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Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua
Extranjera

**Language-Driven CLIL:
Developing Written Production at the Secondary School Level**

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Resumen

El objetivo de este estudio de investigación es analizar si la implementación del método AICLE moderado ayuda a los estudiantes del Tercero de Bachillerato de la Unidad Educativa Manuel J. Calle a desarrollar la producción escrita en términos de sintaxis, contenido, rendimiento comunicativo y lenguaje en comparación con el grupo de control. 40 y 38 estudiantes participaron en el grupo experimental y de control respectivamente. Los estudiantes del grupo experimental recibieron una intervención de 35 horas, mientras que los estudiantes del grupo de control recibieron clases regulares. Este estudio presenta un diseño de investigación exploratorio, de método mixto y cuasiexperimental. Para recopilar datos cualitativos, se administró un cuestionario abierto para explorar las materias que los alumnos preferían estudiar. Para recopilar los datos cuantitativos se administró una prueba previa y posterior basada en la sección de escritura del examen Cambridge Objective Primary English. Los datos fueron analizados a través de la prueba T independiente y la prueba T pareada para determinar si existía una diferencia estadística significativa entre los dos grupos. Los datos se calcularon a través del Paquete Estadístico para Ciencias Sociales (SPSS). Los resultados indicaron que los estudiantes del grupo experimental preferían estudiar en inglés con temas de Historia, Ciencias Sociales, Biología y Lengua Española. Los resultados también revelaron una mejora estadística significativa entre la prueba previa y la prueba posterior en términos de sintaxis, contenido, logro comunicativo, organización y lenguaje en el grupo de experimental. Sin embargo, comparado con el grupo de control los resultados demostraron una mejora estadísticamente significativa sólo en los términos de sintaxis y organización.

Palabras claves: AICLE moderado. 4C's. Taxonomía de Bloom revisada. Producción escrita. Percepciones



Abstract

This research study analyzes the effect the implementation of language-driven CLIL has on senior learners from Manuel J. Calle High School in Cuenca, Ecuador in relation to the development of written production in terms of Syntax, Content, Communicative Achievement, Organization, and Language compared to a non-language-driven CLIL classroom. There were 40 participants in the experimental group, and 38 participants in the control group. Learners from the experimental group received a condensed 35-hour intervention using CLIL. This study features an exploratory, mixed-method, and quasi-experimental research design. To collect qualitative data, an open-ended questionnaire was administered to explore the subjects learners preferred to study in a language-driven CLIL classroom. To collect quantitative data, a Pre and Post-Test based on the writing section of Cambridge Objective Primary English Test was administered. The data was analyzed through the Independent T-Test and Paired-T-Test to determine if there was a statistically significant difference present between the language-driven CLIL classroom and the non-language-driven CLIL classroom. The data was calculated through the Statistical Package for Social Sciences (SPSS). Results indicated that learners preferred to study History, Biology, and Spanish Language and Literature. Results also demonstrated that the experimental group also demonstrated improvement in all the examined parameters when compared to the control group. However, when results from both groups are compared, there is only a statistical improvement in Organization and Syntax.

Keywords: Language-Driven CLIL. 4C's. Bloom's Revised Taxonomy. Written production. Perceptions



Table of Contents

Resumen	2
Abstract.....	3
Table of Contents.....	4
Cláusula de licencia y autorización para publicación en el Repositorio Institucional	7
Cláusula de Propiedad Intelectual	8
1. Introduction.....	9
2. Literature Review	10
3. Research Problem	13
4. Methodology.....	13
5. Qualitative Data Collection	14
6. Qualitative Data Analysis	15
7. Qualitative Data Results	15
8. Intervention.....	16
9. Quantitative Data Collection	16
10. Data Analysis: PET Test and Written Production.....	17
11. The Survey.....	18
12. Data Analysis of the Survey	18
13. Results	18
13.1. Analysis of the Written Production Results – Experimental Group.....	18
13.2. Written Production: T-Test Paired Sample Analysis.....	20
13.3. Writing Level of the Experimental Group	23
13.4. Learners’ Perceptions about the Language-Driven CLIL.....	24
13.5. Written Production Results – Control Group.....	26
13.6. Paired Sample T-Test Analysis of Written Production.....	27
13.7. Writing Level of the Control Group	29
13.8. Final Results in the Written Production: Control and Experimental	29
13.9. Skills: Experimental vs. Control Group after the Intervention	31
14. Discussion.....	32
15. Conclusions	36
References	39
Appendices	43



List of Tables

Table 1. Written Production Results.....	19
Table 2. Written Production: T-Test Paired Sample Results.....	20
Table 3. Writing Level of the Experimental Group.....	23
Table 4. Written Production: Paired Sample Analysis	27
Table 5. Writing Level of the Control Group.....	29
Table 6. Written Production Final Results.	30

List of Figures

Figure 1. Language-Driven CLIL influenced in a practical and efficient way to develop the writing skill	25
Figure 2. Written Production Results – Control Group.....	26
Figure 3. Control and Experimental Group: Results of the skills after the intervention	32

List of Appendices

Appendix 1. Letter for Manuel J. Calle High School Principal	43
Appendix 2. High School Consent	44
Appendix 3. Student’s Parent’s Consent	45
Appendix 4. Open- Ended Questionnaire – Class Demographics.....	47
Appendix 5. Open-Ended Questionnaire - Subjects and Topics	48
Appendix 6. Soft CLIL Unit.....	50
Appendix 7. Lesson Plans – Experimental Group.....	51
Appendix 8. Lesson Plan – Control Group.....	73
Appendix 9. Cambridge Objective Primary English Test	76
Appendix 10. Pre-Test – Post Test.....	110
Appendix 11. Survey	111
Appendix 12. Maximum and Minimum Levels of Written Production	113
Appendix 13. Cambridge Objective Primary English Test Results	115
Appendix 14. Learners’ Perceptions about the Soft CLIL Method.....	120
Appendix 15. Maximum and Minimum Levels of Written Production	124



Appendix 16. PET Results of the Control Group 125
Appendix 17. Analysis of Control and Experimental Group Results..... 131
Appendix 18. Control and Experimental Results before the Intervention 140



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1. Introduction

Learning a foreign language has become a growing need in this globalized world. That is why many people spend considerable time studying English, in order to be fluent users of the language. Nevertheless, acquiring the four skills of a foreign language can be an easy task for some or a tedious task for others. Of the four language skills, it is said that writing is the last and most difficult skill to perfect when learning a second language (Al Fadda, 2012; Nasser 2016; Indrawati & Ayob, 2018).

According to Fareed, Ashraf, and Bilal (2016), a written text must be very well-stated, clearly structured, and properly organized with a tremendous range of vocabulary. Nonetheless, learners from Manuel J. Calle High School, a public school located in downtown Cuenca, Ecuador, show low proficiency in writing. This is a peculiar fact since they have been studying English for six years by this point in their studies (Ecuadorian EFL Curriculum, 2016).

When writing texts, students usually struggle with syntax, giving a coherent argument, organizing ideas, structuring sentences, and using correct punctuation (Shing, 2013). There are many reasons why these problems arise: lack of motivation, absence of interesting topics (Montoya, 2018), lack of vocabulary, and being unaware of writing strategies (Riadi, 2017). Therefore, CLIL, (Content Language and Integrated Learning), an educational approach in which content from disciplines such as chemistry, biology, history, geography, science, etc. are taught through meaningful and purposeful language use (Met, 1999; Cameron, 2001; Coyle, Hood, & Marsh, 2010; Popescu, Pioariu & Herteg, 2011). This approach has pedagogical features that engage learners to develop writing skills (Xhevdet, 2015).



Thus, the objective of this study is to analyze how the implementation of the language-driven CLIL classroom helps senior learners from Manuel J. Calle High School develop their written production in terms of Syntax, Context, Communicative Achievement, Organization, and Language in comparison to a non-language driven CLIL classroom.

2. Literature Review

CLIL is a flexible and adaptable approach (Brown, 2015) because it is a continuum (Met, 1999; Gabillon & Rodica, 2015; Dalton-Puffer, Nikula & Smit, 2010; & Kryachkov, Yastrebova & Kravtsova, 2015), On one side is Language-Driven CLIL (Soft CLIL), and on the other side is Content-Driven CLIL (Hard CLIL) (Bentley, 2010; Nikula, Dalton-Puffer & Llinares, 2010). In a Language Driven-CLIL classroom, language learning is important and content is seen as the vehicle for that language learning (Met, 1999; Ikeda, 2013). Content can enrich, or reinforce language learning. Content can be drawn from many disciplines in a single lesson or unit (Curtain & Pesola, 1994; Kusmayadi & Suryana, 2017, Banegas, 2020). On the other hand, Content-Driven CLIL primarily focuses the teaching and learning on the subject content, and evaluation is based on students' knowledge of the content and not on language proficiency (Met, 1999; Nikula & Mård-Miettinen, 2014). These two extremes of the continuum are important to mention. However, the core principles of CLIL and its distinctive features, such as the four 4Cs model (Coyle, 2007) and Bloom's Revised Taxonomy (Hanesová, 2014; Tufail, Murtaza & Iqbal, 2017) are present in both (Marsh, 2002; Ball, n. d.; Martínez, 2011; Martín del Pozo, 2016). Due to the flexibility in this approach, many researchers have implemented language-driven CLIL to develop students' written production.



Llinares and Whittaker (2007), analyzed the influence CLIL had on written production in the first year of secondary school. They took content from social and natural sciences from the syllabi taught in Madrid, Spain. They found that written texts had more descriptive relational processes, a higher proportion of definition, features of deeper argumentation, and a wider use of modal expressions in comparison to a non-language-driven CLIL classroom. Another research study in which affirmative results were evident was carried out by Gené-Gil, Juan-Garau, and Salazar-Noguera (2015). They carried out a longitudinal study in a Catalan bilingual secondary school and analyzed how the context of learning affected the written production in bilingual secondary education. The results obtained from the experimental and control group were compared and indicated that the language-driven CLIL group progressed favorably in the written tasks in terms of syntax and lexis.

Ikeda (2013) carried out a research study in a State Secondary School in Wako City, from Saitama Prefecture, in Japan. This research aimed to analyze essay writing through language-driven CLIL. The results showed that students' writing improved significantly in terms of vocabulary, grammar, and organization. Likewise, Ruiz de Zarobe (2010) carried out an empirical study in the Basque Community. Participants studied contents from Social Sciences and Modern English Literature. Outcomes showed a statistically significant improvement in their writing skills in terms of content and vocabulary. However, in terms of organization, language usage, and mechanics, the differences were not statistically significant once they were compared to the non-language-driven CLIL classroom.

Garcia (2015) carried out a project with infant learners in order to examine how language-driven CLIL helped develop written production in bilingual environments. The study took place at Centro Universitario Cardenal Cisneros, in Madrid, Spain. The



outcomes from the student teachers' responses showed that the language-driven CLIL model for infant education was effective since it facilitated the learning of another language providing the development of cognitive skills, real communication, and cultural awareness. In contrast, Olsson (2010) investigated the effect of language-driven CLIL on academic language where they focused on academic vocabulary use among CLIL and non-CLIL students in a Swedish upper-secondary school. The covered topics were natural and social sciences from the Swedish curriculum. However, results from this study showed that language-driven CLIL learners did not have a significant increase in the use of general academic vocabulary in comparison to non-language-driven CLIL learners.

Finally, Lahuerta (2017) carried out a study in Asturias, Spain in order to examine written language accuracy in a language-driven CLIL and non-language-driven CLIL program at the secondary education level. The outcomes showed that learners succeeded in the writing aspects of syntax, lexis, and lexicogrammatical concepts; however, Gutiérrez-Mangado and Martínez-Adrian (2018) found that learners from a language-driven CLIL classroom did not improve in syntax-morphology properties although they did improve in terms of proficiency.

Learners' perceptions towards language-driven CLIL have also been studied. For instance, Nakanishi and Nakanishi (2016) and Ikeda (2013) conducted studies to analyze students' perceptions, and they found that learners had a positive attitude towards language-driven CLIL when writing.

Most of the research articles above show that language-driven CLIL has had a positive impact in developing written production and learners have also showed positive attitudes towards language-driven CLIL; however, Gené-Gil, Juan-Garau, and Salazar-



Noguera (2015) left inconclusive questions to confirm or reject the effect of language driven CLIL on written production in other contexts. That is why this study aims to analyze how the implementation of the language-driven CLIL helps senior learners from Manuel J. Calle High School develop the writing production of texts in comparison to an non-language driven CLIL classroom.

3. Research Problem

Writing is a difficult task to acquire even for native speakers (Klimova, 2012) since many elements have to be developed simultaneously (Javed, Xiao, & Nazli, 2017; Muluneh, 2018). Learners from Manuel J. Calle High School have difficulties giving a valid argument, organizing ideas, using grammar and vocabulary properly, and using correct punctuation. Research studies on language-driven CLIL show positive results and indicate it could be adapted to any contexts (Cenoz, Genesee, & Gorter, 2013; Šulistová, 2013). Thus, the current study addresses two research questions: To what degree does the implementation of language-driven CLIL impact the development of written production in terms of Syntax, Content, Communicative Achievement, Organization, and Language in comparison to a non-language-driven CLIL classroom? What are learners' perceptions towards language-driven CLIL when writing paragraphs?

4. Methodology

This project features an exploratory, mixed-method, and quasi-experimental research design. The researcher first collected qualitative data and then collected quantitative data to explain quantitative results (Mertler, 2017). It also presents a mixed methods research design because of the integrated elements of qualitative and quantitative research approaches to provide breadth and depth of understanding of the



research problem (Schoonenboom & Johnson, 2017). Qualitative research helped the investigator explore and understand learners' preferences on content subjects and topics. Quantitative research, on the other hand, tested if there was a statistically significant improvement after the intervention between the control and the experimental group (Creswell, 2014). Finally, this study shows a quasi-experimental research design since participants in both groups were selected without random assignment. Both groups took the Pre-Test and the Post-Test, but only the experimental group received the treatment (Creswell, 2014).

4.1. Participants

This study took place at Manuel J. Calle High School, a public school located in Cuenca, Ecuador (Appendix 1 and 2). Participants were students from the Third Year of Baccalaureate: Classes A and B (Appendix 3). There were 20 female learners, which represents 53%, and 18 male learners, which represents 47% in the control group. Meanwhile, there were 9 female learners, representing 21 % and 31 male learners, representing 79% in the experimental group. There was a small gender gap in the control group with more males than females, while the gender gap in the experimental group was large, with males unevenly outnumbering females. Learners were aged 16 to 19 years old. The control group presented a lower average age of 17 in comparison to the experimental group, whose average age was 18 (Appendix 4).

5. Qualitative Data Collection

At the beginning of the second semester of the 2018-2019 school year, qualitative data was collected through an open-ended questionnaire (Appendix 5) to determine learner's preferences about the content subject and topics they found interesting. The content subjects were taken from the Ecuadorian Curriculum (2016). The open-ended



questionnaire was elaborated in Spanish and was piloted and validated with 76 students during the first semester of the 2018-2019 school year.

6. Qualitative Data Analysis

Responses from the open-ended questionnaire were manually transferred into an excel spreadsheet. Then, they were classified into categories until saturation was obtained. Finally, inductive and descriptive analysis were done to determine learners' preferences about content subjects. Once the top three content subjects were obtained, they were used to plan the intervention.

7. Qualitative Data Results

Findings revealed that both groups (32% in the control group and 50% in the experimental group) preferred History. Second was Biology with 29% in the control group and 26% in the experimental group. In third place was Spanish Literature with 11% in the control group and 16% in the experimental group. Learners also stated that learning those subjects in English would give them the opportunity to improve content and technical vocabulary. Sub-topics and themes for planning language-driven CLIL lessons were selected by learners. The World Wars (History), the Human Body (Biology), and Decapitated Era (Spanish Literature) were the topics that learners expressed that they would like to study. Regarding methodological strategies, 55% participants in the control group and 61% of participants in the experimental group stated they preferred group-work activities.



8. Intervention

A language-driven CLIL Unit was elaborated based on the qualitative results and on theories by Met (1999), Coyle, Hood and Marsh (2010), Olsson (2010), Bentley (2010), and Kusmayadi and Suryana (2017). It was essential to divide the unit into single lessons (Appendix 6) considering Content-Compatible Language and Content-Obligatory language objectives (Bentley, 2010; Banegas, 2012). Seven lesson-plans were created, and each one of them took 5 class periods (Appendix 7). As learners in the experimental group were at an A1 level according to the Common European Framework of Reference for Languages (CEFR), the writing tasks started from writing simple isolated phrases and sentences to writing texts at the end of the semester. On the other hand, a unit plan (Appendix 8) for the control group was created following the Communicative Approach since it is an approach promoted by the Ministry of Education in Ecuador (Ecuadorian EFL Curriculum, 2016). Thus, the intervention took place from April 22nd to June 11th, 2019. There were 35 hours of intervention. Similarly, the researcher worked with the Communicative method in the control group during the same period of time.

9. Quantitative Data Collection

Quantitative data was collected through the use of two instruments. The first was the Cambridge Objective Primary English Test (Appendix 9), and the second was a survey. Both were collected with the participants' consent and administered by the researcher. The Cambridge Objective Primary English Test (PET exam) was employed with two aims. First, the PET exam helped determine participants' general English proficiency before and after the 35-hours of intervention. The proficiency test provided data to be able to analyze if language-driven CLIL helped learners move from one level to another



in general terms. Secondly, the written section of the PET exam was used as the Pre and Post-Test in order to analyze how language-driven CLIL influenced the development of written production. Thus, the writing skill section was scored based on the PET writing rubric (Appendix 10), which had five parameters: Syntax, Content, Communication Achievement, Organization, and Language. Each of these parameters had a grading scale in which 5 was the highest score.

10. Data Analysis: PET Test and Written Production

The results of listening, reading, and speaking of the PET exam were transferred to an excel spread sheet. The writing results were also processed in an excel spreadsheet, but were organized according to the writing PET rubric. To analyze the obtained results of the Pre-Test and the Post-Test, Llinares and Whittaker's (2007) and Olsson's (2010) criteria was followed. Such criteria suggested the use of the T-Test in order to compare results between a Language-Driven CLIL classroom with non-language-driven CLIL classroom. With this in mind, the independent T-Test and Paired T-Test were used as a hypothesis testing tool that allowed the researcher to determine if there was a significant difference between the means of the experimental and control group. To calculate these means, the Statistical Package for the Social Sciences (SPSS) was used. After that, a descriptive analysis of the main measures of central tendency as well as the distribution of variables was done. The variation in the written production from both groups was described through inferential statistical analysis. This analysis, along with the analysis of the students' perceptions, converged to triangulate the validation of the research questions.



11. The Survey

In order to find out students' perceptions on language-driven CLIL, a survey (Appendix 11) was elaborated and taken anonymously at the end of the intervention. The survey was elaborated following Ikeda's (2013) study. The survey had two sections. The first section had 5 closed-ended questions and rested on Coyle's 4 Cs. For each question, learners were given a five-point Likert scale (5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree). The second section of the questionnaire had one open-ended question, which asked learners to write freely about how they considered language-driven CLIL helped them write in English. The survey was elaborated in the learner's native language, and was piloted in similar classes to have it validated.

12. Data Analysis of the Survey

The responses from the survey were immediately transferred into an excel spreadsheet. Each rank on the Likert scale was tabulated independently. The responses from the survey were analyzed using the relative frequency on learners' perceptions about language-driven CLIL. To check reliability of the five-items, descriptive statistical

13. Results

13.1. Analysis of the Written Production Results – Experimental Group

To analyze the results of the written production in terms of Syntax, Content, Communication Achievement, Organization, and Language of the experimental group, the mean, median, and mode of the results of the Pre-Test and Post-Test were calculated.



Table 1
Written Production Results

Writing Skills	Pre - Test			Post - Test		
	Mean	Median	Mode	Mean	Median	Mode
Syntax - Part 1	2	2	2	3	3	3
Content - Part 2	3	3	3	3	3	3
Communication Achievement - Part 2	3	3	3	4	4	4
Organization - Part 2	3	3	3	4	4	3
Language - Part 2	3	3	3	4	4	4
Content - Part 3	3	3	3	4	4	3
Communication Achievement - Part 3	3	3	3	4	4	3
Organization - Part 3	3	3	3	4	4	4
Language - Part 3	3	3	3	4	3	3

The writing section of the Cambridge Objective Primary English Test had three parts. Part 1 evaluates Syntax by asking learners to complete the sentence so that it had the same meaning as the example. Part 2 and 3 asked learners to write descriptive and narrative texts. In Part 1, the experimental group improved their average performance from 40% in the Pre-Test to 60% in the Post-Test. In Part 2, the results show that students improved from 60% to 80% in terms of Communication, Organization, and Language after the intervention with the Soft CLIL method. Meanwhile, in terms of Content, the average performance was maintained at 60% in the Pre- and Post-Test. Prior to intervention, the results of the group's performance in the second section had a symmetric distribution. After the intervention, only "Organization" became negatively skewed, in which the majority of students obtained 60% , which represents a lower than average performance. Regarding the evaluation of the third section, the four parameters have an average performance of 60% with a symmetric distribution before the intervention. In terms of Content, Communication, and Organization, the performance improved to 80% after the intervention. The average performance was maintained in terms of Language. In this section, the distribution of the results obtained in Content, Communication, and Language had a negative skew. Thus, most students had a 20%



lower performance than the average group performance (80%) as shown in the previous table.

13.2. Written Production: T-Test Paired Sample Analysis

In order to reinforce the descriptive results that show improvement in the written production in the experimental group, a two-tailed hypothesis test was carried out through the Paired T-Test (Paired-Student). This helped determine if the differences between the average scores in the Pre-Test and the Post-Test were statistically significant. The following tables indicate the results of the parametric analysis of the paired samples in order to contrast the hypothesis and to determine if there is a significant difference between the final averages of the experimental group before and after the intervention.

