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EXTRANJERA**

**Teachers and students' perceptions on the factors that influence on the development of  
students' writing skills when using the Content and Language Integrated Learning  
Approach (CLIL): a case of a bilingual school.**

**TRABAJO DE TITULACIÓN.**

**RESEARCH LINE:** Pedagogy, educational guidance and teacher training

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*Septiembre, 2017*

## **APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN**

Magister.

Alba Bitalina Vargas Saritama

DOCENTE DE LA TITULACION

De mi consideración:

El presente trabajo de titulación: Teachers and students' perceptions on the factors that influence on the development of students' writing skills when using the Content and Language Integrated Learning Approach (CLIL): a case of a bilingual school. Realizado por Livingston Javier Rojas González, ha sido orientado y revisado durante su ejecución, por lo tanto se aprueba la presentación del mismo.

Loja, septiembre del 2017

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Mgtr. Alba Bitalina Vargas Saritama

## DECLARACION DE AUTORIA Y CESION DE DERECHOS

“Yo Livingston Javier Rojas González declaro ser autor del presente trabajo de titulación: Teachers and students’ perceptions on the factors that influence on the development of students’ writing skills when using the Content and Language Integrated Learning Approach (CLIL): a case of a bilingual school, de la Titulación de Master in pedagogy of teaching English as a foreign language , siendo Livingston Javier Rojas González director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad. Adicionalmente, declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”

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Livingston Javier Rojas González

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## **DEDICATION**

I dedicate this work to my fiancée Lineth Orellana who has been my inspiration to carry out this entire investigation process, her patience, support and unconditional love have been the strength that I needed to conquer my objectives. She has always been there to help me to overcome all the obstacles faced throughout this path. I love you so much.

Livington Rojas.

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Livington Rojas.

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## ABSTRACT

This study aimed to determine whether factors like teachers' inadequate training, inappropriate feedback and unwillingness to write have influenced the development of students' writing skills in a context where the Content and Language Integrated Learning (CLIL) approach has been used. Furthermore, the students' achievement level in writing skill through the First Certificate English (FCE) test can be determined.

The sample included 62 students and 3 EFL teachers from three 3<sup>rd</sup> year International Baccalaureate classes at a private high school in the city of Machala, El Oro Province. The data was gathered by applying a questionnaire to both teachers and students. To corroborate the information given by the participants, class observations and interviews for the English teachers and school authorities were carried out.

The findings show that the students' writing proficiency level is low; moreover, the lack of meaningful and direct feedback and the scarce availability of CLIL material have affected students' writing performance. Although most teachers are English native speakers graduated in teaching English, they lack training in CLIL implementation.

**Key words:** *CLIL, feedback, teacher training, CLIL material, writing skills.*

## RESUMEN

Esta tesis tuvo por objeto establecer si factores como la falta de entrenamiento de los profesores, retroalimentación inapropiada o renuencia a escribir han influido en el desarrollo de las habilidades de escrituras de los estudiantes en un contexto donde el Aprendizaje Integrado de Contenidos e Idiomas (CLIL) ha sido usado. También apunto a determinar el nivel de competencia de los estudiantes con relación a sus habilidades de escritura a través de los resultados del Primer Certificado en Inglés (FCE).

La muestra incluyo 62 estudiantes y tres profesores de tres cursos del Bachillerato Internacional correspondiente al tercer año de un colegio privado localizado en la ciudad de Machala en La Provincia de el Oro. Los datos fueron recogidos a través del uso de dos cuestionarios uno para los profesores y otro para los alumnos. Para corroborar la información proporcionada por los participantes, se realizaron observaciones de clases y entrevistas a los profesores de Inglés y a las autoridades del colegio.

Los resultados muestran que el nivel de competencia de los estudiantes en escritura es bajo; además, la falta de retroalimentación directa y significativa y la escasa disponibilidad de material CLIL ha afectado el desarrollo de la destreza de escritura. Aunque, la mayoría de profesores son nativos y graduados en enseñanza del idioma Inglés, carecen de capacitación en la implementación de CLIL.

**Palabras claves:** *CLIL, retroalimentación, formación del profesorado, materiales CLIL habilidades de escritura.*

## INTRODUCTION

Nowadays, English has become one of the most learnt languages around the globe; in our country, this language is taught as an EFL in public and private educational institutions. Ecuadorian students spend about 12 years learning it in schools and high schools. EFL teachers apply different approaches and methods to enable their students to develop the receptive and productive skills in an effective way; thus by the time students finish their schooling in high schools they are expected to use the language at a proficient level.

In addition, it is well known and commented that the lack of material resources, skillful EFL teachers, updated and realistic textbooks had brought deficient academic results in public educational institutions. Differently, students from private institutions are believed to be in a better academic situation because of the availability of human and material resources; however, they also have language limitations. Concerning the case of the public education system, it can be said that the situation is improving; one of the efforts from the government to improve this adverse condition is the implementation of important changes in the curriculum, one application of them is the use of the Content and Language Integrated Learning (CLIL) approach in EFL classrooms around the country. Unsurprisingly, not only public institutions have adopted CLIL approach, in fact, several private schools also have incorporated it as well.

Regarding the language limitations mentioned above, it is believed that one of the students' weakest language skills in L2 is writing; many educators have agreed that EFL students face serious problems when writing in L2, and only few of them are able to write well-structured essays in English. Since, CLIL is the latest approach being used in our country and writing skills seem to be a constant constraint among Ecuadorian EFL students, the topic Teachers and students' perceptions on the factors that influence on the

development of students' writing skills when using the CLIL Approach deserves to be investigated.

Therefore, the possible findings and recommendations developed through this study will have an enormous theoretical value that can lead educators to new perspectives and practical solutions when applying CLIL to enhance the four language skills in our students, but specially the writing skill that can be a major drawback in the Ecuadorian private and public educational system. For these reasons, it becomes a paramount task to conduct this research in our context. The results will help educators to understand better the factors that may influence on the successful implementation of this approach and to know how to overcome the problems that they may encounter during the teaching-learning process.

There have been several studies related to CLIL, however only few of them have focused exclusively on written competence. For instance, Alrabah and Wu (2017) conducted a study meant to monitor students writing competence and attitudes toward the CLIL course, the results revealed that the majority of the surveyed students (80%) thought that their writing skills were enhanced through the CLIL course, only 20% of the students thought the opposite. According to the authors in relation to students' written skills, aspects such as punctuation marks, capitalization, paragraph organization, correct use of linking words and the production of cause-and-effect essays were notably improved because of the course. Moreover, the students had very positive attitudes towards all the aspects involved in the CLIL course.

Another study is the one conducted by Gené-Gil, Juan-Garau, and Salazar-Noguera (2015) that aimed to investigate the impact of CLIL instruction on developing EFL students' written competences; the participants were CLIL and none-CLIL students. The

results obtained showed that CLIL learners displayed improvement in their writing production when compared to their non-CLIL counterparts.

In Whittaker, Llinares, and McCabe (2011) the attention was directed to the written development in CLIL settings, findings evidenced that students' written discourse was enhanced under a CLIL environment. The study also unveiled that under a CLIL context students learn content that enable them to draw conclusions based on profound knowledge, which allows them to create new texts and develop the ability to write coherently.

Nevertheless, a local study meant to create knowledge on CLIL and the factors that hinder the development of students' writing skills in our context has not been done yet.

Finally, the scarcity of previous studies on how to develop written skills when teaching English in a CLIL context, and time constraints to coordinate more class observations were among the limitations faced in this study.

## **CHAPTER I: Literature Review**

In order to ground this study in theory it is essential to understand certain topics such as Content Language Integrated Learning (CLIL), writing process, direct and indirect feedback, among others; and previous studies related to the theme of this investigation. The knowledge and insight obtained from an in-depth reflection on that information will be very valuable for this research process.

### **Content Language Integrated Learning (CLIL)**

According to Richards and Rodgers (2014) content language integrated learning (CLIL) is an approach that involves a content teacher who teaches content through a second or foreign language. Others researchers have confirmed this view:

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. (Coyle, Hood, and Marsh, 2010, p. 1)

Similarly, Nikula, Dalton-Puffer and LLinares (2013, p.1) define CLIL as “an educational approach in which a foreign language is used as the medium of instruction to teach content subjects for mainstream students”. Likewise, Mehisto (2012, p. 52,53) stated that “CLIL is a dual-focused teaching and learning approach in which the L1 and an additional language [...] are used for promoting both content mastery and language acquisition to pre-defined levels”.

