

IMPLEMENTING CLIL PROGRAMMES IN PRIMARY EDUCATION

**How can a Social Science CLIL programme influence the
development of writing among pupils of Year 5 at the school
Quatre Vents (Manlleu)?**

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Abstract

The main objective of this final dissertation is analysing the development of writing skills with the implementation of a Social Science CLIL programme in Primary Education. For this reason, the theoretical framework is structured into four parts: CLIL, Social Science, interculturality and writing. It should be pointed out that different contents of Social Science can be related to intercultural competences. Regarding the action research, it has been carried out in Quatre Vents, a public school located in Manlleu (Osona, Catalonia), through two methods. On the one hand, the development of a didactic sequence about population and traditions in one group of Year 5 (10-11 years old) with a pre-test and a post-test about writing and Social Science knowledge. The information has been analysed using the same grid. On the other hand, two semi-structured interviews with two English teachers of this Primary school. In reference to the results, it can be stated that this CLIL initiative is very interesting in order to practise this skill. However, writing is a demanding task because it involves a lot of aspects simultaneously. For pupils, some of these elements are easier and faster to learn than others. This is the reason of the importance of the teacher's support.

Key words: CLIL, Social Science, Intercultural Communicative Competence, Writing, Foreign Language, Primary Education.

Resum

L'objectiu principal d'aquest Treball de Final de Grau és analitzar el desenvolupament de les habilitats d'escriptura amb la implementació d'un programa AICLE de Ciències Socials a l'Educació Primària. Per aquesta raó, el marc teòric està estructurat en quatre parts: AICLE, Ciències Socials, interculturalitat i escriptura. És pertinent assenyalar que diferents continguts de Ciències Socials poden ser relacionats amb competències interculturals. Pel que fa a l'acció de recerca, aquesta s'ha portat a terme a Quatre Vents, una escola pública situada a Manlleu (Osona, Catalunya), a través de dos mètodes. D'una banda, el desenvolupament d'una seqüència didàctica sobre població i tradicions en un grup de 5è de Primària (10-11 anys) amb un examen al principi i al final sobre escriptura i coneixement de Ciències Socials. La informació ha estat analitzada utilitzant la mateixa graella. D'altra banda, dues entrevistes semiestructurades amb dues mestres d'anglès d'aquesta escola de Primària. En referència als resultats, es pot afirmar que aquesta iniciativa CLIL és molt interessant per practicar aquesta habilitat. No obstant això, l'escriptura és una tasca exigent perquè involucra molts aspectes simultàniament. Per als alumnes, alguns d'aquests elements són més fàcils i ràpids d'aprendre que d'altres. D'aquí rau la importància del suport per part del professorat.

Paraules clau: AICLE, Ciències Socials, Competència de Comunicació Intercultural, Escripura, Llengua Estrangera, Educació Primària.

1. Introduction

In the last years, CLIL initiatives have increased considerably in Catalan Primary schools. Although English tends to be taught as a curricular subject different times a week, several schools also opt to develop a CLIL programme so that pupils are enabled to have more contact with the target language.

This final dissertation has aimed at studying the influence of a Social Science CLIL programme in terms of writing among pupils of Year 5 in a Primary School called Quatre Vents (Manlleu, Catalonia). In fact, the three main objectives of this research have been the following ones. Firstly, identifying the key points of Social Science CLIL programmes in Primary Education. Secondly, investigating how to design the writing tasks and the teacher's support in order to foster writing skills during the Social Science lessons. Lastly, analysing the development of writing skills with the implementation of a Social Science CLIL programme.

Considering these aims, the theoretical framework has four main parts: CLIL, Social Science, interculturality and writing. CLIL (Content and Language Integrated Learning) is the reference frame of this final degree thesis because the analysis of the writing skill has been developed through a CLIL programme. In particular, Social Science (geography and history). It is not the same the learning of one curricular subject or another. Furthermore, many intercultural elements are connected to this subject. For this reason, interculturality is one of the parts of this section. Finally, writing has been the skill studied within this learning environment.

Regarding the action research, it has been carried out in the school Quatre Vents by means of two methods from the 11th January 2018 to the 23rd February 2018. On the one hand, the development of a didactic sequence about population and traditions (Social Science lessons) in Year 5 with a pre-test and a post-test about writing and Social Science. This unit (12 sessions) has been planned taking many aspects of the theoretical framework into consideration. 18 pupils (10-11 years old) have participated in this part of the research and their two writings (one at the beginning and the other at the end of the didactic sequence) have been analysed using the same grid.

On the other hand, two semi-structured interviews with two English teachers of this Catalan school (Tura Plana and Mariona Torras) so as to know their experiences and thoughts in reference to this topic.

2. Justification

From the beginning of the English minor (third year of the Primary Education Degree at the Universitat de Vic-Universitat Central de Catalunya), the author of this final dissertation was interested in CLIL projects because he asserted that this educational approach provides a natural learning context for children. The target language (normally English in Catalan schools) becomes a tool in order to learn another curricular subject. In short, learners have more opportunities to practise English because they are more hours in contact with this foreign language.

Moreover, he considered that, as a future English teacher, knowing these learning programmes in more depth and detail was primordial because many schools were opting to use them. Thus, maybe in the coming years he will have to design and implement a CLIL project.

Reflecting on these aspects, this author planned to conduct a research focused on the implementation of a Physical Education CLIL programme and its influence in terms of speaking skills among pupils. Nevertheless, during the first semester, when he did a preparatory week (from 6th November 2017 to 10th November 2017) in Quatre Vents in order to know the school and prepare the placement and the investigation, he realised that the three English teachers carried out CLIL lessons of Natural and Social Science but not PE.

Talking with them, Tura Plana (an English teacher of this school) mentioned that she tended not to give too much attention to the writing skill in their sessions because she prioritised the other skills (listening, reading and speaking) and she did not have enough time. With the intentions of helping the English teaching staff and developing a contextualised and close research with the real needs of the school, the author of this work suggested studying how a Social Science CLIL programme can influence the development of writing among pupils.

Lastly, the English area coordinators accepted the proposal and they decided that one group of Year 5 (10-11 years old) would be the participants of this investigation.

3. Theoretical Framework

3.1 CLIL (Content and Language Integrated Learning)

3.1.1 Definition

According to Edlund, McDougald and Cuesta (2015), the term CLIL (Content and Language Integrated Learning) was launched in 1994 by David Marsh and Anne Maljers to describe “the experience of learning non-language subjects through a foreign language” (as cited in Cuesta, 2012, p. 28). Llinares, Morton and Whittaker (2012) underline that the foreign language used in CLIL programmes is not present in the daily life of pupils. They also distinguish CLIL and immersion pointing out that immersion refers to the whole learning of curricular subjects in a language different from pupils’ mother tongue. However, CLIL is the learning of only one curricular subject through a foreign language.

Dale and Tanner define CLIL as “a way of teaching where subject content (for example, History, Science or Physical Education) is taught in another language, often English” (2012, p. 3). In the same way, Landay states that this concept is a “fusion of the teaching of content from the curriculum with the teaching of a non-native language, as well as both thinking and learning skills” (2015, p. 30). For this reason, Landay (2015) lists the 4Cs that a CLIL session should combine: content, communication, cognition and culture.

3.1.1.1 The 4Cs

Firstly, content is any subject of the National Curriculum. Dale and Tanner (2012) consider the following CLIL programmes in Primary Education: Natural Science, Social Science (history and geography), Physical Education (PE), Music and Drama, Maths, Information and Communication Technology (ICT), Economics and Art, Design and Technology.

Secondly, according to these Dutch authors, one of the main benefits of these programmes is that learners improve their communication skills because they use the target language (written and spoken) in different situations with different purposes.

Thirdly, Van de Craen, Mondt, Allain and Gao (2007) highlight that this educational approach has different implications in terms of cognitive and brain aspects. In fact, Dale and Tanner (2012), considering the distinction between LOTS (Lower-Order Thinking Skills) and HOTS (Higher-Order Thinking Skills) developed by Anderson (2001), believe that teachers should combine questions that involve both thinking skills. For them, when pupils have difficulties to understand the input, skills like remembering or understanding (LOTS) are more useful. Nevertheless, thinking skills such as analysing or creating

(HOTS) are interesting to go further. Ball, Kelly and Clegg (2015) add that the curricular objectives also collect these thinking skills in any subject.

Furthermore, Dale and Tanner (2012) maintain that CLIL learners not only learn specific contents of the subject matter, they also begin to think and reflect like subject specialists because mathematics, scientists or actors do not work in the same way.

Lastly, culture is the fourth aspect. Coral (2010), citing Coyle's research because it is the model agreed for the Department d'Educació de la Generalitat de Catalunya, pinpoints that the first step in culture is the knowledge of oneself as well as the self-esteem and critical thinking. For him, a democratic and responsible attitude based on respect and cooperation is the final aim. Landay (2015) asserts the need of understanding other societies and developing the concept of citizenship among pupils. Similarly, Dale and Tanner (2012) emphasise that children can develop a little bit of intercultural awareness, if teachers design activities considering other countries, cultures and attitudes.

3.1.2 Benefits

Many authors justify the implementation of CLIL emphasising that this educational approach motivates children in order to learn the target language. Coral (2010) states that some pupils are demotivated during the English lessons (Teaching English as a Foreign Language). For him, CLIL is so positive because it offers a meaningful, contextualised and real learning. Similarly, David Hortigüela and Alejandra Hernando (2015), after developing a Physical Education CLIL programme focused on athletics, point out that CLIL is flexible and realistic because it uses real situations.

Coral (2010) also adds that nowadays English is a transcendental language around the world and an adequate oral and written competence of this language becomes crucial. However, he stresses that Catalan pupils have many difficulties to speak English when they end Primary Education. For this reason, he argues that Content and Language Integrated Learning can resolve this situation increasing the amount of exposure to the target language (without requiring extra time in the curriculum) and fostering the communication skills. In this sense, Dale and Tanner state that CLIL is "the way to address the need for plenty practice in a foreign language, without increasing the number of dedicated language classes" (2012, p. 11). They also claim that CLIL learners improve their communication skills (reading, listening, writing and speaking) because teachers can prepare different situations with different objectives.

Apart from motivation and offering more contact with the language, Landay (2015) also pinpoints two more benefits of implementing CLIL programmes. For her, pupils are more

involved in their learning process (and, consequently, their motivation increases) and it can be challenging for them. Undoubtedly, these challenges have to be appropriate, not too easy and not too difficult. Each child has a different learning style and pace, therefore some pupils will find more difficult the contents of the subject matter than the target language, and vice versa.

Dale and Tanner (2012) consider other advantages of applying CLIL. They explain that there is an important cognitive development because learners need a lot of concentration relating their L1 to the target language, as well as the content of the specific subject. In fact, according to Van de Craen, Mondt, Allain and Gao (2007), CLIL pupils tend to be more active cognitively during the learning process and they make more neural connections in their brains. Related to that, Dale and Tanner (2012) highlight that these pupils also play an active role during the sessions because they connect the new ideas to their prior knowledge. Thus, activating the pupils' prior knowledge is so important.

Regarding the language process, these Dutch authors also show that pupils can progress and improve their abilities of hearing and reading, understanding messages in different kinds of situations and speaking and writing in meaningful interactions.

3.1.3 Challenges

Edlund, McDougald and Cuesta (2015) assert that the implementation of CLIL is suitable for pupils who are advanced in terms of academic and cognitive skills. In addition, they need some competences in the target language of the programme. Likewise, Dale and Tanner (2012) distinguish three sorts of linguistic challenges during CLIL programmes. Firstly, discourse-level challenges are present when learners have difficulties to understand or produce spoken and written texts. If teachers talk really fast and without gestures or there is a lot of written and spoken information without visual aids such as images or real objects, these challenges can occur. Secondly, sentence-level challenges are grammar structures that pupils find complex. For instance, comparisons or a particular verb tense. Ultimately, the third type is word-level challenges. In this case, learners do not understand the meaning or the form of some specific terms because there is a wide list of new vocabulary and some words are really technical.

Dale and Tanner also identify affective challenges explaining that CLIL learners "may feel disempowered, overwhelmed, anxious, inadequate, helpless or even silly, and these feelings can affect how they listen and read for, and how much they can read or listen to" (2012, p. 42). Thus, emotional factors can influence pupils positively or negatively in different circumstances.

Therefore, Edlund, McDougald and Cuesta (2015) contend that a CLIL programme can be powerful but it has to be well implemented. Consequently, they give particular importance to the preparation and the didactic resources, the development of different linguistic skills, the administrative support and the cooperation between different teachers. In the same way, Muñoa (2011) claims that the success of CLIL is determined by four factors. For her, these projects should be fostered by the whole staff, not just two or three teachers because CLIL involves a lot of didactic aspects and decisions. The materials used in class should “answer to the needs of the students involved” (2011, p. 295). Finally, Muñoa (2011) underlines the teacher training and the evaluation of the project to check how the learning objectives have been achieved.

3.1.4 Content and Language

Genesee and Hamayan (2016) mention two kinds of objectives that a CLIL lesson or unit should cover. On the one hand, primary objectives are related to content and language. On the other hand, secondary objectives are cross-linguistic aspects (making connections between their mother tongue and the target language), cultural elements and learning-skills. According to these authors, content and language in CLIL sessions are inseparable because pupils learn new concepts and ideas of a curricular subject through a language that they are not completely competent. Hence teachers should provide them the language that is appropriate to understand and work on the particular topic. For this reason, they highlight that “once the content objectives have been set, you can extract specific aspects of language that students need to learn in order to attain those objectives” (2016, p. 104). These aspects are not only specific words (lexicon), it also includes grammar structures, connectors and linking words, different text structures that are so common, among others. Furthermore, Genesee and Hamayan (2016) suggest the term *content-obligatory language*. For them, there are words and expressions that are crucial to understand the specific contents of the subject matter. For instance, the term *precipitation* is essential during the lesson of the water cycle (Natural Science CLIL programme).

In a slightly different way, Ball, Kelly and Clegg (2015) propose that CLIL sessions have three dimensions: concepts, procedures and language. They argue that the concepts of a particular subject are learned doing something (procedure) and using a type of communication (language). Indeed, they describe these dimensions as three types of content that teachers can stress more or less depending on the specific task, the group’s characteristics, the pupils’ demands, etc. Thus, these authors use the metaphor of *CLIL mixing desk*: CLIL teachers control the mixing desk adjusting the three volumes

(concepts, procedures and language). As they explain, the three dimensions are always present in any unit or session but there is always one that is the most prominent depending on the priority of every moment. Ball, Kelly and Clegg (2015) also comment that the target language is a vehicle for learning concepts but at the same time concepts are also a vehicle for the acquisition of different competences (cognitive skills within the procedures). Hence they imply the use of CLIL programmes to promote competences through the concepts (subject matter of the curriculum) and the foreign language.

3.1.4.1 Subject teachers - Language teachers

Dale and Tanner (2012) contend that CLIL programmes can be developed by subject teachers or language teachers. Normally, subject teachers are those who have difficulties in terms of language. For this reason, they have to improve their language skills and be aware that (apart from content) they also foster the language learning. They are language models. On the contrary, CLIL language teachers tend to be concerned about the curricular contents of the subject matter.

Despite the fact that normally only one teacher can develop CLIL sessions, these Dutch authors propose the collaboration between subject and language teachers. Thus, they pinpoint the significance of this cooperation so as to create competent sessions and put them into practise satisfactorily. For instance, language teachers can correct different materials prepared by subject teachers in reference to language. However, subject teachers can revise different resources prepared by language teachers from a content perspective.

3.1.5 A CLIL Lesson

First of all, Genesee and Hamayan (2016) argue that if the whole staff use a common lesson-planning tool is interesting so that teachers can share their didactic sequences and work in a more coordinated way. For example, if the Social Science teacher knows that the Maths teacher is working on percentages, he or she can plan the lesson differently because pupils have already learned some contents of this topic and they can go further. This coordination is useful in order to avoid the repetition of contents and connect the different subjects adequately.

Regarding a CLIL lesson, these two authors list three phases: the preview phase, the focused-learning phase and the extension phase. The preview phase is the time that teachers collect information about the knowledge that their pupils already have about the unit. In this stage, teachers also introduce the language necessary to learn the concepts in the following phase. For this reason, Genesee and Hamayan (2016) comment that

pupils should begin to know the *content-obligatory language* (see section 3.1.4). They also add that this phase “needs to be clearly linked to the concepts to be taught and to be as concrete and experience-based as possible so that students can relate what they already know to what they are going to learn” (2016, p. 114).

The focused-learning phase is when pupils learn new concepts of the topic. Genesee and Hamayan (2016) stress that learners are more involved in their learning process if there is a methodology based on guided-experimentation because they build knowledge discovering and reflecting. Obviously, this methodology favours much more the development of thinking skills. Eventually, the CLIL lesson ends with the extension phase in which pupils use the contents learned in a new and real situation (application).

Dale and Tanner (2012) point up three elements that teachers should take into account during the preparation of a CLIL unit. Firstly, like Genesee and Hamayan (2016), they also underline some activities at the beginning that should activate the pupils’ prior knowledge because teachers need to be aware of what their children know (starting point). Secondly, they identify two types of activities that CLIL teachers should combine. The first type are those activities that set out to guide the pupils’ knowledge. In contrast, the second type are those that, apart from the content of the specific subject matter, are focused on language, writing or speaking. A concrete example of these second activities is if pupils, divided into cooperative groups, make a performance about homeostasis using LEGO bricks. In this case, it is an activity of biology (Natural Science) focused on the ability of speaking.

Lastly, Dale and Tanner (2012) mention that the assessment of a CLIL lesson should consider the multiple intelligences because pupils have different learning styles and paces (diversity).

Landay (2015) also insists on the relevance of planning the different sessions. According to this author, teachers need to consider the learning outcomes previously in order to be absolutely aware of them when they are preparing the dynamics and resources of the CLIL lesson. For Landay (2015), another way of involving more CLIL pupils in their learning process is if they are conscious of the learning objectives before starting the unit.

3.1.5.1 Scaffolding and Embedding

Even though some authors like Genesee and Hamayan (2016) or Landay (2015) only highlight the term scaffolding, Ball, Kelly and Clegg (2015) make the distinction between scaffolding and embedding.

Landay defines scaffolding as “the steps teachers take to support learners so that they can understand new content and learn new skills, especially when they are dealing with new and unfamiliar content” (2015, p. 34). Genesee and Hamayan (2016) pinpoint that CLIL teachers should assist pupils in terms of language and concepts and they show some strategies such as using nouns in place of pronouns (specify the subjects and objects), repeating, pausing, rephrasing, using short sentences to facilitate the comprehension, giving key words, among others.

Differently, Ball, Kelly and Clegg point out two concepts explaining that “scaffolding is an explicit form of language support, whereas embedding is more implicit” (2015, p. 196). When teachers prepare didactic resources, they can use scaffolding techniques showing the key language in a specific and direct way. Contrarily, they can employ embedding procedures in which the key language is within the materials without highlighting it explicitly. Then pupils are able to understand these words and sentences and use them in other tasks. “Learners see the key vocabulary and structures often, in a variety of contexts, and eventually begin to use them naturally” (2015, p. 197). For example, pupils read several short descriptions from different climates around the world in which there are key terms and expressions of this topic (Social Science) and, finally, they write a short composition about their local climate using some of these structures.

According to these authors, CLIL programmes should combine both techniques so as to assist learners.

3.2 Social Science

Dale and Tanner (2012) consider that the subject of Social Science in Primary Education has two main parts: geography and history.

On the one hand, in geography, pupils and teachers use the target language to explain and analyse the earth. In fact, this part of Social Science is divided into physical geography (it is related to landscapes) and human geography (it studies how the population of the planet live and interact with the others).

Dale and Tanner (2012) pinpoint that the input of this subject can be visual (photographs, aerial photographs, graphs, tables, atlases, maps with keys), spoken (teacher's explanations, videos and audios like documentaries and radio podcasts) and written information (websites, books...). Furthermore, they also claim the importance of using real objects (rocks, plastics, weather instruments, etc.) during the sessions as well as field trips to different places. Related to these field trips, Benejam (1996) states that school trips can be used in three different moments of the didactic sequence: at the beginning (it is an interesting way to motivate pupils and introduce a problem or a fact), in the research phase (when pupils investigate and then these experiences in a real context can be so helpful for them) or at the end during the application phase. Muñoa shows that these last activities of the sequence "usually require to apply what has been learnt to new situations or to infer implicit information from the data or the knowledge at hand" (2011, p. 299).

Depending on the topic and the specific situation of the geography lesson, Dale and Tanner (2012) argue that teachers and pupils use the language with different objectives. Consequently, this subject involves a wide range of text-types, language functions and genres. Indeed, Muñoa (2011) distinguishes three fields of Social Science texts: academic field (biographies, oral presentations, research reports, expository texts: comparison, description, cause-consequence...), mass media (on-line newspapers, webpages, etc.) and interpersonal relations (constructing knowledge and cooperating). For this reason, Dale and Tanner (2012) list six purposes: narrating, describing, explaining, persuading, discussing and predicting.

Undoubtedly, these aims determine the language used in every moment. For instance, when pupils and teachers narrate a particular fact, they can use past and present perfect forms, passive structures, expressions to contextualise a fact or a period (*in the Medieval Age*), time expressions and connectors. In contrast, predicting involves future tenses, modals structures to give advice and conditionals.

However, in these six objectives, linking words and connectors are essential. Obviously, the kind of connectors (result, addition, sequence, emphasis, reason, contrast, comparison...) varies according to each situation.

On the other hand, history recounts and analyses different past events of the planet. Dale and Tanner (2012) state that Social Science teachers can combine many primary and secondary sources such as paintings, maps, photographs, objects, field trips to museums and different places of the cities and villages (cultural heritage), historical performances, documentaries, newspaper articles, diaries, biographies, books, among others. Apart from these materials, they also highlight that teacher's explanations are an important input of these lessons. Bardavio and Mañé (2015) comment that primary sources are the most interesting because these materials come directly from the past. They also stress that the child should be the authentic protagonist of his/her own learning process and teachers should promote methodologies based on guided experimentation.

In the same way as geography, according to Dale and Tanner (2012), the teaching and learning of history in a CLIL programme includes different aims: narrating, describing, explaining, persuading and discussing. Genesee and Hamayan (2016) also add the communicative function of comparing. Nevertheless, for Ball, Kelly and Clegg (2015), history only is descriptive, narrative and persuasive.

Even though past tenses (past simple and past perfect tense) and present perfect tenses become crucial to analyse different facts and periods of the past, Dale and Tanner (2012) also stress other aspects of the language that are so common like linking words (*firstly*), time expressions (*in 1958*), periods of time, passive structures, comparatives and superlative structures and verbs of cause and effect.

These Dutch authors, like Genesee and Hamayan (2016), also explain that this subject involves different words and terms that are really specific (a very precise terminology). For instance, *the trenches* of the First World War (1914-1918), *mercenary army*, *slaves*, *Cold War*, *landform*, etc. In addition, they pinpoint that abstract terms are often used during these lessons of history. *Democracy*, *dictatorship*, *patriotism*, *boycott* or *inflation* are some examples of this type of words.

Muñoa (2011) insists on the fact that the resources of Social Science should have linguistic activities in order to facilitate the comprehension and production of texts as well as different tasks related to Social Science processes (cognitive skills). For that purpose, she identifies four types of activities focused on fostering pupils' oral and written

communication, developing reading strategies, promoting higher cognitive skills and guiding pupils' oral and written production.

She proposes designing a specific task for each written text so that pupils can read using different strategies depending on the reading objective. Furthermore, Muñoa (2011) draws a distinction between “brief and controlled production” and “freer and more substantial production”. The first one is when teachers prepare different models (of language and content) that enable pupils to organise their own productions. These models are useful to promote the participation of learners who have difficulties in the target language or the specific contents of Social Science. On the contrary, the second one is when pupils are given different guidelines about how to organise the written or oral information effectively, and then, they create their own intervention freely.

Dale and Tanner (2012) also argue that in both curricular areas of Social Science, geography and history, pupils have to understand and organise the information before speaking and writing. Thus, the guidelines or the models explained by Muñoa (2011) are tools that become so relevant to help and support learners.

Finally, Muñoa (2011) emphasises the importance of developing a rapport between the subject of English and the CLIL programme so that the linguistic features developed in TEFL can be transferred to Social Science. Genesee and Hamayan (2016) suggest that this coordination is a clear example of cross-curricular integration.

3.3. Interculturality

3.3.1 Definition

According to Joaquín Beltrán (2005), interculturality advocates equality between all the different groups through dialogue and consensus. In fact, he proposes the right of difference in an egalitarian society. For this reason, dominant and dominated groups should not exist.

This author states that interculturality has one clear objective: communicating and understanding the others without imposing our own values. Thus, everybody has to accept that there are other perspectives and ways of understanding the world. Moreover, when someone knows other points of view, he or she also knows better and deeper himself/herself.

In conclusion, he explains that interculturality promotes the relationship between cultures by means of exchange and peaceful coexistence. For Beltrán (2005), there is a lot of cultural diversity because there are many ways of living and interpreting the planet. All of them are respectable and acceptable.