Table 2
Written Production: T-Test Paired Sample Results

	Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test_ Part 1	2.25	40	1.171	.185
	Paired Samples Statistics	2.83	40	.813	.129
Pair 2	PreTest_Content_ Part2	2.98	40	.832	.131
	Post_Test_Content_Part2	3.40	40	.672	.106
Pair 3	PreTest_Communication_Achievement_ Part2	2.80	40	.853	.135
	PostTest_Communication_Achievement_Part2	3.50	40	.599	.095
Pair 4	PreTest_Organization_ Part2	2.85	40	.802	.127
	PostTest_Organization_Part2	3.58	40	.712	.113
Pair 5	PreTest_Language_ Part2	2.80	40	.823	.130
	PostTest_Language_Part2	3.60	40	.632	.100
Pair 6	PreTest_Content_Part3	2.78	40	1.143	.181
	Post_Test_Content_Part3	3.80	40	.823	.130
Pair 7	PreTest_Communication_Achievement_Part3	2.58	40	1.107	.175
	PostTest_Communication_Achievement_Part3	3.50	40	.599	.095
Pair 8	PreTest_Organization_Part3	2.75	40	1.032	.163
	PostTest_Organization_Part3	3.68	40	.730	.115
Pair 9	PreTest_Language_Part3	2.90	40	1.081	.171
	PostTest_Language_Part3	3.50	40	.784	.124



T Test - Paired Samples Pre-Test - Post Test	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest _Syntax 1 - Post_test_part1	-.575	.903	.143	-.864	-.286	-4.029	39	.000
Pair 2 PreTest_Content_Part2 - Post_Test_Content_Part2	-.425	.549	.087	-.601	-.249	-4.892	39	.000
Pair 3 PreTest_Communication_ Part2 - PostTest_Communication_ Part2	-.700	.648	.103	-.907	-.493	-6.827	39	.000
Pair 4 PreTest_Organization_ Part2 - PostTest_Organization_Part 2	-.725	.554	.088	-.902	-.548	-8.275	39	.000
Pair 5 PreTest_Language_Part2 - PostTest_Language_Part2	-.800	.516	.082	-.965	-.635	-9.798	39	.000
Pair 6 PreTest_Content_Part3 - Post_Test_Content_Part3	-1.025	.768	.121	-1.270	-.780	-8.446	39	.000
Pair 7 PreTest_Communication_P art3 - PostTest_Communication_ Part3	-.925	.730	.115	-1.158	-.692	-8.016	39	.000
Pair 8 PreTest_Organization_Part 3 - PostTest_Organization_Part 3	-.925	.730	.115	-1.158	-.692	-8.016	39	.000
Pair 9 PreTest_Language_Part3 - PostTest_Language_Part3	-.600	.778	.123	-.849	-.351	-4.878	39	.000

The results indicate that all paired samples from Part 1 (Syntax), and the parameters of Content, Communication, Organization, and Language in Part 2 and 3 indicate that the H_0 (null hypothesis) is rejected. This result draws us to the conclusion that with an error of 0.000 in all cases, there is a significant difference between the average scores of the evaluated parameters in the Pre-Test and the Post-Test. In short, through the use of Language Driven CLIL methodology, the development of the written production in English in the experimental group improved ($sig < 0,05$).

There is a difference of 0.58 points between the average performance of Part 1 obtained in the Pre-Test by the experimental group (2.25) with the average performance obtained in the Post-Test (2.83). This reveals a statistically significant improvement in the development of written production through Language-Driven CLIL.



The average performance in terms of Content in Part 2 is 2.98 in the Pre-Test, and the average in the Post-Test is 3.40 in the experimental group. There is a difference of 0.42 points, which shows a statistically significant improvement in the development of written production through Language-Driven CLIL. The average performance in terms of Content in Part 3 is 2.78 in the Pre-Test and 3.80 in the Post-Test. The difference of 1.02 points also demonstrates a statistically significant improvement. This means that the reader was informed on the topics that writers described in their paragraphs and that the content was relevant and appropriate.

The average performance in regards to Communication in Part 2 is 2.80 in the Pre-Test and in the Post-Test it is 3.50. There is a difference of 0.70 points, a statistically significant improvement. In regards to Communication in Part 3, the average performance is 2.58 in the Pre-Test and in the Post-Test it is 3.50, which is also a statistically significant improvement. Students improved in the use of conventions of the communicative task to express direct ideas.

Concerning “Organization” in Part 2 in the Pre-Test, the average performance is 2.85, and the average performance obtained in the Post-Test is 3.58. There is an improvement of 0.73 points, which is statistically significant. Concerning, “Organization” in Part 3, in the Pre-Test the result is 2.75, and the average performance in the Post-Test is 3.68. There is a difference of 0.93, which shows a statistically significant improvement. This result indicates that learners in the experimental group developed more connected, consistent texts through the use of linking words and cohesive devices than in the initial stages.

In regards to Language in Part 2, the average performance in the Pre-Test is 2.80, and the average performance in the Post-Test is 3.60. There is a difference of 0.80



points, which is a statistically significant improvement. In regards to Language in Part 3, the average performance in the Pre-Test is 2.90, and the average performance is 3.50 in the Post-Test. There is a difference of 0.60, which is a statistically significant improvement. Students in the experimental group showed good use of everyday vocabulary and used complex grammatical forms in their writings by the end of the intervention (The maximum and minimum levels of written production can be found in Appendix 12).

13.3. Writing Level of the Experimental Group

The four sections of the Cambridge Objective Primary Test had a maximum score of 185 points, which is equivalent to a C1 on the Common European Framework for Reference , and the maximum score in the Writing section is 45 points. Thus, having a reference of the maximum levels of the PET Exam as well as the writing section, the following table was created in order to determine the experimental group's writing level.

Table 3
Writing Level of the Experimental Group

	Experimental Group		
	Writing Section	Average total score	CEFR Level
	Average (/45)	(/185)	Equivalent
Pre-Test	24	99	A1
Post-Test	31	127	A2

The table reveals that before the intervention, the experimental group had an average writing score of 24 points, which is equivalent to an A1 level (99 points). In the Post-Test, the average writing score increased to 31 points, which puts learners at an A2 level (127 points). In Appendix 13, the results of the four evaluated skills are described.



13.4. Learners' Perceptions about the Language-Driven CLIL

This section describes the experimental group's perceptions regarding the impact of the Language-Driven CLIL on the development of written production. The results were obtained from the survey, which had 5 closed-ended questions in the form of statements, evaluated on a Likert-scale and one open-ended question:

1. Content learned through the use of Language-Driven CLIL was relevant and easy to understand.
2. Language-Driven CLIL helped produce texts using the conventions of writing (spelling and punctuation) to communicate direct ideas.
3. Language-Driven CLIL helped develop critical and creative thinking through organizing the text in a coherent and cohesive way.
4. Language-Driven CLIL facilitated the appropriate use of grammar and vocabulary to transmit knowledge of the different subjects studied in class.
5. I consider that the Language-Driven CLIL method influenced the development of written English in a practical and efficient way .
6. How do you consider the Language-Driven CLIL method influenced the scale you selected in the previous sentence?

Results for the first statement show that 48% (sum of 18% totally agree and 30% in agreement) of students agreed with the statement; 25% of learners said that Language-Driven CLIL did not make a difference to them; meanwhile, 28% (sum of 15% disagree and 13% totally disagree) of students disagreed with the statement. More than half of the students in the experimental group (58%) agreed on the second statement. On the other hand, 18% of students neither agreed nor disagreed; meanwhile, 25% of learners said that Language-Driven CLIL did not have any advantage when it came to writing. Results show that 53% of learners agreed with the third statement; 28% of learners

neither agreed nor disagreed, but 20% of students said that they disagreed with the statement. Findings reveal that 60% of the students agreed with the fourth statement; 25% of the students expressed neutral opinions, and 15% disagreed with the statement (figures for statements 1-4 are found in Appendix 14). Results in regards to the fifth statement are described below:

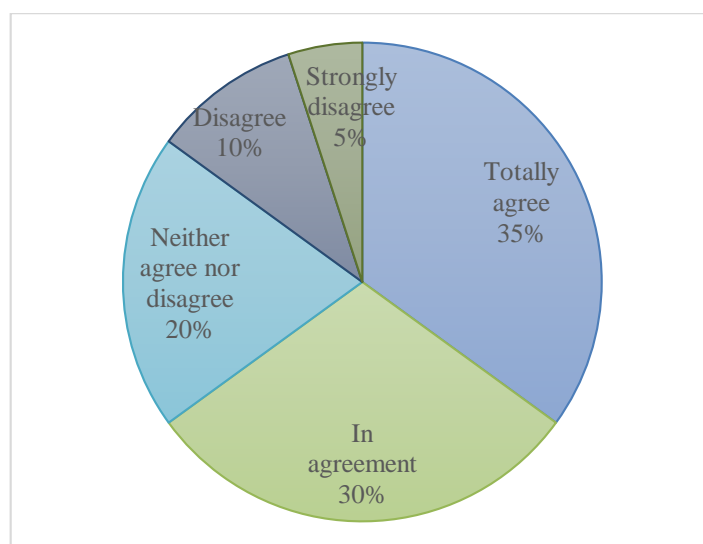


Figure 1. Language-Driven CLIL influenced in a practical and efficient way to develop the writing skill

The figure reveals that 65% (sum of 35% totally agree and 30% in agreement) of learners agreed that the Language-Driven CLIL method influenced the development of the writing skill in a practical and efficient way; 20% of the learners had a neutral opinion, but 15% of the students disagreed with the statement. Concerning question number 6, learners who agreed with this statement said that the Language-Driven CLIL method allowed learners to produce written texts because they were provided with writing examples, they analyzed how written texts are organized, and arranged words, sentences and phrases to communicate ideas and opinions according to different situations. In contrast, the learners who stated that Language-Driven CLIL did not influence them in an efficient and practical way said this because content from the

curricular subjects was hard to understand. They said that new words learned in class were difficult to memorize and it was therefore difficult to use them properly.

13.5. Written Production Results – Control Group

The written production parameters of the control group follow a symmetric distribution. Therefore, the measures of central tendency focus on the average scores as seen in the table below.

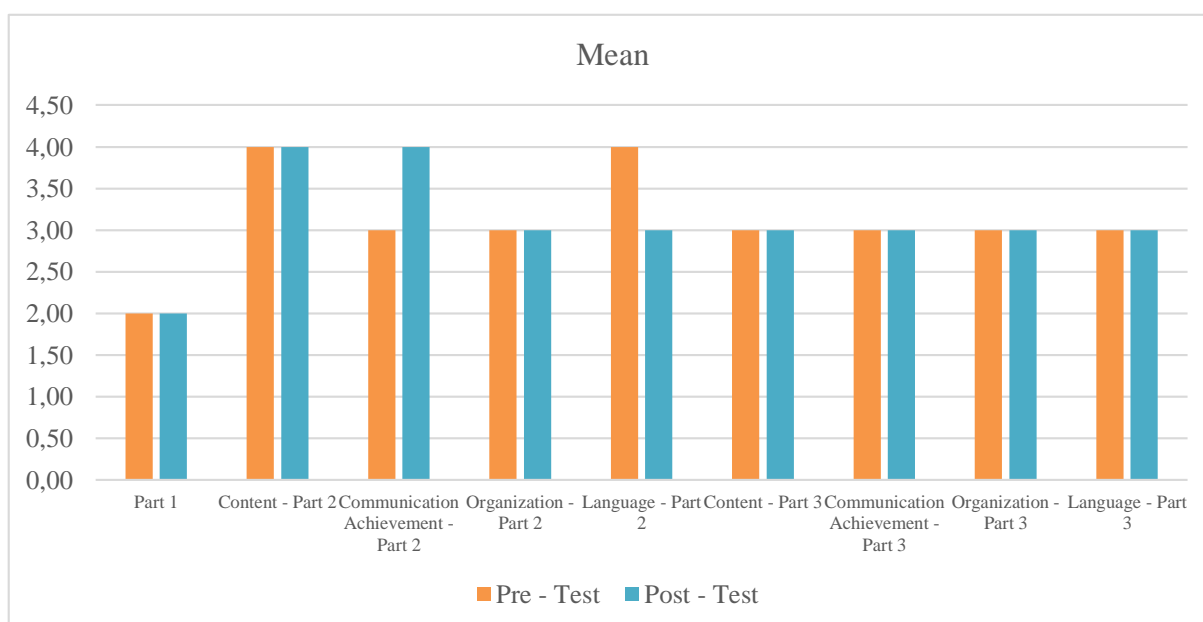


Figure 2. Written Production Results – Control Group

Before and after the intervention, the written production in Part 1(Syntax), has an average score of 2, which represents 40% of the total score. This average score did not vary after the intervention. The written production evaluated in Part 2, in terms of Organization, maintains an average score of 60% throughout the intervention period. This means that learners created well organized and coherent texts, using a variety of linking words and cohesive devices in the Post-Test. In part 2, in terms of Content, the control group had an average performance of 80% before and after the intervention . The Content of the written production was relevant in the different tasks and allowed the target reader to be fully informed. In some cases; however, minor irrelevant details



and personal pronouns were omitted in the Post-Test. After intervention, in terms of Communication and Language in Part 2, the mean average moved from 60% in the Pre-Test to 80% in the Post-Test. This means that learners used communicative tasks to hold the target reader's attention, and they used a range of everyday vocabulary and grammar forms, respectively. In Part 3, the four evaluated parameters had the average performance of 60% before and after the intervention, as seen in the above figure.

13.6. Paired Sample T-Test Analysis of Written Production

The following tables show the results of the parametric analysis for paired sample T-Test in order to test the hypothesis and determine if there is a significant difference between the final average scores of this group.

Table 4
Written Production: Paired Sample Analysis

	Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test_ Syntax_Part 1	2.05	38	1.064	.173
	Post_test_Part1	2.34	38	.745	.121
Pair 2	PreTest_Content_ Part2	3.55	38	.891	.145
	Post_Test_Content_Part2	3.55	38	.555	.090
Pair 3	PreTest_Communication_Achievement_ Part2	3.42	38	.948	.154
	PostTest_Communication_Achievement_ Part2	3.55	38	.555	.090
Pair 4	PreTest_Organization_ Part2	3.42	38	.948	.154
	PostTest_Organization_Part2	3.45	38	.724	.117
Pair 5	PreTest_Language_ Part2	3.50	38	.952	.154
	PostTest_Language_Part2	3.45	38	.724	.117
Pair 6	PreTest_Content_Part3	3.11	38	1.034	.168
	Post_Test_Content_Part3	3.18	38	.730	.118
Pair 7	PreTest_Communication_Achievement_ Part3	2.66	38	1.236	.201
	PostTest_Communication_Achievement_ Part3	3.18	38	.730	.118
Pair 8	PreTest_Organization_Part3	2.87	38	1.212	.197
	PostTest_Organization_Part3	3.21	38	.741	.120
Pair 9	PreTest_Language_Part3	2.84	38	1.263	.205
	PostTest_Language_Part3	3.18	38	.730	.118



T Test - Paired Samples		Paired Differences					t	df	Sig. (2-tailed)
Pre-Test - Post Test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
				Pair 1	PreTest_Syntax_Part 1 - Post_test_part1	-289	.768	.125	-.542
Pair 2	PreTest_Content_Part2 - Post_Test_Content_Part2	0.000	.735	.119	-.242	.242	0.000	37	1.000
Pair 3	PreTest Communication Achievement Part2 - PostTest_Communication_Achieve ment_Part2	-.132	.741	.120	-.375	.112	-1.094	37	.281
Pair 4	PreTest_Organization_Part2 - PostTest_Organization_Part2	-.026	.677	.110	-.249	.196	-.240	37	.812
Pair 5	PreTest_Language_Part2 - PostTest_Language_Part2	.053	.695	.113	-.176	.281	.467	37	.644
Pair 6	PreTest_Content_Part3 - Post_Test_Content_Part3	-.079	.673	.109	-.300	.142	-.723	37	.474
Pair 7	PreTest Communication AchievementPart3 PostTest Communication Achievement Part3	-.526	.862	.140	-.810	-.243	-3.765	37	.001
Pair 8	PreTest_Organization_Part3 - PostTest_Organization_Part3	-.342	.815	.132	-.610	-.074	-2.589	37	.014
Pair 9	PreTest_Language_Part3 - PostTest_Language_Part3	-.342	.878	.143	-.631	-.053	-2.401	37	.022

The results indicate that the null hypothesis (H_0) is rejected for Part 1 and Communication in Part 3. With an error of 0,026 and 0.001 respectively, there is a significant difference in the average scores in the Pre-Test and Post-Test in all other areas. This means that the intervention with the communicative language methodology improved the development of written production in the control group ($sig < 0,05$). The average performance in Part 1 obtained in the Pre-Test by the Control group was 2.05, while the average performance obtained in the Post-Test was 2.35. Thus, there is a difference of 0.29 points, and indicates a statistically significant improvement. The average performance of the control group in Communication in Part 3 of the Pre-Test was 2.66, and the average performance obtained in the Post-Test was 3.18. This means that there is a difference of 0.52 points of improvement, which is statistically significant. Learners in the control group were able to use the conventions of the communicative tasks to express direct ideas. This helps us conclude that there is a 22% improvement, which is statistically significant in the control group regarding written



production. The maximum and minimum levels of written production are found in Appendix 15.

13.7. Writing Level of the Control Group

The four sections of the PET Exam had a maximum score of 185 points, which when compared to the Common European Framework for Reference is equivalent to a C1 level, and the maximum score in the Writing section is 45 points. Thus, having a reference of the maximum levels of the PET Exam as well as the writing section, the following table was created in order to determine the control group's writing level.

Table 5
Writing Level of the Control Group

	Control Group		
	Writing Section	Average total score	CEFR Level
	Average (/45)	(/185)	Equivalent
Pre-Test	27	111	A1
Post-Test	29	119	A1

The above table shows that learners from the control group obtained 27 points in the Pre-Test, which corresponds to an A1 Level (111 points). In the Post-Test, the writing level of the experimental group is maintained at 29 points. The results of the four evaluated skills are found in the Appendix 16.

13.8. Final Results in the Written Production: Control and Experimental

To determine if the written production was impacted through the language-driven CLIL model in terms of syntax, content, communicative achievement, organization, and language, scores from parameters in Part 1, Part 2 and Part 3 were put together through the Levene Test.



Table 6
Written Production Final Results

	Group	N	Mean	Std. Deviation	Std. Error Mean
Syntax	Control Group	38	2.34	.745	.121
	Experimental Group	40	2.83	.813	.129
Content	Control Group	38	3.37	.541	.088
	Experimental Group	40	3.60	.662	.105
Communication	Control Group	38	3.37	.541	.088
	Experimental Group	40	3.50	.480	.076
Organization	Control Group	38	3.33	.640	.104
	Experimental Group	40	3.63	.618	.098
Language	Control Group	38	3.32	.631	.102
	Experimental Group	40	3.55	.628	.099

Independent Samples Test		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Syntax	Equal variances assumed	.038	.846	-2.730	76	.008	-.483	.177	-.835	-.131
	Equal variances not assumed			-2.736	75.908	.008	-.483	.176	-.834	-.131
Content	Equal variances assumed	1.582	.212	-1.686	76	.096	-.232	.137	-.505	.042
	Equal variances not assumed			-1.695	74.375	.094	-.232	.137	-.504	.041
Communication	Equal variances assumed	1.128	.292	-1.137	76	.259	-.132	.116	-.362	.099
	Equal variances not assumed			-1.133	73.855	.261	-.132	.116	-.363	.100
Organization	Equal variances assumed	.028	.868	-2.080	76	.041	-.296	.142	-.580	-.013
	Equal variances not assumed			-2.078	75.429	.041	-.296	.142	-.580	-.012
Language	Equal variances assumed	.011	.918	-1.643	76	.105	-.234	.143	-.518	.050
	Equal variances not assumed			-1.642	75.768	.105	-.234	.143	-.518	.050

The Levene Test for equality of variances indicates probability associated to Levene's statistic, which is higher than 0.05, equal variances are assumed for all analyzed parameters. The Paired T-Test statistic with its bilateral significance reveals



that Syntax (Part 1) and Organization is lower than 0.005 in the Post-Test. This means that there is compatibility between the hypothesis of equality of the average scores of the analyzed parameters of the control and experimental group. The average performance in Syntax (Part 1) of the experimental group obtained in the Post-Test is 2.83 and is 2.34 for the control group. There is a difference of 0.49 points. This is a favorable difference for the experimental group and it is statistically significant. The average performance obtained in terms of Organization in the experimental group in the Post-Test is 3.63, and in the control group it is 3.33. There is a difference of 0.35. This difference is in favor of the experimental group and it is statistically significant. The Paired T-test statistic with its bilateral significance reveals that: Content, Communicative Achievement, and Language is higher than 0.05 in the Post-Test. This indicates that the hypothesis of equality of mean scores in the evaluated parameters in the control and experimental group is rejected. Although there is a mathematical difference in the mean scores and the experimental group has a higher score than the control group, such differences are not statistically significant, and both groups have the same writing level in the above parameters at the end of the intervention. A more detailed analysis of control and experimental group results are found in Appendix 17.

13.9. Skills: Experimental vs. Control Group after the Intervention

The figure below shows the percentage of variations in the average scores of the skills evaluated through the Post-Test PET exam of both groups.

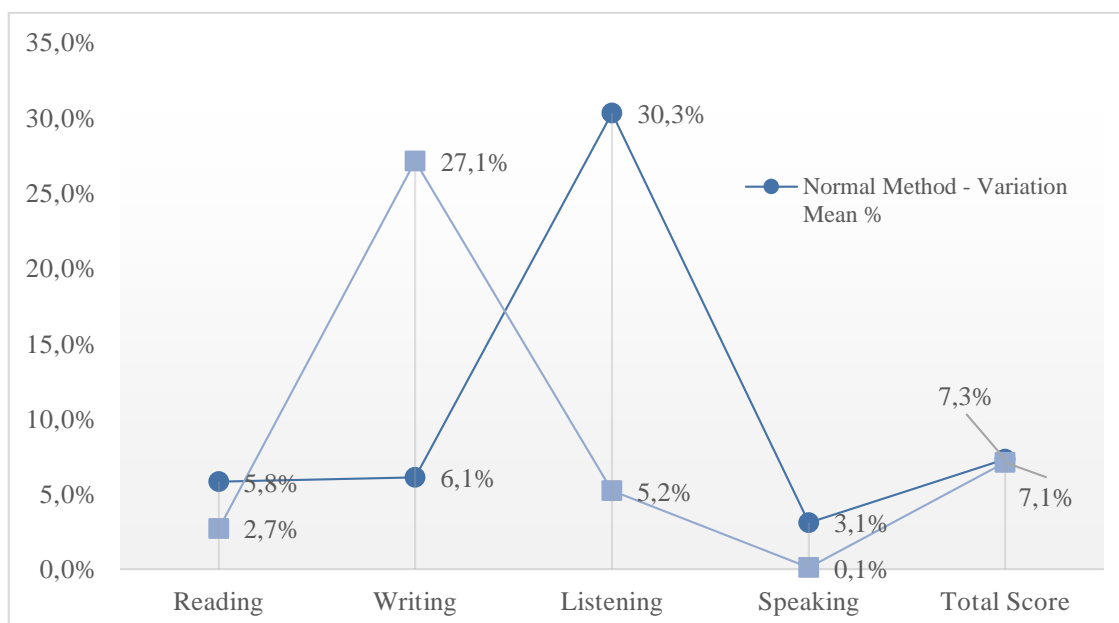


Figure 3. Control and Experimental Group: Results of the skills after the intervention

The growth of the control group's average in Reading (5.6%) is higher than the experimental group by 3.1 percent. The experimental group obtained a higher variation in the average scores in writing. This group obtained 27.1%, which represents 6.1 percentage points more than the positive variation in the control group (6.1%). Listening, Speaking, and the final global score of the control group presented a higher difference of 25.1%, 3%, and 0.2% respectively in the average grades of the mentioned skills, when compared to those obtained by the experimental group. An analysis of the control and experimental group results before the intervention and skills variances are found in Appendix 18.

