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EL BILINGÜISMO A DEBATE

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El bilingüismo a debate

Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos

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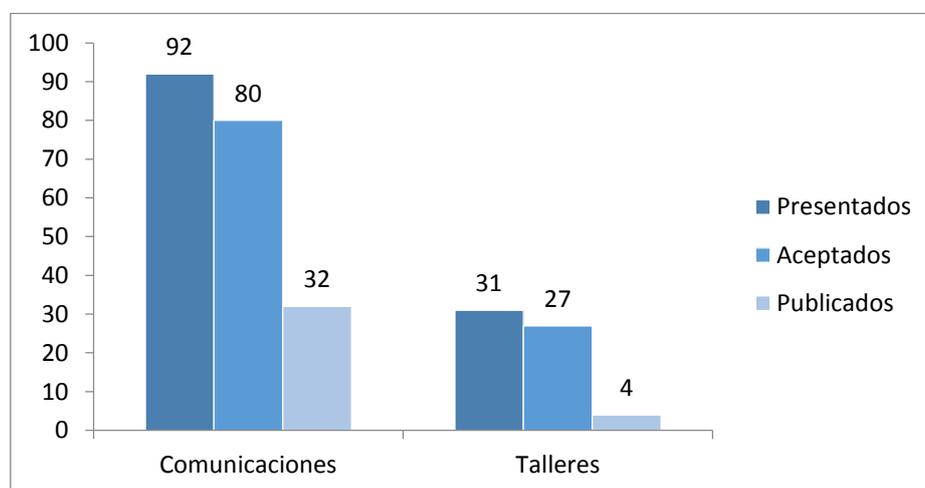
CIEB 2017

En el IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB 2017) se presentaron para su valoración un total de 92 comunicaciones y 31 talleres.

Tras la revisión de todas las propuestas por parte del Comité Científico, se aceptaron un total de 80 comunicaciones, siendo rechazadas 12 propuestas, y un total de 27 talleres, siendo rechazados cuatro propuestas. No obstante, no todos los participantes enviaron su artículo para su publicación dentro del plazo previsto.

Por tanto, en estas Actas no se recogen las ochenta comunicaciones y los veintisiete talleres que fueron presentadas oralmente durante el Congreso, sino solamente las treinta y dos comunicaciones y los cuatro talleres cuyo texto completo fue recibido, revisado, evaluado y aceptado por los editores para su publicación. El Programa completo del Congreso puede consultarse en la página web del congreso: <http://www.cieb.es/>.

Para la publicación de la Actas del Congreso, se propone un formato digital con ISBN. En el siguiente gráfico, se muestra un resumen de los datos finales.



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PRESENTACIÓN IV CONGRESO INTERNACIONAL DE ENSEÑANZA BILINGÜE EN CENTROS EDUCATIVOS “LA ENSEÑANZA BILINGÜE A DEBATE”

La Universidad Rey Juan Carlos y la Asociación Enseñanza Bilingüe, fueron los organizadores del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos –CIEB 2017– que se celebró en Madrid, en el Campus de Vicálvaro de la Universidad Rey Juan Carlos los días 20, 21 y 22 de octubre de 2017.

CIEB 2017, bajo el lema “La enseñanza bilingüe a debate”, planteo no solamente seguir analizando su funcionamiento sino también debatir sobre la enseñanza bilingüe, los programas, sus ventajas e inconvenientes, su desarrollo y su gestión, sus resultados, con el fin de contribuir a la búsqueda de soluciones para los problemas que se plantearon y por lo tanto, a la mejora de la calidad de todos los programas.

Un objetivo prioritario fue generar un foro de discusión, de debate, de intercambio de ideas y de experiencias entre profesionales de la enseñanza bilingüe y la enseñanza de idiomas y, a la vez, apoyar a los miles de maestros y profesores que han entendido perfectamente el potencial que supone ofrecer enseñanzas bilingües a sus alumnos, y que trabajan incansablemente, esforzándose por adquirir el mayor dominio de la lengua de instrucción y las máximas competencias posibles, tratando de incorporar a su labor docente los últimos avances tecnológicos y de utilizar en la enseñanza de idiomas, las variadas metodologías activas en boga hoy en día.

El Congreso CIEB 2017 como siempre tuvo un carácter innovador y promovió la presencia de expertos nacionales, tanto en aspectos prácticos como teóricos del bilingüismo.

WRITING-TO-LEARN CONTENT IN A CLIL SPANISH COMPULSORY SECONDARY EDUCATION ENVIRONMENT. AN EXPLORATORY STUDY

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Abstract : Writing to learn language (WLL) is an approach that has been researched to a great extent within Second Language Acquisition studies and the benefits that have been found are plentiful. However, investigations into Writing to Learn Content are scarce and follow an array of investigative methodologies leading to the lack of clear results for this type of learning. WLC is a teaching approach that explores the benefits writing may hold in terms of non-linguistic content acquisition. This paper is an exploratory study into the potential benefits writing may have for students to acquire content knowledge, with a specific emphasis on Spanish Secondary school students studying History within a CLIL environment. The thesis is divided into two parts; the first part explores the background research relating to WLC. The second part consists in the exploratory study on WLC and the effects WLC tasks have on Secondary school students by implementing a pre/post-test task method. The results show that those students, who participated in WLC tasks, obtained slightly higher results in the post-task writing activity.

Keywords: Writing to Learn Content (WLC), Content and Language Integrated Learning (CLIL), bilingual education, second language writing, Secondary Education.

