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BILINGUAL IMMERSION AND ITS IMPACT ON SECOND LANGUAGE ACQUISITION IN PRIMARY EDUCATION

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ABSTRACT

This research focuses on the impact of bilingual education on the acquisition of a second language in primary school. The main objective of this research is to conduct a comprehensive analysis of bilingual primary education, highlighting its potential for promoting cultural and linguistic diversity, as well as offering ideas on how bilingual education can be improved further for the benefit of both students and society at large. The methodology of the research on bilingual primary education is rigorous and systematic. In order to carry out this analysis, we will focus on two bilingual schools, of which the proficiency level of pupils in each school will be analyzed in the light of the results provided by pupils' performance in external standardized tests. The results obtained in this research are focused on each of the language skills through standardised tests to assess their language competence and their exposure to the language. In conclusion, we will take into account the data obtained in this research as well as the limitations we have encountered and the improvements for future research. In this way it will be possible to know the relevance of this research in the academic or professional field, being important for both students and teachers in the development of the teaching and learning process of a second language.

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1. Introduction

The present Master's Final Dissertation focuses on the teaching and learning process of bilingual education in primary schools and the way in which it impinges on the students throughout a whole academic year.

In an increasingly interconnected and diverse world, the ability to speak more than one language has become an essential skill. Bilingual education is an approach that aims to develop this skill by providing instruction in two languages, typically the native language of the students and a second language (2L henceforward).

This research will be carried out with a sample of pupils in the 4th grade of primary education, who belong to the second cycle of primary education. The sample will be taken from two different primary schools in La Línea de la Concepción, Cádiz.

According to Article 5.5. of the Order of 30 May 2023, "Schools, in the exercise of their autonomy, may distribute the teaching timetable". Among the options available is the extension of the teaching timetable for the area of First Foreign Language in the second cycle, which is usually between two and a half and three hours per week dedicated to this subject. In addition, it is also important to take into account the timetable of the nonlinguistic subjects taught in the foreign language included in the bilingual programme of each school, which could be the following in accordance with the Order of 15 January 2021:

- Natural Sciences: Hour and a half.
- Social Sciences: Hour and a half.
- Art Education: Hour and a half.
- Physical Education: Three hours.

The dissertation aims to provide a comprehensive analysis of primary bilingual education, highlighting its potential to promote linguistic and cultural diversity, and offering insights into how we can continue to improve bilingual education for the benefit of students and society as a whole.

Children's development is greatly influenced by non-linguistic subjects in primary school. In addition to providing students with essential knowledge and skills, these subjects also help them develop cognitively and psychologically.

Although there is no standard number of non-linguistic subjects taught in primary schools, the number can vary significantly depending on curriculum requirements, school resources, and educational policies. As a result of these variations, important questions are raised about how the number of non-linguistic subjects impacts students' learning and achievement.

This dissertation compares two primary schools with different numbers of non-linguistic subjects taught in 2L: one school with only two subjects and another school with five. The ultimate aim is to investigate, and thus determine, the extent to which the number of bilingual subjects and therefore, the amount of time of exposure of the students to 2L affects the learning outcomes in aspects such as academic achievement, critical thinking, and socio-emotional development.

Moreover, I will explore how the number of subjects taught in 2L influences the teaching and learning processes, including instructional strategies, resources, and classroom dynamics.

As a result, the present research intends to offer a clear picture of how the CLIL methodology is implemented in practice. "Content and Language Integrated Learning (CLIL) is defined by D. Marsh (2002) as a dual-focused educational approach in which an additional language is used as a medium for the learning and teaching of both content and language." In a CLIL lesson we have to combine the four language skills as well as other elements that must be combined to achieve a successful CLIL lesson such as content, communication, cognition and culture.

According to article 4 of the RD 157/2022, the aim of Primary Education is to provide pupils with the learning of oral expression and comprehension, reading, writing and the acquisition of basic notions of culture, with the aim of guaranteeing a comprehensive education that contributes to the full development of the pupils' personalities. Educational action at this stage will seek to integrate the different experiences and learning of the pupils and will adapt to their pace of work.

2. Context

The present research will be carried out in two schools located in the town center of La Línea de la Concepción, Cádiz. However, they have students from varied and diverse areas. This section delves into the particular social context and educational project of each school and the specific characteristics of the pupils that we find there in depth.

2.1. CEIP Inmaculada Concepción

The CEIP Inmaculada Concepción is a state school that is in La Línea de la Concepción (Cádiz) located in the city center, specifically in the Avenida España, a very representative area of this city and with picturesque views of Algeciras Bay and Gibraltar.

The school is surrounded by open air spaces, from which the school benefits completely, such as the Poniente Beach and the Sport Port. The proximity to the frontier with Gibraltar gives the school a special singularity. The relationship with the British colony is intrinsic to La Línea and takes on even more relevance if we consider our bilingual program.

The school is a big school with two groups per level, which are bilingual from the first grade of primary education through to the sixth grade. It has three playgrounds surrounding three buildings, a main building where the pre-school and the management and administration offices are located, a second building for the first cycle and finally a third building where the classrooms for the second and third cycle are located, where we also find the school library and the audio-visual room. All these spaces that the school offers us are useful for the development of our lessons.

This school offers different educational plans and programs. In the area of foreign language they have a quite complete bilingual program which is related to other two big international programs such as Erasmus + (eTwinning) which help to promote interaction and contact between teachers and students from different countries as well as to share ideas and work collaboratively through ICTs.



Erasmus+



This school follows various plans and programmes governed by the Board of Andalusia, among them, the following are those that are related to the English classroom: The Plurilingual Programme, ICT 2.0 School Plan and the Aldea Environmental Programme.

Most of the students who attend this school come from the city center. Most of the families whose children attend here are of middle socio-culturally affluent class. Most families are deeply involved in the school and in the academic progress of their children. Most of them have medium to higher education parents and work in liberal professions (commerce, banking, doctors, dentists, nurses, teachers, lawyers, policemen...) or work as civil workers in the City Council.

Moreover, it must be also taken into account that the standard concept of the traditional family has changed, and this can be seen reflected in our school as we have a large number of separated families, single-parent families, same-sex families, grandparents raising children and foster families among others.

Among the total number of students in the school, there are students of 17 different nationalities. Most of them do not speak Spanish when they start school, so a language stimulation programme is applied to them. These pupils represent about 14% of the total number of pupils in the school.

2.2. Salesianos San Juan Bosco School

The school Salesianos San Juan Bosco is located in La Línea de la Concepción (Cádiz). The school is owned by the Salesian Inspectorate of María Auxiliadora, Society of St. Francisco de Sales (Salesian Congregation). The main objective of this school is to promote the growth and integral maturity of the pupil within a Christian vision of life and culture, adopting the educational project of Don Bosco.

More specifically, it is located in a school zone next to two state schools. The two avenues that delimit the surroundings of the school established the borders with the center of the town and the neighborhood of Santiago. Further away are neighborhoods such as El Conchal and El Castillo, the neighborhood of San Bernardo and La Atunara, from which a number of pupils also come.

As can be deduced, our pupils are heterogeneous in terms of socio-economic and cultural levels, with a greater number of pupils coming from more disadvantaged neighborhoods in recent years. In the same way, there are families in which the same ideology of the school and its values are shared and transmitted, as opposed to families where communication between its members hardly exists and there is no correspondence with the values that our school tries to inculcate in its pupils.

The school offers classes from kindergarten through primary and secondary education to high school. The center is mixed in all its levels and is subsidized from 3 years up to 4th grade of Secondary Education.

The school is a very large school with two lines in each grade. It is organised in terms of a large playground divided into 5 different parts, apart from these there is also a playground for kindergarten. The school has 4 buildings, a main building which holds the kindergarten, the management and administration offices, the chapel and the dining room, a second building for the primary education stage, a third building where we find the classrooms for the first cycle of secondary education and the vocational training classes and finally a fourth building accommodating the other courses of secondary education as well as the theater, the youth center, the school library, the technology room, the computer room, the audiovisual room, the teachers' room and the canteen. All these spaces offered by the school are useful for the development of our classes.