Along the same lines, Richards and Rogers (2014) stated that CLIL principles are meant to help learners to achieve individual, educational, social and intercultural goals through the language teaching-learning process. On the same token, Coyle et al. (2010) pointed out that CLIL principles tackle with content, cognition, communication, and culture.

In addition, content matter in CLIL deals with a personalized learning process, which enables learners to create their own knowledge, understand and develop skills by going through this process. Moreover, content in CLIL tackles with linguistic demands connected to the learning and thinking process (cognition) that enables learners to create their own interpretation of content. Furthermore, language has to be learned through communication related to the learning context, thus the language used in these procedures have to be transparent and accessible, because the interaction through a foreign language in a meaningful way will enable students to learn effectively. Finally, intercultural awareness is developed through CLIL because learners are supposed to be in contact with a foreign language and cultures in CLIL classes.

### **Teachers and materials in CLIL contexts**

Teachers play the role of facilitators and material developers in CLIL contexts. Both roles will be emphasized in this section. Concerning the teacher's role in CLIL situations, Llinares, Morton and Whittaker (2012) claimed that teachers are supposed to adapt their language when teaching content through a second language in order to provide support, scaffolding instruction and feedback to guide their students when learning content and the second language at the same time. Thus, CLIL instructors have to be capable facilitators to present complex content through a second language, which can be hard when lacking language proficiency and prior training in CLIL implementation. For instance, Fürstenberg and Kletzenbauer (2015) wrote an article on CLIL in its implications in the Austrian higher education field. It was pointed out that CLIL teachers are not given the correct training and support, which has serious consequences, for example, untrained CLIL teachers can deviate from the concept of a CLIL class and give a lecture-type class where teachers concentrate only in content instead of content and language at the same time.

Furthermore, it is thought that teachers who speak the language are able to teach in a CLIL situation; however, teachers are expected to have more than an adequate command of the language. Similarly, Hall (2001) remarked that it is essential to bear in mind that being proficient when using L2 does not mean being able to teach in L2 in a specific situation. In other words, CLIL teachers have to do more than speaking L2 well when interacting in a CLIL class. In this regard, Fürstenberg and Kletzenbauer (2015) claimed that it is assumed that if CLIL teachers speak L2 at a proficient level, they are well equipped for teaching CLIL classes; however, the lack the proper training for teaching in a CLIL situation can overshadow teachers' language abilities because of the absence of preparation to teach content.

Regarding the materials used in CLIL, Mehsito, Marsh and Frigols (2008) stated that materials to apply CLIL approach are in short supply, thus teachers have to spend a considerable amount of time to develop or adapt existing learning materials. In the same way, Hüttner, Dalton-Pufferand and Smit (2013) confirmed that statement, they stressed out that CLIL teachers have a heavy responsibility to deal, because of the fact they are free to decide autonomously about materials and methods to use in CLIL classes. Those decisions have to be made according to their abilities as teachers.

Similarly, Gondová (2015) pointed out that CLIL teachers have to adopt the role of material designers to create CLIL materials that meet students' needs, which is an indispensable competence to develop for CLIL instructors. The aforementioned statements confirm that teachers face lack of materials in CLIL contexts, and their autonomy to create or make adaptations from existing materials can be challenging and overwhelming at a certain degree.

### **Learners' roles in CLIL**

Learners play an essential role in CLIL classrooms; they must participate actively because this is a student-centered approach that requires their constant participation.

Concerning this point, Coyle, Hood, and Marsh (2010) pointed out that teachers and students' roles are crucial in CLIL approach, because CLIL demands student-centered approaches in its implementation, which requires active participation from learners. Additionally, there is a high level of difficulty during CLIL courses, especially at the beginning; thus, teachers have to adopt more than a transmission mode of information; instead, they have to go through a challenging process in order to be able to engage their students in a process that involves constant students' participation to learn content through another language.

On the same fashion, Anzenberger (2015) stated that CLIL students play a transcendental role in classes because CLIL teachers are supposed to act as facilitators, thus, they are required to actively participate in class; their classwork should be based on peer cooperative work so that learners can help to set content and learning skills outcomes.

### **Language outcomes expected after applying CLIL**

Concerning the results from the implementation of CLIL, the scholars Richards and Rodgers (2014, p. 132) suggested that “learners study a significant part of the curriculum through the CLIL language for a number of years with the intention of developing required content-learning goals and advanced language skills”. In other words, students who have been taught through CLIL approach for several years are expected to develop high-level language skills such as essay writing skills.

In the same fashion, it is vital to bear in mind that our country has adopted CLIL as the means to teach English in Ecuadorian classrooms. In this regard, the Ministerio de Educación de la República del Ecuador (2016) claims that students from “Educación General Básica” (2nd to 10th) are expected to reach an A2 level, and students from “Bachillerato General Unificado” (1st to 3rd) are supposed to reach a B1 level by the end of their studies. Thus, this institution has high academic expectations from Ecuadorian students who are being taught under a CLIL modality.

In addition, it is of paramount importance to understand the implications concerning those levels. In this regard, the Common European Framework for Language Reference (CEFR) (2001) points out that a learner who has reached level B1 must be able to understand the most relevant points when dealing with familiar matters such as situations at work, school, leisure time, and traveling to places where English language is spoken. Those students can also utter simple connected texts about topics of their interest. Learners can briefly describe events, dreams, expectations, ambitions, and explanations on their opinions and plans.

While, students who have reached A2 level must be able to understand information related to their immediate needs such as personal information, shopping, employment. They can also communicate when dealing with routine tasks and familiar matters that require a simple exchange of information. Learners are able to describe their immediate environment and immediate basic needs.

At this point, it is useful to emphasize that the CEFR is used as a guideline in CLIL approach. Concerning this matter, the scholars Dale, Van der Es and Tanner (2011) claimed the CEFR has to be used by CLIL teachers to help their students to process difficult input, and help themselves to design tasks according to CEFR students' level or choose different skills based on the levels of the CEFR.

### **Writing process in the context of EFL and CLIL classroom**

To have a clear view on what is involved in this process and how the lack of awareness can harm students' writing performance, it is first important to provide a definition on the writing process from an EFL perspective and then in a CLIL perspective.

Concerning the writing process, Gebhard (2006) pointed out that the steps involved in this process are prewriting, drafting, revising and editing. "Publishing" must be added to that list. Additionally, Gebhard (2006) claimed that in the "prewriting" stage students are supposed to find topics, generate writing ideas that focus on specific issues, and plan content

and organization. Furthermore, in the “drafting” stage, writers must work through multiple drafts such as first draft, second draft. On the other hand, “revising” deals with deleting, adding, reorganizing and modifying information. Moreover, in the “editing” step, writers are supposed to make sure the whole text is free of word choice problems, the grammar and sentence structures are correct.

On the same token, in the editing process the steps “rewriting and proofreading” can be included, concerning those steps Bailey (2015) states that in the rewriting phase, writer should leave the first draft for a day and then reread it again to make final improvements and make sure the whole text has coherence and cohesion. He also claims that in the proofreading phase, writer is supposed to check for small errors, which might make the text difficult to understand by readers. After that final revision, the composition is ready to be published.

Along the same lines, Jaramillo and Gutiérrez (2011) conducted a research on the development of short descriptive texts in English; they highlighted the importance of guiding students in this complex process step-by-step from the beginning to the end. They claimed that students must be guided to write sentences, then join them, and finally produce texts. They emphasized that point by mentioning that instructors have to motivate their students to use their critical abilities to think on what they want to write, which is aligned with the principles of CLIL approach, and then teach them to write through teaching how to draft, correct, and rewrite those productions. Moreover, the aforementioned steps are indeed connected with the writing process; numerous authors in their works have highlighted the importance of teaching the writing process and the students’ need to have awareness on this process.

After reviewing what is involved in the writing process, it can be determined that complex procedures are followed in this activity; students really need to be aware of this process in order to utter writing pieces such as well-structured essays in a proper way. The

lack of awareness on this concern can inhibit their writing skills and led students to poor writing production.

### **Feedback in CLIL contexts**

Giving that feedback has always been seen as a beneficial practice in every educational situation, so that let us have some general information related to feedback in an EFL context and then how it can be administrated in CLIL situations. The former information can help to understand the implications feedback has in language classrooms in general.