Resumen: La utilidad de la escritura para el aprendizaje de la lengua (WLL) es un método que ha sido investigado íntegramente dentro de los estudios de la adquisición de un segundo idioma y los beneficios mostrados son numerosos. Sin embargo, las investigaciones sobre el uso de la escritura para el aprendizaje de contenido (WLC) son escasas y emplean una variedad de metodologías de investigación distintas que lleva a la falta de resultados claros para este tipo de aprendizaje. WLC es un enfoque de enseñanza que explora los beneficios que pueda tener la escritura para la adquisición de contenidos curriculares. Este artículo es un estudio exploratorio sobre los posibles beneficios que la escritura puede tener para que los estudiantes adquieran conocimientos de contenidos, con un énfasis específico en estudiantes de la educación secundaria obligatoria (ESO), que estudian historia dentro de la metodología AICLE. Este trabajo está dividido en dos partes; la primera parte explora la revisión bibliográfica relacionada con WLC. La segunda parte consiste en un estudio exploratorio de WLC y los posibles efectos tareas de WLC pueden tener para estudiantes de secundaria a través de un tratamiento pre/post-test. Los resultados demuestran que los estudiantes que participaron en tareas de WLC obtuvieron resultados ligeramente más altos que los que no participaron.

Palabras clave: Escribir para aprender contenido (WLC), Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), enseñanza bilingüe, expresión escrita en L2, Educación Secundaria Obligatoria (ESO).

Introduction and contextualisation

Dating back to 1996 when the Spanish Ministry of Education and the British council affiliated in order to implement a mixed British and Spanish curriculum within the Spanish education system, the effectuation of content subjects being taught in English has become widespread. The main aim of this bilingual project was and still remains to ensure that children from a very early age, as young as three years old in some cases, will commence on an education which is based on students being competent in two languages by the time they leave obligatory secondary education. This

agreement stems from the increasing demand for people to possess a command of the English language that is at least sufficient for communication purposes. Over the past few years, the demand for speakers of English within the workplace has become the benchmark for most sectors of employment and in most cases employees must obtain a minimum level of English before they can even be considered a position. Thus, the bilingual aspect of education has been introduced as another means to acquire such indispensable levels of English.

The incorporation of bilingual syllabuses in Spain led to the necessity of a teaching method that could encompass both the effective teaching of English as a foreign language (hereafter, EFL) as well as non-linguistic contents (i.e., other subjects of the curriculum). Accordingly, the Spanish bilingual curriculum follows the theoretical principles of *Content and Language Integrated Learning* (hereafter, CLIL). This pedagogical approach allows students to learn the disciplinary content that corresponds to their school level, such as natural science, maths or music, with English as the medium of instruction (instead of the students' L1(s)).

In conjunction with the requirement of students to adopt a more integrated learning style, issues arise concerning the quantity of disciplinary content and L2 that students may be able to acquire with the CLIL approach. Students are required to produce both oral and written work in the second language (hereafter, L2) and are also evaluated on their L2 production (together with the subject matter of the courses taught in English). This paper explores the interfaces between L2 writing and CLIL in Secondary Education with a view to shed light on the "learning potential" of writing (Manchón, 2011), specifically, the potential of writing to mediate the learning of academic or disciplinary content (i.e., school subject content). Traditionally, there has been a very small research area exploring writing, with a disregard towards the language and content learning potential writing has within the classroom. Notwithstanding, researchers (e.g., Emig 1977; Williams 2008; Manchón 2009) began focusing on the written domain and their studies explore the potential writing has as a means of learning language, with other researchers focusing on the content learning potential writing may have (Langer and Applebee, 1987; Bullock, 2006). Due to the lack of research, which specifically focuses on the acquisition of content, this paper aims to shed light on the role that writing may have in allowing secondary school students to become competent in disciplinary content taught in their first foreign language (English).

The paper is divided into two main parts. The following section explores the literature concerning writing-to-learn content and the main conclusions drawn from this research. Following the background research, the second part of the paper is the empirical study itself, which explores the potential benefits writing may have if introduced correctly within a CLIL classroom.

Background research

Writing-to-Learn Content

“It is increasingly apparent that the act of writing may [...] promote general proficiency in ways that have not always been acknowledged” (Williams 2008:11). Until recent years, there had been a very small area of research focusing on the language learning potential of writing, with most emphasising the importance of oral communication within classrooms. Due to this, there has been a very strong neglect towards both the language as well as the content learning potential of writing (Manchón 2011). This distinction made by Manchón between writing to learn language (hereafter WLL) and writing to learn content (hereafter WLC) refers, on the one hand, to the use of language in terms of “form-meaning relations that may prompt learners to refine their linguistic expression- and hence their control over their linguistic knowledge” (Cumming 1990: 483). That is, writing to learn language. On the other hand, writing to learn content concerns “using writing as a tool to promote content learning” (Sedita 2013). WLC is primarily a main concern in terms of L1 writing in classrooms where students produce texts about disciplines taught in their first language. Thus, language learning is not an issue when producing written texts; the acquisition of content, however, is a main concern for strengthening. Through the implementation of CLIL programmes, WLC research has gained a new field of focus, and writing in the L2 to learn content has gained researcher’s interest. Thanks to CLIL programmes, students are able to produce written texts within the L2 whilst concurrently learning content. As Sedita states, “when students write they think on paper. Content teachers assign writing activities to help students learn subject matter” (2013, 98). With the implementation of written letters, summaries, syntheses and so on, students can work on the subject matter more clearly and gain a better understanding of the topics, in addition to working with the specific genres and forms that will improve their foreign language acquisition (Sedita, 2013).

Empirical studies concerning WLC in L2 environments are scarce and most research is related to WLC within the L1. Thus, the following empirical research revision examines studies of an L1 nature (with the exception of Ahangari et al, 2014) despite the focus of this paper on L2 students, due to the lack of research currently available. Regardless of not addressing classrooms directed in a second language, the characteristics of the empirical studies provide relevant information that can be considered for the present study.

As the studies focus on the content acquisition writing may promote, the attention on specific disciplinary subjects is varied, with most research focusing on one specific discipline (Bullock 2006; Hand et al 2009; Balgopal and Wallace 2009; Chen et al 2013). Other studies, including Langer and Applebee (1987) look at the possible effects of WLC in a broader sense, without specifically prioritising a discipline. In the case of Ahangari et al (2014), the study focuses on content retention within an EFL classroom setting thus, dealing with students writing to learn content within an L2 environment. In contrast, the studies by Bullock (2006), Hand et al (2009), and Chen et

al (2013) to name a few, focus on the specific discipline of science, with Bullock (2006) and Hand et al (2009) concentrating particularly on Physics.