14. Discussion

The research question in this study was to analyze how the implementation of language-driven CLIL helps learners develop written production of texts in comparison to a non-language-driven CLIL classroom in terms of Syntax, Content, Communication Achievement, Organization, and Language as well as the learners' perception towards language-driven CLIL when producing texts. According to the results, learners from the



experimental and control group show a variation in the average scores in all the evaluated parameters after intervention. The language-driven CLIL classroom had higher results in comparison to the non-language-driven CLIL classroom, but not all of them were statistically significant. Only in terms of Syntax and Organization, results show a statistically significant improvement.

Concerning Syntax, the obtained results from the experimental group indicate that learners were able to rewrite sentences properly and communicate the message meaningfully in the Post-Test. Findings in this research study are similar to the ones obtained by Lahuerta's (2017) results. In that study, errors diminished substantially in terms of syntax since learners were also able to look for ways to combine words, phrases, clauses, and sentences and communicate the message meaningfully through the use of language-driven CLIL. Nonetheless, Gutierrez-Magado and Martínez-Adrian (2018) found negative results in terms of syntax-morphology, but they concluded by saying that language-driven CLIL aided in acquiring features from syntax-semantics-discourse interface, which was evident in this study, too.

Organization was another parameter that had a statistically significant improvement in writing in the language-driven CLIL classroom when compared to the non-Language-driven CLIL classroom. Findings reveal that texts were generally well-organized and coherent. Furthermore, learners used a variety of linking words and cohesive devices, such as sequencing, adding, illustrating and comparing. Learners were impacted positively in writing in terms of Organization, and these results are similar to the ones in the study conducted by Ikeda (2013). Learners in that study improved significantly in terms of organization. However, results of this study as well as Ikeda's (2013), are contradicted by Ruiz de Zarobe's (2010) findings. In that study, learners improved significantly in terms of Content and Vocabulary, but they did not improve in terms of



Organization. The researcher found that texts were not connected using linking words. Instead, learners wrote long sentences without any cohesive devices.

In regards to the other evaluated writing parameters (Content, Communicative Achievement, and Language) the results indicate that there was improvement in the language-driven CLIL classroom, but it was not statistically significant when compared to the non-language-driven CLIL classroom. Therefore, the language-driven CLIL classroom and the non-language-driven CLIL classroom maintain equal writing results on these parameters.

In Llinares and Whittaker's (2007) study, results reveal that learners' writing level improved significantly in terms of Content using language-driven CLIL. Learners were able to present a problem and give a solution, events were connected from the beginning to the end, and sequence in events was also observed. However, Gené-Gil, Juan-Garau, and Salazar-Noguera (2015) found that Content did not improve in neither language-driven CLIL nor non-language-driven CLIL classrooms. Learners' scores were low, and they showed a limited development of the main ideas. Learners did not respect e-mail conventions (title, story line, time, characters or personal opinions). In our study, on the other hand, most of the texts from the language-driven CLIL classroom were relevant to the given prompt and readers could fully understand the passage. Notwithstanding, results were not statistically significant.

About Communication, Bentley (2010) and Coyle, Hood, and Marsh (2010) stress that language-driven CLIL facilitates the learning of language by developing communicative skills. Findings in this study are similar to language-driven CLIL principles since learners were able to use conventions on the communicative task to hold the target reader's attention and communicate straightforward ideas. This is similar



to what Garcia (2015) found in their research study, in which learners' texts communicated ideas meaningfully. Garcia (2015) did find significant results in that study when results were compared to a non-language-driven CLIL classroom. In our study, however, improvement is evident in the Language-Driven CLIL classroom, however, the results were not statistically significant.

In terms of Language, language-driven CLIL classroom results indicate that learners did not show a statistically significant improvement when compared to the Non-Language-Driven CLIL classroom. These results were also found by Olsson (2010). In that study, language-driven CLIL learners did not have a significant increase in the use of language in comparison to non-language-driven CLIL learners. Nonetheless, Ikeda (2013) asserted that learners were able to use a range of everyday vocabulary and complex grammatical forms in their texts through language-driven CLIL.

It is also important to refer to learners' perceptions when it comes to using language-driven CLIL. Findings revealed that most learners from the experimental group show a positive attitude toward the language-driven CLIL on all five questions. They claimed that the content of classes was relevant, they were able to express their ideas using the appropriate grammar and punctuation, they had a chance to give an opinion on the different topics covered, and they learned how to organize and link texts. These results were asserted by Ikeda (2013), who also found similar positive results. In that study, learners revealed that language-driven CLIL involved critical thinking tasks, cooperative work, knowledge increment, and vocabulary expansion. Nakanishi and Nakanishi (2016) found similar results, too. Learners had positive attitudes towards language-driven CLIL since learners improved their English Proficiency. Such results are comparable to the ones obtained in this study because learners from the language-driven CLIL classroom improved their English Proficiency Level.



The Language-Driven CLIL classroom started with an A1 level, based on the results from the Cambridge Objective Preliminary Test. After the intervention, learners moved to an A2 level. Writing and speaking results influenced the move from one level to the other. On the other hand, the non-language-driven CLIL classroom started with an A2 level in the Pre-Test, and they maintained the same level in the Post-Test. Listening is the skill in which learners obtained the lowest scores and the reason why they were unable to move to a B1 level.

15. Conclusions

First of all, quantitative data was collected through an open-ended questionnaire in order to determine learners' preferences about content subjects and topics to be studied. Descriptive analysis was done, and the findings revealed that the selected subjects and topics had a positive impact due to the fact that learners had a statistically significant improvement in terms of Syntax, Content, Communicative Achievement, Organization, and Language when results from the Pre and-Post Test were compared.

Secondly, the writing level of the experimental and control group was determined through the PET writing rubric and analyzed through the Paired Sample T-Test (Pair student). Findings revealed that language-driven CLIL learners and non-language-driven CLIL learners had an equal writing level (A1), before the intervention. After the intervention, learners from the experimental group moved from an A1 to an A2 level. Meanwhile, the control group maintained the same A1 level in the Post-Test. Therefore, it is concluded that the language-driven CLIL method helped learners move from one level into the next.

Thirdly, in regards to the writing parameters before the intervention, both groups showed an equal average performance in terms of Syntax, Organization, and



Communication. The groups differed in Language and Content. The control group had higher results than the experimental group. However, after the intervention, the experimental group obtained higher results in the written production in terms of Syntax and Organization, and an equal level in terms of Content, Communicative Achievement, and Language. Thus, it is concluded that language-driven CLIL helped learners develop written production in terms of Syntax and Organization with a statistically significant improvement.

Moreover, learners from the experimental group were asked about their perceptions towards the language-driven CLIL method when learners were producing written texts. Most learners from the experimental group agreed that the language-driven CLIL method allowed them to produce written texts because they were provided with examples, they analyzed how written texts are organized, they were able to arrange words, sentences, and phrases to communicate ideas and opinions based on different situations. These findings lead us to conclude that the learners from the experimental group had a positive attitude towards the language-driven CLIL method, and those findings correlate with the writing parameters, in which learners had a statistically significant improvement (Syntax and Organization).

Finally, in regards to the English Proficiency level, the language-driven CLIL classroom had an A1 level before the intervention, but after the intervention they moved to an A2 level. On the other hand, the control group had an A2 level in the Pre-Test, and the level was maintained in the Post-Test. Thus, we can conclude that the language-driven CLIL method did not only help learners improve the evaluated writing parameters, but it also helped improve their English Proficiency in general.



All in all, the general objective of this study was to analyze whether or not the implementation of the language-driven CLIL helped senior learners from Manuel J. Calle High School develop the written production of texts in comparison to a non-language-driven CLIL classroom. Findings in this study show that learners did improve in all the evaluated writing parameters. However, only in terms of Syntax and Organization, the results demonstrate a statistically significant improvement when compared to non- language-driven CLIL classroom. These findings open new gaps for further research. For instance, a replication study with more hours of intervention can be done to test if language-driven CLIL helps to statistically improve written production in the other writing parameters. Furthermore, an analysis of the impact of language-driven CLIL on the speaking skill can also be investigated.



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Appendices

Appendix 1

Letter for Manuel J. Calle High School Principal



UNIVERSIDAD
DE CUENCA

Nº 029336

Cuenca, 7 de enero de 2019.

Magister
Wilson Pauta Mosquera
RECTOR DE LA UNIDAD EDUCATIVA DEL MILENIO MANUEL J. CALLE
Su despacho.-

De mi consideración:

Con un atento saludo, me dirijo a usted para pedir de la manera más comedida autorización para realizar el trabajo de investigación denominado **"Soft CLIL vs. Non-Soft CLIL Classroom: Developing Written Production at the Secondary School"** (Desarrollo de la Escritura a través del Método de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras como un Enfoque a la Enseñanza de la Lengua) en los Terceros de Bachillerato. Este trabajo de investigación es requisito para la obtención del título de Magister en **Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera** en la Universidad de Cuenca.

El objetivo de estudio es saber a qué extensión el **Método de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras como un enfoque a la enseñanza de la lengua** ayuda a los estudiantes a desarrollar la destreza de escritura. Para ello, se realizará una intervención de 32 horas, en donde los estudiantes tendrán la oportunidad de recibir clases de inglés con una nueva propuesta comunicativa e innovadora.

El estudio se desarrollara en dos cursos del Tercero de Bachillerato. Un curso será denominado el grupo experimental y el otro curso será denominado como el grupo de control. Mencionado estudio tendrá tres fases. En la primera fase, el estudiante deberá responder un cuestionario indicando que materia del currículo nacional le gustaría aprender en inglés. En la segunda fase, el estudiante rendirá una prueba estandarizada la misma que será denominada *Pre-Test*, participara en las clases desarrolladas con el **Método de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras como un enfoque a la enseñanza de la lengua** con enfoque en la escritura y rendirá una prueba estandarizada la misma que será denominada *Post-Test* al término de la intervención. En la tercera fase, el estudiante participará en una encuesta en donde responderá sus percepciones sobre el **método de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras como un enfoque a la enseñanza de la lengua** para el desarrollo de la destreza de escritura.

Cabe indicar también que para la realización de este proyecto de investigación, se seguirá todos los protocolos para obtener el consentimiento de los estudiantes, padres de familia y el vicerrectorado con la finalidad de no perjudicar el avance del rendimiento académico de los estudiantes y cumplir con lo establecido en el Currículo Nacional de Lengua Extranjera para los terceros de bachillerato. Los resultados obtenidos en el mismo serán de uso exclusivo del investigador y serán de total confidencialidad.

Por la respuesta afirmativa que sabrá dar a la presente, anticipo mi sincero agradecimiento.

Atentamente,

LIC. JULIO VICENTE CHUMBAY GUNCAY
POST-GRADISTA Y DOCENTE TITULAR - U.E.M. MANUEL J. CALLE
I.D. 0104835178

Aprobado

MGTR. JANINA QUITO O.
DIRECTORA DE TESIS

Aprobado

MGTR. VERÓNICA LEON
DIRECTORA DE LA MLAEILE

Unidad Educativa del Milenio
MANUEL J. CALLE
RECIBIDO

08 ENE 2019

SECRETARÍA



UNIVERSIDAD DE CUENCA
FACULTAD DE EDUCACIÓN Y CIENCIAS DE LA EDUCACIÓN
DIRECCIÓN DE INVESTIGACIONES



Appendix 2 High School Consent



UNIDAD EDUCATIVA DEL MILENIO "MANUEL J. CALLE"

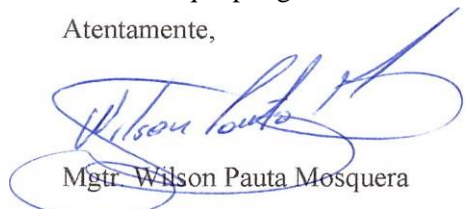
Rectorado: Oficio 007-13
Cuenca, 09 de enero 2018.

Licenciado
Julio Chumbay G.
DOCENTE DE LA U.E.M. MANUEL J. CALLE
Cuidad.-

En respuesta al oficio suscrito por su persona con fecha 7 de enero de 2019, en el que solicita autorización para la aplicación de un proyecto de investigación denominado "Soft-CLIL vs. Non-Soft CLIL, Classroom: Developing Written Production at the Secondary School" (Desarr0110 de la Escritura a través del Método de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras con un Enfoque a la Enseñanza de la Lengua) en los Terceros de Bachillerato, este despacho autoriza que se realice mencionado proyecto al tratarse de una propuesta comunicativa e Innovadora y beneficiara a los estudiantes de esta institución.

Particular que pongo en su conocimiento para fines legales pertinentes.

Atentamente,



Mgr. Wilson Pauta Mosquera
RECTOR

WPM/mewc



Unidad Educativa del Milenio Manuel J. Calle
Dirección: Francisco Calderón 4-54 y Mariano Cueva
Teléfono: 593 984520019 / 593 7 4205068 Email: colegiomanueljcalles@gmail.com
Cuenca-Ecuador



Appendix 3

Student's Parent's Consent

FORMULARIO DE AUTORIZACIÓN DE PARTICIPACIÓN EN EL PROYECTO DE INVESTIGACIÓN

Nombre del Proyecto:

Soft CLIL vs. Non-Soft CLIL Classroom: Developing Written Production at the Secondary School (Desarrollo de la Escritura a través del Método de *Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)* como un enfoque moderado).

Investigador: Lic. Julio Chumbay G.
juliochumbay@hotmail.com

Teléfono: 4097814

E-mail:

Yo, **Julio Vicente Chumbay Guncay**, estudiante de la **Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera** en la Universidad de Cuenca, estoy desarrollando un proyecto de investigación denominado **“Soft CLIL vs. Non-Soft CLIL Classroom: Developing Written Production at the Secondary School”** (Desarrollo de la Escritura a través del Método AICLE moderado) como requisito previo a la obtención del título de magíster. El objetivo general de estudio se encuentra encaminado a conocer el nivel de aplicación del Método de AICLE moderado para ayudar a los estudiantes a desarrollar la destreza de escritura en el idioma inglés.

El estudio en desarrollo se efectuará en la Unidad Educativa del Milenio Manuel J. Calle de la ciudad de Cuenca, para lo cual se obtuvo la autorización respectiva mediante oficio N°007-B, suscrito por el Mgtr. Wilson Pauta Mosquera, Rector de la Institución, con fecha 09 de enero de 2019.

El proyecto de investigación se aplicará en dos paralelos del Tercero de Bachillerato General Unificado (BGU). Al primer curso se considerará como “grupo experimental” y al segundo curso como “grupo de control”. El estudio se ejecutará en tres fases: **Primera Fase.**- El estudiante deberá responder un cuestionario indicando los contenidos de las asignaturas del currículo nacional que le gustaría aprender en inglés. **Segunda Fase.**- El estudiante rendirá una prueba de diagnóstico, participará en las clases desarrolladas con el Método de AICLE moderado; y, dará una prueba al término de la intervención. **Tercera Fase.**- El estudiante participará en una encuesta en donde responderá sus percepciones sobre el método AICLE moderado para el desarrollo de la destreza de escritura.



Es importante manifestar que durante el proceso investigativo, el estudiante asistirá en su horario normal de clases. Por otro lado, cabe señalar que la participación del estudiante es voluntaria, pudiendo el representante legal retirar a su representado en cualquier etapa del proceso. Además es menester indicar que la participación del estudiante no influirá en su rendimiento académico y nota final.

Finalmente, el estudio en desarrollo no representará riesgos para el estudiante de ninguna naturaleza ya sea físicos o psicológicos, pero tampoco implicará ningún tipo de beneficios económicos o de gratificación. La información obtenida será utilizada únicamente para fines investigativos y sus resultados serán publicados de manera general sin mencionar nombres en particular.

Investigador

Yo, **Lic. Julio Vicente Chumbay Guncay**, he explicado a los estudiantes de manera clara, las actividades que se van a desarrollar antes, durante y después de la ejecución del proceso en investigación.

Firma: _____ Lugar y fecha: Cuenca, 08 de abril de 2019.

Representante Legal

Yo, _____ con cedula N° _____ representante legal de _____, estudiante del Tercero de BGU “____”, estoy de acuerdo que mi representado participe en el proyecto de investigación denominado **“Soft CLIL vs. Non-Soft CLIL Classroom: Developing Written Production at the Secondary School”** (Desarrollo de la Escritura a través del Método AICLE moderado).

Firma: _____ Lugar y fecha: Cuenca, ____ de abril de 2019.



Appendix 4

Open- Ended Questionnaire – Class Demographics

Cuestionario de Preguntas Abiertas - Información Demográfica

1.- OBJETIVOS

- ✓ Obtener información demográfica del grupo de estudio.

2.- INSTRUCCIONES

Responda las siguientes preguntas con la máxima veracidad para obtener mayor validez y significancia en el proyecto de investigación.

3.- PREGUNTAS – Información Demográfica

- Edad: 2. Género:..... 3. Curso:..... 4. Paralelo:
- ¿Por qué usted estudia inglés?
.....
.....
- De las cuatro destrezas del idioma inglés: Escuchar, Leer, Escribir, Hablar, ¿cuál considera que es la destreza más difícil de desarrollar? Escoger una sola opción.
.....
.....
- ¿Por qué considera que la destreza seleccionada en la respuesta anterior le resulta difícil desarrollar?
.....
.....
.....
- ¿Puede usted escribir párrafos pequeños, ensayos, cartas, correos electrónicos o historias en inglés? Si (___) No (___)
- ¿Cuál de los siguientes parámetros le dificulta en el momento de escribir en inglés? Seleccione con un (✓) más de una opción.

 (___) Contenido (Argumentación del tema) (___) Comunicación (Transmisión del mensaje)
 (___) Organización (Coherencia del texto) (___) Uso del Lenguaje (Gramática y Vocabulario)
 (___) Concordancia – Sintaxis (___) Estructura del texto (Introducción, cuerpo, conclusión)

¡Gracias por su colaboración!



Appendix 5

Open-Ended Questionnaire - Subjects and Topics

Cuestionario de Preguntas Abiertas – Asignaturas y Contenidos

1.- OBJETIVOS

- ✓ Conocer qué asignaturas del Currículo Nacional vigente para el Tercero de Bachillerato y qué contenidos de las mismas les gustaría aprender en inglés.

2.- INSTRUCCIONES

Responda las siguientes preguntas con la máxima veracidad para obtener mayor validez y significancia en el proyecto de investigación

3. PREGUNTAS – ASIGNATURAS Y CONTENIDOS

- ¿Qué asignaturas que cursa actualmente en el Terceros de Bachillerato General Unificado le gustaría aprender en inglés? (Enumere 1 la que más le gusta y 9 la que menos le gusta)

- | | | |
|-----------------------------------|--|--|
| <input type="checkbox"/> Física | <input type="checkbox"/> Lengua y Literatura | <input type="checkbox"/> Emprendimiento y Gestión |
| <input type="checkbox"/> Biología | <input type="checkbox"/> Razonamiento Lógico | <input type="checkbox"/> Historia y Ciencias Sociales |
| <input type="checkbox"/> Química | <input type="checkbox"/> Lectura Critica | <input type="checkbox"/> Problemas del Mundo Contemporáneo |

| *(Matemática no ha sido incluido por cuestiones de investigación)*

- ¿Por qué razón le gustaría aprender éstas asignaturas en inglés? Escriba las razones de las tres primeras asignaturas que seleccionó en la pregunta anterior.

Asignatura 1

.....

Asignatura 2

.....

Asignatura 3

.....



3. Mencione tres temas o contenidos que considere usted más relevantes de las tres primeras asignaturas seleccionadas para aprender inglés.

- Asignatura 1 a)
- b)
- c)
- Asignatura 2 a)
- b).....
- c)
- Asignatura 3 a)
- b)
- c)

4. ¿Qué estrategias metodológicas (trabajo individual, trabajo en parejas, trabajo en grupos, concursos, juegos, etc.) utilizadas por el docente, le gustaría que sean desarrolladas para aprender estos contenidos en inglés?

.....
.....
.....
.....

¡Gracias por su colaboración!

**Appendix 6****Soft CLIL Unit**

o	Subject	Content- Compatible Language	Content-Obligatory Language	Hours	Dates
Lesson 1	History	American Discovery	Sequential Transition Words	5	ABRIL 2019 22, 23, 24, 25, 26
Lesson 2	History	World War I	Additive Transition Words	5	APRIL – MAY 2019 29, 30 - 1, 2, 6
Lesson 3	History	World War II	Adversative Transition Words	5	MAY, 2019 7, 8, 9, 10, 13
Lesson 4	Biology	Human Body	Writing a an e-email	5	MAY 2019 14, 15, 16, 17, 20
Lesson 5	Biology	Food Chain	Writing a formal letter	5	MAY 2019 21, 22, 23, 27, 28
Lesson 6	Literature	Decapitated Era	Writing a descriptive text	5	MAY - JUNE 2019 29, 30, 31 - 3, 4
Lesson 7	Literature	Modernism: Ruben Dario	Writing a narrative text	5	JUNE 2019 5, 6, 7, 10, 11



Appendix 7

Lesson Plans – Experimental Group



UNIDAD EDUCATIVA DEL MILENIO “MANUEL J. CALLE”

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 1

a) Informative Data

Unit Number	5	Class:	Third “B”	Time:	5 periods
Lesson	1	Date:	ABRIL 2019 22, 23, 24, 25, 26	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
<p>Know: The main events that involved the Discovery of America</p> <p>Be able to: Use the Sequential Transition Words</p> <p>Be aware of: The impact of the Discovery of America.</p>	<p>Can the learners join ideas by using sequential transitions words?</p> <p>(PET Exam - Writing Rubric)</p>

c) The 4Cs

Content	
Content- Compatible Language	The Discovery of America
Content-Obligatory Language	Sequential Transitions Words
Communication	
Language of Learning	<p>Activity 1. The teacher asks students to work in groups. The teachers asks students to read the statements and complete the a puzzle.</p> <p>Activity 2. The teacher asks the students to match each picture with the correct word.</p> <p><i>(Go to Activity 3 below)</i></p>



Language for Learning	<p>Activity 8. Students read a text about Sequential Transitions words.</p> <p>Activity 9. Bearing in mind the video and sequential words, students identify what event happened first. Then rewrite the statements by joining with a transition word. They also have to punctuate properly the text.</p>
Language through Learning	<p>Activity 10. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.</p>
Cognition	
LOTS and HOTS	<p>Activity 3. The teachers asks students to go to this webpage https://www.youtube.com/watch?v=aF_unlvjccA and watch the video. Then, learners have to put the events in order.</p> <p>Activity 4. Using the information in Activity 4, students write the events in the right order. Use the studied transitions as well as their proper punctuation.</p> <p>Activity 5. Students choose the correct answer according to what you watched in the video</p> <p>Activity 6. Group Work. Students discuss the following questions. Then, they share the answers with the entire class.</p> <ol style="list-style-type: none">1. Why do you think Columbus wanted to return to Hispaniola?2. What is the difference between Tainos and Indios?3. What was Columbus' purpose to do first voyage?4. How do you think the discovery of America affected the religion in South America?5. Do you think we have a variety of races because of the arrival of Columbus to America? Why? <p style="text-align: right;">(</p>



Culture	
Content Subject: History	Activity 7. Discussing the advantages and drawbacks of the discovery of America and their impact in our country. <i>(Go to Activity 7 above)</i>
Resources	- Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: April, 2019	Date: April , 2019	Date: April , 2019

**UNIDAD EDUCATIVA DEL MILENIO “MANUEL J. CALLE”**

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 2**a) Informative Data**

Unit Number	5	Class:	Third “B”	Time:	5 periods
Lesson	2	Date:	APRIL – MAY 2019 29, 30 - 1, 2, 6	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
<p>Know: Perspectives and interests of the countries involved in War Word I</p> <p>Be able to: Use Additive Transitions Words</p> <p>Be aware of: why President Alfredo Baquerizo Moreno broke relationship with Germany during War World I.</p>	<p>Can the learners join sentences by using the additive transition words?</p> <p>(PET Exam - Writing Rubric)</p>

c) The 4Cs

Content	
Content- Compatible Language	War World I
Content-Obligatory Language	Additive Transitions Words
Communication	
Language of Learning	Activity 1. Teacher asks students to sit down in groups of 4 students and get ready to play Tic-Tac-Toe. Then students listen to their teacher to ask questions. If you know the answer, sit down in one of the 9-chair-grid. The group that forms the Tic-Tac-Toe on the grid will be the winner.



