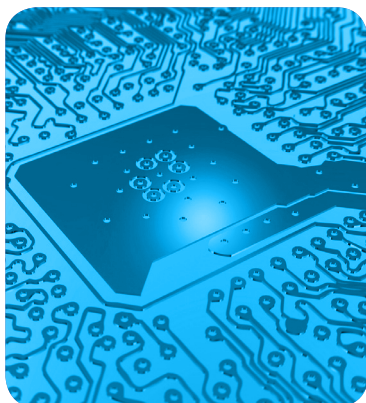
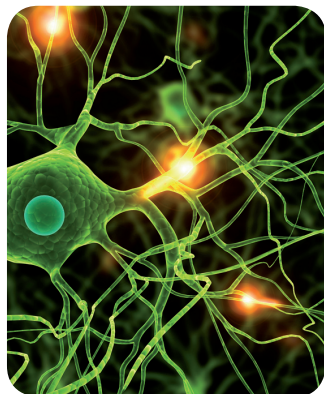


MÁSTERES de la UAM

Facultad de Formación
de Profesorado
y Educación / 14-15

Formación de Profesorado
de Educación Secundaria
Obligatoria y Bachillerato

Francés e Inglés





MÁSTER EN PROFESORADO DE EDUCACIÓN SECUNDARIA Y
BACHILLERATO

**A study of Bilingual Program and
Bilingual Section students'
development in two different
written genres**

Autora: Belén Regadera Hinjos

Directora: Rachel Whittaker

TRABAJO DE FIN DE MÁSTER

CURSO ACADÉMICO 2014-2015

Madrid, junio 2015

Table of Contents

1. Abstract.....	Page 1
2. Introduction.....	Page 2
3. Theoretical background.....	Page 3
3.1. The evolution of CLIL.....	Page 3
3.2 Benefits of CLIL and differences between CLIL and EFL.....	Page 4
3.3. The situation of CLIL in Spain and Madrid.....	Page 5
3.4. Why a focus on writing?.....	Page 8
3.5. Aspects to analyze writing.....	Page 8
3.5.1. Genre and register.....	Page 8
3.5.2. Linguistic features.....	Page 10
3.5.3. Error Analysis.....	Page 11
4. Description of the methodology used.	Page 11
4.1. Participants.....	Page 11
4.2. The design of the prompts.....	Page 12
4.3. Data collection.....	Page 12
4.4. Criteria for the selection of particular students and texts.....	Page 13
4.5. Detailed explanation of the criteria used for the analysis of texts.....	Page 14
4.5.1. Genre.....	Page 14
4.5.2. Linguistic features.....	Page 15
4.5.3. Error Analysis.....	Page 16
5. Presentation of the results.....	Page 17
5.1 Analysis of genre.....	Page 17
5.1.1. Bilingual Program students' Descriptions.....	Page 17
5.1.2. Bilingual Section students' Descriptions.....	Page 19
5.1.2. Bilingual Program students' Recounts.....	Page 20
5.1.4. Bilingual Section students' Recounts.....	Page 22
5.2. Linguistic features: Description.....	Page 23
5.2.1. General production.....	Page 23
5.2.2. Fluency.....	Page 25
5.2.3. Complexity.....	Page 26
5.2.4. Lexis.....	Page 27
5.2.5. Accuracy.....	Page 27
5.3. Linguistic features: Recount.....	Page 28

5.3.1. General production.....	Page 28
5.3.2. Fluency.....	Page 29
5.3.3. Complexity.....	Page 30
5.3.4. Lexis.....	Page 31
5.3.5. Accuracy.....	Page 31
5.4. Analysis of errors.....	Page 32
5.4.1. Error Analysis in Description texts.....	Page 32
5.4.2. Error Analysis in Recount texts.	Page 34
6. Discussion and interpretation of the data.....	Page 36
6.1. Genre and register.....	Page 36
6.2. Linguistic features.....	Page 39
6.3. Error analysis.....	Page 43
7. Pedagogical Implications.....	Page 47
8. Conclusions.....	Page 48
9. References.....	Page 51
Appendix 1: Instructions for the description.....	Page 56
Appendix 2: Instructions for the recount.....	Page 56
Appendix 3: Description texts by Bilingual Program students.....	Page 57
Appendix 4: Description texts by Bilingual Section students.....	Page 60
Appendix 5: Recount texts by Bilingual Program students.....	Page 63
Appendix 6: Recount texts by Bilingual Section students	Page 66

1. Abstract

The introduction of bilingual education in a foreign language in Spain is continuously in the spotlight because there are few studies which evaluate its effectiveness. As a way to study some of its consequences, the present research analyzes the written production of a small group of students from Bilingual Section (high immersion in English) and Bilingual Program (lower immersion) in the Region of Madrid in different genres, focusing on the structure and register used, linguistic features and type of errors found.

The results showed that there is little difference in any of the aspects analyzed in the linguistic features, with the exception of accuracy, where BS students obtained better results. As this was the most noticeable difference, an analysis of errors was carried out, showing that while BS students most prominent errors were related to spelling, those from BP's texts were related to syntax constituents and verb morphology. In addition, students from both groups developed the register of each genre in a similar way, although BS students showed a more varied use of subordination. In addition, BS students included an introductory stage and a concluding stage more frequently than BP students. Therefore, this research indicates specific areas of difference between BS and BP students' written texts. Moreover, based on the results of the analysis, the study suggests some pedagogical implications.

La implantación de la educación bilingüe en España ha estado siempre en el punto de mira, porque hasta la fecha hay pocos estudios que avalen o rechacen su eficacia. Debido a ello, el presente trabajo pretende analizar la producción escrita de un grupo de estudiantes pertenecientes a la Sección Bilingüe (gran inmersión en lengua inglesa) y al Programa Bilingüe (menor inmersión en lengua inglesa) de la Comunidad de Madrid. Su principal foco se encuentra en el desarrollo de diferentes géneros escritos (analizando la estructura y el registro utilizado), su caracterización lingüística y el tipo de errores encontrados en cada uno de ellos.

Los resultados muestran que no hay una gran diferencia en ninguno de los aspectos analizados en la caracterización lingüística, excepto en la corrección, donde los estudiantes de la Sección Bilingüe obtienen mejores resultados. Debido a que es la diferencia más notable, se realizó un estudio sobre los errores más frecuentes en cada grupo, y se observó que los errores de ortografía son los más frecuentes en los textos de Sección, mientras que en los de Programa predominan los errores sintácticos y

verbales. Además, los estudiantes de ambos grupos desarrollaron el registro de forma similar para cada uno de los géneros, aunque los alumnos de Sección utilizaron tipos de subordinación más variados. Además, la mayoría de estudiantes de Sección incluyó una introducción y una conclusión más frecuentemente que los alumnos de Programa. Por lo tanto, esta investigación sugiere que sí existen diferencias en algunas áreas específicas en las composiciones escritas por estudiantes de Sección y Programa Bilingüe. Además, este estudio aporta algunas implicaciones pedagógicas que los resultados obtenidos pueden tener a nivel educativo.

2. Introduction

English is one of the widely spread languages in the current globalized world, and learning to communicate in this language seems to be now more important than ever. Due to this, in Spain, there is an increasing number of bilingual schools, both for Primary and Secondary Education, based on CLIL education. CLIL is rooted in the immersion programs developed in Canada in 1960, and bilingual education in the United States (Dalton-Puffer, 2007). In some European countries, like Spain, its general introduction in some regions is very recent. This gives way to a new teaching and learning situation in which so much is at stake that requires scientific studies which may evaluate its effects. Thus, different types of research into different areas where learning in a foreign language may have an impact on learners, with comparisons of students following CLIL education and students who are not, are needed

Although in Spain some studies have started to be developed in order to see the impact of CLIL in the Spanish education, a variety of studies in different areas would be necessary in order to cover the whole impact of CLIL education. The present paper offers a focus on writing in the foreign language as a reflection of language learning (Manchón, 2011). Its objective is to analyze the differences between Secondary students from Bilingual Section and Bilingual Program's written compositions, and provide some pedagogical implications derived from the results obtained. These pedagogical implications may serve as a guide for teachers to know to which aspects they could pay more attention when teaching writing, depending on the group they teach.

In order to analyze the written production, three aspects of the texts have been taken into account to obtain a wider view of different features. From the most general level to the most concrete one, the aspects are: genre (including register), linguistic features and

error analysis. Each of these features coincides with one of the research questions which are the basis for this study. Seeing that there were no clues to foresee the results, although the first intuition was that the students from the Bilingual Section would perform better in all aspects due to their longer exposure to English, the research questions are raised in a neutral way:

- a) Are there any differences in the development of distinct genres between students from the Bilingual Section and the students from the Bilingual Program?
- b) Are there any differences between students from the Bilingual Section and students from the Bilingual Program, in some linguistic features as complexity, accuracy, lexis and fluency?
- c) Are there any differences in the type of errors made by students from the Bilingual Section and the Bilingual Program when writing?

3. Theoretical Background and Research Questions

3.1. The evolution of CLIL: how it influenced the acquisition of foreign languages.

One of the first methods which mixed content and language in instruction is the language immersion education carried out in Canada in 1965. Although it shows some differences with Content and Language Integrated Learning (hereafter, CLIL), such as the fact that immersion occurs in contexts where students can use the language they are learning out of the place of instruction (Lasagabaster & Sierra, 2009a), this immersion which took place in Canada can be considered one antecedent of CLIL. First of all, it would be important to define what the term 'CLIL' refers to. Marsh (2012) defines CLIL as "a term which would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role".

This is related to the theory of Focus on Forms, proposed by Long, which became so popular in the 1990's. With this theory, Long (1997) stated that only a focus on meaning or a focus on forms (linguistic aspects) is not enough because what learners need are lessons whose focus is on meaning, but with a progressive movement towards drawing the students' attention to linguistic elements. Moreover, Van Patten (1996) also pointed out the fact that students need to process the content of the input first, before they focus on the non-meaningful form. Then, CLIL is based on the idea that, in order

for learners to use language to communicate, they have to pay attention first to the meaning, and after this, they will pay attention to linguistic aspects of the language: they will be learning both content and language.

In addition, CLIL is also related to a mixture between Krashen's Input Hypothesis and Swain's Output Hypothesis. Krashen (1977) stated that learners acquire a language when they receive inputs a bit over their current level, while Swain (1985) claimed that learners acquire a language when they have to produce outputs in that language. Taking all this into account, it could be said that learners which are acquiring a language through CLIL are both receiving and producing comprehensible inputs and outputs.

3.2 Benefits of CLIL and differences between CLIL and EFL

Since its development, CLIL has been believed to have many benefits for learners of foreign languages. Jäppinen (2006:24-25) pointed out that CLIL contexts offer to the students the possibility to learn a foreign language in a similar way in which they learnt their first language, most of the times based on discovery patterns carried out by the student. Moreover, following Skehan's ideas (1998), it could be inferred that in CLIL lessons, students receive plenty of authentic input, and they can use language to do different types of projects and tasks, what would derive into an acceptable acquisition of the language. As reported by Agustín Llach (2009:114), those learners who are constantly exposed to different types of vocabulary, may develop high proficiency of their target language than those who are not.

Nevertheless, despite these ideas, there is still some uneasiness with CLIL, since it is believed that it may risk content in the benefit of the language, students might be unable to develop their L1 correctly and the acquisition of the L2 could be not functional (Navés, 2009:23). Seeing that students are learning content but in a foreign language, some people could raise the question of students learning less content than their partners who learn in their mother tongue, or if the aspects of the foreign language that they are learning can be useful when having to communicate with a native speaker of that language. In contraposition, some experts of CLIL, as Pérez Cañado (2012:317), point out that the learning of content is not threatened due to CLIL, and it has positive effects on the subject acquisition. Moreover, the same author emphasizes that students will have a correct development of the second language, since they will learn vocabulary incidentally, they will increase their reading proficiency and they can improve their

pragmatic and discourse competence. Even more, Coyle (2007) considers that CLIL can develop students' motivation towards the L2, and it can improve language retention.

As we have seen, there is still some tension between the acquisition of a language through CLIL or other methods. Perhaps, the most spread is English as a Foreign Language classrooms. In this case, English is only learnt in the subject of English, while the rest of the subjects are learnt in the students' mother tongue. As reported by Pérez-Vidal (2009), it could be said that EFL contexts do not provide students with enough exposure to the second language, there is not enough classroom interaction between students and input is many times not meaningful, since it is constantly focused on specific linguistic aspects of the language. Other author which reports the benefits of CLIL over other instruction methods is Agustín Llach, who stated that "learners studying in a CLIL approach will show fewer instances of L1 transfer than other learners receiving traditional instruction in the foreign language" (2009: 114).

It has also been expressed that students learning a foreign language within a CLIL model tend to have more positive attitudes towards the second language they are learning than the students in EFL contexts, and they tend to see that language as easier to acquire (Lasagabaster & Sierra, 2009b). Although syntactic and morphological constructions by students learning in CLIL contexts seem to be more complex than those learning in EFL contexts, their pronunciation has not been proved to be better (Ruiz de Zarobe, 2011). At any rate, what is clear is that, in a world which is in constant change, the necessity of learning foreign languages to communicate seems to be a reality. Learning foreign languages can help the students to develop different skills and creativity, to understand other cultures and to enforce interdependent relationship between people from different countries (Álvarez-Sandoval, 2005: 2-17).

3.3. The situation of CLIL in Spain and Madrid

Due to the importance of learning languages, European governments try to implement the acquisition of a second language in the curricula of their countries. Nevertheless, the results are not the same for all the countries. In the case of Spain, different studies show that half of the Spanish people are only able to communicate in their mother tongue. For example, according to the Eurobarometer (European Commission, 2012), 54% of Spaniards claim that they cannot speak any foreign language. This fact places Spain at the tail end of Europe, together with countries such as Romania, Bulgaria, Poland and

Czech Republic. Taking into account data such as these, the Spanish Government believes it necessary to take some measures to improve the results of language learning, and this can be seen in the adoption of different measures to implement different methods to learn foreign languages in Spanish schools, such as the adoption of a Bilingual Program by the British Council in 1996, and its renovation in 2013 (Ministerio de Educación, Cultura y Deporte, 2015).

Spain is characterized by its heterogeneous situation with respect to languages. The official language in the whole country is Spanish, but there are some territories which have other languages as co-official with Spanish: Catalan, Galician and Basque. This fact may have caused that many efforts related to bilingualism have been developed in these territories to integrate both official languages, but not in other territories, and rarely with foreign languages, before recent years (Fernández, Pena, García & Halbach, 2005). It should also be taken into account that each of the Spanish regions has certain autonomy for some aspects, and Education is one of them; consequently, the implantation of different models to learn a foreign language is different depending on the region.

In the case of the Region of Madrid, there are two different programs for CLIL in Primary Education, according to Llinares & Dafouz (2010): the MEC/ British Council Project (appeared in 1996) and the CAM Bilingual Project (appeared in 2004). As reported by the same authors, in the year 2009, in Madrid there were 10 schools and 10 high-schools which implemented the MEC Project, a program based on a mixture of the Spanish and the English Curricula, taught with authentic materials and with a special focus on reading and writing.

However, although this MEC Project has been implemented in some schools of Spain, most of the schools and high-schools where CLIL has been put into effect in Madrid follow the CAM Bilingual Program. In accordance with Llinares & Dafouz (2010), this program follows the Spanish Curricula, but with specific subjects taught in English (between a minimum of 30% and a maximum of 50% of the curricula), except for Spanish language and Maths. The subjects which are taught in English depend on the school teachers and the resources each school has, although there is a tendency to choose those subjects related to social and natural science. Nowadays, as stated by the Comunidad de Madrid (2014), 352 public schools and 103 public high-schools are

bilingual, which means that 43% of the public schools and 32% of the public high-schools are bilingual in the Region of Madrid.

Few studies have been accomplished about the efficacy of these CLIL programs in Madrid, possibly because its novelty makes it difficult to give definite results about the effects they have in the students. One of the most significant studies carried out till the date is the one developed by Anghel, Cabrales & Carro in 2012, and it refers to Primary Education. They studied the results obtained by the students in the CDI exams (6th grade) and concluded that students from both bilingual and non-bilingual schools had similar results in Spanish and Maths (both taught in Spanish in all the schools), but in the General Knowledge exam, bilingual students whose parents had lower levels of Education obtained worse results than the rest.

This research seems to signal a rupture between the bilingual and non-bilingual students, suggesting that bilingual projects may produce differences between the students due to their backgrounds. Another study carried out by González (2013), which analyses written texts from Secondary Education, seems to claim that there is not a big difference between the written production of students in Bilingual Section and Bilingual Program, but both groups show differences with students from a non-bilingual school. Nonetheless, although the efficacy of bilingual programs still casts serious doubts, what seems to be clear is that the regional government is trying to include some measures to promote the establishment of these bilingual programs: an increase in the number of teachers and native language assistants, some training courses for the teachers and an increase in the school funding, most of the times for ICT materials (Llinares & Dafouz, 2010).

As we have seen, even though the theoretical foundation of CLIL appeared a long time ago, it is not till recent times when it has started to be widely implemented. In Spain, and particularly in Madrid, since CLIL is a very latest project, there have been few studies which deal with the advantages or disadvantages brought by it. For this reason, an analysis of some aspects of the CLIL results need to be carried out, to see if these projects develop necessary skills in the students or if they should be changed or improved somehow.