The studies were mainly carried out in two educational settings. Firstly, Langer and Applebee (1987), Hand et al (2009) and Chen et al (2013) carried out their studies in a secondary school context (Chen et al also collected data in elementary schools). The remaining studies all focus on higher education settings (Fry and Villagomez, 2012; Balgopal and Wallace, 2009; Bullock, 2006). In relation to the participants of each study, the numbers vary considerably, as visible in figure 1 below.

EMPIRICAL STUDY	<i>N of participants</i>
Langer and Applebee (1987)	22 teachers and 566 students
Bullock (2006)	6 students
Hand et al (2006)	172 students
Balgopal and Wallace (2009)	22 students
Fry and Villagomez (2012)	23/24 students
Chen et al (2013)	835 4 th grade students and 416 11 th grade students
Ahangari et al (2014)	40 female students

Figure 1. The number of participants in each empirical study reviewed.

The main commonality between the studies is related to the treatment as all the researchers carry out the data collection concerning content the participants have not yet studied or learnt. Thus, all data collection introduced students to new concepts within the specific discipline chosen. In addition, this new material is always taught by means of written texts and teacher instruction, consequently, this all takes place within a classroom environment. More commonalities include the use of pre and post-test treatment (Langer and Applebee, 1987; Hand et al, 2009; Fry and Villagomez, 2012; Chen et al, 2013; Ahangari et al, 2014). In contrast, both Bullock (2006) and Balgopal and Wallace (2009) introduce an affective method as the student's expressiveness and reflections are all considered within a more subjective data analysis.

In the studies that include journals (Bullock, 2006), a qualitative analysis (following Patton's framework, 2002) is introduced in order to interpret the participant's thought processes in comparison to the teachers recorded observations from the in-class lessons. In terms of quantitative analysis of results, Hand et al (2009) and Fry and Villagomez (2012) carried out ANOVA and ANCOVA analyses. In Chen et al (2013), as well as using an ANCOVA analysis, they also carried out a linear correlation and a forward linear regression analysis to specifically observe two research questions. In contrast, in Balgopal and Wallace (2009), the results are dealt with using percentages, and for Ahangari et al (2014), scores were given to the student's writing products and then analysed with a KET analysis.

Finally, in Langer and Applebee (1987), the qualitative analysis consisted in the collection of weekly observations and interpretations from members of university staff as well as the teacher within the classroom. This information was compared throughout

the classrooms in order to locate patterns, which were then analysed alongside the quantitative data. Similarly to Balgopal and Wallace (2009), Langer and Applebee (1987) introduced a scale model taken from Langer for the quantitative analysis (1980) in which students were measured on their topic-specific knowledge while completing the task. In order to assess this correctly, students were previously taught to think aloud while executing each task.

After the analysis of the data, all of the studies are able to prove that writing can lead, to a certain extent, to improvement in the process of learning content. In terms of the long-term retention of the target content, Langer and Applebee (1987) confirm that essay writing, out of the various types of writing researched, is the most effective in increasing topic-knowledge and content retention. Bullock (2006) also talks of the information retention students developed through writing, proving a relation between the writing process and the ability to remember content over a period of time.

A common finding concerned the relationship between writing and understanding a particular set of concepts. In Bullock (2006), Hand et al. (2009) and Fry and Villagomez (2012), findings suggest that an improvement in the comprehension of the target content followed writing tasks as they enabled students more time to think and reflect on their thoughts while writing.

Chen et al (2013) found that the students, who engaged in collaborative, argumentative letter writing, performed better on the post multiple choice tests in comparison to those students that did not. Balgopal and Wallace (1980) also observed benefits for students who participated in guided writing activities. Similarly, the students who received scaffolded learning techniques in Ahangari et al (2014) also outperformed the control group in the study, proving that scaffolded learning can also aid a student's content retention.

Despite the positive results, it has to be said that the studies examined prove the extremely complicated process undergone in order to analyse the effects of content learning through writing and due to the wide variety of methods and content observed throughout, generalisations are difficult to make. However, despite this, added to the lack of longitudinal studies on the matter, WLC does appear to have vast potential, just as WLL proves, however, further research is essential in viewing this claim.

The Study

Design

The current study aims to explore the potential benefits of WLC tasks for Spanish non-compulsory secondary education students in a school that implements a bilingual education programme (in this case, for the teaching of history subject matter). The main aim is to shed light on whether the implementation of writing tasks can aid students in their acquisition of curricular content in English. Thus the following research question has been formulated:

Do CLIL Secondary Education students who use WLC tasks retain the content studied in a given course unit better than those who studied the content through non-writing, selective-answer tasks?

In order to accurately answer this question the study was designed in terms of a pre-test/post-test format with the data being collected over a total of 4 sessions. Two groups of EFL students participated in the study; group one completed writing tasks (experimental group); group two completed non-writing, selective-answer tasks (control group).

Method

Setting and participants

The study was performed in a Spanish secondary school in the city of Murcia. The study, carried out in the months of April and May 2017, was conducted in year 4 of Compulsory Secondary Education (“4 ESO”). These students take part in the bilingual programme at the school and History is one of the subjects taught in their first FL (English). The teacher has a C1 level of English and was very interested in attempting to incorporate more English within the classroom as Spanish was used on a regular basis as a means of instruction.

The class was made up of 27 students, all with relatively high marks in History and English. The students had been a part of the bilingual programme since the start of its implementation within the high school. Due to this, they were accustomed to learning content matter in the FL. The sessions for the study took place within the normal class schedule and were introduced as regular tasks in the class, thus students were unaware of the procedure of the study, in order to maintain normality and obtain real results. All of which, in turn, contributed to increase the ecological validity of the research. Due to the absence of one student, the final number of participants was reduced to 26.