One of the main features of the school worth highlighting is the fact that it is a bilingual school. All its lines from kindergarten to the last year of secondary education are organized under the bilingual schedule. Bilingualism is implemented in 2L, English, but at the same time, the pupils in primary and secondary education study a second foreign language (3L henceforward): French.

3. Key Competences

According to Madrid, D and McLaren, N (2004), they define competences as “the sum of knowledge and skills that allow a person to perform actions”.

On the one hand, “the key competences are defined in the Royal Decree 126/2014 which are developed in the even courses and these definitions are complemented in the Order ECD 65/2015 where we find out how to put these key competences into practice.”

1. Linguistic communication.
2. Mathematical competence and competences based on science and technology.
3. Digital competence.
4. Learning to learn.
5. Social and civic competence.
6. Entrepreneurship and sense of initiative.
7. Cultural awareness and expressions.

After learning about the seven key competences proposed in RD 126/2014. On the other hand, we must take into account the eight key competences proposed by RD 157/2022, which has been implemented for the academic year 2022-2023 with the odd-numbered years of primary education, first, third and fifth.

1. Linguistic communication.
2. Mathematical competence and competences based on science and technology.
3. Digital competence.
4. Personal social and learning to learn.
5. Citizenship competence.
6. Entrepreneurship.
7. Cultural awareness and expressions.
8. Multilingual competence.

4. Research objectives

According to Bloom's Taxonomy (2020), educational objectives can be defined as "statements of what a student is expected to know, understand, and/or be able to do as a

result of instruction." These objectives should be specific, measurable, and achievable, and should guide teachers in designing instructional activities that support student learning.

In order to promote the success of students, it is important to achieve the objectives established in the development of teaching and learning. Fulfilling the educational objectives guarantees that students receive the knowledge and skills they need to succeed academically and beyond. Teachers can guide students to success by providing clear objectives, helping them master subject matter and develop critical thinking, problem-solving, and communication skills. In addition, objectives enable teachers to measure progress and, therefore, to assess students' achievements. These are used to assess learning outcomes and identify areas where learners may need more support or teachers may need to adapt their teaching practices.

Also, teachers and schools are also required to be accountable, which allows them to track the progress of the students. Teachers can demonstrate that they have delivered the intended curriculum and that students have achieved the expected learning outcomes by demonstrating that they have met the objectives.

Additionally, clear objectives can motivate students by providing a sense of direction and purpose, in addition to increasing motivation. Learning activities are more likely to engage students when they understand why they are important so that they can feel a sense of accomplishment when they achieve their goals.

In general, meeting objectives is an ongoing process that requires continuous improvement. By regularly assessing student achievement and adjusting teaching methods to better meet objectives, teachers can improve their effectiveness and help students achieve greater success.

The objectives to be achieved in this research are the following:

- To demonstrate how immersion in a foreign language contributes to the acquisition of one's own language. This objective aims to assess learners who are immersed in a foreign language and learn how they acquire it in order to find

out how it affects their language skills in terms of language competence development.

- To demonstrate how multidisciplinary interacts with foreign language learning. This objective in relation to the development of bilingual education in primary schools focuses on the study of the development of such a programme integrating different subjects to enhance foreign language learning and acquisition. In this way, pupils will reinforce language skills and improve their understanding of the language.
- To understand the extent to which the affective filter influences learners' competence development. This objective focuses on assessing pupils' emotions, motivations, interests and attitudes in the development of the key competences of primary education by integrating the foreign language.
- To determine to what extent unconscious acquisition boosts conscious learning. The aim of this objective is to study the relationship between learners' unconscious acquisition and learners' conscious learning of a foreign language and how they both interact in their language performance.

5. Theoretical foundations

According to Krashen (2007) “the importance of learning a second language is not merely limited to the ability to communicate with people who speak different languages, but in the students' capacity for divergent thinking, higher creativity, and higher cognitive development compared to children who are monolingual.”

The bilingual education programme is characterized by the use of the 1L (Spanish, in the case of the present study) as the medium of instruction. It should be borne in mind that the first language helps learners to understand the English input through previously learned knowledge and supports the development of the learners' literacy. (Krashen, S. D. (1991).)

It is argued that the first language is just one of several potential sources of error, and that it is important to take into account other factors as well. According to Krashen

(2007) in second language acquisition we need to know where the first language's influence falls within the theoretical framework of second language performance.

Advocates of bilingual education argue that teaching academic subjects in a student's native language is essential to ensure that they can keep up with their studies while they learn English. This process is understood to take several years rather than just a few months, during which time a bilingual approach can provide the necessary support for students to succeed in an all-English classroom environment. (Crawford, 2004).

In order to implement and carry out bilingual education, it is important to take into account the comprehensible input and affective filter of our pupils.

5.1. The Affective Filter Hypothesis

The Affective Filter Hypothesis is a theory proposed by Stephen Krashen that suggests that a person's emotional state, or affect, can play a role in the acquisition of a second language. According to Krashen, when a person is experiencing high levels of anxiety, stress, or negative emotions, this can create a "filter", a sort of barrier, that blocks or impedes the acquisition of a new language.

This theory has important implications for bilingual education. Teachers and educators need to create a positive and supportive learning environment that encourages students to feel comfortable and confident in their abilities to learn a new language. They need to be aware of factors that could create stress or anxiety in students, such as fear of failure, cultural differences, or lack of support from family or peers.

Krashen also emphasizes the importance of providing comprehensible input to language learners. This means that teachers should use language that is appropriate to the students' level of proficiency, and provide ample opportunities for students to practice their language skills in a low-pressure, non-judgmental environment.

Long proposes an interactional approach to L2 input which is defined as "linguistic forms (morphemes, words, utterances)", the streams of speech in the air-directed to the non-native speaker" while "interaction analysis means describing the functions of those forms in (conversational) discourse" (Long 1983). This input becomes comprehensible

from interactional settings and supports learners in language acquisition and helps them to focus on salient linguistic features.

Overall, the affective filter hypothesis highlights the importance of considering both cognitive and affective factors when teaching a second language. By creating a supportive and positive learning environment, teachers can help students overcome the emotional barriers that can impede their language acquisition, and promote successful bilingual education. Some examples could be, for example, when the teacher motivates students with cultural elements of the English language that may be of interest to them, introducing them to objects of everyday life with which they feel identified (social networks, video games...). In this sense, the figure of the native conversation assistant becomes of paramount importance. Giving an important role to the conversation assistant in the classroom is a great motivation booster, as he/she is usually a young person who connects well with the students and takes advantage of their inevitable connection between cultural features, folk elements and the way they are entrenched in the language. These examples are related to the affective filter because when a person is accessed on an emotional level, the filter barrier is lowered allowing knowledge to come in as well as from the advantage of having a native assistant, who transmits his or her vision of the world, which lowers the affective filter and makes the pupils more interested.

According to Krashen, language learners need to be exposed to comprehensible, but slightly advanced language in order to progress in their language acquisition (Krashen, 1982).

Krashen suggests that bilingual education in primary schools should be structured to encompass a variety of language exposure methods, including reading, writing, listening, and speaking. It is important that teachers provide students with a variety of input by using a variety of materials, such as books, videos, and other multimedia.

Moreover, Krashen emphasises that students should be able to enjoy learning a foreign language, as well as enjoy studying the language. It is important for teachers to choose materials and activities that are engaging and relevant to the interests and backgrounds of their students. Also, they should encourage students to take risks and make mistakes without being judged if they do.

Krashen also advocates immersing students in the target language, that is, the second language, so that they can become familiar with it to a large extent. In addition to classroom instruction in the target language, students can also communicate with each other in the target language, and opportunities outside of the classroom can be provided to expose them to the language.

Finally, Krashen argues that in order to provide a broad and diverse input of language to the primary school children, bilingual education must be given to them. Teachers can enhance students' language skills in a natural and effective way by creating an enjoyable and immersive learning environment.

6. Methodology

In this section we will learn about the methodology developed by each of the schools in the bilingual programme with which we are going to work in order to carry out this research.