First, it is essential to mention the concept of “feedback” to highlight the importance of providing it when checking students’ written works, and confirm that it can enhance students’ writing production. In this regard, Boud and Molloy (2013) claimed that “feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work” (p. 6).

Written teacher feedback is an important concept to analyze as well, on this subject, Ferris and Hedgcock (2014) state that written feedback is a delicate and laborious process that includes written commentaries on students’ written errors; the authors also highlighted several guiding principles on how to administrate this corrective procedure. It was claimed that instructors should be selective and prioritize the most relevant problems from students’ written utterances; there should also be a “judicious mix of praise or encouragement about what the student did well and contribute criticism for the present text or future writing projects” Ferris and Hedgcock (2014, p. 242). Furthermore, teachers should provide unambiguous and helpful suggestions for improvement. Finally, teachers are not the only source of correction; peer response, guided self-evaluation are alternative mechanisms that can be used depending on students’ skills and experience in writing. For instance, these scholars provided suggestions for implementing peer response with English writers; it was

advised to prepare learners for the peer review process and model it before starting peer review activities. Those previous lines revealed that written feedback could be a time-consuming process that deserves careful implementation; but there are also solutions to tackle with constraints such as lack of time.

It is also convenient to define “direct feedback” and “indirect feedback”, according to Ferris and Hedgcock (2014) direct feedback is a target-like form for the writer, which is a suggested correction of the student’s written utterance. Conversely, “indirect feedback” deals with an indication that mistakes have been made, which leads the learner to self-correct them; those indications are usually done through underlining, circling, and error code, just to mention some ways. Notably, Ferris and Hedgcock (2014) emphasized that indirect feedback has more potential than direct feedback, because learners develop more their L2 proficiency and metalinguistic knowledge. Furthermore, they claimed that direct feedback could favor lower-level students who struggle with self-edit procedures.

According to some studies, one of the reasons why students’ writing skills are inhibited is related to the lack of feedback or correction given by teachers. Thus, it is of significant importance to review some investigation works that have confirmed the effectiveness of feedback and the correct ways to provide it. Therefore, let us now focus on the consequences of the lack of feedback first and then on the benefits from providing feedback. Regarding the teachers’ lack of feedback given to their students, Ali and Khan (2015) conducted a research that dealt with factors that affect English essay writing students’ abilities; surveys were conducted among 73 participants. One of the outcomes from their study revealed that the majority of learners are not given feedback at all, which affect their writing skills and makes more difficult for everyone involved in the writing process to overcome weaknesses in writing. The authors emphasized the fact that feedback is a correction and revision process that can be administrated through direct teachers’ feedback,

peer feedback and self-students' assessment. Additionally, they stated that feedback enhances learners' motivation and enable them to write in a better way.

On the other hand, Sarie (2013) claims that students can feel frustrated and confused when reading their teachers' comments and suggestions; in her study, it was emphasized the fact that teachers' directive feedback must be concise and focus on specific parts of students' essays and linguistic errors. Through interviews, the researcher gathered data that helped her to confirm that if clear directive feedback is given and teachers' recommendations are unambiguous and students follow them, learners improve their writing skills

Moreover, Zaman and Azad (2012) stressed that giving feedback is not an easy task to do by teachers due to the following factors: time constraint, teachers' excessive workload, large class size, students' lack of motivation, and uneven level classes. They also claimed in their study that the most common limitations from the aforementioned drawbacks are time constraints and teachers' excessive workload, which are indeed related. In the former case, the problem tackles with the fact that teachers need a lot of time to give an initial feedback and then see if students follow the recommendations and make the pertinent corrections. That is a rigorous and time-consuming process, which is difficult to be implemented especially in large classes. In the case of the second factor, the authors stated that teachers' heavy workload does not permit them to go through an effective feedback process, which includes a follow up of the implementations of the corrections and recommendations given through the feedback. According to both researchers, those difficulties have led some teachers to provide too general feedback instead of concrete recommendations on form and content, which can be harmful for students' writing performance because it is needed detailed instructions about form and content to enhance learners' writing abilities; therefore, the writing process is a complex duty that cannot be dealt carelessly.

In the same fashion, Huy (2015) remarked that after analyzing information from questionnaires and observations, it was determined that teachers do not have enough time to provide effective corrective feedback; instructors only provide superficial feedback that leads students to make the same written mistakes over and over due to the lack of concise feedback.

Those authors focused on the benefits from providing directive feedback from different perspectives such as direct and indirect feedback; multiple advantages and some challenges were mentioned. One of the challenges dealt with unclear or too general feedback that instead of enhancing students' writing performance it might inhibit their writing abilities due to the complexity of the writing process itself. Thus, based on the authors' discoveries mentioned above and the concept about feedback it can be determined that if teachers do not provide corrective feedback, students' writing skills might not be enhanced at all.

Regarding corrective feedback in CLIL, Dale, Van der Es, Tanner and Timmers (2010) stated that self-assessment, peer feedback and teacher feedback could be provided for written work in CLIL classes. They also claimed that CLIL instructors must be cleared on the role of feedback of form (language mistakes), feedback on subject content (what students are trying to say) which is believed to be more effective than feedback on form (spelling, punctuation and grammar mistakes). The aforementioned sentences confirmed that when administrating feedback in CLIL situations, teachers must be consistent and focus on what they really expect from learners and students need to be aware of what the teacher needs to see in their written utterances.

According to Dale et al. (2010) when teachers demand from their students' accuracy in the written production, actions such as indicate (underline, highlight) all the mistakes, indicate selected mistakes, use a correction code for different kinds of mistakes, correct every mistake, correct selective mistakes, can be carried out to provide feedback.

When feedback has to be provided on subject content, Dale et al. (2010) stated that teacher could discuss learner’s written utterances while they work and ignore language mistakes, as long as they do not interfere with the message the learner is trying to express. This type of feedback can also be given through using a projector, thus the teacher can draw the whole class’ attention to the corrective feedback in the board.

To give feedback on content and language, the scholar Gibbons (2002) suggested some questions for teachers to ask themselves while assessing students’ written work. The structure of the questions is related to organization, effectiveness of the writing, sentence connection and construction, punctuation and spelling. The questions lead instructors to analyze the subject and language uttered by the student; that reflection will help teachers to determine students’ strengths and weaknesses in writing. Based on the analysis of the answers, subject teachers can think on ways to help their students to write better subject texts for their own and their audience’ benefit. Similarly, language teachers can use questions to create a class profile to know their students’ language production better, that action can be very time-consuming but the process can become faster due to the constant use of it. The table below shows an example of ways to give feedback; similar questions can be developed by CLIL teachers to give corrective feedback.

**RUBRIC**

<b>General criteria</b>	<b>Comments on learner’s written work</b>	<b>Suggestions for language work</b>
Is the overall meaning clear? Are the main ideas developed? Does the writing reflect the writer’s other classroom language experiences (e.g. what they have read or talked about)? What is your overall impression compared to other things the learner has written?		
<b>Text Type</b>		
What kind of text is this? Is this appropriate for the writer’s purpose? Has the writer written this type of text before?		
<b>Overall organization</b>		
Is the overall structural organization appropriate to the text type?		

Are any stages missing?		
<b>Cohesion</b>		
Are the ideas linked with the appropriate connectives for this text type? Is there an appropriate variety of these connectives? Are pronouns used correctly (e.g. this and it)? Do pronouns have a clear referent (e.g. is it clear what this refers to)?		
<b>Vocabulary</b>		
Is appropriate vocabulary used? Is there semantic variety (e.g. does the writer use a range of words to describe clouds)?		
<b>Sentence</b>		
Is this accurate (e.g. correct use of tenses, word order)?		
<b>Spelling</b>		
Is this accurate? If the writer does not produce the correct spelling, what is already known about the possible spelling (e.g. different possible ways of spelling vowel sounds or consonants)? What knowledge about the spelling of this word is still lacking?		

Source: Gibbons (2002, p. 73)

According to the information mentioned above, it can be determined that feedback in CLIL context is given differently than in regular EFL classes where feedback tends to be more general. The nature of this approach which is used to teach content and language at the same time makes this corrective process a little bit different than in regular EFL contexts; thus CLIL teachers have to think carefully before choosing the right kind of feedback to give. In addition, it can be assumed that the lack of feedback in EFL or CLIL classes can harm students' writing performance in general.

