which took part in the PE (experimental group or EG) and six of which were used as control groups (CG). There were a total of 229 students divided into 6 groups as shown in table 5. The groups were controlled to have similar characteristics in male/female distribution and academic marks before entering the study.

	1st CSE (2 groups)	3rd CSE (2 groups)	1st Post-Compulsory (3 groups)	TOTAL
EG	67	44	48	159
CG	20	20	30	70
TOTAL	87	64	78	229

Table 5 Distribution of subjects among groups. (Alonso et al., 2008; p. 38)

The PE experience was introduced in three different stages of secondary and post-secondary education in the BAC. The methodology used to test the subjects were different level tests provided by Cambridge ESOL (English for Speakers of Other Languages).

Students were tested at the beginning and at the end of the two-year period that the experience lasted, as shown in table 6.

	A2/ Flyers	A2+[2]/KET	B1/PET
October 2004 Beginning PE	Start 1st CSE	Start 3rd CSE	Start 1st Post-Compulsory
	A2+/KET	**B1/PET**	**B2/FCE**
May 2006 After 2 years PE	End 2nd CSE	End 4th CSE	End 2nd Post-Compulsory

Table 6 The Cambridge ESOL examinations that were carried out. (Alonso et al., 2008; p. 39)

Results show that the EG groups obtained better scores in the Cambridge ESOL exams than CG after the two-year experience in all three stages of education. The biggest difference in global performance between EG and CG was found in the first stage or first cycle of secondary education.

To sum up, this study showed that PE improved the *general English* skills in secondary education by means of Cambridge ESOL examinations, because groups taking part in the experience achieved a higher level in these examinations.

2.3.2 Foreign Language Competence in Content and Language Integrated Courses (Lasagabaster, 2008)

Lasagabaster (2008) investigated whether at the end of secondary education CLIL students would outperform their non-CLIL counterparts in all language skills and average English language score. Also, he wanted to know whether 3rd year secondary CLIL students would catch up with the 4th year non-CLIL students in all language skills and average English score.

For this purpose, he collected data from three groups: i) 3rd year CLIL students, ii) 4th year CLIL students and iii) 4th year non-CLIL students. He tested for grammar and listening via the Oxford Placement Test, the writing with a letter and the speaking telling a story.

The results showed that 4th year CLIL students where better than the non-CLIL in all language skills and average English score (this was measured by summing up all the

previous scores from every test). He also found out that 3rd year CLIL students did better than 4th year non-CLIL students in grammar and overall English score.

In his final remarks, Lasagabaster (2008) mentions the importance of studying CLIL programmes from different perspectives and settings in order to broaden our knowledge about the (dis)advantages of this methodology.

2.3.3 Assessment of the CLIL system in the Basque Autonomous Community 2011-2014 (ISEI-IVEI, 2015)

This study is one of the biggest studies carried out in the BAC that look at the results of CLIL methodology and the effects it has in all the languages of the curriculum.

In 2011 a set of schools agreed to take part in an experimental procedure to include CLIL in their primary and secondary school programs[2]. ISEI-IVEI (Irakas Sistema Ebaluatu eta Ikertzeko Erakundea-Instituto Vasco de Evaluación e Investigación Educativa) aimed to obtain 3 goals with the implementation of such program: i) to investigate whether students in CLIL programs accomplished a similar performance to non-CLIL students in their L1 and L2, namely Basque and Spanish, ii) to examine whether CLIL students achieved better levels on L3 English than those who did not take part in the program and iii) to investigate which factors affected the introduction of CLIL methodology. I will only refer to the data about secondary education.

The researchers in ISEI-IVEI aimed to include schools in the experimental group which devoted 20% of the curriculum to each language, which was not always possible due to different reasons: schools' educational proposal, technical requirements or staff requirements. Some schools dedicated more hours than others to the instruction through the English language, almost all of the schools exceeded 40% of instruction through Basque and almost half of the schools did not reach to the 20% of instruction through Spanish.

The initiative was implemented in 2 stages (2011-2013 and 2012-2014) (see table 7). The first stage included a control group, where English was taught only as a foreign language, and an experimental group which followed CLIL. Both groups were tested three times during a period of three years when students were 12-13 until they were 14-15. In the

[2] The participation of students in the experimentation was voluntary.

second stage they tested an experimental group against two control groups, one with English only as the subject of the foreign language and another with more hours of exposure to English, but without reaching the 20% of the curriculum required to be classified as CLIL (which was named control+ English).

	First stage (2011-2013)		Second stage (2012-2014)		
	Experimental	**Control**	**Experimental**	**Control**	**Control+ English**
Basque	227	73	804	226	160
Spanish	254	85	859	224	162
English	270	87	854	222	127

Table 7 The participants divided into the different categories (adapted from ISEI-IVEI, 2015; pp.9-10).

These students were tested in several subjects: Math, Science, Basque, Spanish and English. For the purpose of this study I am going to focus only in language related skills. In Basque and Spanish, only reading skills were tested in a computer based multiple choice test composed of 30-35 items. In the foreign language, all four skills were tested by means of a Cambridge ESOL examination which was carried out on paper and which was passed three times, two times at the beginning of the procedure (in January and May-June 2011) and at the end of the procedure (May-June 2013). In addition, apart from the aforementioned times the Basque and Spanish tests were also passed in May 2012. The data was collected in multiple sessions which took place in different days.

The results of this multiple phased study showed that the participants had a similar level of Basque reading skills at the beginning of the procedure, but at the end of it, the students taking part in the CLIL initiative had achieved statistically significant higher results when completing the multiple choice reading task. Concerning Spanish reading skills, similarly to what happened with Basque, the experimental groups outperformed their control group counterparts. Thus, taking part in the CLIL project was concluded not to compromise Basque and Spanish reading skills.

English results show a more complex picture. In the first stage, 68.5% of the participants in the experimental group reached a B1 or superior level of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) against 21.8% in the control group. In the second stage, the experimental group outperformed the control group 77.1% to 58.3% (reached B1 level), but the control+ English group outperformed both of the previous groups with 91% of its participants achieving B1 level or higher.

The report published by ISEI-IVEI concluded that taking part in the CLIL initiative is not detrimental to the Basque and Spanish reading skills[3]. Moreover, students in the experimental groups in both phases achieved better results in Basque and Spanish reading skills than the control group[4]. Finally, the groups who increased the hours of instruction through English did better than the group that did not.

2.3.4 Diverging results on CLIL

Although most of the reviews and research carried out to assess CLIL are positive (Cenoz, 2005; Ruiz de Zarobe, 2008; Ruiz de Zarobe and Jimenez Catalán, 2009a; Ruiz de Zarobe and Lasagabaster, 2010; Dalton-Puffer et al., 2010), there is still some hesitation with regard to the benefits of this methodology (Bruton, 2011; 2017).

To start with, the benefits of CLIL do not seem to extend to all language areas, since it has been reported that CLIL students do not do better than non-CLIL students in areas such as morphosyntax or phonetics/phonology (Gallardo del Puerto et al., 2009; Matínez-Adrián and Gutiérrez-Mangado, 2009; García Mayo and Villarreal Olaizola, 2010; 2015a; 2015b; Ruiz de Zarobe, 2010). Additionally, as can be seen from the results in several studies (Ruiz de Zarobe and Jiménez Catalán, 2009b; Webb, 2008, Ruiz de Zarobe, 2010; Pignot-Shahov, 2012), students who are enrolled in CLIL methodology tend to

[3] There is another part of the study in which they look at whether there is a relationship between the amount of instruction through a language and the results in that language reading skill. They concluded that the more hours dedicated to Basque, the better results that students achieved in reading skills involving this language. In Spanish, there seemed to be no such correlation. The number of hours dedicated to this language did not appear to affect the reading skills of the students. Finally, in English, there was a positive correlation, although slim, between the marks obtained and the amount of time dedicated to this language.

[4] However, in the study they did not interpret this finding.

understand more vocabulary items in the foreign language than those that they actually use. That is, a CLIL student will understand more words when faced with a written or oral production text than the words that he/she would actually use if asked to write or speak about the same topic.[5] Therefore, CLIL students tend to perform better in tests when the skills under research are receptive ones rather than productive ones (Ruiz de Zarobe and Jiménez Catalán, 2009b; Ruiz de Zarobe, 2010).

However, there are also some discrepancies on the advantages that CLIL students have or do not have over non-CLIL students when writing in the foreign language (Ruiz de Zarobe, 2010). While some researchers argue that CLIL students have a significant advantage in writing skills when compared with non-CLIL students of the same age at the end of secondary education in all of the scales of ESL Composition profile (Jacob et al., 1981) (ESLCP) (see section 3.6) (Lasagabaster, 2008), others like Ruiz de Zarobe (2010) herself who used the same methodology, did not corroborate such success, considering that she only found statistically significant differences in three of the five scales measured (*vocabulary*, *language use* and *mechanics*). Moreover, results in studies by Llinares and Whitaker (2006 in Ruiz de Zarobe, 2010) imply that results were not as good as expected in certain aspects such as style, coherence or cohesion or Dalton-Puffer (2008 in Ruiz de Zarobe, 2010) who states that the deficiencies in writing skills are found irrespective of the language in which the task was carried, suggesting that there is also a lack of competence in the mother tongue.

2.4 Research on written production in the BAC

In this section we will describe the results of research carried out in the BAC dealing with writing skills in Basque, Spanish and English, some of which will also deal with CLIL and writing skills.

[5] We acknowledge that this is also the case in the mother tongue, because the vocabulary learning process implies: first, recognition, then understanding and finally use (Gobet, 2015).

2.4.1 The written production in Basque, Spanish and English of model D and immersion model students (Sagasta, 2000)

Sagasta's PhD dissertation was one of the firsts to investigate the writing skills of secondary school students in the three languages of the curriculum (Basque, Spanish and English) and also to try to establish a relation among the scores in the three languages. The researcher also paid attention to the language of daily use of the students and the possible effect this could have in their writing scores.

In her study, Sagasta (2000) collected data from 155 12-16 year old secondary students at a public school in Gipuzkoa and classified them according to their use of Spanish and Basque into 2 groups: i) immersion students coming from a Spanish environment who tended to use Spanish in their everyday life and ii) model D students who came from Basque speaking environments and tended to use Basque in their everyday life. The purpose of the study was to investigate the type of relationship among the scores of the written production in the three languages and the effect (if any) of the level of bilingualism in the production in L3.

155 students (57% female and 43% male) from grades 1 to 4 in secondary education (from age 12 to 16) wrote recipes in the three curricular languages that were analysed using the ESLCP (see section 3.6). The study also investigated the fluency, syntactic complexity, lexical complexity and error rate (sematic, morphosyntactic, alphabetic, orthographic and lexical).

The results showed that model D students achieved better results in both Basque and English in all the variables that were tested, but that there were no significant differences in the results in Spanish, regardless of whether they belonged to D model or the immersion model. The results led Sagasta (2000) to suggest that the linguistic model, more especially model D, had a positive effect on Basque and English outcomes when compared to the immersion model. Additionally, looking at global competence, there seemed to be a relationship among the scores in the three languages in the ESLCP measures shown by statistical correlations. The same cannot be said about the rest of the variables that were tested (sematic, morphosyntactic, alphabetic, orthographic and lexical), because the correlations we not statistically significant. Finally, the author strongly supports the idea

that a higher level of bilingualism, which was stablished by means of the global competence and the other four variables (fluency, syntactic complexity, lexical complexity and error rate) resulted in better scores in the L3.