3.4. Why a focus on writing?

As a way to provide data about CLIL results, this project intends to analyze and compare some writing patterns in English used by students who are learning it as a foreign language. There are several reasons why this study focuses on writing and not in other skills such as speaking, reading or listening. First of all, in general, writing requires more density of lexical items than spoken texts (which can be beneficial for the study of lexis). In addition, as it provides permanent texts, they offer the possibility of being re-read (Llinares et al., 2012). Moreover, as written texts are captured in paper, the process of writing can be better observed than in skills such as listening and reading, which are processes that occur within people's minds, and are, consequently, more difficult to study. Moreover, Manchón (2011) puts an emphasis on the importance of writing according to the Noticing Hypothesis and the Output Hypothesis, which state that by producing oral and written language, learners may notice the lack of some L2 structures within the resources they have to express themselves in the L2. Then, it could be said that writing can be used as way to see the students' learning.

In addition, the study of written texts, even when teachers have to correct their students' productions, tends to be centered in grammar and syntax, rather than in content (Reid, 1993). According to the same author, the progression of non-native speakers of English when writing was many times measured as if they were native speakers, or simply as a way to check if students had understood different grammatical structures. Nowadays, this tendency is starting to change, but there is still much focus on the grammatical perspective of writing. Due to this, this research will offer a perspective on different genres and their influence in register, grammatical and syntactical aspects, and on errors.

3.5. Aspects to analyze writing.

3.5.1. Genre and Register

In order to analyze the writing productions of the students, the genre of a text can be considered as something basic when learning a foreign language. According to Martin (1992:505) a genre is "a staged, goal-oriented social process realised through register". Each text type, although it shows a great variation from others from the same genre, has some associated genres features that makes it part of a particular genre (Schleppegrell, 2006). Martin (1989) classified the types of texts (depending on the stages and purpose they had to achieved to belong to a specific genre) that students are expected to write in

school, differentiating types such as recounts, procedures, descriptions, etc. Nevertheless, he only classified the genres required in an English education system; he did not classify all the genres that can appear in an EFL class. Therefore, in this context, some hybrid genres combining features of the genres classified by him may appear. The two genres that students were asked for in this research are a description and a recount.

According to Rose and Martin (2012), a description is a genre which is not structured by time, and it refers to specific individuals. They specified that the expected stages of a description are: Phenomenon^ Description (in phases). On the other hand, and stated by the same authors, recounts are structured by time and they refer to specific events, typically following this structure: Orientation^ Events ^ Reorientation. As the writing of these genres has been asked in an EFL class, they are not totally framed within these features stated by Rose and Martin. The genres proposed by the prompts show some variations whose study is explained in more detail in the Methodology Section.

Register is an important variable of genre, since language changes depending on the situation in which it is used. Halliday and Hasan (1989) divided register into three different parts; field, tenor and mode. These three different parts may coincide with the three metafunctions of language classified by Bloor & Bloor (2013): the field may refer to the ideational metafunction, where “language is used to organize, understand and express our perceptions of the world and of our own consciousness” (p.13). Some aspects that can be used to analyze field are the types of words that predominate, the type of language, the use or not of time and place adverbs and the logical relations established between clauses and sentences. The same authors stated that the tenor might refer to the interpersonal metafunction, since “language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgements” (p.13); which can be analyzed depending on the type of sentences and the attitude. The mode can refer to the textual metafunction, where “language is used to relate what is said or written to the real world and to other linguistic events” (Bloor & Bloor, 2013). It can be studied focusing on the lexical density and the first element of each sentence. Depending on the genre, the characteristics of each part of the register can be expected to be different.

3.5.2. Linguistic features: fluency, complexity, lexis and accuracy.

In order to analyze written compositions, some aspects to measure the fluency, complexity, lexis and accuracy have to be taken into consideration, as they have been asserted to measure development in L2 (Vercellotti, 2012). As pointed out by the same author, each of the aspects mentioned previously is multidimensional, but to summarize, it can be said that complexity measures how advanced the language used is and accuracy the degree of correctness of the text; while fluency appears defined by Latif (2008) as an aspect which measures the composing rate.

To measure fluency, Wolfe-Quintero, Inagaki & Kim (1998) stated that the two best ways to measure it are the number of words per clause and the number of words per T-unit. T-units were defined by Hunt in 1965 as “the shortest grammatically allowable sentence into which language can be divided”.

According to Housen et al (2012), the complexity of the students’ production “can be influenced by the extent to which the relevant linguistic structures and rules, once acquired as explicit, have become proceduralized and become implicit”. To measure complexity, the number of clauses per t-units can be a good way to see the degree of subordination (Wolfe-Quintero et al 1998; Martín Úriz, Chaudron & Whittaker 2005).

As lexical elements are key for written texts (since as Halliday 1989 pointed out in 1989 “the complexity of written language is lexical, while that of spoken language is grammatical”); lexis is something that can also be used to analyze written texts. It can be measured, according to Wolfe-Quintero et al. (1998) by using different formulas, although two of the most used are lexical density, and mostly, lexical variation. The lexical density refers to the number of lexical words out of the total number of words. This may be useful to see the quantity of lexical meaning that a written text has. Moreover, the lexical variation refers to the number of different content words out of the total number of content words, and it is more related to development (Wolfe-Quintero et al, 1998).

In addition, accuracy is also something important in relation to writing. As pointed out by Martín Úriz et al. (2005), the analysis of this accuracy can be considered a measure to see grammatical correction. It can be done in different ways, although the one used by the same authors is analyzing the errors per t-unit. For this study, the specification of

what has been considered an error and what has not can be seen in the Methodology Section.

3.5.3. Error Analysis

Furthermore, in order to analyze writing as reflecting language learning, some attention has also been paid to the theory of Error Analysis, proposed by Corder in the 1960's. This theory is based on the idea that the learners of a target language make some errors because they make wrong inferences about the language, and an analysis of errors could determine the linguistic structure that learners have in their minds (Corder, 1967). However, this theory was criticized by Selinker (1972) because of different factors: it does not take avoidance (the fact of avoiding specific structures whose use is not well known by the student) into account, it is sometimes impossible to know the real cause of an error from specific data, and the theory does not consider receptive skills of the students. Owing to this fact, only some aspects (explained in Section 4.5.3.) have been selected for this study.

4. Description of the methodology used to obtain and analyze data.

4. 1. Participants

To select the participants, and given the difficulty to find two classes with a similar background, one from a bilingual school and another from a non-bilingual school, finally two classes from a bilingual high-school were chosen. The high school is situated in the Southern part of the Community of Madrid, in a medium to lower-class neighbourhood. This bilingual school has two different programs: the Bilingual Section and the Bilingual Program. Students in the Bilingual Section, have most subjects in English, except for Spanish and Maths, and they have five hours per week of English language. All of them come from a Primary School in the CAM Bilingual Program. The students from the Bilingual Program class have most subjects in Spanish, except for Physical Education (which is taught in English) and 5 hours of the English subject per week. In addition, half of the class also has Arts&Crafts and Technology in English, while the rest has these subjects in Spanish.

The two classes which were selected for the project belong to 1st of ESO (students between 12 and 13 years old). Two aspects were taken into account in order to select classes from 1st of ESO and not from another course. First of all, even though the

students from the Bilingual Program receive more English lessons per week than the minimum required by the Spanish curricula, and some of them even receive 3 other subjects in English, the fact of being in 1st year lessens the impact that this intensive model of imparting English may have had on them; as their education in Primary followed what was established by the curricula. For this reason, in spite of belonging to a bilingual high-school, they are not receiving the same bilingual education as their partners in the Bilingual Section. This difference in the way they are (and were) taught English leaves a gap in which the research can be done. The second reason for choosing 1st of ESO groups is that, being in 1st of ESO made it less probable that students from any group had practiced any of the texts which were proposed by the project. This would mean that they did not have any type of preparation before the task was given, making it more spontaneous.

4.2. The design of the prompts

Seeing the importance that genre has in writing, the selection of two types of genres started to gain force. The first idea was for them to do a recount and a description: two genres which involve describing specific features. The suggested writings were about describing a person they admire (description) and retelling what they did the previous weekend.

However, this idea was discarded because the Bilingual Program group had not reviewed Past Simple, and therefore, they would be at a disadvantage respect from the Bilingual Section group. To solve this, finally it was decided to do adapt the recount text so that it could be done in Present Simple. Instead of asking them to write about their previous weekend, students were asked to write about what they generally do at weekend. This way, both the description and the adapted recount could be done in Present Simple, and, consequently, both groups would be under the same conditions.

4.3. Data collection

Students from both classes had the same conditions to write their compositions. There was no limit of words, in order to let them write what they wanted, although in both classes some students asked for the limit of words. No limit of time was imposed, either, although they had to write the texts in a maximum of 50 minutes (the time that class lasts). Nevertheless, none of the students spent more than 30 minutes.

The first text they had to do was the description. All the students from each group were in class when this task was carried out. In both classes there was a short introduction telling them what they had to do, and asking some questions as a warm-up. Interestingly, many students from the Bilingual Program asked questions, most of them related to vocabulary they did not know, but they were encouraged to write ideas they knew how to write. Students from the Bilingual Section finished earlier, most of them finished in about 10-15 minutes, while students from the Bilingual Program spent about 15-20 minutes.

Two weeks later, both groups wrote the second composition: the recount. Students from the Bilingual Section understood the instructions faster, although an emphasis on telling only about their weekend (and not about their whole week) was needed, since some of them seemed to have started without having listened or read the instructions carefully. This group finished in about 15-20 minutes. Nevertheless, students from the Bilingual Program seemed to have listened more carefully to the instructions, and asked fewer questions this time. The most repeated question in this class was whether they should include or not Friday in their weekend. Some students tried to finish in a few minutes since they said they did not know how to say many things, but they were encouraged to write something else. This group spent around 25-30 minutes.

4.4. Criteria for the selection of particular students and texts

Once all the students had developed the two different genres, a selection of the texts and students needed to be carried out, in both classes, since not all the texts were valid for their comparison. Only the texts (both the recount and the description) of 14 students from the Bilingual Program and 14 from the Bilingual Section were analyzed.

In the Bilingual Section, three reasons for the selection of texts were taken into consideration. Firstly, not all the students wrote both texts since there were some absences the day the recount was done; and therefore, those students were discarded. Secondly, after having seen the compositions developed by all the students, it was observed that not all of them fulfilled the requirements (some descriptions compared two people, some recounts were only a list of activities, others talked about their whole week and not only weekend, etc.); and consequently, some of them had to be discarded. The third reason was to minimize the impact of individual differences. So as to avoid the extremes, which could be detrimental for the study, the students' marks in English

(for the present year) were consulted. Those students whose marks were around or above the mean of the class and whose written productions fulfilled the requirements were chosen.

In the Bilingual Program group, the selection of students was more difficult. All the students from this class wrote the two compositions asked. However, the selection of the students was based on the fact that, having all the texts, it could be observed that students with lower marks in English (mostly belonging to the part of the class which receives fewer subjects in English) wrote most of their composition in Spanish; some of them were not even able to write more than three lines. This does not mean that the cause for their lower level is precisely that they receive fewer lessons in English, there might be other reasons linked to motivation or background that are not going to be discussed. As in the other group, the selection of the writing was done in order to minimize the impact of the extremes, which could distort the final result of this research. Once the selection of texts was done, a more detailed explanation of the aspects which were taken into account to analyze and compare them needs to be done.

4.5. Detailed explanation of the criteria used for the analysis of texts.

4.5.1. Genre

Due to the importance of genre in writing, as each type of genre demands different organization of ideas, students had to develop two different written genres. This way, it could be checked if students from the Bilingual Section had an implicit knowledge of the different genres, seeing that they are more used to writing different types of texts in English.

As has been pointed out before, students were asked to write a description and a recount (the prompts can be seen in Appendices 1 and 2), but slightly different from the ones classified by Rose & Martin (2012), since they belong to a language subject to display knowledge, instead to a content one. The expected stages in the description asked to the students are Identifying Person^ Description (in stages). Regarding the recount that the prompt elicits, it shows characteristics of both recounts and reports, seeing that it is not about a specific event, but it refers to a general one (characteristic shared with reports). Nevertheless, it should be born in mind that time is structuring the content. Due to this, and focussing on the structure that this hybrid genre should follow, it would be analyzed as a recount, since it should have a structure partly similar to the one stated by Rose &

Martin (2012). The structure that the recounts analyzed should follow is: Orientation (time) ^ Activity Sequence ^ (Reorientation/Conclusion).

Moreover, some aspects are expected in the register of each of the genres, and have been taken into account for the study. In relation to field, the predominant type of verb in the description would be relational or existential, while action verbs would be the most used in the recount. Adjectives would also be very frequent in the description, while might not appear in the recount. Both compositions require the use of everyday language (as students are talking about aspects from their daily life, and always from their own perspective). Time and place adverbs are only expected in the recount, where time is structuring the activity, but they may not be necessary for the description. The logical relation between clauses and sentences may be variable, although taking into account the level of the students, coordination is the most expected relationship established.

Concerning tenor, both texts require declarative sentences and a positive attitude (towards the person they are describing in the description, and towards the activities they carry out in their weekend). Regarding mode, a lexically dense text is more expected in the description, since the use of nouns and adjectives is necessary to describe someone. However, the recounts would be more lexically sparse, since they need more function words to connect different ideas, and fewer adjectives. Within mode, the first elements appearing in each sentence have also been taken into account.

Apart from these features in genre, there is also a study in how the topic is introduced and concluded. Although there is not a deep study as the one by Martín, Hidalgo & Whittaker (2005), the presence or not of an introduction and conclusion, and the way of doing it (in the title, in a short sentence, its absence...) has been taken into account.

4.5.2. Linguistic features: general production, fluency, complexity, lexis and accuracy

So as to develop this part, I have followed the guidelines found in Wolfe-Quintero et al (1998); and Martín Úriz et al. (2005). In order to analyze the general production, the total number of words written by each student for each text has been counted, without counting the words written in Spanish. In addition, a counting of t-units and clauses has been carried out. For this study, t-units containing coordinated clauses within subordinated ones have been counted as one t-unit, since it has been decided that this coordination still depends of another clause, and thus, they show subordination.

Seeing that within a group of students there are many individual differences, three groups were made in each genre and group of students. The groups were done depending on the general production in each of the genres; and for this reason, students do not always belong to the same group. This intends to show that, despite the average that has been made in each group to compare them, there is heterogeneity within each of the groups.

The fluency of the texts has been measured by counting the number words per clause and the number of words per T-unit. In addition, to study complexity, what has been taken into account is the number of clauses per t-unit, indicating that a higher number of clauses per t-unit mean more complexity, since students have used plenty of subordination. Apart from this, calculating lexical density and lexical variation has been used to measure lexis. In relation to accuracy, it has been measured by counting the number of correct clauses out of the total number of clauses, considering incorrect those clauses with the following features: using Spanish words, wrong tenses, or inaccuracy in vocabulary; though spelling mistakes have not been taken into account. However, and as it was signaled by Bardovi-Harlig and Bofman (1989) this measure does not distinguish between the type of error made, and thus, the next section is based on trying to provide this information.

4.5.3. Error Analysis

Due to the criticism offered by Selinker to Corder's Error Analysis, as has been pointed out before, only two aspects of the Error Analysis have been included. The first one is the level of errors to see the aspects in which each group has more errors. Within this level of errors, the main focus will be on the following five levels, and the aspects appear next to them:

- ~ Errors in noun phrases: mainly, the use of the article and of irregular plurals.
- ~ Errors in verb phrases: the use of modal verbs, present simple and negation.
- ~ Vocabulary errors: wrong meaning, use of Spanish words and creation of new words on the basis of Spanish.
- ~ Spelling errors.
- ~ Syntactic errors: inversion subject-verb, use of Spanish structures, omission of the subject in English (pro-drop), or the lack of gerund after *like* or *love*.

An analysis of level of errors was selected as it was believed that students with more background in the English language would show fewer errors in all the aspects of the language.

The second aspect that has been taken into account is the origin of the errors, that is, if they are intralingual (because of how the English language works) or interlingual (because students are making transfers from their mother tongue: Spanish). This was chosen because it was thought that students who have been more exposed to English would have fewer errors due to translation from their mother tongue, and more related to the internal structure of English; whereas those students have been less exposed to English may lack some structures or vocabulary and would resort to Spanish to express themselves.

In order to carry out a study of the errors, some ideas have been taken into consideration. First of all, due to the impossibility of elucidating if some incorrectness is an error or a mistake (in the terms defined by Brown, 1994), both terms have been used indistinctly to refer to the incorrect features. Secondly, each of the genres has been studied separately, since each of them requires different structures, and the errors were, consequently, different from one genre to another.

The results obtained in the 56 texts can be seen in the following section. The analysis of all the distinct features seen before will allow us to obtain a wide variety of information that may help us to elucidate the answer to the questions posed before. It is important to mention that the examples taken from the texts have not been altered; this means that the errors made by the students are shown in the examples as they wrote them. All the texts written by the students can be found in the Appendices 3, 4, 5 and 6. Each student has been given a code to name them, due to confidentiality reasons.

5. Presentation of the results

5.1 Analysis of Genre

5.1.1. Bilingual Program students' Descriptions

The generic structure for this description was: Identifying person ^ Description in phases. Students were given some ideas in the prompt (See Appendix 1) to develop phases (physical appearance, personality, hobbies, and justification for their choice).

In the identification of the person, we can see different tendencies. 57.14% of the students decided to write it as the title of the composition, writing either the name of the person, or their relation with him/her. Moreover, 57.14% of the students wrote a short introduction within the text, telling whom they were going to describe, although some of them had also introduced that person by means of a title. Only 14.29% of the students did not introduce the person they were talking about.