3.3.2 Intercultural Competences

UNESCO (2013) defines intercultural competences as having information and understanding different cultures, being aware of different problems that can occur when inhabitants of different cultures interact as well as communicating with others adequately and efficiently. These competences are seven: respect, self-awareness, understanding others perspectives, real listening (authentic dialogue), adaptation, relationship building and cultural humility.

3.3.3 Teaching Interculturality

Byram (1997) suggests that Foreign Language Teaching (FLT) should foster the development of Intercultural Communicative Competence (ICC). Obviously, he is conscious that other subjects such as geography, literature or history also promote interculturality introducing other worlds and the concept of otherness. However, he claims that teaching a foreign language offers “the experience of otherness at the centre of its concern, as it requires learners to engage with both familiar and unfamiliar experience through the medium of another language” (Byram, 1997, p. 3). Therefore, he implies that a foreign language (for example, English) is the best excuse to work interculturality. For him, FLT should teach linguistic aspects but also other elements, for example, politeness, because it is different depending on the particular language and culture.

UNESCO (2013) identifies different essential points if teachers want to work on these intercultural competences. Firstly, the environment is really relevant because pupils should feel secure and comfortable. Secondly, pupils should learn the necessary attitudes and abilities for the purpose of living together and participating in society. Thirdly, according to this organization, interculturality should not be a specific topic of one day. Intercultural dialogues should be present very often. Furthermore, nowadays ICT (Information and Communication Technology) is very helpful because it provides a lot of information about different cultures.

3.4 Writing

3.4.1 A Demanding Task

Many authors, like Nunan (1995) and Ball, Kelly and Clegg (2015), stress that writing is a complicated process in terms of cognitive aspects because it involves a lot of elements at the same time. The writer has to dominate the content, the genre-type and its format, the sentence structures, the vocabulary (lexicon), the punctuation, the spelling and the letter formation. Apart from these aspects (sentence level), this writer also has to organise the ideas coherently and cohesively using paragraphs, titles, etc. Thus, these authors define the term writing as a thinking process because when someone writes, first he or she thinks different ideas and then he or she organizes these ideas in a text.

Nunan (1995) asserts that writing (in any language; the mother tongue or the foreign language) is the most difficult skill for learners. Indeed, he exemplifies that all pupils become competent in terms of listening and speaking using their L1. With reference to the reading, most of these pupils acquire this ability. However, a small group is able to write with ease and adequately using their mother tongue.

In the same way as Nunan (1995), Llinares, Morton and Whittaker (2012) contend that writers decide several aspects during the writing process (the purpose, the writer's role, the topic, the register, etc.) and state that "while the process of understanding text written in a foreign language demands considerable effort, that of writing a text in a foreign language requires much more" (2012, p. 244). Dale and Tanner (2012) stress that before writing teachers should promote the reflection of these four elements (the audience, the text's aim, the type-text and the topic) because it favours a realistic writing task.

Furthermore, Kern explains that "it cannot be assumed that being able to write in one's native language necessarily means that one can write effectively in a second language simply by virtue of learning a set of words and structures" (2009, p. 175). That is to say, cultural conventions also play a fundamental role. In other words, for Kern (2009), writing is a cultural and social activity that entails cognitive and linguistic aspects.

He also shows the fact that many pupils when write in a foreign language, they tend to use their mother tongue translating the different structures into this target language.

3.4.2 Differences between Speaking and Writing

Comparing spoken language to written language, Llinares, Morton and Whittaker (2012) highlight that writing tends to be more explicit than speaking (the context and the non-verbal communication become crucial). Therefore, written production requires that the writer has to use more the language and facilitate the reader's comprehension.

According to Ball, Kelly and Clegg (2015), while speaking is a more spontaneous skill, very present in classroom interactions and promoted as a part of the learning programme with ease, writing is more determined by the specific subjects and their typical text types.

Nunan (1995) also describes some differences between spoken and written production. For him, almost everyone learns to speak a language but writing is a complex process that has to be taught because it is not natural. Similarly, Kern (2009) pinpoints that writing, differently, from speaking, has to be taught. In addition, Nunan (1995) argues that spoken language is brief, even if the voice is recorded. In contrast, writing enables to break the space and time barriers.

3.4.3 Why is Writing Important?

Ball, Kelly and Clegg (2015) imply that output is so necessary because pupils should be able to communicate themselves for the purpose of showing their knowledge. Nevertheless, from their point of view, there are still many schools in which the teacher is the main protagonist of the learning process and pupils have very few opportunities to speak or write. Therefore, if CLIL teachers want to change these situations, they should promote and support pupils' output through the curriculum.

Kern (2009) claims that writing is useful for three aspects. First of all, it enables the expression of ideas and opinions. Secondly, when learners write, they can experiment and practise the difficult relations between the forms and the meaning. Thirdly, during a writing process, pupils can think and reflect on the topic more time than a speaking task.

This author, like Nunan (1995) and Llinares, Morton and Whittaker (2012), stresses that writing involves a communicative context with a purpose, an audience and a topic. Consequently, these elements determine the style, the genre, the diction and the arrangement of the text (formatting). Moreover, he also mentions that in order to be more explicit or implicit during the articulation of the text, the writer has to take the readers' previous knowledge into account.

Lastly, Nunan (1995) concludes that competent writers have to control the following variables: letter formation, spelling, punctuation, grammar structures, content, text organization (structure of ideas) and a suitable register in accordance with the communicative situation. As he explains, writing is not a lineal process because many ideas can be developed and rewritten several times. Dale and Tanner (2012) identify that the process of writing has several stages: brainstorming, organising ideas, drafting and editing.

3.4.4 Teaching and Learning Writing

3.4.4.1 Approaches

Nunan (1995) and Kern (2009) differentiates two writing approaches: the product approach and the process approach. On the one hand, the product approach is focused on the final result that pupils produce: a letter, an essay, a brochure, among others. For that purpose, teachers are only interested in writing the final product correctly in terms of grammar (accuracy) and considering the discourse conventions. In this approach, pupils tend to read a model text and, after considering the structure, they write a similar text (a deductive methodology).

On the other hand, the process approach is completely different because the primordial thing is not the final result in itself and teachers emphasise more the writing procedure. Learners' expression is stressed so teachers try to promote creativity and then they guide pupils in order to improve their texts (an inductive methodology). "Process-oriented writing classrooms are generally characterized by the use of collaborative brainstorming, freewriting, choice of personally meaningful topics, peer-group editing, and strategy instruction in the stages of invention, drafting, revising and editing" (Kern, 2009, p. 181).

Apart from these two approaches, Kern (2009) mentions a third-one called a genre-based approach which highlights the relevance of the social context when someone writes. He justifies this approach stating that "if we do not have practical knowledge of the conventions relevant to a particular situation, we may seem or feel communicatively inept, even if we otherwise have an excellent knowledge of the language" (2009, p. 183). Thus, pupils need to be conscious of the aspects that people of the same area tend to use in order to achieve their goals in a given situation. For instance, sales letters have specific contextual characteristics and writers should take them into account.

Indeed, Kern (2009) proposes the need of combining these three approaches so that teachers can consider textual products, cognitive procedures and sociocultural factors of the writing act.

3.4.4.2 Errors

Regarding errors, Lightbown and Spada (1997) argue that these are part of the learning process because they provide information to teachers about pupils' difficulties as well as their progression in the acquisition of the target language. Consequently, they propose correcting errors when learners are prepared to understand them.

Likewise, Dale and Tanner (2012) claim that, in the same way as speaking, when learners write, they can make mistakes. The relevant aspect is that they should be

encouraged and motivated to write and communicate their ideas written. Undoubtedly, they also consider that writing activities have to be progressive (increasing the difficulty step by step).

3.4.4.3 Writing in CLIL Programmes

Llinares, Morton and Whittaker (2012) provide an explanation as to writing in CLIL programmes is helpful for different reasons. Firstly, pupils can be aware of their knowledge and the contents that they do not know yet. Secondly, learners can improve their writing skills. Moreover, Llinares, Morton and Whittaker (2012) pinpoint that when writers work on communicating concepts written through a foreign language, they acquire the specific contents more significantly. Thus, writing is positive in CLIL because it facilitates both language and content learning.

“Learning a discipline means developing knowledge of the concepts and, at the same time, of the terminology of its field, and so gradually advancing in the expression of the content in the subject area” (Llinares, Morton and Whittaker, 2012, p. 257). These authors mention that CLIL pupils seem to have difficulties in the transition from the informal language to the formal language. In this respect, this problem is related to the process from spoken and written language (see section 3.4.2).

Ball, Kelly and Clegg (2015) suggest that the curriculum enables a wide range of text types. For example, writing an opinion essay about Marxism (Social Science) is not the same as writing a scientific report about a specific experiment (Natural Science). Actually, they exemplify that the styles and forms of writing during the Mathematics subject are absolutely different from the ones of Social Science. Anyway, they comment that the curriculum determines four writing genres: descriptive, narrative, expository and persuasive. Depending on the specific subject of the CLIL programme, these four genres are more or less emphasised.

Dale and Tanner (2012), like Ball, Kelly and Clegg (2015), underline that the list of text-types is extensive and these texts should be considered and developed in CLIL programmes. According to Llinares, Morton and Whittaker (2012), the development of writing in CLIL programmes promotes that learners acquire specific terms (very precise vocabulary).

3.4.4.3.1 The Teacher's Role

Llinares, Morton and Whittaker (2012) maintain that the process from spoken language to written language is not easy and CLIL learners need help. For this reason, they mention two types of register scaffolding: planned register scaffolding at the macrolevel

(it also called task scaffolding) and spontaneous register scaffolding at the microlevel. The first type of scaffolding is when at the beginning pupils only work on the specific topic of the subject matter orally and, once they master the different contents, teachers introduce the written part because they have acquired the knowledge previously. On the contrary, the second kind is the reformulation of spoken production at the same time of writing.

Likewise, Ball, Kelly and Clegg (2015) point out that writing support is acceptable and indispensable, until one day pupils do not require it and they begin to be more autonomous in reference to writing. Hence these authors propose scaffolding for writing based on the particular subject matter of the curriculum (key structures) but always taking the general needs and learning difficulties for writing into account. Some of these techniques are written teacher prompts, models of structures, word lists (with or without illustrations), sentence starters, substitution tables, writing frames, among others. Dale and Tanner (2012) also put emphasis on supporting the pupils' writing using different strategies such as writing frames and graphic organisers.

In order to help the pupils' writing in CLIL, Ball, Kelly and Clegg (2015) suggest that the strategies to support writing should be chosen deliberately and considering the lesson objectives because each technique offers a different type and amount of support. These strategies can stress the language (linguistic knowledge), the structure of the text (discourse knowledge) or both aspects. Normally, aspects related to the discourse knowledge are underlined when the language tends to be acquired.

In addition, Llinares, Morton and Whittaker (2012) imply that pupils should learn how to structure their texts taking the particular genre and the needs of the audience into account. The writer has to be empathic because he or she has to consider the reader's knowledge.

In conclusion, according to them, the teacher's role is making learners more aware of the written production. Specifically, the written production that is typical from the specific curricular subject.

4. Research Methods

The action research of this final dissertation was carried out in a Catalan Primary school called “Quatre Vents” (Manlleu, Osona) from the 11th January 2018 to the 23rd February 2018. The main objectives of this research were the following. First of all, analysing the implementation of a Social Science CLIL programme in terms of writing learning. Secondly, identifying the main points of a Social Science CLIL programme in Primary Education. Finally, considering the preparation of writing activities and the teachers’ support in order to foster writing skills during the Social Science CLIL programme.

For this reason, two research methods were carried out. On the one hand, the development of a didactic sequence about population and traditions (a Social Science CLIL programme) in Year 5 with a pre-test and a post-test. On the other hand, two semi-structured interviews with two English teachers of this public school. The research question was “How can a Social Science CLIL programme influence the development of writing among pupils of Year 5 at the school Quatre Vents (Manlleu)?”

4.1 School

“Quatre Vents” is a public school located in Manlleu (Catalonia, Spain). This school is funded by the local municipality and the Department for Education. It is considered a new school because it was created 13 years ago. The school offers Early Stages (from 3 years old to 5 years old) and Primary Education (from 6 years old to 12 years old). Nowadays, there are 465 pupils approximately but this number is a bit unstable because there are children who arrive and leave during the academic year. It has a lot of diversity because there are families from different backgrounds: Catalonia, Spain, Ghana, China, India, among others. Regarding the teaching staff, there are around 40 teachers.

In this educational institution, Catalan is the first language. In fact, most of the subjects are learned through this language. Spanish is the second language and English is the foreign language. Although children start learning English when they are 3 years old, depending on the year, the number of hours per week of this language is different. At least, in Primary Education, each group has two hours per week of English between TEFL (Teaching English as a Foreign Language) and CLIL (Content and Language Integrated Learning). Thus, from Early Stages to Year 6, pupils learn the subject of English. Furthermore, there are two CLIL programmes in Primary Education: Science (Year 3, Year 4, Year 5 and Year 6) and Arts & Crafts (only in Year 1 and Year 2).

4.2 Participants

Considering the sample of this action research, the didactic sequence with the pre-test and the post-test was developed in one class of Year 5 that had 18 pupils, 10 girls and 8 boys. In this class, there were 2 Ghanaian pupils, 6 Moroccan pupils and the others were from Catalonia.

Tura Plana and Mariona Torras were the two English teachers interviewed. Plana started working in this school seven years ago and she is the English teacher from Year 4 to Year 6. She carries out the subject of English and the Science CLIL programme (Year 4, Year 5 and Year 6). For Torras, this is her second year in Quatre Vents. She is the English teacher from Early Stages to Year 3. So, she develops the subject of English and two CLIL programmes: Arts & Crafts (Year 1 and Year 2) and Science CLIL programme (Year 3). Despite being in the same school, they are in different positions because they work with different ages of Primary Education and projects.

4.3 Instruments

In reference to the first research method, a didactic sequence about population and traditions (Social Science CLIL programme) was planned considering different theoretical aspects related to CLIL, Social Science, interculturality and writing (see Theoretical Framework). Apart from working on curricular contents of Social Science and intercultural aspects, this project also aimed for developing writing skills.

Before developing this unit, this group of Year 5 took a pre-test (12th January 2018) that consisted in describing and comparing five pictures related to contents of this didactic sequence. Thus, 18 pupils started taking part in this study because they wrote a text individually using their prior knowledge. The images of this pre-test (see Appendix I, page 57) were a rural area, an urban area, a cook preparing a dish, a pizza and one moment of the story called *The Journey of Samira*.

Afterwards, during 6 weeks, the didactic sequence was carried out with this class of Year 5. Consequently, these learners could work on the following contents of Social Science: the municipal register, the census, the natural growth, the migratory growth, urban areas and rural areas, the distribution of the population (densely-populated areas, moderately-populated areas and very sparsely-populated areas), traditional dishes, traditional buildings and the Syrian conflict through the story called *The Journey of Samira*.

In total, there were 12 sessions of one hour (see Appendix II, page 59). The first two (15th January 2018 and 18th January 2018) consisted in comparing the municipal register and the census and writing the census of their class. In pairs, they interviewed

themselves considering a guideline and each pupil wrote a text introducing a classmate in terms of age, place and country of birth, families or tutors' job, their favourite subject, among other aspects. Apart from this guideline, children also had two writing models. This task emphasised some intercultural competences listed by UNESCO (2013) such as respect, understanding other perspectives and real listening (authentic dialogue).

The third and the fourth lesson (22nd January 2018 and 26th January 2018) were about the natural growth and the migratory growth. Individually, pupils completed a population report calculating these demographics in order to know information about Vic, Tona, Manlleu, Gurb, Torelló and Centelles. This activity also involved a writing part because learners analysed the data using three types of structures.

In the following two sessions (29th January 2018 and 2nd February 2018), children compared the rural areas to the urban areas and they reflected on the distribution of the population. In addition, in pairs (mixed ability grouping), learners wrote a map commentary taking different writing supports into account: the structure of the text (title, subtitles and paragraphs), six possible questions to consider, a brief example and the dictionary. The cooperative groups were decided by the English teacher (Tura Plana) and the author of the project mixing the pupils' level. For this reason, the children who had the highest level of English in the class were mixed with the learners who had more difficulties.

From the seventh to the tenth lesson (5th February 2018, 8th February 2018, 15th February 2018 and 16th February 2018), there were different dynamics related to traditional dishes and buildings. Consequently, children could observe other cultures and perspectives (interculturality). They also wrote two texts. One was about their favourite dish and the other was related to an important place for them. In this case, these writings were carried out individually and each learner could use different writing supports: different writing models about a favourite dish for the writer, different writing models about an important place for the writer, a list with different expressions and words to use, possible questions to consider and dictionaries.

Finally, this unit ended with two more sessions (19th February 2018 and 22nd February 2018) in which pupils worked on the Syrian conflict through *The Journey of Samira*. In a visual way, they could ponder on a problem that occurs when inhabitants of different cultures interact (another intercultural aspect). Furthermore, in pairs (mixed ability grouping), they chose two pictures of the story and wrote a comparison. Like in the previous sessions, in order to facilitate their writing, there were different materials: a

writing model, a list with some expressions and words to use, possible questions to think about and dictionaries.

As it can be observed, each main content was related to a writing task, therefore children did 7 texts during the project (see Appendix VIII, page 168). After each activity, there was a general feedback so as to reflect on different aspects related to linguistic knowledge (spelling, grammar, punctuation, vocabulary, etc.) and discourse knowledge (titles, paragraphs, expressions to start the text, etc.). Nevertheless, the other skills (listening, reading and speaking) were also emphasised by means of other dynamics.

At the end of this didactic sequence, these 18 learners (Year 5) took a post-test (23rd February 2018) that was the same exam done at the beginning of the unit (12th January 2018). Thus, they retook the test after studying different contents of Social Science (most of them related to interculturality) and practicing writing skills.

Both pre-test and post-test were analysed using the same grid (see Appendix III, page 87) in order to compare them. According to Nunan (1995), writing is a demanding task in any language because writers have to control a lot of elements. Consequently, this grid included two kinds of knowledge. On the one hand, linguistic knowledge that was divided into written code (spelling, grammar, omission and punctuation) and vocabulary (*content-obligatory language*, other vocabulary and adjectives). The written code was assessed in relation to four levels (1. Poor, 2. Adequate, 3. Good, 4. Excellent). Therefore, 4 was the highest qualification. On the other hand, discourse knowledge. The use of titles, paragraphs, contents of Social Science (rural areas, urban areas, traditional dishes and the Syrian conflict) and some expressions such as “There is” or “There are” and “In the first picture”, “In the second picture”, etc. Moreover, the length of each text (number of words) was also considered. Thus, there were 18 grids of pre-test (see Appendix VI, page 130) and 18 more of post-test (see Appendix VII, page 149) because pupils took the same exam before and after developing the didactic sequence explained above. The pre-tests and the post-tests are in the Appendix IV and the Appendix V (page 89 and page 107).

Regarding the second research method, two English teachers of the school were interviewed: Tura Plana (7th February 2018) and Mariona Torras (23rd February 2018). Each teacher was interviewed individually using the same questions (see Appendix IX, page 176) in order to compare and analyse their answers subsequently. All the questions were qualitative, that is to say, they were open-ended (a response in their own words). In both cases, the interview was recorded so as not to lose any detail. Later on, the responses were transcribed (see Appendices X and XI, page 178 and page 182).

The objectives of these two interviews were knowing the experience and the thoughts of these teachers in reference to a Social Science CLIL programme, the development of writing in English during Primary Education and the teaching support in order to foster writing skills.

5. Analysis of the Data

5.1 Pre-tests and Post-tests

In this section, there is the analysis and the comparison of the pre-tests (12th January 2018) and the post-tests (23rd February 2018) through the analysis grid (see Appendices VI and VII, page 130 and page 149). This grid included linguistic knowledge and discourse knowledge.

5.1.1 Linguistic Knowledge

The linguistic knowledge considered was the written code (spelling, punctuation, omission and grammar) and the vocabulary (*content-obligatory language*, other vocabulary and adjectives).

5.1.1.1 Spelling

Analysing the fourth parts of the written code that appeared in the analysis grid (spelling, punctuation, omission and grammar), spelling was the linguistic aspect in which pupils had the most difficulties in the pre-test and the post-test. For 14 of 18 learners, this part of the written code was the one that they had the lowest level (compared to punctuation, omission and grammar) before and after the didactic sequence. As it is mentioned in a previous section (4.3), the written code was assessed in relation to four levels (1. Poor, 2. Adequate, 3. Good, 4. Excellent). Therefore, 1 was the lowest qualification and 4 was the highest.

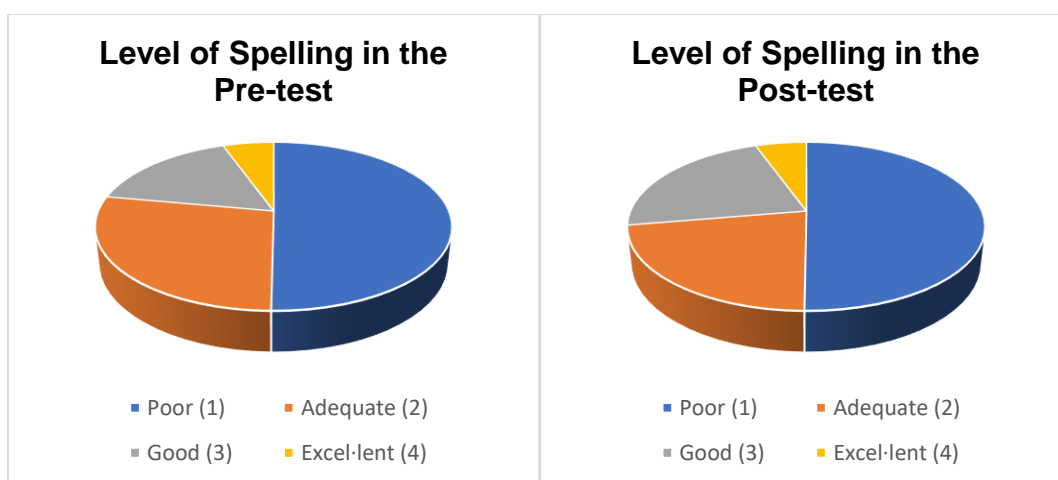


Figure 1. Two pie charts about the pupils' level in terms of spelling.

These two pie charts show the pupils' level in terms of spelling in the pre-test and the post-test. In both cases, half of the class got a qualification of "poor". Thus, with the

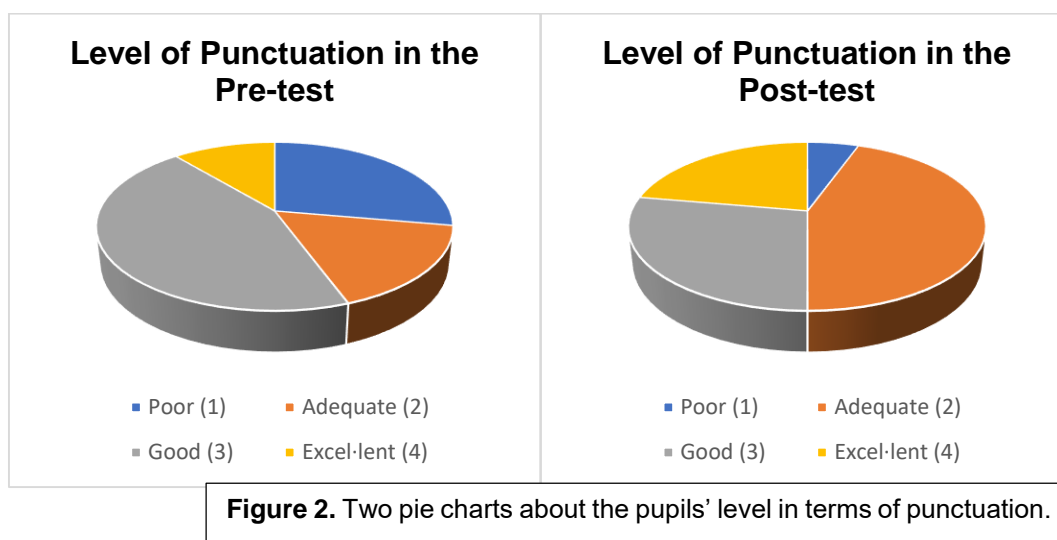
methodology of this project, a progression in relation to spelling cannot be appreciated. Probably, this linguistic aspect requires much more time, effort and dedication.

Generally, for this group of Year 5, the most difficult words to spell correctly were the following ones: “pupil”, “pipole”, “pipol”, “piupple” (people), “hous” (house), “ther is” (there is), “ther are” (there are), “pitzza” (pizza), “chees” (cheese), “som” (some) and “rise” (rice). On some occasions, they tended to write the terms in the same way as they are pronounced.

In addition, sometimes, if they did not know one word in English, they invented a new term using Catalan and Spanish with English (mix of two languages) or they used the Catalan or Spanish word directly. For instance, “there is arros”, “it is a espatula”, “it is a jaquet”, “a guerra”, “Italiane”, “cars, bus, semafors...”, among others.

5.1.1.2 Punctuation

In the post-test, punctuation was the linguistic knowledge (compared to spelling, grammar and omission) in which pupils got the best results. For 13 of 18 learners, this part of the written code was the one where they showed the highest level.