2.4.2 Written Production and CLIL (Ruiz de Zarobe, 2010)

Ruiz de Zarobe (2010) carried out a study to investigate the effect of CLIL instruction on English writing skills. She collected data from three schools in the BAC and where different approaches to teaching English were followed: one followed the traditional EFL approach and the other two used CLIL to teach English with different amounts of exposure. All of the students had started learning English in the school context at the age of eight and both CLIL groups entered the CLIL program at the age of 14. Groups from the 3rd (age 14-15) and 4th (age 15-16) year of secondary education and the first year of post compulsory education or baccalaureate (age 17-18) were tested. The distribution of participants is shown in table 8.

	Secondary 3	Secondary 4	Pre-university (Baccalaureate)
Number of students	Non-CLIL: 29 CLIL1: 24 CLIL2: 36	Non-CLIL: 18 CLIL1: 16 CLIL2: 17	Non-CLIL: 7 CLIL1: XXX CLIL2: 14
Age during data collection	14–15	15–16	17–18
Hours of instruction	Non-CLIL: 695 CLIL1: 875 CLIL2: 910	Non-CLIL: 792 CLIL1: 1120 CLIL2: 1155	Non-CLIL: 990 CLIL1: XXX CLIL2: 1453

Table 8 Number of students in each academic year and the approach to learning English. (Ruiz de Zarobe, 2010; p. 205)

There were a total of 161 subjects and the schools were classified depending on the hours of exposure they had to the foreign language. The first group or non-CLIL had 3 hours of EFL per week and was used as a control group. The second group or CLIL1 had 3 hours of EFL plus another subject (Social Sciences) taught through English for 3/4 hours a week. The third and final group or CLIL2 had 3 hours of EFL plus two other subjects taught through English (Social Sciences 3/4 hours a week and Modern English Literature 2

hours a week). Subjects were asked to write a letter for a host family that was later rated by two raters using the ESLCP (see section 3.6).

Overall, the results showed that the CLIL groups did significantly better in the scales of *content* and *vocabulary*, and although CLIL 2 did better in the other three scales, there were no statistically significant differences between the groups. In the 3rd year of secondary education, there was no statistically significant difference between both CLIL groups and unfortunately, researchers could not collect data from the control group. In the 4th year, CLIL 2 had statistically significant higher results than the other groups (CLIL 1 and control) in three of the five analysed categories (*vocabulary, language use* and *mechanics*). Finally, for 1st year of Baccalaureate only the control group and CLIL 2 data are available and CLIL 2 scored significantly higher in all five measures of the writing. The author concluded that CLIL is more effective than traditional EFL methodology to promote English written proficiency.

2.4.3 Assessing multilingual students' writing skills in Basque, Spanish and English (Cenoz et al. 2013)

Cenoz et al. (2013) compared the written production of model D students whose L1 was Basque and whose L1 was Spanish to investigate whether there would be differences between these two groups and, also look at their overall linguistic repertoire. For this purpose, they analysed the writing samples of 57 3rd year secondary students (age 14-15) of 3 different schools in Gipuzkoa and Araba. 30% of the participants had Basque as their L1 and 70% had Spanish as their L1. They were all asked to describe or write a story about a picture in the three languages of their curriculum: Basque, as their language of instruction and Spanish and English as school subjects. The writings were graded using the ESLCP (see section 3.6).

The results showed that Basque L1 students achieved significantly higher results in both their writings in Basque and English. There were no statistically significant differences for either group in their Spanish results. Secondly, Cenoz et al. (2013) added up the results in Basque and Spanish to create a global score for bilingualism and also added up the scores in the three languages to create a global score for multilingualism and find out whether the L1 of the subjects still marked a difference. When the bilingual score was taken

into account there were no statistically significant differences between both groups and when the whole linguistic repertoire was taken into account the results favoured L1 Basque speakers, but the results were only marginally significant.

Finally, when the five dimensions of the ESLCP were compared, Cenoz et al. (2013) found that L1 Basque students had an advantage in both Basque and English regarding *vocabulary, language use* and *mechanics*. No such differences were found in the Spanish language for either group. Cenoz et al. (2013), following Idiazabal and Larringan (1997), suggested that *content* and *organization* are more cognitive and academic skills and that they seem to be more easily transferred across languages and that the dimensions of the profile that showed differences between groups (*vocabulary, language use* and *mechanics*) might be more specific aspects of the language that are not shared so easily. This conclusion, thus, supports the findings in Sagasta (2000).

3. The study

3.1 Research GAP

As we have seen throughout the theoretical framework section, the question of how learning a third language impacts on the L1 and L2 language skills that students are acquiring at school is a topic of high interested in research and education.

However, there are several gaps in this area which are still in need of investigation. To start with, in contrast to: Sagasta (2000), Lasagabaster (2008), Alonso et al. (2008), Ruiz de Zarobe (2010), Cenoz et al. (2013), the present study is the first to investigate the written production in the three languages of students who have started to learn English at the age of 4 as a foreign language and then have been involved in CLIL during two years or more (see table 9). These students are not only early starters in FL learning but due to CLIL they substantially increase their English input and opportunities for meaningful use of the language.

Secondly, most of the studies carried out so far drew their data from Gipuzkoa (Sagasta, 2000; Cenoz et al., 2013 among others), a province which tends to have a higher percentage of Basque speakers than either Araba or Bizkaia. For this study, we collected data from Bizkaia, a province which is more heterogeneous than Gipuzkoa in number of Basque speakers (5^{th} sociolinguistic survey). Additionally, the studies by Sagasta (2000)

and Cenoz et al. (2013) classified participants' L1 based on the family language while in the present study the participants have been classified according to the sociolinguistic context in which schools are located, in addition to also including the variable of family language. Finally, in contrast to ISEI-IVEI (2015), the present study concentrates on writing skills rather than reading skills.

3.2 Research Questions

The research questions in this study are as follows:

1-a) Does the increase in the amount of exposure to English through CLIL have an effect in the score (analysed via the ESLCP) of the written production in English of an instruction text (a recipe) compared to their non-CLIL counterparts?

b) Does the reduction of hours in Basque produced by CLIL affect the quality of the written production of instruction texts (recipe) written in the other two languages of the curriculum?

2- a) Does the sociolinguistic area where the school is located affect the success of CLIL?

b) Will it have the same effect in the non-CLIL groups?

3- a) Is there a relationship between the components of the ESLCP in the different languages of the curriculum?

-In the CLIL and non-CLIL groups?

-In the different sociolinguistic context?

3.3 Hypotheses

1- a) Increasing the amount of exposure to English has shown to improve the English skills of CLIL students compared with their non-CLIL counterparts (Alonso et al. 2008; Ruiz de Zarobe, 2010; ISEI-IVEI, 2015). We expect that increasing the amount of exposure to English will improve the English writing skills of CLIL students compared to non-CLIL counterparts (Alonso et al., 2008; Lasagabaster, 2008; Ruiz de Zarobe, 2010; ISEI-IVEI, 2015).

b) When conducting research in the level of Basque that students achieved at the end of compulsory education, ISEI-IVEI (2005) found that only 47, 3% of students reached B2 level (Council of Europe, 2001) which was the target established for this educative stage (ISEI-IVEI, 2005). This number decreased to 36,96% in areas with fewer Spanish speakers. This leads us to entertain the hypothesis that the decrease in the hours of exposure to Basque, the minority language, will result in a decrease in the writing skills in Basque.

Regarding Spanish, we do not expect CLIL to negatively affect the results in model D as there is no difference in the amount of instruction hours and studies have shown that even if the formal instruction through Spanish is limited they achieve good results (Gabina et al., 1986; Sierra and Olarizegi, 1989; Sierra and Olarizegi, 1990; ISEI-IVEI, 2005; 2010; 2011).[6] Even if we did not expect CLIL to have an effect on model D Spanish, we gathered data on this language to check whether CLIL students did better in Spanish as ISEI-IVEI (2015) found out.

2-We expect that the sociolinguistic area will have an impact on the results (Sagasta, 2000; ISEI-IVEI, 2005; Cenoz, 2009; Cenoz et al., 2013). More specifically, we expect both CLIL and non-CLIL students from a favourable environment for Basque to obtain better results in Basque and English than CLIL students from less favourable environments. With respect to Spanish, we do not expect to find any differences between the writing skills of CLIL and non-CLIL students since the increase in the amount of hours of instruction through English will not affect the amount of exposure to the majority language (Gabina et al., 1986; Sierra and Olarizegi, 1989, 1990).

3- In line with previous findings (Sagasta, 2000; Ruiz de Zarobe, 2010; Cenoz et al. 2013), we expect there will be a correlation of writing skills in some of the components of the ESLCP (*content* and *organization*), whereas we expect there will not be a relationship in *vocabulary*, *language use* and *mechanics*.

[6] For the purpose of this study we only consider model D. It would be necessary to test models A and B to know whether the reduction in instruction hours in Spanish affects the results in this language.

3.4 Participants

The participants in this study were 138 (52.45% female; 48.55% male) Basque/ Spanish bilingual teenagers (mean age 16.09) attending their fourth (and last) year of compulsory secondary education in Bizkaia. In table 9 we show information about the students' first exposure to Basque and Spanish, as well as the kind of school they attend (charter or private) and the language(s) they use at home.

School	**Type of school (charter or private)**	**Age of first exposure (Mean age and SD)**		**Language(s) use at home (%)**			
		Basque	**Spanish**	**Basque**	**Spanish**	**Both**	**Other**
Non-CLIL1	**Charter**	0	1.5	50%	-	50%	-
		0	1.5				
Non-CLIL2	**Charter**	1.09	0.28	-	33.3%	66.6%	-
		1.73	0.9				
Non-CLIL3	**Charter**	1.72	0	-	67%	31%	2%
		1.54	0				
CLIL1	**Charter**	0.53	1.8	46.4%	7.1%	42.9%	3.6%
		1.52	1.79				
CLIL2	**Private**	1.40	0.11	3%	66%	29%	1%
		1.33	0.57				
CLIL3	**Charter**	2.81	0	-	85.7%	9.5%	4.8%
		2.22	0				

Table 9 Kind of school, introduction to Basque and Spanish and language use at home.

All the participants were learners of L3 English in six different schools enrolled in the D model. Three of these schools taught English as EFL (non-CLIL groups 1, 2 and 3) and the other three also followed CLIL (CLIL 1, 2 and 3).

School	First Exposure to English (Mean age and SD)	Introduction to CLIL methodology (Mean age and SD)	Total nº of EFL hours	Total nº of CLIL hours in Secondary school	Total nº of hours through English in Secondary school	Extracurricular English
Non-CLIL1	1.81 (.4)	-	560	-	560	68.75%
Non-CLIL2	3.81 (.4)	-	525	-	525	76.19%
Non-CLIL3	-	-	455	-	455	36%
CLIL1	3.53 (.49)	14.57 (.5)	490	210	700	71.43%
CLIL2	4.59 (.5)	14.59 (.5)	560	280(max)	840	70.37%
CLIL3	2.6 (.48)	11.80 (0.69)	455	385	840	47.62%

Table 10 Information about participants.

As can be seen in table 10, the schools implementing CLIL had increased the amount of hours of the curriculum that are dedicated to English from 42.8% to 71.4% according to what the Basque Government requires for secondary education, which is 490 hours in the four years of secondary education (Decree 236/2015, BOPV, 2016). Comparing the groups, CLIL 1 increased their hours of English 25% compared with their non-CLIL counterpart, CLIL 2 increased them somewhere around 40 and 60% compared with non-CLIL2 and finally, CLIL 3 increased them 84% in comparison with non-CLIL 3. When available, we have signalled the first exposure to the English language and the age of introduction to CLIL. We have also accounted for the EFL hours in secondary education of all the groups and the total hours of instruction through the English language that the students have received throughout secondary education.