Although the phases may vary depending on the student (some of them followed all the instructions in order, while others followed only some of them, or in a different order), the reason why they admire the person they are writing about was something compulsory, that all the students include in their compositions. All the students followed the same pattern: "I admire him/her because...". All the students wrote around 3 or 4 clauses in this justification, although the exception is student BP-13, with 12 clauses. However, all of them followed the pattern previously mentioned, and the different reasons were joined by means of coordination.

The first aspect of the register that has been analyzed is field. Seeing that it is a description, verbs tend to be, in general, relational, linking the subject with the predicate. It can be observed that one of the most repeated words in the texts is the verb "to be", in its forms of present. The average use of this verb is of 8 times in each text, although the longest texts use it more times and the shortest texts, fewer times. The use of adjectives is also present. In order to determine the degree of their use, an average contrasting the use of adjectives with the total number of content words has been done. Around 20% of the total number of content words in these compositions are adjectives, what means that a fifth of the content words are adjectives. Moreover, all the students are using everyday language, which is something that could be accepted, considering the age of the students and the type of redaction they had to write. Adverbial phrases of time and place do not normally appear, but they tend to be more frequent in the longest texts, where students give more details and they comment on the time and places when and where they interact with the person they admire, or to describe the activities that person likes to do. However, less than half of the students have used them, so it is not a very present characteristic.

The logical relation established between the majority of the sentences in all the texts is addition coordination (with the conjunction "and", or separated with commas when that

conjunction can be inferred). Concerning subordination, only two types can be seen in these texts. Adverbial subordination is used in every text when students give the reasons why they admire the person they have chosen. Moreover, noun clauses also appear in almost all the texts to express likes, in examples like: “He likes playing football and hanging out with my other friends and me” (BP-9). Relatives are not very frequent, and they appear in less than a quarter of the analyzed texts.

Concerning tenor, the sentences are declarative, as the register demands in this case. Attitude in all the texts is positive, since students are describing a person they admire. In relation to mode, the lexical density is an important feature to take into account. The average lexical density for this group in this composition is of 55%. This means that more than a half of the words that the students are using are lexical. In addition, the first element in many sentences makes reference to the person they are describing, by means of a pronoun (he, she) or their name. This goes totally in line with the instructions given and with the topic they had to write about, since the main focus of all the compositions is over a person they know well.

5.1.2. Bilingual Section students’ Descriptions

In this group, only 21.43% of the students opted for including a title to identify the person they were describing. Nevertheless, more than 85% of the students included a short presentation before starting describing the person, some of them also wrote the title. Only one student did not write any type of identification and started writing the different phases of the description without a previous identification.

Concerning the justification for the choice of that person, in most of these texts it is not as clear as in the BP’s compositions. Only half of the texts begin their justification with “I admire him/her because...”. Nevertheless, it could be said that in the rest of the texts, although it is not shown in such an explicit way, students said why they admire that person with other words. For example, BS-1 said “She is intelligent and very nice with everybody, this is why she has a lot of friends, this is why she is my best friend”. Then, it could be asserted that they used different structures to express the same idea, and it can be inferred by the reader even if there is not an explicit structure.

To analyze the field of this genre, as well as in the BP’s texts, there is a tendency to join subject and predicate with the relational verb “to be”. The average use of this verb is 6.5 times per text. It is more or less equally used in all the texts except in BS-1, where the

use of the verb “to be” is higher. Apart from this, in these compositions done by the BS students, around 17 % of the total number of content words is adjectives. All the texts show the use of everyday language. The use of adverbial phrases of time and place is not very frequent, although they appear in half of the compositions to indicate the place the person lives, works or goes, or the moment in which he/she does a specific activity, but only once or twice.

The logical relation that there is between most of the sentences is addition coordination, using the conjunction “and”. Nevertheless, there is also an important use of different types of subordination. There is adverbial subordination in around 80% of the analyzed texts, in almost all the cases temporal (introduced by “when”, as in the sentence by BS-2: “she always are helping when the people has problems”), or causal (over all, introduced by “because”). Moreover, in 57.14% of the analyzed texts, there are noun clauses, in most of the examples to express likes, in sentences like: “she likes staying with her friends” (BP-4). Relatives appear frequently in the BS’ texts, as 64.29% of the texts contain a relative clause, and in most cases, relative clauses appear more than once.

Tenor is similar to the BP students’, since all the sentences that have been used in the BS’ descriptions are declarative, and the attitude that students show towards what they are describing is positive, since all the vocabulary and expressions they have used suggest that. Concerning the mode, it can be seen that the lexical density is around 56%, which means that more than a half of the words used by the students are lexical, since the use of nouns and adjectives is frequent. Apart from this, after looking at the first elements appearing in each sentence, it can be said that the most frequent elements are those referring to the person that the students are describing, both using their name or a pronoun.

5.1.3. Bilingual Program students’ Recounts

Although some ideas were given in the instructions (see Appendix 2), each student organized their composition as they wanted. The most typical structure is Time^ Activity Sequence. All the students developed this structure in their compositions, since they structured their texts expressing first the time when they normally do something, and after that, the activities they carry out (including some details). However, concerning the general structure, only one student wrote a short sentence introducing

the topic he was going to talk about, and none of the students wrote any conclusion, or explained why they like spending the weekends in that way (which was one of the suggestions done in the instructions and explained in class). All the students seem to finish their redactions abruptly; the conclusion can be inferred because the weekend they are describing is over.

In relation with the field, and bearing in mind that the texts written by the students are recounts, the type of verbs that should predominate are action verbs, with which students can express the actions they normally do at weekends. It can be observed that in BP's recounts, more than 32% of the content words are verbs which express action (mainly the verb "to go"). This is something that can be expected in a recount. In addition, all the students are using everyday language, because talking about routines, places or people they know is topic that allows the use of quotidian language. Apart from this, adverbial phrases indicating time and place are frequent in this composition. All the students use temporal adverbial phrases to indicate the time they do some activity; for example "in the afternoon", "on Saturday", etc. Adverbial phrases indicating place are not so frequent, but they also appear in most of the written texts, in constructions such as "I go to my village" (BP-14) or "we have lunch in a restaurant next to our house" (BP-10).

Furthermore, the logical relations established in this text seem to be more developed and varied than in the description. Even though what predominates is coordination by using the conjunction "and", in these compositions students also express temporal relations, by means of markers such as "later" (which in many cases has been replaced by the word "after"). The use of subordination is only generalized with adverbial subordination: almost all the students (92.85%) used it, with different meanings, temporal, causal and proposal the most common. This predomination of temporal relations is expected if we take into account that time is essential for the organization of recounts. In these texts, some students made use also of adverbial subordination to show purpose (although not in all the cases with a correct structure), as in "Then we go to the Alcampo for have dinner" (BP-9). The use of noun or relative clauses is not that frequent, less than 30% of the students used noun clauses, and there is only one instance of relative clauses in all the texts.

Regarding tenor, all the sentences used in the recounts analyzed are declarative, which is something also normal in this type of compositions. The attitude is positive in all the texts, as students are talking about something they like; and it is reflected in the use of expressions such as “I love...”, or adjectives such as “funny”. Concerning mode, these compositions are less lexically dense than the descriptions, but a recount does not require such an abundant use of adjectives and nouns. Nevertheless, they still show 49% of content words, which means that students used plenty of lexical words, although inferior to the number of content words used in the description. The first element present in most of the sentences is a temporal linker, sometimes introduced by means of a preposition; but in any case, they signal that time is structuring all the compositions written by the students, and it is something characteristic of recounts.

5.1.4. Bilingual Section students' Recounts

In this group, not all the students organized the activities depending on the days, 21.43% of the students expressed the activities as a continuum, without differentiating in which day they do each activity. Regarding the general structure, only one student wrote a short introduction, telling what she was going to talk about; the rest of the students started writing what they do on Friday or Saturday. However, it can be important to signal that half of the students from this group have written a short conclusion, saying that this is the way they spend their weekends or explaining why they like spending them in such a way, which means a step further in the development of the structure.

To analyze register, one of the main aspects is field. As in BP's texts, verbs of action are one of the most used words, with 27% of the total number of content words. Nevertheless, in these compositions there is also a high number of nouns, to give details about each of the actions they are presenting. Furthermore, all the students are using everyday language, seeing that it is a composition that requires details about the students' weekend, which can be done using words that they would use in a quotidian conversation in English. Apart from this, adverbial phrases indicating time and place are very present in all the compositions.

Concerning logical relations, it can be seen that addition coordination is very frequent (using the conjunction “and”). However, subordination is present in almost all the compositions, in different forms: 50% of the students used noun clauses, such as “this is

which I do on Saturday” (BS-12); 57.14% of the texts contain at least one relative clause (as this one found in BS-7, “I have to visit my grand mother’ house, where I see my cousins”); and more than 85% of the students used adverbial subordination of different types, such as temporal, purpose or condition. One example of this subordination may be “When I finish, usually at 13.00 pm, if I have time, I play with my sister...” (BP-7). As can be seen, there is a varied expression of relation between clauses.

If we focus on tenor, it can be seen that all the sentences used in the recounts are declarative, and there is a positive attitude in all the compositions, and it can be seen in the use of expressions such as “I love this weekends” (BS-5), or “I have a lot of fun” (BS-7). Regarding mode, although the number of lexical words that students are using is enough, it is lower than the percentage found in the descriptive texts, since it is of 47%. Nevertheless, it can be explained due to reduction of the use in adjectives, which might not be so present in recounts. The first element appearing in each sentence is also important, and in these compositions, the same as in the BP’s, the most frequent initiations of sentences are time expressions, with and without prepositions, although there is also a predominance of beginning sentences with a first person pronoun. Both structures are expected in this recount, since the authors are the protagonists of the information they are giving, and this information is structured depending on time.

5.2. Linguistic features: Description

5.2.1. General production

Figure 1 shows the general production found in the descriptions done by the students from the BP: number of words, number of clauses and number of t-units. The three sets show the heterogeneity present in this group: Set 1 has written below 60 words, Set 2 has written between 60-80 words; and Set 3, between 100 and 210.

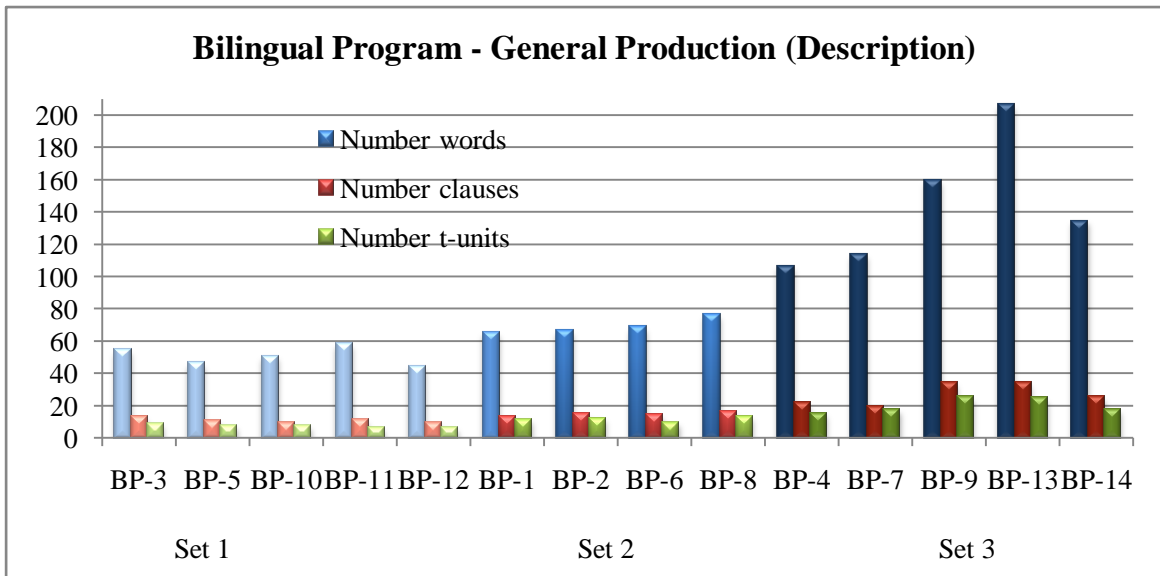


Figure 1: General production of words, clauses and t-units in BP students' descriptions.

As can be observed from the graph above, the number of words in Set 3 almost triples the words in Set 1 in all the aspects. This gives an idea of the diversity that can be found in this class even when students have to perform the same task. Due to this, it could be said that the data shows a high variation, but, in order to compare the results obtained in the BP and the BS an average for all the aspects has been done. Comparison will be shown after presenting the data found in the BS texts.

The data obtained from the BS class can be observed in Figure 2. As in the BP students' results, data can be classified in three different sets, although these sets show more homogeneity than the groups done in the BP. Set 4 has written between 65 and 90 words; Set 5, between 90 and 105; and Set 6, between 105 and 150.

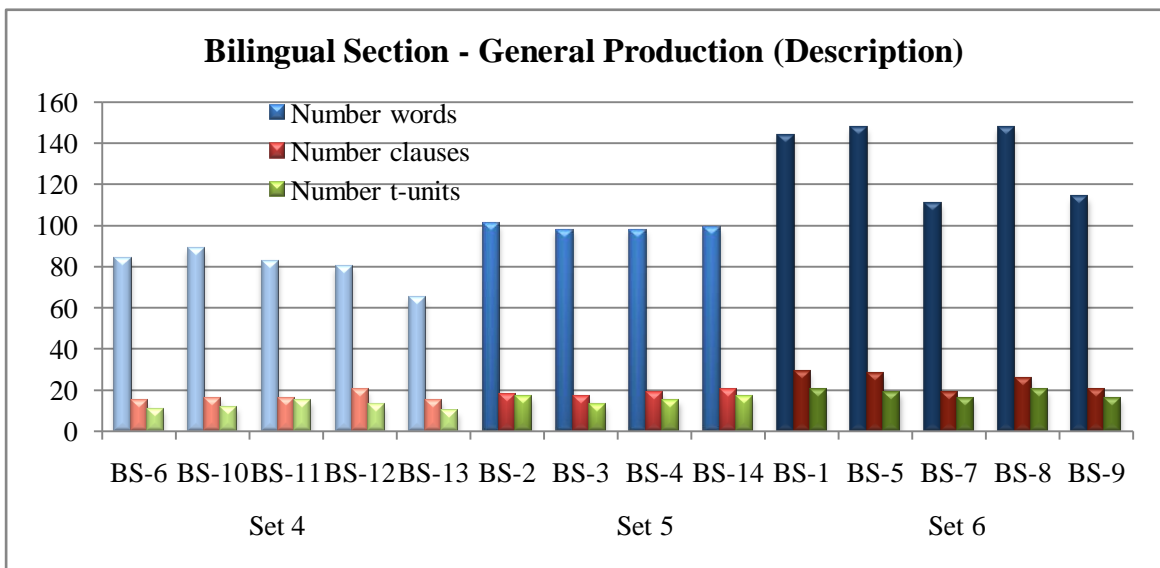


Figure 2: General production of words, clauses and t-units in BS students' descriptions.

As was observed in the BP data, there are some differences in the results from Set 3 and Set 1, but in this case there seems to be more homogeneity, since students with higher general production do not double the students with lower general production. So as to compare these data with the ones from the BP, Table 1 has been provided:

Group	Average number of words (standard deviation)	Average number of clauses (standard deviation)	Average number of t-units (standard deviation)
Bilingual Program	89.93 (48.7)	18.36 (8.4)	13.64 (6.3)
Bilingual Section	104.43 (26.2)	19.86 (4,6)	15.29 (3.2)

Table 1: General production in BP and BS' descriptions.

In Table 1 it can be seen how, despite the heterogeneity existent in the BP group (where the standard deviation doubles that of the BS group), BS students obtained higher results in all aspects of general production. The number of words is higher in the BS group, although some of the students from the BP group wrote more words, clauses and t-units than most of the students from the BS.

5.2.2. Fluency

To show the fluency found in the texts analyzed, the following table comprises the data obtained from both the BS and the BP groups, with the standard deviation. The two aspects analyzed to measure fluency are number of words per clause and number of words per t-unit:

Group	Average words per clause (standard deviation)	Average words per t-unit (standard deviation)
Bilingual Program	4.86 (0.6)	6.5 (1)
Bilingual Section	5.29 (0.6)	6.82 (0.7)

Table 2: Fluency in BP and BS' descriptions.

It may be noticed that there is a slight difference between the BP and the BS groups in the two features analyzed, but BS students outperform BP students in both aspects. The highest difference can be observed in words per clause. Students from the BP tended to write shorter clauses than the BS group, and consequently, their t-units were also shorter, although the difference in this aspect is small. To illustrate this difference in fluency, some examples extracted from the texts from each group will be provided:

BP-8: My mum is lovely and intelligent. (1 clause, 6 words)

BS-1: My friend Cxxx is the best girl in the world. (1 clause, 10 words)

BP-5: I admire her / because I love her. (1 t-unit, 7 words)

BS-8: I admire him/ because is always happy and confident and trustworthy. (1 t-unit, 11 words)

With these examples we can better see the differences in how students from both groups introduce and conclude their texts, and how the students from the BS tend to write more words per clause than students from the BP.