6.1. CEIP Inmaculada Concepción

The main objective of this school through the bilingual programme is that the pupils use the English language to communicate even with mistakes which will not be penalized. In terms of the number of bilingual lines in the school, we could say that around 70% of the school is bilingual, as it is taught from the first year of primary school to the sixth year, not including the kindergarten stage, which does have the subject of English as a foreign language, but they are not bilingual grades. Bilingualism is implemented with English but at the same time pupils have one hour of French per week.

The bilingual programme in this school works in different non-linguistic areas which are the following:

- Physical Education
- Arts
- Music
- Natural Science
- Social Science

These non-linguistic areas are initially taught in the pupils' mother tongue (1L), which is Spanish, and then in the foreign language, English, with the structure of a lower grade. Grammar is taught in a very visual way which gives a lot of importance to grammar and vocabulary.

For the breakdown of hours dedicated to languages, the second and third stages work on English three sessions per week. The subjects included in bilingualism are distributed as follows: science three sessions per week, music one session, art 1 session and physical education three sessions in the older grades and four in the first stage.

The school started with this program in the academic year 2010/2011. The impact on the school is quite good, they have foreign families, there is also a very good level and the families support the school. On the other hand, they find problems when they speak a foreign language at home and they cannot help them with the Spanish language (1L), but this happens in very few cases.

On the other hand, as far as the vision of the school in the educational community is concerned, the teachers themselves who are part of the bilingual project define it as a teaching overload that falls on the bilingual staff as they do not have extra time in their working day to prepare the sessions and the required material for the bilingual subjects.

The school has a total of seven teachers taking part in this programme, four bilingual primary teachers, one music teacher, two physical education teachers and a number of qualified B2 teachers. These teachers have a first contact in September where they have two meetings, the first one to constitute the bilingual team and the second one to explain how they work, show them where the documentation is, materials, etc... Throughout the course, depending on the needs, different meetings are organized but in their day to day they communicate with each other actively, commenting and organizing the daily sessions, while foreseeing potential issues in classroom dynamics.

The structure of the bilingual programme focuses on a methodology based on final tasks, the so-called Task-Based Learning, or TBL, in order to put into practice the vocabulary and grammar learnt in each of the units in realistic learning situations. The final tasks are such as role play, big books that have to be presented (guided depending

on the topic: example of the European briefcase (food, flags...). The most WIDELY used resources in the sessions are worksheets, readings, games, in general they try to teach these classes in a dynamic way in order that the student learns while enjoying.

As previously mentioned, the units begin with the presentation of the vocabulary in English and Spanish, then the grammar point is presented so that the vocabulary can be used. They also have very present ephemeris especially in the subjects of English, music and physical education, since the varied contents of these subjects are integrated in the School Language Curriculum.

Bilingualism is mostly worked on when the conversation assistant comes to the class. Normally the assistant spends 1 hour per group for a total of 12 hours per week. This year, as we have 2 assistants, it has been organized as follows: 1 hour in social and natural sciences and another hour in English (in the exams the speaking skills are done with the assistant).

The school has two conversation assistants, Marta and Gavin, who joined the school on the 1st October, and they are bound to be working there until the 31st May. Marta is from the United Kingdom, a student at the University and because of her profile she has been left with the lower grades (from first to third) and a 6th grade for her timetable. Gavin is from New Mexico (EUU), and works with the older grades. He has done courses related to education, leisure time monitor and this is his second year at the school. He is in the third cycle because they already knew him and because of his more advanced knowledge (vocabulary and grammar is better adapted to the older ones). In the lower grades he didn't know how to reach the children.

In order to work with conversation assistants, teachers act as intermediaries between the assistant and the pupils. In the first sessions, the teacher must teach the assistant how to work with the pupils in order to serve as a guide, showing them how and when the children have the dynamics that the assistant enters. Once this has been done, they are given a document with the vocabulary and grammar to be covered in each unit of each course that each assistant is in.

The Integrated Language Curriculum is organized in terms of five bilingual units in each year, two per term, combining natural and social sciences in turns and relating it to the same content learned and worked on in Spanish. This document is developed by courses where the programmes are integrated with the resources to be used in each of the units.

6.2. Salesianos San Juan Bosco School

The bilingual programme in this school works with English in different non-linguistic areas such as natural sciences and social sciences, which in the odd-numbered years of primary education are focused on a single subject. These non-linguistic areas are initially taught in the pupils' mother tongue (1L), which is Spanish, and then they are taught in the foreign language (2L), English, so that the knowledge is consolidated. More Spanish is spoken than English and this is done through brainstorming, starting from a challenge, a scheme that is made among all.

For the breakdown of hours dedicated to languages, the second and third cycle work on the subjects included in bilingualism three hours per week, including natural and social sciences.

The school started with this program nine years ago, in the 2014-2015 school year. The impact on the school is quite good, they have foreign families and the most important thing is that the families are participative and supportive of the school. It is true that in this school we find different levels in terms of languages in the pupils since, as I mentioned before, there are pupils with English parents or pupils with a very good level of competence in 2L, probably due to the fact that they attend extracurricular classes, but there are other pupils who know nothing about the foreign language.

As for the teachers who participate in the bilingual programme at this school, they do so in a cooperative way, following the same methodology and with minimum common objectives which are chosen by all of them. They attach importance to communication among themselves, which is why they meet once a month if possible, or at least once a term. They all focus on the same methodology and evaluation of the non-linguistic areas, carrying out learning stations, gamification, observation and continuous and daily

oral evaluation, with games, exams, etc... Also, self-evaluation and co-evaluation of both students and teachers are carried out at the end of each unit or term, depending on the course where it is carried out.

The vision of the school in the educational community is mainly the one that the school wants to project. In this sense, they organize and carry out different events and projects of the bilingualism team throughout the year such as the "English Week" which in the case of this year has been related to the World Cup, each class was a country or another project the "Monday for saving the Earth" which is a triennial project for all integrated subjects, every Monday there is an exhibition in the good days of what they have done during the week in English something that has been prepared in class and evaluated, this project follows the objectives of sustainable development, proposed by the 2030 Agenda.

The structure of the bilingual programme focuses on a Project-Based Methodology (PBL) to work and put into practice the contents included in the subjects, as well as to improve the vocabulary and grammar learnt in each of the units. These projects are some of the ones I have mentioned previously "English Week" and "Monday for saving the Earth". These projects are worked on in a cooperative way and the whole school is involved in them. For their organisation, the teachers who are part of the bilingual programme have a Google Drive space where they share various aspects to be taken into account:

- Objectives, each course has a goal.
- Focus of the project, e.g. the focus of the "Monday for saving the Earth" project would be sustainable development.
- The criteria they will use to evaluate such projects, which are included in the syllabuses of all language areas.

The most widely-employed resources in the sessions are very visual, following the "scaffolding" method, which is a teaching method that, through assistance and accompaniment, enables students to solve problems or carry out tasks to achieve the educational objectives that have been proposed. This is why the lessons are organized around a routine, starting with different dynamic and gamified questions to review

(specifically grammar and vocabulary plus definitions). Another resource that is used a lot in the classroom nowadays is the classroom, because through this platform students share things with teachers. The main objective is that students learn in a meaningful and motivating way.

In addition to the projects, this school works with integrated units, which are defined by D. Marsh (2002) as a “dual-focused educational approach in which an additional language is used as a medium for the learning and teaching of both content and language.” In a CLIL lesson the four language skills as well as other elements must be combined to achieve a successful lesson outcome which integrates content, communication, cognition and culture. These are carried out in the sessions of the non-linguistic areas that this school includes in its bilingual programme. On the other hand, San Juan Bosco School does not have a conversation assistant, which is a pity, as they have proved a very useful resource for our pupils, when it comes to oral fluency.

The Integrated Language Curriculum of this school is focused on the previously mentioned structure of the bilingual programme organized around the non-linguistic subjects, which in this case are natural sciences and social sciences.