The figure 2 presents the pupils' level in terms of punctuation in the pre-test and the post-test. At the beginning of the didactic sequence, 44.4% of the learners got a qualification of “good” whereas 11.1% of the pupils got “excellent”. Regarding at the end of unit, these percentages changed slightly but 50% of the learners got “good” or “excellent”. Actually, 27.7% obtained “good” and 22.2% “excellent”.

This figure presumably means that punctuation is a linguistic aspect that children can transfer from their mother tongue (Catalan or Spanish) to English without any difficulties.

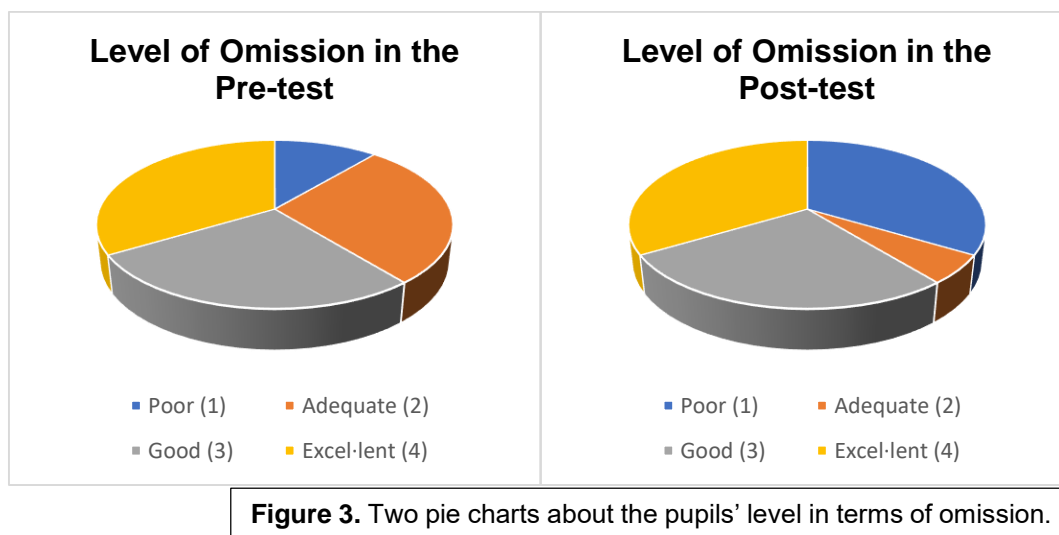
In these languages, punctuation marks (brackets, colon, question mark, exclamation mark, comma, full stop, etc.) work similarly.

In these tests, this group of Year 5 used the following punctuation marks (commas, full stops, exclamation marks, brackets and colons).

5.1.1.3 Omission

The following two pie charts show the pupils' level in terms of omission in the pre-test and the post-test. In both cases, learners got different results. Therefore, there was a mix of different levels. Analysing this linguistic aspect from the beginning of the project to the end, significant changes cannot be appreciated.

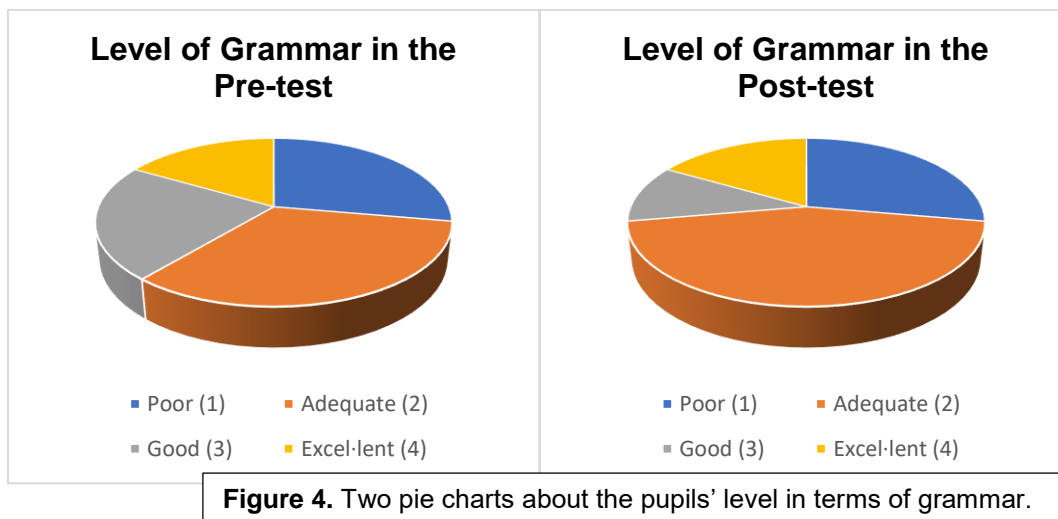
For children, the main difficulty was about the pronoun "it". On some occasions, they forgot this pronoun because in Catalan and Spanish it works differently. For example, one pupil wrote "is the place".



5.1.1.4 Grammar

Grammar was the second linguistic knowledge in which pupils had the most difficulties in the pre-test and the post-test (compared to punctuation, omission and spelling). With this action research, from the beginning to the end of the sequence, important changes cannot be appreciated. Like spelling, maybe it requires a lot of time and dedication.

In general, pupils had problems in terms of agreement (grammar concordance). For instance, one learner wrote "there are a kitchen".



These two pie charts present the pupils' level in terms of grammar in the pre-test and the post-test. In both cases, the graphs are so similar. The adequate level is the majority in each graph.

5.1.1.5 Content-obligatory Language

In the preparation of the analysis grid, the 5 images of the pre-test and the post-test were related to 8 key contents of the didactic sequence: "rural area", "urban area", "cook", "pizza", "dish", "war", "Syria" and "refugees".

Comparing the pre-tests to the post-tests, 17 of 18 learners included more key contents at the end of the unit than at the beginning. In fact, the average of *content-obligatory language* per text in the pre-test was 1.11 words of 8 and in the post-test it was 3.72. In terms of key contents, from the pre-test to the post-test, there was a rise. The average of this increase was 2.61 terms. Taking the average of key contents per text in the post-test into account, it can be stated that at the end pupils were able to use almost half of these 8 words.

At the bottom of the following bar chart (figure 5), there are the initials of each pupil and each learner has two bars. The blue one indicates the number of words in the pre-test whereas the orange is the number of words in the post-test. In total, there are 36 bars because 18 pupils took the pre-test and the post-test.

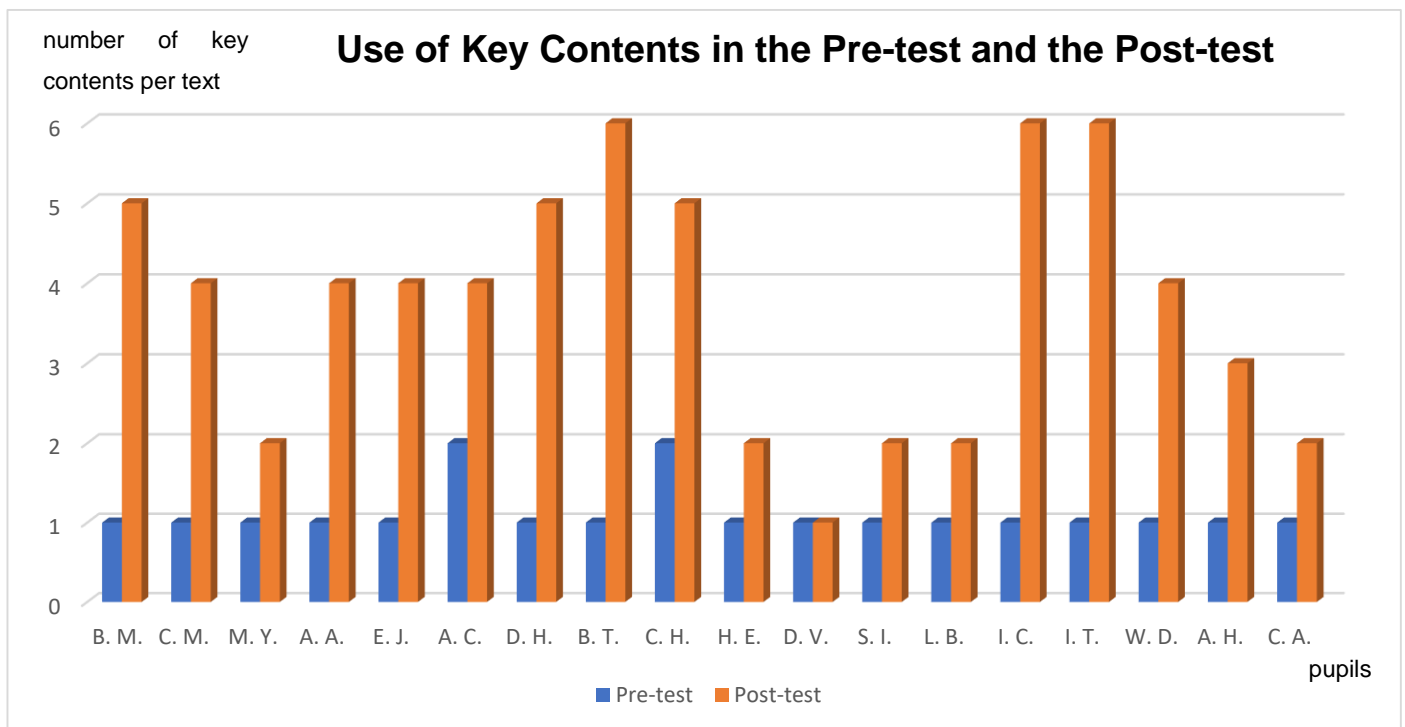


Figure 5. A bar chart about the use of key contents in the pre-test and the post-test.

Overall, in the pre-test, there was the tendency that pupils only used the term “pizza”. Differently, in the post-test, the learners’ inclination was writing these four key contents: “rural areas”, “urban areas”, “cook” and “pizza”. This growth can be related to the fact that these terms appeared constantly in the sessions. Thus, Year 5 had contact with this vocabulary.

5.1.1.6 Other Vocabulary

Before carrying out the pre-tests, 18 words that could be interesting so as to describe precisely the five images were listed: “field”, “forest”, “house”, “cows”, “animals”, “trees”, “grass”, “street”, “cars”, “bus”, “building”, “rice”, “tomato”, “mushrooms”, “food”, “eat”, “blankets” and “inhabitants”.

14 of 18 learners included more of these terms in the post-test than in the pre-test. Actually, the average of other vocabulary per text in the pre-test was 3.5 words of 18. In contrast, the average of other vocabulary per text in the post-test was 5.33 terms of 18. Thus, there was a slight growth in the use of other vocabulary from the beginning to the end (the average of this increase was 1.83 words). After the post-test, in average terms, pupils were able to apply 29.6% of this vocabulary in their writings.

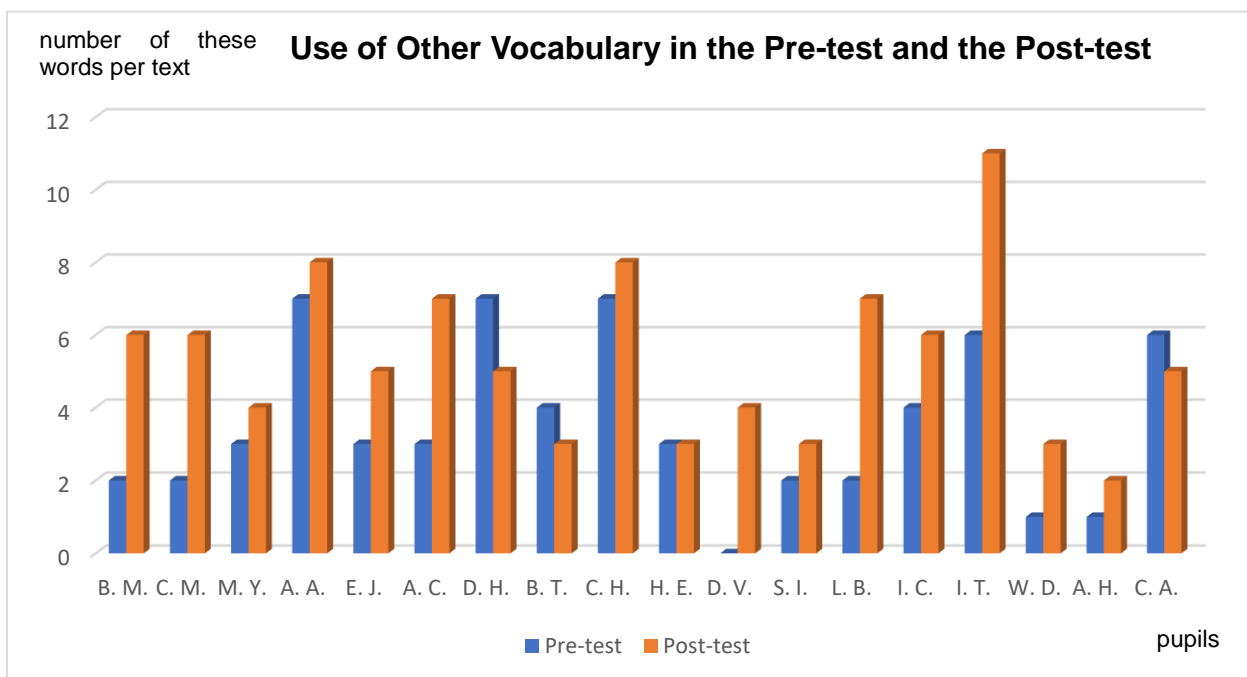


Figure 6. A bar chart about the use of other vocabulary in the pre-test and the post-test.

As can be seen in the graph (figure 6), 77.7% of the children used more vocabulary in the post-test (orange chart) than in the pre-test (blue chart). The pupil who employed the highest number of vocabulary in the post-test included 11 terms of the list mentioned above (18 words in total).

5.1.1.7 Use of Adjectives

Analysing the use of adjectives in their tests, all the pupils (except 3) used more adjectives in the post-test than in the pre-test. Indeed, the average of adjectives per text in the pre-test was 2.05 whereas the average of adjectives per text in the post-test was 6.61. Therefore, from the pre-test to the post-test, there was an increase in number of adjectives. Approximately, the average of this growth was 4.5 adjectives.

The following bar chart (figure 7) presents the data related to the number of adjectives that each child wrote at the beginning and at the end of the didactic sequence.

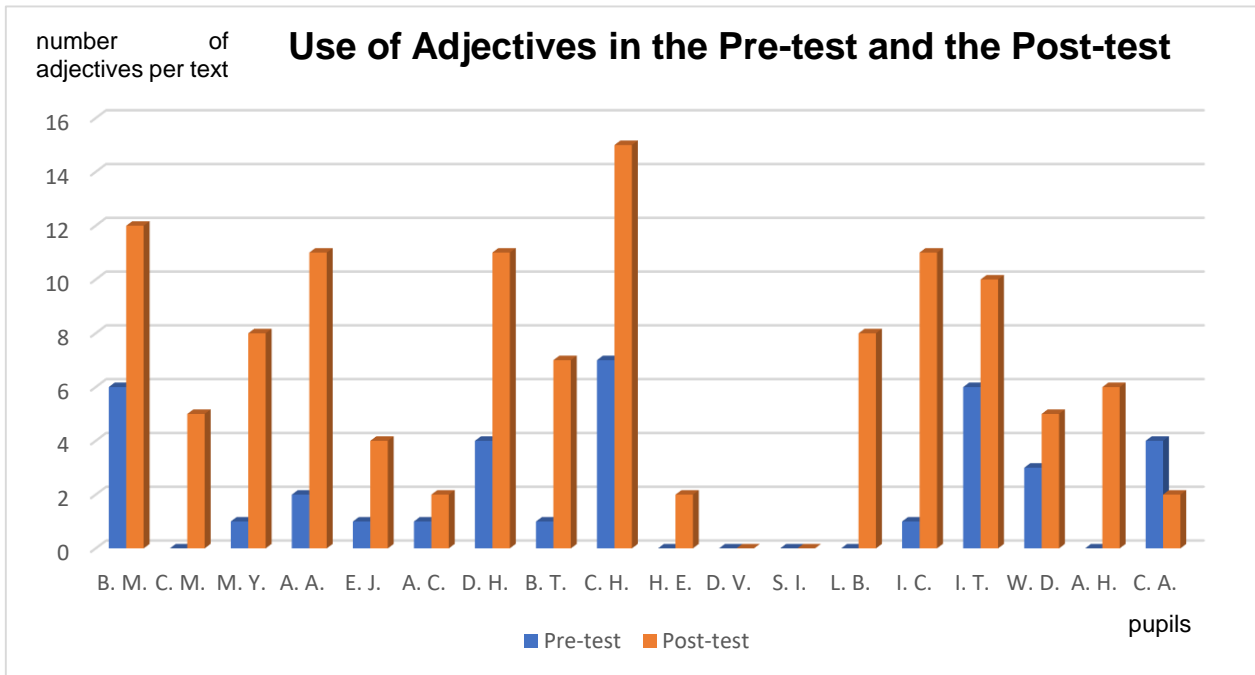


Figure 7. A bar chart about the use of adjectives in the pre-test and the post-test.

The child who employed the highest number of adjectives in the pre-test and the post-test was the same. Before the unit, the text of this learner contained 7 adjectives. Finally, she was able to write 15 adjectives in the post-test. Some of these adjectives are “diferent” (different), “Spanish”, “Italian”, “traditional”, “Sirian” (Syrian), etc. Regarding the pupils who did not use any adjectives, in the pre-test, there were 6 descriptions without any adjectives and in the post-test there were only two descriptions.

During the Social Science CLIL programme, children read different texts in which there were different adjectives. In addition, in some writing tasks, the writing support encouraged pupils to use adjectives in order to describe different elements. Perhaps that can explain a little bit this increase in terms of the adjectives used in the post-tests. Apart from being able to write in more detail and precisely because they had contact with these words in the sessions, in the post-test, probably learners felt more confident of writing. They had practiced this skill several times during the project.

However, the spelling of these adjectives was not always correct. For them, spelling was a challenging part of this foreign language (see section 5.1.1.1). For instance, “tradicional” (traditional), “rual” (rural), “dalisios” or “delisios” (delicious), “smol” (small), “tipical” (typical), “pour” (poor), “withe” (white), etc. Sometimes, learners tended to write these words in the same way as they are pronounced. Even though they normally put the adjectives in the right place of their sentences, on some occasions pupils wrote the plural of these terms like in Catalan or Spanish (imitation of the mother tongue) but in

English the plural form of adjectives does not exist. For example, “bics” (big) and “browuns” (brown).

5.1.2 Discourse Knowledge

The discourse knowledge considered was titles, paragraphs, use of expressions (“There is” – “There are” and “In the first picture”, “In the second picture”, etc.), contents related to Social Science (rural areas, urban areas, traditional dishes and the Syrian conflict) and the length of the texts.

5.1.2.1 Title

At the beginning of the didactic sequence, no pupil wrote a title in their descriptions. Like the use of paragraphs, titles were an aspect considered during the 7 writing tasks of the CLIL programme. Finally, in the post-tests, 100% of the learners wrote a title. In the following list, there are the different titles created by children.

Pupils	Titles written in the Post-test
B. M.	“Nil’s project”.
C. M.	“Test”.
M. Y.	Subtitles: “Camp”, “Pizza”, “Pais” and “Cook”.
A. A.	“The five images”.
E. J.	"English (Angles) Nil Ticher”.
A. C.	"The pictures”.
D. H.	"Descripcion”.
B. T.	"Urban area, rural area and cooks”.
C. H.	"Diferent places and diferent thinks”.
H. E.	"Descripcion”.
D. V.	"Cars”.
S. I.	"Descripcion”.
L. B.	"Images”.
I. C.	"Images”.
I. T.	"Descriptions”.
W. D.	"Different”.
A. H.	"Urban areas and rules areas”.
C. A.	"Descripción”.

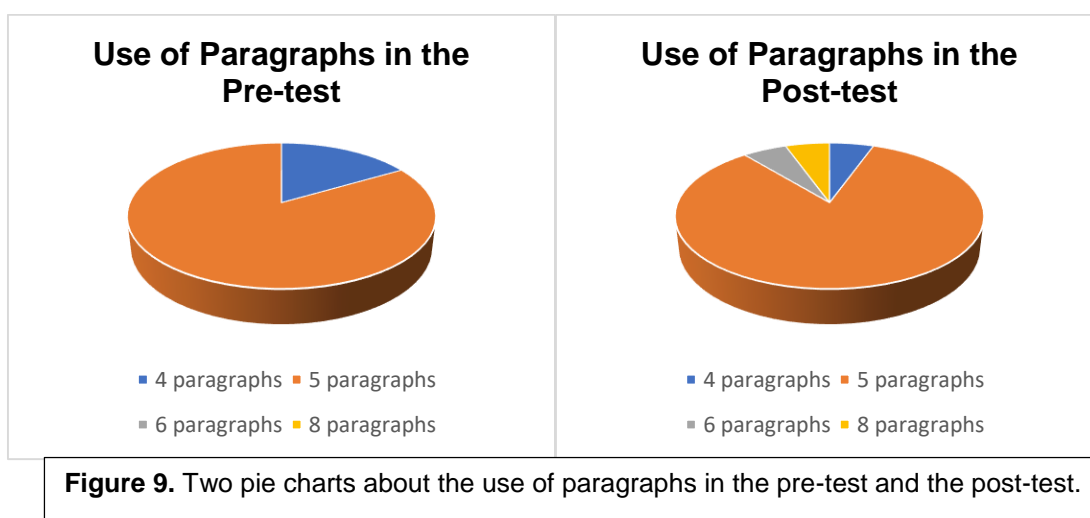
Figure 8. A grid listing the titles written in the post-test by pupils.

As can be seen in figure 8, in some cases, the titles were misspelled or written using Catalan and Spanish such as “English (Angles) Nil Ticher”, “Descripcion” and “Diferent places and diferent thinks”. Nevertheless, everybody wrote a title at the end of the

didactic sequence. Possibly, for pupils, this aspect is easy to learn because they can transfer it from Catalan or Spanish to English. In any language, titles have the same function and use.

5.1.2.2 Paragraphs

Generally, both pre-tests and post-tests were divided into paragraphs and learners opted to write five paragraphs (one for each picture). In fact, as can be seen in the following pie charts (figure 9), 83.3% of the pupils used 5 paragraphs in the pre-test and the post-test. In the same way as titles, paragraphs are units of discourse that work similarly in any language. For this reason, it is an aspect that they can transfer from their mother tongue (Catalan or Spanish) to English easily.



5.1.2.3 Use of expressions

5.1.2.3.1 “There is” - “There are”

In general terms, almost all the pupils included the grammar structure of “There is” and “There are” in their pre-tests and post-tests. That can be related to the fact that they had been studying this grammar point in November and December (first trimester). However, the use of this expression did not ensure correctness (accuracy) because in some pre-tests and post-tests there were some errors in terms of grammar (agreement) and spelling. For instance, “there is a animals, house and pins” or “ther is a city”.

5.1.2.3.2 “In the first picture” - “In the second picture”

Regarding these expressions (“In the first picture”, “In the second picture”, etc.), at the beginning of the unit, few pupils (3 of 18) were able to include some of them in order to organise the description. Similarly, in the post-test, these phrases were also used by few children (7 of 18). Thus, from the pre-test to the post-test, there was a slight increase in

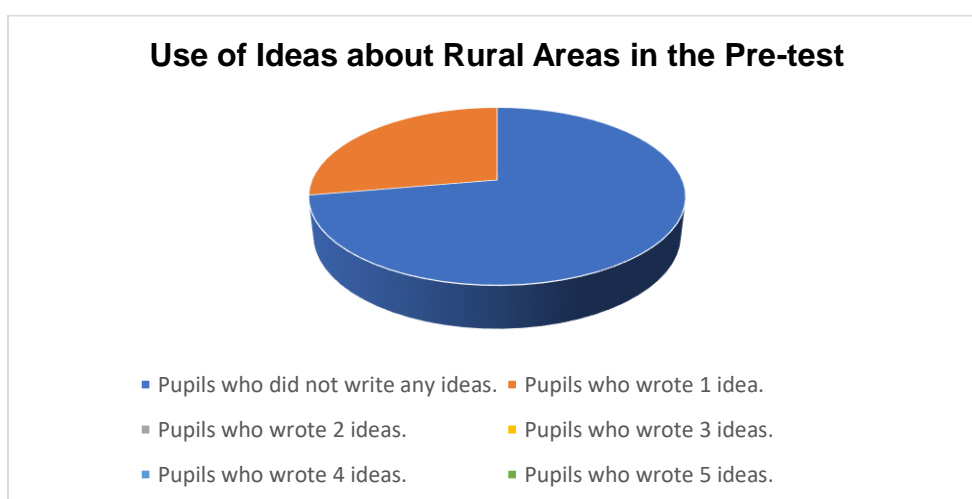
reference to the learners who wrote these expressions in their writings. On some occasions, these pupils made some mistakes when they wrote the ordinal numbers. For example, “in the three picture”, “in the four picture”, “in the five picture”, “in the thert picture”, “the one image”, among others. Apart from the spelling mistakes, it can be interpreted that this class of Year 5 have not learned the ordinal numbers yet. Consequently, maybe these expressions were quite difficult for them and they needed more contact with these structures. Therefore, as Lightbown and Spada (1997) and Dale and Tanner (2012) argue, these errors make the learning process of these pupils visible.