In order to separate the students into homogenous groups, their teacher provided a list of the student’s names alongside their marks from English as a foreign language. There were 27 students in total and thus, two groups were formed; one containing 14 students and the second containing 13 students. The groups were formed so that the average level of language proficiency was extremely similar in each group (according to their marks). This was designed so as to form groups, which contained an equal amount of students with the same marks (when possible). Due to the absence of one student during the study, the control group was reduced and thus, while the experimental group contained 14 students, the control group was reduced to 12 members.

Student's grades Academic year 2016/2017	Experimental group	Control group
8-10	6	6
6-8	5	4
4-6	3	3
TOTAL	14	13

Figure 2. Homogenous division of students according to grades.

The experimental group were those provided with writing tasks following the reading and processing of information provided by a written text. In contrast, the control group were those provided with objective tasks that did not require any form of writing.

Target content

The students partaking in the study had just finished unit 8 of their History course and were about to start unit 9 'The Cold War and The Franco dictatorship'. Thus, in order to assess the students on material they had not yet studied and had little previous knowledge on, the Cold War was chosen as the main target content. In particular, the reasons behind the War and the main characteristics of the two main political blocs.

Instruments

In order to analyse the student's schemata concerning the elected content, an initial pre-test was designed containing 30 multiple-choice questions with one correct answer and two distractors (thus, three options in total; a, b, and c) which can be seen in Appendix 1. This multiple-choice test was also given to both groups at the end of the study so as to compare the results. In addition to the pre/post-test multiple-choice questions, a text was also elaborated for both groups. The text was created using a variety of sources including the textbook students use for their history course (Geography & history 4 ESO, Oxford Education) as well as various websites with information about the Cold War adapted for younger learners. These pages were chosen as both the teacher of the group and myself felt the language was at an appropriate level for the students (<http://www.coldwar.me/coldwarforkids.html>, <http://www.american-historama.org/1945-1989-cold-war-era/the-cold-war.htm>). After having read the various sources, a text was elaborated for the students, supervised by the teacher (See Appendix 2). The text was designed to accommodate the students' level of English and included the most relevant content concerning the Cold War period. The text was elaborated in approximately 600 words as this was the agreed length the teacher and myself felt suitable considering both the student's level as well as the time limitations of each lesson.

As the class was divided into two groups, two sets of materials were designed for each group. The experimental group were those students completing the WLC tasks and thus, two writing activities were designed. Firstly, a summary task was designed in

which students had to summarise the written text in no more than 100 words, an agreed maximum word limit to ensure all students wrote a similar quantity of words. In addition, the experimental group also had to complete a short answer task in which, in no more than 50 words, students had to answer five questions about the text provided to them. Both these tasks were designed around the text before mentioned and asked students about important elements of said text.

In contrast, the control group were not expected to produce any written materials and thus, two non-writing, selective answer tasks were elaborated. The first task consisted in 20 true/false questions (see Appendix 3). On elaborating this activity, it was extremely important to include the same pertinent information included within the experimental group's tasks, so as to maintain the validity of the research. Regarding the second task, a matching activity was constructed (see Appendix 4). This task contained 20 incomplete sentences alongside 20 possible continuations of these sentences. Thus, students had to simply match the beginning of the sentences with their adequate endings. The task was designed so that students did not have to write anything and, as before, the task included all the pertinent information included in the other activities.

Procedures

The data collection was carried out over a period of 4 class sessions. Session 1 consisted in asking students to complete the pre-test multiple-choice task. The test took around 20 minutes to complete and was given to the students at the beginning of their lesson. During the second session, to which a full 50-minute class was dedicated, the students were provided with the Cold War text before being presented with their corresponding task. Those students within the experimental group were asked to provide a summary of the text in no more than 100 words. In contrast, the control group, upon reading the Cold War text, completed their first task, the true/false activity. These two activities were integrated with a reading exercise due to the numerous studies proclaiming the benefits of integrated reading and writing activities, as seen in the background research. The summary was elected as students were familiar with this specific writing activity and thus, no prior instruction was needed before the experimental group completed their task.

Session 2 once again provided students with the written text on the Cold War. However, during this period, the experimental group were asked to answer some short, more detailed questions concerning the task. In total there were five questions and students had to answer them in no more than 50 words, so as to ensure that student's products were more or less of the same length. This session was completed in 50 minutes and the control group were given a matching exercise with specific information taken directly from the text. No writing was necessary by the students; thus, the control group needed less time to complete the task but were encouraged to revise it while the experimental group finished their writing activity.

In the fourth and final session, the students were provided with the post-test multiple-choice activity, 20 minutes of the class were dedicated to this task and all

students completed the activity individually. The students were not informed about the research paper assessing content acquisition, in order to not disrupt the study.

Data analysis

All data collected throughout the study was collected first on paper and then transferred to electronic data, in this case an Excel file in order to quantitatively analyse the results. Through Excel, the data was analysed statistically, represented throughout the study in percentages. The statistical analysis includes the mean of the pre-test and post-test results for each group and a comparative examination of the results obtained.

Results and discussion

The results obtained in the pre-test assessment are represented below, in Figure 3. These results confirm that the student’s prior knowledge on the content chosen for the study was, in general, at a low level. The average score is around 15 for the Experimental group (hereafter, EG) and 14 for the Control group (hereafter, CG). Thus, it can be seen that although the EG obtained one point more on average, both groups obtained a mean of around 50% correct answers. Consequently, this confirmed the homogenous distribution of the groups in terms of content knowledge, as well as EFL knowledge, which was the criterion for forming the two groups and affirmed the group balance in order to start the study.

	EG	CG
Pre-test Results	15	13
	11	14
	18	10
	13	8
	15	15
	24	11
	15	13
	10	20
	16	13
	18	17
	18	22
	10	14
	12	
	15	

Figure 3. Pre-test results of both EG and CG

In order to answer the research question, the post-test results had to be compared with the results from the pre-test task in order to view the evolution of the student’s

content learning and whether or not the students participating in the writing tasks within the EG had achieved better results than those students who completed selective, non-writing tasks. The results from the post-test are visible in below figure 4.