### **Students' lack of interest in reading and writing development in CLIL**

Another problem that can inhibit the correct development of students' writing skills could be their lack of interest in reading. There have been studies in an EFL context that can give insight on how the lack of reading can harm students' writing abilities, and how reading habits can benefit their writing skills.

In general, the lack of reading interest can have negative consequences in students' academic performance; in this regard, the researcher Palani (2012) affirmed that educational

success depends on successful reading habits. Reading skills help learners to enable their comprehension abilities to understand vocabulary in context. However, he claims that the influence of the mass media has affected people's interest in reading, which has had a negative impact on students' academic performance. In his study, he considered various methods to enhance students' reading habits and emphasized some of the benefits from improving reading performance.

Concerning writing skills, Mermelstein (2015) pointed out in his study that reading more is related to better writing skills in L1 and L2. For instance, he mentioned previous studies whereby good results related to writing skills such as fluency, content, organization, language use, vocabulary, and mechanics were observed in students who were involved in extensive reading activities. Furthermore, after conducting his own study he claimed that students who are exposed for a determined amount of time to reading activities tend to improve their writing skills. He based his discoveries on comparative results from a pretest and a posttest taken by the participants; the results showed that the participants who spent periods of time doing reading activities, improved in organization, content, vocabulary, language use, spelling/mechanics and fluency, which are elements involved in the writing process. Therefore, his study showed that reading could have a large impact on students' writing skills.

Another study on reading and its impact on students' writing skills was conducted by Al-Mansour (2014). He stressed that an extensive reading program can enhance students' written performance. He defined "extensive reading program" as English reading material chosen by the researchers according to students' abilities; material meant to enhance students' writing skills; it consisted of narrative, argumentative, descriptive, scientific, expository texts and reading and writing activities based on students' needs, abilities and the texts provided. In his work, he compared two groups of students, the experimental group was given extensive

reading tasks during periods of 50-minutes a week for two months; the second group followed the traditional method, which did not include the previous activity mentioned. After applying a writing pretest and a posttest to both groups at the beginning and the end of the research process, the results from the posttest confirmed that students who were involved in the extensive reading program improved their writing skills considerably. For instance, the author stated that students increased their comprehension on how ideas are developed in a passage; they also were exposed to a considerable range of vocabulary, which can be used later when writing. Those two outcomes proved that reading could certainly enhance students' writing skills.

Based on the information mentioned above, it can be determined that reading can enhance the developing of satisfactory writing skills, because when students spend time reading they see how words are put together to form texts, and they also learn new ideas and vocabulary. Furthermore, when students are given enough time for practicing and mastering their writing productions, their writing skills are enhanced as previous studies emphasized this point. On the contrary, the lack of reading can affect their writing performance.

### **Teachers' training for CLIL situations**

Due to the nature of CLIL approach, it will be important to provide deeper information on teachers' proficiency and CLIL materials in a general sense from different perspectives, because they might be reasons that inhibit students' writing skills; there have been several researches on those topics, some of them will be analyzed below. As it was mentioned above, the Ministerio de Educación del Ecuador (2016) claims that when students finish their schooling, learners are supposed to reach at least B1 level; thus, it is expected that CLIL teachers have a higher level of proficiency than their students do. In this respect, many scholars have conducted studies on teachers' proficiency in CLIL situations and have shown that in CLIL situations teachers must be very proficient with the language.

With respect to teacher training the Colombian author, Bonces (2012) affirmed that the implementation of CLIL requires from schools to provide teachers with opportunities to enhance professional development and teaching practice. He claimed that classes that follow CLIL approach differ from other approaches; thus, teachers must be provided professional development programs on dealing with lesson planning, differentiated instruction, guidance on the assessment process, scaffolding techniques, among others. He also claimed that regardless the method or approach used by teachers, educational authorities are supposed to provide the appropriate support to instructors to enhance their expertise and capacity to handle changes in the field of education in general. Therefore, when talking about lack of proficiency in a CLIL context, it can be inferred that it includes lack of proficiency in CLIL teaching procedures. Additionally, if those constraints affect teachers' performance, it is obvious that students' performance will be affected too. It is also interesting that the interviewed teachers mentioned three times the CLIL materials issue, which confirms one of the main concerns faced by CLIL teachers, the lack of updated material to teach their classes. Let us consider other authors' points of view on this issue.

Similarly, Banegas (2012) delved into the challenges and drawbacks involved in teachers' development in a CLIL context. According to this author the lack of training and support, and a shortage of CLIL materials were among of the main constraints faced by CLIL instructors. It was pointed out that school authorities must be fully involved in the process of training CLIL teachers, and provide the adequate support. On the same lines, the author mentioned previous interviews from school authorities who confessed that factors such as CLIL teacher training programs, content materials or instructional resources were rarely addressed. Finally, it was concluded that CLIL implementation deserves collaboration from school administrators, curriculum planners and instructors to implement it successfully and ease the heavy responsibility that CLIL instructors have to bear. Additionally, it is important

to admit that the creation of materials might imply a greater workload for CLIL instructors. Certainly designing or adjusting teaching material is a time-consuming and tiring task to do; that time invested in those modifications might be used to provide corrective feedback to students' written productions. Thus, this real difficulty can affect not only students' writing skill, but also their academic performance in general.

### **Previous studies**

Regarding reading and writing activities in CLIL contexts, literature on this topic evidence several research works which have shed lights related to CLIL approach. Some of those studies have explored how to use CLIL to enhance students' writing skills.

Thus, for example Loranc-Paszylk (2009) conducted a study about the potential of integrated reading and writing tasks in CLIL classes in relation to students' linguistic outcomes. The author developed a case study that included 17 undergraduate students who were the experimental group; those learners were given CLIL instruction, and the control group that consisted of 35 students attended traditional EFL classes. Both groups worked with integrated reading and writing activities under their modality of studies; it is important to mention that the experimental group was assigned systematic text-responsible writing tasks as part of the CLIL instruction. To measure the students' academic reading and academic writing the Cambridge ESOL exam, IELTS was used at the beginning and at the end of the course. A comparison of the post-testing results from both groups revealed that the experimental (CLIL) group obtained better learning outcomes in the academic reading, writing skill and use of English tests than the control group that in fact showed very low progress in those tests. The author concluded that the variable of systematic text-responsible writing assignments contribute to the effectiveness of the CLIL groups in terms of learning outcomes.

In reference to writing competences, Alrabah and Wu (2017) developed a study aimed at monitoring students' assessments of their writing competences in English and attitudes

towards CLIL instruction. For doing so, the authors chose 27 students from a college in Kuwait who were enrolled in a CLIL course, to whom they applied the instruments, interviews and students' final grades of their writing achievements were utilized to determine the enhancement of their writing skills under CLIL studies. To determine students' attitudes towards the CLIL course, questionnaires and group-interviews were used as well.

The authors found that the majority of the learners thought their writing abilities were enhanced through the CLIL course, only a minority of students disagreed and thought differently. Moreover, students showed highly positive attitudes in relation to all the aspects of the CLIL course. The authors also concluded that aspects such as cohesion and coherence in students written utterances improved notably because of the CLIL instruction.

A similar study is the one directed by Jackson (2012) which delved into the effectiveness of CLIL approach combined with genre process writing to enhance students' writing skills. To carry out the study, the researcher use two groups of students the "test group" and the "control group". The first group was taught genre-processing methods under a CLIL modality at once, while the control group was not given the same methodology.

The author gave students who belonged to the test group written assignments that consisted of different writing genres such as personal narrative, argumentative, contrast and compare and cause and effect essays, the topics for the written tasks were related to content from students' subjects of study; the experiment lasted 14 weeks.

Through an inferential analysis based on scores from a placement test at the beginning of the research, the author determined that there was not a considerable difference between the two groups in relation to their writing skills. Furthermore, a written test was administrated to the "test group" at the end of the experiment. Thus, the researcher found that there was a significant dissimilarity between both groups; in fact, the findings demonstrated that students

from the “test group” improved their writing skills; remarkably, there was also a considerable reduction of their grammatical mistakes.

On their part, Gené-Gil, Juan-Garau, and Salazar-Noguera (2015) developed a study meant for investigating writing development under CLIL instruction. The population sample consisted of 45 secondary students divided in two groups, 30 CLIL students learning social science in English, and 15 non-CLIL pupils learning English through formal instruction were selected to be the control group.

The data was gathered by means of composition exercises that were carried out by the students four times. The information was analyzed through using analytical procedures that measured the complexity, accuracy and fluency of students’ written utterances and a holistic assessment was used as well.