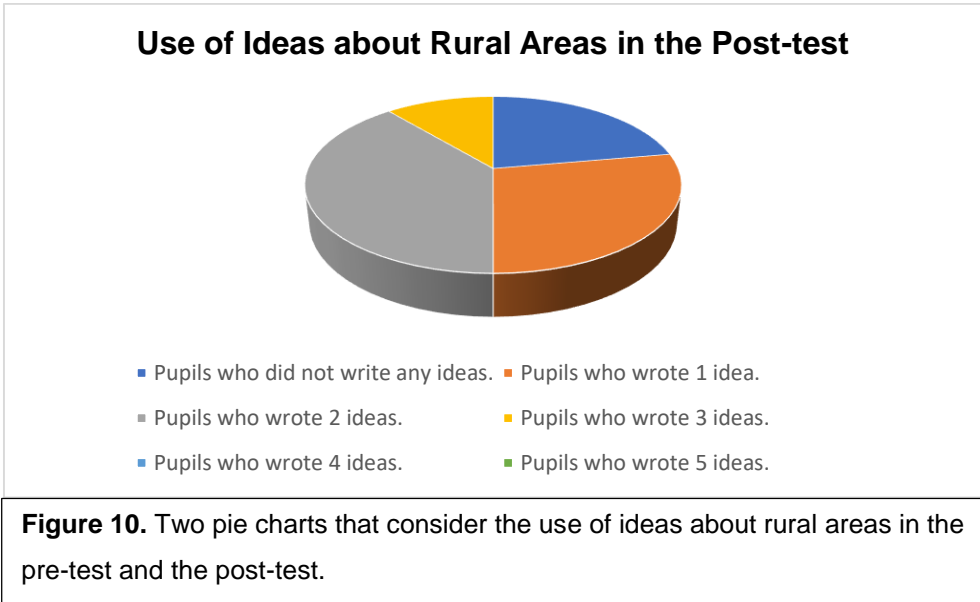
5.1.2.4 Knowledge of Social Science

5.1.2.4.1 Rural Areas

Rural areas were a content of the didactic sequence. For this reason, during the sessions, the teacher and pupils considered the following five ideas: villages and farms are in rural areas, there are very few inhabitants, there are very few cars, shops and factories, they are quiet places and there is a lot of vegetation.

Previously, in the pre-test, 5 pupils of 18 were able to write one of these five ideas in their descriptions. Differently, in the post-test, most learners (14 of 18) used at least one idea about rural areas in their texts. In fact, 5 children wrote only one idea, 7 children applied two ideas and 2 children took three ideas into account when they created their writing. Thus, there was a meaningful progression in terms of using concepts about rural areas in their compositions because at the beginning of the project 27.7% of the pupils mentioned one idea and at the end 77.7% of the pupils could employ at least one idea. Figure 10 shows this growth.





Furthermore, as can be seen in the pie charts, no pupil was capable of writing four or five ideas.

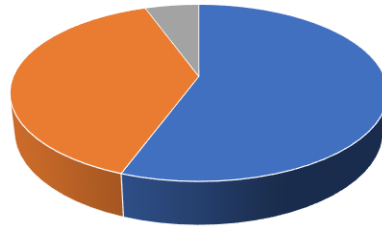
5.1.2.4.2 Urban Areas

Urban areas were a content of the didactic sequence. Therefore, during the sessions, the teacher and pupils considered the following five ideas: cities and towns are urban areas, there are a lot of inhabitants, there are a lot of cars, shops and factories, they are noisy places and there is not a lot of vegetation.

Previously, in the pre-test, 7 pupils of 18 were able to write one of these five ideas in their descriptions and 1 pupil used two ideas. In contrast, in the post-test, most learners (16 of 18) used at least one idea about urban areas in their texts. In fact, 3 children wrote only one idea, 6 children applied two ideas, 5 children took three ideas into account when they created their writing and 2 children employed four ideas. Thus, there was a significant progression in terms of using concepts about urban areas in their compositions because at the beginning of the project 44.4% of the pupils mentioned at least one idea and at the end 88.8% of the pupils could write at least one idea. Figure 11 reflects this growth.

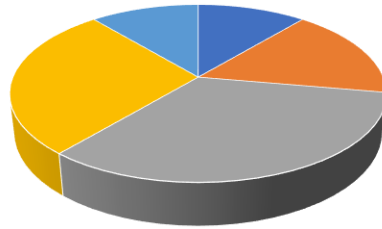
In comparison to the concept of rural areas (see section 5.1.2.4.1), in the post-test, pupils used a slightly more the concept of urban areas. That is to say, at the end of the project, 88.8% of the learners wrote at least one idea of urban areas and 77.7% of the learners used at least one idea of rural areas.

Use of Ideas about Urban Areas in the Pre-test



- Pupils who did not write any ideas.
- Pupils who wrote 1 idea.
- Pupils who wrote 2 ideas.
- Pupils who wrote 3 ideas.
- Pupils who wrote 4 ideas.
- Pupils who wrote 5 ideas.

Use of Ideas about Urban Areas in the Post-test



- Pupils who did not write any ideas.
- Pupils who wrote 1 idea.
- Pupils who wrote 2 ideas.
- Pupils who wrote 3 ideas.
- Pupils who wrote 4 ideas.
- Pupils who wrote 5 ideas.

Figure 11. Two pie charts that consider the use of ideas about urban areas in the pre-test and the post-test.

5.1.2.4.3 Traditional Dishes

About traditional dishes, at the beginning of the unit, few learners (3 of 18) wrote that pizza is typical from Italy. This aspect was developed during the didactic sequence, specifically in the seventh and eighth session. Lastly, in the post-test, 10 of 18 used this idea. Even though it is only a little bit more than a half (55.5%), it is a profound growth (from 16.6% to 55.5%). However, the ideas of urban areas and rural areas were more employed by pupils.

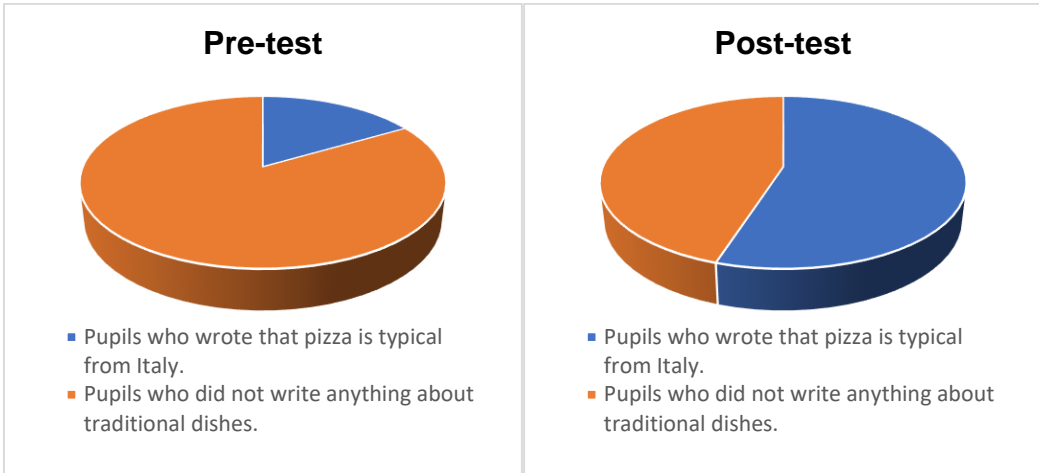


Figure 12. Two pie charts that consider the use of ideas about traditional dishes in the pre-test and the post-test.

5.1.2.4.4 Syrian Conflict

Before the didactic sequence, nobody wrote anything related to the Syrian conflict observing the last image of the test. At the end, 5 pupils of 18 were able to explain something about this conflict in their descriptions.

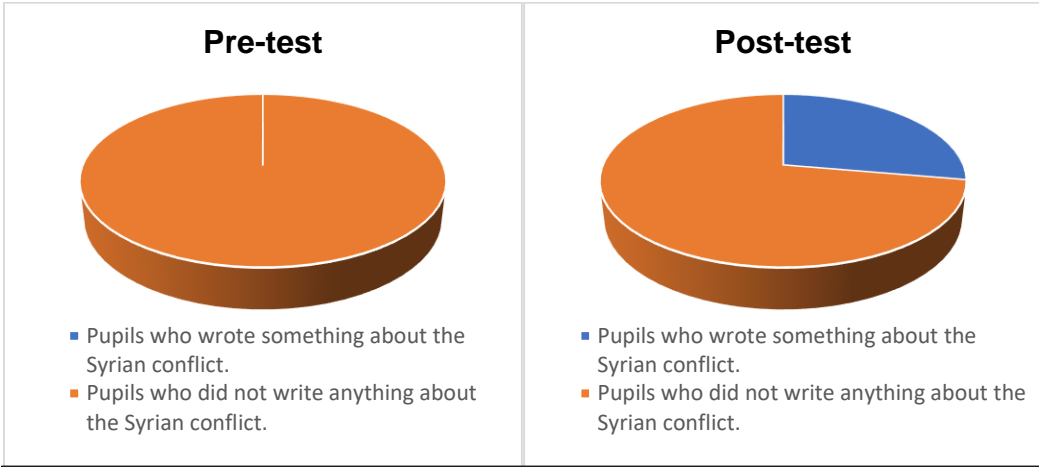


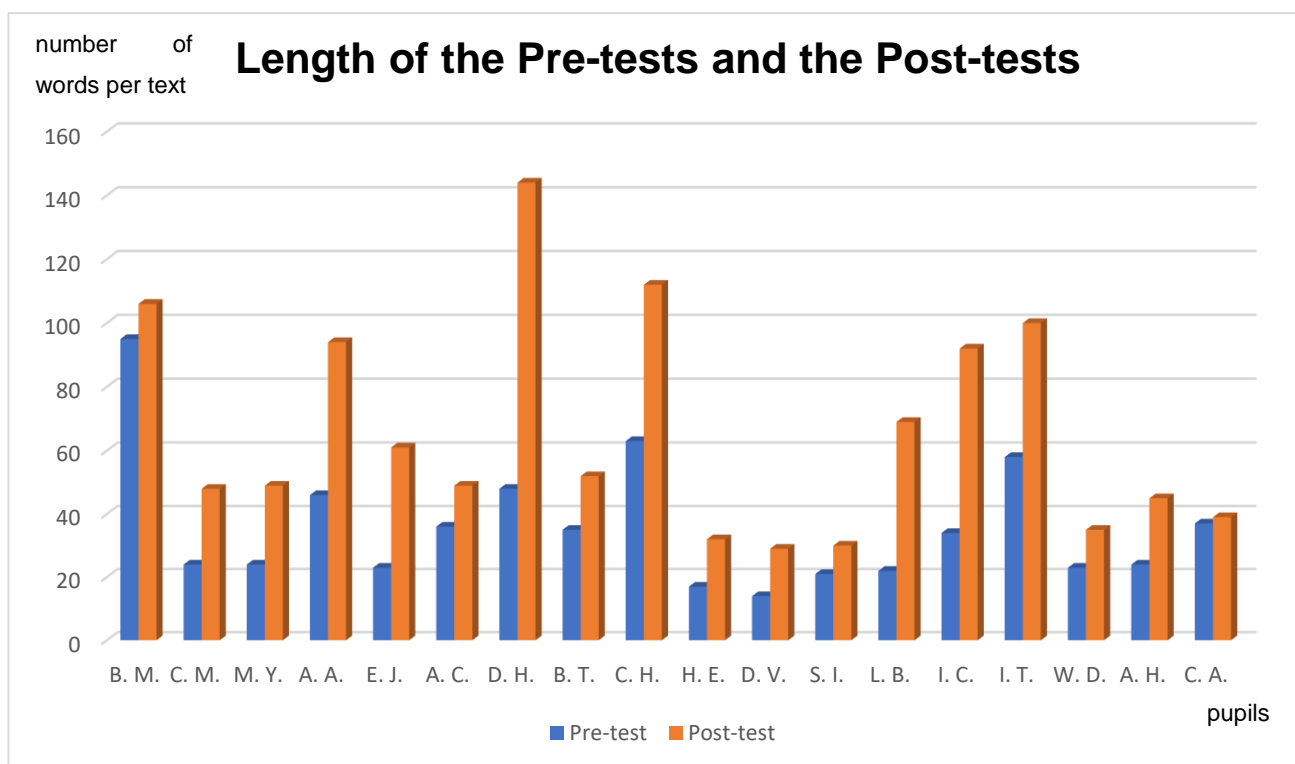
Figure 13. Two pie charts that consider the use of ideas about the Syrian conflict in the pre-test and the post-test.

Presumably, these pie charts show that the Syrian conflict is not a close content for these pupils. Perhaps it is a concept not developed in their school nor present in their daily life. In contrast, urban and rural areas were contents (see sections 5.1.2.4.1 and 5.1.2.4.2) that most of learners used. Probably, these two concepts are quite closer for children.

In any case, this progression in terms of knowledge of Social Science shows one of the reasons that Llinares, Morton and Whittaker (2012) contend in reference to the writing potentialities in CLIL initiatives. Apart from the linguistic skills, writing also facilitates the content learning. Related to that, Kern (2009) mentions that in a writing activity children can ponder on the content more time than in speaking dynamics.

5.1.2.5 Length of the texts

All the post-tests had more words than the pre-tests. In other words, 100% of the pupils wrote longer texts in the post-test than in the pre-test. Indeed, the average of words per text in the pre-test was 36 whereas the average of words per text in the post-test was 66. Thus, from the pre-test to the post-test, there was an increase in number of words per text (length of the texts). The average of this increase was 30 words approximately. The following graph (figure 14) shows this growth.



Probably, this increase in terms of length can be explained for two reasons. Firstly, after the didactic sequence, these 18 children knew more vocabulary and contents of Social Science (see the following sections: 5.1.1.5, 5.1.1.6 and 5.1.2.4) than at the beginning of the project. Consequently, they were able to write more. Secondly, in the post-test, maybe learners felt more confident in relation to writing because they had been practicing this skill several times during the Social Science CLIL programme.

5.2 Interviews (Tura Plana and Mariona Torras)

In this section, there is the analysis and the comparison of the interviews carried out with Tura Plana (7th February 2018) and Mariona Torras (23rd February 2018). The entire interviews are in the Appendices X and XI (page 178 and page 182).

First of all, analysing the decision of implementing a Science CLIL programme in the school, Tura Plana stated that the English teachers realised that in the English textbooks there were integrated contents. For this reason, they proposed developing a Science CLIL programme and the head teacher and the deputy head teacher agreed with it. Mariona Torras added that until the academic year 2016-2017 all the groups of Primary Education did Arts & Crafts but this year they decided to change (Science in Year 4, Year 5 and Year 6 and Arts & Crafts in Year 1 and 2). For her, "Arts & Crafts is easier for the youngest pupils whereas for the others maybe Science is more interesting".

Secondly, related to the main points of a Social Science CLIL programme, Tura Plana stressed that learners can practise grammar structures that they study in the English class (more hours in contact with this foreign language). In the same way as Genesee and Hamayan (2016) and Dale and Tanner (2012), Plana also advanced that pupils can reinforce vocabulary and work on lexicon that is not very common during TEFL. For instance, about population, they can master "densely-populated areas", "very sparsely-populated areas", "census", "refugees", among others. Mariona Torras (English teacher of the youngest pupils) maintained that in Science CLIL lessons first she is focused on the main ideas in order to understand the general meaning. Similarly, Dale and Tanner (2012) argue that first the lessons should be focused on the key contents and the general ideas. Once pupils comprehend the main contents, they can work on the vocabulary more specifically, the speaking or the writing.

Thirdly, considering the language skills that these English teachers emphasise the most and the least during their CLIL sessions, Tura Plana declared "I practise more speaking and reading comprehension with pupils than writing". She also added that in a Primary school "writing is the last skill that pupils can learn. For me, it is very important to understand texts by reading or just by listening. Writing is a difficult skill". Probably, Plana considers writing a demanding task because, as Nunan (1995) and Ball, Kelly and Clegg (2015) stress, a writer has to control a lot of elements: content, grammar, spelling, lexicon, audience, type of text, among others. In a slightly different way, Mariona Torras argued that in Arts & Crafts (Year 1 and Year 2) speaking and listening (oral part of the language) were the most worked instead of reading and writing because at these ages they are starting reading and writing but in their first language (Catalan).

Fourthly, in reference to the aspects that a Social Science CLIL teacher has to take into account if he/she aims at promoting the writing of their pupils, both interviewees highlighted different elements. On the one hand, Tura Plana suggested that the teacher should encourage their children to use the grammar structures learned during the English lessons. Thus, like Muñoa (2011) and Genesee and Hamayan (2016), she proposed a connection between TEFL and the specific CLIL programme specifically in terms of the language studied. On the other hand, Mariona Torras gave particular importance to motivation asserting that if the content chosen is interesting for learners, they will be more motivated to write and consequently they will advance in their own learning process.

Fifthly, as regards the writing potentialities in a Social Science CLIL programme, Tura Plana proposed that pupils can work on writing developing different studying techniques such as diagrams and summaries. For her, apart from practicing this language skill, these studying strategies are essential for their future, therefore they need to learn it so as to be autonomous in their learning process. As Ball, Kelly and Clegg (2015) assert, a lot of text types can be developed through the curriculum, namely summaries. Otherwise, Mariona Torras underlined that the fact of understanding the main concepts of the topic before writing is paramount. According to her, "if they do not understand the content, they are not able to write".

Sixthly, about the writing support, both teachers agreed with Ball, Kelly and Clegg (2015) about the need of considering linguistic knowledge and discourse knowledge because writing is not an easy skill and less in a foreign language. Furthermore, Tura Plana highlighted that teachers have to tell their pupils that discourse knowledge is not only for English, it is useful for any language.

Seventhly, as for the different learning paces, each teacher suggested different ideas in order to respect them. Tura Plana claimed that "all pupils should be able to produce a text but not with the same length nor the same complexity". For her, learners with the lowest level should use simpler structures than pupils who have the highest level. These last ones can use more complex sentences and vocabulary that is more difficult. For this reason, she concluded with the comparison that "language is like a puzzle or a jigsaw where you can add pieces". Indeed, according to Dale and Tanner (2012), the language objectives (describing, explaining, narrating, persuading, etc.) determine the complexity of the language used. In the case of the pre-test and the post-test, the aim of the writing was describing. Differently, Mariona Torras explained three possible options: dividing the class into two groups taking their level into consideration (ability grouping), cooperative

activities with mixed ability grouping and different corners around the class related to different elements of writing.

Finally, both interviewees agreed that learning is easier if the contents are close to children. In this sense, they considered that some concepts of Social Science tend to be quite familiar for pupils. Therefore, that can facilitate their writing because they know information about the topic. In the same way as Dale and Tanner (2012), they underlined the importance of understanding the topic before writing.

6. Results

Key Points of Social Science CLIL Programmes

One of the aims of this final degree thesis was identifying the key points of Social Science CLIL programmes. After the development of the project, the following points can be concluded.

Social Science is a subject that has two different fields (geography and history) and the part of geography can be divided into physical geography and human geography. In addition, many contents of Social Science are very positive for working on interculturality. Regarding the input, in a Social Science CLIL programme there are three kinds of inputs: visual (images, videos, primary and secondary sources, etc.), oral (the teacher's explanation, debates, recordings...) and written (texts, books, reports, etc). Another key point of these initiatives is the application phase. The last activities of a sequence should be tasks in which learners use and apply the contents learned earlier in a new situation.

This subject also has different types of text and language functions. Therefore, the language used depends on the final objective of the lesson or the specific task. Narrating, describing, explaining, persuading, discussing or predicting are not the same. This CLIL programme can also be considered a subject that contains a very precise terminology. For this reason, children can reinforce vocabulary and learn terms that are not common during TEFL. Moreover, in both curricular areas of Social Science, before writing, pupils have to understand and organise the information.

Lastly, a coordination between a Social Science CLIL programme and the subject of English is essential so that linguistic knowledge learned in TEFL can be transferred to the CLIL project. Consequently, learners can practise grammar structures that they study in the English class (more hours in contact with this foreign language).

Writing Tasks and Teacher's Support

Another objective of this final dissertation was investigating how to design the writing tasks and the teacher's support in order to foster writing skills during the Social Science lessons. First of all, it can be stated that writing is a difficult and demanding skill because it involves a lot of aspects simultaneously: spelling, grammar structures, punctuation, vocabulary, titles, organisation of ideas by means of paragraphs, the topic, the text's objective, among others. Thus, writing tasks should be prepared taking the following elements into account.

These activities can aim at working on linguistic knowledge (spelling, grammar, punctuation, vocabulary, etc.), discourse knowledge (the structure of the text: titles, paragraphs, function of each paragraph, etc.) or both at the same time. Furthermore, the writing task should also encourage learners to consider the four stages of writing: brainstorming, organising ideas, drafting and editing.

In reference to the different learning paces, the teacher has to urge each child to produce a text but not with the same length nor the same complexity. Apart from that, some cooperative dynamics can be used in order to respect these paces.

In short, the writing support is crucial in order to promote autonomous and independent writers but it has to be different depending on the real needs of the class, the moment of the didactic sequence, the pupils' progression, among other factors.

Development of Writing Skills with the Implementation of a Social Science CLIL Programme

After carrying out the analysis of the pre-test and the post-test, the study can demonstrate the following points about the development of writing skills with the implementation of a Social Science CLIL programme. As for the spelling and grammar (written code), with 12 sessions, a meaningful progression cannot be appreciated from the beginning to the end. Thus, spelling and grammar are linguistic knowledge that require much more time, effort and dedication. These two aspects are the most challenging for pupils (the lowest results). On many occasions, learners write the words in the same way as they are pronounced or they make mistakes in relation to agreement.

About punctuation, it is a linguistic aspect that children tend to get good results because they can transfer the punctuation marks from their mother tongue to English easily.

In terms of vocabulary, it can be concluded that a Social Science CLIL programme enables pupils to learn new words quickly and use them in their writings. Obviously, not all the learners acquire the same number of words but everybody progresses in relation to vocabulary (*content-obligatory language*, adjectives, etc.). This means that if the teacher is aware of the terms that he/she wants to work and he/she prepares materials in which these words appeared constantly during the CLIL lessons, children can learn and write some of these terms in their texts without any problems. However, the use of this new vocabulary does not imply a correct spelling.

With respect to discourse knowledge, titles and paragraphs are easy aspects for learners because in Catalan and Spanish (their first languages) these elements work similarly.

Consequently, as well as punctuation, they can transfer them from one language to another.

Considering the subject matter, writing in CLIL facilitates content learning. In fact, the action research establishes that quite a few contents of Social Science are learned and applied in writings by pupils at the end of the project. With the development of the didactic sequence, there is a clear progression in terms of the curricular contents that learners use. Nevertheless, not all the contents of the unit are acquired in the same way because for children there are concepts easier and closer than others. In addition, the teacher does not stress all the concepts in the same detail. Thus, the advance of knowledge about Social Science is shown in the pupils' writings.

Regarding the length of the pre-tests and the post-tests, it can be highlighted that 12 sessions of a Social Science CLIL programme foster the pupils' fluency in terms of writing. The different tasks of the unit enable them to feel more confident with this skill.

In conclusion, examining the question of the research ("How can a Social Science CLIL programme influence the development of writing among pupils of Year 5 at the school Quatre Vents?"), this CLIL initiative is very positive in order to practise this skill. In some aspects such as punctuation, vocabulary, curricular contents of the subject, discourse knowledge (like titles and paragraphs), children improve quite fast and without many difficulties. However, spelling and grammar are the most challenging linguistic knowledge for them and pupils need more contact and time with the target language and more opportunities to write so as to continue progressing.

7. Limitations

It should be noted that this final dissertation has three main limitations. Firstly, the school. The data collected was only from one specific school (Quatre Vents, Manlleu) with 18 pupils (one group of Year 5) and two English teachers.

Secondly, the time. The action research was carried out from the 11th January 2018 to the 23rd February 2018. Therefore, it is a short period of time.

Thirdly, the didactic sequence of Social Science only considered a particular topic of geography (population and traditions) and the research analysed descriptive texts (pre-test and post-test) through specific items. However, a Social Science CLIL programme has more curricular contents related to geography and history and it involves more types of writings (not only descriptions).

In conclusion, the results found are not necessarily applicable to any other school because this research was focused on a real need of Quatre Vents during a specific period of time.

8. Reflections

As a future English Primary teacher, this research has been very enriching for two main reasons. On the one hand, the author of this project has learned several aspects related to the question investigated and the objectives planned previously.

To begin with, he has identified and listed 7 key points of a Social Science CLIL programme (such as different kinds of input, the function of the application phase in the didactic sequences, the importance of understanding and the real need of a coordination between English and CLIL). Thus, if in the next years he has to implement a similar educational approach in one Primary school, he will have some knowledge and experience in this field. If the subject of the CLIL programme is not the same, he will have information to compare the subject of Social Science to a new reality and consequently expanding his professional training.