5.2.3. Complexity

The complexity of the written texts has been summarized in the results obtained from the number of clauses per T-unit. In Table 3 the mean and the standard deviation for each group can be seen:

Group	Average clauses per t-unit (standard deviation)
Bilingual Program	1.36 (0.16)
Bilingual Section	1.31 (0.15)

Table 3: Complexity in BP and BS' descriptions

In this table we can see that the tendency observed in the previous sections changes. BP students have written some more clauses per t-unit than the BS students, although the difference is very small. Nevertheless, it should be born in mind that the BP had more heterogeneous results. Having more clauses per t-unit is an indicator of subordination (since within a single t-unit students can write a higher number of clauses), and thus, of development and elaboration. Some examples are supplied in order to show how students from each group groups make use of subordination, with both finite and non-finite clauses:

BP-4: I think /my father is very inteligent / and a person/ that had control/ in what do his and her family (1 t-units, 5 clauses)

BP-13: I admire her/ because she's got a humour sense/ and it's very enjoyable/ be with her. (1 t-unit, 4 clauses)

BS-1: She always knows / what to say / to make me happy / if I'm sad (1 t-unit, 4 clauses)

BS-8: I will always love her / because of the fact that she helps me with every problem / I have. (1 t-unit, 3 clauses)

These examples show that, despite most t-units that students from each group have written only have one clause, they have started to use subordination in their texts. Some of them seem to be very complex, as the one used by BS-8, who has been able even to

take away the relative pronoun, thus, making the text more lexically dense. Most students from the BP have also been able to join different subordinated clauses.

5.2.4. Lexis

To measure lexis, two different percentages have been used: lexical density and lexical variation. Table 4 shows the results obtained by each of the groups:

Group	Average lexical density % (standard deviation)	Average lexical variation % (standard deviation)
Bilingual Program	55.07 (5.48)	70.08 (7.36)
Bilingual Section	55.81 (4.09)	71.16 (9.04)

Table 4: Development of lexis in BP and BS' descriptions.

As in the previous data, there is a slight difference between the groups, although both in lexical density and lexical variation the students from the BS have a bit higher results. However, the results reveal that, in both groups' texts more than a half of the words were lexical, something which is characteristic of written texts. In addition, not only are they using a majority of lexical words, but also, most of these content words are different, as their percentages are around 70% of different lexical words.

5.2.5. Accuracy

In this study, accuracy has been measured by means of a percentage of correct clauses, as explained in the Methodology. The average data obtained for each group can be observed in Table 5.

Group	Average: Correct clauses/total clauses % (standard deviation)
Bilingual Program	56.89 (26,36)
Bilingual Section	80.16 (15,18)

Table 5: Percentage of accuracy in BP and BS groups' descriptions.

In the written texts from the BS students more than three quarters of their clauses are correct, while only a half of the BP students' are correct. Moreover, again, the heterogeneity found in the BP written texts should be noted, since their standard deviation is more than 25%. In this group some students had all or almost all of their clauses correct, while others had less than 20%; which influences the final result. In the case of the BS, there was less heterogeneity and in any text the percentage was under 60% of correctness.

5.3. Linguistic features: Recount

5.3.1. General production

Figure 3 shows the general production obtained by the students from the BP for the second writing: a recount. They have been grouped forming different sets, in order to show the similarities and dissimilarities that there can be within each group. Three clear sets can be observed depending on the general production: Set 7 contains texts with 75 and 100 words; Set 8 comprises texts between 100 and 120 words; whereas Set 9 contains texts with a number of words between 120 and 220.

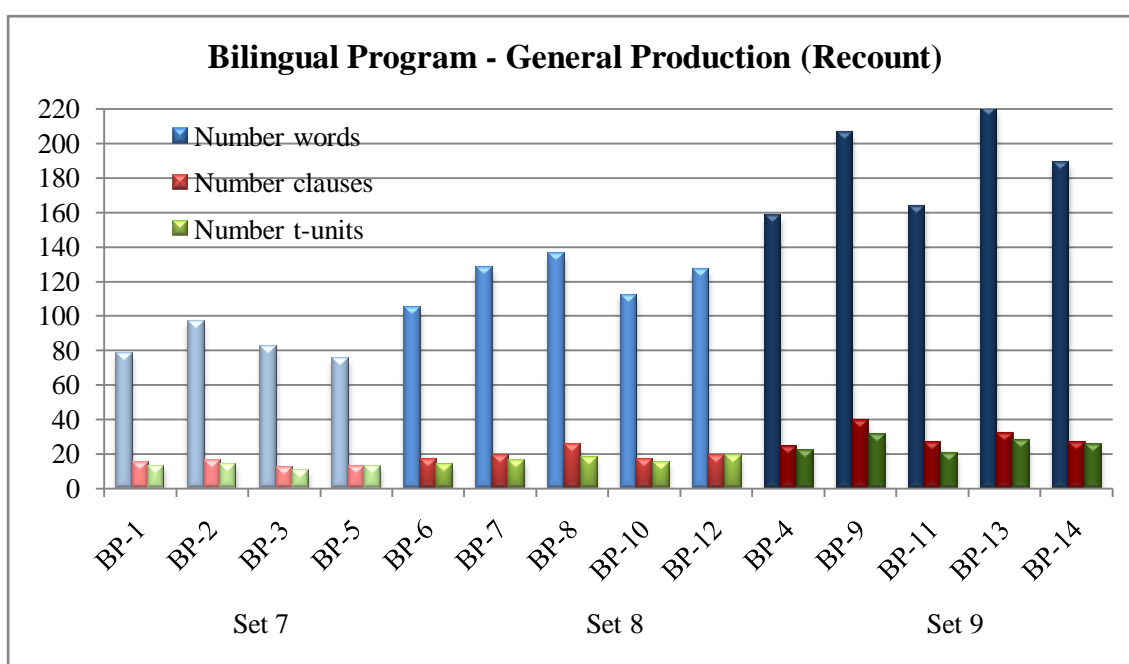


Figure 3: General production of words, clauses and t-units in BP students' recounts.

Again, the heterogeneity existent within this BP group becomes clear, as the general production of the third group of students doubles the first group's general production. However, in this case there is not such a big distinction as in the previous texts analyzed from this group. In general, the absolute production is higher in this text than in the other.

The results of BS students' texts are also divided in sets depending on their similarity. The three sets can be observed in Figure 4: Set 10 has texts between 50 and 95 words; Set 11 between 95 and 125; and Set 12, between 125 and 240.

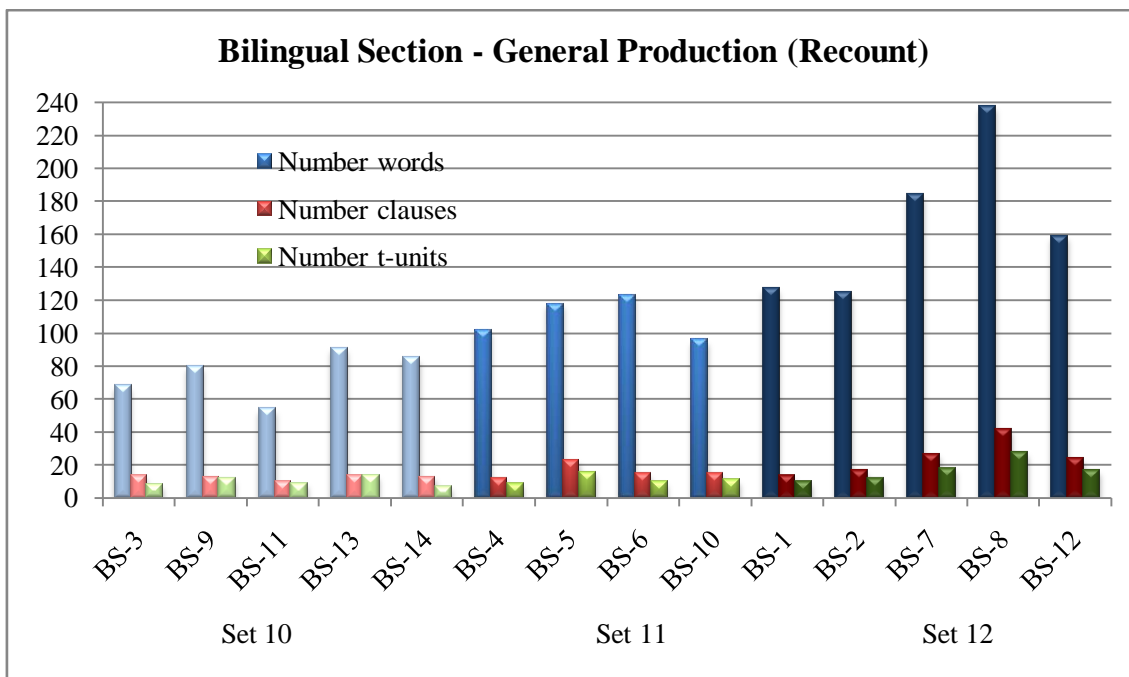


Figure 4: General production of words, clauses and t-units in BS students' recounts.

In these texts, we can see more heterogeneity in the BS, as the general production of some students doubles, and in some cases, triples the general production of others. Table 6 summarizes the data obtained in both groups, with the average of the data and the standard deviation.

Group	Average number words (standard deviation)	Average number clauses (standard deviation)	Average number t-units (standard deviation)
Bilingual Program	134 (47.33)	21.5 (7.71)	18.43 (6.17)
Bilingual Section	117.86 (48.98)	18.07 (8.48)	12.92 (5.5)

Table 6: General production in BP and BS' recounts.

As can be seen in the previous table (and spite of the dissimilarity observed before within each of the groups), the general production from the BP is, in this case, higher than the general production from the BS in all the aspects studied, and the standard deviations are similar.

5.3.2. Fluency

Table 7 contains an average of the results obtained for the BP group and the BS group regarding fluency: number of words per clause and number of words per t-unit. The standard deviation appears between brackets:

Group	Average of words per clause (standard deviation)	Average of words per t-unit (standard deviation)
Bilingual Program	6.22 (0.6)	7.25 (0.76)
Bilingual Section	6.66 (1.26)	9.34 (2.25)

Table 7: Fluency in BP and BS' recounts.

There is a considerable difference in the number of words per t-unit, and a slight difference in the number of words per clause, but in both cases, BS students obtain higher results. Despite having written a higher number of words, students from the BP tend to write shorter clauses and t-units; in most of the cases because they use less subordination, and thus, their t-units have fewer clauses and fewer words. However, the standard deviation seems to signal that there is more homogeneity within the texts from the BP, and within the BS it is common to find long clauses and clauses with only two or three words, maybe because of this there is more heterogeneity. To show this, the following samples taken from both groups' texts have been provided:

BP-3: On Sundays I going to visit my cousins/and play with her. (2 clauses, 12 words)

BS-14: Sometimes I go to Madrid/to have dinner (2 clauses, 8 words)

BP-6: When I finish the dinner I have a shower/and brush my teeth (2 t-units, 14 words)

BS-12: I like to spend like this my weekends because I have fun (1 t-unit, 12 words)

In these examples, the differences between both groups can be better observed, since, in many cases, with the same number of words, students from the BS write 1 t-unit, while students from the BP write two.

5.3.3. Complexity

The results for complexity (number of clauses per T-unit) can be observed in Table 8:

Group	Average clauses per t-unit (standard deviation)
Bilingual Program	1.17 (0.1)
Bilingual Section	1.4 (0.23)

Table 8: Complexity in BP and BS' descriptions

This table shows that BS students outperform their peers from the BP in this text, but there is a slight difference. It seems to suggest that students from the BS have used more subordination, since, within each t-unit, they have included a higher number of clauses.

However, it should be noted that there is more heterogeneity within this group, as the standard deviation suggests. Some examples from different texts are provided in order to show the use of subordination in both groups:

BP-6: In Saturday morning I have breakfast/ and when I finish/ I study in my bedroom (2 t-units, 3 clauses)

BP-11: On Saturday I get up at 7am / to play with the computer. (1 t-unit, 2 clauses)

BS-2: That is all I do in the weekend (1 t-unit, 2 clauses)

BS-5: The worst thing is / that I'm always an easy target/ when we play football (1 t-unit, 3 clauses)

Even though in the texts there are also instances in which each clause is a whole t-unit, because the tendency is to join clauses by means of coordination (forming, thus, different t-units), students have started to use subordination, including relatives, clauses to show purpose, etc. BS students tend to use subordination more often and in more varied, sometimes in such a developed way as the example taken from BS-5.

5.3.4. Lexis

The results in lexical density and lexical variation can be consulted in the Table 9.

Group	Average of lexical density % (standard deviation)	Average of lexical variation % (standard deviation)
Bilingual Program	49.05 (2.99)	62.71 (7.9)
Bilingual Section	47.57 (3.52)	70.66 (10.03)

Table 9: Development of lexis in BP and BS' recounts.

In this area we can see that there is a dichotomy. On the one hand, students from the BP have made use of more lexical words than students from the BS, although this difference is not very high. Nevertheless, concerning lexical variation, the results show that the BS students have made use of a more varied vocabulary, as they have repeated fewer words than the students from the BP.

5.3.5. Accuracy

The results obtained in each group in relation with the percentage of correct clauses can be seen in the Table 10.

Group	Average of correct clauses/total clauses % (standard deviation)
Bilingual Program	58.54 (21.09)
Bilingual Section	71.56 (14.83)

Table 10: Percentage of accuracy in BP and BS groups' recount texts.

As Table 10 shows, again, students from the BS write more correct clauses in their texts than the students from the BP. Moreover, again, the texts from the BP are more heterogeneous, seeing that there is a standard deviation above 20%, with students who had almost all their clauses correct, while others did not reach 10% of correctness.

5.4. Analysis of errors.

Since the main difference in all the aspects studied was accuracy, it was considered interesting to carry out a study about the main factors that contributed to make some clauses seen in the students' texts as incorrect. The results have been given in percentages depending on the number of students from each group who have made them. The text from a student has been considered to have a type of errors when it shows two or more errors from the same category (i.e. syntactic, spelling...).

5.4.1. Error Analysis in Description texts.

Table 11 serves to illustrate the percentage of students having made each type of error in the descriptive text.

	Bilingual Program (% of students)	Bilingual Section (% of students)
Noun Phrases Errors	14.3%	21.4%
Verb Phrases Errors	71.4%	28.6%
Vocabulary Errors	21.4%	7.1%
Spelling Errors	28.57%	57.1%
Syntactic Errors	57.1%	35.7%

Table 11: Percentage of errors found in BP and BS' descriptions.

Almost three quarters of the students from the BP had some mistakes related to verb phrases. Taking into account that the majority of texts have been written using Present Simple, it may not be strange that the most common error is the lack of inflection in the third person singular. An example of this is: "He usually help me on maths" (BP-14). Another important mistake found is the use of non-finite verbs in the position of a finite one, such as in "I feeling very good with him" (BP-11) or "I playing beisbol" (BP-6). Some problems with negation can be seen in "She doesn't is tall" (BP-8) or "He don't speak many" (BP-4). All these errors seem to be intralingual, since they are due to the internal structure of the English language.

After this, the most important category where errors have been found is syntax. It is rather common to find structures which seem to have been transferred from Spanish, and thus, most of the errors found here are interlingual. The most frequent one is the pro-drop phenomenon, something habitual in Spanish but in many times not accepted in English, which requires a lexical subject, since it is a non pro-drop language (Świątek, 2012). Some examples of this are: “I admire because is very clever...” (BP-6), or “Is pretty, is no inteligent” (BP-3). Other structures that are clear transfers from Spanish maybe “a person that had control in what do his and her family” (BP-4), which in Spanish would be “*una persona que tiene control en lo que hacen él y su familia*”.

Noun phrases, vocabulary and spelling do not have so many mistakes as the previous sections. However, it should be noticed that in noun phrases the most common mistake is related to articles, as in “a big and brown eyes” (BP-2) or with the agreement of possessives “Her hobbies are...” (BP-11), when talking about a male. Most of these errors are due to the influence of the Spanish language, the same as for vocabulary (mostly, construction of words on the basis of Spanish: “timide” “ordenaded” “documental”, etc.). Concerning spelling, although they are not very numerous, it can be said that some words are written as they sound in Spanish: bicicoll (for *bicycle*), “somecing” (for *something*), “meetbols” (for *meatballs*), etc.

These data contrast with the ones obtained from the BS group. In this case, although this group had a lower percentage of incorrectness, there is a high percentage of mistakes related to spelling. For this group, the majority of the spelling mistakes were related to trying to use a spelling seen in the English language to reproduce a specific sound (but with a spelling which does not exist in Spanish), due to the variability of the English language between writing and pronouncing. Some examples of this are: “hear” (for *hair*), “coocking” (for *cooking*), “glashes” (for *glasses*) or “lives” (for *lips*). Then, in both groups there are instances of learning words orally, but the resources used to try to spell them do not seem to be the same in most cases.

The table also shows that students from the BS also have some errors linked to syntax and verb phrases, although less numerous than in the BP texts. The most common one related to verb phrases is the lack of inflection for the third person singular in Present Simple. One sample is: “She always help other people” (BS-13). Furthermore, some students show some inconstancy with the use of the tenses, as in the case of BS-6: “I

admire my mother because she had educated” or “she never gave up anything”, in the middle of a whole sentence in Present Simple.

Regarding syntactic mistakes, most of them are related to the location of the different elements in a sentence, probably due to an influence of Spanish, where there is more freedom in the organization of the elements in a sentence. This can be illustrated with these extracts: “She helps me always” (BS-14) or “This is the most I like about her” (BS-10). There are other structures which are clear transfers from Spanish, but they are not very common. One of them is “she has got 17 years old” (BS-3). Others are due to the internal structure of the English language, because of copying other existing structures, as in the case of “never lets me to give up” probably because of the influence of the verb *allow*. The lack of subject is not as common as in the BP group, but it has also been observed in some texts from the BS students.