CLIL 1 and CLIL 3 implemented CLIL in entire classes without distinction or prerequisites. CLIL 2 gave the students the opportunity to choose this methodology and to what extent. Finally, is it worth mentioning that two of the schools taking part in the experiment had introduced a fourth language in their curricula. This would be optional French for the CLIL 2 and compulsory German for the non-CLIL 1 school.

Apart from classifying students in CLIL and non-CLIL groups, each school was also classified according to the sociolinguistic area in which it was located (table 11). This division was established following the results of the 5th sociolinguistic map (2011). As can be seen in diagram 1, the population was divided into three different sociolinguistic contexts (following the classification in ISEI-IVEI, 2005) forming a continuum: the first were the regions where more than two thirds (66%) of the population knew and spoke Basque (favourable environment) the second was formed by those areas who had in between 33 and 66% of Basque speakers (mixed environment) and finally the third one was formed by those regions where the Basque population was below a third (33%) (hindering environment).

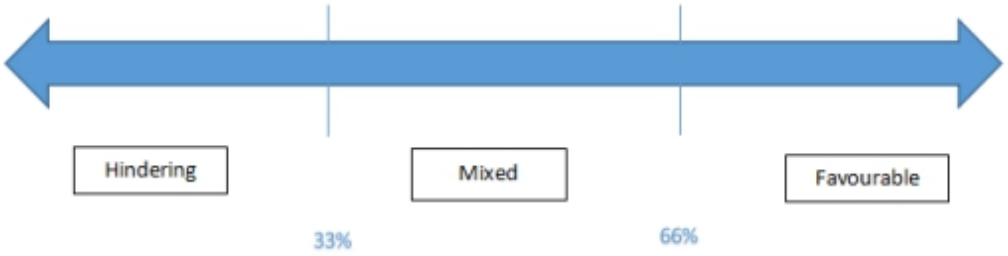


Diagram 1 The different sociolinguistic contexts laid out for this research.

As for the number of the schools located in each environment, two schools were located in a favourable environment for Basque (CLIL1 and non-CLIL 1), other two in a mixed environment (CLIL 2 and non-CLIL 2) and the last two in a hindering environment (CLIL 3 and non-CLIL 3). The schools in the favourable environments were located in Lea-Artibai and Busturialdea, the schools in the mixed environment in Uribe Kosta and the schools in the hindering environment in Encartaciones.

	Nº of students in Favourable enviroment	**Nº of students in Mixed environment**	**Nº of students in Hindering environment**
Non-CLIL	16	21	25
CLIL	28	27	21

Table 11 Distribution of the student in different groups.

As for the hours of instruction in Basque, CLIL implementation means that there is a reduction in the number of hours of instruction through Basque in all CLIL groups. Comparing the three CLIL schools with their three non-CLIL counterparts there is no difference in the amount of instruction through Basque between CLIL 1 and its counterpart non-CLIL 1 because the non-CLIL school offered a fourth language instead. In the mixed environment, the reduction in Basque instruction hours ranged between from 3.49 to 11.43 %, depending on the number of subjects they chose to take in English and in the hindering environment the decrease went up to 13.68% compared with their non-CLIL counterpart.

3.5 Materials

In order to test whether type of instruction (CLIL vs non-CLIL) and sociolinguistic background (favourable, mixed, hindering) affect the participants' writing skills in their three languages (Basque, Spanish and English), we asked the participants to write a recipe in each of the languages of the curriculum (Basque, Spanish and English) (see Appendix 1 for the actual instructions given and Appendix 3 for a sample). A sociolinguistic questionnaire was also administered to gather information on students' use of the three languages (see Appendix 4).

3.6 Procedure

After reading the instructions to the students, they were shown a short video with no audio (so they could not use the input) on how to make a potato omelette and were asked to write a recipe as detailed as possible. All the students were asked to first write the recipe in Basque, then Spanish and finally in English. They had a maximum of 30 minutes to write each recipe and once they were done with one, they had to hand it in in order to start the next one. All in all, we collected 414 written texts, three per participant. The students were not allowed to ask any questions related to the writings once they started writing. The data was gathered in paper. All the data was collected in one session that lasted one hour and forty-five minutes. Although the teachers were present during the data collection it was the researcher who administered the task.

In order to analyse the writings, the ESLCP created by Jacobs et al. (1981) was used. The ESLCP has been used to analyse L3 English writings in numerous works, including

Sagasta (2000) and Cenoz et al. (2013). The ESLCP combines both a holistic and analytic approach. The analysis of the texts is divided in five different dimensions or categories:

- *content* (maximum of 30 points),
- *organization* (maximum of 20 points),
- *vocabulary* (maximum of 20 points),
- *language use* (maximum of 25 points) and
- *mechanics* (maximum of 5 points).

Each writing can obtain a maximum of 100 points and a minimum of 34. Within each category, the score is divided into different point ranges depending on the quality of the text and in order to measure this, guidelines are given on the minimum characteristic of each range. For example, the *vocabulary* category is divided as follows (see Appendix 2):

- ✓ *very poor* (9-7) essentially translation, little knowledge of vocabulary or not enough to evaluate.
- ✓ *fair to poor* (13-10) limited range, frequent errors and confused or obscured meaning.
- ✓ *good to average* (14-17) adequate range, occasional errors, meaning not obscured.
- ✓ *excellent to very good* (20-18) sophisticated range, effective choice and usage, appropriate register.

ESLCP gives a training course on how to correctly use this tool and this was done by the researcher in order to carry out the analysis of the data. Once the texts were first coded the researcher took 5% of the texts and coded them again so as to check the intra-rater reliability and this was done so by means of the Intraclass Correlation Coefficient (ICC). Intra-rater reliability for the analysis of the data scored .963.

In order to analyse the results, we used both descriptive and inferential statistical analyses calculated with SPSS 25. Since the Kolmogorov-Smirnov showed that the data did not meet the requirements for normal distribution, non-parametric tests were used. For between group comparisons we used the Kruskal Wallis test and the U Mann-Whitney to compare the groups in threes and pairs respectively. For within group comparisons we used

the Wilcoxon Signed Ranked test and finally, in order to establish the correlations between the different dimensions of writing skills, following Sagasta (2000) and Cenoz's et al. (2013), we calculated the correlations with the Spearman Rho test.

For the purpose of analysis, the participants were given a code as follows:

According to their sociolinguistic context:

-01: favourable environment

-02: mixed environment

-03: hindering environment

According to the methodology followed for English:

-CLIL

-Non-CLIL

According to the language of the writing:

-B: Basque

-S: Spanish

-E: English

(1) Example: 01non-CLIL14S is a student of a favourable sociolinguistic area who attends a non-CLIL school and whose writing is in Spanish.

4. Results

In this section we present first the general scores obtained for each of the languages (table 12) with the standard deviations and confidence intervals, before presenting the results for each research question:

	Basque		Spanish		English	
	Mean (SD)	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**
Non-CLIL1	66.64 (15.57)	[58.64 - 75.23]	62.62 (17)	[53.5 - 71.72]	58.69 (16.98)	[49.63-67.73]
Non-CLIL2	73.33 (9.33)	[69.08 - 77.58]	72.38 (10.55)	[67.5 - 77.18]	57.57 (13)	[51.61-63.53]
Non-CLIL3	62.84 (10.66)	[58.43 - 67.24]	69.64 (9.92)	[64.5-72.73]	44.08 (11.87)	[39.18-48.97]
CLIL1	84.82 (7.91)	[81.75 - 87.89]	77.96 (12.31)	[73.1-82.74]	73.68 (14.26)	[68.14-79.2]
CLIL2	72.59 (6.39)	[70.06 - 75.12]	77.18 (5.73)	[74.9-79.45]	69.15 (10.28)	[65.07-73.21]
CLIL3	63.62 (11.53)	[58.36 - 68.89]	72.09 (14.10)	[65.67-78.51]	55.62 (17.44)	[47.67-63.53]

Table 12. General scores and standard deviation on each language and group**.**

4.1 Research question 1

4.1.1 Research question a

To test if the increase in the amount of exposure to English of the CLIL methodology had an effect in the score (analysed via the ESLCP) of the written production in English of an instruction text (a recipe) compared to their non-CLIL counterparts, we carried out the U-Mann Whitney test. The test revealed that the CLIL groups obtained a higher score than the non-CLIL groups in *general English* (Z= -5.175, p= .000) (see the scores for English shown in table 12). The means, standard deviations and confidence intervals obtained for each feature of English writing analysed in the present study are shown in table 13:

	Content		Organization		Vocabulary		Language use		Mechanics	
	Mean (SD)	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**
Non-CLIL	17.35 (4.45)	[16.22-18.48]	11.19 (3.61)	[10.27-12.11]	10.83 (3.40)	[9.97-11.70]	10.30 (4.48)	[9.16-11.44]	2.72 (0.79)	[2.52-2.92]
CLIL	20.65 (4.79)	[19.56-21.75]	14.36 (3.50)	[13.56-15.17]	14.02 (3.24)	[13.28-14.76]	14.75 (4.82)	[13.6-15.85]	3.30 (0.89)	[3.09-3.50]

Table 13 Results of CLIL vs non-CLIL groups in English.

The U-Mann Whitney statistical analyses revealed that the CLIL groups obtained a higher score than the non-CLIL groups in all the variables analysed: *content* (Z= -3.898, p= .000), *organisation* (Z=-4.914, p= .000), *vocabulary* (Z=-5.172, p=.000), *language use* (Z=-5.225, p=.000) and *mechanics* (Z=-3.701, p=.000).

4.1.2 Research Question b

To test if the reduction of hours in Basque produced by the CLIL methodology affected the quality of the written production of instruction texts (recipe) written in the other two languages of the curriculum, we carried out the U-MannWhitney test. The statistical analyses revealed that there were differences between CLIL and non-CLIL groups concerning Basque and Spanish measures in favour of the CLIL group, as can be seen in table 14. The differences were statistically significant in the following measures: *Basque general* (Z=-4.659, p=.000), *Spanish general* (Z=-2.052, p=.040), Basque *content* (Z=-3.909, p=.000), Basque *organization* (Z=-4.047, p=.000), Basque *vocabulary* (Z=-3.087, p=.002), Basque *language use* (Z=-4.906, p=.000), Basque *mechanics* (Z=-3.275, p=.001), Spanish *organization* (Z=-2.246, p=.025), Spanish *language use* (Z=-2.865, p=.004) and Spanish *mechanics* (Z=-3.290, p=.001).

		General		Content		Organization		Vocabulary		Language Use		Mechanics	
		Mean (SD)	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**
CLIL	**Basque**	76.61 (12.10)	[71.85-77.38]	22.15 (4.32)	[21.16-23.14]	15.82 (2.88)	[15.17-16.48]	15.92 (2.12)	[15.43-16.40]	17.21 (3.92)	[16.31-18.10]	3.57 (0.78)	[3.39-3.75]
	Spanish	76.06 (11.19)	[73.50-78.62]	22.97 (4.51)	[21.94-24.00]	16.05 (2.70)	[15.43-16.67]	16.56 (1.92)	[16.12-17.00]	17.13 (3.66)	[16.29-17.96]	3.36 (0.79)	[3.18-3.55]
Non-CLIL	**Basque**	67.45 (12.39)	[64.30-70.59]	20.45 (4.55)	[19.29-21.60]	14.19 (3.11)	[13.40-14.98]	14.56 (2.08)	[14.03-15.09]	14.82 (3.91)	[13.82-15.81]	3.16 (0.83)	[2.94-3.37]
	Spanish	68.35 (12.69)	[65.13-71.57]	20.53 (4.41)	[19.41-21.65]	14.50 (2.86)	[13.77-15.22]	14.69 (2.39)	[14.08-15.30]	15.64 (3.77)	[14.68-16.60]	2.95 (0.85)	[2.73-3.16]

Table 14 CLIL vs non-CLIL in Basque and Spanish measures.