The findings brought to light that CLIL learners improved their written competence and aspects connected to that skill. The author emphatically concluded that the CLIL students exceeded their non-CLIL counterparts by far in relation to the writing skills.

Papaja (2013) conducted a qualitative research about the role of a teacher in a CLIL classroom, in order to gather the data class observations, questionnaires and interviews were applied to 31 CLIL instructors who teach Geography, Biology Mathematics, Physics and History through CLIL approach. Notably, only four of them were English teachers with certified degrees in the English teaching field; on the other hand, the rest were teachers who took courses in English and passed exams, which allowed them to teach subjects in English

Moreover, all the teachers were observed while giving classes, and all of them were interviewed; the questions were open-ended related to CLIL instruction. After having qualitatively analyzed the information gathered through the instruments, the author found that concerns such as the shortage of teaching materials, lack of financial support, lack of teacher training concerning CLIL methodology and criteria to create teaching material, unwillingness

from teachers to share teaching material, and existing teaching materials meant to be used with native speakers were among the main constraints that inhibit CLIL teachers' performance in classes.

To sum up, all the concepts and previous studies mentioned above will be the theoretical support to carry out this research process on factors that inhibit the development of students' writing skills. The information will give insight on this matter, which certainly deserves consideration in order to find possible solutions to this constant limitation.

## CHAPTER II: METHOD

### *Setting and participants*

This study was carried out in a private high school in the city of Machala. The target population consisted of 62 students and 3 English teachers from 3rd course of International Baccalaureate. Students included men and women aged between 15 and 17 years old, they belonged to a middle/upper socio-economic status. Their language proficiency ranged from B1 to B2 levels. Moreover, it is transcendental to mention that those students have been studying English under a CLIL modality for about three years.

According to the policy of the educational institution, in order to graduate, the students must develop all the language skills at an upper intermediate level of language proficiency; that is; they are required to reach the B2 level according to the Common Framework of Reference for Languages.

Regarding the teachers, two of them are English native speakers from England, one of them holds a Bachelor's Degree in Psychology and the other a Bachelor's degree in English Education; the third teacher is Ecuadorian and holds a bachelor degree in English Education as well. Notably, he is currently enrolled in a master degree program with emphasis in CLIL approach.

### *Procedures*

In order to achieve the three objectives 1) to determine the factors that affect the appropriate development of students' writing skills in a CLIL context. 2) to determine the students' proficient level at writing in a high school where English is taught through CLIL by using the FCE test results, and 3) to discover if teachers' lack of training, inappropriate feedback, students' low interest and their language proficiency have influenced on the development of their writing skills in a CLIL context, a mixed method (qualitative and quantitative) was used and the following process applied.

The research started first with a review of literature about key concepts related to teaching English through CLIL approach and previous studies about factors that influence writing skill development were investigated to discover what has already been discovered regarding the students' development of writing when learning English through CLIL.

In order to identify students' level of proficiency in writing performance, schools' authorities were asked to provide standardized test results obtained by their high school pupils through the First Certificate in English (FCE). Sixty-two (62) students out of seventy-three (73) test takers were surveyed for the present study, that is to say a sample value of 85% that guarantees the accuracy of the results. An important point to bear in mind is that, these learners took the FCE in February of this year. Therefore, those figures were tabulated and contrasted with the other three results from the listening, reading and speaking skills; the findings showed the students' level of writing skills.

Third, a qualitative approach was applied in this phase. The data collection from the field research was done by observing six CLIL classes, and by administrating a questionnaire to 62 students from three courses involved in this research. A questionnaire was implemented to interview teachers and know their perceptions and experience teaching English through CLIL. All the information gathered was used as a base to determine what was affecting students' writing performance.

Fourth, the results gathered were tabulated, this information was quantified through using a statistical software and the results were expressed in percentages and presented in graphs. Then the results were analyzed by using the quantitative approach, which led the researcher to analyze, compare and contrast the results to find the factors that hinder students' writing skills. Finally, based on the findings from the entire survey, conclusions were drawn and recommendations were proposed.

### Chapter III: Results and Discussion

#### Description, Analysis, and Interpretation of Results

In this section of the study, the data obtained through the on-site investigation will be presented and analyzed by following quantitative procedures.

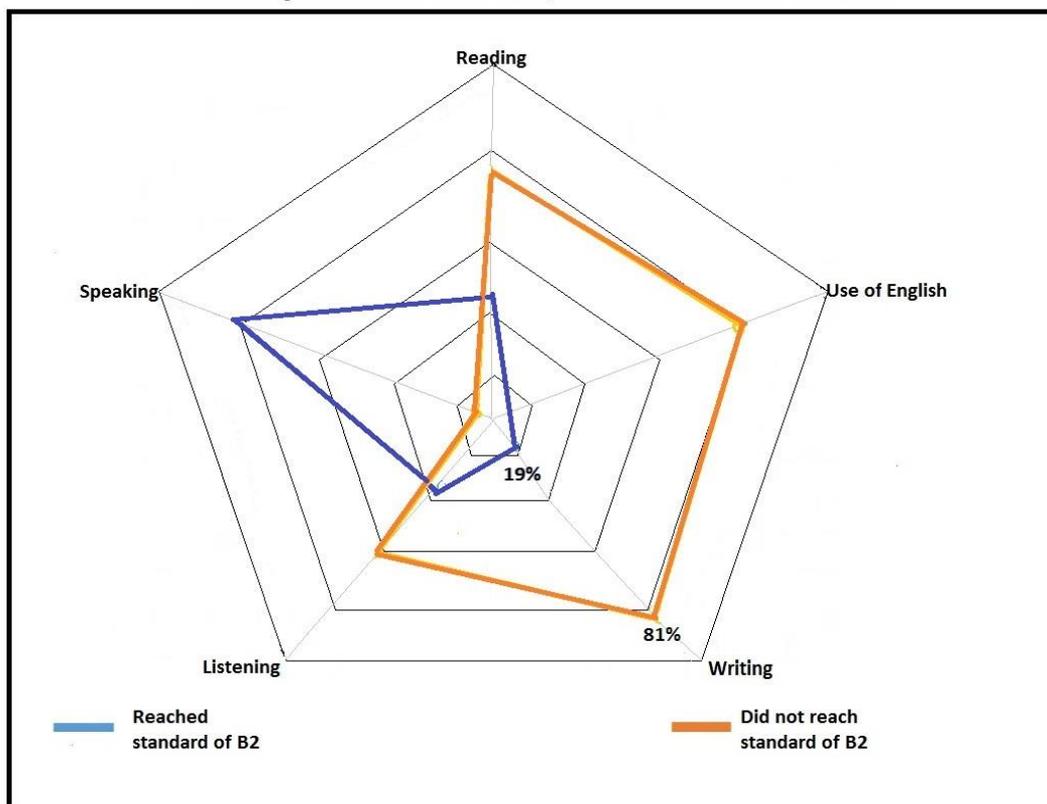
In order to do this, the answers to each questions in the students and teachers' questionnaires will be displayed in statistical graphs, and then the analysis will be supported by and/or contrasted with information from those two questionnaires, class observations and the results from the First Certificate in English (FCE) test.