In addition, he has reflected on the development of writing among pupils and the teacher's support in reference to this skill. Thus, he is aware that this demanding skill (it involves many elements: linguistic knowledge and discourse knowledge) needs very well prepared tasks. Depending on the year and the real needs of the group, the activities and the teacher's support are different. Anyway, the teacher has to look for strategies and resources constantly in order to encourage pupils to think deeply about different elements of writing: vocabulary, grammar, spelling, punctuation, content of the topic, audience, objective of the text, type of the text, among others. Obviously, these aspects are not learned at the same pace because some are more difficult than others and more contact with the target language is needed.

In reference to these writing points, this future teacher will have a nice challenge to apply these ideas in CLIL initiatives but also in English lessons adapting a little bit some aspects. In short, this knowledge will be so helpful for him so as to promote the learning of this skill in Primary Education.

On the other hand, with the process of preparing and developing the research, the author of this final dissertation has found out what it means to carry out an investigation. In projects like this, there are primordial elements such as time (it is a long process), internal coherence (all the parts have to be linked), justification (the researcher has to make decisions considering different reasons with a certain frequency), openness (new and unexpected ideas can enrich the research) and reflection (deep thinking in one particular topic).

Finally, if this author repeated the research, he would change two aspects of the project. First, related to the analysis grid of the pre-test and the post-test about writing and Social Science, the assessment of the written code (spelling, punctuation, omission and grammar) should be slightly different. On some occasions, determining the specific level (1. Poor, 2. Adequate, 3. Good, 4. Excellent) of each linguistic knowledge was a little bit complex. For this reason, in order to be as objective as possible, a rigorous and predetermined scale considering the number of errors with the total length of the text would be crucial. For instance, the qualification of “excellent” could be in the following cases: 0 errors with texts that have less than 15 words, 1 error with texts that have less than 25 words, 2 errors with texts that have less than 35 words, among others. Obviously, during the process, the author of this final dissertation assessed the written code taking the length of the texts into consideration but not in a methodical and detailed scale. In short, for the part of the written code, he would modify the grid with a scale (system of measurement) so as to facilitate the assessment.

Second, regarding the 7 writing tasks of the didactic sequence (Social Science CLIL programme), one of these activities should be focused on working on the descriptive texts (objective, structure, characteristics, language used, etc.) more specifically. In other words, the teacher should emphasise more this genre-type so that pupils can have more tools and resources for the post-test (description).

9. Further Research

Apart from doing his placement in this Catalan school called Quatre Vents (Manlleu, Osona), the author of this final degree thesis had the opportunity to be in a British school in Bathampton (Bath, Somerset) during three weeks (from 26th February 2018 to 16th March 2018).

With this experience in Bathampton Primary School, he could observe how Mrs. Edmund (Class Six Teacher) organised the writing activities in the Literacy lessons. From her sessions, he emphasised three main points. First of all, before each writing task, the teacher told pupils the learning intentions. Therefore, they became aware of what they had to achieve every moment. Normally, these learning intentions (LI) were structured from easy to difficult (progression in terms of level). For instance, on Tuesday 6th March 2018, Class Six was focused on revising the stories that they had created during the previous sessions. For this reason, Mrs. Edmund projected on the digital board the following learning intentions: “Can I check for spelling and basic punctuation?” (the easiest one), “Can I include fronted adverbials, subordinate clauses and varied punctuation in my story?” and “Can I add different sentence types, varied punctuation and more details?” (the most difficult one). Thus, pupils could choose the most appropriate learning intention according to their writing’s level, motivation, interest, real needs of their texts, among others.

Secondly, on some occasions, there were three kinds of writing tasks at the same time because the teacher knew that there were different learning paces and she proposed three types of levels (easy, medium and tricky). These activities were connected (the same topic) but each child had freedom to decide which one to do. In other words, everybody could be aware of their learning process and progression in terms of writing.

Thirdly, during the whole Primary Education, children had a notebook called “Writing Progression” in which their teachers gave them feedback about their compositions. It was a resource very used because Mrs. Edmund encouraged them to take some ideas of their notebook into account when they prepared a writing. Therefore, each learner could improve in their own needs of their learning process.

Considering these three ideas in reference to the writing tasks and the teacher’s support, in a further research, the author of this project would add these three aspects in order to respect better the different learning paces of a group and observe their implications in the development of writing skills.

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APPENDICES

Appendix I: Pre-test and Post-test (models)

Pre-test



Pupil:



Write a text describing and comparing these images.

Post-test

Pupil:



Write a text describing and comparing these images.

Appendix II: Didactic Sequence about Population and Traditions

SESSION 1 and SESSION 2 (15th January 2018 and 18th January 2018)

Title of the activity	1.1 Urban and rural areas!			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Introducing the main topic of the following sessions (population) to pupils. -Activating pupils' prior knowledge. -Encouraging children to speak about urban and rural areas. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	20 minutes.	The whole group together.	<ul style="list-style-type: none"> -A computer. -A digital board. -Different images of urban and rural areas (PDF format: Session 1). 	-1 teacher.
Description of the activity	<p>First of all, the teacher introduces the topic of the unit asking a question: "What does it mean population?" and pupils try to guess the meaning of this word. Then, pupils observe two images on the screen carefully (a rural and an urban area) and the teacher encourages them to describe what they observe and the main differences between one picture and the other. Afterwards, the teacher projects a summary that considers the main characteristics of rural and urban areas. Obviously, some of these characteristics have been described by the pupils previously.</p> <p>The teacher has an important role because he/she guides this first conversation of the didactic sequence. Pupils have to be relaxed and participate freely. For this reason, the teacher has to create a pleasant environment to communicate and to express different ideas about rural and urban areas using the foreign language (English).</p>			

Assessment and assessment items	The assessment of the activity takes place when each pupil speaks and shares his or her own ideas. Apart from that, pupils listen to other classmates actively and they try to understand their ideas. The teacher can help them with difficult words or expressions because the final aim is communication.
Competences related to the Area of English Language	<u>English</u> C3. <i>Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i>
Competences related to other Subject Areas	<u>Social Science</u> C4. <i>Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i>
Contents (Social Science)	- <i>Anàlisi dels elements naturals i antròpics que influeixen en la configuració del paisatge.</i>

Title of the activity	1.2 Municipal register and Census			
Year	Year 5			
Objectives	-Understanding the main differences between the municipal register and the census. -Introducing difficult and key words of the topic (<i>inhabitants, local council, interviewers...</i>).			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	20 minutes.	The whole group together.	-A computer. -A digital board. -A brief summary (diagram) of the municipal register and census (PDF format: Session 1). -A matching activity (PDF format: Session 1).	-1 teacher.

Description of the activity	<p>The teacher explains the municipal register and the census comparing both concepts (similarities and differences). In order to facilitate the pupils' understanding, the teacher uses a visual diagram (PDF format: Session 1). Even though the teacher is who transmits the information, he or she has to ask different questions so as to involve pupils in their own learning process.</p> <p>When pupils understand these two concepts, the teacher proposes a matching activity orally using the digital board. It consists in matching the municipal register and the census with the institution that develops these demographics. Obviously, it is an easy task because pupils have known this information previously. However, for the teacher, it is so interesting because he or she can check if pupils understand these two concepts of demography. If there are doubts, the teacher has to clarify them again.</p>
Assessment and assessment items	<p>The assessment of the activity takes place when each pupil answers the teacher's questions during his/her explanation. Apart from that, with the matching task, the teacher can know if pupils have acquired the main ideas or they need a second explanation.</p> <p>Undoubtedly, the teacher has to help pupils to understand difficult words using several strategies such as visual aids (images -PDF format: Session 1), giving examples, performing different actions (mime), among others.</p>
Competences related to the Area of English Language	<p><u>English</u> <i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u> <i>C13. Valorar el sistema democràtic partint del coneixement dels sistemes polítics per esdevenir futurs ciutadans crítics.</i></p>
Contents (Social Science)	<p><i>-Organització territorial de Catalunya, Espanya i Europa.</i> <i>-Principals institucions democràtiques i organitzacions polítiques.</i></p>

Title of the activity	1.3 Make our class census!			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Getting to know ourselves and our peers. -Expanding pupils' vocabulary. -Encouraging pupils to write about personal aspects of their classmates. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	80 minutes.	In pairs.	<ul style="list-style-type: none"> -A computer. -A digital board. -Two models of writing the census: Nil Freixa and Isabella Henry (PDF format: Session 1). -A writing worksheet (the census). 	-1 teacher.
Description of the activity	<p>Once pupils know the main characteristics of a census, the teacher encourages them to write their own class census. Firstly, pupils read aloud two models of writing the census (Nil Freixa and Isabella Henry). These two models are projected on the screen (digital board). Each pupil reads a sentence following an order and the teacher helps learners if there are difficult words in terms of pronunciation or meaning.</p> <p>Secondly, the teacher divides the pupils into pairs. Then, the teacher tells children what they have to do and he/she considers the writing worksheet explaining the different items (age, sex, place and country of birth, address, number of people you live with, studies and work).</p> <p>Thirdly, each member of the pair interviews his/her partner and then pupils write the text individually using the information collected. During the writing process, the teacher can also project the models on the screen so as to help and support pupils.</p>			

	Furthermore, if pupils have doubts when they are writing, the teacher can help them promoting the use of the dictionary or giving some clues.
Assessment and assessment items	<p>The assessment of the activity takes place when the teacher corrects the different texts considering linguistic knowledge (spelling, punctuation, grammar and vocabulary) and discourse knowledge (title, paragraphs and census format). Nevertheless, if pupils have doubts during the writing process, the teacher has to help them. Obviously, the models presented before writing become very useful for learners.</p> <p>The teacher has an important role because he/she corrects this writing activity and tries to explain the main errors in order to improve and progress. He or she also underlines the positive aspects (positive feedback).</p>
Competences related to the Area of English Language	<p><u>English</u></p> <p><i>C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats.</i></p> <p><i>C5. Utilitzar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.</i></p> <p><i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i></p> <p><i>C8. Produir textos senzills amb adequació a la situació comunicativa i amb ajut de suports.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u></p> <p><i>C13. Valorar el sistema democràtic partint del coneixement dels sistemes polítics per esdevenir futurs ciutadans crítics.</i></p>
Contents (Social Science)	<p><i>-Organització territorial de Catalunya, Espanya i Europa.</i></p> <p><i>-Principals institucions democràtiques i organitzacions polítiques.</i></p>

SESSION 3 and SESSION 4 (22nd January 2018 and 26th January 2018)

Title of the activity	2.1 Natural Growth			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Understanding the concept of natural growth. -Expanding pupils' vocabulary. -Being aware of some demographics related to Osona's municipalities. -Analysing the population statistics through the writing of different sentences. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	60 minutes.	The whole group together for the first part (teacher's explanation) and then pupils work individually.	<ul style="list-style-type: none"> -A computer. -A digital board. -A brief summary (diagram) of the natural growth with different examples (PDF format: Session 2). -A writing worksheet (population report). 	-1 teacher.
Description of the activity	<p>The teacher starts the session stating that the population of a place can increase or decrease. He or she also exemplifies this idea showing different demographics related to Osona's municipalities (Roda de Ter and Manlleu). Then, the teacher introduces the content of "natural growth" asking: "Have you ever studied this concept? Do you know the meaning of these two words?" and pupils answer these two questions orally. Considering their answers, the teacher explains this demographic concept using a brief and visual summary (PDF format: Session 2). Apart from the definition and the formula ("natural growth is equal to births minus deaths"), the teacher gives two concrete examples (Vic and Tona in 2016) for the purpose of clarifying and facilitating learners' understanding. Even though the teacher is who transmits the information, he or she has to ask different questions so as to involve pupils in their own learning process. For instance, "if the population in Tona decreases, are there more births or deaths?"</p>			

	<p>Afterwards, the teacher tells the children what they have to do individually. Pupils have to calculate the natural growth that there was in Manlleu, Gurb, Centelles and Torelló during 2016. Consequently, they have to do different mathematical operations (using the information given) and write three sentences following the previous examples (models – a writing worksheet: population report).</p> <p>At the end, the teacher guides an oral correction using the digital board (PDF format: Session 2) in which each pupil says one answer.</p>
<p>Assessment and assessment items</p>	<p>The assessment takes place at the end of the activity. The teacher guides this oral correction and each pupil participates explaining his/her mathematical operations (subtractions) and saying the sentences. However, the teacher is constantly observing the learners. If he or she notices that they do not understand a particular aspect of the explanation or the task, he or she has to support them using different strategies. For example, visual aids, rephrasing or choosing one pupil who knows this element. Then, this boy or girl tells his/her classmates this aspect (in English or, if it is necessary, translating it into Catalan).</p>
<p>Competences related to the Area of English Language</p>	<p><u>English</u> <i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats a la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i> <i>C3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i> <i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i></p>
<p>Competences related to other Subject Areas</p>	<p><u>Social Science</u> <i>C1. Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes.</i> <i>C2. Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim.</i></p> <p><u>Mathematics</u></p>

	<p>C7. <i>Identificar les matemàtiques implicades en situacions quotidianes i escolars i crear situacions que es puguin relacionar amb idees matemàtiques concretes.</i></p> <p>C8. <i>Expressar idees i processos matemàtics de manera comprensible tot emprant el llenguatge verbal (oral i escrit).</i></p> <p>C9. <i>Usar les diverses representacions dels conceptes i relacions per expressar matemàticament una situació.</i></p>
Contents (Social Science)	-Observació, identificació i descripció d'alguns trets demogràfics, econòmics i culturals i religiosos de la societat catalana i espanyola.

Title of the activity	2.2 Migratory Growth			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Understanding the concept of migratory growth. -Expanding pupils' vocabulary. -Being aware of some demographics related to Osona's municipalities. -Analysing the population statistics through the writing of different sentences. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	60 minutes.	The whole group together for the first part (teacher's explanation) and then pupils work individually.	<ul style="list-style-type: none"> -A computer. -A digital board. -A brief summary (diagram) of the migratory growth with different examples (PDF format: Session 2). -A writing worksheet (population report). 	-1 teacher.
Description of the activity	The teacher introduces the content of "migratory growth" asking: "Have you ever studied this concept? Do you know the meaning of these two words?" and pupils answer these two questions orally. Considering their answers, the teacher explains this demographic concept using a brief and visual summary (PDF format: Session 2). Apart from the definition and the formula ("migratory growth is equal to immigrants minus emigrants"), the teacher gives two concrete examples			

	<p>(Vic and Tona in 2016) for the purpose of clarifying and facilitating learners' understanding. Even though the teacher is who transmits the information, he or she has to ask different questions so as to involve pupils in their own learning process. For instance, "if the population in Vic increases, are there more immigrants or emigrants?".</p> <p>Afterwards, the teacher tells the children what they have to do individually. Pupils have to calculate the migratory growth that there was in Manlleu, Gurb, Centelles and Torelló during 2016. Consequently, they have to do different mathematical operations (using the information given) and write three sentences following the previous examples (models – a writing worksheet: population report).</p> <p>At the end, the teacher guides an oral correction using the digital board (PDF format: Session 2) in which each pupil says one answer.</p>
<p>Assessment and assessment items</p>	<p>The assessment takes place at the end of the activity. The teacher guides this oral correction and each pupil participates explaining his/her mathematical operations (subtractions) and saying the sentences. However, the teacher is constantly observing the learners. If he or she notices that they do not understand a particular aspect of the explanation or the task, he or she has to support them using different strategies. For example, visual aids, rephrasing or choosing one pupil who knows this element. Then, this boy or girl tells his/her classmates this aspect (in English or, if it is necessary, translating it into Catalan).</p>
<p>Competences related to the Area of English Language</p>	<p><u>English</u></p> <p><i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats a la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p> <p><i>C3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i></p> <p><i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i></p>

Competences related to other Subject Areas	<p><u>Social Science</u> <i>C1. Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes.</i> <i>C2. Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim.</i></p> <p><u>Mathematics</u> <i>C7. Identificar les matemàtiques implicades en situacions quotidianes i escolars i crear situacions que es puguin relacionar amb idees matemàtiques concretes.</i> <i>C8. Expressar idees i processos matemàtics de manera comprensible tot emprant el llenguatge verbal (oral i escrit).</i> <i>C9. Usar les diverses representacions dels conceptes i relacions per expressar matemàticament una situació.</i></p>
Contents (Social Science)	<p><i>-Observació, identificació i descripció d'alguns trets demogràfics, econòmics i culturals i religiosos de la societat catalana i espanyola.</i></p>

SESSION 5 and SESSION 6 (29th January 2018 and 2nd February 2018)

Title of the activity	3.1 Is it a rural area or an urban area?			
Year	Year 5			
Objectives	-Identifying the main characteristics of rural and urban areas. -Encouraging pupils to speak about rural and urban areas.			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	30 minutes.	The whole group together.	-A computer. -A digital board. -A brief summary (diagram) of rural and urban areas with different images (PDF format: Session 3).	-1 teacher.
Description of the activity	<p>In a similar way that session 1, pupils observe two images on the screen carefully (a rural and an urban area) and the teacher encourages them to describe what they observe and the main differences between one picture and the other. Immediately, the teacher projects several images of rural and urban areas and asks them: "Are these images rural areas or urban areas? Why?". Thus, one by one, each pupil classifies one picture justifying his/her own answer. Finally, this activity concludes sharing a brief summary (diagram) of rural and urban areas. For this reason, pupils can take the main characteristics of rural and urban areas into account. Undoubtedly, some of these ideas can be explained by them previously.</p> <p>The teacher has an important role because he/she guides this oral dynamic of the session 3. Therefore, he or she has to create a pleasant environment to communicate and to express different ideas using the foreign language.</p>			

Assessment and assessment items	The assessment of the activity takes place when each pupil speaks and shares his or her own ideas. Apart from that, learners listen to other classmates actively and they try to understand their thoughts. The teacher can help children with difficult words or expressions because the final objective is communication.
Competences related to the Area of English Language	<u>English</u> <i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats a la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i> <i>C3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i> <i>C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i>
Competences related to other Subject Areas	<u>Social Science</u> <i>C3. Interpretar l'espai a partir dels elements del territori i de les seves representacions per situar-s'hi i desplaçar-se.</i> <i>C4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i>
Contents (Social Science)	<i>-Anàlisi dels elements naturals i antròpics que influeixen en la configuració del paisatge.</i>

Title of the activity	3.2 Densely-populated? Moderately-populated? Or very sparsely-populated?			
Year	Year 5			
Objectives	-Differentiating densely-populated areas from moderately-populated areas and very sparsely-populated areas. -Encouraging pupils to speak and to communicate their ideas.			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	15 minutes.	The whole group together.	-A computer. -A digital board. -A matching activity (PDF format: Session 3).	-1 teacher.

			-A brief summary (diagram) of densely-populated areas, moderately-populated areas and very sparsely-populated areas with different examples (PDF format: Session 3).	
Description of the activity	<p>In order to differentiate the terms “densely-populated areas”, “moderately-populated areas” and “very sparsely-populated areas”, the teacher proposes a matching activity using the digital board. It consists in matching these demographic terms of Social Science (“densely-populated areas”, “moderately-populated areas” and “very sparsely-populated areas”) with three pictures. Although only three pupils can answer the task orally, the rest of the class can think the solutions mentally.</p> <p>During the oral correction, the teacher summarises these concepts arguing that “densely-populated areas are big cities where a lot of people live”, “moderately-populated areas are small cities or villages where some people live” and “very sparsely-populated areas are regions where very few people live” (PDF format: Session 3). It is a very simple dynamic but it is very visual so as to understand these concepts related to the distribution of the population.</p> <p>The images used are Manhattan, Barcelona, Manlleu, Cadaqués, a rural area of Norway and a region of the Catalan Pyrenees (PDF format: Session 3).</p>			
Assessment and assessment items	The assessment of the matching activity takes place when pupils join the demographic terms with the pictures. Apart from checking the meaning, the teacher can also assess how pupils pronounce this vocabulary.			
Competences related to the Area of English Language	<p><u>English</u></p> <p><i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats a la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p> <p><i>C3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i></p>			
Competences related to other Subject Areas	<p><u>Social Science</u></p> <p><i>C3. Interpretar l'espai a partir dels elements del territori i de les seves representacions per situar-s'hi i desplaçar-se.</i></p>			

	<i>C4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i>
Contents (Social Science)	<i>-Observació, identificació i descripció d'alguns trets demogràfics, econòmics i culturals i religiosos de la societat catalana i espanyola.</i>

Title of the activity	3.3 Map commentary			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Identifying the main densely populated areas, moderately-populated areas and very sparsely-populated areas in Spain. -Working on the situation of the Autonomous Communities and their provinces. -Fostering pupils to write about the distribution of the population in Spain. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	75 minutes.	In pairs.	<ul style="list-style-type: none"> -A computer. -A digital board. -A map of the populated areas in Spain. -The structure of the map commentary (PDF format: Session 3). -A writing worksheet (map commentary). -A provincial map of Spain. 	-1 teacher.
Description of the activity	Once pupils know this vocabulary, they are ready to analyse a map of Spain and write a commentary. Firstly, pupils are divided into pairs (cooperative work). Then, the teacher gives them some instructions. Observing a map of the populated areas in Spain, learners have to identify the main densely-populated, moderately-populated and very sparsely-populated regions. Logically, they have to take the map's legend into account.			

	<p>Before writing, pupils have to reflect on the questions prepared by the teacher (PDF format: Session 3) for the purpose of organising the text. Moreover, they should also consider the structure of the map commentary (titles, subtitles and paragraphs).</p> <p>Finally, each pair can look up the provincial map of Spain if they need to locate a particular area of this country.</p> <p>If pupils have doubts or difficulties when they are writing, the teacher can help them fostering the use of the dictionary or giving some clues.</p>
Assessment and assessment items	<p>The assessment of the activity takes place when the teacher corrects the different texts considering linguistic knowledge (spelling, punctuation, grammar and vocabulary) and discourse knowledge (title, subtitles, paragraphs and Social Science contents). Nevertheless, if pupils have doubts during the writing process, the teacher has to help them. In addition, the model presented before writing and the different questions (PDF format: Session 3) also support them.</p>
Competences related to the Area of English Language	<p><u>English</u> <i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i> <i>C8. Produir textos senzills amb adequació a la situació comunicativa i amb ajut de suports.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u> <i>C3. Interpretar l'espai a partir dels elements del territori i de les seves representacions per situar-s'hi i desplaçar-se.</i> <i>C4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i></p>
Contents (Social Science)	<p><i>-Organització territorial de Catalunya, Espanya i Europa.</i> <i>-Observació, identificació i descripció d'alguns trets demogràfics, econòmics i culturals i religiosos de la societat catalana i espanyola.</i></p>

SESSION 7, SESSION 8, SESSION 9, SESSION 10 (5th February 2018, 8th February 2018, 15th February 2018 and 16th February 2018)

Title of the activity	4.1 Traditional dishes			
Year	Year 5			
Objectives	-Introducing traditional dishes from around the world. -Encouraging children to speak about their likes and dislikes about food.			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	30 minutes.	The whole group together.	-A computer. -A digital board. -A matching activity (PDF format: Session 4). -Different questions about traditional dishes (PDF format: Session 4).	-1 teacher.
Description of the activity	<p>In order to introduce traditional dishes from around the world as well as vocabulary, the teacher prepares another matching activity using the digital board. In this case, pupils have to join different traditional dishes (the written word and the picture) with the countries in which this food is so typical. For instance, <i>sushi</i> is native to Japan.</p> <p>Moreover, the teacher also encourages children to speak about food through different questions. For example, “Have you ever eaten <i>sushi</i> or <i>humitas</i>?”, “Do you like pizza? What is your favourite pizza?”, “Do you know other traditional dishes in Catalonia?”, “Do you like cooking?”, among others. Obviously, pupils have to be relaxed and participate freely.</p> <p>The traditional dishes considered are <i>pa amb tomàquet</i> (from Catalonia), <i>humitas</i> (from Argentina), <i>sushi</i> (from Japan), <i>pizza</i> (from Italy), <i>couscous</i> (from Morocco), <i>tilapia</i> (from Kenya), <i>fried rice</i> (from China) and <i>burritos</i> (from Mexico).</p>			

Assessment and assessment items	The assessment of the activity takes place when each pupil speaks and shares his or her own experiences. Apart from that, pupils listen to other classmates actively and they try to understand their ideas. The teacher can help learners with difficult words or expressions.
Competences related to the Area of English Language	<u>English</u> C1. <i>Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i> C3. <i>Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i>
Competences related to other Subject Areas	<u>Social Science</u> C12. <i>Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i>
Contents (Social Science)	- <i>Reconeixement i valoració de la diversitat cultural i lingüística de Catalunya i d'Espanya.</i> - <i>Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres.</i> - <i>Trets principals de l'espai geogràfic mundial relatius als moviments migratoris i la globalització. El diàleg entre cultures i religions.</i>

Title of the activity	4.2 My favourite dish...			
Year	Year 5			
Objectives	-Getting to know ourselves and our peers. -Expanding pupils' vocabulary. -Encouraging pupils to write about their favourite dish.			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	90 minutes.	Pupils work on their writing individually.	-A computer. -A digital board.	-1 teacher.