5.4.2. Error Analysis in Recount texts.

Table 12 shows the percentage of students who made each type of error in the recount:

	Bilingual Program (% of students)	Bilingual Section (% of students)
Noun Phrases Errors	35.7%	21.4%
Verb Phrases Errors	21.4%	7.1%
Vocabulary Errors	14.3%	21.4%
Spelling Errors	14.3%	50%
Syntactic Errors	64.3%	42.9%

Table 12: Percentage of errors found in BP and BS’ texts.

As can be seen, although the results vary a little bit with respect to the descriptive texts, the tendency of higher percentage of error is maintained for each group. In the case of the BP, syntactic errors are the most numerous, and most of them maybe due to a direct translation from Spanish, leading to strangely-formed structures in English. This can be seen, for example, in the following constructions: “this during to 7.30pm” (BP-8) (possibly a direct transfer from the Spanish incorrect use of the gerund *durando hasta las 19.30*; or “here finish the day” (BP-11) (possibly translated from *aquí acaba el día*). Another important mistake observed in this group is the use of *for+gerund* instead of *to+infinitive* to express purpose, resulting in structures such as “I go to my grandparent’s house for visit him” (BP-11). Lack of subject is also something

observable in some of the written texts from this group, as well as an incorrectness of the formation of constructions such as *like+gerund*, using a bare infinitive rather than a gerund probably imitating the Spanish construction).

Concerning noun phrases, the most common mistake is related to articles, due to the lack of them or because the one chosen is not the correct one. For example, using the indefinite article with uncountable nouns, as in “eat a soup” (BP-12); or some samples of lack of article are: “on afternoon” (BP-8). In most cases, they seem to be produced by a transfer from Spanish.

Regarding errors in verb phrases, one of the most common mistakes observed in this group is the mixture of tenses, including the verb “to be” to form the Present Simple, resulting in structures such as “I’m study” (BP-1), or “I’m go to bed” (BP-6). There are also some errors linked to the lack of inflection in the third person singular for Present Simple, but they are less numerous than in the previous text. The errors related to vocabulary and spelling are not so frequent, but it can be noticed that they turn to the Spanish spelling to write certain words that they have probably heard, but have not seen written: “fevurite”(BP-3) (for *favourite*), “hamworks” (BP-1) (for *homework*), or “suits” and “litol vet” (BP-10) (for *sweets* and *little bit*, respectively.).

If we analyze the type of mistakes found in the texts of the BS students, it can be seen that spelling errors are again the most common. In most cases, students do not really know how to spell a word properly and they turn to some spellings they have probably seen in other words, and which are pronounced in a similar way. Thence, some of the spelling errors found are: “toghether” (BS-12) (for *together*), “neightbours” (BS-5) (for *neighbours*) or “whach” (BS-11) (for *what*).

In the recounts, the percentage of BS students who made syntactic mistakes is higher than in the descriptive texts. It can be observed that in some of the texts there are plenty of examples of structures transferred from Spanish. As a sample of this, expressions such as these can be found: “we call like this” (BS-12) (possibly transferred from the Spanish *nos llamamos así*, which in Spanish may show reciprocity, but not in English), “meet with my friends”, or even some errors with the use of relatives: “sisters (...) which are in my teams (since in Spanish, the tendency is to write *que* as a relative, independently of the antecedent).

Concerning the verb phrases, there are no significant errors, although it has been observed that in some texts there is a variation of tenses that does not occur in the texts from the BP students. Moreover, the mistakes related to vocabulary are due to transfers from Spanish, such as using the word “homework” in plural, or using the word “dinner” as a verb. In addition, the mistakes associated with noun phrases have to do with an incorrect use of the article, but also with the use of the genitive suffix in constructions in which it is not necessary, as it can be seen in BS-3 (“when I need’s clothes”) or BS-9 (“normally, my uncle’s comes”). This last error seems to be intralingual, because it is related to the internal structure of English, since in Spanish there are no similar constructions.

It can be said that, although both groups of students shared some types of mistakes, each group had more noticeable errors in some categories than in others. In addition, each genre produced different types of mistakes in both groups, although they are more noticeable in the BP students’ texts.

6. Discussion and interpretation of the data.

In order to explain the differences and the similarities found in each group concerning each of the aspects that has been dealt with in the previous sections, three sections have been done within the explanation of results: interpretation about genre, linguistic features and error analysis. Some pedagogical implications derived from these data are provided in the next section.

6. 1. Genre and Register

After having seen the results obtained in the analysis of genre, some differences can be observed between the groups analyzed. In relation with the structure, although there is tendency for all the students to include a presentation of the person they are talking about in the description genre, BS students tend to write a short sentence, while students in the BP either write a title or a short introductory sentence. It can be inferred that writing an introductory sentence means more development, since it is more complex than just writing a title. Therefore, most of the students in the BS are using a more complex structure to introduce their descriptive text. Nevertheless, in the case of the recount, hardly any student from either group wrote an introduction. This could be due to the fact that describing a person seems to require a short explanation about who this person is, or at least, the relation they have with the author; since the person they should

choose was not specified in the instructions. Concerning the recount, as students were told to talk about their typical weekend, it seems that most of them did not consider important to introduce again what they were doing.

Apart from this, if we focus in the conclusion given to all the texts, again, the results in recounts and descriptions differ. In the descriptions all the students from both groups make a short conclusion, although the students from the BS use different structures to conclude, while all the BP students use the structure “I admire him/her because...”. In the recount, half of the students of the BS have written a short conclusion, explaining what they like about their weekends, or simply reminding readers that this is what they normally do. None of the BP students have written a conclusion. These results seem to suggest that when the time comes to structure different type of texts, even though in some features both groups coincide, BS students seem to have more resources to begin and to conclude their texts, since their introductions and conclusions tend to be more complex, or they have some intuition to know genre requirements even if they have not been told them.

It can also be noticed that students from the BP tend to follow the instructions given more closely, structuring their compositions by attaching strictly to what they have been asked for. Maybe the reason for this is that they would not know what to write without following the instructions, or because they may have thought that the only valid structure was the suggestions given. Notwithstanding, BS tend to write in a more freely way, perhaps because they feel more confident to improvise, or because they understood that the instructions were suggestions that they could follow or not, as long as they kept the general idea. This can be seen in the organization of the recount, where all the students in the BP have followed a common pattern while each student in the BS has structured it in the way they considered.

In relation with field, it can be said that students from both groups perform similarly in all the features analyzed. However, it can be important to signal that, although a high number of relational verbs, like the verb “to be”, can be expected, it is higher in the BP students’ compositions. This could be due to the fact that the students from the BS are using other verbs to express different ideas, or because they give more details which require more complex development than the verb “to be”. A high number of adjectives was also expected, and, again, it is slightly higher in the BP’s compositions. This can be

linked to the use of the verb “to be”, since students from the BP have written more copulative sentences, and they have used more adjectives to describe the physical appearance. Again, this may be related to the fact that BP students attach to the instructions more, while students from the BS have organized the information following different patterns, equally valid, but not focusing so much in the physical description, which requires plenty of adjectives and the verb “to have” to express qualities.

In addition, there is a considerable difference in the logical relations established in each genre by each group. Both in the recount and in the description, what predominates is joining sentences and clauses by using coordination. Nevertheless, BS students use more types of subordination than BP students, in both genres. While BP students have used preferably temporal and causal subordination in both genres, the students from the BS have used different types of adverbial subordination, as well as relative and noun clauses to expand noun phrases. This means a step further in development, since they are using clauses rather than items of vocabulary. Although their use is not always correct (there is some incorrectness in the choice of the pronoun for relatives, or in the development of conditional clauses), it can be said that students from the BS take more risks to use more complex structures to express their ideas, even if they are not totally sure of their use (Martín Úriz et al, 2005: 95-96). This can be linked to the fact that they have more subjects in English, where they have been exposed to different structures, probably with more frequency than their peers in BP.

Concerning tenor and mode, it can be said that there is no difference for each group in none of the aspects. The students from both groups have used declarative sentences in both genres and they have shown a positive attitude, which was something that could be expected, considering genres. Moreover, the lexical density is also similar for both groups in each of the genres (higher in the description, which requires more content words). The first element appearing in each sentence is also similar in both groups (time expressions in the recount, and noun phrases to topicalize the person they are talking about in the description).

Consequently, it can be said that there is not much difference in register in both groups. There are no differences in tenor and mode between the groups, although some difference can be observed in field, where BS students have shown a higher degree of development by using different types of subordination to relate different clauses.

However, if we take into account the genre and the way of structuring the ideas, BS students have shown more resources to introduce and to conclude each genre, and different ways of developing the stages; while the students from the BP prefer following the instructions given to organize their compositions and most of them do not write a conclusion, and if they do it, it follows a given structure. For this reason, it can be said that BS students take more risks when writing and seem to have an intuition about how to structure different genres, even without following the prompts given. Nevertheless, it could be important to signal that orality is present in all these written texts (apart from the fact that students are using everyday language), because of the lack of punctuation and excess of coordination of clauses; and because of some expressions as “Well, the things I usually do in my weekend” (BS-13) or “I spend like half an hour...” (BS-8).

6.2. Linguistic features

So as to clarify and obtain a wider vision of the results previously analyzed, Figure 5 has been provided for each of the aspects analyzed within this section:

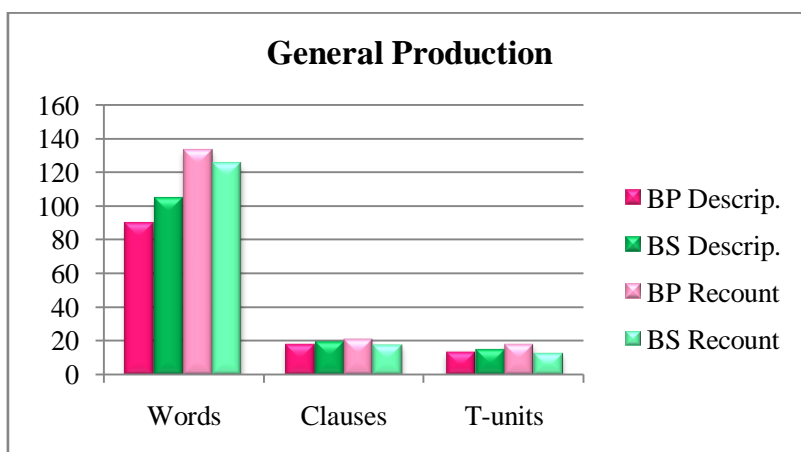


Figure 5: General production in BP and BS' texts.

Concerning the general production of words, although it was expected that students from the BS would write a higher number of words due to the fact that they are more used to writing in English, the results show that this is not the case. BS students have a higher number of words in the description, and BP students, in recounts. This may be due to different reasons, such as the fact that students from the BS might have a wider vocabulary to describe a person than students from the BP due to their constant influence of English. Nevertheless, the fact that BP students wrote longer recounts can be related to a good knowledge of verbs of action that has allow them to write very complete recounts about their weekends. In addition, they spent more time writing, and

this could have helped them to explain their ideas better. Moreover, the results in the recount can be influenced by the structure used by the students. A vast majority of students from the Bilingual Program differentiated what they do in the different days which compound a weekend, while not all the students from the BS organized their composition in this way, and when they did it (in some cases) the information was a bit summarized. Possibly due to this, BP students made longer compositions, because dividing it in two or three days invited them to give more details.

However, both groups coincide on making longer recounts than descriptions. This can be because descriptions depend a lot on writers having available a rich and varied vocabulary, and a difficulty in accessing words to describe a person would mean less production. This can also be related with the fact that most of the constructions used consist of nouns or adjectives separated by commas, which also contributes to the reduction in the number of words

In absolute terms, the number of clauses and t-units seems to be very similar for both groups in both written texts, since both groups are using some subordination, although, as has been pointed out before, BS' subordination is more varied. Nevertheless, there is an aspect in which the BP students seem to stand out: number of t-units in the recount. This could be related to the higher number of total words, since students have organized this higher number of words in a higher number of t-units.

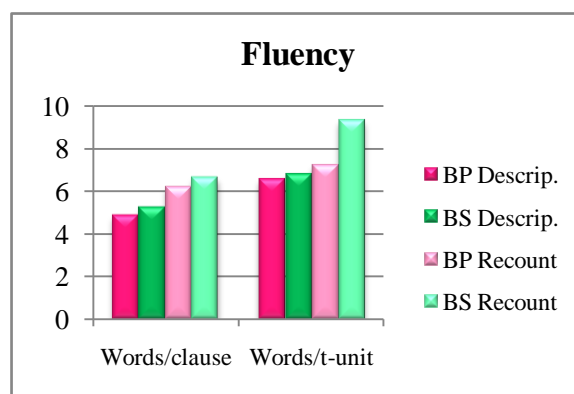
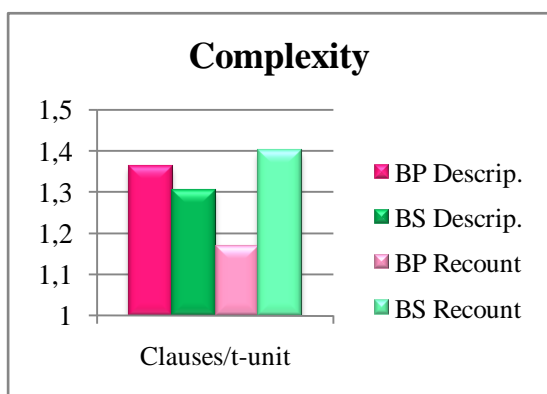


Figure 6: Degree of fluency in BP and BS' texts. Figure 7: Degree of complexity in BP and BS' texts.

Regarding fluency and complexity, some differences start to appear between the groups. In all the aspects studied, BS students show a higher degree of fluency and complexity than students from the BP, although in most cases, the differences are not very noticeable. The only aspect in which BP students show more complexity is in the

descriptive text, and only half a point above their peers from the BS. These results reflect a more frequent use of subordination in the students from the BS, what is an indicator of development in the acquisition of a language. In addition, the use of more words within each clause and t-unit may be an indication of a capacity to express their ideas in a more elaborated way, since they are expressing their ideas with a few more words than students from the BP.

With these two measures, it can be seen that the general production is not necessarily linked to the degree of fluency and complexity of a written text; because in general production the results for both groups were fairly similar, whereas the results obtained in these sections show that the texts from the BS have a higher degree of development.

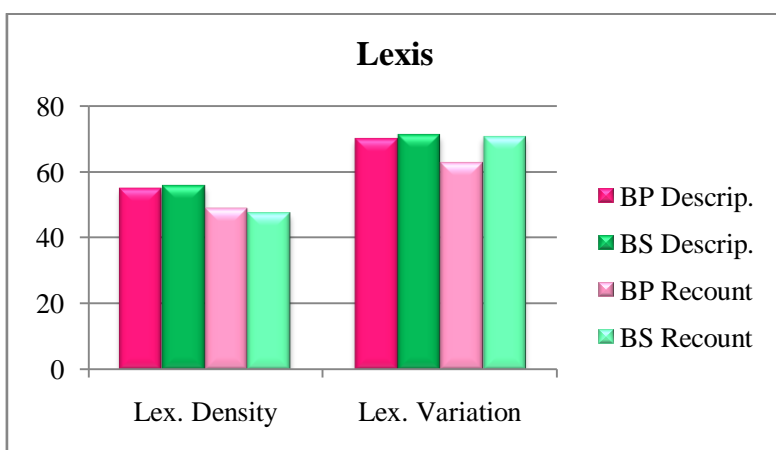


Figure 8: Lexical development in BP and BS' texts

Regarding the development of lexis in the analyzed texts, the similarity between both groups can be seen in Figure 8. There is not a big difference in any of the aspects analyzed, except for the lexical variation in the recount, where the students from the BS have made use of more different content words than students from the BP. This may be because in the recount, the students from the BP repeat the members of their family or friends with whom they carried out each of the activities during their weekend, while this is less common in the BS compositions.

Moreover, in Figure 8 it can also be seen that the lexical density, in both groups, is higher in the descriptive compositions. Although a recount may also require a significant number of content words, in most of the compositions analyzed, their authors have used more function than content words, due to the presence of more prepositions and auxiliary verbs.

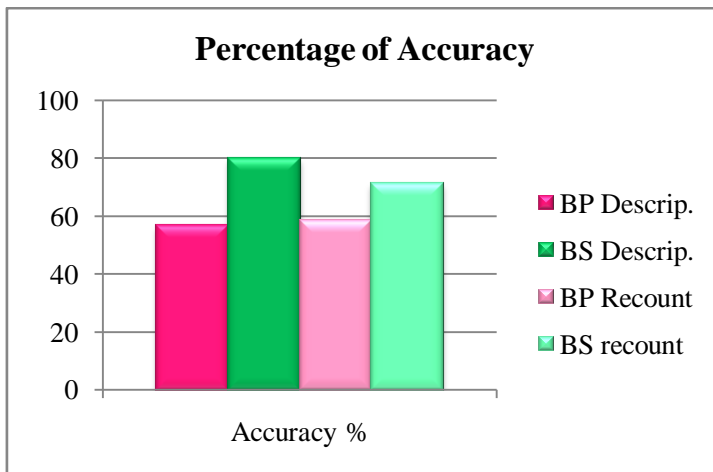


Figure 9: Percentage of accuracy in BP and BS' texts

One of the aspects in which the difference between the BS and the BP group is more noticeable is the percentage of accuracy. As can be observed in Figure 9, the students from the BS have a much higher percentage of correct clauses than their partners from the BP, in both texts. While the students from the BP have written around half of their clauses without errors, in the case of the students from the BS, their percentage of accuracy was above and 80% in the description, and above 70% in the recount.