**Table 1: Standardized Students' Test Results**

Report Per Skills	Percentage of students who reached the standard proposed (B2)		Percentage of students who did not reach the standard proposed (B2)		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Reading	16	25 %	47	75%	62	100%
Use Of English	11	18 %	51	82%	62	100%
Writing	12	19 %	50	81%	62	100%
Listening	22	35 %	40	65 %	62	100%
Speaking	52	84 %	10	16 %	62	100%
Integrated Skills Result	14	22 %	48	78 %	62	100%

Source: The author

Author: Livingston Rojas



**Graph 1: Comparative development of the students' skills**

Source: The author

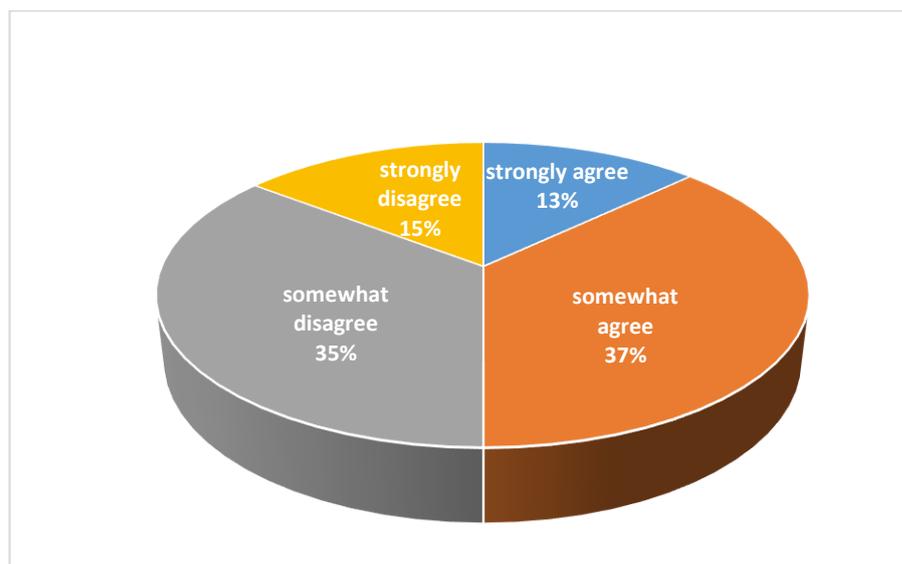
Author: Livingston Rojas

Table 1 and graph 1 show the results of the First Certificate English (FCE) test applied to the students who learned English through CLIL to know their performance level in each skill. Standardized tests have an emphasis on exercises, which combine the use of two or more skills at a time and include the manipulation of written texts along with audio verbal drills. Evidently, the students focused primarily on verbal production in detriment of their writing and reading skills. Regarding writing skill, only 19% of them obtained the required higher intermediate level in writing, whereas four fifths did not reach the above-mentioned standard. Indeed, the school policy stipulates that students should graduate with all the language skills developed at an upper intermediate level of language proficiency. Similarly, when the learners were assessed in reading, only a quarter of them reached the proposed

standard. Likewise, 35% of them managed to obtain the proposed score band in listening. Interestingly, the highest level obtained was for the speaking skill which showed an outstanding amount of 84%. Thus, the problem seems to deal with the way the skills are practiced and developed in the institution, obviously their strength is in speaking, since it is a rather free productive skill, moreover, a lack of integration of the other skills is evident, and shown in the results above. Nevertheless, the aforementioned results remark the presence of procedural gaps at the moment of implementing the CLIL approach. In other words, a communion of skills in the foreign language teaching-learning process is urged in order to develop in parallel the dimensions of a language. For instance, Loranc-Paszylk (2009), verified the benefits of specific strategies such as text-responsible writing assignments to build up reading-writing skills within a CLIL program.

*Quantitative Analysis*

*Factors concerning students*



**Graph 2: I have difficulty with writing tasks**

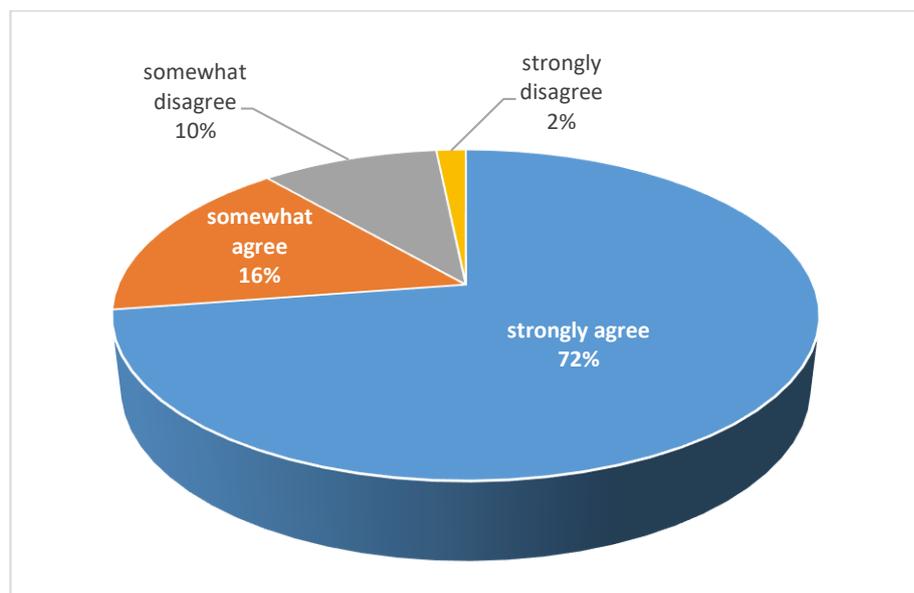
Source: Students' Questionnaire

Author: Livingston Rojas

Graph 2 shows that 37% of the participants somewhat agreed with the statement from this graph, 35% of learners somewhat disagreed with this idea. On the other hand, 15% of the students strongly disagreed with the statement, differently 13 % of the survey takers strongly agreed with it.

The results indicate that there is a divided opinion on either having or not having difficulties when doing tasks in writing. Half of the learners reported some difficulties meanwhile the other half claimed not to have too many writing difficulties. Conversely, the results from the First Certificate English (FCE) test corroborate that the majority of students struggle with their writing skills; in fact, writing is one of the lowest scored skills.

Evidently, in order to attain language gain, users of CLIL advise to process bodies of information and construct new texts based on prior reading material progressively, that is to say, the more frequently students practice with writing drills, the less difficulties they will find it.



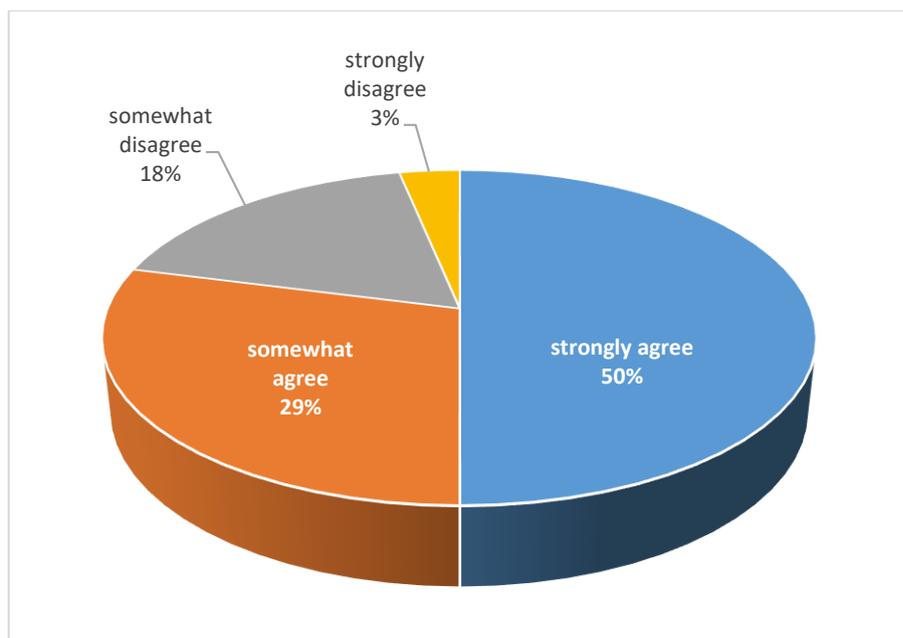
**Graph 3: I enjoy writing in English**

Source: Students' Questionnaire

Author: Livingston Rojas

Regarding the joy students feel when writing in English, 72% of them confirmed it emphatically, 16% of them somewhat agreed. Meanwhile, only a tenth of the learners expressed to dissent partially from enjoying writing. Interestingly, only one of the students firmly denied enjoying it at all.

Over three quarters of the target students assured to enjoy writing in English in a rather high degree. In contrast, barely one tenth of the participants expressed their low excitement when writing. Nonetheless, in the classes observed, a considerable number of students seemed frustrated and puzzled when performing writing tasks in class. For instance, in one of the classes, learners were given the topic “Globalization” to write a short essay, students were not willing to write, and if they did it, it was because they had to. Thus, these findings provide confirmatory evidence that what pupils claimed and was shown in graph 3 does not match with what was seen in some classes. Interestingly, Alrabah and Wu (2017) reported that students’ attitudes in regards to writing competences in English under CLIL instruction are notably positive and students’ writing skills are usually enhanced, thus it is fair to suggest that students are supposed to enjoy writing in the CLIL course. Therefore, the students’ boredom and lack of interest in the writing activities demonstrate the necessity of acknowledged engaging topics to write about.