			<ul style="list-style-type: none"> -A model of the writing activity: <i>Paella and Risotto</i> (PDF format: Session 4). -The structure of the composition (PDF format: Session 4). -A writing worksheet (My favourite dish...). 	
Description of the activity	<p>Firstly, pupils read aloud a model of the writing task called <i>Paella and Risotto</i>. This text is projected on the screen (digital board) and each pupil reads a sentence following an order. If there are difficult words in terms of pronunciation or meaning, the teacher can help pupils.</p> <p>After, the teacher gives them some instructions. Before writing, pupils have to reflect on the questions prepared by the teacher (PDF format: Session 4) for the purpose of organising the text. Moreover, they should also consider the expressions and the adjectives that they can use (PDF format: Session 4) as well as the model read earlier. In this case, it is an individual task and each child has to write about his/her own favourite dish.</p> <p>If pupils have doubts or difficulties when they are writing, the teacher can help them fostering the use of the dictionary or giving some clues.</p>			
Assessment and assessment items	<p>When pupils read aloud the writing model, the teacher is constantly observing them. For this reason, if he or she notices that they do not understand an element of the text, he or she can use different strategies such as visual aids, realia, rephrasing, giving examples or choosing one pupil who knows this aspect so that he or she can tell his/her classmates this doubt (in English or, if it is necessary, translating it into Catalan).</p> <p>Furthermore, the teacher also corrects the different texts considering linguistic knowledge (spelling, punctuation, grammar and vocabulary) and discourse knowledge (title, paragraphs and the content related to the questions). Logically, the model presented before writing and the different questions (PDF format: Session 4) also support learners.</p>			

Competences related to the Area of English Language	<p><u>English</u> <i>C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p> <p><i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i> <i>C8. Produir textos senzills amb adequació a la situació comunicativa i amb ajuts de suport.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u> <i>C12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i></p>
Contents (Social Science)	<p><i>-Reconeixement i valoració de la diversitat cultural i lingüística de Catalunya i d'Espanya.</i> <i>-Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres.</i></p>

Title of the activity	4.3 Traditional buildings			
Year	Year 5			
Objectives	<p>-Introducing traditional buildings from around the world. -Encouraging children to speak about traditional buildings (function, importance, location, etc.).</p>			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	30 minutes.	The whole group together.	<p>-A computer. -A digital board. -A matching activity (PDF format: Session 4). -Different questions about traditional buildings (PDF format: Session 4).</p>	-1 teacher.

Description of the activity	<p>In order to introduce traditional buildings and monuments from around the world as well as vocabulary, the teacher prepares another matching activity using the digital board. Learners have to match different traditional buildings and monuments (the written word and the picture) with their location (countries). For instance, <i>The Eiffel Tower</i> is in Paris, France.</p> <p>In addition, the teacher also encourages children to speak about traditional buildings through different questions. For example, “Do you think that bridges are important? Why?”, “Why is the <i>Great Wall of China</i> at the top of a mountain?”, “What was the function of squares?”, “Is it important to take care of the traditional buildings (heritage)? Why?”, among others. Obviously, pupils have to be relaxed and participate freely.</p> <p>The traditional buildings considered are <i>The Eiffel Tower</i> (France), <i>The Golden Gate</i> (United States of America), <i>The Great Wall</i> (China), <i>The Red Square</i> (Russia), <i>The Big Ben</i> (United Kingdom), <i>The Taj Mahal</i> (India), <i>Egyptian Pyramids</i> (Egypt) and <i>Colosseum</i> (Italy).</p>
Assessment and assessment items	<p>The assessment of the activity takes place when each pupil speaks and shares his or her own experiences. Apart from that, pupils listen to other classmates actively and they try to understand their ideas. The teacher can help learners with difficult words or expressions.</p>
Competences related to the Area of English Language	<p><u>English</u> <i>C1. Obtenir informació bàsica i comprendre textos orals senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i> <i>C3. Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u> <i>C4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i> <i>C12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i></p>

Contents (Social Science)	<p>-Reconeixement i valoració de la diversitat cultural i lingüística de Catalunya i d'Espanya.</p> <p>-Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres.</p> <p>-Trets principals de l'espai geogràfic mundial relatius als moviments migratoris i la globalització. El diàleg entre cultures i religions.</p> <p>-Anàlisi dels elements naturals i antròpics que influeixen en la configuració del paisatge.</p>
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Title of the activity	4.4 My favourite building...			
Year	Year 5			
Objectives	<p>-Getting to know ourselves and our peers.</p> <p>-Expanding pupils' vocabulary.</p> <p>-Encouraging pupils to write about their favourite building or monument (place).</p>			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	90 minutes.	Pupils work on their writing individually.	<p>-A computer.</p> <p>-A digital board.</p> <p>-Two models of the writing activity: <i>Square Josep Tarradellas</i> and <i>A bridge of my city</i> (PDF format: Session 4).</p> <p>-The structure of the composition (PDF format: Session 4).</p> <p>-A writing worksheet (My favourite building...).</p>	-1 teacher.
Description of the activity	<p>First of all, pupils read aloud two writing models called <i>Square Josep Tarradellas</i> and <i>A bridge of my city</i>. These texts are projected on the screen (digital board) and each pupil reads a sentence following an order. If there are difficult words in terms of pronunciation or meaning, the teacher can help pupils.</p>			

	<p>After, the teacher gives them some instructions. Before writing, pupils have to reflect on the questions prepared by the teacher (PDF format: Session 4) for the purpose of organising the text. Furthermore, they should also consider the expressions and the adjectives that they can use (PDF format: Session 4) as well as the models read earlier. In this case, it is an individual task and each child has to write about his/her own favourite place (building, monument, street, square, etc.).</p> <p>If pupils have doubts or difficulties when they are writing, the teacher can help them fostering the use of the dictionary or giving some clues.</p>
<p>Assessment and assessment items</p>	<p>When learners read aloud the writing models, the teacher is constantly observing them. For this reason, if he or she notices that they do not understand an element of the text, he or she can use different strategies such as visual aids, realia, rephrasing, giving examples or choosing one pupil who knows this aspect so that he or she can tell his/her partners this doubt (in English or, if it is necessary, translating it into Catalan).</p> <p>The teacher also corrects the different texts considering linguistic knowledge (spelling, punctuation, grammar and vocabulary) and discourse knowledge (title, paragraphs and the content related to the questions). Undoubtedly, the models presented before writing and the different questions (PDF format: Session 4) also support learners.</p>
<p>Competences related to the Area of English Language</p>	<p><u>English</u></p> <p><i>C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p> <p><i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i></p> <p><i>C8. Produir textos senzills amb adequació a la situació comunicativa i amb ajuts de suport.</i></p>
<p>Competences related to other Subject Areas</p>	<p><u>Social Science</u></p> <p><i>C4. Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten.</i></p>

	<i>C12. Participar en la vida col·lectiva a partir de valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i>
Contents (Social Science)	<ul style="list-style-type: none"> <i>-Reconeixement i valoració de la diversitat cultural i lingüística de Catalunya i d'Espanya.</i> <i>-Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres.</i> <i>-Anàlisi dels elements naturals i antròpics que influeixen en la configuració del paisatge.</i>

SESSION 11 and SESSION 12 (19th February 2018 and 22nd February 2018)

Title of the activity	5.1 <i>The Journey of Samira</i>			
Year	Year 5			
Objectives	<ul style="list-style-type: none"> -Understanding the story called <i>The Journey of Samira</i>. -Encouraging pupils to speak and to communicate their ideas and feelings. -Listening to other classmates in order to know their ideas and opinions. -Working on empathy, respect and solidarity. 			
Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	35 minutes.	The whole group together.	<ul style="list-style-type: none"> -A computer. -A digital board. -The story called <i>The Journey of Samira</i>. -Different questions about <i>The Journey of Samira</i> (PDF format: Session 5). 	-1 teacher.
Description of the activity	<p>Pupils sit down on the floor making a semicircle. Consequently, everyone can see their classmates. Then, the teacher projects the story <i>The Journey of Samira</i> designed by Helena Portella and he or she shows the different slides (PDF format: Session 5). It is a picture book. After observing the different images, the teacher proposes three questions: “How do you feel?”, “How is the journey of Samira?” and “Why do Samira and her family leave their country?”. Without any doubt, the teacher has an essential role because he/she guides this oral dynamic of the session. Pupils have to be relaxed and participate freely (they cannot be forced to talk if they do not want). For that purpose, the teacher has to create a pleasant environment to communicate and to express different opinions, ideas, feelings and thoughts using the target language (English).</p>			

Assessment and assessment items	The assessment of this activity takes place when each child speaks and shares his or her own experiences. Moreover, pupils listen to other partners actively and they try to understand his/her ideas. The teacher can help children with difficult words or expressions (the final aim is communication and sharing experiences and thoughts).
Competences related to the Area of English Language	<u>English</u> C3. <i>Interactuar oralment d'acord amb la situació comunicativa utilitzant estratègies conversacionals bàsiques.</i>
Competences related to other Subject Areas	<u>Social Science</u> C2. <i>Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim.</i> C5. <i>Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur.</i> C12. <i>Participar en la vida col·lectiva a partir dels valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i>
Contents (Social Science)	-Trets principals de l'espai geogràfic mundial relatius als moviments migratoris i la globalització. El diàleg entre cultures i religions. -Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres. -Valoració de la necessitat d'un compromís per a la resolució de problemàtiques socials. -Valoració dels drets i deures ciutadans i del paper individual i col·lectiu en la construcció d'un món més just i equitatiu.

Title of the activity	5.2 Two different lives
Year	Year 5
Objectives	-Reflecting on refugees and the Syrian conflict. -Expanding pupils' vocabulary. -Encouraging pupils to describe different images of the story.

Space	Timing	Grouping	Material Resources	Human Resources
The classroom.	85 minutes.	In pairs.	<ul style="list-style-type: none"> -A computer. -A digital board. -The story called <i>The Journey of Samira</i>. -A model of the writing activity: <i>Two different lives</i> (PDF format: Session 5). -The structure of the composition (PDF format: Session 5). -A writing worksheet (comparison). 	-1 teacher.
Description of the activity	<p>Pupils also continue making a semicircle. In the same way as other sessions, they read aloud a writing model called <i>Two different lives</i> following an order. This text (projected on the digital board) describes and compares two pictures of <i>The Journey of Samira</i>. If there are difficult words in terms of pronunciation or meaning, the teacher helps pupils.</p> <p>Afterwards, the teacher divides pupils into pairs and gives them some instructions. Before describing and comparing two new pictures of the story, each pair has to reflect on the questions prepared by the teacher (PDF format: Session 5) for the purpose of organising the text. In addition, they should also consider the expressions and the adjectives that they can use (PDF format: Session 5) as well as the model read earlier.</p> <p>If learners have doubts or difficulties when they are writing, the teacher can help them promoting the use of the dictionary or giving some clues.</p>			
Assessment and assessment items	<p>When learners read aloud the writing model (<i>Two different lives</i>), the teacher is constantly observing them. For this reason, if he or she notices that they do not understand an element of the text, he or she can use different strategies such as visual aids, realia, rephrasing, giving examples or choosing one pupil who knows this aspect so that he or she can tell his/her partners this doubt (in English or, if it is necessary, translating it into Catalan).</p>			

	The teacher also corrects the different texts considering linguistic knowledge (spelling, punctuation, grammar and vocabulary) and discourse knowledge (title, paragraphs and the content related to the questions). Undoubtedly, the models presented before writing and the different questions (PDF format: Session 5) also support learners.
Competences related to the Area of English Language	<p><u>English</u></p> <p><i>C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.</i></p> <p><i>C5. Utilitzar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.</i></p> <p><i>C7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.</i></p> <p><i>C8. Produir textos senzills amb adequació a la situació comunicativa i amb ajuts de suport.</i></p>
Competences related to other Subject Areas	<p><u>Social Science</u></p> <p><i>C2. Interpretar el present a partir de l'anàlisi dels canvis i continuïtats al llarg del temps, per comprendre la societat en què vivim.</i></p> <p><i>C5. Valorar problemes socials rellevants interpretant-ne les causes i les conseqüències per plantejar propostes de futur.</i></p> <p><i>C12. Participar en la vida col·lectiva a partir dels valors democràtics, per millorar la convivència i per afavorir un entorn més just i solidari.</i></p>
Contents (Social Science)	<p><i>-Trets principals de l'espai geogràfic mundial relatius als moviments migratoris i la globalització. El diàleg entre cultures i religions.</i></p> <p><i>-Rebuig dels estereotips i prejudicis, així com de les situacions d'injustícia i discriminació, per raons de gènere, orientació afectiva, origen i creences, desenvolupant sentiments d'empatia i respecte amb els altres.</i></p> <p><i>-Valoració de la necessitat d'un compromís per a la resolució de problemàtiques socials.</i></p> <p><i>-Valoració dels drets i deures ciutadans i del paper individual i col·lectiu en la construcció d'un món més just i equitatiu.</i></p>

MATERIALS

-Session 1 and 2-

(PDF format: Session 1) https://drive.google.com/file/d/1cPe1SsLIVg--aCDVdUxkfVM6m_fBKCuL/view?usp=sharing

(A writing worksheet) <https://drive.google.com/file/d/1q2jqbSOAoz3PniZru0ZcyBj-XLs4Dyi9/view?usp=sharing>

-Session 3 and 4-

(PDF format: Session 2) <https://drive.google.com/file/d/1z2niTTE6qB2xKBPpFzPrD7ElwmxNuc1f/view?usp=sharing>

(A writing worksheet I) <https://drive.google.com/file/d/1Vsu9BLITV2YPIf75pv5JkaE8-70TaM06/view?usp=sharing>

(A writing worksheet II) <https://drive.google.com/file/d/1Q8QtFt95zQ5ah3CaBj-GiezbbfS54V5k/view?usp=sharing>

-Session 5 and 6-

(PDF format: Session 3) https://drive.google.com/file/d/1VQVkuUFL5-Gvy9Mzjf1Ili_BuamFpJmFS/view?usp=sharing

(A writing worksheet) <https://drive.google.com/file/d/1r1zXvKTIPvPWqcZkgNysfJpBztQ32CV6/view?usp=sharing>

-Session 7, 8, 9 and 10-

(PDF format: Session 4) https://drive.google.com/file/d/1TYQt3xm_VuO6JxNMG77e9g7LJ2tpMXp3/view?usp=sharing

(A writing worksheet) <https://drive.google.com/file/d/1ytYeY7PcwxWfw5VhwA9aB6llrg6KHV6h/view?usp=sharing>

(A writing worksheet I) <https://drive.google.com/file/d/1jKsVDinOpIFLuhwsmOIRxopACjh3wmG/view?usp=sharing>

-Session 11 and 12-

(PDF format: Session 5) <https://drive.google.com/file/d/1LjH8WPMgh-JdTdaTv9WzMNRP-F2MV7vs/view?usp=sharing>

(A writing worksheet) https://drive.google.com/file/d/1av5Grvp_uypRMrz3oNnmiYpCEVUvWOMB/view?usp=sharing

-The Journey of Samira-

Story <https://drive.google.com/file/d/1npkQybAHtyq3WpsO9eWDxibINWPRA6hP/view?usp=sharing>

Appendix III: Analysis Grid for the Pre-test and the Post-test (models)

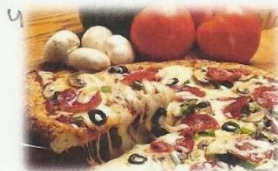
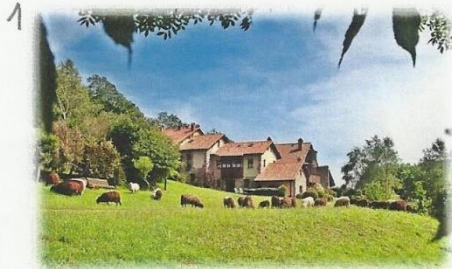
ANALYSIS GRID: Pre-test writing						
Pupil:						
LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees)</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants)</i>			
	Use of adjectives	Does the learner use adjectives?	How many?	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many?	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...		Examples:	
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation		Examples:	
			URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			
			TRADITIONAL DISHES: pizza (from Italy)			
			SYRIAN CONFLICT: war, refugees.			
Others: Length (_____ words).						

ANALYSIS GRID: Post-test writing						
Pupil:						
LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees)</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants)</i>			
	Use of adjectives	Does the learner use adjectives?	How many?	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many?	
Use of expressions	Does the text include some of these expressions?	<ul style="list-style-type: none"> -There is... -There are... -In the first picture, ... -In the second picture, ... 			Examples:	
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIAN CONFLICT:</u> war, refugees.				
Others: Length (_____ words).						

Appendix IV: Pre-tests taken by Pupils

Pre-test

Pupil: B.M.



Write a text describing and comparing these images.

1 The photo number one is a population. The photo number three
 it is in the mountains, there have animals and plants and fresh
 air. But there aren't have CARPETAS.
 and population

2 The photo number two is not
 similar yet the photo number
 one. The photo number two is
 a big city. They aren't have
 mountains, animals and
 fresh air. But have many
 people

3 The photo number three
 are a chef cooking a
 healthy food. This chef
 work in the restaurant.

4 The photo number four
 is a pizza there aren't
 healthy food.

5 The photo number five
 are many people he
 are tired

Pre-test

Pupil: C.M.

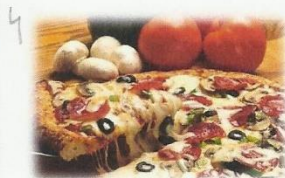


Write a text describing and comparing these images.

This area forest and
houses
This guy in the city
This is a chef preparing
This is a pizza
This is a population

Pre-test

Pupil: M. Y.



Write a text describing and comparing these images.

1 scarf is blue
2 There is a city there bus and cars.
3 There is a boy He is cooking rice.
4 There is pizza and ingredients.
5

Pre-test

Pupil: A.A.



Write a text describing and comparing these images.

- 1 There are five houses. There are animals. There are trees.
- 2 There is a city. There are bus and cars. and some pupil
- 3 There is a man. There is food. There a plate,
- 4 There is a pizza there are tomatoes.
There are pupils and bags and jackets

Pre-test

Pupil: E.J.



Write a text describing and comparing these images.

1/one: There are house animal.
2/two: pipole, car and houses.
3/three: avves zitona haddaxi
4/Four: Zitona ala pizza Italiane.
5/Five: house and pipol.

Pre-test

Pupil: A.C.

1



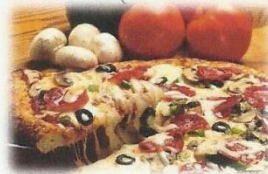
2



3



4



5



Write a text describing and comparing these images.

- 1 There are some houses and animals, there are a sky.
- 2 There is a city, there are transports.
- 3 there is a cooker.
- 4 there is a pizza, has got a tomatoes, cheese and ingredients.
- 5 there is a people.

Pre-test

Pupil: D. H.



Write a text describing and comparing these images.

1. There are some houses, animals and trees. The sky is blue.
2. There is a city. There are transports: cars, bus, semaphors and piupple.
3. There is a boy. He is cooking rice.
4. In the picture there is a pizza, tomatoes and potatoes.
5. There are some piupple in one house.

Pre-test

Pupil: B.T.

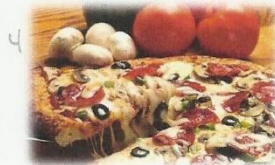


Write a text describing and comparing these images.

1. There are is some houses/ animals and garden.
2. There are is city and cars/day is and Saturday
3. There is a chef and use.
4. There is a Pizza, potatoes and Cherrys.
5. There is and alumnnes.

Pre-test

Pupil: C.H.

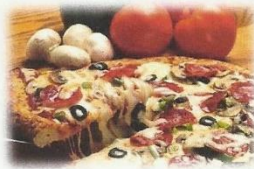


Write a text describing and comparing these images.

1 the picture has got an blue skye and a green doog, (it is there are some houses, animals and trees.
2 In the picture I see a rout with cars a bus and one person.
3 In the picture it is a coookor cooking rice.
4 I see a delicious pizza with cheese olive tomatoe. . .
5. In the image I see a place with meny diferent persons.

Pre-test

Pupil: H.E.



Write a text describing and comparing these images.

There are animals at home.
There are buses.
There are chefs.
There are pizzas.
There are pupils.

Pre-test

Pupil: D.V.

2

1



3



4



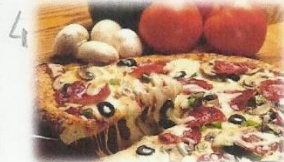
5

Write a text describing and comparing these images.

1: It is
2: It is a site.
3: It is a chef.
4: It is a pizza.
5

Pre-test

Pupil: S.I.



Write a text describing and comparing these images.

1 Ther are hous , animals .

2 Ther isa city .

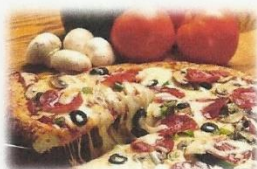
3 Ther isa a artos .

4 Ther is a pizza italy .

5 Ther are and pipel .

Pre-test

Pupil: L.B.



Write a text describing and comparing these images.

1. There is ~~is~~ animals, hoos and pins
4. ~~It~~ its piteza
2. There is a city.
5. There is a piple.
3. There are a Kitchan; ~~man~~

Pre-test

Pupil: I. C.

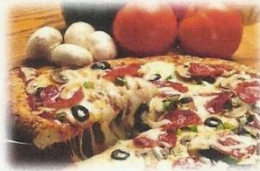


Write a text describing and comparing these images.

There are a huse and animals and garden.
There are a bus is red.
This is a Kichen
This is the pizza, there are tomatoes and potetais
This is the people on the city

Pre-test

Pupil: I . T.



Write a text describing and comparing these images.

<p>1 There are many cows. The sky is blue There is a house There are many trees</p>	<p>3 There is a man He is giving food to somebody.</p>	<p>4 There is a pizza with cheese tomatoes.</p>
<p>2 It is a city. There is a bus There are many people There are many houses</p>	<p>5 There are many people. There are in a house.</p>	

Pre-test

Pupil: W.D.

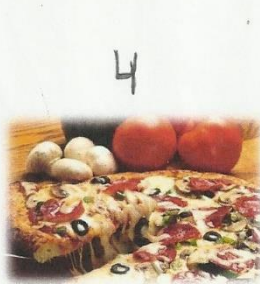


Write a text describing and comparing these images.

- 1 It is a site maus.
- 2
- 3 It is a gaus i bic
- 4 It is a pipal bic
- 5 pizza prasega.
- 5 It is a pipal maus

Pre-test

Pupil: A.H.



Write a text describing and comparing these images.

- 1- There are house and vaca.
- 2 There is a city.
- 3 There is a avros
- 4 There is a pizza italy.
- 5 There is a hous and pipd

Pre-test

Pupil: C. A.



Write a text describing and comparing these images.

1- Sky is blue and black, There are some houses and animals.

2- There is a city. There are transports: cars and buses. There are some houses.

3- There is a boy. There are food.


4- There are pizza and tomatoes.


5-


Appendix V: Post-tests taken by Pupils


Post-test


Pupil: B.M.

1 

2 

3 

4 

5 

Write a text describing and comparing these images.

Nil's project

The first photo is a rural area. It is a rural area because there are cows, trees and there is a mountain.

The second photo is a urban area, it is a very big city and there are cars, big buildings and very people.

It is a cook. He's cooking a Paella. Paella is the favorite dish for Nil. He loves very Paella!!!

It is a traditional dish from Italia. The name for this dish is PIZZA. The ingredients are like tomato, cheese, mushrooms etc..

It is a picture from ~~EL~~ ~~UNATGET~~ DE SAMIRA

It is a very good history. It is a very good history

Post-test

Pupil: C.M.

1



2



3



4



5

Write a text describing and comparing these images.

Test

- This a rural area I got a cows, house, garden, trees and a blue sky
- This a urban area I got a Bus, Buildings, cars, people
- is a cook preparing a dish
- is a cook preparing a pizza
- is a busy market and it is rich.

Post-test

Pupil: M.Y.



Write a text describing and comparing these images.

Camp

Camp is a big for animal and natural is fantastic.
and persons for park.

Pizza

Pizza is pasta is tomato, cheese, olives. It is delicious.
is big or small.

Paris

Paris is cars and bus and persons is samat and pises.

Cook

Cook is prepare a pasta is restaurant's person big pasta is

Post-test

Pupil: A.A.



Write a text describing and comparing these images.

THE FIVE IMAGES

- In the first picture it is a rural area there are animals, trees, houses and in the floor as got grass.
- In the second images it is a urban area it have cars, houses, roads, tax is and a bus.
- In the three picture there is a cook he wears glasses and he's got a plate and is cooking paella a typical food of catalonia.
- In the four picture it is a pizza and some ingredients.
- In the five picture there are people with blankets and there are poor.

Post-test

Pupil: E.J.



Write a text describing and comparing these images.

Englich (Angles)... Nil ticher
Don't not bildings
There are animals and houses. 1
it is a rural Area. There are vegetation.

it is a Urban Area. There are bildings, cars, shops, factories and
pipsoal. Don't not vegetation. 2

There are cook preparation paella. Paella tipical Zorrara. 3

It is pizza and tomatoes. There are bread. 1 4

it is an vegetable area. and rural area. 5

There are a pipal

Post-test

Pupil: A.C.