4.2 Research question 2

4.2.1 Question a

To test if the sociolinguistic area where the school is located affects the success of CLIL methodology we carried out the Kruskal-Wallis test. Statistical analyses revealed that there were differences among the groups, as can be seen in table 15. More specifically, the Wilcoxon signed Rank test revealed that when we compared the participants in the favourable and mixed CLIL group, the favourable group obtained better results in the following variable: English *content* (Z= -3.132, p=.002). When comparing the favourable with the hindering group, the favourable group obtained better results in the following variables: *general English* (Z=-3.510, p= .000), *content* (Z=-3.459, p=.001), *organization* (Z=-2.997, p=.003), *vocabulary* (Z=-3.121, p=.002), *language use* (Z=-3.104, p=.002) and *mechanics* (Z=-3.954, p=.000). When we compared the mixed with the hindering group, the mixed group obtained better results in the following variables: *general English* (Z=-2.434, p=.015), *organization* (Z=-3.149, p=.002), *vocabulary* (Z=-2.494, p=.013), *language use* (Z=-3.127, p=.002) and *mechanics* (Z=-3.826, p=.000).

CLIL	General		Content		Organization		Vocabulary		Language Use		Mechanics	
	Mean (SD)	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**
Favourable	73.67 (14.26)	[68.14-79.20]	23.35 (4.69)	[21.53-25.17]	15.35 (3.31)	[14.07-16.64]	15.17 (2.88)	[14.06-16.29]	16.28 (4.20)	[14.65-17.91]	3.67 (0.90)	[3.32-4.02]
Mixed	69.14 (10.28)	[65.07-73.21]	19.51 (3.95)	[17.95-21.08]	15.29 (2.26)	[14.39-16.19]	14.70 (1.95)	[13.92-15.47]	16.14 (2.99)	[14.96-17.33]	3.48 (0.70)	[3.20-3.75]
Hindering	55.61 (17.44)	[47.67-63.56]	18.52 (4.41)	[16.51-20.53]	11.85 (3.94)	[10.06-13.65]	11.61 (3.85)	[9.86-13.37]	10.90 (5.49)	[8.40-13.40]	2.57 (0.67)	[2.26-2.87]

Table 15 CLIL results (English) depending on the sociolinguistic environment.

4.2.2 Question b

To test if the sociolinguistic context had the same effect in the non-CLIL groups we carried out the Kruskal-Wallis test. Statistical analyses revealed that there were differences among the groups (table 16). More specifically, the Wilcoxon signed Rank test revealed that when we compared the participants in the favourable and hindering non-CLIL, the favourable group obtained better results in the following variables: *general English* (Z= -2.613, p= .009), *content* (Z= -2.409, p=.016), *organization* (Z=-2.223, p=.026), *vocabulary* (Z=-2.265, p=.024), *language use* (Z=-2.558, p=.011) and *mechanics* (Z=-2.902, p=.004). When comparing the mixed with the hindering group, the mixed group obtained better results in the following variables: *general English* (Z=-3.354, p= .001), *content* (Z=-3877, p=.001), *organization* (Z=-3.311, p=.000), *vocabulary* (Z=-2.624, p=.009) and *mechanics* (Z=-2.900, p=.004). When we compared the participants in the favourable and mixed groups there was no significant difference in any of the variables.

NON-CLIL	General		Content		Organization		Vocabulary		Language Use		Mechanics	
	Mean (SD)	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**	**Mean (SD)**	**CI**
Favourable	58.68 (16.98)	[49.63-67.73]	18.93 (5.39)	[16.06-21.81]	12.25 (4.13)	[10.04-14.45]	11.87 (3.61)	[9.95-13.80]	12.65 (4.80)	[10.06-15.18]	3 (0.73)	[2.61-3.38]
Mixed	57.57 (13.09)	[51.61-63.53]	19.42 (4.33)	[17.45-21.4]	12.66 (3.15)	[11.23-14.10]	11.85 (3.15)	[10.42-13.29]	10.66 (3.73)	[8.96-12.36]	2.95 (0.74)	[2.61-3.28]
Hindering	44.08 (11.87)	[39.18-48.97]	14.6 (1.80)	[13.85-15.34]	9.28 (2.79)	[8.12-10.23]	9.32 (3.00)	[8.07-10.56]	8.52 (4.24)	[6.76-10.27]	2.36 (0.75)	[2.04-2.67]

Table 16 non-CLIL results (English) depending on the sociolinguistic environment.

4.3 Research question 3

For research question number three we wanted to know if there was a relationship between the components of the ESLCP in the different languages of the curriculum and if that relationship was similar in CLIL and non-CLIL groups. Following Sagasta (2000), we used statistic correlations to see whether there was a relationship between languages in the different components of the ESLCP. The Spearman-rho test, which is used to signal interdependence between two variables, showed that there were some linear correlations among the five components of the ESLCP in the three languages analysed.

4.3.1 *In the CLIL and non-CLIL groups*

In table 17 shows the CLIL and non-CLIL group correlation scores for the ESLCP components.

		Basque-Spanish	**Basque-English**	**Spanish- English**
CLIL	**Content**	.764**	.648**	.612**
	Organization	.461**	.488**	.503**
	Vocabulary	.453**	.223	.086
	Language Use	.267*	.377**	.288*
	Mechanics	.421**	.400**	.344**
Non-CLIL	**Content**	.591**	.610**	.614**
	Organization	.349**	.491**	.445**
	Vocabulary	.156	.542**	.398**
	Language Use	.147	.395**	.456**
	Mechanics	.326**	.386**	.250*

Table 17 ESL Profile components correlations for CLIL and non-CLIL groups.

In the CLIL group, there is a strong correlation in *content, vocabulary* and *mechanics* between Basque and Spanish, Basque and English and Spanish and English. This group also shows a strong correlation in *vocabulary* between Basque and Spanish and

a weak correlation between Basque and English and Spanish and English. There is a strong correlation in *language use* between Basque and Spanish and a moderate correlation between Basque and Spanish and Spanish and English.

In the non-CLIL group, there is a strong correlation in *content* and *organization* between Basque and Spanish, Basque and English and Spanish and English. This group also shows a strong correlation in *vocabulary* and *language use* between Basque and English and Spanish and English, but a weak correlation between Spanish and Basque. Finally, there is a strong correlation in *mechanics* between Basque and Spanish and between Basque and English and a moderate correlation between Spanish and English.

4.3.2 *In the different sociolinguistic context*

The results of the correlation analysis for the CLIL groups is shown in table 18 and the non-CLIL groups in table 19.

CLIL		Basque-Spanish	Basque-English	Spanish- English
Favourable	**Content**	.839**	.527*	.629**
	Organization	.559*	.462	.642**
	Vocabulary	.434	.178	.266
	Language Use	.43	.484	.413
	Mechanics	.189	.315	.472
Mixed	**Content**	.722**	.446*	.669**
	Organization	.152	.278	.421
	Vocabulary	.556**	-.002	.069
	Language Use	.388	-.025	.365
	Mechanics	.375	.355	.093
Hindering	**Content**	.680**	.670**	.674**
	Organization	.29	.358	.570**
	Vocabulary	.315	.321	.188
	Language Use	.095	.271	.319
	Mechanics	.486**	.455**	.285

Table 18 ESL Profile components correlations for CLIL by sociolinguistic context.

In the CLIL favourable context, there is a strong correlation with respect to *content* between Basque and Spanish and Spanish and English and a moderate correlation between Basque and English. With respect to *organization*, the correlation is strong between Spanish and English and moderate between Basque and Spanish. The rest of the correlations are weak in this group.

In the CLIL mixed context, there is a strong correlation between Basque and Spanish and between Spanish and English and a moderate one between Basque and English in *content*. There is a strong correlation in this group between Basque and Spanish *vocabulary*. The rest of the ESLCP measures show a weak correlation.

In the CLIL hindering context, there is a strong correlation in *content* between Basque and Spanish, Basque and English and Spanish and English. There is also a strong correlation in the *organization* between Spanish and English. Finally, there is a strong correlation between Basque and Spanish and between Basque and English in *mechanics*. The rest of the measures of the ESLCP show a weak correlation in this group.

Non-CLIL		Basque-Spanish	Basque-English	Spanish- English
Favourable	**Content**	.527**	.489**	.601**
	Organization	.392**	.495**	.577**
	Vocabulary	.131	.393*	.376*
	Language Use	.233	.331	.397*
	Mechanics	.378**	.217	.366
Mixed	**Content**	.518**	.277	.196
	Organization	.259	.102	-.055
	Vocabulary	.044	.323	.078
	Language Use	-.17	-.059	.333
	Mechanics	.296	-.063	.052
Hindering	**Content**	.496*	.667**	.712**
	Organization	.463*	.715**	.664**
	Vocabulary	.187	.559**	.495*
	Language Use	.698**	.631*	.758**
	Mechanics	.592**	.450*	.333

Table 19 ESL Profile components correlations for non-CLIL by sociolinguistic context.

In the non-CLIL favourable context, there is a strong correlation in *content* and *organization* between Basque and Spanish, Basque and English and Spanish and English. There is a moderate correlation in *vocabulary* between Basque and English and Spanish

and English. There is also a moderate correlation in *language use* between Spanish and English. Finally, there is a strong correlation in *mechanics* between Basque and Spanish.

In the non-CLIL mixed environment, the *content* between Spanish and Basque shows a strong correlation. The rest of the components of the ESLCP show a weak correlation in this group.

In the non-CLIL hindering environment, the *content* shows a strong correlation between Basque and English and Spanish and English. However, the correlation is moderate between Basque and Spanish. In *organization* there is a strong correlation between Basque and English and Spanish and English; and a moderate correlation between Basque and Spanish. The analysis revealed a strong correlation in *vocabulary* between Basque and English and a moderate correlation between Spanish and English. This group shows a weak correlation in *vocabulary* between Basque and Spanish. In *language use*, there is a strong correlation between Basque and Spanish and Spanish and English and a moderate correlation between Basque and English. Finally, there is a strong correlation in *mechanics* between Basque and Spanish, a moderate correlation between Basque and English and a weak correlation between Spanish and English.

5. Discussion

In the following section the results obtained for each question will be discussed in the light of the hypotheses entertained in the present study.

5.1 Research question 1

5.1.1 Question a

As for the first research question (*Does the increase in the amount of exposure to English of the CLIL methodology have an effect in the score (analysed via the ESLCP) of the written production in English of an instruction text (a recipe) compared to their non CLIL counterparts?),* the results show that an increase in the amount of exposure to English in the CLIL groups does indeed lead to higher scores in the ESLCP. The scores obtained by the CLIL groups are higher for *general English* and also by component: *organization, content, language use, vocabulary* and *mechanics*. Thus, the results support the hypothesis we entertained in that a greater amount of hours of input through CLIL helps students

improve their command of writing skills when compared to non-CLIL counterparts. This finding support studies such as, Alonso et al., (2008), Ruiz de Zarobe (2010) and ISEI-IVEI (2015), among others. [7]

5.1.2 Question b

In order to find out whether a reduction of hours in Basque affected negatively the writing skills of CLIL participants, we compared the writing scores obtained in Basque and in Spanish by the CLIL and non-CLIL groups. The results showed that the CLIL group obtained higher scores than the non-CLIL group in the general scores in Basque and Spanish. Additionally, the CLIL group also scored higher in all the measures in Basque and in *organization, language use* and *mechanics* in Spanish.