6.3. Research methodology

As mentioned before, the main objective of this research is to carry out a comprehensive analysis of bilingual primary education, highlighting its potential to promote linguistic and cultural diversity, and offering ideas on how we can further improve bilingual education for the benefit of students and society as a whole. The methodology for research on bilingual primary education is rigorous and systematic, ensuring that the research question is addressed in a meaningful and valid way.

In order to carry out this analysis, we will focus on the aforementioned bilingual schools. One of them works with five non-language subjects while the other works with two non-language subjects. Based on the characteristics and the teaching and learning process of each of them, the level of competence of the pupils in each school will be analyzed in light of the results offered by the students' performance on external standard tests.

Once the aim and main point of the present research has been established, it is time to plunge into the research itself and to analyze the findings, to draw relevant conclusions as well as to identify its limitations and areas for further investigation.

The necessary data for this research will be collected by means of a standard test for the year in which the pupils are in, which is 4th grade of primary education. The standard test was obtained from the website of the University of Cambridge where they publish sample exams. It will be a pre-A1, from which we will assess the 4 language skills, listening, speaking, reading and writing. This data should provide sufficient information about the level of competence of the pupils in order to see the comparison between two schools which teach a different number of non-linguistic subjects.

After collecting the data, the analysis will be carried out by combining qualitative and quantitative techniques of analysis to resolve our research and develop conclusions and recommendations for the improvement of bilingual education programmes. The qualitative analysis will consist of the observation and evaluation of the quality of the methodology used in each of the schools, which will result in learning through the scores on the standardized tests given to the students, which will constitute the quantitative data of the present research.

7. Research design

The design of our research will focus on different steps to be followed in order to collect, analyze and compare data. For this purpose, classroom tests will be employed for research, which, at the same time, prove very useful for assessing learners' communicative skills and language competence. The data shows how well learners have mastered the foreign language.

7.1. Sample

Let us now have a closer look at the research process itself. In both schools, we will work with pupils in the 4th grade of primary education.

The class involved in the present research at **CEIP Inmaculada Concepción** has 25 pupils aged between 9 and 10 years old. Among the 25 students, 12 are boys and 13 are girls. This class can be described as a group of students in which we find two students with dyslexia and also one student with a gender change and who has successfully integrated into the school environment. This student is valued and respected by both peers and teachers in the school.

At the **Salesianos San Juan Bosco School** two classes of 4th grade of Primary Education are under the scrutiny of this study. The 4th A class has 25 students between the age of 9 and 10 years old. This class can be described as a group of students in which there are not a large number of students with identified special educational needs as they only have one student with Attention Deficit Hyperactivity Disorder (ADHD) and two native students who are brothers.

For this study, it is important to take into account the average grades in the bilingual areas of the classes to be studied, from which there is a clear relationship with the grades obtained in our assessment instrument (standardized test). In the following table you can see the average scores for each subject and school:

	CEIP INMACULADA CONCEPCIÓN	SALESIANOS SAN JUAN BOSCO SCHOOL
BILINGUAL SUBJECTS	AVERAGE	
Natural Science	8.32	8.04
Social Science	8.08	8.02
Art Education (Art+Music)	8.08	X
Physical Education	9.40	X

As part of a research study, there are two types of groups, which are practically identical in all aspects of what the study involves. The experimental group is the one that will receive the experimental treatment, which is a technical term that describes testing a hypothesis regarding a cause-and-effect relationship between two factors. On the other hand, we have the control group, which in a research is used as the one in charge of ensuring that the experiment is a success. In this way, we are able to ensure that the treatment obtains the expected results, and finally figure out if the treatment has affected how the learning process is affected by the exposure to immersion in comprehensible input.

The data collected from our research are through an instrument. According to Seliger and Shohamy (1989), they mention the following types of tests that can be useful to collect data for the research:

- Judgment test (the students have to judge if some given items are correct or not).
- Multiple choice and true/false formats.
- Elicited imitation (an oral or written stimulus is provided and the student has to repeat it or to read it aloud).
- Cloze, completion, translation, recall (after listening to or reading given passages, students reproduce them either orally or by writing).
- Standardized tests.

From these, data were obtained through standardized tests which include the four language skills to assess the students' level of English language proficiency. In this way, based on the level of English of the pupils in each school, we can analyze and compare the two schools.

7.2. Variables

Both schools from which the sample has been collected have a similar context. Families attending these schools are socio-economically equal and are involved in their children's education and development.

This can be reflected in the development of each school's bilingual programme, taking into account the following variables:

- The number of bilingual subjects that each school includes in its curriculum is the independent variable. From this variable we can see a big difference between the two schools as CEIP Inmaculada has five bilingual subjects while Salesianos San Juan Bosco has two bilingual subjects.
- The variable discussed above will influence the language proficiency of pupils in each school. The level of language proficiency of pupils in each school will be measured through standardized tests.
- The training and experience of teachers in bilingual education will be a variable that will directly influence the pupils and the development of the bilingual programme in the school. This variable is regarded in relation to the number of subjects in each school, as the school with five bilingual subjects will have teachers who are more involved and trained in bilingual education than the school with two subjects.
- Evaluating the resources and materials available in each school is a variable to be taken into account. Both schools are very complete in terms of technological aspects, as they have computer rooms, laptops, digital whiteboards, projectors, etc. On the other hand, one of the most important resources for the development of the bilingual programme is the conversation assistant, as it gives pupils the opportunity to practice and get to know the English language (1L) more closely. In comparison with both schools, the school that works with five bilingual subjects has two conversation assistants, while the school that works with two bilingual subjects has no conversation assistants. Both schools offer extracurricular activities, including English classes to reinforce English and to involve pupils more in the school's bilingual education.

7.3. Instruments

The test chosen as an evaluation instrument to find out the level of the students is a standardized test designed by the University of Cambridge. This test is equivalent to a Pre A1 level and is known as "Starters". It is organized into three parts in which the four language skills (listening, speaking, reading and writing) are tested. Each part has different sections which we can see below:

1. Listening: it is organized into four parts which include 20 questions. It takes approximately 20 minutes to complete.
2. Speaking: this is organized into four parts where students practice listening and answering oral questions. This takes approximately 3-5 minutes.
3. Reading and writing: has five parts with a total of 25 questions. This takes approximately 20 minutes.

For the present study, only certain sections of this standardized test have been selected for the students to carry out because of the time available to carry it out, but we have tried to ensure that all language skills are present, as well as the use of English. The selected sections can be found in Appendix 1.

In order to carry out the listening section, we have obtained the audio from the Cambridge University website and we have cut it to obtain only the audio of the selected part. The audio can be found at the following link: [https://drive.google.com/file/d/1m1EYxyDtPxZDDkW-PUw-gfU9I0FKziqp/view?usp=share link](https://drive.google.com/file/d/1m1EYxyDtPxZDDkW-PUw-gfU9I0FKziqp/view?usp=share_link)

The general evaluation of this test is structured in terms of a percentage. Each section counts as 25%, but as there are 4 parts, they add up to 100%.

The evaluation of this test will be carried out on the basis of the correct and incorrect answers of each student. The correct answers have been obtained from the official website of the University of Cambridge together with the sample of the standardized test.

On the other hand, for the assessment of speaking skills, continuous observation will be also drawn upon, which allows a close monitoring of the evolution of each student's learning process in relation to the objectives set and the key competences which the student is expected to develop. The students will carry out this section in groups of four and based on the proposed image (which you can see in the speaking section of appendix 1) the students will ask each other a question and answer.

In order to do so, a rubric proves a most valid evaluation instrument, since it allows the researchers to get an approximate measure of both the product and the process of learning, as well as the student. The rubric employed can be found in Appendix 2.

7.4. Data collection

In this section the results obtained in the standardized tests on the basis of which we have assessed the language level of the pupils in each school will be discussed.

These tests will be marked out of a total percentage of 100% since, as previously mentioned, there are four parts, each of which will be marked out of 25%. The percentages will be equivalent to the following marks out of 10:

Over 100%	Over 10%
100%	10
90%	9
80%	8
70%	7
60%	6
50%	5
40%	4
30%	3
20%	2
10%	1

These would be the rounded scores, but we can find among the test results students who get scores with decimal numbers (e.g. 97%=9.7). These data can be seen more clearly in the tables and charts of own creation included in the following sections classified for each school.