	EG	CG
Post-test results	27	25
	24	23
	28	28
	27	19
	22	27
	27	23
	23	25
	21	19
	26	20
	27	25
	21	26
	16	24
	26	
	23	

Figure 4. Post-test results for both EG and CG

As perceptible in the table, both groups of students improved a great deal in comparison with their original results. On average, the EG achieved a mark of 24,14 out of 30, whereas the CG, obtained an average result of 23,6. Although there isn't a striking difference between the two groups, it is significant that the EG did obtain higher final scores. In addition, one of the CG student's results decreased from the pre-test to the post-test task, being the only student whose results weakened after the tasks. The graph in Figure 5 shows the results of the EG in the post-test. Whereas, in Figure 6, the results obtained by the CG are visible. A comparison of the medium of results obtained by both groups can be seen in Figure 7 which shows that on average, the EG achieved a mark of 80% in the post-test, whereas the CG obtained an average mark of 76%.

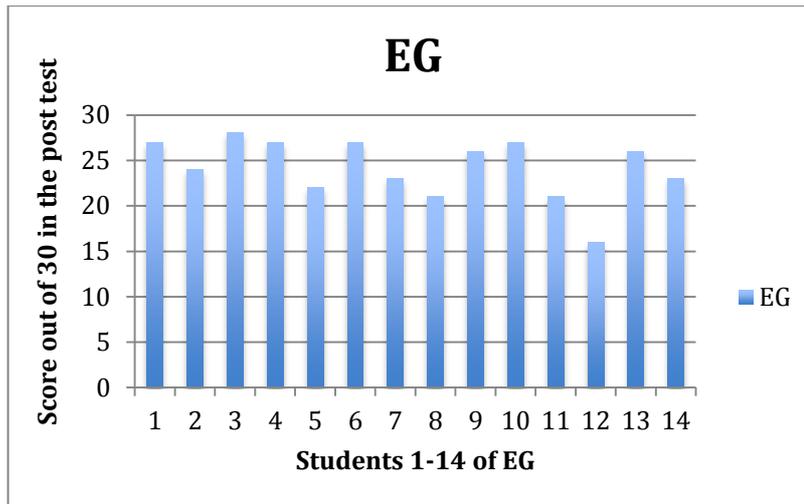


Figure 5. Graph showing the results for the EG in the post-test

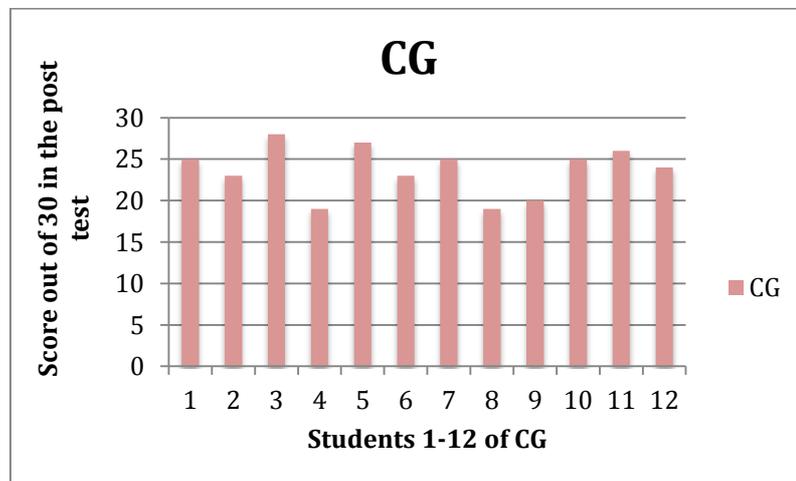


Figure 6. Graph showing the results for the CG in the post-test

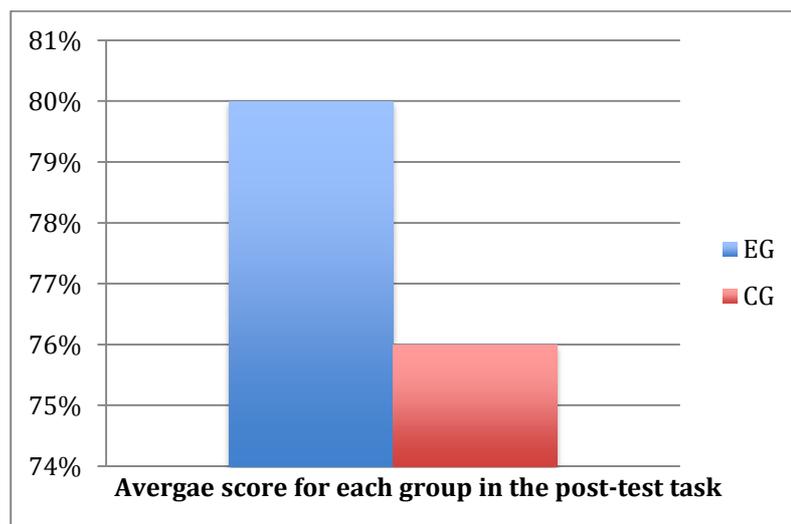


Figure 7. Graph representing the average results for each group in the post-test

There are significant differences for both groups in terms of pre and post-test results. Thus, evidently both types of activities had an effect on the student's content

acquisition. However, it should also be mentioned that the teacher, due to time limitations, insisted on continuing with her regular lessons in between the research carried out and thus, student's knowledge could have improved due to this factor.