	<p>Activity 2.- Teachers tells students that these were the countries which were involved in the first World War. Write the name of each flag.</p> <p>Activity3.- Students read the text and answer the questions below. Focus on the words in bold.</p> <p style="text-align: right;"><i>(Go to Activity 4 below)</i></p> <p>Language through Learning</p> <p>Activity 8. Recording, predicting, and learning new words which arise from the lesson.</p>
Language for Learning	<p>Activity 7. Students read the Additive Transitions and practice the exercises below.</p> <p>Activity 8. Students write the best transition word from the box and punctuate each one correctly.</p> <p>Activity 9. Students re-write the text by correcting these paragraph. Consider punctuation and the two types of transition words in the corrections.</p>
Language through Learning	<p>Activity 10. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.</p>
Cognition	
LOTS and HOTS	<p>Activity 4. Underline which of these statements is correct.</p> <ol style="list-style-type: none">1. Leopold Wilhelm of Austria was assassinated exactly a month before the First World War.2. France, Russia, USA, Italy and Bulgaria were Allies Power which fought against the Central Powers.3. World War I is known for the extensive system of trenches from which men of both sides fought.



	<p>Activity 5. Work in groups and give a critique about these questions.</p> <ol style="list-style-type: none"> 1. Why do you think the archduke was killed a month before the World War I? 2. Why do you think people started calling to the World War I as the Great War? 3. Do you think the great economic power in some countries is because of the World War? Why? Or why not?
Culture	
<p>Content Subject: History</p>	<p>Activity 6. Analyzing why President Alfredo Baquerizo Moreno broke relationship with Germany during War World I.</p> <p style="text-align: right;"><i>(Go to Activity 7 above)</i></p>
<p>Resources</p>	<ul style="list-style-type: none"> - Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: April, 2019	Date: April , 2019	Date: April , 2019

**UNIDAD EDUCATIVA DEL MILENIO “MANUEL J. CALLE”**

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 3**a) Informative Data**

Unit Number	5	Class:	Third “B”	Time:	5 periods
Lesson	3	Date:	MAY, 2019 7, 8, 9, 10, 13	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
<p>Know: Causes and effect of the World War II</p> <p>Be able to: Use adversative transition words.</p> <p>Be aware of: Advantages and drawbacks of the World War II and their impact in our country</p>	<p>Can the learners use adversative transition words to express opposite ideas?</p> <p>(PET Exam - Writing Rubric)</p>

c) The 4Cs

Content	
Content- Compatible Language	War World II
Content-Obligatory Language	Adversative Transitions words
Communication	
Language of Learning	<p>Activity 1.- Listen to your teacher say the statements. Cross out the dates or the names in order to complete the given statement.</p> <p>Activity 2.- Match the word with the correct definition. Then write the correct word below the picture.</p>



	<p>Activity 3.- Watch the following video at https://www.youtube.com/watch?v=AUXIuYHFgBE.</p> <p>Activity 4.- Choose the correct answer according to the video.</p> <p style="text-align: right;"><i>(Go to Activity 5 below)</i></p>
Language for Learning	<p>Activity 8.-Read the following text about Adversative and Causal Transition Words.</p> <p>Activity 9.- Write a sentence using the information and the transition words given in the box. Use the correct punctuation.</p> <p>Activity 10. – According to what you have watched in the video. Use this “T” chart to write 4 causes and consequences about WW II.</p> <p>Activity 11.- Now put in practice what we have studied. Using the information that you provided above, write a paragraph of 75 to 100 words. Remember to use the correct transition words and correct punctuation.</p>
Language through Learning	<p>Activity 12. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.</p>
Cognition	
LOTS and HOTS	<p>Activity 5. Fill in the blanks according to what you watched.</p> <p>Activity 6. Group Work. Discuss the following questions</p> <p>a.- What factors led to a second world war?</p> <p>b.- Why the United States had to use atomic bombs?</p> <p>c.- What are some of the consequences of the World War II?</p> <p>d.- How do you think that the war affected our country?</p> <p>e.- How do you think that Ecuador reacted to the war?</p> <p>f.- What actions our county took in that situation?</p>



Culture	
Content Subject: History	Activity 7. Discussing the Advantages and drawbacks of the World War II and their impact in our country. <i>(Go above for Activity 8)</i>
Resources	- Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: May, 2019	Date: May, 2019	Date: May, 2019



UNIDAD EDUCATIVA DEL MILENIO "MANUEL J. CALLE"

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 4

a) Informative Data

Unit Number	5	Class:	Third "B"	Time:	5 periods
Lesson	4	Date:	MAY 2019 14, 15, 16, 17, 20	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
<p>Know: The human body and their functions.</p> <p>Be able to: Write a formal e-mail</p> <p>Be aware of: How people keep their body healthy. What food people should eat in order to keep their body healthy</p>	<p>Can the learners write a formal e-mail?</p> <p>(PET Exam - Writing Rubric)</p>

c) The 4Cs

Content	
Content- Compatible Language	Human Body and Functions.
Content-Obligatory Language	Writing a Formal Email
Communication	
Language of Learning	<p>Activity 1. Students asks the students to sit down in groups. Then they to https://play.kahoot.it/#/?quizId=53aabde1-45dd-47eb-921c-8174cd7f3a1e and get ready to answer the questions. The group that has more points will be the winners.</p> <p>Activity 2. Students match the words with the pictures.</p>



	<p>Activity 3. Students read the following text and answer the following questions below.</p> <p style="text-align: right;"><i>(Go to Activity 4 below)</i></p>
Language for Learning	<p>Activity 7. The teacher explains to students saying that “Eddy is from Ecuador, but he is in an exchange program in the United States right now. He is taking a biology class, and he has learnt The Human Body: Anatomy, Facts & Functions today. He has to report his biology teacher of what he has learnt. So read the following e-mail that Eddy has written his professor, and match the email elements that are in the work bank.”</p> <p>Activity 8. Teachers asks students to read the email again and answer questions.</p> <p>Activity 9. Students read the text about Writing Emails, and talk to your teacher about it.</p> <p>Activity 10. Teacher says that “You are going to write an email to your biology teacher telling him what biological system from The Human Body: Anatomy, Facts & Functions called your attention more. Begin drafting your main ideas in the chart below.</p> <p>Activity 11. Pair Work. Exchange papers. Read the your classmate’ draft and give suggestions so that he or she can improve his/her writing.</p> <p>Activity 12. Write an email to your teacher telling him what biological system from The Human Body: Anatomy, Facts & Functions called your attention more, and tell him why you like to study it in a deeper way. Don’t forget include all the email elements. (100-150 words)</p>



Language through Learning	Activity 13. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.
Cognition	
LOTS and HOTS	<p>Activity 4. Students decide if the statements below are True (T) or False (F).</p> <p>Activity 5. Students work in groups and discuss the following questions</p> <ul style="list-style-type: none"> - What is the difference between the veins and arteries? - What is the difference between the circulatory system and endocrine system? - What organs do you think are vital for survival? Do they have similar or different functions in the human body? - What biological system can be related to the stress that people suffer in today's world? - What biological system can be related to the teen pregnancy in the present time?
Culture	
Content Subject: Biology	<p>Activity 6. Teacher asks students to discuss in groups these question:</p> <ul style="list-style-type: none"> - How can people keep their body healthy? - What food should people eat in order to keep their body healthy? <p style="text-align: right;"><i>(Go for Activity 7 above)</i></p>
Resources	<ul style="list-style-type: none"> - Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal



Signature	Signature	Signature
Date: May, 2019	Date: May, 2019	Date: May, 2019

**UNIDAD EDUCATIVA DEL MILENIO “MANUEL J. CALLE”**

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 5**a) Informative Data**

Unit Number	5	Class:	Third “B”	Time:	5 periods
Lesson	5	Date:	MAY 2019 21, 22, 23, 27, 28	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
Know: How the food chain works. Be able to: Write a formal letter. Be aware of: Why a healthy diet is important in our daily routine.	Can the learners write a formal letter? (PET Exam - Writing rubric)

c) The 4Cs

Content	
Content- Compatible Language	Food Chain
Content-Obligatory Language	Write a formal letter.
Communication	
Language of Learning	Activity 1. Teachers tells students that they are going to play “Brain Teaser.” Students look at a chart, in which there are many pictures and word games. Students have to figure out the meaning of each box and write down the correct word.



	<p>Activity 2. Teacher gives students cards with carnivores, omnivores, and herbivores, as well plans on them. To play, students choose a plant card and take turns asking a food chain using a different animals. There are also some free choice cards that let students choose their own animals to add into the chain.</p> <p>Activity 3. In groups, students play the swatter activity so that learners can get familiar with the new vocabulary.</p> <p style="text-align: right;"><i>(Go to Activity 4 below)</i></p>
Language for Learning	<p>Activity 10. Students read the information about how to write a formal letter.</p> <p>Activity 11.- Student analyze how the date, the greetings, the body, and the ending is written in a formal letter. They also answer the question: What other ways can be used in the sections show in the model.</p> <p>Activity 12. Teachers tells the students to write a fomal letter explaining how the food chain works. Students have to give examples of food chain based on the reading and the video they watched to support their ideas.</p> <p>Activity 13.-In pairs exchange your papers and give some suggestions. Give the final draft to your teacher.</p>
Language through Learning	<p>Activity 14. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.</p>
Cognition	
LOTS and HOTS	<p>Activity 4. Teacher asks the students to watch the video in groups at https://www.youtube.com/watch?v=hLq2datPo5M . Then discuss these question:</p> <ul style="list-style-type: none">- What is photosynthesis?- What is the role of the energy?- Who are the primary consumers?



	<p>- Who are the second consumers?</p> <p>Activity 5. Create a graphic organizer and explain the longer food chain that begins with grass.</p> <p>Activity 6. Teacher asks student to work in groups. Students read information about Food Chain at http://www.softschools.com/language_arts/reading_comprehension/science/67/food_chains_and_webs/</p> <p>Activity 7. In Pairs , students read the statements and write True or False. If the statement is false, students are told to correct with right information</p> <p>Activity 8. Students read the following statements. Choose the correct answer base on the reading above.</p>
Culture	
Content Subject: Biology	<p>Activity 9. In pairs, teachers asks students to reflect on why a healthy diet is important.</p> <p style="text-align: right;"><i>(Go above for Activity 10)</i></p>
Resources	<ul style="list-style-type: none"> - Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: May, 2019	Date: May, 2019	Date: May, 2019



UNIDAD EDUCATIVA DEL MILENIO "MANUEL J. CALLE"

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 6

a) Informative Data

Unit Number	5	Class:	Third "B"	Time:	5 periods
Lesson	6	Date:	MAY - JUNE 2019 29, 30, 31 - 3, 4	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
<p>Know: The decapitated era: Medardo Ángel Silva, Enesto Noboa y Caamaño, Arturo Borja, and Humberto Fierro.</p> <p>Be able to: Write a descriptive text</p> <p>Be aware of: Why decapitated era is relevant in Ecuadorian music</p>	<p>Can the learners write a descriptive text</p> <p>(PET Exam - Writing Rubric)</p>

c) The 4Cs

Content	
Content- Compatible Language	The decapitated era.
Content-Obligatory Language	Writing a descriptive text.
Communication	
Language of Learning	Activity 1. Teacher asks the students to look at the screen and match the word with its corresponding picture.



	<p>Activity 2. Teacher asks the students to go to https://wheeldecide.com/index.php?c1=What+is+decapitated+era%3F&c2=Who+was+Medardo+Angel+Silva%3F&c3=What+is+the+most+famous+poem+of+M.+Angel+Silva%3F&c4=Where+were+Medardo+Angel+Silva%3F&c5=What+was+the+topic+of+the+poems%3F&time=5 and be ready to answer the questions in groups.</p> <p>Activity 3. Teacher and students get in a plenary and analyzed the questions and as well as the given answer that the students gave in the questions above.</p> <p style="text-align: right;"><i>(Go to Activity 4 below)</i></p>
Language for Learning	<p>Activity 8.- In their groups, teacher asks students to read again the given texts, but this time the teacher tells them to find some relevant features of the text: introduction (hook and main idea), body (connectors), and conclusion.</p> <p>Activity 9. The students and the teacher infer that a descriptive text tries to create an impression in the readers' mind of an event, a place, a person, or thing.</p> <p>Activity 10. Teacher asks the students to write a text in which they can describe one writer of the decapitated era and the contribution he did to the Ecuadorian literature.</p> <p>Activity 11. In pairs, students exchange their papers and give some suggestions of their writing.</p> <p>Activity 12. Student turn the final paper in to the teacher.</p>
Language through Learning	Activity 13. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.
Cognition	
LOTS and HOTS	Activity 4. Students work in groups of 4 students and work a Jig-Saw activity. The teachers gives learners a reading for one group. The first



	<p>group read about Medardo Ángel Silva. The second group read about Ernesto Noboa y Caamaño. The other groups read about Arturo Borja, and Humberto Fierro respectively. They have to extract key information in a template that teachers also pass them on. They look for date of born/death, city, important fact, poems, motto, and the contribution of these characters for the Ecuadorian literature.</p> <p>Activity 4. Once learners have completed the information on the template, each member of the groups joins the other groups and shares the information he or she obtained and writes the information of the characters that the student does not have.</p> <p>Activity 5. Students come back to their original place and share all the obtained information about the outstanding characters of the decapitated era.</p> <p>Activity 6. Teacher and students analyze the information about the characters, and each group create a collage in the most important information of the decapitated writers.</p>
Culture	
<p>Content Subject:</p> <p style="text-align: center;">Spanish Language and Literature</p>	<p>Activity 7. Students and teacher discuss why decapitated era is relevant in Ecuadorian music. Students are asked to look for examples.</p> <p style="text-align: right;"><i>(Go above for Activity 8)</i></p>
<p>Resources</p>	<ul style="list-style-type: none"> - Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)



d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: May, 2019	Date: May, 2019	Date: May, 2019



UNIDAD EDUCATIVA DEL MILENIO "MANUEL J. CALLE"

Cuenca, Ecuador

SOFT CLIL LESSON PLAN 7

a) Informative Data

Unit Number	5	Class:	Third "B"	Time:	5 periods
Lesson	6	Date:	JUNE 2019 5, 6, 7, 10, 11	Teacher	Lic. Julio Chumbay G.

b) Learning Outcomes and Assessment

Learning outcomes	Assessment
Know: Ruben Dario and modernism. Be able to: Write a narrative text Be aware of: Ecuadorian writers in the modernism.	Can the learners write a narrative text? (PET Exam - writing rubric)

c) The 4Cs

Content	
Content- Compatible Language	Ruben Dario and his contribution to modernism.
Content-Obligatory Language	Write a narrative text
Communication	



Language of Learning	<p>Activity 1. In groups, students and teacher play a guessing game. Teachers puts some words in the front of the classroom. Each member of the group has to come to the front , pick a card, and describe the word by giving synonyms, and his or her classmates have to guess the word. Each student has one minute to guess the words.</p> <p>Activity2. Teacher goes over the words that students could not define, describe, or explain to their classmates so that learners can understand what those words mean.</p> <p>Activity 3. Teacher gives definition and descriptions of the words and learners guess the meaning.</p> <p style="text-align: right;"><i>(Go to Activity 4below)</i></p>
Language for Learning	<p>Activity 6. In their groups, teachers asks the students to analyze the given reading. Learners have to focus on the scene (the where and the when), the characters (the who), the situation (the why and what), the climax (the how), resolution, and the transitions words.</p> <p>Activity 8. The students and the teacher inferred what a narrative text is analyze the elements it involves.</p> <p>Activity 8. Teacher asks students to write a narrative text. To do that, the teacher gives some questions so that learners can be oriented in writing:</p> <ul style="list-style-type: none">- Who was Ruben Dario?- Where was he from?- When was he born? When did he die?- Why did he become an important writer?



	<ul style="list-style-type: none">- What contributions did he give to modernism?- How did he express his feelings to the modern society?- What reactions did society have at that time?- Was Dario's contribution to literature positive or negative? <p>Activity 10.-In pairs, students exchange their papers and give some suggestions of their writing.</p> <p>Activity 11. Student hand the final paper to the teacher.</p>
Language through Learning	Activity 13. Students create a vocabulary handbook with new words and with the new language that have arisen from the lesson.
Cognition	
LOTS and HOTS	<p>Activity 4. Teacher asks student to sit down in groups. Teacher gives learners a reading about the Biography of Ruben Dario, and its contribution to the modern literature. Once all members of the group have read the text, the teacher assign them a role: Student 1 (summarizer) has to write and share a brief and interesting overview of the text. Student 2 (artful artist) has to draw pictures describing what he or she understood from the reading. Student 4 (discussion director) has to write down some good questions from the reading that he or she thinks their classmates would like to talk or answer. Student 4 (word wizard) has to look for special or unknown words in the text.</p> <p>Activity 5. Students and teacher share the tasks they have been working on and reflect of the importance of Ruben Dario and the modern literature.</p>
Culture	
Content Subject:	Activity 6. Students and teacher talk about the writers that stood out in Ecuador as a result of modernism.




Spanish Language and Literature	<i>(Go above for Activity 6)</i>
Resources	- Worksheets - Computer - Projector - Speakers - Notebook

Adapted from Bentley, 2010 (p. 32,34)

d) EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: June, 2019	Date: June, 2019	Date: June, 2019

**Appendix 8****Lesson Plan – Control Group**

	UNIDAD EDUCATIVA DEL MILENIO MANUEL J. CALLE	Cuenca, ECUADOR
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a.- Informative Dates

Teacher:	Lic. Julio Chumbay G	Date:	April 22 nd to June 11 th , 2019
Area:	English as Foreign Language	School Year:	2018-2019
Course:	Third Year of Baccalaureate “A”	Time:	5 periods - 7 weeks

Unit Topic	What’s in the news?
Unit Objective	- Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
Evaluation Criteria	CE.EFL.5.5. To analyze cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.
	CE.EFL.5.10. Demands in familiar social and academic contexts, including following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support.
	CE.EFL.5.14. To make texts meaningful and to select information within a text that might be of practical use for one’s own academic needs.
	CE.EFL.5.16. To have, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions.
	CE.EFL.5.17. To solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.
Transversal Axis	Curriculum: Interculturality Institution: “The differences enrich us, but the respect joins us”.

b.- Description

Skills with Performance Criteria	Methodological Strategies	Resources	EVALUATION	
			Performance Indicators	Techniques and Instruments
Communication and Cultural Awareness <i>EFL 5.1.5</i>	- Researching through the Internet about events that are going on worldwide and	- BOOK - Worksheets - Speaker	I.EFL.5.2.1. Learners can exhibit	Technique - Researching



<p><i>Identify, discuss and analyze cultural products from Ecuador and beyond and use them to explore the perspectives of the culture.</i></p>	<p>presenting them to the class using digital tools.</p>	<ul style="list-style-type: none"> - Notebook 	<p>an ability to discuss culture by analyzing news worldwide and referents from Ecuador (I.1, I.2, S.2, J.1, J.3)</p>	<p>Instrument</p> <ul style="list-style-type: none"> - Check list
<p>Oral Communication EFL 5.2.3 Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance</p>	<ul style="list-style-type: none"> - Listening to the BBC daily news. - Matching the information with the right person being described. - Selecting the right answer. 	<ul style="list-style-type: none"> - BOOK - Worksheets - Speaker - Notebook 	<p>I.EFL.5.6.1. Learners can identifying main ideas in the watched news by giving sufficient support. (I.1, I.3, S.1)</p>	<p>Technique</p> <ul style="list-style-type: none"> - Listening for specific information <p>Instrument</p> <ul style="list-style-type: none"> - Multiple choice exercise
<p>Reading EFL 5.3.4 Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.)</p>	<ul style="list-style-type: none"> - Completing a KWL chart about a text. - Underlining interesting facts call more your attention of the news. - Reading an extract of the New York times and ordering the paragraphs in the correct way. 	<ul style="list-style-type: none"> - BOOK - Worksheets - Speaker - Notebook 	<p>I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make news meaningful. (I.1, I.2, I.4, S.3)</p>	<p>Technique</p> <ul style="list-style-type: none"> - Putting the text in the right order <p>Instrument</p> <ul style="list-style-type: none"> - Reading passage.
<p>Writing EFL 5.4.7 Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.</p>	<ul style="list-style-type: none"> - Brainstorming - Grammar Exercise (connectors: when, before, etc.) - Watching the daily news and writing a short paragraph about news. - Deciding on the audience and the type of text - Ordering a text into introductory, supporting and concluding paragraphs - Giving arguments, stating facts and opinions to support ideas 	<ul style="list-style-type: none"> - BOOK - Worksheets - Speaker - Notebook 	<p>I.EFL.5.13.1. Learners can produce emails, blog posts by using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)</p>	<p>Technique</p> <ul style="list-style-type: none"> - Writing emails and blog posts. <p>Instrument</p> <ul style="list-style-type: none"> - Writing Rubric
<p>Language through the Arts EFL 5.5.2 Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and</p>	<ul style="list-style-type: none"> - Participating in classroom games in which problem-solving as a team is important - Onion ring activity - Asking and answering questions 	<ul style="list-style-type: none"> - BOOK - Worksheets - Speaker - Notebook 	<p>I.EFL.5.19.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on-going news, and produce criteria for evaluating the effectiveness of the</p>	<p>Technique</p> <ul style="list-style-type: none"> - Interviewing <p>Technique</p> <ul style="list-style-type: none"> - Rubric for the interview



identifying, word choice, symbols, points of view, etc.)			groups. (I.1, I.2, S.2, S.3, S.4, J.3, J.4	
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c.- Learning specification for learners with special needs.