This finding does not support the hypothesis we entertained, which expected a reduction of hours in Basque to affect negatively the writing skills in Basque. Revisiting the results that ISEI-IVEI (2015) presented, we considered that it might have been the case that CLIL students did better in Basque and Spanish than the control group because they chose to take part in CLIL and it was not forced upon them. However, after reviewing our results (in which CLIL was implemented in two of the three groups indistinctively)it may be the case that whether students chose to take part in CLIL voluntarily or it is forced upon them, improving English through CLIL[7] might also have a beneficial effect on the other languages of the curriculum (for further discussion regarding this question see section 5.2.3). On the other hand, ISEI-IVEI (2005) showed that only 47,3% of the students in their study reached B2 level at the end of secondary education and in this study we did not test for the level of Basque according to the CEFR so we cannot estimate whether the results obtained by the CLIL group in Basque and "good" in general, namely whether they are above a B2 level. Our results only show that scores obtained by the CLIL group in Basque and Spanish writing are higher than those obtained by their non-CLIL counterparts.

[7] Note that in this study we cannot tease apart the cause of the improvement. Further investigations will be needed to investigate whether the observed difference is due to CLIL or the increase in the amount of hours of English associated with CLIL (Martínez-Adrián and Gutiérrez-Mangado, 2015).

5.2 Research question 2

5.2.1Question a

The results for RQ1 have shown that the CLIL groups obtained higher scores in their writings not only in English but also in Basque and in Spanish. However, in RQ 1 we did not take into account the sociolinguistic context in which the schools were placed. Thus, in order to find out whether the sociolinguistic area where the school is located affected the success of CLIL, we analysed the writing scores of CLIL and non-CLIL groups by sociolinguistic context. The results showed that there was a difference among the scores obtained in English in the three sociolinguistic contexts in the CLIL groups. The students from the favourable group were the ones showing the highest scores in English when compared to the mixed and hindering contexts. The biggest difference was found between the favourable and the hindering contexts.

This finding supports the hypothesis we entertained which predicted that the sociolinguistic context plays an important role in the success of CLIL (Fishman, 1993; Madariaga, 1994 cited in Cenoz, 2009; Cenoz, 2009 and Cenoz et al., 2013) . Living in a favourable context is interpreted in this study as indicating more opportunities to practice and acquire Basque, not only in school, but crucially also outside and there are also more chances that students will have acquired Basque as a mother tongue and not through immersion process, which makes Basque part of their linguistic identity and not only a formal instruction means of communication. This could be interpreted as indicating that participants following CLIL from favourable environment for Basque have a better command of the Basque language than those from mixed and hindering context and can therefore reach a higher level of bilingualism.[8]In this respect, other studies have suggested that reaching a high level of bilingualism is beneficial for the acquisition of an L3 (Sanz, 2000; Cenoz and Etxague, 2011; Cenoz, 2013 among others) (see section 5.2.3 for further discussion on this question).

[8] In this study we have not tested for level of bilingualism directly.

5.2.2 Question b

As for the second part of the second research question (*Will it have the same effect in the non-CLIL groups?*) data shows that there is also a difference among the non-CLIL groups, in that those from the favourable context obtained higher scores when compared to the mixed and hindering groups. It appears to be the case that irrespective of the methodology followed, those participants from favourable contexts seem to benefit most from learning a foreign language. However, in the present study, there was a difference in the amount of total hours of instruction between the groups. On the one hand, the students in the non-CLIL group had: 560 hours in the favourable environment, 525 hours in the mixed environment and 455 hours in the hindering one. On the other hand, the students in the CLIL groups had 700 hours in the favourable environment and 840 in the mixed and hindering environments. In other words, whether the participants in the CLIL and non-CLIL groups had more or less hours of exposure to English, the result showed that it was the participants in the favourable groups who obtained higher scores in English, which might indicate that it is the sociolinguistic environment which triggers the difference in scores rather than the difference in hours of exposure.

Although in the present study we did not test for type of bilingualism, assuming that those participants from favourable contexts are balanced bilinguals as they have had exposure to Basque to a higher degree than those from mixed and hindering contexts, the results could be interpreted as an indication that those students who have a higher exposure to Basque (come from a favourable context) seem to have an advantage when learning an additional languages. This positive advantage can be observed in the CLIL group and also in the non-CLIL group, both of which seem to benefit the most from being in a favourable context (Sanz, 2000; Cenoz and Etxague, 2011 and Cenoz, 2013 among others).

5.2.3 Further discussion on research questions 1 and 2

In research questions one and two we have stablished that students from CLIL programmes do better in Basque and Spanish than their non-CLIL counterparts and that the more favourable the sociolinguistic context is for Basque the better the CLIL students do in English. A possible explanation for this result could be one derived from the works of Cummins (1979) and Cenoz (2013). In his Interdependence Hypothesis, Cummins (1979)

postulates that the languages in a bilingual's mind are co-dependent and share some underlying common knowledge, which he illustrates by means of a double iceberg (see diagram 2).

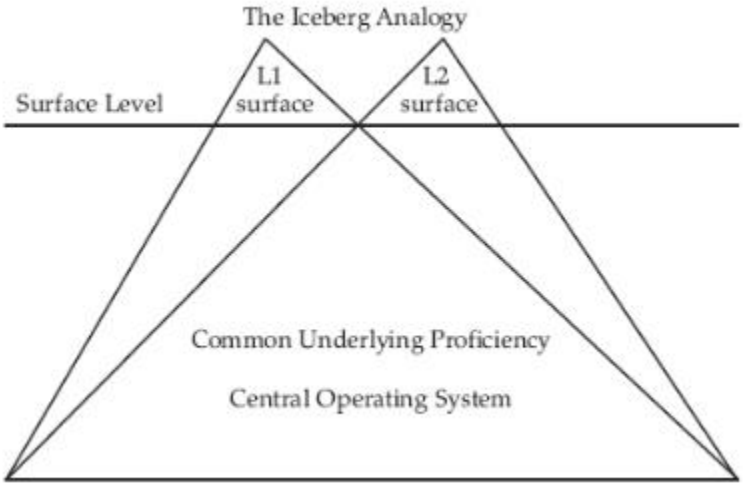


Diagram 2 Cummins' double iceberg (as depicted in Bligh, 2014, p. 30).

In his Threshold Hypothesis, Cummins (1979) posits that bilinguals reaching a second threshold achieve a high level in both of their languages and as a consequence enjoy some positive cognitive effects. This is in line with Cenoz (2013), who suggests that bilinguals have some advantages over monolinguals: i) a higher level of metalinguistic awareness, ii) more learning strategies and iii) a broader linguistic repertoire. If we take the double iceberg diagram as an example of a balanced bilingual, we could interpret that the common underlying proficiency comprehends the positive cognitive effect he describes or the ones Cenoz (2013) does. But, in the case of a dominant speaker, one of the icebergs might be smaller than the other making the common underlying proficiency area smaller and thus, not including all the advantages that balanced bilinguals have. This, in turn, might translate in balanced bilinguals having an advantage in L3 acquisition, which could be reflected by the higher scores obtained in English by the participants from the favourable environments in the present study. Thus, we could say that the sociolinguistic context is a variable worth been taken into account in following studies related to the learning of a foreign language in the BAC.

5.3 Research question 3

5.3.1 In the CLIL and non-CLIL groups

Regarding the last research question (*Is there a relationship between the components of the ESLCP in the different languages of the curriculum?*), we can see that there is evidence in support of what previous authors have suggested (Idiazabal and Larringan, 1997; Ruiz de Zarobe, 2010; Cenoz et al. 2013) in that there seems to be some sort of transfer of cognitive and academic knowledge between languages. The strong correlation between the languages in some of the components (*content, organization* and *mechanics*) suggests that students are able to use their knowledge of these components in several languages (see table 17). For example, in this study, in terms of *content*, students can transfer their knowledge of how a potato omelette is done from one language to the others, because the process is the same irrespective of the language. In this case there is no difference between CLIL and non-CLIL groups in this respect, so we can say that irrespective of the methodology some sort of transfer of cognitive skills takes place.

This could also be explained by what Cummins (1979) proposed in his Interdependence Hypothesis. He suggested that the languages of a bilingual are co-dependent and share a common ground in the mind of the bilingual speaker. In particular, Cummins (1979) suggested that, some cognitive aspects of language learning are common to all languages and thus, can be transferred from one language to another without having to learn them twice. This cognitive and academic transfer can relate to different skills in language learning, for example reading (Rosier and Farella, 1976; Genesee, 1979 among others) and writing skills (Idiazabal and Larringan, 1997 and Cenoz et al., 2013).

Note that in previous research (Ruiz de Zarobe, 2010 and Cenoz et al., 2013) authors found that only *content* and *organization* seemed to be transferred and that is what we contemplated in our hypothesis too. However, in this study, we found that *mechanics* seems to be transferred too. This seems to make sense, because almost all of the aspects of writing that *mechanics* takes into account (paragraphing, punctuation, master of conventions and capitalization) are quite homogeneous among the three languages under study and as such, students can use the knowledge they have about punctuation in Basque, for example, to fulfil the task in Spanish or English.

Other results in this section also deserve some attention. In the CLIL groups, there are strong (between Basque and English) and moderate correlations (between Basque and Spanish on the one hand and Spanish and English, on the other) in the *language use* (see Appendix 2 for a description of what *language use* entails) component, which might suggest that students are more aware of their metalinguistic knowledge and use their entire linguistic repertoire to answer the task.

In the non-CLIL groups, there are strong correlations in both the *vocabulary* and *language use* components in both Basque and English and Spanish and English. It seems that the students in these groups try to compensate for the gaps they might have in specific *vocabulary* terms related to the topic or grammatical structures, such as tense and agreement in *language use* regarding the English language by resorting to the other languages of their linguistic repertoire (using both Spanish and Basque).[9]

5.3.2 In the different sociolinguistic context

When we compare the results by sociolinguistic context to answer the same question (*Is there a relationship between the components of the ESLCP in the different languages of the curriculum?*), we can see that there is also some evidence in support of what previous authors have suggested (Sagasta, 2000; Ruiz de Zarobe, 2010; Cenoz et al. 2013). In other words, that there is some sort of transfer of cognitive and academic knowledge between languages. We can see in table 18 and table 19 that the most transferred components of the ESLCP is *content*, because all groups, independently of sociolinguistic context and CLIL or non-CLIL show a strong or moderate correlation between all languages (Basque-Spanish, Basque-English and Spanish-English) in this component, except for the non-CLIL mixed environment where this component only shows a strong correlation between Basque and Spanish.

A possible explanation is the one expressed by Cenoz et al. (2013) and Idiazabal and Larringan (1997), who suggest that *content* is a cognitive academic ability and that as such can be transferred more easily across languages. This result is not surprising given that these participants are bilingual and have probably been transferring this skill between

[9] The correlation shows that there is relationship in the scores, but it does not give data towards what direction. This is only an assumption.

Basque and Spanish. Once they have done this, what would be surprising to find is that they do not do that when learning English. Again, this transfer seems to happen irrespective of whether they follow CLIL or non-CLIL.

6. Pedagogical implications and Conclusions

The findings of this study have important pedagogical implications. To start with, students in CLIL groups achieve better results in writing in English as measured by the ESLCP than the non-CLIL groups, adding to the already existing literature that CLIL favours the acquisition of English skills, in this case written ones. This is important for schools and teachers who are involved in implementing CLIL in their classes, because they can see that not only does CLIL help improve general English levels (Lasagabaster, 2008; Ruiz de Zarobe, 2008; 2010 and Ruiz de Zarobe and Lasagabaster, 2010), but also specific skills like reading (ISEI-IVEI, 2015) and writing. Together with this, it is important for schools to know that implementing such methodologies to improve the English level does not harm the other languages of the curriculum, Basque and Spanish, at least in model D. This is an important finding given that Basque is a minority language and the efforts that different official institutions have made for over four decades to maintain first and then spread its use among the population. The fact that CLIL (and the associated reduction of hours of instruction in Basque in model D) does not affect writing skills in Basque and Spanish might encourage more schools to introduce CLIL in their classes[10].