7.5. Data analysis

The sample of participants involved in this research can be classified by school. On the one hand, in CEIP Inmaculada Concepción I have collected a sample of 25 participants, who are pupils in the 4th year of Primary Education and who work with five bilingual subjects. On the other hand, I collected a sample of 24 participants from the 4th year of Primary Education at the Salesianos San Juan Bosco school, where the bilingual programme includes two bilingual subjects.

1	STUDENTS	LISTENING	SPEAKING	READING	WRITING	FINAL MARK 100%	FINAL MARK 10%
2	INM 1	15	5	25	25	70	7
3	INM 2	25	25	25	25	100	10
4	INM 3	15	5	15	15	50	5
5	INM 4	5	15	10	10	40	4
6	INM 5	20	20	25	25	90	9
7	INM 6	10	0	25	20	55	5,5
8	INM 7	20	25	25	20	90	9
9	INM 8	15	25	20	20	80	8
10	INM 9	20	0	10	25	55	5,5
11	INM 10	25	25	25	25	100	10
12	INM 11	25	20	15	20	80	8
13	INM 12	20	15	25	20	80	8
14	INM 13	15	25	20	25	85	8,5
15	INM 14	20	25	25	25	95	9,5
16	INM 15	20	25	20	10	75	7,5
17	INM 16	25	20	20	20	85	8,5
18	INM 17	25	15	15	20	75	7,5
19	INM 18	15	25	15	20	75	7,5
20	INM 19	0	5	15	15	35	3,5
21	INM 20	25	10	15	5	55	5,5
22	INM 21	25	20	25	20	90	9
23	INM 22	20	20	25	15	80	8
24	INM 23	20	20	25	25	90	9
25	INM 24	20	5	20	20	65	6,5
26	INM 25	25	20	25	25	95	9,5

Table 1: Results obtained by the students of CEIP Inmaculada

1	STUDENTS	LISTENING	SPEAKING	READING	WRITING	FINAL MARK 100%	FINAL MARK 10%
2	SJB1	5	5	10	5	25	2,5
3	SJB2	15	5	15	15	50	5
4	SJB3	0	5	20	0	25	2,5
5	SJB4	25	25	25	25	100	10
6	SJB5	20	20	25	20	85	8,5
7	SJB6	25	25	25	20	95	9,5
8	SJB7	15	15	20	10	60	6
9	SJB8	15	5	20	15	55	5,5
10	SJB9	20	25	25	25	95	9,5
11	SJB10	15	25	25	25	90	9
12	SJB11	25	25	25	25	100	10
13	SJB12	25	25	25	25	100	10
14	SJB13	0	5	15	10	30	3
15	SJB14	25	25	25	25	100	10
16	SJB15	25	25	25	25	100	10
17	SJB16	15	25	25	20	85	8,5
18	SJB17	25	25	25	20	95	9,5
19	SJB18	0	5	25	0	30	3
20	SJB19	20	10	15	20	65	6,5
21	SJB20	20	25	25	15	85	8,5
22	SJB21	10	15	5	5	35	3,5
23	SJB22	0	10	15	15	40	4
24	SJB23	10	10	15	15	50	5
25	SJB24	15	5	15	10	45	4,5

Table 2: Results obtained by the students of Salesianos San Juan Bosco School

The data obtained from the standardized tests given to pupils in each school has been analyzed using basic quantitative and qualitative statistical techniques, according to the nature of the data collected.

The quantitative data that can be found in this research are the numerical data that the students have obtained in the evaluation of the standardized tests, which can be seen in table 1 (CEIP Inmaculada) and table 2 (Salesianos San Juan Bosco School). The descriptive statistics of the data obtained that will contribute to compare the scores of the two schools are as follows:

1. Average

- CEIP Inmaculada Concepción: 7,56
- Salesianos San Juan Bosco School: 6,833333333

2. Median

- CEIP Inmaculada Concepción: 8
- Salesianos San Juan Bosco School: 7,5

From an experiential perspective, the qualitative information collected enhanced the data collected during the previous analysis and defined the proposed evaluation dimensions.

In terms of carrying out a comparative analysis where the results obtained by the pupils are analyzed in detail, taking into account the differences and similarities that can be found between the two schools based on the pupils' level of English.

Considering the difference in the number of bilingual subjects in each school, it can be affirmed that pupils who are more exposed to comprehensible input write and speak the language better. According to the data analyzed, 19 pupils out of 25 pupils at CEIP Inmaculada are in the top 20-25% out of a total of 25% in the writing skill. On the other hand, in speaking, 15 out of 25 pupils are between 20-25% out of a total of 25% in speaking.

In contrast, Salesianos San Juan Bosco school has 12 out of 24 students who are in the top 20-25% out of a total of 25% in writing. In speaking, 12 out of 24 students are in the top 20-25% out of a total of 25% in speaking.

From this analysis of productive skills, we can clearly see that students at CEIP Inmaculada, who have five bilingual subjects and are more exposed to comprehensible input, obtain better results in the standardized test.