Name of the students with special needs	Activities
None	None

d.- EFL Staff

Done by	Revised by	Approved by
Lic. Julio Chumbay G. Teacher	Lic. Jacqueline Ayora Area Coordinator	Dra. Gina Verdugo Vice-Principal
Signature	Signature	Signature
Date: April, 2019	Date: April , 2019	Date: April , 2019



Appendix 9

Cambridge Objective Primary English Test

••• Second edition

Objective
PET

Louise Hashemi
Barbara Thomas

Practice test

 **CAMBRIDGE**
UNIVERSITY PRESS



Contents

Paper 1 Reading and Writing	3
Paper 2 Listening	16
Paper 3 Speaking test	21
Answer Key and recording scripts	22
Speaking test Examiner's script	29
Visual materials for the Speaking test	31
Acknowledgements	34



Paper 1 Reading and Writing (1 hour 30 minutes)

Reading

Part 1

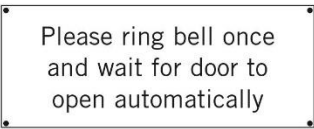
Questions 1-5

Look at the text in each question.

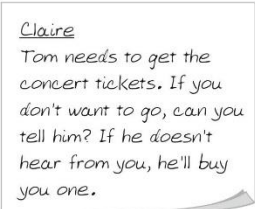
What does it say?

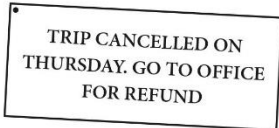
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

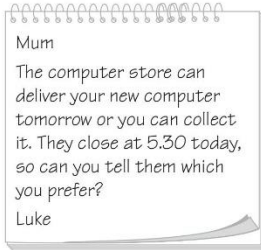
- 0  **A** Someone will open the door when you ring the bell.
B The door will open after you ring the bell.
C You can open the door after ringing the bell.

Answer: 0 **A** **B** **C**

- 1  **A** Tom wants Claire to get a concert ticket for him.
B Tom can't go to the concert and wants Claire to use his ticket.
C Tom will get Claire a ticket unless she tells him not to.

- 2  **A** You can get the money you paid for Thursday's trip from the office.
B If you haven't paid for Thursday's trip, you should go to the office.
C The trip which was cancelled will now take place on Thursday.


3



Mum
The computer store can deliver your new computer tomorrow or you can collect it. They close at 5.30 today, so can you tell them which you prefer?
Luke

- A** Luke is offering to collect the computer from the shop for his mother.
- B** Luke's mother needs to collect her computer from the shop by 5.30 today.
- C** Luke's mother should decide today if she can fetch her computer from the shop.

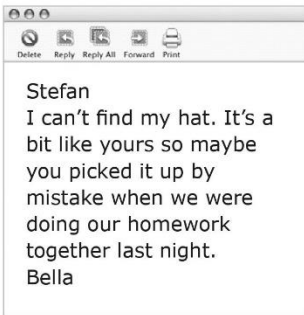
4



Take bicycles for repair to side entrance of shop.
Front entrance for sales only.

- A** Use either entrance if you want to buy a bicycle.
- B** Use the side entrance if your bicycle needs mending.
- C** Use the side entrance if the front entrance is closed.

5



Delete Reply Reply All Forward Print

Stefan
I can't find my hat. It's a bit like yours so maybe you picked it up by mistake when we were doing our homework together last night.
Bella

- Bella thinks**
- A** she has found Stefan's hat.
- B** Stefan has taken her hat.
- C** Stefan has lost his homework.

Part 2**Questions 6–10**

The people below all want to watch a TV programme.

On the next page there are descriptions of eight TV programmes.

Decide which programme would be the most suitable for the following people.

For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.

6



Ivan and Anna like to keep up to date with what's happening in the world and enjoy seeing interviews with politicians and other people. They prefer to watch programmes which last about 30 minutes.

7



Fatima likes watching comedy programmes which last about half an hour. She enjoys watching a series where she can follow what the characters are doing from one episode to another.

8



Rosa enjoys pop music and films and wants to watch interviews with popular celebrities. She likes programmes which are a mixture of interviews and live music.

9



Grace is interested in travelling and she likes watching documentaries about different parts of the world. She especially enjoys programmes which show animals and birds.

10



William is keen on general knowledge and likes watching quizzes to see how many questions he can answer. He prefers those which have questions on lots of different subjects.



TV programmes

- A** Find out about the life of jazz musician, Bert Randall, in this hour-long documentary which shows him performing live concerts during his life. There are interviews with members of his family and people he worked with.
- B** This is the weekly chance to try to get a better score than the celebrities in the studio, who range from pop musicians to politicians. As usual Billie Flanagan spends a half hour asking the two teams the questions. They need to be experts in a wide range of topics from music to animals to international news.
- C** Find out about the latest news, both international and local, with Aaron Willis every day between 6.00 and 6.30 in the evening. His interviews with those in the news, whether they are politicians or journalists, always get to the point of a story.
- D** Every Saturday evening between 8.30 and 9.30, Kevin Connery presents an hour of fun and entertainment. As usual in the new series, there is music and chat with well-known stars from the world of film, music or comedy. Each guest is interviewed and then one of them performs their latest song live.
- E** There are three half-hour episodes of the popular soap *South Street* on our TVs every week. There's lots going on this week when Cathy returns from her trip round the world to find Felicity has moved into her flat and all Cathy's things have disappeared. She is not pleased and shows her feelings.
- F** Robert Burroughs first visited the Amazon rainforest 40 years ago. Since then, he has travelled all around the world showing us amazing scenery, animals and different ways of living. Now he returns with a series about the Amazon and we see again the amazing wildlife of this beautiful area.
- G** *On the Way* is a short comedy film made 30 years ago. The actors were unknown at the time but they have since become famous. The main character, Zak, decides to travel to India but he takes a variety of animals with him on the journey. They soon become a problem.
- H** Joel and Charlie return for another series of *The Shop*. They work in a supermarket where things seem to go wrong every day. This series should be as funny as the last, with a new manager in the shop and some unexpected events in each 30-minute programme.



Part 3

Questions 11–20

Look at the sentences below about a hotel.

Read the text on the next page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 During the 1980s, few tourists used to go to the Arctic in summer.
- 12 People came in large numbers to Jukkasjärvi to see the Arctic Hall.
- 13 The artist encouraged people to sleep in the Arctic Hall.
- 14 Each winter, guests come and sleep in the hotel before it is finished.
- 15 Progress when building the hotel is influenced by the weather.
- 16 The temperature inside the hotel changes according to the temperature outside.
- 17 Some clothes are provided by the hotel.
- 18 Guests should buy boots which fit as tightly as possible.
- 19 Items ordered through the ICEHOTEL shop will be delivered to your home.
- 20 It is possible to take a train from the airport to the ICEHOTEL.



THE ICEHOTEL

For many years the Arctic was a popular destination in the summer season to see the land of the midnight sun but in winter the few inhabitants had the snow and ice to themselves. By the end of the 1980s it was decided that the dark and cold winter should be seen as an advantage. In the winter of 1990 the French artist Jannot Derit was invited to have the opening of an exhibition in a specially built igloo (a building made of snow) in the little town of Jukkasjärvi on the frozen Torne River. The building, named Arctic Hall, attracted many interested visitors to the area. One night a group of foreign guests decided it would be a good idea to sleep in the Arctic Hall. The following morning the brave group were very pleased with their experience and the idea of an ice hotel was born. Today it is world famous.

As soon as winter begins, a team of snow builders, architects and artists from all over the world come to Jukkasjärvi and they make the hotel for that year. As one part is completed, it opens to visitors and overnight guests, while the other parts are still being built. The first part is completed in December and each week after that a new part opens, until January 7th when the hotel is completed. As the ICEHOTEL is built under the open sky, using the natural materials of the winter season, the finishing date depends on nature and therefore there are sometimes changes to the plan. In the spring, as the weather gets warmer, the hotel melts.



Inside the hotel, the temperature is never colder than -5°C to -8°C , however cold it may be outside. Winter outer clothes such as warm overalls, hats and gloves are included in the cost of guests' stay at the hotel. In addition to this, it is a good idea for guests to bring sweaters and a scarf as well as plenty of woollen socks and to choose footwear that is larger than normal to allow space for thick socks.

If you are planning to come to the hotel, you can buy warm sweaters, woollen socks and much more on the ICEHOTEL website. You can order these and the equipment you will need at the same time as you book your visit. The items will be delivered to your room when you check in.

The hotel is in the village of Jukkasjärvi, 200 km above the Arctic Circle but only 15 km from Kiruna airport and 17 km from Kiruna train station. Transport by bus can be arranged from the airport or train station to the ICEHOTEL.

**Part 4****Questions 21–25**

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Moonshine

The band Moonshine released their third CD last week. 'Here again' is a follow-up to 'The Waves'. There have been a few changes since the last CD, with Tom Wilcott on bass guitar replacing Simon McVee, who left the band last year, and the arrival of Tom Simpson on drums.

It is clear from the first song on the CD, which is a dance tune, that the band is no longer going to concentrate on slow songs. The second tune is also a dance tune and is even louder and heavier. Most later tracks are in the band's more usual slow style. These two tracks will certainly come as a surprise to many fans. Either of them could easily become a hit single though, because they are excellent.

Singer Rob Letchford gets a chance to really show how good he is, reaching each note perfectly. Fans should be grateful he recorded the songs for the album before he had trouble with his throat. This has resulted in the band having to cancel their next tour. (Anyone who has bought tickets need not worry as all the concerts will be rearranged as soon as Rob has recovered.)

On this CD, Moonshine show they can produce perfect music in a variety of styles, from the slow ones we are familiar with to the ones that will keep your feet tapping. I did feel, though, that they put their best songs at the beginning and the last few tracks were not of quite the same quality. Despite this, 'Here again' is certain to be a big hit and bring more success to this band.

- 21 What is the writer trying to do?
- A make suggestions about how a band could improve
 - B offer his opinion of a band's new CD
 - C give information about the members of a band
 - D explain why a CD has been so successful
- 22 What does the writer say about the two songs at the beginning of the CD?
- A They are unlike the songs the band normally performs.
 - B They are similar to other songs on the CD.
 - C They may not be enjoyed as much as other songs on the CD.
 - D They are too loud and heavy.
- 23 What does the writer tell us about Rob Letchford?
- A He was not at his best when he recorded the CD.
 - B He is unable to do any more performances.
 - C He has become unwell since making the CD.
 - D He will not appear at some performances with the band.

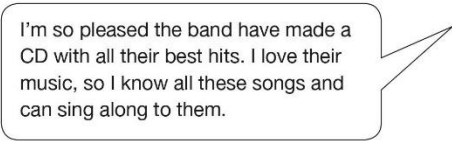
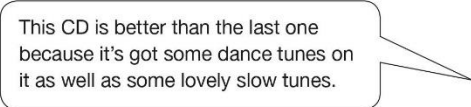
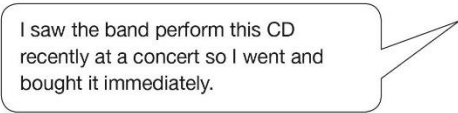
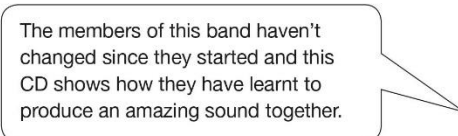




24 What conclusion does the writer come to about the CD?

- A He enjoyed the slow songs in particular.
- B He prefers some of their earlier CDs.
- C He thinks some of the songs may become annoying.
- D He feels the songs at the end are less good.

25 Which of the following did a fan say about the CD?

- A  I'm so pleased the band have made a CD with all their best hits. I love their music, so I know all these songs and can sing along to them.
- B  This CD is better than the last one because it's got some dance tunes on it as well as some lovely slow tunes.
- C  I saw the band perform this CD recently at a concert so I went and bought it immediately.
- D  The members of this band haven't changed since they started and this CD shows how they have learnt to produce an amazing sound together.

Part 5**Questions 26–35**

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** was **B** had **C** did **D** has

Answer:

0	<u>A</u>	B	C	D
---	----------	---	---	---

The Skywalk

The Grand Canyon in the United States **(0)** created by the River Colorado. People visit the Grand Canyon Park to go walking and running but **(26)** to look at the view. It is a wonderful view made **(27)** better by the Skywalk. The distance **(28)** the Skywalk to the bottom of the Grand Canyon is 1219 metres. It is a platform **(29)** walls and floor are built of glass **(30)** that you can see the beautiful rocks of the canyon. Up to 120 people are allowed to stand on it at the same **(31)** It opened in 2007 and since **(32)** thousands of people have used it. You have to **(33)** special covers over your shoes to **(34)** scratching the glass beneath your feet. Walking onto the Skywalk makes you **(35)** like a bird floating high up in the air.





- 26 A hugely B mainly C greatly D completely
- 27 A already B such C more D even
- 28 A from B through C by D for
- 29 A who B where C whose D which
- 30 A therefore B although C so D because
- 31 A day B period C hour D time
- 32 A then B there C that D this
- 33 A take B wear C dress D change
- 34 A avoid B keep C hold D let
- 35 A believe B wish C consider D feel



Writing

Part 1

Questions 1-5

Here are some sentences about a hairdresser's.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

You may use this page for any rough work.

Example:

0 The hairdresser's I go to is beside the supermarket.

The hairdresser's I go to is to the supermarket.

Answer:

0	next
---	------

1 My friend told me she always went there, so I started going too.

My friend said, 'I always there', so I started going too.

2 It has been there for four years.

It has been there four years ago.

3 It stays open until seven o'clock.

It close until seven o'clock.

4 I have my hair cut there every six weeks.

The hairdresser my hair every six weeks.

5 Men's haircuts are cheaper than women's haircuts.

Men's haircuts are less women's haircuts.



Part 2

Question 6

You went away for the weekend with your English friend Alex and his family.

Write an email to Alex. In your email, you should

- thank him
- say what you enjoyed most
- invite Alex to do something

Write **35–45 words** on your answer sheet.



Part 3

Write an answer to **one** of the questions (7 or 8) in this part.
Write your answer in about **100 words** on your answer sheet.
Put the question number in the box at the top of your answer sheet.

Question 7

- This is part of a letter you receive from a friend in England.

When I have some free time, I like to be outside playing sport or riding my bicycle. Do you prefer to be indoors or outdoors? What do you like doing?

- Now write a letter, answering your friend's questions.
- Write your **letter** on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- This is the title for your story:
The wrong bus
- Write your **story** on your answer sheet.

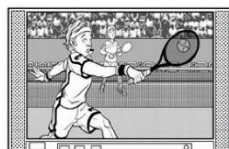
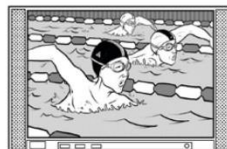
Paper 2 Listening (approx. 35 minutes including 6 minutes' transfer time)

Part 1

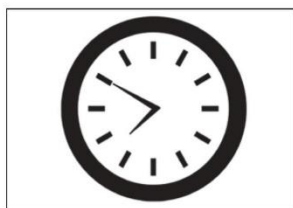
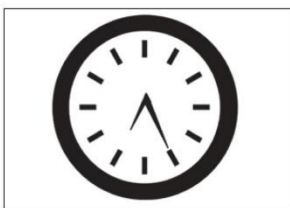
Questions 1-7

There are seven questions in this part.
For each question there are three pictures and a short recording.
Choose the correct picture and put a tick (✓) in the box below it.

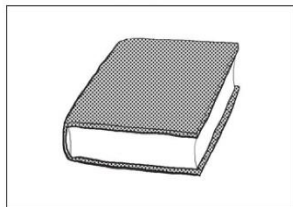
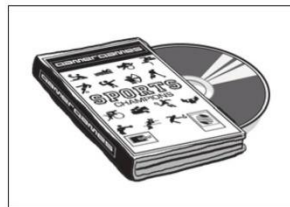
Example: Which sport did the girl watch on TV last night?

A B C

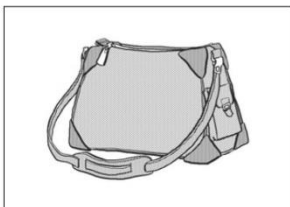
1 What time did the taxi arrive?

A B C

2 What will they buy first?

A B C

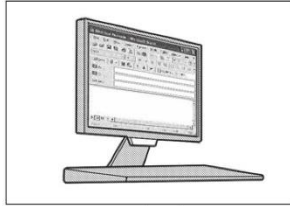
3 Which is the girl's bag?

A B C

4 How will the boy contact his mother?



A

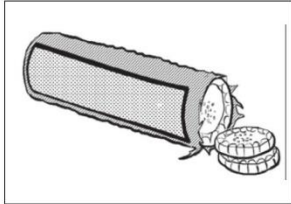


B

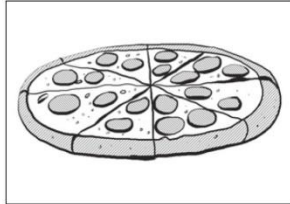


C

5 What should Jessie bring to the picnic?



A

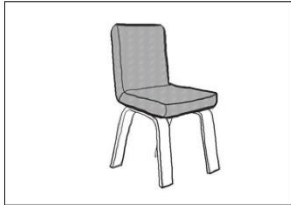


B

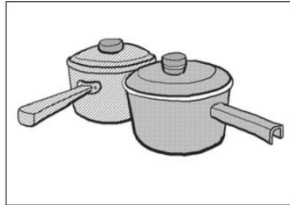


C

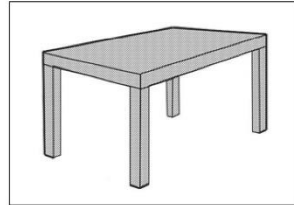
6 What did the man buy?



A

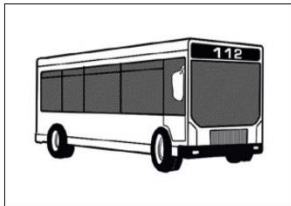


B

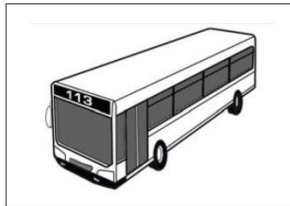


C

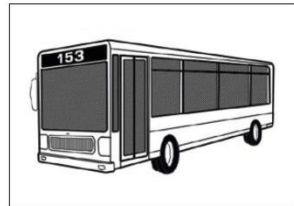
7 Which bus will the girl catch?



A



B



C



Part 2

Questions 8–13

You will hear a man called Simon Webster talking about being a racing driver.
For each question, put a tick (✓) in the correct box.

-
- | | | |
|--|---|--------------------------|
| 8 Simon asks other drivers for advice when he | A has made a mistake on a racing track. | <input type="checkbox"/> |
| | B is unsure which racing track to use. | <input type="checkbox"/> |
| | C uses a racing track for the first time. | <input type="checkbox"/> |
| 9 When do races take place? | A during part of the year | <input type="checkbox"/> |
| | B on most days during the week | <input type="checkbox"/> |
| | C mainly on Fridays | <input type="checkbox"/> |
| 10 What problem does Simon have? | A He can't stop training before a race. | <input type="checkbox"/> |
| | B He can't improve any more. | <input type="checkbox"/> |
| | C He doesn't ever have holidays. | <input type="checkbox"/> |
| 11 What does he say is most important for a racing driver? | A not getting frightened | <input type="checkbox"/> |
| | B being able to concentrate | <input type="checkbox"/> |
| | C knowing how a car works | <input type="checkbox"/> |
| 12 How did he become interested in cars? | A His friends were keen on motor-racing. | <input type="checkbox"/> |
| | B He enjoyed watching motor-racing on TV. | <input type="checkbox"/> |
| | C His father took him to races. | <input type="checkbox"/> |
| 13 What advice does he give to young racing drivers? | A They should do other sports too. | <input type="checkbox"/> |
| | B They should study hard. | <input type="checkbox"/> |
| | C They should get very fit. | <input type="checkbox"/> |



Part 3

Questions 14–19

You will hear a woman talking on the radio about a new sports centre.
For each question, fill in the missing information in the numbered space.

New sports centre

It opens on **(14)**

It is opposite the **(15)**

The car park entrance is in **(16)** Road.

It costs **(17)** £ per week to be a member.

A **(18)** is provided.

You can learn to **(19)** at 5.30 each day.



Part 4

Questions 20–25

Look at the six sentences for this part.

You will hear a conversation between a boy, Oliver, and a girl, Hannah, about a party.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

	A	B
	YES	NO
20 Hannah shared a birthday party with her sister last year.	<input type="checkbox"/>	<input type="checkbox"/>
21 They agree that the barbecue was a good idea.	<input type="checkbox"/>	<input type="checkbox"/>
22 Hannah's grandmother will let her use her house for her party.	<input type="checkbox"/>	<input type="checkbox"/>
23 Oliver would like to have a party in his grandmother's flat.	<input type="checkbox"/>	<input type="checkbox"/>
24 Hannah thinks the Chinese restaurant would be the best choice.	<input type="checkbox"/>	<input type="checkbox"/>
25 Hannah will ask her parents before booking the school canteen.	<input type="checkbox"/>	<input type="checkbox"/>



Paper 3 Speaking test

About the Speaking test

The Speaking test takes about 10 to 12 minutes. You take the test with a partner (another student). There are two examiners in the room but only one of them will talk to you. Both examiners will give you marks for the test. The examiner will ask you some questions and will also ask you to talk to your partner.

Part 1

The examiners introduce themselves to you and your partner.

One examiner asks each of you a few questions about yourself (where you live, your school, your interests, etc.) and asks you to spell your names.

Part 2

The examiner gives you and your partner a drawing and explains what you have to do. You and your partner talk about it together.

Part 3

The examiner gives you a photograph. You show your photograph to your partner and describe it. Then your partner is given a photograph to show you and describe.

Part 4

The examiner asks you and your partner to talk together about the subject of the photographs in Part 3. You tell each other your opinions or describe your experiences.