A second important pedagogical implication is that, the sociolinguistic context in which the students find themselves affects the scores obtained in their writings. More specifically, those students from favourable environments for Basque in CLIL are the ones obtaining better scores in English than the other CLIL groups. This finding should be taken into consideration when implementing CLIL, because if schools boost high levels of bilingualism in the first two languages, CLIL will have more chances of success and without negatively affecting the minority language. Also, this finding should be taken into account when conducting research, since we have seen that the context can influence the results.

[10] Note, however, that the finding that a CLIL does not negatively affect writings skills in Basque and Spanish has been found for model D students. Further studies will need to be carried out in order to find whether the same result is also found in model A and B students.

A fourth pedagogical implication revolves around the transference of cognitive academic skills in writing. Participants seem to be able to transfer the *content*, the *organization* and the *mechanics* of writing recipes from one language to another. Specially, this transfer is more visible in the *content* component, because all six groups showed a strong or moderate transfer of this component between all three pairs of languages (Basque-Spanish, Basque-English, Spanish-English), except for the non-CLIL mixed group which showed a strong correlation only between Basque and Spanish. Also, when grouped together in the CLIL and non-CLIL groups (making them bigger samples), we can see a clearer pattern of transfer of *content, organization* and *mechanics* because the correlations are strong in the three components in Basque-Spanish, Basque-English and Spanish-English in both groups. Thus, students can take advantage of the knowledge acquired in a language in terms of writing (*content, organization* and *mechanics*) and use it in another and this is something which could be made the most of. This information should encourage teachers (especially the ones teaching languages) to create an integrated language teaching approach where language curriculums are not isolated from each other, but intertwined with each other and where they make students aware of their metalinguistic knowledge, broad linguistic repertoire and learning strategies.

The results of this study have revealed that CLIL positively affects the writings of secondary school model D students in Bizkaia and that this positive effect does not negatively impact on the writing skills in the minority language, Basque, despite the reduction of hours of instruction in this language that result in the implementation of CLIL. Additionally, the study has revealed that the sociolinguistic context in which the schools find themselves have an important impact on the students' writing skills. In particular, students in a favourable context obtain better writing scores, independently of the methodology followed, that students from mixed or hindering sociolinguistic contexts. Finally, the study seems to point to the positive transfer of certain writing skills among all the languages of the participants. This transfer seems to be more evident in the more academic or cognitive skills of *content, organization* and *mechanics*.

8. Limitations and further research

Among the limitations of this study we could say that only one of the four skills was tested, writing, and that the data collected was only from a single type of text, the instruction text. For future research, other kinds of written evidence should be collected, the rest of the skills should also be analysed in the view of this evidence to see if they follow similar patterns. Also, the actual degree of use of Basque both in and outside school would need to be independently measured. It would also be interesting to see if the findings in this study also apply to younger learners of model D or even learners in model B. What is more, the level of Basque according to the CEFR should be measured to see if the difference between CLIL and non-CLIL concerning Basque is due to an improvement of CLIL students in this language or only because the non-CLIL group did worse. In addition, the level of bilingualism of students needs to be measured to see how this affects not only third language acquisition, but also the implementation of CLIL. Ideally, we would need to have CLIL and non-CLIL groups with the same number of hours of exposure to English to tease apart the effect of CLIL vs the effect of more hours of instruction. It would also be interesting to find out if CLIL is the reason why students enrolled in such an approach to English teaching and had a decrease in the hours of instruction through Basque did better in Basque and Spanish than their non-CLIL counterparts.

The effect that the language order in which the participants were asked to write the recipes may have had an effect on the results since the order was not random but fixed for all. A further study would need to randomise the order of the languages to make sure that writing the recipe for the third time did not have an effect on the measures analysed in this study.

Finally, the finding that there are strong correlations among languages does not inform us about the level of writing in each language, so further research should also measure the level of the students in each of the languages. It would also be interesting to see whether monolinguals have these kinds of correlations between languages in certain components (*content*, *organization* and *mechanics*) or on the other hand find it more difficult because they have not still developed this cognitive academic transfer strategy.

BIBLIOGRAPHY

3rd Sociolinguistic survey (2001). [online] Available at: https://www.euskara.euskadi.eus/r59-738/es/contenidos/informacion/argitalpenak/es_6092/ikuspegi_sozio_linguis.html#encuestas [Accessed 2 Sept. 2020].

5th Sociolinguistic survey (2011). [online] Available at: https://www.euskadi.eus/contenidos/informacion/ikerketa_soziolinguistikoak/eu_def/adjuntos/V.%20Inkesta.pdf [Accessed 2 Sept. 2020].

6th Sociolinguistic survey (2016). [online] Available at: https://www.euskadi.eus/contenidos/informacion/ikerketa_soziolinguistikoak/eu_def/adjuntos/VI_INK_SOZLG_EAE_Aurkezpen_publikoa_20161014.pdf [Accessed 2 Sept. 2020].

Agirrezabal Pertsua, L. (2010). *The Basque experience.* Eskoriatza: Garabide Elkartea.

Alonso, E., Grisaleña, J., and Campo, A. (2008). Plurilingual education in secondary education: Analysis of results. *International CLIL Research Journal*, 1(1), 36-49.

Amorrortu, E., and Ortega, A. (2009). Why do parents educate their children in Basque models? *Euskera*, 54, 579-602.

Basque Autonomous Community. Decree 236/2015, 22nd of December, which establishes the curriculum of the compulsory education in the Basque Autonomous Community. BOPV, 15 of January of 2016 9, 48.

Bligh, C. (2014). *The silent experiences of young bilingual learners: A sociocultural study into the silent period*. Rotterdam: Sense Publishers.

Bruton, A. (2011). Is CLIL so beneficial, or just selective? Re-evaluating some of the research. *System*, 39, 523-532.

Bruton, A. (2017). Questions about CLIL which are unfortunately still not outdated: A reply to Pérez-Cañado. *Applied Linguistics Review*, 10(4), 591-602.

Cenoz, J. (2005). English in bilingual programs in the Basque Country. *Journal of Sociology of Language*, 171, 41-56.

Cenoz, J. (2009). *Towards multilingual education*. Bristol, UK: Multilingual Matters.

Cenoz, J. (2013). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language teaching*, 46 (1), 71-86.

Cenoz, J. and Etxague, X. (2011). Third language learning and trilingual education in the Basque Country. In: I. Bangma, C. van der Meer and A. Riemersma (eds.), *Trilingual primary education in Europe: Some developments with regard to the provisions on trilingual primary education in minority language communities of the European Union*, 32-45. Mercator: Leeuwarden.

Cenoz, J., and Jessner, U. (eds.), (2000). *English in Europe: The acquisition of a third language.* Clevedon: Multilingual Matters.

Cenoz, J., and Gorter, D. (2005). Introduction. trilingualism and minority languages in Europe. *Journal of Sociology of Language*, 171 (1), 1-5.

Cenoz, J., Arozena, E. and Gorter, D. (2013). Assessing multilingual students' writing skills in Basque, Spanish and English. In: V.C. Mueller (ed.), *Issues in the assessment of bilinguals*, 185-204. Clevedon: Multilingual Matters.

Council of Europe (2001). Common European framework of reference for languages: Learning, Teaching, Assessment (CEFR). [online] Available at: https://www.coe.int/en/web/common-european-framework-reference-languages [Accessed 2 Sept. 2020].

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49(2), 222-251.

Dalton-Puffer, C., Nikula, T., and Smit, U. (2010). *Language use and language learning in CLIL classrooms*. Amsterdam: Benjamins.

EKE (2009). *Population in northern Basque Country.* [online] Available at: https://www.eke.eus/es/cultura-vasca/pais-vasco/pais-vasco-norte-o-iparralde/iparraldea_biztanlegoa [Accessed 1 Sept. 2020]

Etxebarria, M. (2013). Languages in contact and bilingual education in the Basque Country. In: J. Dolz and I. Idiazabal, (eds.), *Teaching (languages) in multilingual contexts* (1st ed.). Vitoria-Gasteiz: UPV-EHU.

European Union. (2019). *Multilingualism | European Union.* [online] Available at: https://europa.eu/european-union/topics/multilingualism_es [Accessed 19 Apr. 2019].

European Proficiency Index (2019). Education first. [online] Available at: https://www.ef.com/ca/epi/regions/europe/ . [Accessed 3 Dec. 2019].

Eustat (2019a). Database*: Educational activity.* [online] Available at: http://es.eustat.eus/banku/id_2320/indexLista.html [Accessed 22 Nov. 2019].

Eustat (2019b). *Population.* [online] Available at: https://www.eustat.eus/estadisticas/tema_159/opt_0/ti_Poblacion/temas.html [Accessed 7 Dec. 2019].

Eustat (2020). *Population of the BAC according to birthplace and sex.* [online] Available at: https://www.eustat.eus/elementos/ele0013900/Poblacion_de_la_CA_de_Euskadi_por_lugar_de_nacimiento_segun_territorio_historico_y_sexo/tbl0013997_c.htm l [Accessed 1 Sept. 2020].

Fishman, J.A. (1993). The limits of school in language revival. *BAT*, 10, 37-46.

Gabina, J.J., Gorostidi, R., Iruretagoiena, L., Olarizagi, I., and Sierra, J. (1986). *EIFE 1. Teaching Basque: effect of the factors.* Vitoria-Gasteiz: Basque government publishing services.

Gallardo del Puerto, E., Gómez Lacabex, E., and García Lecumberri, M.L. (2009). Testing the effectiveness of content and language integrated learning in foreign language contexts: The assessment of English pronunciation. In: Y. Ruiz de Zarobe and R.M. Jiménez Catalán (eds.), *Content and language integrated learning: Evidence from research in Europe*, 63-80. Clevedon, UK: Multilingual Matters.

García Mayo, M.P. and Villarreal Olaizola, I. (2010). The development of suppletive and affixal tense and agreement morphemes in the L3 of Basque-Spanish bilinguals. *Second Language Research*, 27 (1), 129-149.

Gardner, N. and Zalbide M. (2005). Basque acquisition planning. *International Journal of Sociology of Language*, 174, 55-72.

Genesee, F. (1979). Acquisition of reading skills in immersion programs. *Foreign Language Annals*, 12 (1), 71-77.

Gobet, F. (2015). Vocabulary acquisition. In: J. D. Wright (ed.), *International Encyclopaedia of the Social & Behavioural Sciences*, 2nd ed., 25, 226–231. Oxford: Elsevier.

Gorter, D., and Cenoz, J. (2011). Multilingual education for European minority languages: The Basque Country and Friesland. *International Review of Education,* 57 (5-6), 651-666.

Gorter, D., Zenotz, V., and Cenoz, J. (2014). Introduction: Minority language education facing major local and global challenges. In: D. Gorter, V. Zenotz and J. Cenoz, (eds.), *Minority languages and multilingual education: Bridging the local and the global*, 1-9. The Netherlands: Springer.

Grosjean, F. (2010). *Francois Grosjean - Interview on bilingualism.* [online] Available at: https://www.francoisgrosjean.ch/bilingualism_is_not_en.html [Accessed 14 May 2019].

Gutiérrez-Mangado, M.J. and Martínez-Adrián, M. (2015a). Article omission and misuse: A comparison of L2 and L3 English learners. Paper presented in the AEDEAN conference, Bilbao, 11-13 November.