**Graph 4: I practice writing paragraphs and essays in class**

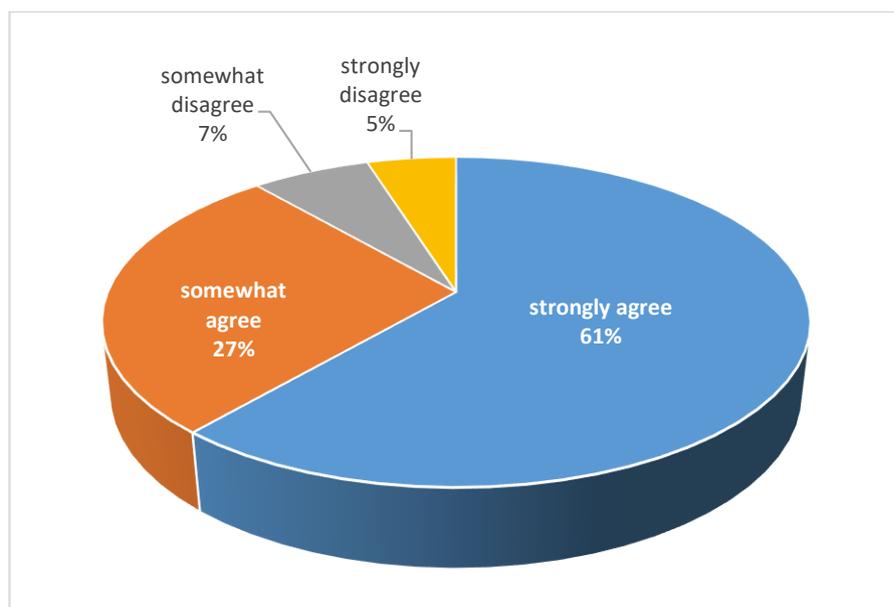
Source: Students' Questionnaire

Author: Livingston Rojas

In the case of graph 4, the information obtained is related to students' opportunities to practice writing paragraphs and essays in class. The results showed that from the entire number of pupils who participated in a CLIL session, 50% of students strongly agreed to practice written tasks in class, 29% of the learners agreed in part. Whereas, 11 of them claimed not to practice written activities in class. Finally, two of them representing 3% strongly disagreed.

More than 75% of the learners confirmed that they frequently practice writing paragraphs and essays in class. On the contrary, 21% of the respondents affirmed not to practice their writing skills to some extent in class. Those results are aligned with the teachers' answers from statement 3 from their questionnaire because 67% of them strongly stated to ask their pupils to utter written compositions. In fact, when CLIL classes were observed, it was confirmed that the teachers usually asked their students to practice writing by

providing different tasks. Accordingly, the writing genres used in the observed classes were at a certain degree repetitive, in fact, in the majority of the classes the pupils were asked to write about a genre continuously. In this regard, Jackson (2012) discovered that CLIL learners who were asked to approach varied genres in combination with CLIL instruction enhanced their writing skills and reduced grammatical mistakes. Consequently, the problem does not only deal with unattractive topics but also with genres used repeatedly in classes, creating a tedious and demotivating scenario for students to write.



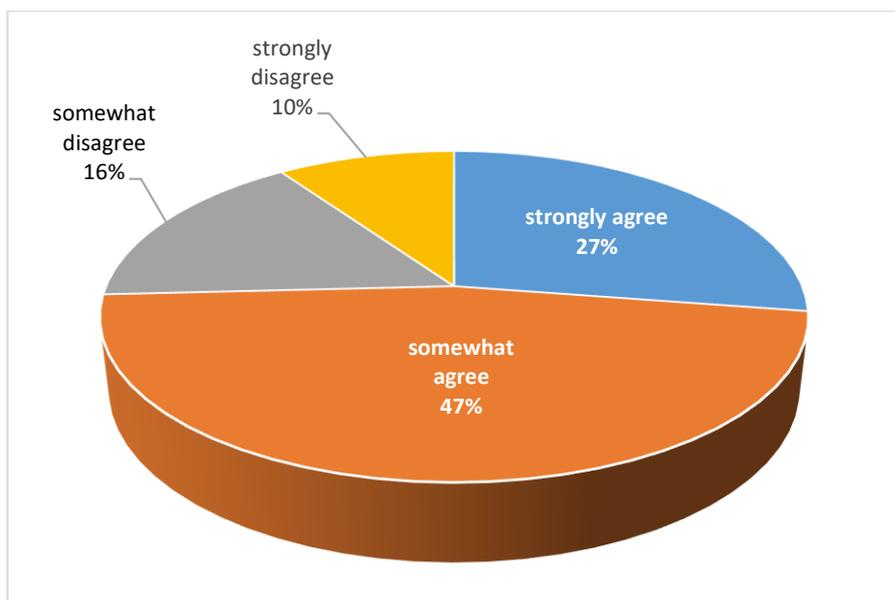
**Graph 5: I feel I need more practice writing essays in English**

Source: Students' Questionnaires

Author: Livingston Rojas

Graph 5 tackles with the students' need of practicing writing essays in English. The results showed 61% of the learners agreeing strongly, 27% of the pupils somewhat agreed on that affirmation. Conversely, a reduce number of learners, that is to say 7% somewhat disagreed with the idea; finally, only 5% of the learners strongly disagreed with the statement from graph 5.

The results indicate that the majority of students need to practice writing; only a few students disagree on the need to practice writing in a CLIL class. This statement was confirmed through observing students' reactions and attitudes when doing written tasks in classes, it was obvious that many of them felt frustrated and seemed to need more help when performing writing activities.



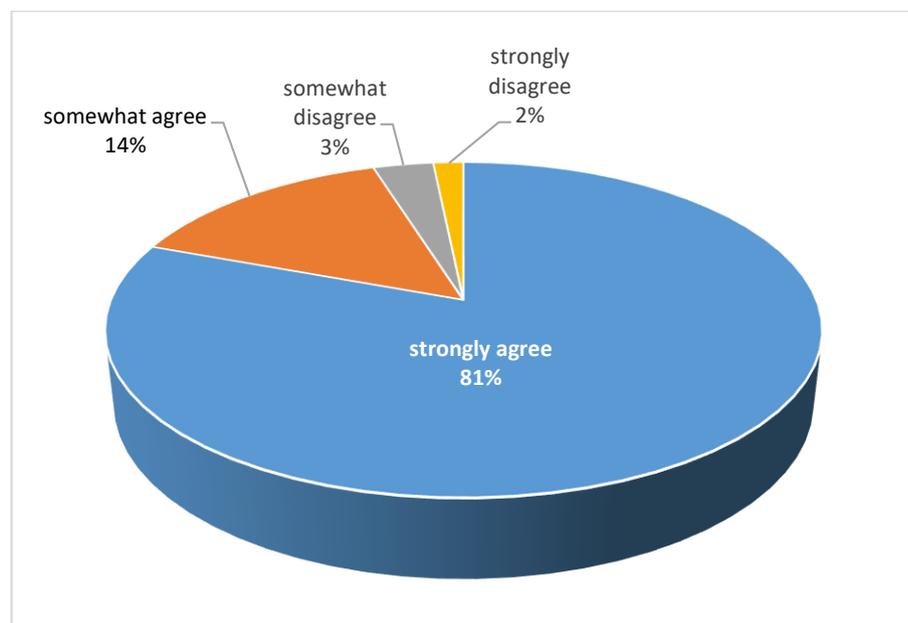
**Graph 6: My writing limitations deal with lack of awareness on the writing process**

Source: Students' Questionnaires

Author: Livingston Rojas

Regarding graph 6, which states that students' writing limitations might be related to the lack of awareness on the writing process, 47% of the pupils somewhat agreed, 27% of them strongly agreed with that statement. On the contrary, 16% of the participants somewhat disagreed with the affirmation; finally, only 10 % of respondents strongly disagreed with this thought.

As the statistics have shown more than half of the target group of pupils affirmed their writing limitations are due to a lack of awareness on the writing process during CLIL instruction. In fact, the class observations showed that students' knowledge on this process could be insufficient. For instance, it was observed that many students divided their writing into three sections: introduction, discussion and conclusion, then learners simply wrote below each heading about the requested topic and then turn in their essays to the teacher at the end of the class. Indeed, the writing process involves more than three basic steps. Concerning this point Gebhard (2006) highlighted prewriting, drafting, revising and editing as crucial elements of the writing process. Therefore, on the basis of currently available evidence, it is appropriate to suggest that teachers focus their activities on methodic procedures.