The reasons for this gap between the two groups can be varied. One of them maybe the fact that spelling mistakes were not taken into consideration to count the number of errors, and, as it is going to be explained in the section below, they are the most frequent type of mistake found in the BS students' compositions. Another reason for such a big difference between the groups may also be related to the fact that students from the BS have more subjects in English, and they may have seen or practiced more frequently similar syntactic structures to the ones they have used in their compositions. Thus, syntactic errors, which might be the ones which would make it difficult for a native speaker of English to understand the meaning of a text, are more frequent in the BP students.

As a summary for this section, it is important to point out that the results obtained in this research show a clear difference between both groups only in a certain aspect: the degree of accuracy; and up to a certain extent, in fluency. In the rest of the features studied there was not a clear difference between the groups. Either the results oscillated between being higher for a group in a composition, and higher for the other group in the other composition. Of course, the results could have been more accurate with a higher

sample of texts, and they cannot be extended to the totality of the students, but this reduced sample may be an indicator of the differences in written development between BS students and BP students' compositions. This seems to support the research carried out by González Álvarez (2012), because her study showed that there was not much different between BS and BP students in the features she studied (complexity, fluency, grammatical correction, connectors and lexical variation). Nevertheless, the present research has shown that, although in most features students from both groups performed rather similarly, the degree of accuracy was higher in the BS' texts than in the BP's.

So as to acquire a more complete view of the area in which the two groups differed the most, the next section aims to provide an interpretation of the errors found.

6.3. Error Analysis

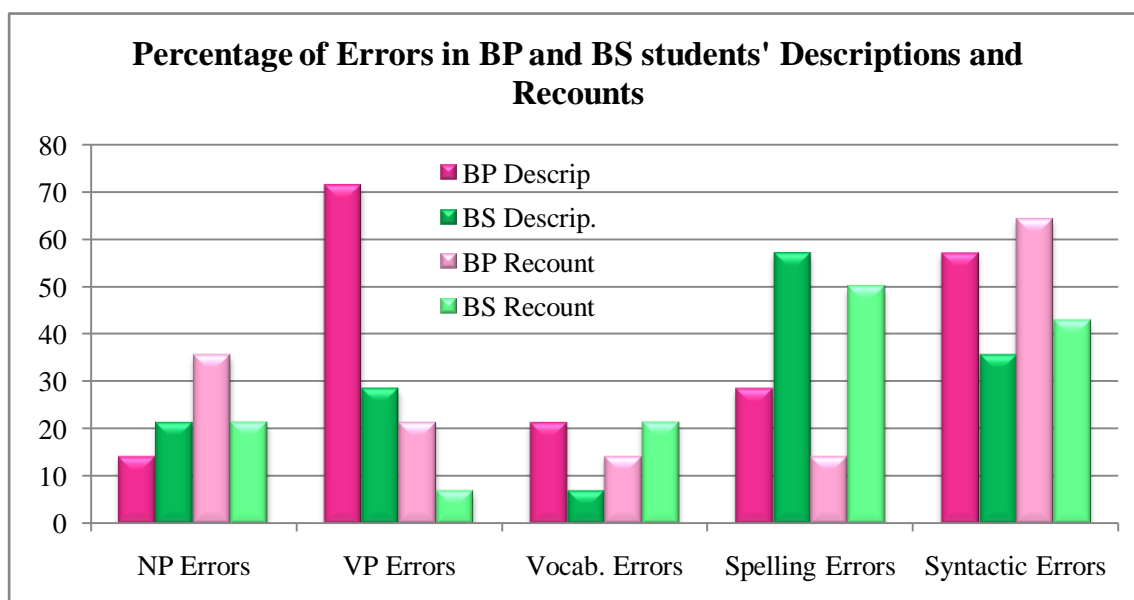


Figure 10: Type of errors found in BP and BS' texts.

If we take into account the type of errors analyzed in the previous section, it can be seen that the most typical error for BS students in both compositions is spelling errors, while the most common mistakes for BP students are related with syntax and verb phrases. Therefore, it could be claimed that, apart from the difference in accuracy, the types of errors that both groups have made more frequently do not coincide, either.

In the case of the compositions from the BP students, there is a dichotomy between the two types of compositions. In the descriptive one, the most common error is related to verb phrases. This can be due to the fact that most students have not totally interiorized

the necessary inflection for the third person singular in Present Simple, since the lack of the final –s was the most common mistake. This may be related to the Noticing Hypothesis, by Schmidt (1990), who claimed that in order to interiorize a grammatical feature, learners have to notice it. This final inflection is not always perceived, since it does not offer a change in meaning respect from the forms of Present Simple without it; and this is one of the reasons why learners sometimes do not use it. Seeing that it is a description about another person, students had to be constantly referring to him or her in third person; that is why some oversights of the final inflection may have occurred. For this reason, mistakes related to verb phrases are not so common in the BP students' recounts, since to talk about their weekend they normally used the first person, singular or plural, which does not require an explicit inflection.

In the BS' descriptions there are also some omissions of the –s for the third person singular, but fewer. They have probably interiorized this pattern better than their partners from the BP. Furthermore, a mistake that appears in the BS compositions and that does not appear in the BP ones is the incorrect choice of different tenses which would not be used in that context. Thus, in this group sometimes a verb in past perfect within a whole composition in present can be found, although its use would not be allowed in that particular context. This could also be related to noticing: the student may not have noticed the regular inflection for past, and consequently, he uses it as a form of the present, while it is not. Moreover, there is a type of error only found in BP compositions, which is the use of non-finite verbs after a subject, in all the cases to express Present Simple. It is not rather common, but there are some students who have made this type of mistake.

Syntactic errors (that is, those referred to order of constituents and the general structure of the sentences) are also frequent in the descriptive texts of BP students (more than a half of the students made them), and they are the most common mistakes in the BP recount texts. Here, there is a wide variety of mistakes, but it could be said that the great majority of them seem to be the result of transfers from the Spanish language. Even though syntactic errors are not as frequent in BS texts, they are also present, and, as in the case of BP students, they are generally due to a direct translation of Spanish structures to English.

It has been seen that BS students do not have as many errors related to syntax or verb morphology. This coincides with Agustín Llach (2011) who pointed out that a higher exposure to a foreign language may have positive effects on the grammatical knowledge that learners have. What predominates in this group is spelling mistakes. In both compositions, at least half of the students have made this type of mistake. This can be due to the fact that students from the BS are accustomed to listen to English constantly, and therefore, there might be words that they have listened to, but whose spelling may not have been interiorized. In the BP compositions these types of errors are not so common, probably because in EFL classrooms they are more used to study the spelling of the words they learn, while BS students listen to a lot of words and expressions in other subjects that they may not be sure about how to write correctly.

Even though spelling mistakes, which do not affect comprehension, may not be so important for the expression of ideas as syntactic mistakes, it can be discouraging for teachers to see that there is invented spelling in the students' written texts after elementary education (Gregory & Burkman, 2011). As stated by the same authors, learners of English as a second language should be exposed to English spelling rules, mostly comparing these rules with the learners' first language, establishing the differences between both languages.

Something that can also be important is the fact that many errors linked to spelling in the BS compositions seem to be trying to imitate other graphemes that they know that are pronounced in a similar way: "coocking", "to" (for *too*), "studie", "cold" (for *called*). Nevertheless, most of the spelling errors seen in the BP texts (although less numerous) seem to be based on some pronunciation pattern taken from the Spanish language. A good example for this is "somecing", with that "c", pronounced in the Spanish of many parts of the Iberian Peninsula as /θ/, the sound that the student was trying to imitate (that "c" in English would be pronounced as /s/). This could be linked to the fact that a higher number of hours of exposure to English lead students to begin to construct a system for English spelling even when they do not really know how to spell a word properly, while students with fewer hours of exposure turn to their mother tongue when they do not really know how to spell a word, focusing on the pronunciation, and spelling it by following the Spanish rules.

There seem to very few studies claiming this, but a deeper research could be carried out in this area. However, the results obtained in this research seem to be supported by the results obtained by Masangya & Lozada (2009), who stated that students with higher exposure to English tended to show spelling mistakes with higher frequency than those with less exposure. In any case, those errors linked to transfers from the students' first language might be corrected by exposing students to working with letters or building words (Rose & Martin, 2012), making students aware of the dissimilarities of the spelling patterns of their first language and English (Gregory & Burkman, 2011). Moreover, there are different techniques that can help students correct their spelling mistakes, if encouraged by teachers by means of not focusing only in individual mistakes, writing the correct spelling of the misspelled word above, etc. (Stirling, 2011).

This difference in the type of errors found in the two groups may suggest an impact of the exposition to English, beyond the difference found in the percentage of accuracy. In the type of mistakes by each group we can appreciate the results of a higher number of hours of exposure to English, since the BS students, apart from having a high number of correct clauses, have different type of errors which students, in most cases, try to solve applying what they know about the English language. Nevertheless, it should be pointed out that both groups produce a large amount of errors linked to syntax that they may repair with time, and in both groups, some students turn to their mother tongue's structure in order to express their ideas.

After having analyzed some different features to see the differences between BP students and BS students, it can be said that there are some noticeable differences in some aspects, while in others they perform similarly. The results obtained in the linguistic features show that the only aspect in which the differences are more noticeable is accuracy: BS students show a higher percentage of correctness. This seems to coincide with the affirmation done by Sturmont et al (2014), who claimed that CLIL does not seem to influence writing, because CLIL classes are mainly oral, and students do not have many occasions to practice writing skills. Nevertheless, this seems to contradict the results obtained in the analysis of genre and register, since the logical relations established in BS students' texts are more complex than the ones in BP. Some differences can also be found in the structure of each genre: BS students seem to be more skilled at introducing and closing a composition. Genre also influences the type of errors that students make because the prompt demands the use of specific structures.

However, the type of errors in each genre that is more numerous in each group coincides: spelling errors in BS' texts, and verb phrases and syntactic errors in BP's. This can also be related to the factor of orality in CLIL classes previously explained, and to the fact that less hours of exposition to the foreign language may produce that the students turn to their mother tongue in order to express some ideas.

7. Pedagogical implications

This research suggests that when working with students from a Bilingual Program, more attention should be paid to the accuracy of their clauses, perhaps dedicating more time to explaining that non-finite forms of verbs cannot appear immediately after the subject, probably comparing it to Spanish, where this cannot occur, either. However, the transfer of some syntactic structures from Spanish could maybe be improved by focusing on different English structures while reading, which is a skill from which students can receive a lot of input that they can later use when writing.

In addition, the present research suggests that teachers who teach in a Bilingual Section should pay more attention to the spelling of their pupils when writing. Probably this may be corrected by writing on the blackboard the new words that they use in class so that the students can interiorize their spelling better. The most common errors found in the BP compositions (related to verb phrases and to lexis) may be more difficult to solve, but probably being exposed to more hours of English may help them in the development of their written structures, mostly if they dedicate time to reading in English and they pay attention to the grammatical constructions apart from content. This is related to Long's (1997) ideas of focus on form, that would provide the students with an understanding of content, but at the same time, with a focus on forms necessary when the time comes to produce language.

Nevertheless, it could be important to mention that both classes have started to use subordination to express their ideas in a more complex way, making that each t-unit has more than a clause. Students should always be encouraged to improve the structures they use in their written texts, establishing different structures to relate their ideas. For this reason, offering some help during the process of writing, and some feedback at the end can be a good way to get rid of some orality patterns that are still present in their texts.

Moreover, it would be important to work on the way of structuring ideas in different genres, for both groups. Probably, dedicating some time in class to provide the students with a model to imitate could work, and explaining the structure that students should follow when writing different types of genres. It could be said that the first step that could be carried out in this aspect is to encourage students to include always a short introduction and conclusion so that the reader can better understand the topic and types of texts, and to leave the reader with a specific impression that can be achieved with a conclusion. By improving the students' knowledge about how to organize written information (establishing a pattern of introduction-conclusion that may be valid for many genres used in EFL classes), students will be encouraged to go a step further in the development of their written compositions and in the relation of their ideas.

8. Conclusions

The present research is based on an analysis of the differences found between Bilingual Section students (high immersion of English) and Bilingual Program students (lower immersion) from a high-school situated in the South of Madrid when writing two different genres: a description and a recount. All the students wrote the two genres, but only the two texts written by 14 students from each class were selected to do this study. The results show that there are not many differences in most of the aspects analyzed, but in some features, the results show a better performance of the students from the BS. The results could be more accurate with a largest sample of students and classes, but the data posed here refer to the tendency found in the 56 texts analyzed.

If we refer to the three research questions that were raised before carrying out the study, the responses are different for each of them. The first question was: "Are there any differences in the development of distinct genres between students from the BS and the students from the BP?". It has been observed that in the register patterns (field, tenor and mode), students from both groups coincide, although students from the BS use more varied methods to combine clauses. Moreover, BS students tend to include an introduction and a conclusion more frequently than BP students, both in the description and in the recount.

Regarding the second question, "Are there any differences between students from the BS and students from the BP; in linguistic features?", the response would be negative for all the aspects studied, except for accuracy and fluency. In general production,

complexity and lexis, the results were fairly similar in both groups and in both genres, despite the heterogeneity existing within each group. In fluency there was a slight difference in favour of the BS texts. Furthermore, in accuracy, BS students obtained noticeably better results: they had a higher percentage of correct clauses in both genres than the students from the BP.

In relation to the third question (which is related to the accuracy mentioned in the second question), “Are there any differences in the type of errors made by students from the BS and the BP when writing?”, the response is affirmative. The majority of the mistakes found in BP’s compositions are related to syntax and verb morphology, while in the compositions by BS students, spelling errors are the ones which predominate.

Therefore, the results obtained in this research seem to claim that belonging to the Bilingual Program or to the Bilingual Section (and thus, having had more hours of exposure to English) does not really affect the general production, complexity or lexical variation in written texts. It can be seen that in both genres there is heterogeneity within each group, but the average results are very similar.

Moreover, the hours of exposure may have certain influence in the degree of accuracy in written compositions. If looking at the errors which produce that lack of accuracy, students from BP show more verbal and syntactical mistakes, which sometimes would make its reading difficult for a native speaker of English, since students might imitate some Spanish structures. Agustín Llach (2011) signals that the amount of exposure to a foreign language may also have positive effects on grammatical knowledge. Maybe because of this, errors related to verb morphology and syntax are not so frequent in BS texts, where spelling mistakes predominate.

Apart from this, it can be said that students from the BS tend to take more risks when writing and they use a more varied range of subordination types even if they are not sure of their structure, thus producing more complex relation between clauses. Nevertheless, in both classes there are signs of orality while writing, which may suggest that students are using the patterns that they use when talking, but when they have to put some ideas on paper.

Therefore, it could be said that a higher exposition to English may lead to an intuition on how to develop different genres, following the pattern of using introduction and

conclusion, to present and close the topic, facilitating the reading of the text. Nevertheless, many students from the BP tend not to conclude (and sometimes, introduce) their compositions and this is less common in BS. Due to this, sessions modeling how to develop different genres may be useful for both groups, although more necessary in BP. The necessity to introduce and conclude the topic to help the reader is something that can be useful for all subjects (in English or not), and that may help the students organize their ideas, and later on, to encourage them to introduce more complex ideas.

As a final reflection on the implications of the results of this study, it could be said that although there is not much difference in many of the features analyzed, the necessities in BS and BP groups does not seem to be the same. Both groups may need work on how to organize information when they are writing different types of compositions. It can be said that in many English classes there is more focus in listening or reading, while writing, which means producing language, is sometimes left aside or students are not given many instructions in how to do different types of genre. Working on writing seems to foster internal processes that have potential learning effects, and that can help students noticing different forms, formulate hypothesis about linguistic forms and structures and develop a metalinguistic reflection, among other important internal processes (Manchón, 2011). Then, both BS and BP students may be benefited from this, as in the future they will have to write more complex genres for different subjects. Although BS students already use plenty of different structures to connect sentences, giving feedback about how to develop their use, and encourage them to continue expressing their ideas in different ways to get away from orality in written texts may become important. Moreover, BP students need to work on the structure of sentences, to get away from the Spanish grammatical structures and try to imitate the structures found in the English language. By doing this, they will probably start risking to use more complex structures, like subordination. By adapting the education that each group is receiving in writing depending on their necessities, their written production may improve, not only in the English subject, but also in other subjects, even if they are taught in Spanish.

9. References

- Agustín Llach, M. P. (2009). The role of Spanish L1 in vocabulary use of CLIL and non-CLIL EFL learners. In Y. Ruiz de Zarobe & R. Jiménez Catalán (Eds.), *Content and language integrated learning: Evidence from research in Europe* (pp. 112-129). Bristol/Buffalo/Toronto: Multilingual Matters.
- Agustín Llach, M.P. (2011) *Lexical errors and accuracy in foreign language writing* (p.31). Bristol/Buffalo/Toronto: Multilingual Matters.
- Álvarez-Sandoval, E. (2005). *The importance of learning a foreign language in a changing society* (pp. 2-17) Lincoln: iUniverse.
- Anghel, B., Cabrales, A. & Carro, J. Evaluating a bilingual education program in Spain: the impact beyond foreign language learning (pp. 1-31). Working Paper: Economic Series. Universidad Carlos III de Madrid.
- Bardovi-Harlig, K., & Bofman, T. (1989). Attainment of syntactic and morphological accuracy by advanced language learners. *Studies in Second Language Acquisition. Cambridge Journals.*
- Bloor, T. & Bloor, M. (2013). *The functional analysis of English.* (p.13). New York: Routledge
- Brown, H. D. (1994). *Principles of language learning and teaching.* New Jersey: Prentice Hall Regents.
- Comunidad de Madrid. (2014). Madrid, Comunidad Bilingüe. Portal de Educación de la Comunidad de Madrid. http://www.madrid.org/cs/Satellite?c=CM_Actuaciones_FA&cid=1354274775145&language=es&pagename=PortalEducacion%2FCM_Actuaciones_FA%2FEDUC_Actuaciones Date accessed: 4/4/2015
- Corder, S. P. (1967). The significance of learners' errors. In *International Review of Applied Linguistics in Language Teaching*. Vol 5:4. (pp. 161-170).
- Coyle, D. (2007). A vision for CLIL: past, present and future action. In M. Spratt *Comparing CLIL and ELT*. Jagodina: City Press.
- Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classroom.* Amsterdam/ Philadelphia: John Benjamins.