Key

Paper 1 Reading and Writing

Reading

Part 1

1 C 2 A 3 C 4 B 5 B

Part 2

6 C 7 H 8 D 9 F 10 B

Part 3

11 B 12 A 13 B 14 A 15 A 16 B 17 A 18 B 19 B 20 B

Part 4

21 B 22 A 23 C 24 D 25 B

Part 5

26 B 27 D 28 A 29 C 30 C 31 D 32 A 33 B 34 A 35 D

Writing

Part 1

1 go 2 since 3 doesn't 4 cuts 5 expensive than

Part 2

Sample answer (Question 6)

Dear Alex

Thank you very much for inviting me to go to the city with you and your family. I really enjoyed it and I liked the river trip the best. Would you like to go swimming with me on Saturday?

Love ...

Part 3

Sample answer (Question 7)

Dear –

Thanks for your letter. I'm a bit like you. I prefer to be outdoors. I live in the mountains and I'm lucky to live here because there are lots of things to do. In summer I go walking or swimming in the lake and in winter I go skiing. We have mountain bikes that we sometimes use too. If it's very cold my friends and I stay indoors and we play computer games or watch TV but we soon go outside again. I think it's much better to be outdoors because you get fresh air and exercise.

Write back soon.

Love from



Sample answer (Question 8)

The wrong bus

One day I was waiting for the bus as usual. When it came, I just followed the other people and got on. I was listening to my music, so I didn't notice that the bus was going in the wrong direction. Then I looked out of the window and I didn't recognise anything, so I realised I was on the wrong bus. We were in the middle of the countryside, so I couldn't get off. The bus finally arrived back in the city centre. Then I had to wait for the right bus. It took me three hours to get home instead of twenty minutes!

Paper 2 Listening

Part 1

1 B 2 B 3 C 4 A 5 A 6 C 7 B

Part 2

8 C 9 A 10 A 11 B 12 C 13 C

Part 3

14 12 th /12/twelfth (of) May	17 9.50
15 station	18 towel
16 Fortescue	19 dance

Part 4

20 B 21 B 22 A 23 B 24 B 25 A



RECORDING SCRIPT

This is the Cambridge Preliminary English Test. There are four parts to the test. You will hear each part twice.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

Write your answers on the question paper. You will have six minutes at the end of the test to copy your answers onto the answer sheet.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part 1.

PART 1 *There are seven questions in this part. For each question there are three pictures and a short recording. Choose the correct picture and put a tick in the box below it.*

Before we start, here is an example.

Which sport did the girl watch on TV last night?

Boy: Did you see the England–Italy football match yesterday? It was brilliant. Much better than the swimming last weekend.

Girl: I missed the swimming anyway. I wanted to watch the football after the tennis finished, but my parents had visitors so I had to turn it off.

Boy: Bad luck.

Girl: Yeah, and the tennis wasn't very good either. I didn't enjoy it.

[pause]

The first picture is correct so there is a tick in box A.

Look at the three pictures for Question 1 now.

[pause]

Now we are ready to start. Listen carefully. You will hear each recording twice.

One. What time did the taxi arrive?

Man: You're really late, Ruth. What happened?

Woman: I intended to get the train at a quarter to eight so I booked a taxi for ten past seven but it didn't come till twenty-five past.

Man: How annoying.

Woman: That meant I didn't get to the station till ten to eight and I had to wait for the next train at quarter past.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Two. What will they buy first?

Girl: Which shops do you want to go to this afternoon, Billy?

Boy: I want to buy a computer game for my brother and I need some new trainers.

Girl: You always take a long time looking for computer games so let's do that last. There's that huge shoe shop near the station so we can go there first.

Boy: OK. And there's a bookshop next door so we can go there after the shoe shop. I need a book for school.



[pause]

Now listen again.

[The recording is repeated.]

[pause]

Three. Which is the girl's bag?

Man: Good morning. Can I help you?

Girl: Oh, yes please. I left a bag on the train. Has anyone found it? It's got a long handle and a pocket on the front.

Man: I'll look at my list. What colour is it?

Girl: It's brown leather and quite old.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Four. How will the boy contact his mother?

Woman: Bye, Peter. See you next week. Enjoy the trip. Don't forget to phone me when you get there.

Boy: I lost my mobile, remember?

Woman: Well, borrow someone else's and send me a text.

Boy: All right. Johnny will have his and he won't mind. We won't be able to get to a computer as we're camping.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Five. What should Jessie bring to the picnic?

[on phone]

Girl: Hi Jessie, it's Maria. I'm ringing about the picnic on Saturday. Everyone's bringing something. I know you're good at making pizza but Adam's decided he's bringing those. Can you get some biscuits – a big packet? I'm making a big bowl of salad to go with the pizza.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Six. What did the man buy?

[on phone]

Woman: How's your new flat?

Man: It's great but it hasn't got much furniture. I already had a bed. Luckily there was a sale in the shop down the road so I got a table quite cheaply. They also had some really nice chairs but they only had one left by the time I got there and I need more than that.



Woman: So you can invite your friends for a meal now.

Man: Of course. When I get some saucepans, that is. There's a cooker and a fridge but not much else in the kitchen.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

Seven. Which bus will the girl catch?

Girl: Excuse me, I want to get to the cinema. Can you tell me which bus to catch?

Man: Bus number 112 goes to the city centre, then you'll have to change to the 153, which stops outside the cinema. Or you can get bus 113 to the park and walk from there. It takes about 15 minutes.

Girl: I don't mind walking, so I'll do that. It's better than having to change.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

PART 2 *Now turn to Part 2, questions 8–13.*

You will hear a man called Simon Webster talking about being a racing driver.

For each question, put a tick in the correct box.

You now have 45 seconds to look at the questions for Part 2.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Interviewer: In today's *Sporting World*, we have a racing driver with us – Simon Webster. Welcome, Simon. Tell me, at the age of twenty-one, do you find it helpful to talk to older drivers?

Simon: I do, and they are happy to give advice if I need it. I always talk to drivers with more experience if I'm going to drive on a track I haven't raced on before. I try to get as much information as possible, so I don't make any mistakes.

Interviewer: You must get very tired.

Simon: Well, we race at weekends, and on Fridays we're getting everything ready but I usually only do a race every three weeks and not in the winter. We race from April to October.

Interviewer: I see. And what's the hardest thing for you about being a racing driver?

Simon: I find it very difficult to take time off. I do go away on holiday, probably not as often as I should. But the mistake I always make before a race is to push myself to keep training when really I should rest. When I train too much, I'm tired when the race actually starts. The thing is I know I can continue to get better.

Interviewer: What skills do you need to be a top racing driver?

Simon: You do need to know a certain amount about how the car works but other people will check the car for you. I always think when you're actually racing it helps to be a tiny bit frightened as it means you really pay attention. That's really important – if you stop concentrating it could be very dangerous.



Interviewer: A lot of small boys are keen on cars. How did you get interested?
Simon: My friends were all more interested in football but my dad did a bit of racing. I started going to race tracks with him. As soon as he let me try, he realised I would be good at it and wanted me to succeed. I know it's really popular now with kids who watch it on TV but I never did.
Interviewer: What about young racing drivers? What advice would you give them?
Simon: Some people say you should study and go to university first. The problem is, if you do that you'll be too old when you have enough time. If you really want to be a top racing driver, you need to train and get as fit as you can by going to the gym. Don't risk playing other sports because you might get injured.
Interviewer: Well, thank you very much for talking to us today.
Simon: Thank you.

[pause]

Now listen again.

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

PART 3 *Now turn to Part 3, questions 14–19.*

You will hear a woman talking on the radio about a new sports centre.

For each question, fill in the missing information in the numbered space.

You now have 20 seconds to look at Part 3.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Interviewer: And now Judy is going to tell us about Wemport's new sports centre. Judy, you're the new manager.
Judy: Yes, thank you. I'm looking forward to welcoming all your listeners to the new sports centre. It was due to open last week on 5th May but we had a problem with the roof so it's actually opening on 12th May. So I do hope as many people as possible will come and join and also come to our party on Saturday 14th May. That will be from two in the afternoon. It's not on the same site as the old sports centre which was next to the supermarket. The new one is on the other side of the road from the station. There used to be a hotel there. There's a large car park if you want to drive there. The entrance to the car park is down a small side road – Fortescue Road. That's F-O-R-T-E-S-C-U-E. Please don't try to park in the road or outside the centre. You can pay for membership for a week, a month or a year. For a year's membership it costs £450, monthly membership is £40 and if you pay weekly it will cost you £9.50. So you save money by paying for a whole year. You need to wear trainers and suitable clothes but you don't need to bring a towel. That saves carrying a huge bag around with you. We are very lucky to have Sonia Smith joining us, who is going to give dance classes daily at 5.30. Check on our website to get more information about that. We will also have exercise and yoga classes but those times aren't decided yet. So that's all I have to say for the moment. I look forward to ...

[pause]

Now listen again.

[The recording is repeated.]



[pause]

That is the end of Part 3.

[pause]

PART 4 *Now turn to Part 4, questions 20–25.*

Look at the six sentences for this part. You will hear a conversation between a boy, Oliver, and a girl, Hannah, about a party.

Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

You now have 20 seconds to look at the questions for Part 4.

[pause]

Now we are ready to start. Listen carefully. You will hear the recording twice.

Oliver: Hi, Hannah. How are you?

Hannah: Hello, Oliver. You can help me decide what to do about my birthday.

Oliver: You had your birthday in the summer.

Hannah: That was my sister's party you came to. My birthday's in the spring – very soon in fact. It would be good if my sister and I could share a party as we've got the same friends but our birthdays are three months apart.

Oliver: Well, that was a good party last summer. The barbecue went well and everybody enjoyed dancing.

Hannah: But it was really hard work. Because there were so many people, we couldn't cook all the food at the same time and some got burnt, so I'm not sure if I would do that again.

Oliver: But the house was really good for a party.

Hannah: We had it at my grandmother's because we haven't got a garden. I thought she'd be angry afterwards because a few things were broken but she said I can have my party there if I want. She's so nice.

Oliver: That's amazing. I would never have a party in my grandmother's flat. I'd be so worried, I wouldn't enjoy it.

Hannah: Well, I prefer going out but I don't know where to go because everything's so expensive.

Oliver: Well, you could ask everyone to a restaurant – they're not all expensive. What about the new Indian restaurant? Indian food is my favourite.

Hannah: Well, I prefer Chinese food but most of my friends would rather eat Italian. So that's no good. And some people are vegetarian and some don't eat fish. It's really difficult.

Oliver: You could hire the school canteen and get everyone to bring some food. Then there would be a mixture – something for everyone.

Hannah: That's a good idea and we could have music there too. I'll have to ask my mum and dad because we'd have to pay to hire it. If they say yes, will you come with me to find out?

Oliver: 'Course.

[pause]

Now listen again.

[The recording is repeated.]

That is the end of Part 4.

[pause]

You now have six minutes to check and copy your answers onto the answer sheet.

That is the end of the test.



Speaking test Examiner's script

Part 1 (2–3 minutes)

[to both students] Good morning/afternoon/evening.

Can I have your mark sheets, please? [examiner takes the mark sheets, which will have been given to students before they enter the room]

I'm [name] and this [second examiner] is [name]. He/She is just going to listen to us.

[to student A] Now, what's your name?

.....

Thank you.

[to student B] And what's your name?

.....

Thank you.

[to student A and then again to student B]

What's your surname?

.....

How do you spell it? / How do you write your family/second name?

.....

Thank you.

[to student A and then again to student B]

Where do you live? [or Where do you come from? / Do you live in *place name*?]

.....

Do you work or are you a student in *place name*? What do you do/study?

or

Do you study English at school? [or Do you have English lessons?] Do you like it?

.....

Thank you.

[to student A and then again to student B, one or more of these questions]

Do you think English will be useful for you in the future?

Tell us about your school.

What do you enjoy doing at the weekends?

What did you do yesterday?

.....

Thank you.

[to both students]

In the next part, you are going to talk to each other.



Part 2 (2–3 minutes)

[to both students] I'm going to describe a situation to you.

At the end of term, your class is going to spend a day at the seaside. Talk together about the things you will do there.

[give students Picture 1A]

Here is a picture with some ideas to help you. *[give students a few moments to look at the picture]*

I'll say that again.

At the end of term, your class is going to spend a day at the seaside. Talk together about the things you will do there.

All right? Talk together.

.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to make a suggestion, e.g. Some people might like to go for a walk.]

Thank you. *[take back picture]*

Part 3 (3 minutes)

[to both students]

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of one way of travelling.

[to student A]

Here's your photograph. *[give student A Photo 1B]* Please show it to *Student B* but I'd like you to talk about it. *Student B*, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

.....

Thank you. *[take back photo]*

[to student B]

Now, *Student B*, here's your photograph. *[give student B Photo 1C]* It also shows a way of travelling. Please show it to *Student A* and tell us what you can see in the photograph.

.....

Thank you. *[take back photo]*

Part 4 (3 minutes)

[to both students]

Your photographs showed different ways of travelling. Now, I'd like you to talk together about how you would choose to travel.

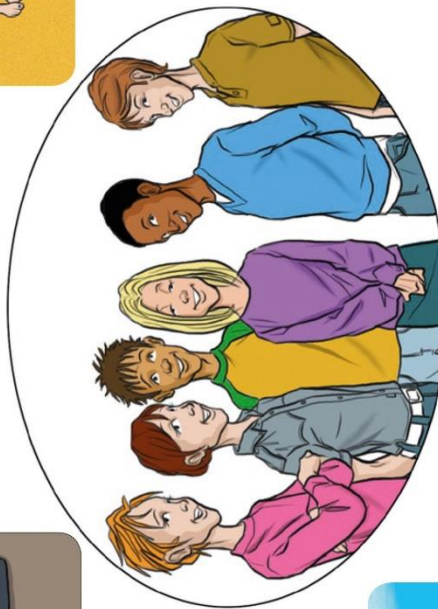
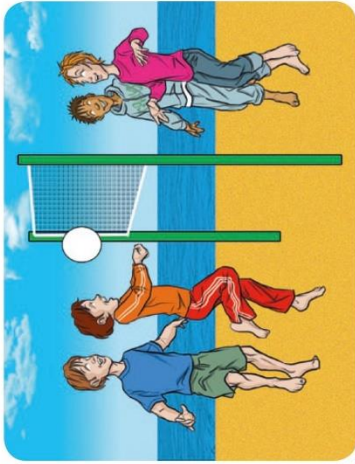
.....

[give students about two minutes to talk together. Do not join in unless they have problems, for example to offer a comment, e.g. I prefer to fly but I know it's not good for the environment.]

Thank you. That's the end of the test.



1A



31

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PET TEST

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1B



32

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1C



33

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PET TEST



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Picture Research by Kevin Brown



Appendix 10

Pre-Test – Post Test

PET Writing Rubric

Scale	Syntax	Content	Communication Achievement	Organization	Language	
5	All sentences were rewritten correctly according to the given context	- All content is relevant to the task. - Target reader is fully informed.	- Uses of conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	- Text is generally well organized and coherent, using a variety of linking words and cohesive devices.	- Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. - Uses complex grammatical forms with excellent degree of control	
4	Performance shares features of bands 3 and 5.	Performance shares features of bands 3 and 5.	Performance shares features of bands 3 and 5.	Performance shares features of bands 3 and 5.	Performance shares features of bands 3 and 5.	
3	Some sentences were rewritten correctly and some other sentences were not.	- Minor irrelevances and/or omissions may be present. - Target reader is on the whole informed.	- Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	- Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	- Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. - Uses simple grammatical forms with good degree of control. - While errors are noticeable meaning can still be determined.	
2	Performance shares of band 1 and 3.	Performance shares of band 1 and 3.	Performance shares of band 1 and 3.	Performance shares of band 1 and 3.	Performance shares of band 1 and 3.	
1	A few sentences were rewritten according to the given context.	- Irrelevances and misinterpretation of task may be present.	- Produces text that communicates simple ideas in simple ways.	- Text is connected using basic high frequency linking words.	- Uses basic vocabulary reasonably appropriately. - Uses grammatical forms with some degree of control. - Errors may impede meaning at times.	
0	The written words do not fit in the sentence.	- Content is totally irrelevant. - Target reader is not informed.	- Performance below band 1.	- Performance below band 1.	- Performance below band 1.	
Total						Final Score
	/5/5/5/5/20

Cambridge Objective Preliminary English Test Examiners

Cambridge University Press

**Appendix 11****Survey****Encuesta****1. OBJETIVO**

- Examinar las percepciones de los estudiantes sobre método SOFT CLIL en el momento que producen textos escritos.

2. INDICACIONES

A continuación encontrará una serie de enunciados que permiten conocer las percepciones acerca del método SOFT CLIL. Por favor, realice un tick (✓) en la alternativa que más se parece a lo que usted piensa.

3. ENUNCIADOS

1. El contenido aprendido mediante el método SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) es relevante y fácil de entender.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. El método SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) ayuda a producir textos usando de las convenciones de la escritura (ortografía y puntuación) para comunicar ideas directas.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. El modelo SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) ayuda a desarrollar el pensamiento crítico y creativo a través de la organización el texto en forma coherente y cohesivo.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. El método SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) facilita el uso apropiado de gramática y vocabulario para transmitir los conocimientos de los temas de las diferentes asignaturas estudiadas en clase.

Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Considero que el método SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) influyó en forma práctica y eficiente para desarrollo de escritura en Inglés



Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. ¿Porque considera usted que el método SOFT CLIL (Escribiendo en inglés con contenidos de otras asignaturas) influyó en el grado que usted seleccionó en el enunciado anterior?



Appendix 12

Maximum and Minimum Levels of Written Production- Experimental Group

In order to analyze the changes that the experimental group presented in the written production level after the intervention with Soft CLIL method, the maximum and minimum levels are described below.

Table 1

Written Production: Maximum and Minimum Levels

Experimental Group	Pre - Test				Post - Test			
	Maximum	Relative Frequency	Minimum	Relative Frequency	Maximum	Relative Frequency	Minimum	Relative Frequency
Syntax - Part 1	4	17.5%	0	5.0%	5	5.0%	1	2.5%
Content - Part 2	4	25.0%	0	2.5%	5	5.0%	2	5.0%
Communication Achievement - Part 2	4	2.5%	0	17.5%	4	55.0%	2	5.0%
Organization - Part 2	4	20.0%	1	5.0%	5	10.0%	2	2.5%
Language - Part 2	4	17.5%	1	7.5%	5	5.0%	2	2.5%
Content - Part 3	4	30.0%	0	5.0%	5	22.5%	2	2.5%
Communication Achievement - Part 3	4	22.5%	0	5.0%	5	2.5%	2	2.5%
Organization - Part 3	4	27.5%	1	15.0%	5	12.5%	2	2.5%
Language - Part 3	5	2.5%	1	15.0%	5	15.0%	2	2.5%

In all the analyzed parameters in the written production, the maximum limit is increased from 80% to 100% in learners' performance, except in Communication of Part 2, in which learners' performance was maintained in 80%, and in Language, Part 3, in which the maximum level was 100% since the Pre-Test.

The student concentration within the limits of the parameters that were increased in performance in the Post-Test is decreased, and the parameters in which the performance was maintained, the percentage of student concentration was increased.

The experimental group, in the Pre-Test presented learners' performance of 0% in 56% in the evaluated parameters. After the intervention, there were students who



reached 40% as a minimum performance in 89% in the evaluated parameters. Only in Part 1 of the written production existed at least one student that achieved 20% in performance.

The percentage of student concentration in the minimum limit after the intervention decreased to 2.5%, except in Content, Part 2, which increased to 5%, and in Communication, Part 2, which decreased to 5% if it is compared to the Pre-Test.



Appendix 13

Cambridge Objective Primary English Test Results

1. Cambridge Objective Primary English Test Results

In the PET exam, the Listening skill was evaluated over 25 points, which represents 100%. The Reading section was over 35 points (100%). The writing section evaluated 45 points (100%), and the speaking section was evaluated over 80 points (100%).

The global results of the PET exam were analyzed in order to examine if the Soft CLIL model helped learners move from one level to the next after the intervention. In the table below, the results that were obtained in the Pre-Test and the Post-Test are showed.

Table 1. *PET Exam Results*

Object PET	Pre - Test			Post - Test		
	Mean	Median	Mode	Mean	Median	Mode
Reading	23	24	18	24	24	21
Writing	25	25	26	31	31	31
Listening	18	18	21	18	19	19
Speaking	55	52	70	55	52	36
Total Score	120	118	112	129	126	163

In the Pre-Test and the Post-Test, the results show that learners from the experimental group presents the same average performance in Listening with 72%. Something similar occurred with Speaking in which learners maintain 69% in the Pre-Test and the Post-Test.

In the case of Reading, learners' average performance increases from 66% in the Pre-Test to 69% in the Post-Test. Concerning the writing skill, the results show that



learners' average performance increases from 56% in the Pre-Test to 69% in the Post-Test.

To sum up this section, results reveal a greater improvement in writing since the overall performance increased from 65% to 70% after the intervention. On the other hand, the overall results of the Objective PET show that in the Pre-Test, the students from the experimental group had scored at an A1 level (120) as can be seen in the previous chart. Meanwhile, after the intervention, learners from the experimental group moved to 129 points, which corresponds to an A2 level.

2. PET Exam: The Paired Sample T-Test Results

The following tables indicate the results of the parametric analysis of the paired samples T-Test in order to contrast the null hypothesis of equality of means between the final averages in the PET exam.

Table 2. *The Paired Sample T-Test Results*

	Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PET_PreTest_Reading	23.38	40	5.930	.938
	PET_PostTest_Reading	24.00	40	5.114	.809
Pair 2	PET PreTest_Writing	24.68	40	7.691	1.216
	PET PostTest_Writing	31.38	40	4.887	.773
Pair 3	PET_PreTest_Listening	17.58	40	3.658	.578
	PET_PostTest_Listening	18.48	40	2.764	.437
Pair 4	PET_PreTest_Speaking	54.60	40	16.540	2.615
	PET_PostTest_Speaking	54.68	40	15.677	2.479
Pair 5	PET_PreTest_Total_Score	120.03	40	31.781	5.025
	PET_PosTest_Total_Score	128.53	40	25.961	4.105



		Paired Differences							
T Test - Paired Samples Pre Test - Post Test		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	PET_PreTest_Reading - PET_PostTest_Reading	-.625	1.904	.301	-1.234	-.016	-2.076	39	.045
Pair 2	PET_PreTest_Writing - PET_PostTest_Writing	-6.700	3.982	.630	-7.974	-5.426	-10.641	39	.000
Pair 3	PET_PreTest_Listening - PET_PostTest_Listening	-.900	1.646	.260	-1.426	-.374	-3.459	39	.001
Pair 4	PET_PreTest_Speaking - PET_PostTest_Speaking	-.075	2.018	.319	-.720	.570	-.235	39	.815
Pair 5	PET_PreTest_Total_Score - PET_PosTest_Total_Score	-8.500	7.299	1.154	-10.834	-6.166	-7.365	39	.000

The skills of reading, writing, and listening show that the H_0 is rejected. The error of 0.045, 0.000, and 0,001 respectively show that there is a significant difference in the average grades of each skills. Therefore, if the results of the final grades of the Pre-Test and Post-Test are compared, it is seen that the use Soft CLIL model improved not only in writing skill, but most of the skills evaluated (*sig* < **0,05**).