In order to analyse whether students from both the EG and CG benefitted mostly from the teachers theoretical in-class explanations or from the research tasks provided, an analysis on the pre/post-tests questions that student's did not cover in their theoretical classes was carried out. On the grounds that the Cold War text was specially elaborated for the research, there were some items of content included within the text that were not taught within the classroom. Thus, these questions allowed a more specific analysis of the learning process of the students. The results show that in the questions which students did not view within their regular classes, the EG had a higher rate of success, with 53% of the students correctly answering all the questions. However, in the CG, only 33% of students were able to correctly answer the questions specific to the Cold War text elaborated. Again, the difference is not outstanding. However, it is significant considering the small-scale analysis carried out for this master's thesis. In terms of the average score of each group for these specific content questions that were not covered in class, figure 8 shows that the EG scored higher than the CG, proving again that the writing had a positive effect on these students, albeit small. The EG obtained an average score of 71% overall throughout the questions, whereas the CG scored 63% overall. It is important to add here that none of the students within the EG group received feedback on their writing tasks whilst the study was on-going in order to maintain the balance between the writing EG and the non-writing CG.

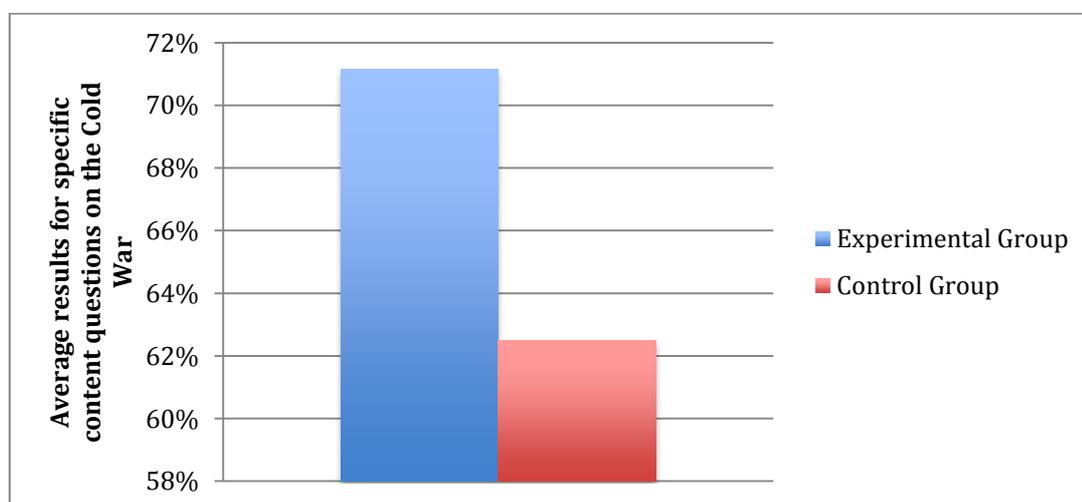


Figure 8. Comparison of EG and CG results for the specific content questions

Limitations and further research

This has been a very small-scale study on the effectiveness of writing tasks in order for students to acquire content within a CLIL environment. Due to the size of the study, it would not be appropriate to make generic assumptions. However, the present study does highlight the possible importance writing activities can have on a student's

learning process within content-based classrooms taught using a foreign language as the medium of instruction.

There are several limitations that should be kept in mind when considering the article. First, a very small number of students participated in the investigation, the research was limited to just one classroom and all of the students were living in the region of Murcia. Future research would benefit from a wider scope of students, from different schools as well as of different ages. In addition, participants from various regions throughout Spain would also enhance the study, as this would enable a more accurate analysis on the benefits of writing within bilingual education in Spain.

Second, the study would benefit from analysing students over a longer period of time as, due to time limitations this study had to be carried out within a specific time scale, something that undoubtedly could have influenced the data collection. The data was gathered towards the end of the academic year for the students in question and due to them being in their last term of high-school, other factors concerning aspects such as final exams and their graduation were of very high interest to them at the time. In addition, students were aware that the teacher was not using the tests as an evaluative material for the class. Thus, some students may not have tried their best when completing the tasks provided, as they were aware that they would not be penalised for any wrong answers. Perhaps a more controlled study in which students are also corrected and given feedback would provide more precise answers due to the proven effectiveness feedback has on student's learning process.

Due to the lack of empirical studies concerning WLC, in particular within a Spanish context, there is a significant absence of information on the most appropriate methods and procedures to employ in order to obtain maximum results. The writing activities as well as the selective, non-writing activities were chosen taking into account the student's specific circumstances and their previous experience with writing in English.

Finally, in terms of the target content, a comparative analysis would broaden the research further by analysing an array of disciplinary subjects that are included within Spanish bilingual programmes.

Pedagogical implications and final conclusions

The present study's aim was to provide an insight on the possible benefits writing can have on content acquisition within a CLIL programme. The implementation of bilingual education in Spain is visible in almost every school and the need for effective ways in which teachers can aid their students learning process is highly necessary. This learning process includes the acquisition of both language and content and thus, further investigation on how to do so is necessary.

The implementation of such bilingual programmes brings a heavy focus on the language learning and this has thus far, been the primary focus regarding new legislations and teacher training. Neglect towards the content side of learning has led to many issues, as students are losing out on learning important disciplinary subjects in favour of a second language. Added to this, is the lack of teacher training provided to

new teachers embarking on a bilingual education programme, which again is detrimental to the students overall learning process.

A WL approach could provide teachers with a method not only to promote student language learning, but as seen in this study, students may also acquire sufficient content through writing and effectively obtain a beneficial balance between both language and content learning.

The bilingual education aim is for students to grow up simultaneously mastering English and Spanish language in terms of both language and content, on an oral and written level. However, this can only be ensured if further research is carried out on the effectiveness of these programmes in addition to a correct preparation for teachers. This naturally implies more time and money in terms of teacher training and future studies, but constitutes a necessity in making the programme function to its full potential.

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APPENDIX. 1 PRE/POST TEST

Unit 9: The Cold War

Name.....Group.....
.....

Instructions: For each question (1-30), please, circle the correct answer (a, b, OR c).

1. After the Second World War, the world was divided into two blocs of countries

...