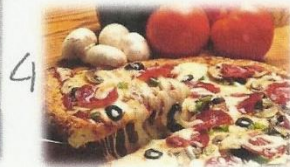
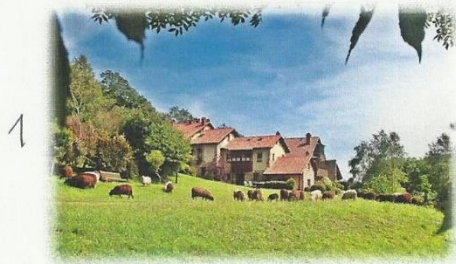
THE PICTURES

Write a text describing and comparing these images.

- 1- it is a rural area, there is a house and animals.
- 2- it is an urban area, there are cars, bus, taxis and inhabitants.
- 3- he is a cook. He prepares rice.
- 4- There is a pizza, the ingredients: tomatoes, cheese, etc.
- 5- There is a market, there are inhabitants.

Post-test

Pupil: D. H.



Write a text describing and comparing these images.

DESCRIPCIONS

Picture number 1: This is a rural area. There are few inhabitants. There are a lot of vegetable. There are trees, animals, houses... The houses are brown and big.

Picture number 2: This is a urban area. There are a lot of inhabitants. There are transports, a lot of houses, shops, factories, hospitals...

Picture number 3: This is a cook cooking paella. The paella is a traditional dish from Spain. The cook there wearing glasses, a white t-shirt and a black hair.

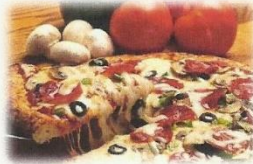
Picture number 4: This is a pizza. The pizza is a traditional dish from Italia. My favourite dish is pizza. This pizza have a lot of ingredients. The ingredients are: black olives, potatoes, tomatoes, a lot of cheese and champignons.

Picture number 5: There are a lot of people. This picture is from a history. The people are in a house.



Post-test

Pupil: B.T.



Write a text describing and comparing these images.

URBAN AREA, RURAL AREA AND COOKS.

- 1- There is lot a vegetation, animals and Rural area is vegetation
- 2- There is lot of a vegetation, a bus, cars and people.
- 3- There is cook Paella and traditional dishes Spanish.
- 4- There is cook Pizza and traditional dish a Italia.
- 5- There are people is a Urban area and Siria.

Post-test

Pupil: C.H.



Write a text describing and comparing these images.

DIFFERENT PLACES AND DIFFERENT THINGS

In the first image I can see a house, trees and animals. It is a rural area because there are very few inhabitants.

The second image is a city with a road, cars, houses, flats, shops and factories. There are many people living here.

In the third picture there is a man. He is a cook and he is cooking paella a Spanish traditional dish.

In the picture number 4 there is a pizza an Italian traditional dish. Its ingredients are cheese, tomatoe, olives and some vegetables.

In the picture numbers there are many Siraian people they are sitting in the floor and eating cold rice.

Post-test

Pupil:

H.E.



Write a text describing and comparing these images.

Description

- 1- It has vegetable in animals, it has urban area.
- 2- It has carts, bus in a city.
- 3- It has pasta ingredients: arroz, fix.
- 4- It has pizze is tipic Italia.
- 5 It has sister is pupil Samira.

Post-test

Pupil: D.V.



Write a text describing and comparing these images.

CARS

1: It is a animal.

2: It is a cars and bus.

3: It is a espatula and paella.

4: It is a pITZZA and tomatoes.

5: It is a jaquet. and pipel.

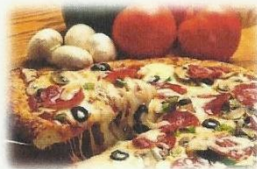
Post-test

Pupil: S.I.

X



2



Write a text describing and comparing these images.

⇒ Arhol aréhl DESCRIPTION

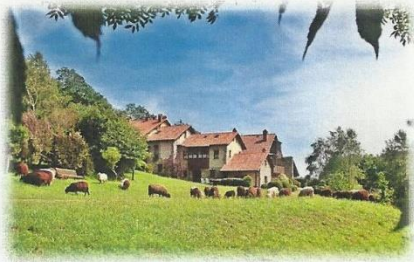


- 1 ⇒ Arhol aréhl is a woods.
- 2 ⇒ And a learsig and a
- 3 ⇒ And cook and a rice.
- 4 ⇒ And pizza a Italy. I and a tomatou it
- 5 ⇒ And a samira a guerra.

no ho sabia dir en angles.

Post-test

Pupil: L.B.



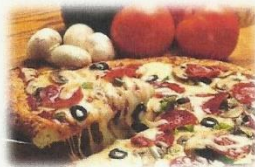
Write a text describing and comparing these images.

IMAGES

- The one image, there are house and animals. The house is color brown and white and animals brown, black and white.
- The second image, there are people, house, cars and bus station. They are a city.
- He is the cook, is preparing paella and rice. The rice and paella is delicious (Italy).
- The pizza there are tomato, cheese...
- There are people. They are in house don't care good.

Post-test

Pupil: I.C.



Write a text describing and comparing these images.

IMAGES

One image is rural area because there are small houses, there's, and animals, this is very beautiful.

The second images is a urban area because, there are very cars and bus, taxis, buildings. Is the place.

There images is a one cooking a cook a paella. In a restaurant.

The fore image is a pizza. There is a tomatoes, olive, potatoes, is a traditional this dish in Italy.

The five image is Siria. There is very people a deep in gerra in Siria. is the one images in one boc a look in class.

Post-test

Pupil: I. T.



DESCRIPTIONS

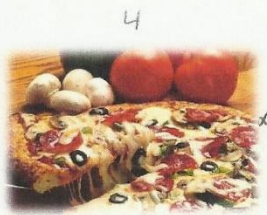
Write a text describing and comparing these images.

<p>Picture 1</p> <p>It is a rural area, there are many cows and sheep. The sky is blue and there is a house. there are fields</p>	<p>Picture 2</p> <p>It is an urban area, there are many buildings and there are many cars and people</p>	<p>Picture 3</p> <p>There is a cook in a kitchen. The cook is making couscous (a traditional dish of Morocco)</p>	<p>Picture 4</p> <p>There is a pizza (an Italian food) with cheese, tomatoes and mushrooms.</p>
<p>Picture 5</p> <p>There are many Syrian people eating rice and they are covering themselves with heavy blankets like in "the journey of Samira"</p>			

Post-test

W.D.

Pupil:



Write a text describing and comparing these images.

DIFFERENT

- 1 there are animals and rural areas and green.
- 2 there are cars and buildings is a urban area and city.
- 3 And cuscuis there is cook especial.
- 4 And pizza and italiano and chis.
- 5 there are piepa!

Post-test

Pupil: A.H.

1



2



3



Urban areas and villages

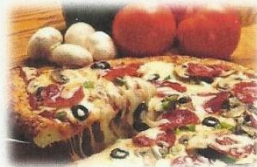
Write a text describing and comparing these images.

- 1 the house its a rural areas the laca.
- 2 ta citi ita a urban areas.
- 3 the is a COINER its p uerabat pizza
- 4 the a pizza a tomate etc... is in Urban areas
- 5 the is a pizza in a urban areas

Post-test

Pupil:

C.A.



Write a text describing and comparing these images.

There are animals. DESCRIPTION
There are cars, bus and
There are animals, houses, Rural area, vegetables.
There are bus and cars, people,
There are coki and spaghetti and tomato, ect...
There are pizza and tomato, chis, ect... this traditional in
Italia.
There are big people and jackets.

Appendix VI: Analysis Grids filled-out (Pre-tests)

ANALYSIS GRID: Pre-test writing

Pupil: **B. M.**

LINGUISTIC KNOWLEDGE				POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?					
	Punctuation	Does the learner use punctuation marks?					
	Omission	Does the learner write full sentences?					
	Grammar	Does the learner write properly?					
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?		<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?		<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 2</i>			
	Use of adjectives	Does the learner use adjectives?		How many? 6	Which ones? " Fresh " (2), " big ", " healthy " (2), " tired ".		
DISCOURSE KNOWLEDGE				YES	NO		
Title		Does the text include a title?					Which one?
Paragraph		Is the text divided into paragraphs?					How many? 5
Use of expressions		Does the text include some of these expressions?	-There is... -There are...				Examples: " There aren't ". " The photo number one... ".
			-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation				Examples: "There haree animals and plants and fresh air" . "Bat haree veery pepeole" .
			<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
			<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
			<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (95 words).

Spelling: "there haree" (there are), "simlary" (similarly), "numer" (number), "veery" (very).

ANALYSIS GRID: Pre-test writing

Pupil: **C. M.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 2</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "Tore are".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (24 words).

Spelling: "tore are" (there are), "popolation" (population).

ANALYSIS GRID: Pre-test writing

Pupil: **M. Y.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 1	Which ones? "Blue".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 4	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There is a boy".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "There bus and cars".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (24 words).

Spelling: "scait" (sky), "ingradients" (ingredients). Grammar: some problems with there is and there are (agreement).

ANALYSIS GRID: Pre-test writing

Pupil: **A. A.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 7</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 2	Which ones? " Five ", " some ".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There are five houses ". " There is a city ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: " There are trees ". " There are bus and cars and some pupil ".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars , shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (46 words).

Spelling: "pupil" (people), "pupils" (people), "yakets" (jackets).

ANALYSIS GRID: Pre-test writing

Pupil: **E. J.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 1	Which ones? " italiane " (Italian).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There are house ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: " and pitzza Italiane ".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (23 words). There are some letters that are not in capital letters (specifically, the beginning of the sentences). He uses separate words.

He uses words in Catalan (ex: arros). Spelling: "pipole", "pipol" (people), "pitzza" (pizza), "Italiane" (Italian).

ANALYSIS GRID: Pre-test writing

Pupil: **A. C.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 2</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 1	Which ones? " Some ".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There is a city ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: " The are transports ".	
		<u>URBAN AREAS:</u> -A lot of inhabitants - A lot of cars , shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (36 words).

Spelling: "the are" (there are), "skie" (sky), "ther is" (there is), "tomates" (tomatoes), "chees" (cheese).

ANALYSIS GRID: Pre-test writing

Pupil: **D. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 7</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 4	Which ones? " Blue ", " some " (2), " one ".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are some houses, animals and trees". "In the picture there is a pizza".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "There are some houses, animals and trees". "There are transports: cars, bus, semafors and piupple".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars , shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (48 words).

Spelling: "skye" (sky), "piupple" (people). Once she uses one word in Catalan ("semafors").

ANALYSIS GRID: Pre-test writing

Pupil: **B. T.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 4</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 1	Which ones? " Some ".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There is a chef ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (35 words).

Spelling: "som" (some), "rise" (rice). He uses "alumnes" (a Catalan word). Grammar: some problems with there is and there are (agreement).

ANALYSIS GRID: Pre-test writing

Pupil: **C. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 2</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 7</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 7	Which ones? “Blue”, “green”, “one”, “delicious”, “diferent” (different), “some”, “many”.		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one?	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: “There are some houses, animals and trees”. “In the picture”, “In the image”.	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: “There are some houses, animals and trees”. “I see a rout with cars a bus and one person”.	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA’S CONFLICT:</u> war, refugees.				

Others: Length (63 words). Spelling: “skye” (sky), “rout” (road), “olivs” (olives), “diferent” (different), “tomatoe” (tomato).

ANALYSIS GRID: Pre-test writing

Pupil: **H. E.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "Ther a".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (17 words).

Spelling: "ther" (there), "haus" (house), "pitza" (pizza), "pupil" (people).

ANALYSIS GRID: Pre-test writing

Pupil: **D. V.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees)</i> 1			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants)</i> 0			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 4	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples:	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (14 words).

Spelling: "siti" (city), "cihar", "pitzza" (pizza).

ANALYSIS GRID: Pre-test writing

Pupil: **S. I.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 2</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "Ther is a city".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "Ther is a pizza italy".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (21 words).

Spelling: "hous" (house), "ther" (there), "pipel" (people). He uses "arros" (a Catalan word).

ANALYSIS GRID: Pre-test writing

Pupil: **L. B.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 2</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There is a city".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (22 words).

Spelling: "pitzza" (pizza), "piple" (people), "hous" (house), "its" (it's). She uses "pins" (a Catalan word). Grammar: some problems with there is and there are (agreement).

ANALYSIS GRID: Pre-test writing

Pupil: **I. C.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 4</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 1	Which ones? " Red ".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There are a huse and animals ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (34 words).

Spelling: "huse" (house), "kichen" (kitchen), "potetous" (potatoes). Some problems of agreement (grammar: concordance).

ANALYSIS GRID: Pre-test writing

Pupil: **I. T.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 6</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 6	Which ones? "Blue", "many" (5).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are many people". "There is a pizza with cheese..."	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "There are many trees". "There are many people". "There are many houses".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (58 words).

ANALYSIS GRID: Pre-test writing

Pupil: **W. D.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 1</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 3	Which ones? "Bic" (2: big), "fransesa" (French).		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one?	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples:	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples:	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (23 words).

Spelling: "siti" (city), "gaus" (house), "bic" (big), "pitza" (pizza), "pipal" (people).

ANALYSIS GRID: Pre-test writing

Pupil: **A. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 1</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one?	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "Ther is a city". "Ther is a pizza Italy".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "Ther is a pizza Italy".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (24 words).

Spelling: "Ther are" (there are), "ther is" (there is), "hous" (house), "pipI" (people). He uses "vaca" and "arros" (Catalan words).

ANALYSIS GRID: Pre-test writing

Pupil: **C. A.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	<i>(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 1</i>			
	Other vocabulary	Does the learner use some of these terms?	<i>(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 6</i>			
	Use of adjectives	Does the learner use adjectives?	How many? 4	Which ones? " Blue ", " blak " (black), some (2).		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one?	
Paragraph	Is the text divided into paragraphs?				How many? 4	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: " There is a boy ". " There is a city ". " There are some hous and animals ".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: " There are transpors: cars and bus ".	
		<u>URBAN AREAS:</u> -A lot of inhabitants - A lot of cars , shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (37 words).

Spelling: "skuye" (sky), "blak" (black), "hous" (house), "transpors" (transports), "fut" (food), "pitzza" (pizza), "tomatous" (tomatoes).

Appendix VII: Analysis Grids filled-out (Post-tests)

ANALYSIS GRID: Post-test writing

 Pupil: **B. M.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 5			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 6			
	Use of adjectives	Does the learner use adjectives?	How many? 12	Which ones? "First", "rural" (2), "second", "urban", "big" (2), "favorite" (favourite), "tradicional" (traditional), "frip" (fried), "good" (2).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Nil's project".	
Paragraph		Is the text divided into paragraphs?			How many? 6	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...			Examples: "Because there are cows, trees and there is a mountain". "The second photo".
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation <u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation TRADITIONAL DISHES: pizza (from Italy) SYRIA'S CONFLICT: war, refugees.			Examples: "It is a rural area because there are cows, trees and there is a mountain". "There are cars, big buldings and very pepole". "It is a tradicional dish from Italia". "It is a picture from El Viatge de Samira".

Others: Length (106 words). Spelling: "buldings" (buildings), "pepole" (people), "favorite" (favourite), "tradicional" (traditional), "frip" (fried),

ANALYSIS GRID: Post-test writing

Pupil: **C. M.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 4			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 6			
	Use of adjectives	Does the learner use adjectives?	How many? 5	Which ones? "Rual" (rural), "urban", "poor", "rich", "another".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Test".	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is...			Examples:
			-There are...			
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "This a rural area".
			URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			
			TRADITIONAL DISHES: pizza (from Italy)			"This a urban area".
			SYRIA'S CONFLICT: war, refugees.			

Others: Length (48 words).

Spelling: "rual" (rural), "gil" (girl), "prepere" (prepare), "bildings" (buldings), "tres" (trees).

ANALYSIS GRID: Post-test writing

Pupil: **M. Y.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook , pizza , dish, war, Syria and refugees) 2			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals , trees, grass, street, cars , bus , building, rice, tomato , mushroom, food, eat and blankets, inhabitants) 4			
	Use of adjectives	Does the learner use adjectives?	How many? 8	Which ones? “Big” (3), “fantastic”, “natural”, “dalisios/delisios” (2: delicious), “smol” (small).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? Subtitles: “Camp”, “Pizza”, “Pais” and “Cook”.	
Paragraph		Is the text divided into paragraphs?			How many? 4	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...			Examples:
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation <u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation <u>TRADITIONAL DISHES:</u> pizza (from Italy) <u>SYRIA'S CONFLICT:</u> war, refugees.			Examples:

Others: Length (49 words). Spelling: “tomateu” (tomato), “chis” (cheese), “oulibas” (olives), “dalisios” and “delisios”, “smol” (small). He uses two words in Catalan (“samafor” and “pisos”). Unclear grammar structures.

ANALYSIS GRID: Post-test writing

Pupil: **A. A.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 4			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 8			
	Use of adjectives	Does the learner use adjectives?	How many? 11	Which ones? "First", "rural", "second", "urban", "tree" (third), "typical" (typical), "four" (fourth), "five" (fifth), "pour" (poor), "five", "some".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "The five images".	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...		Examples: "There are animals, trees, houses...". "In the first picture...".	
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation URBAN AREAS: -A lot of inhabitants -A lot of cars , shops and factories -Noisy areas -No vegetation TRADITIONAL DISHES: pizza (from Italy) SYRIA'S CONFLICT: war, refugees.			Examples: "It is a rural area". "There are animals, trees, houses...". "It is a urban area".

Others: Length (94 words). She writes: "paella a tipical food of Catalonia". Spelling: "ther is" (there is), "tipical" (typical), "four" (fourth), "wicht" (with), "pour" (poor), "ther are" (there are).

ANALYSIS GRID: Post-test writing

Pupil: **E. J.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 4			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 5			
	Use of adjectives	Does the learner use adjectives?	How many? 4	Which ones? "Rural" (2), "urban", "typical".		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one? "English (Angles) Nil Ticher".	
Paragraph	Is the text divided into paragraphs?				How many? 8	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are animals and houses".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "It is a rural Àerea. There are vegeteigon". "It is a urban Àerea. Tere are bildings, cars, shops, factories and pipool. Don't not vegeteigon".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				

Others: Length (61 words). He writes: "paella tipied Zamora".

Spelling: "bildings" (buildings), "àerea" (area), "vegeteigon" and "vegeteigion" (vegetation), "tere are" (there are), "pipool" (people), "prepareition" (preparation), "tipied" (typical), "pitzza" (pizza).

ANALYSIS GRID: Post-test writing

Pupil: **A. C.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 4			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 7			
	Use of adjectives	Does the learner use adjectives?	How many? 2	Which ones? "Rural", "urban".		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "The pictures".	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There is a pizza, the ingredients...".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "It is rural area". "Is a urban area, there is a cars, bus, taxis and inhabitants". "It is Samira".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				

Others: Length (49 words).

Spelling: "inhabitans" (inhabitants), "tomates" (tomatoes), "chees" (cheese), "ther is" (there is). Grammar: some problems with there is and there are (agreement).

ANALYSIS GRID: Post-test writing

Pupil: **D. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 5			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 5			
	Use of adjectives	Does the learner use adjectives?	How many? 11	Which ones? "Rural", "few", "brouwns" (brown), "bigs" (big), "urban", "tradicional" (2: traditional), "withe" (white), "black" (2), "favourite".		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one? "Descripcions"	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are few inhabitants". "Picture number one: ...".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "This is a rural area. There are few inhabitants. There are a lot of vegetable". "This is a urban area. There are a lot of inhabitants". "The pizza is a tradisional dish from Italia". "This picture is from a history".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				

Others: Length (144 words). She writes: "paella is a tradisional dish from Spain". Spelling: "brouwns" (brown), "tradicional" (traditional), "withe" (white), "t-shert" (t-shirt). She uses "champiñons".

ANALYSIS GRID: Post-test writing

Pupil: **B. T.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 6			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3			
	Use of adjectives	Does the learner use adjectives?	How many? 7	Which ones? "Urban" (2), "rural" (2), "tradicional" and tradiocional" (2: tradicional), Spanish.		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Urban area, rural area and cooks"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are...			Examples: "There are people".
			-In the first picture, ... -In the second picture, ...			
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "There is lot a vegetation".
			URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			"These not lot a vegetation".
			TRADITIONAL DISHES: pizza (from Italy)			"Tradicional dish a Italia".
			SYRIA'S CONFLICT: war, refugees.			"Is a urban area and Siria".

Others: Length (52 words). He writes: "tradicional dish is Spanish" (paella). Spelling: "tradiocional" and "tradicional" (traditional), "Siria" (Syria).

ANALYSIS GRID: Post-test writing

Pupil: **C. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish , war, Syria and refugees) 5			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house , cows, animals, trees , grass, street, cars , bus, building, rice, tomato , mushroom, food, eat and blankets, inhabitants) 8			
	Use of adjectives	Does the learner use adjectives?	How many? 15	Which ones? "Diferent" (2: different), "firth" (first), "second", "thert" (third), "rural", "few", "many" (2), "Spanish", "traditional" (2), "Italian", "some", "Siraian" (Syrian).		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one? "Diferent places and diferent thinks"	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are many Siraian people...". "The second image...".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "It is a rural area because ther are very few inhabitants". "There are many pepol living hear". "There is a pitzza an Italian traditional dish". "There are many Siraian people...".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				

Others: Length (112 words). She writes: "he is cooking paela a Spanish traditional dish". Spelling: "firth" (first), "se" (see), "ther are" (there are), "rout" (road), "pepole" (people), "hear" (here), "thert" (third), "paela" (paella), "pitzza" (pizza), "olibs" (olives), "Siraian" (Syrian).

ANALYSIS GRID: Post-test writing

Pupil: **H. E.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area , cook, pizza , dish, war, Syria and refugees) 2			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals , trees, grass, street, cars , bus , building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3			
	Use of adjectives	Does the learner use adjectives?	How many? 2	Which ones? “Urban”, “tipic” (typical).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? “Descripcion”	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples:	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: “Its ha vegetable in animals”.	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			“Its ha urban ergan”.	
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)			“is tipic Italia”.	
		<u>SYRIA'S CONFLICT:</u> war, refugees.			“is pupil Samira”.	

Others: Length (32 words).

Spelling: “carts” (cars), “pitzza” (pizza), “pupil” (people), “tipic” (typical), “ingradiens” (ingredients), “fix” (fish), “ergan” (area). She uses Catalan words (“arros”, “adifisis”). Unclear grammar structure.

ANALYSIS GRID: Post-test writing

Pupil: **D. V.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza , dish, war, Syria and refugees) 1			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals , trees, grass, street, cars , bus , building, rice, tomato , mushroom, food, eat and blankets, inhabitants) 4			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Cars"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples:	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "It is a cars and bus".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars , shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (29 words).

Spelling: "pitzza" (pizza), "pipel" (people). He uses words in Catalan ("espatula" and "jaquet").

ANALYSIS GRID: Post-test writing

Pupil: **S. I.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook , pizza , dish, war, Syria and refugees) 2			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars , bus, building, rice , tomato , mushroom, food, eat and blankets, inhabitants) 3			
	Use of adjectives	Does the learner use adjectives?	How many? 0	Which ones?		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Descripcion"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples:	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "And pizza a Italy". "And a samira a guerra".	
		<u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		<u>TRADITIONAL DISHES:</u> pizza (from Italy)				
		<u>SYRIA'S CONFLICT:</u> war, refugees.				

Others: Length (30 words).

Spelling: "tomatou" (tomato). He uses "guerra" (war) and "descripcion" (description) because he does not know the words in English. "Arhol" (a strange word).

ANALYSIS GRID: Post-test writing

Pupil: **L. B.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook , pizza , dish, war, Syria and refugees) 2			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house , cows, animals , trees, grass, street, cars , bus , building, rice , tomato , mushroom, food , eat and blankets, inhabitants) 7			
	Use of adjectives	Does the learner use adjectives?	How many? 8	Which ones? “One” (first), “brown” (2), “black”, “witche” (2: white), “second”, “delicious” (delicious).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? “Images”	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...			Examples: “The second image, there are people, ...”.
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	<u>RURAL AREAS:</u> -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation <u>URBAN AREAS:</u> -A lot of inhabitants -A lot of cars , shops and factories -Noisy areas -No vegetation <u>TRADITIONAL DISHES:</u> pizza (from Italy) <u>SYRIA’S CONFLICT:</u> war, refugees.			Examples: “There are people, house, cars and bus station”.

Others: Length (69 words). Spelling: “color” (colour), “witche” (white), “delicious” (delicious), “citi” (city), “hi” (he), “preparteiton” (preparation), “pitzza” (pizza), “chees” (cheese), “tometoe” (tomatoe), “Itali” (Italy), “d’ont” (don’t). Some problems in reference to grammar concordance (agreement).

ANALYSIS GRID: Post-test writing

Pupil: I. C.

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 6			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 6			
	Use of adjectives	Does the learner use adjectives?	How many? 11	Which ones? "One" (3), "rural", "small", "beautefol" (beautiful), "second", "urban", "for" (forth), "traditional", "five" (fifth).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Images"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...			Examples: "The second image is a urban area because, there are very cars and bus...".
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "The second image is a urban area because there are very cars and bus...".
			URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			"is a traditional this dihs in italy".
			TRADITIONAL DISHES: pizza (from Italy)			"There is very people a gerra in Siria".
			SYRIA'S CONFLICT: war, refugees.			