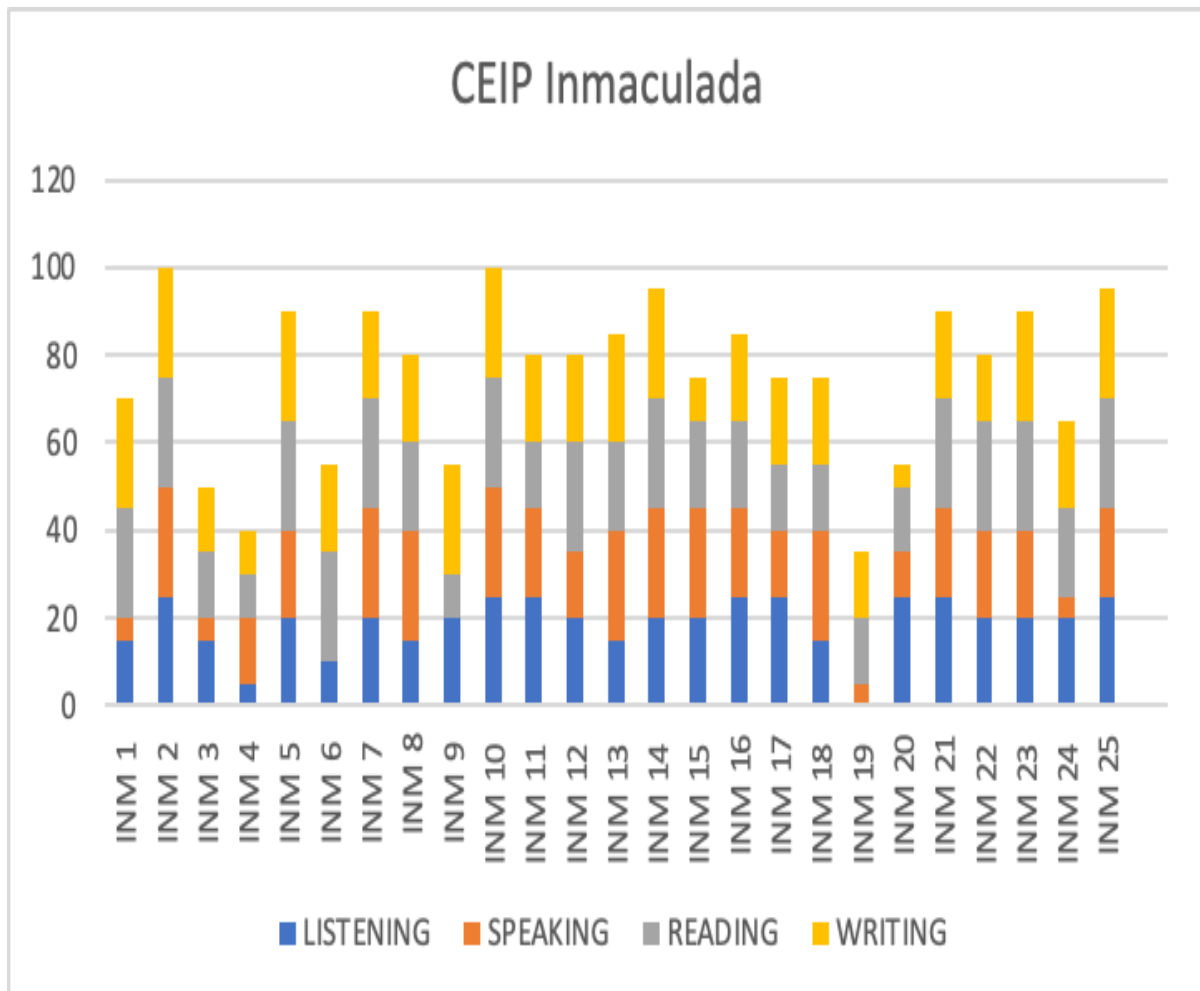


Chart 1: Bar chart that presents the results of CEIP Inmaculada

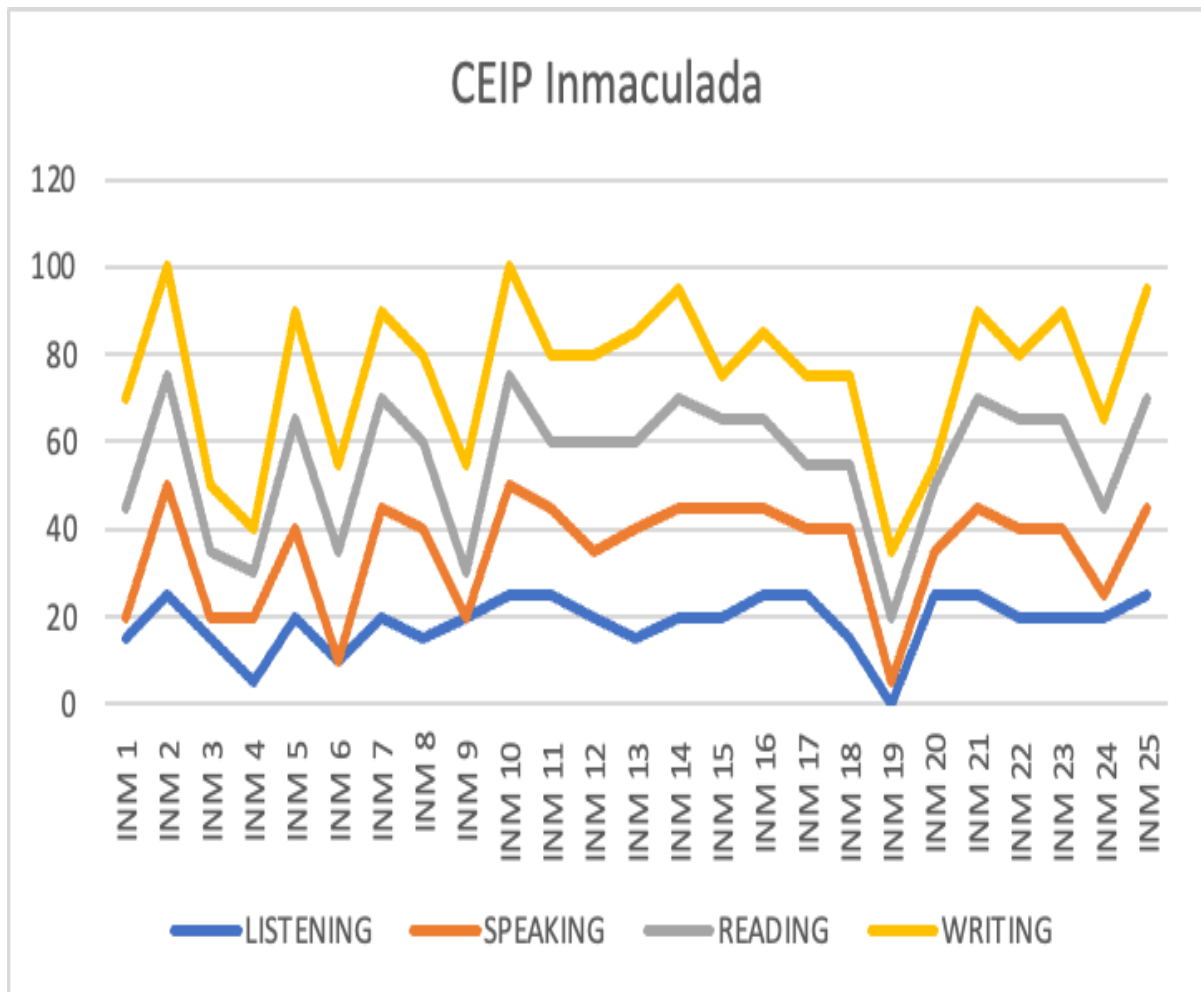


Chart 2: Line chart that presents the results of CEIP Inmaculada

Despite the fact that students at the Salesianos San Juan Bosco school are exposed to the language for less time, somewhat unexpected results can be seen in the following charts.