- a) The Western Bloc and the Northern Bloc
- b) The Western Bloc and the Southern Bloc
- c) The Western Bloc and the Eastern Bloc

2. The Western Bloc was led by the superpower ...

- a) The United States
- b) China
- c) The Soviet Union (USSR)

3. The programme of economic assistance to help European countries rebuild their economies was ...

- a) the Truman Doctrine (1947).
- b) the Marshall Plan (1947).
- c) the creation of NATO (North Atlantic Treaty Organization).

4. The name of the military alliance set up in 1955 in response to NATO was ...

- a) the Warsaw Pact.
- b) the Council for Mutual Economic Assistance (COMECON).
- c) the Truman Doctrine (1947).

5. The name of the measure created by the United States to assist any country threatened by communism was ...

- a) The Truman Doctrine (1947)
- b) The Marshall Plan (1947)
- c) The Creation of NATO (North Atlantic Treaty Organization)

6. The Western bloc followed the following political system:

- a) Non-democratic
- b) Communist
- c) Democratic

7. The Eastern bloc followed the political system:

- a) Non-communist
- b) Communist
- c) Democratic

8. ... was the world's leading economic power between 1945 and 1973.

- a) China

- b) The USSR
- c) The United States

9. The 1957 Treaty of Rome established ...

- a) the European Economic Community (EEC).
- b) the Council for Mutual Economic Assistance (COMECON).
- c) the creation of NATO (North Atlantic Treaty Organization).

10. ... was set up in 1949 in response to the Marshall Plan.

- a) The Truman Doctrine
- b) The council for Mutual Economic Assistance (COMECON)
- c) The Warsaw Pact

11. ... introduced centrally planned economies controlled by the state to transform their market economies.

- a) The United States
- b) Japan
- c) The USSR

12. Which bloc was characterised by economic inequality?

- a) the Eastern Bloc
- b) the Western Bloc
- c) both Eastern and Western Blocs

13. The Eastern Bloc was characterised for ...

- a) consumerism.
- b) the creation of the welfare state.
- c) no consumerism.

14. The Cold War started in ...

- a) 1947
- b) 1957
- c) 1961

15. The first artificial space satellite launched in 1957 was named ...

- a) "Sputnik I".
- b) "Laika".
- c) "Vostok I".

16. Neil Armstrong and Buzz Aldrin became the first men to walk on the moon on

...

- a) 20th July 1965.
- b) 20th July 1969.
- c) 20th July 1971.

17. Yuri Gagarin was the first man to orbit the Earth in the spacecraft...

- a) "Sputnik"
- b) "Laika"
- c) "Vostok I"

- 18. The first joint space mission between the Soviet Union and the US was in...**
- a) 1965
 - b) 1975
 - c) 1985
- 19. What conflict occurred between the years 1945 and 1946?**
- a) The Korean War
 - b) The Vietnam War
 - c) The Greek Civil War
- 20. What conflict, in which the superpowers intervened, happened between 1950 and 1953?**
- a) The Greek Civil War.
 - b) The Berlin Blockade and the Berlin Wall.
 - c) The Korean War.
- 21. Khrushchev negotiated with ... to end the Cuba missile crisis.**
- a) President J.F. Kennedy
 - b) President Nixon
 - c) President Reagan
- 22. The Berlin wall was constructed in ...**
- a) 1951.
 - b) 1961.
 - c) 1971.
- 23. What regime did Fidel Castro establish in Cuba in the year 1959?**
- a) A Dictatorship.
 - b) A Democracy.
 - c) An Authoritarian Communism.
- 24. Martin Luther King, the Hippy movement and the May 1968 movement are some of the protest movements in response to ...**
- a) no consumerism.
 - b) the welfare state.
 - c) growth of the middle class.
- 25. The Non-Aligned Movement established at the Belgrade Conference in 1961 reflected a desire to ...**
- a) join the Eastern Bloc.
 - b) join the Western Bloc.
 - c) stay neutral and not join a Bloc.
- 26. The neutral positions of the Non-Aligned countries was established at the...**
- a) Bandung Conference
 - b) UN conference
 - c) May 1968 movement
- 27. The USSR was dissolved in the year...**

- a) 1971
- b) 1981
- c) 1991

28. The fall from power of ... was another reason the Cold War ended.

- a) Gorbachev
- b) Stalin
- c) Malenkov

29. Revolutions occurred in Eastern Europe because they were against:

- a) Democracy
- b) President Nixon
- c) Communism

30. The Cold War finally ended in the year...

- a) 1990
- b) 1991
- c) 1992

APPENDIX 2. HISTORY TEXT ABOUT THE COLD WAR

The Cold War (1947-1991)

After the Second World War, the United States and the Soviet Union became the two super powers of the world. The huge differences between the two countries led to a collapse in relations and in 1947 the Cold War began. The world was divided into two Blocs: The Eastern Bloc (communist countries of Eastern Europe) led by the Soviet Union and the Western Bloc (democracies of the Western World) led by the United States.

The United States followed a democratic state, promoting Capitalism and offering help to any country threatened by Communism by creating the **Truman Doctrine (1947)**, which provided help to other countries that required it. In addition, the **Marshall Plan (1947)** was created to provide economic assistance to European countries that had suffered economically after the Second World War. Finally, in 1949, a military alliance (**North Atlantic Treaty Organization [NATO]**) was formed between the Western-Bloc in order to defend each other in the event of a military attack. The United States was the world's leading economic power and in the treaty of Rome, in 1957, the **European Economic Community (EEC)** was established to facilitate economic integration amongst European countries. The **welfare state** was created in the US to ensure education, healthcare, benefits and pensions, with limitations that provoked a series of movements such as the **hippy movement** and the **May 1968** movement.

The Soviet Union followed a communist state. In response to the Marshall Plan, the USSR created their own economic organisation to help other communist countries called the **COMECON (Council for Mutual Economic Assistance)**. In response to the creation of NATO, the USSR created a military alliance in 1955 named the **Warsaw Plan**, providing military assistance to Eastern European countries.