Others: Length (92 words). There are some letters that are not in capital letters (specifically, the beginning of the sentences). Sometimes, she does not write the subject ("it"). Spelling: "theres" (trees), "beautefol" (beautiful), "taccis" (taxis), "buldings" (buildings), "imatge" (image), "for" (forth), "dihs" (dish), "Siria" (Siria), "bok" (book). She uses "gerra" for saying "war" (the Catalan word).

ANALYSIS GRID: Post-test writing

Pupil: **I. T.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 6			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 11			
	Use of adjectives	Does the learner use adjectives?	How many? 10	Which ones? "Rural", "many" (4), "blue", "urban", "traditional", "Italian", "Sirian" (Syrian).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Descriptions"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are...			Examples: "There is a pizza (an Italian food)".
			-In the first picture, ... -In the second picture, ...			
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "It is a rural area, there are many cows and sheep". "There are fields".
			URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation			"It is an urban area, there are many buildings and there are many cars and people".
			TRADITIONAL DISHES: pizza (from Italy)			"There is a pizza (an Italian food)".
			SYRIA'S CONFLICT: war, refugees.			"There are many Sirian people eating rice".

Others: Length (100 words). In the third picture, he writes: "the cook is cooking couscous (a traditional dish of Morroco)". Spelling: "Sirian" (Syrian).

ANALYSIS GRID: Post-test writing

Pupil: **W. D.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 4			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 3			
	Use of adjectives	Does the learner use adjectives?	How many? 5	Which ones? "Different", "rual" (rural), "uban" (urban), "especial" (special), "italiano" (Italian).		
DISCOURSE KNOWLEDGE			YES	NO		
Title		Does the text include a title?			Which one? "Different"	
Paragraph		Is the text divided into paragraphs?			How many? 5	
Use of expressions		Does the text include some of these expressions?	-There is... -There are... -In the first picture, ... -In the second picture, ...			Examples: "There are piupal".
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings		Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation TRADITIONAL DISHES: pizza (from Italy) SYRIA'S CONFLICT: war, refugees.			Examples: "There are cars and bulding is a uban aria". "And pizza and italiano and chis".
Others: Length (35 words). Spelling: "rual" (rural), "aria" (area), "thereare" and "ther are" (there are), "bulding" (building), "uban" (urban), "siti" (city), "cuscuiss" (couscous), "ther is" (there is), "especial" (special), "chis" (cheese), "piupal" (people).						

ANALYSIS GRID: Post-test writing

Pupil: **A. H.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 3			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 2			
	Use of adjectives	Does the learner use adjectives?	How many? 6	Which ones? "Urban" (4), "rules" (2: rural).		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one? "Urban areas and rules areas"	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is...			Examples:	
		-There are...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "Its a rules areas". "a urban areas".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				

Others: Length (45 words). His sentences do not have a clear structure (very difficult in order to understand the meaning).

Spelling: "rules" (rural), "hause" (house), "citi" (city), "pitsa" and "piza" (pizza), "tomate" (tomato). He uses two words in Catalan ("cuiner", "baca" -vaca-).

ANALYSIS GRID: Post-test writing

Pupil: **C. A.**

LINGUISTIC KNOWLEDGE			POOR (1)	ADEQUATE (2)	GOOD (3)	EXCELLENT (4)
Written code	Spelling	Does the learner spell correctly?				
	Punctuation	Does the learner use punctuation marks?				
	Omission	Does the learner write full sentences?				
	Grammar	Does the learner write properly?				
Vocabulary	Content-obligatory language	Does the learner use some of these key contents?	(rural area, urban area, cook, pizza, dish, war, Syria and refugees) 2			
	Other vocabulary	Does the learner use some of these terms?	(field, forest, house, cows, animals, trees, grass, street, cars, bus, building, rice, tomato, mushroom, food, eat and blankets, inhabitants) 5			
	Use of adjectives	Does the learner use adjectives?	How many? 2	Which ones? "Rural", "tradicional" (traditional).		
DISCOURSE KNOWLEDGE			YES	NO		
Title	Does the text include a title?				Which one? "Descripción"	
Paragraph	Is the text divided into paragraphs?				How many? 5	
Use of expressions	Does the text include some of these expressions?	-There is... -There are...			Examples: "There are animals, ...".	
		-In the first picture, ... -In the second picture, ...				
Knowledge of Social Science contents: -Population -Traditional dishes -Traditional buildings	Does the pupil use some of these concepts?	RURAL AREAS: -Very few inhabitants -Very few cars, shops and factories -Quiet places -A lot of vegetation			Examples: "There are animals, hous, Rural area, vestabals". "There are bus and cars, peupal". "This tradicional in Italia".	
		URBAN AREAS: -A lot of inhabitants -A lot of cars, shops and factories -Noisy areas -No vegetation				
		TRADITIONAL DISHES: pizza (from Italy)				
		SYRIA'S CONFLICT: war, refugees.				
Others: Length (39 words). Spelling: "ther are" (there are), "hous" (house), "vestabals" (vegetables), "peupal" (people), "coki" (cook), "ect" (etc.), "tomatou" (tomato), "chis" (cheese), "pitzza" (pizza), "jakets" (jackets), "tradicional" (traditional). She uses some words in Catalan or Spanish ("descripción", "espagetis", "Italia"). Some grammar problems in reference to agreement.						

Appendix VIII: 7 Writing Activities carried out by one Pupil

MAKE OUR CLASS CENSUS!

Name:
 Surnames:
 Age: 10
 Sex: Female Male

Place and country of birth: Manlleu (Catalonia, Spain)
 Address: Passeig de Sant Joan, 100 Manlleu 08560
 Number of people you live with: Joan* (father) and Silvia (mother)

Studies

School: Quatre Vents Manlleu
 Favourite subject: Physical Education

Work

Families or tutors' job: Veterinarian he works in perfum's Factory
 Future job: football player

lives in Manlleu.

He is 10 years old and his birth date is the 20th of february.

lives with his father (Joan*) and his (mother (Silvia)). Their home is in Passage (the) Sant Joan*, 100. Joan* is Veterinarian and Silvia* works in perfum's factory.

is in the school Quatre Vents. His favourite subjects are Physical Education and football. He loves football and he plays.

veterinarian



POPULATION REPORT

NATURAL GROWTH = Number of births – Number of deaths

Vic (2016)

-Number of births: 476

-Number of deaths: 374

Natural growth: 476 - 374 = 102

- In 2016, there were more births than deaths.
- The Natural growth was of 102 inhabitants.
- The population in Vic increased.

Tona (2016)

-Number of births: 71

-Number of deaths: 75

Natural growth: 71 - 75 = -4

- In 2016, there were more deaths than births.
- The Natural growth was of 4 inhabitants less.
- The population in Tona decreased.

Manleu (2016)

-Number of births: 194

-Number of deaths: 184

Natural growth: 194 - 184 = 10 ✓

- In 2016, there were... more birth than deaths ✓
- The Natural growth was of... 10 inhabitants ✓
- The population in Manleu... increased x

Gurb (2016)

-Number of births: 19

-Number of deaths: 16

Natural growth: 19 - 16 = 3

- In 2016, there were... more births, than deaths x
- The Natural growth was of... 3 inhabitants ✓
- The population in Gurb... increased x

Centelles (2016)

-Number of births: 69

-Number of deaths: 66

Natural growth:

$$69 - 66 = 3$$

- In 2016, there were more births than death ✓
- The natural grow was of 3 inhabitants ✓
- The population is Centelles increased ✓

Torelló (2016)

-Number of births: 123

-Number of deaths: 124

Natural growth:

$$123 - 124 = -1$$

- In 2016, there were more death than births ✓
- The natural grow was of 1 inhabitan less ✓
- The population is Torelló decreased ✓

MIGRATORY GROWTH = Number of immigrants – Number of emigrants

Vic (2016)

-Number of immigrants: 1.182

-Number of emigrants: 635

Migratory growth: 1.182 - 635 = 547

-In 2016, there were more immigrants than emigrants.

-The migratory growth was of 547 inhabitants.

-The population in Vic increased.

Tona (2016)

-Number of immigrants: 88

-Number of emigrants: 46

Migratory growth: 88 - 46 = 42

-In 2016, there were more immigrants than emigrants.

-The migratory growth was of 42 inhabitants.

-The population in Tona increased.

Manlleu (2016)

-Number of immigrants: 276

-Number of emigrants: 251

Migratory growth: 276 - 251 = 25 ✓

-In 2016, there were... more immigrants than emigrants ✓

-The migratory growth was of... 25 inhabitants ✓

-The population in Manlleu... increased ✓

Gurb (2016)

-Number of immigrants: 7

-Number of emigrants: 5

Migratory growth: 7 - 5 = 2 ✓

-In 2016, there were... more immigrants than emigrants ✓

-The migratory growth was of... 2 inhabitants ✓

-The population in Gurb... increased X

Centelles (2016)

-Number of immigrants: 34

-Number of emigrants: 33

Migratory growth: $34 - 33 = 1$ ✓

- In 2016 there were more immigrants than emigrants ✓
- The migratory growth was of 1 inhabitant ✓
- The population in Centelles increased! ✓

Torelló (2016)

-Number of immigrants: 172

-Number of emigrants: 120

Migratory growth: $172 - 120 = 52$ ✓

- In 2016 there were more immigrants than emigrants ✓
- The migratory growth was of 52 inhabitants ✓
- The population in Torelló increased ✓

MAP COMMENTARY

-Questions to consider:

1. Where are the most densely-populated areas?
2. Where are the moderately-populated areas?
3. Where are the sparsely-populated and very sparsely-populated areas?
4. What are the capitals of the Autonomous Communities?
5. Why are some areas densely-populated and others very sparsely-populated?
6. What is your favourite place in Spain? Why?

-The text should include:

.A title and subtitles

.6 paragraphs

(*) Be careful: **WHY QUESTIONS** are answered using **"BECAUSE"**

SPAIN MAP

Densely-populated areas.

The most densely-populated areas of Spain are Barcelona, Valencia, Madrid, Santa Cruz de Tenerife, Málaga, Granada, Santander and Oviedo.

SUBTITLE 2

SUBTITLE 3

SUBTITLE 4

SUBTITLE 5

SUBTITLE 6

SPAIN MAP

Densely-populated areas of Spain are Barcelona, Valencia, Madrid, Santa Cruz de Tenerife, Málaga, Granada, Santander and Oviedo

Moderately-populated areas

The most moderately-populated areas are Córdoba, Cáceres, Madrid, Valencia, etcetera...

Sparsely-populated and very sparsely-populated areas,

the most the sparsely-populated and very sparsely-populated areas, Guadalupe, Cáceres, Salamanca etcetera...

Autonomous Communities

The most autonomous communities, Sevilla, Oviedo, Santander, Barcelona etcetera...

Why are some areas densely-populated and others very sparsely-populated because in to live the families are factories and shops.

My favourite place is Barcelona because is very very beautiful and big.

My favourite dish is...

-Questions you can consider:

1. When do you eat this dish?
2. What are the ingredients of this dish? *pork*
3. Is this dish easy to prepare? Or difficult?
4. Do you cook this dish? How did you learn to prepare this dish? Who is the cook of this dish in your house?
5. When was the first time that you ate this dish?
6. Why do you recommend this dish?
7. ...

-The text should include:

- .A title
- .One or two paragraphs explaining your favourite dish.

(*) If you have doubts or you need to search for words, you can use the dictionary.

Expressions that you can use:

- I eat this dish...
- The ingredients of this dish are...
- My brother cooks this dish...
- I learned to prepare this dish when...
- When I was 5 years old, I ate this dish for the first time!
- This food is typical from...

Adjectives that you can use:

delicious, tasty, sweet, salty, hot, cold, sour, spicy, fresh...

PORK RIB

My favourite food is pork rib. I like pork rib a lot. Normally, my gran mother cooks the pork rib. She this dish in catalonia. The ingredients of this dish when onion, barbaque sause, ... We usalli eat this dish special days. My gran mother say that porkrib it is not very difficult to prepare, but it takes time. I recommend this dhis because they are delicious and fabulous guest.

My favourite place (building, monument) is...

-Questions you can consider:

1. Why is this monument (place, building) important for you?
2. Where is this monument?
3. How is this place?
4. Is this monument visited by many tourists?
5. When was the first time that you visited this monument?
6. What is the function of this building?
7. Is this place modern? Old? Small? Big?
8. ...

-The text should include:

- .A title
- .One or two paragraphs explaining your favourite place.

(*) If you have doubts or you need to search for words, you can use the dictionary.

Expressions that you can use:

- This building is located in...
- For me, this place is important because...
- This place is...
- Many tourists visit...
- When I was 5 years old, I visited this place...
- There is/There are...

Adjectives that you can use:

- fantastic, amazing, old, modern, different, interesting, quiet, big, small, crowded...

MY FAVOURITE PLACE

This swimmingpool is located in my house. For me, this place is important because I was 2 years old and is my house. This place is very beautiful, and swimmingpool, old, big, and very fantastic. This is very important of form my.

Appendix IX: Semi-structured Interview (model)

My name is Nil Freixa Parareda and I am studying the 4th Grade of Primary Education at the Universitat de Vic-Universitat Central de Catalunya. Nowadays I am doing my final degree thesis about the implementation of CLIL programmes in Primary Education. Specifically, this project is focused on how a Social Science CLIL programme can influence the development of writing among pupils of Year 5.

The general objectives of this dissertation are the following:

- Analysing the implementation of Social Science CLIL programmes in terms of language learning (improvement of writing skills).
- Identifying the main points of Social Science CLIL programmes in Primary Education.
- Investigating how to design the writing activities and the teachers' support in order to foster writing skills during the Social Science CLIL programmes.

The duration of the interview is 20 minutes approximately.

Over the last few years, CLIL programmes have increased considerably and they are so frequent in many Catalan Primary schools. In your case, you are developing a Social Science CLIL programme.

Why did you decide to implement a Social Science CLIL programme? Was it a decision only considered by the English teachers or the whole staff?

According to your opinion, what are the main points of a Social Science CLIL programme?

As you know, CLIL programmes have different benefits and challenges. Liz Dale and Rosie Tanner (2012) argue that CLIL promotes the development of communication skills (reading, listening, speaking and writing). During your CLIL lessons, what is the skill that you emphasise the most? Why?

And what is the skill least emphasised during your Social Science CLIL programme? Why do you believe that this happens?

If as CLIL teachers, our aim is to improve the writing of our pupils during the Social Science lessons, what is it relevant to take into account?

How can a Social Science CLIL programme help learners in their writing skills? Are there some challenges?

Analysing your CLIL experience, how do you believe that the writing part of the project has to be prepared? Is it more important to support the language (linguistic knowledge) or the structure of the text (discourse knowledge)? Why?

From your point of view, how should the writing activities be developed in order to respect the different learning paces?

Obviously, Social Science is a subject in which pupils tend to relate many contents to their daily life. How can we use that for the language learning and the development of writing?

Thanks for your valuable collaboration in this project.

Appendix X: Interview (Tura Plana)

My name is Nil Freixa Parareda and I am studying the 4th Grade of Primary Education at the Universitat de Vic-Universitat Central de Catalunya. Nowadays I am doing my final degree thesis about the implementation of CLIL programmes in Primary Education. Specifically, this project is focused on how a Social Science CLIL programme can influence the development of writing among pupils of Year 5.

The general objectives of this dissertation are the following:

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- Identifying the main points of Social Science CLIL programmes in Primary Education.
- Investigating how to design the writing activities and the teachers' support in order to foster writing skills during the Social Science CLIL programmes.

The duration of the interview is 20 minutes approximately.

TURA PLANA (a CLIL teacher in Quatre Vents)

Over the last few years, CLIL programmes have increased considerably and they are so frequent in many Catalan Primary schools. In your case, you are developing a Social Science CLIL programme.

Why did you decide to implement a Social Science CLIL programme? Was it a decision only considered by the English teachers or the whole staff?

Well, at first, here in the school, we have been always working with the textbook and we realised that in the topics or in the units there were some contents about Content Language Integrated Learning. Usually, about science. And, then, we asked the head-teacher if it was possible to introduce another content to the schedule. It was a decision of the English teachers and then the head-teacher and the deputy head-teacher agreed with it.

According to your opinion, what are the main points of a Social Science CLIL programme?

In my opinion, it is good because pupils reinforce the learning of vocabulary and they can practise language structures. In a CLIL programme, they use vocabulary that perhaps they will never work on or master during an English

language lesson. As well, pupils also reinforce the contents that they learn in Natural and Social Science. We are increasing the amount of hours of English.

As you know, CLIL programmes have different benefits and challenges. Liz Dale and Rosie Tanner (2012) argue that CLIL promotes the development of communication skills (reading, listening, speaking and writing). During your CLIL lessons, what is the skill that you emphasise the most? Why?

Well, it depends on the level. For example, pupils from the 3rd and 4th level, perhaps you emphasise more listening, reading and speaking. And in 5th and 6th level, then you can start writing.

As we have been talking several days, here at the school, maybe I practise more speaking and reading comprehension with pupils than writing. For example, every day we do not start a new topic so every session we do a summary about what we have been working last day. When we summarize, the teacher asks them questions and then they try to memorise what they have been learning and they try to explain it in English. Here, there is an amount of hours of speaking and reading and understanding.

For this reason, I asked you if you could help me with writing because this is the skill that perhaps I always forget.

And what is the skill least emphasised during your Social Science CLIL programme? Why do you believe that this happens?

As I have said, it is writing. We are working in a Primary school and, in my opinion, writing is the last skill that pupils can learn. For me, first, it is very important to understand texts by reading or just by listening. Writing is a difficult skill.

If as CLIL teachers, our aim is to improve the writing of our pupils during the Social Science lessons, what is it relevant to take into account?

In my opinion, you have to take the structures that you have been working during the English language lessons and try to practise them through Science because the structures are always the same and the vocabulary does not matter if it is about football or if it is about forests. Personally, I consider that pupils have to use and practise the structures that they have learnt before.

How can a Social Science CLIL programme help learners in their writing skills? Are there some challenges?

Well, one of the purposes that we have when we do Social Science is introducing and practicing studying techniques.

Imagine that you are doing a topic of Social Science. Once you have worked it, the next session you say: “Well, let’s summarize the things that we learned the last lessons”. How? Using charts, diagrams or summaries. If you help them at the beginning, at the end they have to be able to do it autonomously. This is a way to practise writing skills. In my opinion, it is using writing by practicing studying skills for the future. Obviously, it can be simpler or more complex.

Analysing your CLIL experience, how do you believe that the writing part of the project has to be prepared? Is it more important to support the language (linguistic knowledge) or the structure of the text (discourse knowledge)? Why?

Well, writing is not an easy skill and less in a second language. As teachers, this skill has to be very well organised and we need to have strategies. How can we help them? Pupils should know the punctuation marks, some connectors, the parts of a text (introduction, body and conclusion) because all these aspects are necessary before writing.

For example, today I remember that we did a conceptual map with spiders or clouds in order to organise their ideas before writing. You have to introduce pupils to use different ways so as to plan their creations. If not, they will never know how to start a text.

I think that the purpose of the teacher is to help them to know how to write properly and how can you help them? It is not only a linguistic matter because you should also help them to organise their ideas: a brainstorming, writing down some ideas, a conceptual map, etc. Apart from that, you should give them some examples. In addition, you always have to remember them that it is not only for English. It is useful for Catalan, Spanish and other languages.

From your point of view, how should the writing activities be developed in order to respect the different learning paces?

One of the objectives is that all pupils should be able to produce a text but not with the same length nor the same complexity. For example, pupils with the lowest level can use simpler structures but they have to be able to write a simple text. The others who have the highest level can use connectors and write more complex tenses.

If we consider the structure subject-verb-complements, these pupils who have the highest level can add adverbs of frequency, more complements and more adjectives. They can also manage different tenses (not only present simple or present continuous). In my opinion, language is like a puzzle or a jigsaw where you can add pieces.

During these years as a teacher, I have observed that if you ask pupils different questions, they are able to answer them correctly but then when you ask them if they can put all this in a shape of a text, they tend to think that they cannot do it. For this reason, I understand that we have to help them. For example, if you tell them: "Write your own presentation!". All of them say: "I don't know how to do it". But if you say: "Okay, stop. What's your name? What's your surname? How old are you? Where do you live? What's the weather like today? What's your favourite subject? and so on". They can answer them orally. Then, you say: "Okay, let's take into account only your answers, not the questions, and now write the answers that you have in your mind. Write them on a sheet. Instead of one below the other, one sentence has to be next to the other using punctuation". This is how they begin to write a text.

Obviously, Social Science is a subject in which pupils tend to relate many contents to their daily life. How can we use that for the language learning and the development of writing?

This always happens with all languages. You learn better if the topic or the contents are close to you. If you try to learn something that you do not have information because it is real far from your own experience, the learning process is more difficult.

For example, if you want to write about food, first, you should start with aspects that children know and then introduce other cultures. Not all the pupils have to write about the same because those pupils who came from Africa can explain the traditional food of their area and those who came from China can write about this Asian country. It is easier to write about your own experience.

Thanks for your valuable collaboration in this project.

Appendix XI: Interview (Mariona Torras)

My name is Nil Freixa Parareda and I am studying the 4th Grade of Primary Education at the Universitat de Vic-Universitat Central de Catalunya. Nowadays I am doing my final degree thesis about the implementation of CLIL programmes in Primary Education. Specifically, this project is focused on how a Social Science CLIL programme can influence the development of writing among pupils of Year 5.

The general objectives of this dissertation are the following:

- Analysing the implementation of Social Science CLIL programmes in terms of language learning (improvement of writing skills).
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- Investigating how to design the writing activities and the teachers' support in order to foster writing skills during the Social Science CLIL programmes.

The duration of the interview is 20 minutes approximately.

MARIONA TORRAS (a CLIL teacher in Quatre Vents)

Over the last few years, CLIL programmes have increased considerably and they are so frequent in many Catalan Primary schools. In your case, you are developing a Social Science CLIL programme and an Arts & Crafts CLIL programme.

Why did you decide to implement a Social Science CLIL programme? Was it a decision only considered by the English teachers or the whole staff?

Last year, with the other English teachers and the English coordinator, we decided to change the CLIL programmes. Until last year, all the groups did Arts & Crafts and nothing about Science so this year is the first time that they are doing Science. Now, from Year 3 to Year 6, there is a Science CLIL programme and Year 1 and Year 2 continue doing Arts & Crafts.

We think that Arts & Crafts is easier for the youngest pupils whereas for the others maybe Science is more interesting.

According to your opinion, what are the main points of a Social Science CLIL programme?

In my lessons (Year 3), first, we try to explain the key content and when we know that pupils understand the main idea, then we work more specifically on the vocabulary.

As you know, CLIL programmes have different benefits and challenges. Liz Dale and Rosie Tanner (2012) argue that CLIL promotes the development of communication skills (reading, listening, speaking and writing). During your CLIL lessons, what is the skill that you emphasise the most? Why?

Well, in Arts & Crafts (Year 1 and Year 2), the skills that we emphasise the most are speaking and listening (comprehension) because children listen to us speaking English all the time. With these pupils, we only read little words but only in the English lessons. In fact, they are starting reading in Catalan (beginning of the process).

And what is the skill least emphasised during your Social Science CLIL programme? Why do you believe that this happens?

Obviously, it is writing because in Year 1 and Year 2 pupils are at the beginning of the writing learning process but in Catalan.

If as CLIL teachers, our aim is to improve the writing of our pupils during the Social Science lessons, what is it relevant to take into account?

For me, choosing an interesting content is very important because if learners like this content, then they are more motivated to work. On the contrary, if you choose a content that is not interesting for them, then it is very difficult to encourage them to learn.

How can a Social Science CLIL programme help learners in their writing skills? Are there some challenges?

Personally, I believe that in terms of writing Social Science CLIL programmes and English lessons are quite similar. We know that maybe for them writing is the most difficult skill to learn but it does not matter if you are writing something related to history rather than if you are writing about English traditions. For me, first, they have to comprehend the general idea of the topic and when they know the concept, they can start writing. If they do not understand the content, they are not able to write. It is impossible.

Analysing your CLIL experience, how do you believe that the writing part of the project has to be prepared? Is it more important to support the language (linguistic knowledge) or the structure of the text (discourse knowledge)? Why?

Both aspects. For many pupils, the writing support is very important so teachers can use different types of scaffolding in reference to vocabulary, grammar structures, etc.

From your point of view, how should the writing activities be developed in order to respect the different learning paces?

Well, if you have the opportunity to split the class into two groups according to their level, this is an option. If not, maybe you can prepare cooperative activities and when you plan the groups, you can try to mix the levels and pupils who have a difficult behaviour.

You can also do different corners around the class and work on different aspects related to writing.

Obviously, Social Science is a subject in which pupils tend to relate many contents to their daily life. How can we use that for the language learning and the development of writing?

For me, the activities and the contents have to be related to their life so that it can be more interesting for them and they can be more motivated to write.

Thanks for your valuable collaboration in this project.