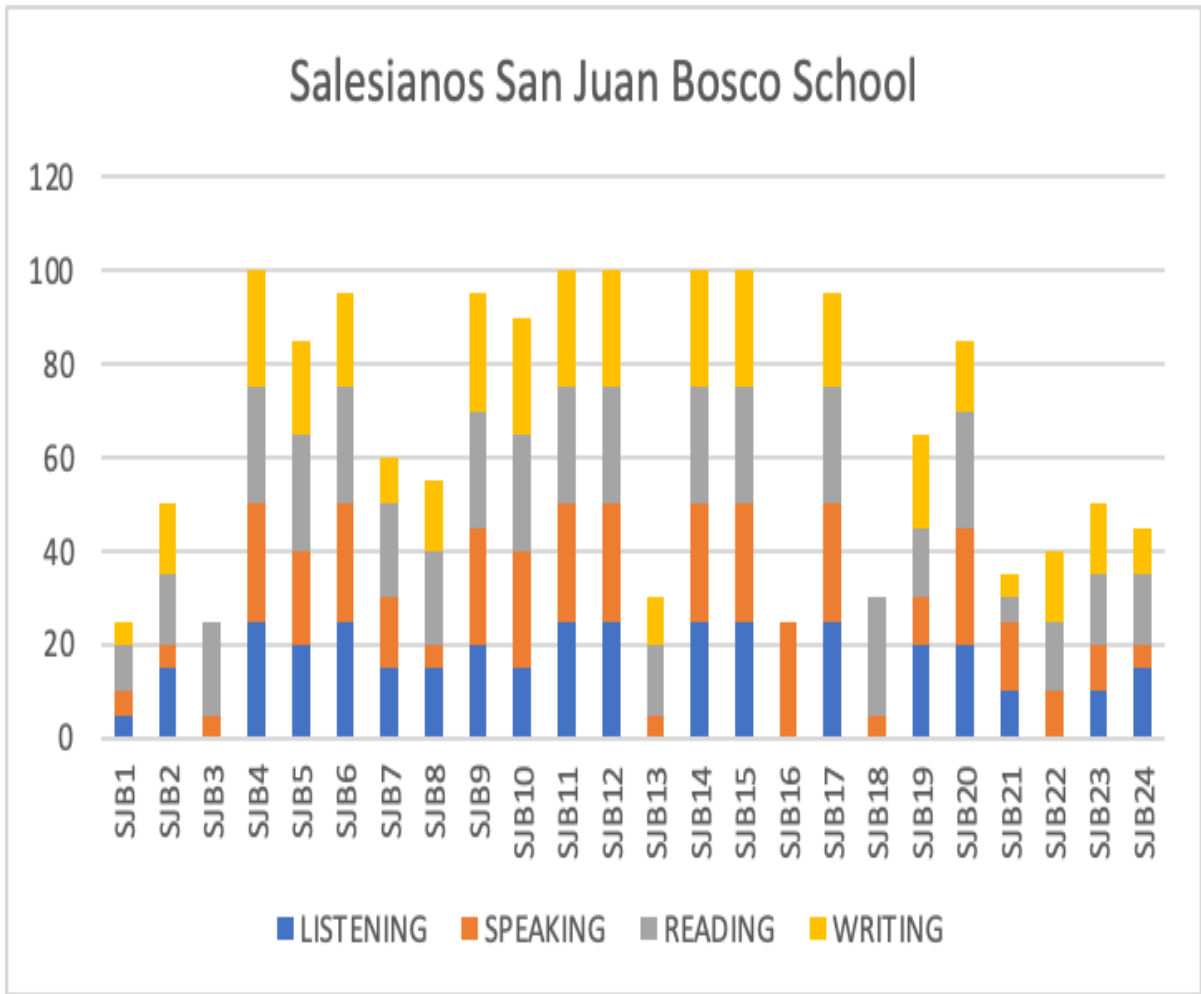


Chart 3: Bar chart that presents the results of Salesianos San Juan Bosco School

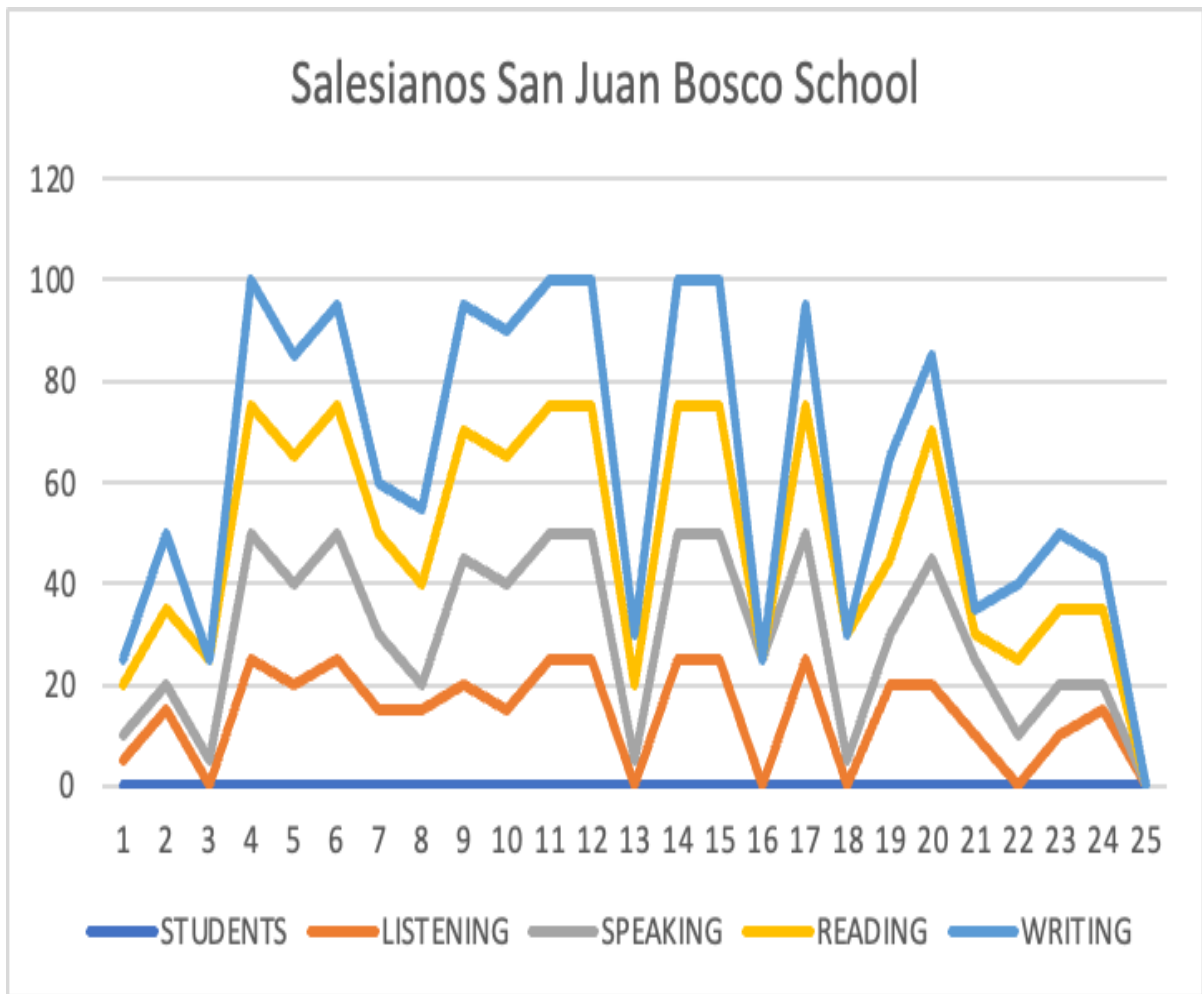


Chart 4: Line chart that presents the results of Salesianos San Juan Bosco School

In addition, differences can also be observed between the pupils' competence in receptive skills in each school. According to the data analyzed and presented in tables 1 and 2, 17 out of 25 pupils at CEIP Inmaculada are between 20-25% out of a total of 25% in the listening skill. On the other hand, 17 out of 25 pupils are between 20-25% out of a total of 25% in the skill of reading.

Regarding the data obtained in the Salesianos San Juan Bosco School in table 2, there are 11 out of 24 students with results between 20-25% out of a total of 25% in the listening skill. In addition to the listening skill, the research throws the following results in the other receptive skill, reading, where 16 out of 24 pupils are between 20-25% out of a total of 25% in the reading skill.

It is also important to comment on the total results out of the total of 10 in percentages in order to clearly see the results and differences between the two schools. These can be seen in the table below:

Table 3: Results of students from both schools

RESULTS OVER 10				
SCHOOL	CEIP INMACULADA		SALESIANOS SAN JUAN BOSCO SCHOOL	
GRADES	NUMBER OF STUDENTS	PERCENTAGE OF GRADES	NUMBER OF STUDENTS	PERCENTAGE OF GRADES
+7	17	68%	12	50%
6-7	2	8%	2	8,33%
5-6	3	12%	1	4,16%
5	1	4%	2	8,33%
4	1	4%	2	8,33%
3	1	4%	3	12,5%
2	0	0%	2	8,33%
1	0	0%	0	0%
0	0	0%	0	0%
TOTALS	25 students	100%	24 students	100%

As can be seen in this table, there are more students with results higher than 7 in CEIP Inmaculada than in Salesianos San Juan Bosco. This is due to the exposure of the pupils to the language, as CEIP Inmaculada has five non-language subjects integrated in the school's language project, while Salesianos San Juan Bosco has two non-language subjects, which is equal to less time of exposure to 2L.

It is important to bear in mind that the number of non-linguistic subjects taught bilingually is not the only determining factor in achieving greater exposure to English for pupils, as there are many others, such as the teaching and learning process, the methodology used, the time dedicated to oral practice, etc. Another of the most important factors is having the opportunity to interact with native speakers, which in the case of CEIP Inmaculada is also available, as there are two conversation assistants at the school.

The exposure to the language from an early age such as at primary school will provide them with advantages in the process of acquiring and learning the second language such as better language development as they have more opportunity to put into practice all the language skills, greater confidence and fluency when developing communicative competence, better cultural understanding as the bilingual environment will involve them in a greater immersion in English culture, and preparation for the future of our students since, as we have previously mentioned, English is a very important language for our society.

8. Results and discussion

The results obtained in this research have taken into account a number of factors and variables that affect the context of the pupils and of the individual schools. It is important to discuss the results of the pupils in each of the skills in the standardized tests in order to evaluate their linguistic competence and exposure to the language by the school and the teachers.

As we can see in table 3, we find a higher percentage of passes among the students of CEIP Inmaculada (92%), which is the school that includes five bilingual subjects in its programme, while the Salesianos San Juan Bosco school (70.83%) includes two bilingual subjects. This means that the results obtained are logical, as the pupils at CEIP Inmaculada are exposed to the language for longer than the pupils at Salesianos San Juan Bosco.