The two blocs engaged in many Proxy Wars¹ including the Vietnam War (1945-1946) and the Korean War (1950-1953). In addition to the Proxy Wars, the two superpowers began a Space Race, both countries wanted to prove they had better scientists by accomplishing missions in space. It began on October 4, 1957, when the Soviet Union placed the first successful satellite into orbit. It was called **Sputnik I**. Following this, on April 12, 1961; Yuri Gagarin was the first man to orbit the Earth in the spacecraft **Vostok I**. In 1961, President Kennedy announced that he wanted to be the first to put a man on the moon and thus, the Apollo Moon programme was launched. On July 20, 1969, Neil Armstrong stepped onto the moon for the first time. This ended the 'Space Race' and in 1975, the first US-Soviet joint mission occurred.

In **Cuba**, Fidel Castro the revolutionist also created an authoritarian communist regime in 1959 and formed an alliance with the USSR, allowing the Soviets to place nuclear weapons pointing towards the US within Cuba. Thankfully negotiations between Kennedy and Khrushchev were successful and no violent conflict occurred.

In contrast, there were also countries that wished to remain neutral and not join one of the Blocs. The movement started in 1955 with representatives of each neutral country meeting at the **Bandung Conference** in Indonesia. The Non-Aligned movement was then officially created at the **Belgrade Conference** in 1961.

Many revolutions occurred in Eastern Europe against communism towards the end of the century and due to the lack of will by the Soviet Union to use military force, Eastern European countries began to abolish communism. The fall of the Berlin Wall in 1989 and the fall from power of Soviet Union President, Gorbachev in **1991** led to the dissolving of the Soviet Union and **the end of the Cold War**.

¹ Proxy Wars: A conflict in which two states do not directly engage in combat and normally involves the two states fighting for other countries by assisting their allies.

APPENDIX 3. TRUE/FALSE CONTROL GROUP WORKSHEET

Name:..... Group.....

Task 1. Indicate whether the following statements are TRUE or FALSE. Please, do not write “T” or “F”, but the complete word (either “TRUE” or “FALSE”).

1.	After the Second World War, the world was divided into three super powers.	
2.	The Eastern Bloc was led by the Soviet Union.	
3.	The United States followed a democratic state, promoting non-capitalism.	
4.	The Cold War began in 1946.	
5.	The Truman Doctrine was created to help countries threatened by communism.	
6.	In Vietnam between 1950 and 1953, there was a war between the North and South of the country.	
7.	The North Atlantic Treaty Organization (NATO) was created by the Soviet Union.	
8.	The United States was the world’s leading economic power during the Cold War.	
9.	The welfare state was created in the Soviet Union to provide education, healthcare and ns to the population.	
10.	In 1957 in the Treaty of Rome, the European Economic Community (EEC) was established.	
11.	The Western Bloc was a democratic state led by the United States.	
12.	Sputnik I was the name of the spacecraft in which Yuri Gagarin orbited the Earth for the first	
13.	Neil Armstrong was the first man to walk on the moon in 1969.	
14.	Fidel Castro created an authoritarian communist regime in Cuba in 1959 and formed an e with the Soviet Union.	
15.	The Belgrade Conference in 1961 led to the creation of the Warsaw Plan.	
16.	1991 was the year in which the Cold War ended due to the dissolving of the Soviet Union.	
17.	The Berlin Wall was taken down in 1989 and was one of the causes of the end of the Cold	
18.	The Space Race ended in 1975 with the first joint US-Soviet mission in Space.	
19.	The Marshall Plan (1947) was created to financially help communist countries that had ed in the Second World War.	
20.	COMECON (Council for Mutual Assistance) was created to help other democratic countries ally.	

APPENDIX 4. MATCHING ACTIVITY FOR CONTROL GROUP

Name:..... Group.....

Task 2. Match each number (1-15) with its corresponding letter (a-t) to make a correct statement. Bear in mind that there are 5 extra items in the “letter” column which you will NOT need to use. Use the table in the opposite page to write your answers.

1. The Truman Doctrine was created in...	a) The European economic Community (EEC) was established.
2. In 1949 a military alliance was created named...	b) provided military assistance to Eastern European countries.
3. The two super powers were the United states and...	c) The North Atlantic Treaty Organization (NATO).
4. The Western Bloc was led by a...	d) 1945-1946.
5. In 1957, in the treaty of Rome...	e) Gorbachev in 1992 led to the dissolving of the Soviet Union.
6. The Soviet Union followed a...	f) satellite to orbit Earth.
7. In response to the Marshall plan...	g) in 1975 and the first US-Soviet joint mission occurred.
8. The Warsaw plan...	h) an authoritarian communist regime.
9. The Vietnam war took place between...	i) 1947 in the United states.
10. Sputnik was the first...	j) Many movements including the hippy movement began.
11. On July 20, 1969...	k) Communist state.
12. Fidel Castro the revolutionist created...	l) democratic countries.
13. The fall from power of the Soviet Union President...	m) United States
14. The Non-Aligned movement...	n) Khrushchev were successful.
15. The negotiations between Kennedy and...	o) economic power.
16. The Space race ended...	p) The Soviet Union.
17. The Truman doctrine from 1947...	q) was officially crated at the Belgrade Conference in 1961.
18. The Unite States was the world’s leading...	r) Neil Armstrong stepped onto the moon for the first time in history.
19. The western Bloc was made up of many...	s) the USSR created the COMECON.
20. As a response to the limitations of the Welfare State...	t) provided help to communist threatened countries.

1.		6.		11.		16.	
2.		7.		12.		17.	
3.		8.		13.		18.	
4.		9.		14.		19.	
5.		10.		15.		20.	

APPENDIX 6. SHORT ANSWER QUESTIONS FOR EXPERIMENTAL GROUP

Name:..... Group.....

Task 2. Answer the following questions about the text (Use around 50 words):

1. What were the main differences between the Soviet Union and the United States during the Cold War?

2. What was the Space Race and why did it end?

3. Why was Cuba an important country during the Cold War?

4. What is the Non-Aligned movement?

5. Enumerate and briefly explain the main causes for the end of the Cold War.