- European Commission. (2012). Special Eurobarometer 386. Europeans and their languages: Report. (16). From: http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf Date accessed: 1/5/2015
- Fernández, R., Pena C., García, A. & Halbach, A. (2005). La implantación de proyectos educativos bilingües en la Comunidad de Madrid: las expectativas del profesorado antes de iniciar el proyecto. Universidad de Alcalá: Porta Linguarum, 3.
- González Álvarez, V. (2013). A comparative study of Bilingual Section, Bilingual Program and Non Bilingual learners' written production in the Region of Madrid. (Master Dissertation, Universidad Autónoma de Madrid).
- Gregory, G.H. & Burkman, A. (2011). *Differentiated literacy strategies for English language learners*. California: Corwin.
- Halliday, M. (1989). *Spoken and written language*. Oxford: Oxford University Press.
- Halliday, M. & Hasan, R. (1989) *Language, context and text: Aspects of language in a socialsemiotic perspective*. Oxford: Oxford University Press.
- Housen, A., Kuiken, F. & Vedder, I. (2012). *Dimensions of L2 performance and proficiency: complexity, accuracy and fluency in SLA*. Amsterdam/Philadelphia: John Benjamins.
- Hunt, K. (1965). *Grammatical structures written at three grade levels*. Urbana: NCTE
- Jäppinen, A. (2006). CLIL and future learning. In S. Björklund, M. Bergström, K. Mård-Miettinen & M. Södergård, (Eds.) *Exploring dual-focussed education integrating: Language and content for individual and societal needs* (pp. 24-25). Vaasa: University of Vaasa.
- Krashen, S. (1985). *The Input Hypothesis: Issues and implications*. Longman:London
- Lasagabaster, D. & Sierra, J. M. (2009a). Immersion and CLIL in English: more differences than similarities. *ELT Journal*. Vol. 64, 4, pp. 367-375.
- Lasagabaster, D. & Sierra, J. M. (2009b). Language attitudes in CLIL and traditional EFL classes. *International Research Journal*. Vol. 1 (2), pp. 4-13.

- Latif, M. M. A. (2008). What do we mean by writing fluency? Proposing a new measure for assessing fluent written language production. *Institute of Educational Studies*. Cairo University: Egypt.
- Llinares, A. & Dafouz, E. (2010). CLIL programmes in the Madrid Region: Overview and research findings. In D. Lasagabaster & Y. Ruiz de Zarobe (Eds.), *CLIL in Spain: Implementation, results and teacher training* (pp. 95-114). Newcastle: Cambridge Scholars.
- Llinares, A., Morton, T. & Whittaker, R. (2012). *The roles of language in CLIL* (p. 253). Cambridge University Press.
- Long, M. (2000). Focus on form in task-based language teaching. In R. Lambert & E. Shohamy (Eds.) *Language policy and pedagogy* (pp. 179-192). Amsterdam/Philadelphia: John Benjamins.
- Manchón, R. (2011). Writing to learn the language. In R. Manchón (Ed.), *Learning-to-write and writing-to-learn in an additional language* pp. 61-82. Amsterdam: John Benjamins.
- Marsh, D. (2012). Content and language integrated learning (CLIL): A development trajectory (pp.131-132). Córdoba: Servicio de Publicaciones de la Universidad de Córdoba.
- Martin, J. R. (1989). *Factual writing: exploring and challenging social reality*. Oxford: Oxford University Press.
- Martin, J. R. (1992). *English text: System and structure* (p. 505). Amsterdam: John Benjamins.
- Martín Úriz, A., Chaudron, C. & Whittaker, R. (2005). Caracterización lingüística de las composiciones de los estudiantes de secundaria. In A. Martín Úriz & R. Whittaker (Eds.), *La composición como comunicación: una experiencia en las aulas de lengua inglesa en Bachillerato* (pp. 79-97) Madrid: UAM Ediciones.
- Martín Úriz, A., Hidalgo Downing, L. & Whittaker, R. (2005). El desarrollo del tema en la composición de estudiantes de Secundaria: medición y evaluación de la coherencia. In A. Martín Úriz & R. Whittaker (Eds.), *La composición como*

- comunicación: una experiencia en las aulas de lengua inglesa en Bachillerato* (pp. 115-130) Madrid: UAM Ediciones.
- Masangya, E. M & Lozada, L. (2009). An Investigation on the relationship between the language exposures and errors in English essays of high school students. *Philippine ESL Journal* Vol 2.
- Ministerio de Educación, Cultura y Deporte. (2015). *Programa Bilingüe MECD/British Council*. <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/enseñanzas/educacion-primaria/centros-bilingues.html> Date accessed: 1/6/2015
- Navés, T. (2009). Effective content and language integrated learning programmes. In Y. Ruiz de Zarobe & R. Jiménez Catalán (Eds.), *Content and language integrated learning: Evidence from research in Europe*. (p. 23). Bristol/Buffalo/Toronto: Multilingual Matters.
- Pérez Cañado, M. L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism* Vol. 15(3), pp. 317.
- Pérez Vidal, C. (2009). The Integration of content and language in the classroom: a European approach to education. In E. Dafouz & M. Guerrini (Eds.) *CLIL across educational levels*. Madrid/ London: Santillana/Richmond
- Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs: Regents/Prentice Hall
- Rose, D. & Martin, J R. (2012). *Learning to write, reading to learn: genre, knowledge and pedagogy in the Sydney School*. Bristol: Equinox Publishing.
- Ruiz de Zarobe, Y. (2011). Which language competences benefit from CLIL? In Y. Ruiz de Zarobe, J. Sierra, & F. Gallardo del Pozo (Eds.), *Content and foreign language integrated learning contributions to multilingualism in European contexts* (p. 142). Bern: Peter Lang.
- Schleppegrell, M. J. (2006). The challenges of academic language in school subjects. In I. Lindberg & K. Sandwall, *Språket och kunskapen: att lära på sitt andraspråk i skola och högskola* (pp. 47-69). Göteborg: Göteborgs Universitet Institutet för svenska som andraspråk.

- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*. Vol 10:3. (pp. 209-232).
- Skehan, P. (1998). *A cognitive approach to language learning* (pp. 15-26). Oxford: Oxford University Press
- Smichdt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics: Oxford Journals*, Vol 11 (2), pp. 129-158.
- Stirling, J. (2011). *Teaching spelling to English language learners* (pp. 165-170). Raleigh: Lulu.
- Sturmont, J. P. van der Craen, E. Struys and Somers, T. (2014). Evaluating the CLIL student: where to find the CLIL advantage. In R. Breeze, C. Llamas Saiz, C. Martínez Pasamar and C. Taberero Salas (Eds.) *Integration of theory and practice in CLIL* (pp. 55-72). Amsterdam: Rodopi.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235–253). Rowley: Newbury House.
- Świątek, A. (2012). Pro-drop phenomenon across miscellaneous languages. Cracow: Pedagogical University of Cracow.
- Van Patten, B. (1996). *Input processing and grammar instruction in Second Language Acquisition*. Greenwood Publishing Group: Norwood.
- Vercellotti, M.L. (2012). Complexity, accuracy, and fluency as properties of language performance: The development of the multiple subsystems over time and in relation to each other. (Doctoral Dissertation, University of Pittsburgh, United States). From http://d-scholarship.pitt.edu/12071/1/Vercellotti_CAF_v3.pdf
- Wolfe-Quintero, K., Inagaki, S. and Kim H-Y. (1998) *Second Language development in writing: Measures of fluency, accuracy, and complexity*. Honolulu: University of Hawaii.

APPENDIX 1: Written Instructions for the Description

Name: _____

Course: _____

WRITING

Describe a person you know well. You can write about his/her physical appearance, personality, hobbies... Don't forget to write why you admire that person.

APPENDIX 2: Written Instructions for the Recount

Name: _____

Course: _____

WRITING

Write about what you normally do at weekends. You can talk about the activities you do (including the time when you do them); the places you normally go, the people you normally see, etc. You can also write about why you like to spend your weekends that way.

APPENDIX 3: Bilingual Program Students' Description

BP-1

Mum

My mum is not very tall but she is not very small, she is beautiful, is the piel white, eyes brown and hair brown. The personality of my mum is good, she is inteligent.

She goes to the gym after work, and she likes go shopping.

I'm admire a my mum because, is person work, I love a my mum is a perfect person.

BP-2

Maxxx

She's twelve years old. She has got a big and brown eyes, her hair is black, she's tall, his noise is small and her ears are big. She usually wear a skirt.

She is beautiful, polite and clever. She likes riding in her bike, watching TV and she is crazy about swimming. I admire her because she is my friend and I like stay with her.

BP-3

Gixxx is not a good student, is good for other thing that play in the park and in the shopping centre.

Is pretty, is no inteligent, but no stupid. She's hobbies are dance, singing and play or chart with the friends.

I admire she because is my best friend and I like she smile.

BP-4

Raxxx

The person that I admire is my father Raxxx. I think that my father is very inteligent and a person that had control in what do his and her family.

Is very serius and timide, he do not speak many and sometimes is angry with all, but sometimes is not angry.

He is small, his hair is black and do not have many hair, his eyes are green.

My father only have two hobbies, one is in his work because out the work he continuous doing. The second are all days go to run.

I admire because his a person with noun that do in all.

BP-5

Gixxx

The person that I admire is Gixxx. She is my friend, she is tall, beautiful, she's hair is brown, her eyes are brown. She is funny, happy, beautiful, good friend, crazy, good person... Her hobbie is do the crazy.

I admire her because I love her.

BP-6

His name is Paxxx. He is twelve years old. Paxxx has got green eyes and very clever. He is very well in the sports. His hobbies are play tennis and run. He usually wear a

clock in the arm. I admire, because is very clever and ordenaded. And when I playing beisboll whit he it is very funny. And also I think his favourite food is pizza and chicken.

BP-7

This is my father. His name is Juxxx. He has got black hair. He has got brown eyes. He is thin and he is very tall. He sometimes wear a shirt and jeans.

He is very quiet and happy. He works a lot every day. He is very intelligent. He is very funny because he talks a lot of jokes.

He loves the cars. He's crazy about sports. He goes every Tuesdays and Thursdays to the spinning classes. He often runs with me and my brother too. He often hang out with his friends on Sundays mornings.

I admire him because he help me with everything and he 's a very good person.

BP-8

Her name is Maxxx Caxxx. She is my mum. Her hair it is dark and short. Her eyes are dark too. She doesn't is tall. My mum is lovely and inteligent.

She loves read. She likes exiting books. She likes see TV documentals too. She is very crazy about cooking and her food is very tasty. I love her meetbols.

I admire my mum because I like her personality. She is the best mum in the world!

BP-9

Vixxx

He is short and he is fit. He has brown hair, brown eyes and he is thin. He is very fast. He is handsome. He is from Spain and he is 12 years.

He is polite and he is a good person. He is very active and inteligent. He is talkative and he laughts a lot. He eats so much.

He loves playing football and hanging out with my other friends and me. He likes running and doing other sports, like parkur. He likes playing video games and he is good at that. He is good at school and he loves drawing.

I admire he because he is one my group of friends "The boys in the square". We always meet on the square and then we go to Alcampo for have dinner.

I admire he also because I know him for a lot of years, he is a good person and he is there when I need him.

BP-10

My father Raxxx is tall, he don't do very much sport, his very good in his job. His job is president. He go with the bicicoll with me.

Is a very good father and I admire because if he propous somecing he do it, and he is happy all the time.

BP-11

Serxxx Reixxx

Let's talk about my cousin Serxx Reixxx. He is very intelligent, and he is very beautiful. Her personality is very good. Her hobbies are play videogames, play football, etcetera.

I admire this person because I know very much of him, and because is my cousin. I like hang out with him because I feeling very good with him.

BP-12

My father

He is very tall, his hair is black, his eyes are green. He is a good person. He likes playing football, tennis and basketball, but he likes playing games with me too.

I admire him because he understands me better than my mother.

BP-13

Paxxx

Paxxx is my mother. She is tall, blond and her eyes are brown and green. She wears glasses and she is thin. Her hair is long. She is 45 years old.

My mother is very funny and polite. She loves her job. She works as a teacher in a high school. She teaches Maths, technology and natural science. Also, she loves playing with Maxxx (my sister) and me. We usually play board games in Sundays afternoon.

Her hobbies are dancing, and riding in her bike. She often takes dancing class on Fridays afternoon, and she sometimes ride in her bike on the weekends with Maxxx and me. Also, she likes listening to music and she often sings, too. She loves cooking. On the weekends, she and I cook all the meals together.

I admire her because she is very polite with everyone, and she is very tidy. Also, I admire her because she has got a humor sense, and it is very enjoyable be with her.

I admire her because she knows a lot of things and she usually explain the difficult thing of my sister's homework. She teaches me new things about Maths and other subjects too. She is the best mother in the world!

BP-14

I admire my father. His name is Frxxx, but he prefers Paxxx. He is tall and thin. His hair is black and short. The colour of his eyes is green. He is usually happy and he is funny. He is a good person. My father is intelligent, too. He usually help me on Maths, because he is good at Maths. His hobbies is do sport like run, ride a bike, play tennis. He usually play basketball on Wednesday with friends. He often do competitions of basketball at the weekend. He usually play tennis with my brother and me on Sundays. At weekends, my father, my mother, my brother and me, go for my father's village and, when it's sunny, we go for a walk.

I admire he, because he is funny and a good person.

APPENDIX 4: Bilingual Section Students' Description

BS-1

My friend Crxxx is the best girl in the world. She always knows what to say to make me happy if I am sad. We have lot of fun when we are together, because I know all her likes and she knows all mines. She is like my sister, but living in another house, because anyone can deal with us when we are together. I know that I can tell her everything and she will help me with everything. She is very trustworthy.

She is very pretty, and has long, straight, brown hair. Her eyes are brown like mine. I am a little bit taller than her. She is very thin.

She loves playing football and going shopping together. She is intelligent and very nice with everybody, this is why she has a lot of friends. This is why she is my best friend.

BS-2

My grandmother.

My grandmother is a very good person, is like my second mama, she likes cooking, go out. She likes go shopping. She has 67 years old. Has short hair and she is tall, she has one dog and five birds. She has brown aye and curly hair. She is a very good mother, she always are helping when the people has problems. She cook very good, I love her food. My grandma lives in Marbella (Málaga), with my causins and uncle, and with her husband. My grandma is the best grand of the world, I love her so much.

BS-3

The person I admire is in this school, is in bachillerato, she is hardworking and very intelillent, the person I admire is my sister Laxxx

My sister is going to go to America with her "friend" in Virginia. My sister teaches me to do cookies or cakes, and she teaches me learning English, too.

My sister has got 17 years old. She has curly and brown hair, she loves animals and music. She loves a band of pop music that is cold The Vamps, and she is very simpatico with some people, and sometimes is very nervous, too.

BS-4

Her name is Paxxx. She is 13 years old. She lives in Getafe. Her favourite colour is blue. She likes dancing funky in her free time and she likes staying with her friends. She has brown hair, and curly hair. Her eyes are green and blue.

She is nice person, but sometimes she makes me nervous and angry, but I love her. She is one of my best friends.

And I admire her because she helps my in a bad problems and when I feel bad she makes me good with her advices- I love her so much.

BS-5

The person I admire is a person who always sticks up for me and never lets me to give up. That person is my friend Mxxx.

He is 12 years old and he is 1,70m. He has blond hair and green eyes (as mines). He has a confident smile and he walks as he doesn't mind anything. He is always wearing Puma jackets and trainers, but when I saw it last summer, he was wearing a swimsuit.

He is very intelligent and funny, and he likes swimming in the sea, and building small boats with plastic bottles and wood. He also enjoys playing football. He is always smirking and helping his brother, Alxxx.

I admire him because is always happy and confident, and trustworthy. He is always boastin about he is the best football player in the city, but although sometimes is nasty, I love him so much!

BS-6

My mother is pretty, not to tall not to short. She is thin and strong. She has black eyes and also black hair. She is very nice and very hard-working, she never gave up anything and she is very kind with all the people. She's first hobbies are walking all Saturdays and Sundays and buy some biscuits for our breakfast; and she likes also padel.

I admire my mother because she had educated three children that are very crazy. My mother is my treasure.

BS-7

The person I admire is my grandmother. She is 72 years old but she has got the personality of a 20 years old girl. She is pretty, she is blond and she wears like a model. She is called Isxxx and she was born in Córdoba. She is always cleaning her house and she throuws everything she does not like. But I don't admire her because of that, I admire her because she has passed throught really bad things but she handed everything that I could not handle by myself.

My grandmother is a strong person and I love her. When she dies I am going to miss her a lot.

BS-8

My mum

The person I admire the most is my mother. Her name is Naxxx and she works as a teacher in a high-school in Vxxx, she is a hardworking person, she is always working. My mum is tall. She has straight, dark hair, and she wears glasses. She likes wearing modern clothes and listening to music groups like Rem or Coldplay. She likes eating, just like me.