Thanks to this research and focusing on the proposed objectives to be achieved, it has been possible to evaluate pupils who are immersed in a foreign language and to find out how they acquire it in order to find out how it affects their language skills in terms of

language competence development. Furthermore, this research is focused on the development of bilingual education in primary schools and in order to achieve our objective we have focused on the study of the development of the bilingual programme in each school, learning how they work and integrating different subjects to enhance the learning and acquisition of the foreign language.

However, another of our objectives was to know and evaluate the emotions, motivations, interests and attitudes of pupils in the development of key competences in primary education through the integration of the foreign language. From the author of this study's point of view, this is a difficult objective to achieve and that is why it has only been possible to be observed in one of the schools dealt with in this research, which has been CEIP Inmaculada, thanks to the opportunity they give to their students to be able to put their oral skills to practice with two native speakers of 2L, a very important resource that helps students to deal with both curricular aspects and cultural tenets from a native's point of view.

The last objective was focused on assessing how unconscious acquisition enhances conscious learning. This is a very important aspect to take into account that, according to the great Stephen Krashen (1982), we can learn about through the "Monitor Model" theory, from which he describes two processes for language acquisition and learning, in which he states that the unconscious acquisition of learners when acquiring a language is the basis for conscious learning and the development of communicative competence in the language. This theory can be seen in the results of our research as the students at CEIP Inmaculada Concepción, having five bilingual subjects, are more exposed to the language than those at the Salesianos San Juan Bosco school, who have two bilingual subjects. This means that through non-linguistic subjects they are acquiring the language in an unconscious way, more subjects mean better results in the standardised tests of our study and better development of communicative competence by the students of CEIP Inmaculada Concepción compared to those of the students of the Salesianos San Juan Bosco school.

Finally, it is important to mention that in terms of the context of both schools, as mentioned above, the families who bring their children to these schools have similar socio-economic levels, as well as equal opportunities. Due to this, the measures are the

organization of the schools and the implementation of each school's bilingual programme.

9. Conclusion

In this Final Master's Dissertation a research focused on the teaching and learning process of bilingual education in primary schools has been carried out following a main objective which is to carry out an exhaustive analysis of bilingual primary education through a study in different schools to find out about their bilingual programmes, methodologies and pupils' levels, on the basis of which the effectiveness of this programme has been analyzed.

In accordance with the development of this research, two schools were used to analyze their bilingual programmes and the level of linguistic competence of their pupils in order to make a comparison between the two, taking into account various factors, one of the most important of which is the exposure of pupils to the language in their daily lives.

This research was carried out on the basis of an assessment instrument. The assessment instrument used was a standardized test appropriate to the level of the pupils we took as a sample, pupils in the 4th grade of primary education. This standardized test is divided into different parts, each of which assesses a language skill.

Finally, once the results of the tests given to the students had been obtained, the data were presented and analyzed. These results are due to a theoretical justification that we can relate to Stephen Krashen's theories based on the Comprehensible Input and the Affective Filter Theory.

These theories can be seen in relation to bilingual and foreign language (2L) teaching as learners develop their linguistic competence in a process of acquisition and learning. According to Callegari (2007), acquisition is an automatic process that takes place unconsciously, where learners will be exposed to a lot of interaction with the target language. On the other hand, he defines learning as a conscious process on the part of the learner of what he or she is studying.

According to Krashen, through learning, learners will never reach a native-like level of communicative competence, which is possible through acquisition.

Affective factors according to Krashen are directly related to the process of teaching and learning a second language as well as to the results obtained throughout and at the end of that process. McLaughlin (1987) there is no doubt that affective factors play an important role in second language learning. For Krashen, the existence of the affective filter is the main explanation for individual differences in learning, especially between children and adults.

These individual differences in learning make it important for the learner's age to undergo the acquisition and learning process. The best time for acquisition will be when the affective filter is low, which will make the learner so focused on the message being given that he/she will not be aware that he/she is receiving information in another language (Krashen, 1985).

It is important to take into account the limitations that we have found during the development of the research.

One of the limitations I have observed is that the sample we have analyzed is small as there are only two schools. Ideally, we would like to extend it to more schools and compare them with a control school, which could be a non-bilingual school.

It is also true that the data collection for this research was carried out from the middle to the end of the 2022-2023 school year and it would have been ideal to test them from the beginning of the school year to see the evolution of the pupils' linguistic competence after several months of immersion. Sometimes, however, the cooperation with the schools is affected by the clash between the researcher's priorities and the school policy and schedule.

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Boletín Extraordinario número 7. Por la que se desarrolla el currículo correspondiente a la etapa de Educación Primaria en la Comunidad Autónoma de Andalucía, se regulan determinados aspectos de la atención a la diversidad, se establece la ordenación de la evaluación del proceso de aprendizaje del alumnado y se determina el proceso de tránsito entre distintas etapas educativas. 18 de enero de 2021.

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11. Appendixes

1. Appendix 1:

Part 1

– 5 questions –

Listen and draw lines. There is one example.

Sue

Ann

Lucy

Nick



Pat

Jill

Dan

Part 1

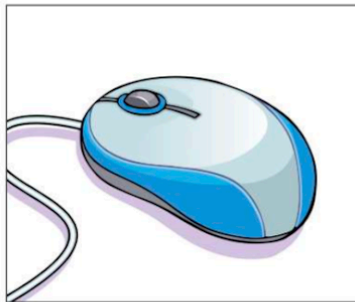
- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



These are grapes.



This is a house.



Questions

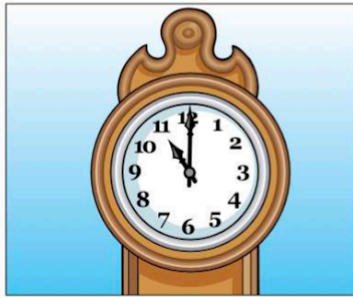
1



This is a helicopter.



2



This is a clock.

3



These are shells.

4



This is a sock.

5



These are chairs.

Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

- 1 The man has got black hair and glasses.
- 2 There is a lamp on the bookcase.
- 3 Some of the children are singing.
- 4 The woman is holding some drinks.
- 5 The cat is sleeping under an armchair.



2. Appendix 2:

ASSESSMENT RUBRIC (ORAL SKILL)

ITEMS	3	2	1
PRONUNCIATION AND FLUENCY	CAN EXPRESS HIM/HERSELF FLUENTLY AND EASILY. HAS CLEAR PRONUNCIATION. VERY FEW PAUSES, IS ABLE TO KEEP UP EFFECTIVELY.	CAN EXPRESS HIM/HERSELF FLUENTLY USING SIMPLE, SHORT SENTENCES. HAS CLEAR PRONUNCIATION. SOME PAUSES AND ERRORS WHICH MAY CONFUSE THE INTERLOCUTOR.	USES ONLY SIMPLE AND SHORT SENTENCES. PRONUNCIATION IS CORRECT IN MEMORISED WORDS. USES A LOT OF PAUSES.
COHERENCE AND COHESION	THE DISCOURSE IS COHERENT AND COHESIVE. IT USES CONNECTORS.	USE SHORT SENTENCES WITH SIMPLE CONNECTORS.	USES SHORT SENTENCES AND ALMOST NO CONNECTORS.
USE OF GRAMMAR	MAKES GOOD GRAMMATICAL USE WITH SOME ERRORS THAT DO NOT AFFECT COMPREHENSION.	MAKES GOOD GRAMMATICAL USE OF SIMPLE STRUCTURES BUT MAKES BASIC MISTAKES.	POOR GRAMMATICAL CONTROL OF SIMPLE STRUCTURES, THEIR ERRORS AFFECT COMPREHENSION.
VOCABULARY	USES APPROPRIATE VOCABULARY. MAKES SOME MISTAKES.	USES BASIC VOCABULARY, MAKES MISTAKES WHEN TRYING TO FIND THE RIGHT WORDS.	IT USES A VERY SIMPLE VOCABULARY. MAKES MISTAKES AND USES SPANISH WORDS.