Gutiérrez-Mangado, M.J. and Martínez-Adrián, M. (2015b). The use of L3 English articles by Basque-Spanish bilinguals. *Revista Española de Lingüística Aplicada (RESLA)* [Spanish Journal of Applied Linguistics], 31(1), 124-158.

Idiazabal, I. and Larringan, L.M. (1997). Transfer of discursive matrixes in a Basque-Spanish education programme. *AILE. Adquisition et Interaction en Langue Étrangère*, 10, 107-126.

ISEI-IVEI (2005). *Basque B2 level at the end of compulsory education*. Bilbao.

ISEI-IVEI (2010). Diagnostic assessment 2009. *Overall result report and variable analysis*. Bilbao.

ISEI-IVEI (2011). Diagnostic assessment 2010. *Overall result report and variable analysis*. Bilbao.

ISEI-IVEI (2015). Evaluation of experimental process of the multilingual education framework. Final report and results. Bilbao.

Iza, I. (2011). *The Ikastola movement: school model.* (1960-2010). Bilbao: Euskaltzaindia.

Jacobs, H.L., Zingraf, S.A., Wormuth, D.R., Hartfiel, V.F., and Hughey, J.B. (1981). *Testing ESL composition*. Rowley, MA: Newbury House.

Kiprop, V. (2019). *Languages with the most native speakers.* [online] WorldAtlas. Available at: https://www.worldatlas.com/articles/languages-with-the-most-native-speakers.html [Accessed 22 Nov. 2019].

Lasagabaster, D. (2008). Foreign language competence in Content and Language Integrated Courses. *The Open Applied Linguistics Journal*, 1, 30- 41.

Llinares, A. and Whittaker, R. (2006). The written language produced by Spanish learners of geography and history in two types of CLIL contexts, *VIEWS. Vienna English Working Papers*, 15(3). (Special Issue: Current Research on CLIL 1).

Madariaga, J.M. (1994). *Study of the influence of the attitudinal and motivational factors in the acquisition of Basque.* Bilbao: UPV/EHU.

Martínez-Adrián, M. and Gutiérrez-Mangado, M.J. (2015). Is CLIL instruction beneficial in terms of general proficiency and specific areas of grammar? *Journal of Immersion and Content-Based Language Education*, 3(1), 51-76.

Muñoa Barredo, I. (2011). *CLIL as a catalyst for change: the case of the Ikastolas.* Ikastolen elkartea. https://www.eleanitz.org/articles

Nastat (2020). Population at 1 de enero de 2020. Provisional data. [online] Available at : http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departame

ntos/Economia+y+Hacienda/Organigrama/Estructura+Organica/Instituto+Estadistica/NotasPrensa/Padron+Continuo+de+Habitantes.htm [Accessed 1 Sept. 2020].

Osa, E. (2003). Ikastola eta eskoletan euskararen erabilera indartzeaz gogoeta. *Bat Soziolinguistika Aldizkaria*, 49, 129-146.

Rosier, P. and Farella, M. (1976). Bilingual education at Rock Point-some early results. *TESOL Quaterly*, 10, 379-388.

Ruiz de Zarobe, Y. (2008). CLIL and foreign language learning: A longitudinal study in the Basque Country. *International CLIL Research Journal*, 1 (1), 60-73.

Ruiz de Zarobe, Y. (2010). Written production and CLIL: An empirical study. In: C. Dalton-Puffer, T. Nikula and U. Smit, (eds.), *Language Use and Language Learning in CLIL Classroom*, 191-200. Amsterdam: John Benjamin Publishing.

Ruiz de Zarobe, Y., and Jiménez Catalán, R. (2009). *Content and Language Integrated Learning.* Bristol, UK: Channel View Publications.

Ruiz de Zarobe, Y., and Lasagabaster, D. (2010). CLIL in a Bilingual Community: The Basque Autonomous Country. In: D. Lasagabaster and Y. Ruiz de Zarobe, (eds.), *CLIL in Spain: Implementation, Results and Teacher Training*, 12-29. UK: Cambridge Scholars Publishing.

Sagasta, M.P. (2000). The written production in Basque, Spanish and English in model D and immersion model. PhD: UPV-EHU.

Sanz, C. (2000). Bilingual education enhances third language acquisition: evidence from Catalonia. *Applied Psycholinguistics*, 21, 23-44.

Sierra, J., and Olaziregi, I. (1989). *EIFE 2. Teaching Basque: effect of the factors*. Vitoria-Gasteiz: Basque government publishing services.

Sierra, J., and Olaziregi, I. (1990). *EIFE3. Teaching Basque: effect of the factors*. Research of second grade primary education in models A, B and D. Vitoria-Gasteiz: Basque government publishing services.

Totoricagüena, G. (2005). *Basque diaspora: Migration and transnational identity*. Reno: Centre for Basque Studies, University of Nevada.

Webb, S. (2008). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*, 30, 79-95.

Zalbide, M. (2010). *Euskararen legeak hogeita bost urte. Eskola alorreko bilakaera: balioespen-saioa.* Bilbo: Euskaltzaindia.

APPENDICES

APPENDIX 1

The instructions were originally given in Basque which is the main language of instruction in the model D and they were translated for this paper by the author.

Original instructions

Gure intentzioa ume eta gazteentzako blog kulinario bat sortzea da, baina berezitasun batekin: blog eleaniztuna izango da. Bertan leku desberdineko errezetak bildu nahi ditugu zenbait hizkuntzatan, hasteko euskaraz, gaztelaniaz eta ingelesez.

Blog horretan hartzaileak, bereziki, gazteak izango dira, hizkuntza ezberdinak hitz egiten dituzten gazteak, alegia. Errezeten bitartez sukaldatzen ikasteaz gain, leku desberdinetako gastronomiari buruz ere ikasi daiteke eta, jakina, baita hizkuntza desberdinak praktikatu ere. Horregatik, helburu nagusia da elkarren artean errezeta goxoenak trukatzeko eta partekatzeko leku bat sortzea interneten.

Sarean jarri aurretik, baina, testua idatziko duzue paperean euskaraz, gaztelaniaz eta ingelesez. Oraingo honetan patata-tortillarekin hasiko gara. Seguru denok dakizuela nola egiten den patata-tortilla bat, baina tortilla guztiak itxuraz berdinak izan arren, seguru egon ere badagoela tortillaren bat gehiago gustatzen zaizuena: kipularekin, kipularik gabe, sendoa, mehea, patata zati handietan, zati txikietan, piperrarekin, urdaiazpikoarekin... Jakin ere jakingo duzue non dastatu daitekeen gozoena. Modu batera edo bestera, oinarrizko errezeta eta abiapuntua berdintsua da kasu guztietan.

Gogoratuko dugu denon artean nola idazten den errezeta bat? Izenburua, osagaiak, prozedura... zehaztu beharko ditugu besteak beste. Bestalde, bada tresneria bereziren bat errezeta hau prestatzeko beharko duguna? Hori ere gogoan izan behar duzue errezeta idazterako orduan.

Inoiz ez baduzue patata-tortilla bat egin, ez kezkatu, oraintxe ikusiko dugu irudi batzuetan zein den errezeta egiteko oinarrizko prozedura.

Errezeta idazterako orduan ahalik eta zehatzen izatea komeni da, baliteke errezeta irakurzten dutenen artean patata-tortilla inoiz egin ez duen norbait aurkitzea eta. Zuek

etxean, bideoan ikusitakoaz aparte zerbait gehiago jartzen badiozue edo gozoago ateratzeko trukoren bat ezagutzen baduzue, hori ere idatz dezakezue.

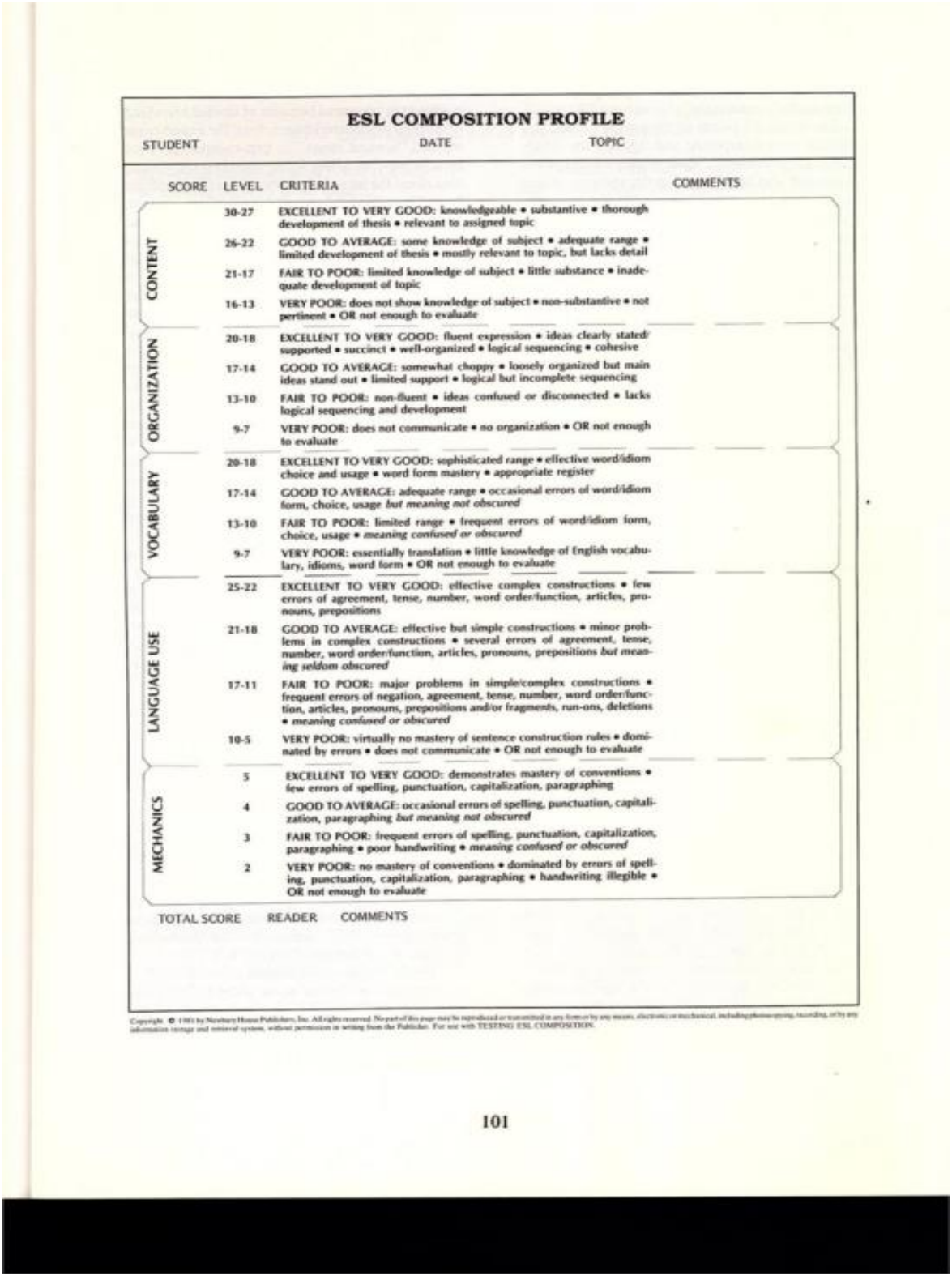
Translation

Our intention is to create a culinary blog, but with a distinctive feature: it will be a multilingual blog. We would like to collect recipes from different places in several languages: Basque, Spanish and English, to begin with. This blog will be specially aimed at teenagers who speak different languages. By means of these recipes the teenagers will not only learn how to cook and learn about different cultures, but they will also have the opportunity to practise different languages. Thus, our goal is to share the most delicious recipes.