The average performance in Reading in the Pre-Test was 23.38 and the average performance in the Post-Test was 24. The difference is 0.62 points. This indicates that there is a statistically significant improvement.

The average performance in Writing in the Pre-Test was 24.68, and in the Post-Test the students obtained 31.38. The difference is 6.70 points, which indicates there was also an statistically significant improvement.



The average performance for Listening in the Pre-Test was 17.58, and in the Post-Test it was 18.48. The difference was 0.90, which indicates a statistically significant improvement.

The average performance for Speaking in the Pre-Test was 54.60, and in the Post-Test it was 54.68, which points to the difference not being statistically significant.

The overall score of the Pre-Test is 120.03 and the overall score in the Post-Test is 128.53. The difference here is 8.5 points, which is statistically significant. This difference demonstrates students from the experimental group moved from A1 Level to an A2 Level after the researcher's intervention through the use of Soft CLIL model.

3.- Maximum and Minimum Levels of PET Exam

The following table shows the maximum and the minimum levels of the Cambridge Objective Primary English Test of the experimental group.

Table 3. *Maximum and Minimum Levels of PET Exam*

Grupo Experimental	Pre - Test				Post - Test			
	Maximum	Relative Frequency	Minimum	Relative Frequency	Maximum	Relative Frequency	Minimum	Relative Frequency
Reading	33	5.0%	10	2.5%	33	2.5%	13	2.5%
Writing	36	5.0%	5	2.5%	39	10.0%	18	2.5%
Listening	23	7.5%	10	5.0%	23	2.5%	14	10.0%
Speaking	77	5.0%	10	2.5%	75	5.0%	13	2.5%
Total Score	165	2.5%	35	2.5%	166	2.5%	58	2.5%

The maximum level in reading, the experimental group was maintained in 33 points, which represented a performance of 94%; meanwhile, the learner concentration decreased from 5% to 2.5% in the Post-Test. The minimum limit after the intervention shows improvement in the performance from 29% to 37% with the same percentage of student concentration.



In writing, the maximum limit increased the performance to 87%, and the minimum limit also increased the performance from 11% to 40%. In the maximum limit, the percentage of student concentration increased from 5% to 10%, and the minimum limit was maintained in 2.5% in learners' percentage before and after the intervention.

In listening, after the intervention the obtained scores decreased from 13 to 9 points due to the fact that the improvement of minimum limit moved from 40% to 56%. The student concentration in the learners' performance in the maximum level decreased from 7.5% to 2.5%. The minimum percentage of learners' performance increased from 5% to 10%.

In speaking, 96% is the maximum limit that is reached by experimental group in the Pre-Test, and it decreased to 94% in the Post-Test, maintaining the student concentration of 5% before and after the intervention. The minimum performance improved after the intervention and moved from 13% to 16%, maintaining the percentage of 2.5%.

Finally, the maximum limit in the global scores of the experimental group increased in points, but they were maintained in the same English level. Learners moved from 165 (B2 level) to 166 (B2 level) after the intervention. In this limit, the percentage of student concentration was maintained in 2.5%. The minimum score improved from 35 to 58 points (66%). However, this shows that 2.5% of learners still were below the A1 level.

Appendix 14

Learners' Perceptions about the Soft CLIL Method

Figures for Statements 1-4

The figure below shows learners' perceptions about the first statement, which asked learners if content through Soft CLIL was relevant and easy to understand.

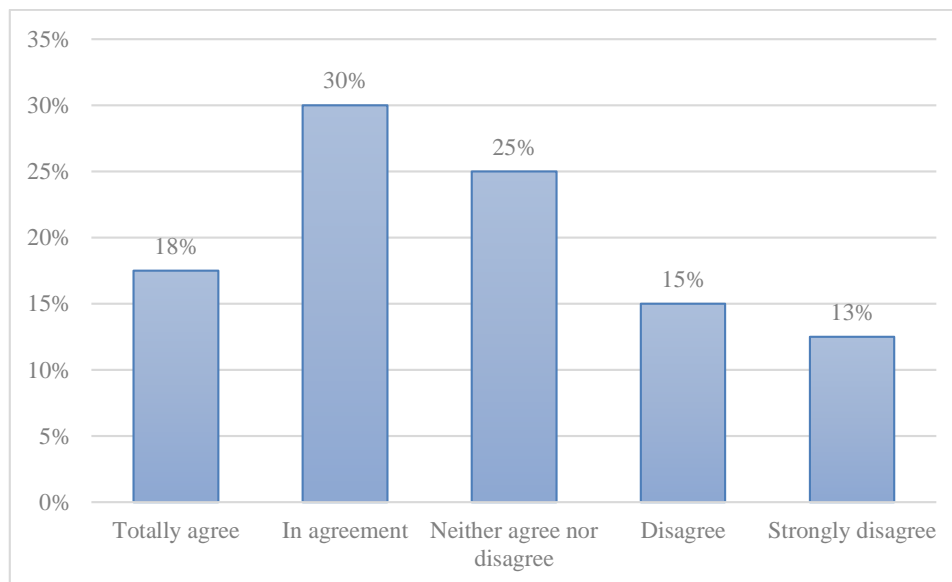


Figure 1. Learners' Perception about the Soft CLIL method - Statement 1.

The table above shows that the majority (48%) of students (18% totally agree and 30% in agreement) agreed that the content learned through Soft CLIL in terms of writing was relevant and easy to understand. 25% of learners said that Soft CLIL did not make a difference to them; meanwhile, 28% of students disagreed with the statement (15% disagree and 13% totally disagree).

The next table show the findings obtained about the second question in the survey, which focused on conventions of writing to communicate direct ideas.

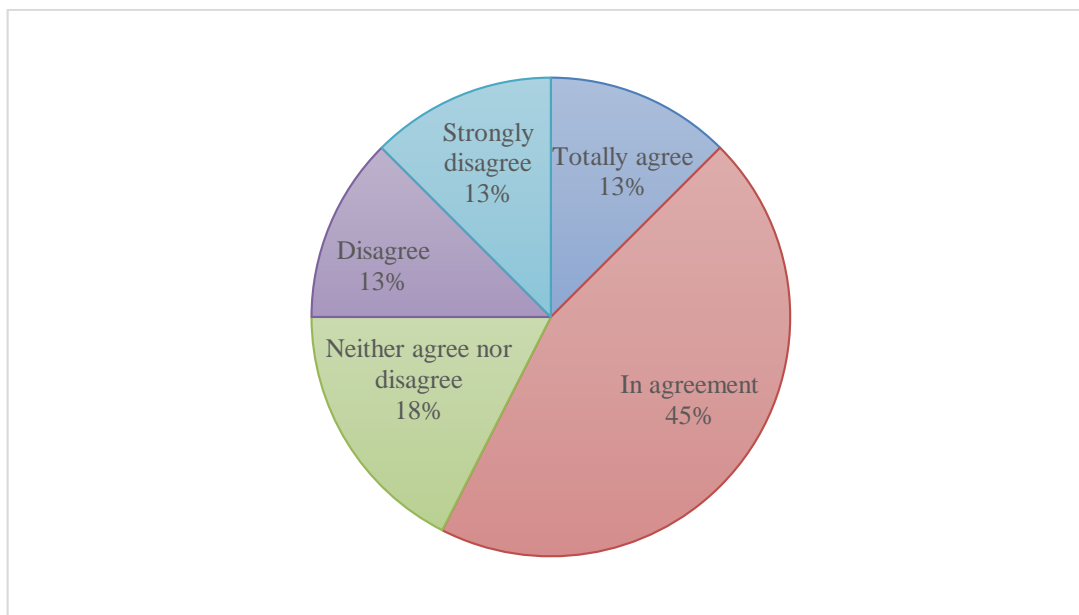


Figure 2. Learners' Perception about the Soft CLIL method - Statement 2.

More than half of the students in the experimental group (58%) agreed that the Soft CLIL method helped learners produced texts using the convention of writing (spelling and punctuation) to communicate direct ideas through writing (13% totally agree and 45% in agreement). On the other hand, 18% of students neither agreed or disagreed with the statement; meanwhile, 25% of learners said that Soft CLIL did not have any advantage when it came to writing.

The following table reveals learners' perceptions about the third statement, which asked learners whether or not Soft CLIL helps develop critical and creative thinking as well as organize texts in a cohesive and coherent way:

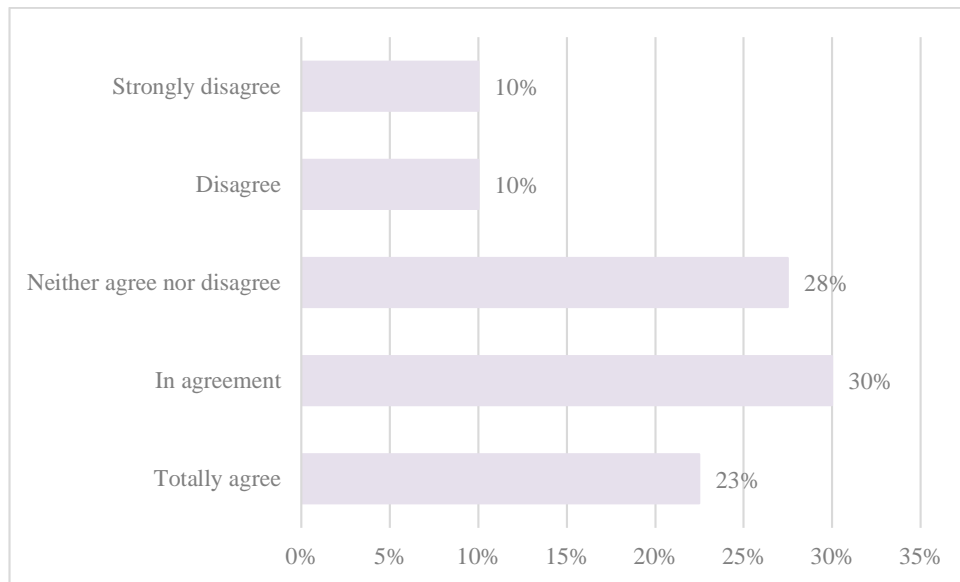


Figure 3. Learners' Perception about the Soft CLIL method - Statement 3

Results show that 53% of learners (23% totally agree and 30% in agreement) agreed with the statement. 28% of learners neither agreed nor disagreed, but 20% of students said that they disagreed with the statement (10% disagree and 10% totally disagreed).

The next figure shows results of the four statements in the survey, which asked learners if the Soft CLIL method facilitated the appropriate use of grammar and vocabulary to transmit knowledge of the topics of the different subjects studied in class:

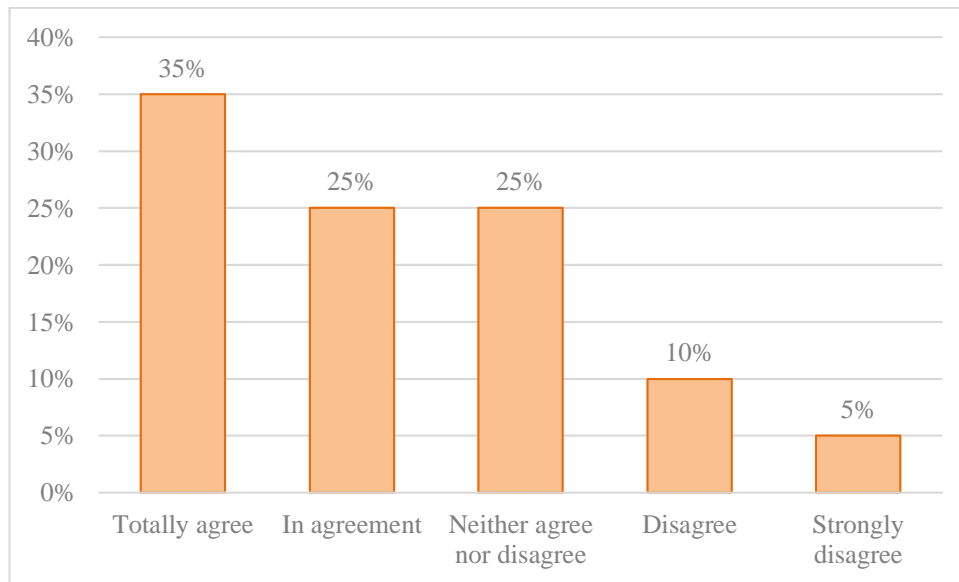


Figure 4. Learners' Perception about the Soft CLIL method – Statement 4

Findings reveal that 60% (sum of totally agree and in agreement) of the students considered that Soft CLIL method facilitates the appropriate use of grammar and vocabulary when transmitting knowledge of the different subjects covered in class. 25% of students expressed neutral opinions, and 15% disagreed with the statement (10% disagree and 5% totally disagree).

Appendix 15

Maximum and Minimum Levels of Written Production – Control Group

The table below shows that the maximum levels for each of the evaluated elements remain the same, except for Part 1, in which the limit decreased by 1 point. It is also observed that the concentration of students in the upper limit decreased after the teacher's intervention.

Table 1. *Maximum and Minimum Levels – Written Production*

Grupo de Control	Pre – Test				Post - Test			
	Maximum	Relative Frequency	Minimum	Relative Frequency	Maximum	Relative Frequency	Minimum	Frequency Relative
Syntax - Part 1	5	2.6%	0	2.6%	4	7.9%	4	7.9%
Content - Part 2	5	13.2%	2	13.2%	5	2.6%	3	47.4%
Communication Achievement - Part 2	5	13.2%	2	18.4%	5	2.6%	3	47.4%
Organization - Part 2	5	13.2%	2	18.4%	5	5.3%	2	7.9%
Language - Part 2	5	13.2%	2	18.4%	5	5.3%	2	7.9%
Content - Part 3	5	10.5%	1	7.9%	5	5.3%	2	13.2%
Communication Achievement - Part 3	5	13.2%	1	18.4%	5	5.3%	2	13.2%
Organization - Part 3	5	13.2%	1	13.2%	5	5.3%	2	13.2%
Language - Part 3	5	13.2%	1	15.8%	5	5.3%	2	13.2%

The minimum limit in Part 1(syntax) and the percentage of student concentration increased by 4 four points after the intervention . In general, all parameters the minimum limit improves by 1 point, with varying concentration percentage. As we can see, in some cases there was an increase and in others there was a decrease.



Appendix 16

PET Results of the Control Group

The table below shows that the mean average of the control group in terms of reading improves by 2% in the post test. At least 50% of learners increased their performance from 63 to 69%. The majority of learners moved from 51% to 60% in performance in the Post-Test.

In the Post-Test, the mean average of the control group in terms of writing increased from 60% to 64%. The majority of students increased by 9% in their performance and at least 50% of learners went from a performance of 60% to 67% in the Post-Test.

Most learners in the control group obtained an average of 60% in listening, which represents an increment of 20% when compared to the Pre-Test. The average performance of this group goes from 56% to 76%, and at least 50% of the learners increase their performance from 48% in the Pre-Test to 72% in the Post-Test.

In speaking, the average performance increased by 3%, which translates from 80% to 83%. At least 50% of learners increased in their performance by 3%, going from 81% to 84%. However, most learners presented an increment of 5% in the Post-Test, going from 88% to 93%.

Finally, the results of the Objective PET show that in the Pre-Test, learners in the control group had a total score of a A2 Level (129), as can be seen in the table below. The total score in the Post-Test increased by 7% (138), which corresponds to an A2 level.

Table 1. *PET Exam Results – Control Group*

Object PET	Pre - Test			Post - Test		
	Mean	Median	Mode	Mean	Median	Mode
Reading	24	22	18	25	24	21
Writing	27	27	22	29	30	26
Listening	14	12	10	19	18	15
Speaking	64	65	70	66	67	74
Total Score	149	153	131	139	141	119

50% of learners in the control group remain at a A2 level; however, the performance decreased from 83% to 76% . Most learners in the control group have a performance that place them in an A2 level, 71% in the Pre-Test. In the Post-Test, the average falls by 7%, putting most of the learners at an A1 level , 64%.

As seen above, learners from the control group had a higher level before the intervention. It is known that some participants in this group took private English classes, and those participants' results helped the group obtained higher total scores. But in the Post-Test results show that they decreased. A possible factor that may have influenced learners total scores could be learners' demotivation. Most of learners in this group wanted to study medicine, but as they were not accepted in the university according the INEVAL Exam (exam that determines learners' performance to access to a public university), they were frustrated and they just wanted to finished the course.

1. Paired Sample T-Test Results of the PET Exam

In order to validate the positive changes that exist in certain parameters of the written production, a hypothesis test was carried out through the Paired T-Test (Paired-student) to determine whether the differences found in the mean scores in the control group were statistically significant.

Table 2. *Paired Sample T-Test Results - Control Group*



Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PET_PreTest_Reading	23.50	38	8.272	1.342
	PET_PostTest_Reading	24.87	38	5.682	.922
Pair 2	PET_PreTest_Writing	27.42	38	8.538	1.385
	PET_PostTest_Writing	29.11	38	5.012	.813
Pair 3	PET_PreTest_Listening	14.32	38	6.862	1.113
	PET_PostTest_Listening	18.66	38	3.619	.587
Pair 4	PET_PreTest_Speaking	63.71	38	10.590	1.718
	PET_PostTest_Speaking	65.71	38	10.089	1.637
Pair 5	PET_PreTest_Total_Score	128.95	38	26.516	4.301
	PET_PosTest_Total_Score	138.34	38	18.498	3.001

Paired Samples Test		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PET_PreTest_Reading - PET_PostTest_Reading	-1.368	3.635	.590	-2.563	-.174	-2.321	37	.026
Pair 2	PET_PreTest_Writing - PET_PostTest_Writing	-1.684	4.938	.801	-3.307	-.061	-2.102	37	.042
Pair 3	PET_PreTest_Listening - PET_PostTest_Listening	-4.342	4.154	.674	-5.708	-2.977	-6.443	37	.000
Pair 4	PET_PreTest_Speaking - PET_PostTest_Speaking	-2.000	3.617	.587	-3.189	-.811	-3.409	37	.002
Pair 5	PET_PreTest_Total_Score - PET_PosTest_Total_Score	-9.395	11.224	1.821	-13.084	-5.706	-5.160	37	.000

The results indicate that in the paired sample T-Test of the analyzed skills: reading, writing, listening, speaking, and the global scores, the H_0 is rejected, and we can conclude that with an error of 0.026, 0.042, 0.000, 0.002 and 0.000 respectively, there is a significant difference in the average scores of each skill and in the final average scores in the Pre-Test and the Post-Test. This means that learners improved in the development of the skills in the English language after the intervention , ($sig < 0,05$).

The average Reading performance in the Pre-Test was 23.50, and the average performance of the Post-Test was 24.87. There was a difference of 1.37 points, which is statistically significant improvement.



The average Written Production performance of the control group in the Pre-Test is 27.42, and the average performance in the Post-Test is 29.11, indicating that there was a difference of 1.69 points which is considered a statistically significant improvement.

The average Listening performance in the Pre-Test was 14.32, and the average performance in the Post-Test was 18.66. There is a difference of 4.34 points, which reveals a statistically significant improvement.

The average Speaking performance in the Pre-Test was 63.71, and the average performance in the Post-Test was 65.71. There is a difference of 2 points, which represents an improvement that is considered statistically significant.

The average performance of the global scores in the Pre-Test was 128.98 and in the Post-Test was 130.34 . There is a difference of 9.39 points, which is statistically significant. These results indicate that the control group is maintained at the A2 level. As we can see, the global scores of the Objective PET Test obtained in the Post-Test is based on the improvement of listening

The development of the written production in terms of the analyzed parameters in the Objective PET corresponds to an A2 level. This performance increased in the Post-Test. The increment shows a difference which is statistically significant between the final average score from the experimental group in the Pre-Test with the final average score in the Post-Test. Such difference shows improvement in the learners' global score, but they maintain an A2 level. In the control group, the global scores of the Objective PET, are also improved, but listening is the skill that influenced the increment of the group's final average.



2. Maximum and Minimum Levels of PET Exam

In the table below, we can see that the maximum superior limit in Reading for the Control group maintains a performance of 100%, while the concentration of the students decreases by 2.6% in the Post-Test. The minimum limit in the Post-Test improves from 7 points (performance of 20%) to 15 points (performance of 43%), with the same concentration of students.

Table 3. *PET Exam: Maximum and Minimum Levels*

Grupo de Control	Pre - Test				Post - Test			
	Maximum	Relative Frequency	Minimum	Relative Frequency	Maximum	Relative Frequency	Minimum	Relative Frequency
Reading	35	13.2%	7	2.6%	35	2.6%	15	2.6%
Writing	45	2.6%	12	2.6%	43	2.6%	20	2.6%
Listening	25	5.3%	3	2.6%	25	2.6%	10	2.6%
Speaking	79	2.6%	40	2.6%	79	5.3%	42	2.6%
Total Score	182	2.6%	72	2.6%	170	5.3%	95	2.6%

Due to the fact that there was improvement in the minimum inferior limit in the range of frequencies reached in listening after the intervention, learners moved from a minimum performance of 12% to 40%, maintaining the same concentration of 2.6% of students in each limit.

The maximum performance that learners reached in the control group achieved in the Pre-Test and the Post-Test is 99%. There was a difference of 5.3% after the intervention in this limit, which is higher than at the beginning of the intervention. The minimum performance also improved with the communicative teaching methodology. It moved from 50% to 53% maintaining the percentage of 2.6% of students.

Finally, the maximum global grade of the control group varies from 182 (Level C1) to 170 (level B2) in the Post-Test. The percentage of students in the Post-Test increased



by 5.3%, which is the upper limit. The minimum score in this group improved from 72% to 92%; however, there are still learners who are at A1 Level .

Appendix 17

Analysis of Control and Experimental Group Results

1. State of Students before the Intervention

The average performance in the written production of the control and experimental group were the same, as demonstrated in Figure 4.6 below.