I think my mother is a honest and nice person. She loves me a lot. She usually gets angry easily. She always does the best for me and my brother. She hasn't got a lot of time due to my after-school activities.

I like being with her, and I hope she likes being with me, too. I will always love her because of the fact that she helps me with every problem that I have. For me, she is the best.

BS-9

A person I admire is mother. Is a very good person, is incredible!! Every day she has to do beds, do lunch, do everything of the house and sometimes she has to go to the supermarket, etc... If I has to say everything that she does in one day I didn't finish. She has a red hair hear, brown eyes, is tall and she usually wear comfortable shoes.

She is very amable person with all the family and friends.

On Mondays she goes to a house to clean. I admire her because she does a lot of thing in only one day. I love her a lot!!
He is the best mum on the world!!

BS-10

My cousin. His got a blond and stright hair. She likes to go with her friends every Saturday. She does not like to fail an exam, she doesn't like football. She is very fun-loving, loyal, a little bit shy, but very funny. This is the most I like about her! I like her personality. I also like that she cheers me up when I am feeling down.
She is very generous and she is there when I needed. This cool person and funny person will always have my love.

BS-11

The person I know very, very well lives with me. It's my brother Jx. He is 21 years old. He isn't to tall, but he is strong. He has black hair and black eyes. He has a normal nose, but he has big livs. He is very strong.
My brother is very funny, he always play with me. But he is infreenly. But I love too much.
He goes to the gym alls the afternoon. He go to the university: La Complutense university.

BS-12

The person I admire is kind, nice, funny and a very good person. She is caring, creative, honest, and fun-loving. She is so patiet. The person I admire is blonde-haired, with brown eyes. She is tall. She wear glashes. She is pretty.
Her hobbies are cooking, reading, walking with my dog. The person I admire is my mum. She is always taking care of me. She help me to studie. I will always love my mum and it can't change.

BS-13

I am going to describe my grandma. She is short, with curly hair. She has a beautiful brown eyes. She has a nice red glasses.
She is very kind and generous. She always help other people. She likes cooking, playing with my cousin and me and doing sudokus. She doesn't like fishing.
I love her, because she is a great person. She is the best!!!

BS-14

Her name is Anxxx, she is not tall, but is not short. She has straight long brown hair. She has got brown eyes and wears glasses. She is a very good person and she helps me always I need it.
Her birthday is the 3rd of January, and she is 14 years old. His favourite colour is pink. She likes dancing. She is a nice person, but sometimes she makes me angry, but she is like a sister for me.
And I admire her because if I have a problem I can tell her and she helps me always.

APPENDIX 5: Bilingual Program Students' Recount

BP-1

On Friday I go to the shopping centre with my friends. On Saturday I go to the house of my grandparents. When I go to my house I study and I do my homeworks.

On Sunday I go to buy bread and ride a bike. Algunos Sundays I go to Madrid and do judo after I read the book "AFTER", I have a lunch and watch TV, have a shower, have a dinner and I go to bed.

BP-2

At the weekends I usually get up at ten o'clock. I have breakfast with milk and biscuits, I brush my teeth and I go to buy the bread.

In the afternoon I study and after I go for a walk with my parents and my sister, I like go with them because we go a lot of places. At eight o'clock we go home. I have lunch and I watch TV. After I wash my hair and I go to sleep. Sometimes before I go to sleep I play with my sister or I listen to music.

BP-3

At the weekend, on Saturday, usually I go to study with my favorite teacher English, later I'm going to play with the computer. I go to eat to McDonald.

At the afternoon I do the homework that Miss Sanchez say. Later I play with the PS3 hasta 11.00 night.

On Sunday I go to visit my cousins and play with her, later I go to my house and study English because is my favourite subject and later I go to the bed.

BP-4

On the Saturdays in the morning I sometimes go out with my parents to Madrid and eat in a restaurant and come home. Other times play video games with my friends. In the afternoon eat in the kitchen, after go to play with one friend and play. In the night I dinner in the kitchen and watch a serie or a pelicule, and I go to sleep, or play video games or watch TV.

On Sundays I go out with my parents to a specie of commercial center, after we go to home and go out with some friends to play football or climb trees. In the afternoon I study with my mother and before I play games, sometimes I teach to play video games to my sister. It very funny. I dinner, see episodios of a funny serie with my family, but my sister go to her bedroom very quickly, before this, I go to my bedroom.

BP-5

In the Saturdays, I usually go with my dad, grandmum, my brother and my sister, but I sometimes meet with my friends. We go to Alcampo in the city, go shopping. We see people of 2ESO, 1ESO. I like spend in shopping with my friends, with my mum.

In the Sundays, I study, doing homework...

In Fridays I like meet with my friends, go to shopping, eat in McDonalds, go to a party, take photos...

BP-6

In Saturday morning I have breakfast and when I finish I study in my bedroom. And in the afternoon I go with my friends and arrive to my house on 20.30. And when I finish the dinner I have shower and brush my teeth. And on ten o'clock I go to my bed.

On Sunday morning I have breakfast out of my house. An eat in my grandparent's a house. When I finish lunch I play with my cousins to a field. And when I finish I have dinner in a restaorant. Befor I go to my house, at eleven o'clock I'm go to bed.

BP-7

On Fridays afternoons I do my homework. After I do my homework I hang out with my friends and I have dinner in a restaurant with them.

On Saturday mornings I study and sometimes I play football with my brother and my friends. We always play football or tennis. It is very funny.

On Saturday afternoons I often visit my family and play with my cousins. We often play football because it is very popular.

On Sundays mornings I often ride my bike around Madrid. Later, I have lunch with my grandparents. We usually eat rice and chicken.

On Sundays afternoons I often stay at home and see a film with my brother and my father. We sometimes see an action film because they are my favourite films.

BP-8

On Fridays when I finish the classes I go to my home. Usually I eat at 2.45pm. Later, I do my homework. At 6.00pm I go to gymnastics class, and this during to 7.30pm. When the class finis I go to my home and I have a shower.

On Saturday morning I have breakfast and watch the TV. When my sister gets up we play videogames. When my parents get up, we go the park and play football. At lunch time, my brother and his girlfriend come to house to eat. On afternoon, usually we see a film.

On Sunday morning I go to my uncle and aunt's hause and I play with my cousins Paula and Carla. On afternoon I hang out with my friends. Before go to the bed, always I have a shower.

BP-9

On Fridays I always get up at 7 o'clock. Then I wash my face and get dressed. After that I have breakfast, brush my teeth and go to school by bike. Then I have classes from 8.30am to 2.15pm. When I finish I go home and have lunch. At more or less 3.30pm I start doing my homework. At 5.30pm I go the football stadium with my father to train. When I finish, I go to the square near to my house for hanging out with my friends. Then, we go to the Alcampo for have dinner, and we stay there from 8.30pm to 11.30pm (more or less). Finally I go home with my family, we watch a film and go bed.

On Saturdays I usually get up at 10.30 am. Then I have breakfast with my mum and finish my homework. Then I sometimes go to the square with my friends or read. After that, I have lunch and brush my teeth. When I finish, I go with my family to Madrid for

visit my grandmother. After that, I have a football match or hang out with my friends. About 9.00pm I go home and I have dinner. I watch a film and go to bed.

BP-10

On Saturday I brush my teeth and I usually go to a football match in the afternoon, then I study a little bit, and I play football with my brother. Then I see a film with my parents and I play PS4 and I sleep. I don't spend money because I don't like suits.

On Sunday I brush my teeth, I go to park and I play rugby. I go shopping with my mum and we have lunch in a restaurant next to our house when we finish, my brother and me play football in a park next to the shopping centre. At the night, we see football matches in our house.

BP-11

At the weekend, I do a lot of things. For example, on Friday, I hang out with my friends in Alcampo. After, I go to my house to play videogames. I start at 5.00pm and I finish at 10.00pm.

On Saturday, I get up at 7.00am to play with the computer. After, I go to take a breakfast at 10.00pm. In the morning, I'm waiting to my mum, because she works in the morning. In the evening, I play videogames all the day. After the dinner, I watch TV with my mum, and here finish the day.

On Sunday, I get up at 6.00 because my mum goes to work. I do the bed, I have a breakfast and I go to my room to play videogames. About 11.00am I go to my grandparents house for visit him. In the evening, I do the homeworks and after I play videogames. After the dinner, I go to my bedroom to play with my smartphone.

BP-12

At the weekend, first I arrive to home and I have a shower, next I prepare to have lunch, after I do my homework, play with my father PS3 and go to the bed. On Saturdays, in the morning I go to a class in Leganés and I finish at 13.00pm. When I am in my home, I have lunch and I go out with my parents and we go to a restaurant and I am happy. In my home, in the night, I have dinner and go to the bed. In the Sunday I go to my grandparents' house and I eat a soup to my grandmother, and it is delicious.

In my home I play with my parents to monopoly, and go to the bed.

BP-13

In Friday afternoon, I usually go to have dinner with my grandmother. Later, I go back home and I always watch TV to 23.00, with my sister and my father. On Saturday morning I go to my English lessons. I am there from 10.00 to 12.00 in the morning. When I finish my English lessons, I go to visit my grandparents with my sister and my father. Then, we usually have lunch at 15.00. I sometimes cook the meal. When we have finished to eat, we watch TV to 18.00pm, but I sometimes read in my bedroom. At 18.00 pm we have a break, and then, my sister and I do our homework and study. We usually finish to do our homework at 20.30pm. My dad cooks the meal and we have dinner around 21.30pm. We watch TV to 0.00pm

On Sunday morning, I usually get up at 10.00 am. I have breakfast and then, I finish all my homework. I sometimes go to ride my bike. I have lunch around 15.00. After have lunch, I usually watch a film in the TV. In the afternoon, I always have a bath and I read a lot. I have dinner around 21.30pm and when I have finished, I always go to the bed and I read a little bit before sleep.

BP-14

On Fridays I play with my brother before I go to school and have lunch. In evenings, I usually watch a TV programme with my parents or my brother, or we watch a film.

On Saturdays, at eleven o'clock I do my homeworks and I read a book. In the afternoons I study if I have a exam the next week, or I go for a walk with my parents and my brother. We often go shopping, too. In evenings, we usually a film.

On Sundays, at eleven o'clock I watch TV, read a book, or play with my brother. At one o'clock, my parents, my brother and I go play tennis. I love tennis! Then, we go to our house and have lunch. At four o'clock we watch TV. In the afternoon we ride a bike.

Others weekends my parents, my brother and I go to my village. The journey take about two hours. On Saturdays, we go for a walk with my cousin. I love stay with her! In the afternoons we go to my mother's village. On Sundays, at six o'clock we go to our house.

APPENDIX 6: Bilingual Section Students' Recount

BS-1

I always have to train volleyball in Fridays with all my team from 17.00pm to 19.30pm. Then, I go out with my friends of my team. On Saturdays when I wake up, I have to go to the matches of my little sister (volleyball) and lot of the friends of my sister's team has sisters of my age which are in my teams, so I am never bored.

On Saturdays, I also play a match sometimes in the morning and sometimes in the afternoon. Now we are the best team in Madrid, and we maybe go to the Spanish championship. On Sundays I make my homeworks and I have lunch at my grandma's house. If I have time in the afternoon I meet my friends of Getafe.

BS-2

Normally on the weekends, I go out with my friends, I usually go to the Alcampo or to a park, or I go to Getafe Central. I normally see my friends of school and other that goes to Jxxx Hxxx.

I go out at 4 and I go home at 9.30pm. I like to spend the weekend like this because I like to go out with my friend because on the week normally I can't see them. I love so much all of my friends.

On Sunday normally I go out with my family, because my mom say: You can go out on Friday and Saturday, but on Sunday you have to stay with us (my family). That is all I do on the weekend.

BS-3

On morning's I do my homework and if I have time, I read. On afternoon I usually study, if I don't have plans, but if I have plans I usually go to my cousins house to play with them. And sometimes before studing I see a film of Antena 3, or to practise to gimnastic. I usually go to shopping when I need's clothes or to buy food.

BS-4

On Friday evening I go with my friends to Alcampo or to the park. Later on Saturday at the morning I do one part of my homework, and in the evening I go to Alcampo or to the park with my friends, or sometimes I stay in my house with my mum and we see films or also we clean the house. And on Sunday normaly I do all the homework that I don't do on Saturday.

An sometimes I go to the park with my friends, or when I have a exam the next week, I stay in my house studying.

BS-5

When I was little I used to enjoy playing with my neightbours, but now I usually go to the cinema or ridding. I spend most of the weekend riding Trueno or playing tennis or skiing, too.

What I most like about weekends is Saturday night. My father takes us to a restaurant and we have so much fun. Also, I meet with my friends Paxxx and Clxxx and we gossip about school or teachers. The worst thing is that I am always an easy target when we play football (I am scared of the ball kicked my face).

I love this weekends, because I smirke and laugh a lot and prepare for the exhausting week that is comming.

BS-6

In the evenings of Friday I usually go outside with my friends to Alcampo ant then when I come to my house I eat pizza and I play in xbox with my two brothers.

In the Saturday's morning I start doing my homeworke and the I always go to play basketball matches with my team, called Cxxx Axxx and the I continue doing my homework. When I woke up the Sunday, the first thing I have to finish are homework, and when I finish homeworke, I have the other part of the day free and at 7 or 7.15 o'clock I have to visit my grand mother's house, where I see my cousins and I spend this part of the day with them.

BS-7

At weekends my sister, my father and me like to do an enormous cake, every weekend with a different flavour. On Saturdays we go to visit my grandparents and we usually eat with them, and my grandma's meatballs are delicious!

At Saturdays afternoons we watch a different movie on the cinema. On Sundays morning we go to Getafe's kennel to help them taking care of some dogs. I like a lot Sundays because I love helping needy dogs, they are so cute... At middle day I do my homework and study with my parents. When I finish, usually at 13.00, if I have time, I

play with my sister and my dog, we like playing a game called: lacrosse special edition with dogs (my sister invented it). We put our dog at one side of the park and I put on the other side, I call it and I have to say who runs more of both of them. Usually my dog. I love my weekends because they are so different from one weekend to another and because I have a lot of fun.

BS-8

When I finish high-school on Fridays I go to eat to Foster's Hollywood. Then, when I arrive home, I relax for thirty minutes more or less. At five o'clock I meet my friends to play football with. We sometimes go to "Alcampo", but usually we don't. There, we play against people who are older than us.

After playing for hours, I go home, I have a shower and I start practising guitar. I spend like half an hour a day practising it. I also practise with my cards, because I also do magic. Then, we have dinner in a restaurant or at home.

On Saturday I wake up not very late. I have a delicious breakfast and then I start doing my homework. I usually finish fast, so I play the guitar. Maybe my brother and me go to the street to play football.

Then I have lunch and after that I stay in my bedroom using my tablet. In the afternoon I am with my grandparents or uncles.

On the next day I have breakfast again. I practise with my guitar and my cards and, if I have to, I study.

After eating I start getting a little anxious because the next day is Monday. I relax and I read a book sitting on the sofa.

I like weekends because I am more relaxed and I have more time which I can spend doing what I like.

BS-9

On weekends I normally go to the cinema of Nassica on Saturdays, to see a film, an after I usually have dinner on a restaurant like Burger King, Telepizza... On Sunday I usually do the homework and study, and to have lunch normally my uncle's comes and we have lunch on the house of my grandmother.

Sometimes we have birthday of my family on Saturday, and we go on the afternoon and we play, laugh...

My weekends are very funny.

BS-10

At weekends, I normally play volleyball, do homework and study, when I have an exam, watch TV, films, and go to play outside with my brother, and help to my brother to do the homework.

In Saturdays I do classes of English with a private teacher. Sometimes on Saturday I play volleyball sometimes at the morning, and sometimes at the evening. An the Sundys night I prepare the school bag to Monday. All Saturdays in the morning I visit my grandmother and grandfather to do the English classes there and to visit how they are.

BS-11

I usually go to the cinema with my aunt, then we go to a restaurant. This is which I do on Saturday.

Then on Sunday I study all day, sometime I go to the Warner. I always go to my best friend Anxxx. She likes Superman, I prefers "the orange", we call like this.

BS-12

I normally, on Fridays, stay at home reading or also doing homework or I meet with my friends. I do a lot of things with my friends.

On Saturday I usually walked with my dog called Indi or I do the homeworks that I do not did on Friday. Some Saturdays, my family and me meet with friends that live in Alpedrete, we eat together and then we go to place we decide to go. Our friends have two children, so I played with them.

On Sundays at the morning I go to visit my grandparents to their house. When I arrived to home I eat, normally on Sundays I eat beans. When I finish eating I see a film with my sister and parents, and then I go to play with my sister or go to read to my bedroom. I like spend like this my weekends because I have fun but I have too time for studying.

BS-13

Well, the things I usually do in my weekend. First, on Friday's evening I go with my friends to Alcampo, and we sometimes eat something from McDonald. Then, we usually go shopping.

On Saturday I wake up at 12 o'clock, then I have breakfast. Then I have a shower, and later I do my homeworks. Then I eat, and in the evening I study, after I dinner.

On Sunday I usually go to eat to my grandmother's house, and I see all my cousins and my family, then I go home.

BS-14

I normally go with my family to eat at restaurants or sometimes I go to my grandparent's house or to my cousin's house.

Sometimes I go to Madrid to have dinner and to spend some time with my family. And I sometimes go to the cinema too with my friends.

I normally see my family and my friends. I like spending my weekends in this way because I like spending time with my friends and family, because I love them and because I can sleep!