However, before posting anything online you will have to write the recipe on paper in Basque, Spanish and English. This time, we are going to start with the potato omelette. I am sure you all know how to make a potato omelette. Although all omelettes look similar on the outside, there is always something that makes them different: onion, pepper, ham, the form in which you chop the potatoes, if it is thinner or thicker... I am sure you also know where to eat the most delicious one. Anyway, the basic recipe is the same for all of them. Do you remember how to write a recipe? Which parts does it contain? If you have never done a potato omelette before, do not worry, I will show you a brief video where they explain the basics.

When you write your recipes, please remember to be as detailed as possible in your explanations; because it might be the case that the person who reads the recipe has never done or heard of a potato omelette before. Apart from what you see in the video, if there is something that you do at home when cooking your omelette that is different, please, feel free to add it to your recipe.

APPENDIX 2



ESL COMPOSITION PROFILE

STUDENT DATE TOPIC

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

TOTAL SCORE READER COMMENTS

101

APPENDIX 3

01CLIL22B

OSAGAIAK:	LANABEZAK:
-Patata	-Sartena
-3 arrautza	-Espatula
-Gatza	-Platerra
-Olioa	-Labana

Lehen bizik, patatak zuritu behar dira eta denak zuritzean banan-banan, zati txikietan moztu. Ondoren moztutako patata zatiak, sartenera botako ditugu, sartenean olio asko dagoen bitartean.

Patatak egin edo frigitu ostean, sartenetik atera eta plater baten utziko ditugu, papel zati batekin gainean, horrekin olioa kentzea lortu dezakegulako.

Patatak alde batera utzi eta bestetik, 3 arrautza nahastuko ditugu gatz pixka batekin. Patata horiek, arrautzaren boul-era gehituko ditugu, berriro nahastu eta sartenera bota.

Amaitzeko, sartenean frigitzean, tortilari buelta eman behar diogu, tortilako beste aldea egin ahal izateko, eta hori egin ondoren platerera.

Content: 27

Organization: 18

Vocabulary: 16

Language Use: 18

Mechanics:5

General Basque: 84

01CLIL22S

INGREDIENTES	UTENSILIOS
-Patatas	-Sarten
-Huevos	-Espatula
-Sal	-Plato
-Aceite	-Cuchillo
-Cebolla	

Para empezar, si queremos que nos salga bien la tortilla, debemos de seguir estos pasos.

Primero, al tener las patatas listas, empezaremos a pelarlas, y tras ello cortar en laminas finas. Después de ello, tenemos que echar al sarten, además de echar mucho aceite, es decir, cuando el aceite este caliente, sumamos las patatas cortadas. Cuando las patatas estén listas, sacar del sarten y poner todo junto en un plato y que encima o debajo tenga un papel, para quitar el aceite sobrante.

Dejando de lado las patatas, empezamos con el siguiente paso, que consiste en, mezclar 3 huevos con un poquito de sal. Al tener los dos platos, con diferentes ingredientes listos, nos falta mezclar los dos platos, es decir las patatas y los huevos, y añadir al sartén.

Para terminar, mientras que la tortilla se haga un lado, nos preparamos para dar la vuelta y que así se pueda hacer el otro lado. Al dar la vuelta y tener los dos lados hechos perfectamente, sacar del sartén a un plato y ya estaría.

Content: 30

Organization: 18

Vocabulary: 18

Language Use: 18

Mechanics:4

General Spanish: 88

01CLIL22E

INGREDIENTS	MATERIALS
-Oil	-Plate
-Salt	-A frying pan
-Potatos	-Knife
-Onion	- choppin table.
-eggs	

Firstly, what we should do for making an omelette is to start pealing the potatos in the choppin table. Then the pealed potatos should be chopped perfectly in small pieces, like this we could get a good taste. After, we should throw the potato pieces into the frying pan. Here we could also add the onion but it is not obligatory.

Whe the potatos are done, we should take out from the pan and throw to a plate. Then we should mix in another plate 3 eggs and little bit of salt.

To almost finish, all together, this is the potatos and eggs we should throw to the pan.

Lastly when a side of the potato is done we should turn it over and try to have both sides done, like this the potato should be done, so, take out to a plate and that's all.

Content: 27

Organization: 17

Vocabulary: 14

Language Use: 17

Mechanics:4

General English: 79

APPENDIX 4

GALDEKETA SOZIOLINGUISTIKOA

Mesedez erantzun itzazu galdetegi honetako galderak ahalik eta egien diren erantzunekin. Ez daude erantzun zuzenak edo okerrak. Galderarik izanez gero, mesedez galdetu.

Izena:

Data:

Ikasmaila:

Ikastetxearen izena:

Jaiotze data……

Sexua: ☐ Mutila ☐ Neska

Jaioterria: …….

1) Zeinhizkuntza jaso duzugurasoengandik? (Markatu X batez):

	Euskara	Gaztelania	Euskara eta Gaztelania	Beste bat (esan zein)
Amarengandik				
Aitarengandik				

2)Zein hizkuntzatan aritzen zara pertsona hauekin edota gune hauetan? (Markatu X batez):

	Beti euskaraz	Euskaraz gaztelaniaz baino gehiago	Bietan berdin	Gaztelaniaz euskaraz baino gehiago	Beti gaztelaniaz	Ez dakit/ erantzunik ez	Beste hizkuntza bat (zehaztu zein)
Amarekin							
Aitarekin							
Anai-arrebekin							
Denak elkarrekin gaudenean							
Irakaslearekin							
Klasekideekin							
Lagunekin edo koadrilarekin							
Eskolaz kanpoko jardueratan							
Bestelakoetan							

3)Honakoetan zein hizkuntza erabiltzen duzu?

	Beti euskaraz	Euskaraz gaztelaniaz baino gehiago	Bietan berdin	Gaztelaniaz euskaraz baino gehiago	Beti Gaztelaniaz	Ez dakit/ erantzunik ez
Whatsapp						
E-mail						
Facebook						
Twitter						
Bestelakorik						

4)Nola hitz egiten duzu egoera hauetan? (Markatu X batez)

	Beti euskaraz	Euskaraz gaztelaniaz baino gehiago	Bietan berdin	Gaztelaniaz euskaraz baino gehiago	Beti gaztelaniaz	Ez dakit/ erantzunik ez
Bromak egiten ditudanean						
Zerbait erosten dudanean						
Abesten dudanean						
Txorradak esaten ditudanean						

5)Zer pentsatzen duzu hizkuntza hauetaz? (Mesedez, ilara bakoitzean lauki bat bakarrik markatu)

A.Gustuko al duzu euskara?(Markatu X batez)

Bat ere ez	Gutxi	Apur bat	Nahiko	Asko
1	2	3	4	5

B.Gustuko al duzu gaztelania? (Markatu X batez)

Bat ere ez	Gutxi	Apur bat	Nahiko	Asko
1	2	3	4	5

C.Gustuko al duzu ingelesa? (Markatu X batez)

Bat ere ez	Gutxi	Apur bat	Nahiko	Asko
1	2	3	4	5

D.Aipatu ez dugun beste hizkuntza bat? Esan hizkuntzaren izena: …….

Bat ere ez	Gutxi	Apur bat	Nahiko	Asko
1	2	3	4	5

E.Zein hizkuntzak balio du gehiago lan mundurako?

Euskarak gehiago	Gaztelaniak gehiago	Ingelesak gehiago	Ez dakit	Biak berdin

6)Beste herrialde baten jaio bazinen, zenbat denbora daroazu Euskadin?.....

7)Beste herrialde jaio bazinen, zenbat urterekin hasi zinen eskolan Euskal Herrian?.....

8)Esan, mesedez, non ikasi duzun hizkuntza bakoitza (Markatu X batez)(Lauki bat baino gehiago marka dezakezu):

Euskara	familian	lagunekin	eskolan	akademia baten
Ingelesa	familian	lagunekin	eskolan	akademia baten
Gaztelania	familian	lagunekin	eskolan	akademia baten
Zure lehen hizkuntza euskara edo gaztelania ez bada, non ikasi zenuen gaztelania hitz egiten?	familian	lagunekin	eskolan	akademia baten

9)Zein hizkuntz hitz egin dezakezu?.....

10)Ikasi duzu inoiz oraingo hau ez den ikastetxe batean?.....

A.Hala bada, non?.....

11)Euskera ez bada zure ama hizkuntza, noiz eta nola hasi zinen euskera ikasten?.....

12)Euskeraz:

Idatzizko trebetasunari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Ahozko trebetasunari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Irakurtzeko ahalmenari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Entzunezko ahalmenari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

13)Ingelesez:

Idatzizko trebetasunari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Ahozko trebetasunari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Irakurtzeko ahalmenari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

Entzunezko ahalmenari dagokionez zelako maila duzula uste duzu?

☐ oso txarra ☐ txarra ☐ erdipurdikoa ☐ ona ☐ oso ona

SOCIOLINGUISTIC QUESTIONAIRE

Please answer these questions so they are true for you. There are no correct or wrong answers. If you have any questions, please no doubt to ask.

Name:

Date:

Schoolyear:

The name of the school:

Date of birth……

Sex: ☐ Male ☐ Female

Place of birth: ……..

1) Which language(s) have you received from your parents? (Mark with an X):

	Basque	Spanish	Basque and Spanish	Other (which one)
Mother				
Father				

2)Which language do you use with these people or in these places? (Mark with an X):

	Always Basque	More Basque than Spanish	Both equally	More Spanish than Basque	Always Spanish	No answer/ Don´t know	Another language (which one)
Mother							
Father							
Siblings							
When wea are all together							
Teacher							
Classmates							
Friends							
Extracurricular activities							
Others							

3)Which language(s) do you use with these tools? (Mark with an X)

	Always Basque	More Basque than Spanish	Both equally	More Spanish than Basque	Always Spanish	No answer/ Don´t know
Whatsapp						
E-mail						
Facebook						
Twitter						
Other(s)						

4)Which language(s) do you use in these situations? (Mark with an X)

	Always Basque	More Basque than Spanish	Both equally	More Spanish than Basque	Always Spanish	No answer/ Don´t know
When I make jokes						
When I buy things						
When I sing						
When I talk nonsense						

5)What do you think of these languages? (Please only mark one square in each question)

A. Do you like Basque? (Mark with an X)

Not at all	Not much	A little	Enough	A lot
1	2	3	4	5

B. Do you like Spanish? (Mark with an X)

Not at all	Not much	A little	Enough	A lot
1	2	3	4	5

C. Do you like English? (Mark with an X)

Not at all	Not much	A little	Enough	A lot
1	2	3	4	5

D. Any language we have not mentioned? Which one: …….

Not at all	Not much	A little	Enough	A lot
1	2	3	4	5

E. Which language is more valuable for the working world?

Basque	Spanish	English	I don`t know	The same

6)If you were born in another country, how long have you been in the Basque Country?.....

7)If you were born in another country, how long have you been in the school in the Basque Country?.....

8)Please tell us where you learnt each language (Mark with an X) (you can choose more than one option):

Basque	family	friends	school	An academy
English	family	friends	school	An academy
Spanish	family	friends	school	An academy
If your mother tongue is not Basque or Spanish, where did you learn it?	family	friends	school	An academy

9)How many languages can you speak?.....

10)Have you been in another school previous to this one?.....

a). If yes, where?.....

11)If Basque is not mother tongue, where and when did you start learning the language?.....

12)Basque:

How good do you think you are at writing?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at speaking?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at reading?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at listening?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

13)English:

How good do you think you are at writing?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at speaking?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at reading?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good

How good do you think you are at listening?

☐ very bad ☐ bad ☐ average ☐ good ☐ very good