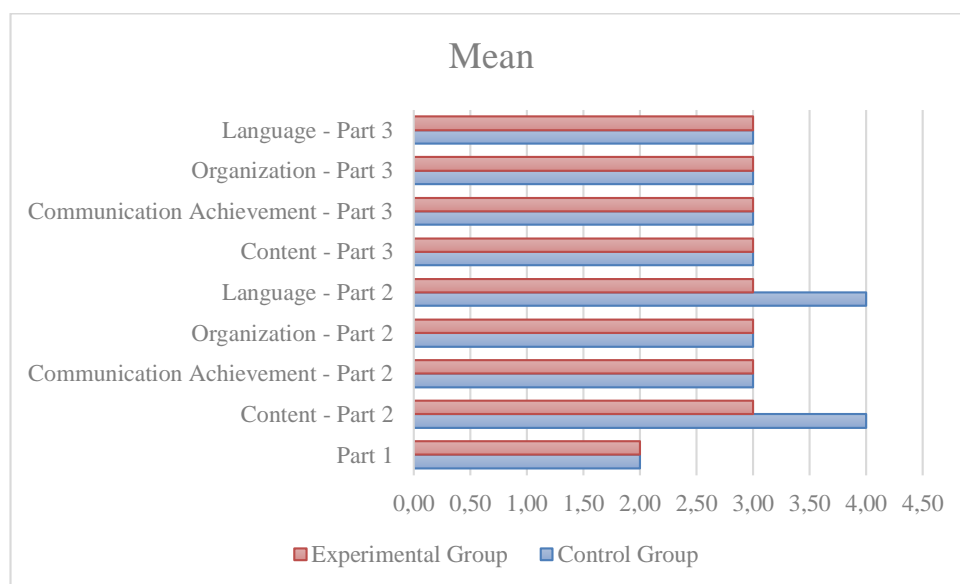


Figure 1.. Learners started the intervention with an equal writing level

Learners from both groups show an equal average performance in: Part 1 (Syntax), 40% (2/5); Part 2, 60% (3/5) in terms of Organization and Communication; and Part 3, 60% (3/5) in all evaluated parameters. On the other hand, there some differences on Part 2 , in terms of Language and Content, in which the control group has 80% and the experimental group has 60%

2. Parametric Analysis of Independent Samples

To determine whether the differences in the mean averages were statistically significant in both groups, the hypothesis test was carried out through the student T-Test



of independent samples. The following tables below show the results of the parametric analysis of independent samples:

Table 2 . Parametric Analysis of Independent Samples

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Test_Syntax_Part 1	Control Group	38	2.05	1.064	.173
	Experimental Group	40	2.25	1.171	.185
PreTest_Content_Part2	Grupo de Control	38	3.55	.891	.145
	Experimental Group	40	2.98	.832	.131
PreTest_Communication_Achievement_Part2	Control Group	38	3.42	.948	.154
	Experimental Group	40	2.80	.853	.135
PreTest_Organization_Part2	Control Group	38	3.42	.948	.154
	Experimental Group	40	2.85	.802	.127
PreTest_Language_Part2	Control Group	38	3.50	.952	.154
	Experimental Group	40	2.80	.823	.130
PreTest_Content_Part3	Control Group	38	3.11	1.034	.168
	Experimental Group	40	2.78	1.143	.181
PreTest_Communication_Achievement_Part3	Control Group	38	2.66	1.236	.201
	Experimental Group	40	2.58	1.107	.175
PreTest_Organization_Part3	Control Group	38	2.87	1.212	.197
	Experimental Group	40	2.75	1.032	.163
PreTest_Language_Part3	Control Group	38	2.84	1.263	.205
	Experimental Group	40	2.90	1.081	.171

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre Test_Syntax_Part 1	Equal variances assumed	2.198	.142	-.778	76	.439	-.197	.254	-.703	.308
	Equal variances not assumed			-.780	75.854	.438	-.197	.253	-.702	.307
PreTest_Content_Part2	Equal variances assumed	3.092	.083	2.961	76	.004	.578	.195	.189	.966
	Equal variances not assumed			2.955	74.903	.004	.578	.195	.188	.967
PreTest_Communication_Achievement_Part2	Equal variances assumed	2.354	.129	3.044	76	.003	.621	.204	.215	1.027



	Equal variances not assumed			3.035	74.180	.003	.621	.205	.213	1.029
PreTest_Organization_Part2	Equal variances assumed	3.264	.075	2.877	76	.005	.571	.199	.176	.966
	Equal variances not assumed			2.864	72.588	.005	.571	.199	.174	.968
PreTest_Language_Part2	Equal variances assumed	2.729	.103	3.481	76	.001	.700	.201	.299	1.101
	Equal variances not assumed			3.468	73.194	.001	.700	.202	.298	1.102
PreTest_Content_Part3	Equal variances assumed	1.206	.276	1.336	76	.186	.330	.247	-.162	.823
	Equal variances not assumed			1.339	75.824	.185	.330	.247	-.161	.821
PreTest_Communication_Achievement_Part3	Equal variances assumed	.245	.622	.312	76	.756	.083	.265	-.446	.612
	Equal variances not assumed			.311	74.060	.756	.083	.266	-.447	.613
PreTest_Organization_Part3	Equal variances assumed	.346	.558	.466	76	.643	.118	.254	-.388	.625
	Equal variances not assumed			.464	72.760	.644	.118	.255	-.391	.628
PreTest_Language_Part3	Equal variances assumed	1.387	.243	-.218	76	.828	-.058	.266	-.587	.472
	Equal variances not assumed			-.217	72.916	.829	-.058	.267	-.590	.474

Through the Levene statistics (0.005), equal variances are assumed. Thus, the T-test statistical analysis, with its bilateral significance, indicates that the groups are not compatible between the hypothesis of equality of means in the Pre-Test in terms of Content, Communication Achievement, Organization, and Language of Part 2. The average has a difference statistical significant in all the evaluated parameters in Part 2 for both groups. The differences in the Pre-Test of the control group are 0.57, 0.62, 0.57, and 0.70 points respectively, indicate that the control group has a higher writing level than the experimental group in the pre-test.

The T-test statistic, with its level of bilateral significance, reveals that all evaluated parameters in Part 1 and Part 3 are compatible between the hypothesis of equality of means in the Pre-Test scores of the control and the experimental group. The differences found in these two groups do not have statistical significance. Thus, if we compare the average performance in Part 1 as well as the evaluated parameters (Content, Communication Achievement, Organization, and Language) in Part 3 in the Pre-Test of both groups, there are differences of 0.33, 0.08, 0,006 and 0.2 points respectively.

3.- Soft CLIL Model vs Communicative Language Teaching Method

Regarding the overall performance of the students, the following figure reflects the improvement in the writing skill of both groups. All parameters were analyzed after the teacher's intervention.

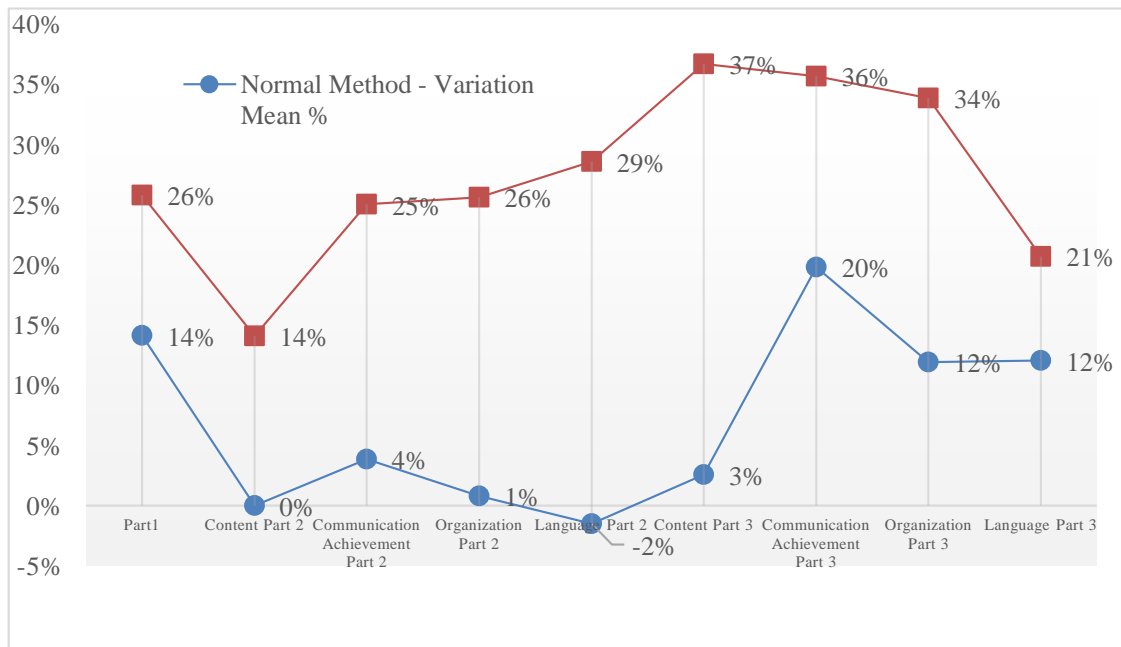


Figure 2. CLIL Method vs Communicative Language Method

The results of the previous figure show that in all parameters, the variation of the average score of the experimental group is higher than the average obtained in the control



group. The parameter of the experimental group that shows a higher positive variation in the mean score is Content in Part 3. The experimental group obtained 37% while the control group obtained 34%, which indicates a variation of 3%. The control group shows positive variation in terms of Communication in Part 3, which is a 20% increase. This represents a difference of 16% against the experimental group, which is 36%.

The parameter of the experimental group that shows a lower positive variation in the average score is Content in Part 2 with 14%. This is the same difference shown by the control group, which did not change between the Pre and Post-Test. On the other hand, the minor percentage variation of the control group is Language in Part 2 with a decrease of 2%. This parameter corresponds to a positive variation of 29% of the experimental group, with a difference of 30 percent between the two groups. The parameter that represents a minor difference between the variation of the two groups is Language in the Part 3 with 9% between the 21% variation of the experimental group and 12% in the control group.

4. Written Production: Independent Samples: Experimental and Control Group

To triangulate the analysis of the results in which the experimental group has presented a different and higher improvement in the development in the written production in comparison to the control group, the hypothesis test was carried out through the T-Test of independent samples, which helped determine whether the mean scores have a statistically significant difference. The following tables show the results of the parametric analysis for unpaired samples in order to test the null hypothesis of equality between the average scores of both groups before and after the intervention.



Table 3. *Written Production: Independent Samples*

Group		N	Mean	Std. Deviation	Std. Error Mean
Post_Test_Syntax_Part1	Control Group	38	2.34	.745	.121
	Experimental Group	40	2.83	.813	.129
Post_Test_Content_Part 2	Control Group	38	3.55	.555	.090
	Experimental Group	40	3.40	.672	.106
PostTest_Communication_Achievement_Part2	Control Group	38	3.55	.555	.090
	Experimental Group	40	3.50	.599	.095
PostTest_Organization_Part2	Control Group	38	3.45	.724	.117
	Experimental Group	40	3.58	.712	.113
PostTest_Language_Part 2	Control Group	38	3.45	.724	.117
	Experimental Group	40	3.60	.632	.100
Post_Test_Content_Part 3	Control Group	38	3.18	.730	.118
	Experimental Group	40	3.80	.823	.130
PostTest_Communication_Achievement_Part3	Control Group	38	3.18	.730	.118
	Experimental Group	40	3.50	.599	.095
PostTest_Organization_Part3	Control Group	38	3.21	.741	.120
	Experimental Group	40	3.68	.730	.115
PostTest_Language_Part 3	Control Group	38	3.18	.730	.118
	Experimental Group	40	3.50	.784	.124

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Post_test_part 1	Equal variances assumed	.038	.846	-2.730	76	.008	-.483	.177	-.835	-.131
	Equal variances not assumed			-2.736	75.908	.008	-.483	.176	-.834	-.131



Post _Tes t_Co ntent	Equal variances assumed	.921	.340	1.091	76	.279	.153	.140	-.126	.431
_Part 2	Equal variances not assumed			1.096	74.58 7	.277	.153	.139	-.125	.430
Post Test _Co mmu nicat ion_ Achi eve ment	Equal variances assumed	.360	.550	.402	76	.689	.053	.131	-.208	.313
_Part 2	Equal variances not assumed			.403	75.95 4	.688	.053	.131	-.208	.313
Post Test _Org aniza tion_ Part2	Equal variances assumed	.003	.960	-.785	76	.435	-.128	.163	-.452	.196
	Equal variances not assumed			-.784	75.64 4	.435	-.128	.163	-.452	.196
Post Test _Lan guag e_Pa rt2	Equal variances assumed	.944	.334	-.993	76	.324	-.153	.154	-.459	.154
	Equal variances not assumed			-.989	73.46 3	.326	-.153	.154	-.460	.155
Post _Tes t_Co ntent	Equal variances assumed	2.206	.142	-3.490	76	.001	-.616	.176	-.967	- .264
_Part 3	Equal variances not assumed			-3.501	75.65 5	.001	-.616	.176	-.966	- .265
Post Test _Co mmu nicat ion_ Achi eve ment	Equal variances assumed	.033	.857	-2.093	76	.040	-.316	.151	-.616	- .015
_Part 3	Equal variances not assumed			-2.083	71.67 0	.041	-.316	.152	-.618	- .013
Post Test _Org aniza tion_ Part3	Equal variances assumed	.414	.522	-2.788	76	.007	-.464	.167	-.796	- .133
	Equal variances not assumed			-2.787	75.65 9	.007	-.464	.167	-.796	- .133
Post Test _Lan	Equal variances assumed	1.996	.162	-1.838	76	.070	-.316	.172	-.658	.026



guag	Equal							
e_Pa	variances	-1.842	75.96	.069	-.316	.171	-.657	.026
rt3	not		9					
	assumed							

The Levene test for equality of variances indicates a probability associated with the Levene statistic superior to 0.05. Therefore, equal variances for all the analyzed parameters is assumed.

After assuming equal variances in all the evaluated parameters in the Post-Test of the control and experimental group, the T-test statistic, with its level bilateral significance, for Part 1; Content, Part 3; Communication, Part 3, and Organization, Part 3, being less than 0.05, indicates that there is no compatibility between the hypotheses of equality in the means of the average scores of the aforementioned parameters. This means that the difference between the average scores of these groups in the Post-Test of the parameters mentioned in the previous paragraphs are statistically significant.

The average performance in Part 1 of the experimental group obtained in the Post-Test (2.83) compared to the average performance obtained by the control group in the Post-Test (2.24) shows a difference of 0.49. Such differences are in favor of the experimental group and shows that the improvement in the quality of the written parameter is higher and statistically significant.

The average performance obtained in Content, Part 3 by the experimental group in the Post-Test is 3.80 and is 3.18 in the control group. There is a difference of 0,62 points. This difference is in favor of the experimental group and shows an improvement in the quality of written production, which is higher and statistically significant.



The average performance in Communication in Part 3 in the Experimental group in the Post-Test is 3.50, and in the Control group it was 3.18. The difference is 0.32 points. This difference is in favor of the experimental group. Thus, it shows improvement in the quality in the written production of the evaluated parameter being higher and statistically significant.

The average performance obtained in Organization, Part 3 by the experimental group in the Post-Test is 3.68, and in the control group is 3.21. The difference is 0.47 points. This difference is in favor of the experimental group and shows that there was improvement in the quality in the written production of this evaluated parameter. Therefore, the difference is higher and statistically significant.

After assuming equal variances in all the parameters evaluated in the Post-Test of the control and the experimental group, the T-Test statistic analysis, with its level of bilateral significance for Content, Communication and Organization in Part 2, and Language in Part 2 and Part 3, being superior to 0.005, indicates that the hypothesis of equality of means in the average scores of the aforementioned is not rejected.

Appendix 18

Control and Experimental Results before the Intervention

1. Skills: Control and Experimental Results before the Intervention

The language skills results in the Pre-Test reveal that the control group had a higher average performance than the experimental group in all four skills as seen below:

Table 1. *Control and Experimental Results before the Intervention*

Object PET	Control Group			Experimental Group		
	Mean	Median	Mode	Mean	Median	Mode
Reading	24	22	18	23	24	18
Writing	27	27	22	25	25	26
Listening	14	12	10	18	18	21
Speaking	64	65	70	55	52	70
Total Score	149	153	131	120	118	112

The results of descriptive samples show that the global average score of the control group is 129, which placed learners at a A2 level before the intervention. The experimental group, in contrast, has 120 points in the global average score, which placed learners at an A1 level. The tendency is repeated in the analysis of at least 50% of learners of both groups, in which it is observed that control group started with a higher level than the experimental group

2.- Skills Variances – Control and Experimental Groups

The following tables showed the parametric results of independent samples, which further confirmed that the control group started with higher results than the experimental group. This helped the researcher to contrast the null hypothesis of average scores for each skill, and showed that both groups were not at the same level before the intervention.

Table 2. *Skills Variances – Control and Experimental Groups*



	Group	N	Mean	Std. Deviation	Std. Error Mean
PET_PreTest_Reading	Control Group	38	23.50	8.272	1.342
	Experimental Group	40	23.38	5.930	.938
PET_PreTest_Writing	Control Group	38	27.42	8.538	1.385
	Experimental Group	40	24.48	7.838	1.239
PET_PreTest_Listening	Control Group	38	14.32	6.862	1.113
	Experimental Group	40	17.58	3.658	.578
PET_PreTest_Speaking	Control Group	38	63.71	10.590	1.718
	Experimental Group	40	54.60	16.540	2.615
PET_PreTest_Total_Score	Control Group	38	149.37	31.383	5.091
	Experimental Group	40	120.03	31.781	5.025

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
PET_PreTest_Reading	Equal variances assumed	5.731	.019	.077	76	.939	.125	1.623	-3.108	3.358
	Equal variances not assumed			.076	66.835	.939	.125	1.637	-3.143	3.393
PET_PreTest_Writing	Equal variances assumed	.140	.710	1.589	76	.116	2.946	1.854	-.747	6.640
	Equal variances not assumed			1.585	74.598	.117	2.946	1.859	-.757	6.649
PET_PreTest_Listening	Equal variances assumed	21.733	.000	-2.636	76	.000	-3.259	1.236	-5.722	-.797
	Equal variances not assumed			-2.598	55.812	.010	-3.259	1.254	-5.722	-.746
PET_PreTest_Speaking	Equal variances assumed	13.750	.000	2.880	76	.012	9.111	3.163	2.810	15.411
	Equal variances not assumed			2.912	66.809	.005	9.111	3.129	2.865	15.356
PET_PreTest_Total_Score	Equal variances assumed	.075	.786	4.101	76	.000	29.343	7.156	15.092	43.595
	Equal variances not assumed			4.102	75.882	.000	29.343	7.153	15.096	43.591

The Levene statistic (0.05) assumes equal variances in Reading and Writing, but in Listening and Speaking non-equal variances are assumed.



After assuming equal variances in Reading and Writing in the Pre-Test in the control and the experimental group, the T-test statistics (higher than 0.05), with its level of bilateral significance, indicates that both groups are compatible between the hypotheses of equality of means of the Pre-Test score in both groups. The differences in the average scores are not statistically significant in both groups. In the experimental group, the average performance in reading is 23.50 and in writing it is 27.42 in the Pre-Test. On the other hand, the average performance in reading is 23.38 and in writing is 24.48 in the Pre-Test of the control group. There is a difference of 0.12 points in reading and 2.94 points in writing. This difference is not statistically significant, and this means that both groups started at the same level in these two skills before intervention.

Regarding Listening and Speaking, the T-test statistics, with its level of bilateral significance which less than 0.05, indicates that the hypothesis of equality of means of the scores of the Pre-Test of the control and the experimental groups is statistically significant.

The control group started with a higher level (A2) compared to the level A1 of the experimental group. These results are observed due to the statistically significant difference of the final average scores. However, this difference is mainly influenced by the level of Listening and Speaking, which were statistically significant.

3. Skills: Independent Samples: Experimental and Control Group

The following table indicates the independent samples of the control and the experimental group:



Table 3. Skills: Independent Samples: Experimental and Control Group

	Group	N	Mean	Std. Deviation	Std. Error Mean
PET_PostTest_Reading	Control Group	38	24.87	5.682	.922
	Experimental Group	40	24.00	5.114	.809
PET_PostTest_Writing	Control Group	38	29.11	5.012	.813
	Experimental Group	40	31.38	4.887	.773
PET_PostTest_Listening	Control Group	38	18.66	3.619	.587
	Experimental Group	40	18.48	2.764	.437
PET_PostTest_Speaking	Control Group	38	65.71	10.089	1.637
	Experimental Group	40	54.68	15.677	2.479
PET_PosTest_Total_Score	Control Group	38	138.34	18.498	3.001
	Experimental Group	40	128.53	25.961	4.105

Independent Samples Test	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PET PostTest Reading	Equal variances assumed	.644	.425	0.710	76	.480	.868	1.223	-1.567	3.304
	Equal variances not assumed			0.708	74.183	.481	.868	1.226	-1.575	3.311
PET PostTest Writing	Equal variances assumed	.000	.994	-2.025	76	.046	-2.270	1.121	-4.502	-.037
	Equal variances not assumed			-2.023	75.549	.047	-2.270	1.122	-4.504	-.035
PET PostTest Listening	Equal variances assumed	6.212	.015	0.252	76	.802	.183	.727	-1.265	1.631
	Equal variances not assumed			0.250	69.210	.803	.183	.732	-1.277	1.643
PET PostTest Speaking	Equal variances assumed	14.449	.000	3.676	76	.000	11.036	3.002	5.056	17.015



	Equal variances not assumed			3.715	66.994	.000	11.036	2.970	5.107	16.964
PET PosTest Total Score	Equal variances assumed	6.429	.013	1.914	76	.059	9.817	5.128	-.396	20.031
	Equal variances not assumed			1.931	70.576	.058	9.817	5.085	-.323	19.957

The Levene test for equality of variances indicates a probability associated with the Levene Statistic, which is superior to 0.05. Thus, equal variances are assumed for Reading and Writing; meanwhile, equal variances for the skills of Listening, Speaking, and final total score, are not assumed.

Equal variances are assumed in Reading and Writing in the Post-Test in the control and experimental groups. The T-test statistics with its level of bilateral significance is higher than 0.05 in terms of reading. This indicates that the hypothesis of equality in the means of the average scores is rejected in the Post-Test.

In writing, the T-test statistic with its level of bilateral significance is lower than 0.05, and it indicates that there is compatibility between the hypothesis of equality in the means of the average writing scores of the Post-Test in the control and experimental group. The average performance of the experimental group obtained in the Post-Test is 31.38 and the control group is 29.11. There is a difference of 2.27 points. This difference shows that improvement in the quality of the written production of the experimental group is higher than the control group. Such difference is statistically significant.

Equal variances are assumed in Listening and Speaking and in the final total score in the Post-Test of the control and the experimental group. In the listening skill and the final total score, the T-test statistic with its level of bilateral significance is higher than 0.05 ,



which indicates the hypothesis of equality of means in the average scores is not rejected in both groups.

In Speaking, on the other hand, the T-test statistic (bilateral significance level) is lower than 0.05, and this indicates that there is no compatibility between the hypothesis of equality of means. The average performance in Speaking of the experimental group obtained in the Post-Test is 54.68, and in the control group it is 65.71. There is a difference of 11.03 points in favor of the control group. This means that the difference is statistically significant.