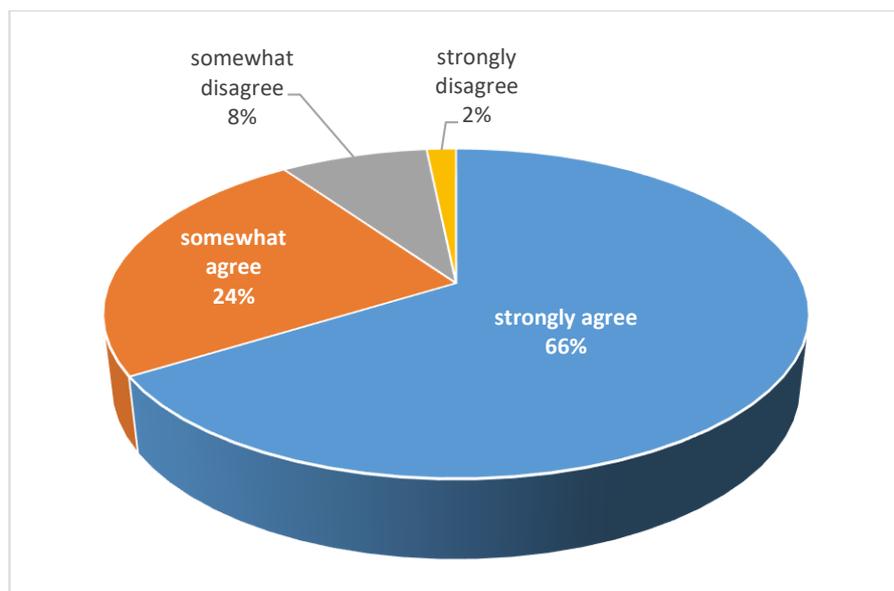
**Graph 7: Writing feedback that my instructors give on my writing is very helpful to me**

Source: Students' Questionnaires

Author: Livingston Rojas

In graph 7, there is key information related to writing feedback given by CLIL instructors and students towards the helpfulness of correction. The results show that 81% of the students strongly agreed with the statement, 14% of them somewhat agreed with the idea from this graph. Nevertheless, only 3% of the pupils somewhat disagreed with the affirmation, and just one student, representing 2% strongly disagreed.

The results evidenced that the majority of pupils find the written feedback given by their instructors helpful enough to enhance their writing abilities, only a reduced number of students thought otherwise. Besides, most CLIL tutors claimed to provide feedback on writing compositions. Correspondingly, Harmer (2001) pointed out that providing this type of feedback is a time-consuming task, because teachers have to spend time reviewing the written utterances, writing down their impressions, and providing suggestions of improvement. Conversely, after observing several classes, holding conversations with teachers about written feedback, and reading comments left by instructors in the open question section, it was concluded that teachers' written feedback tend to be superficial and not meaningful enough. Differently, Dale et al. (2010) claimed that feedback for written work in CLIL classes should be a meaningful process given whether on subject content or form that includes actions such as underlying mistakes, using a correction code for different kinds of errors, and consistent correction. It was also perceived that constraints like shortness of time and large classes affect the effectiveness of this CLIL process.



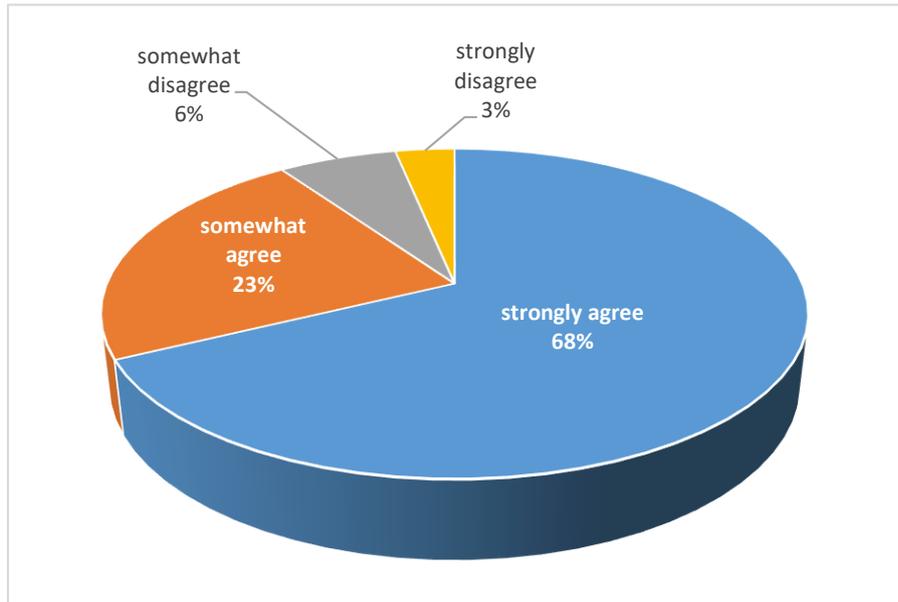
**Graph 8: My teachers give me direct feedback in my writing activities**

Source: Students' Questionnaires

Author: Livingston Rojas

Results in graph eight present that 66% of students receive direct feedback in their writing activities. Furthermore, 24% of the respondents said they somewhat agreed with the existence of corrective feedback. Meanwhile, 8% of students somewhat disagreed and 2% strongly disagreed with the aforementioned idea.

These findings evidence that the majority of students admitted that direct feedback is regularly provided during CLIL classes; only a few students disagreed with their classmates and affirmed that no feedback was given. After monitoring some classes and interviewing teachers, it was verified that 50% of the times, direct feedback was provided and the other 50% it was not, which is relatively aligned with the results from graph eight. However, it was also found that the direct feedback tends to be superficial, opposed to the principles of direct feedback. In this regard, Maleki and Eslami (2013) claimed that providing direct feedback involves giving the correct forms, which facilitates the process of correction, since it is meant to help students with low-level-of-proficiency.



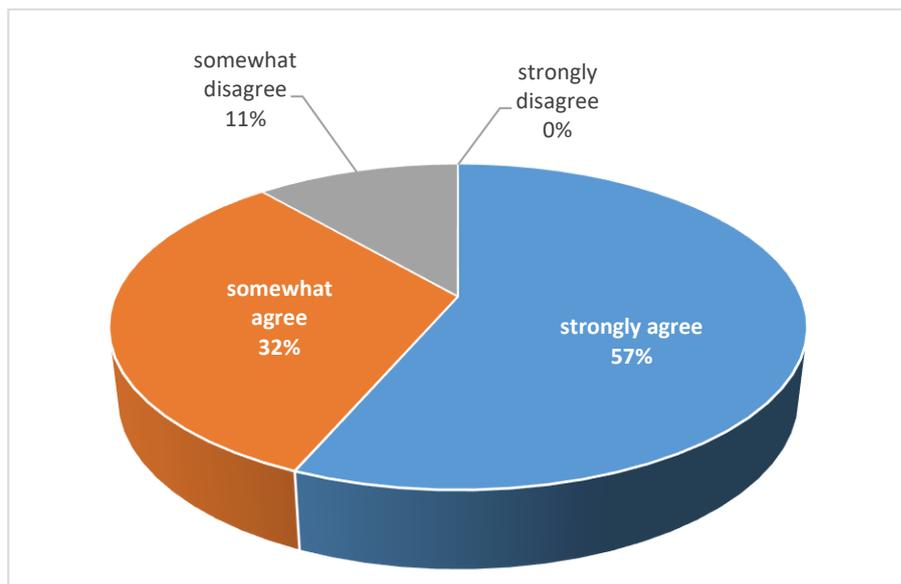
**Graph 9: I learn writing through English B and business management content**

Source: Students' Questionnaires

Author: Livingston Rojas

As graph nine shows, 68% of the respondents were certain to learn writing through English B and Business management content. Moreover, 23% of the students somewhat agree with said statement. However, 6% of the learners do not think the same towards this statement, in fact they somewhat disagreed with it; a minor group of students strongly disagreed with the idea expressed in this graph.

Undoubtedly, most students confirmed their learning perception on writing through content, in this regard Coyle, Hood, and Mash (2010) pointed out that content and language are interwoven in CLIL classes, that is indeed one of the main principles of CLIL approach.



**Graph 10: When the instructor bases the writing task on reading activities of English b or business management, it is easier for me to write a composition**

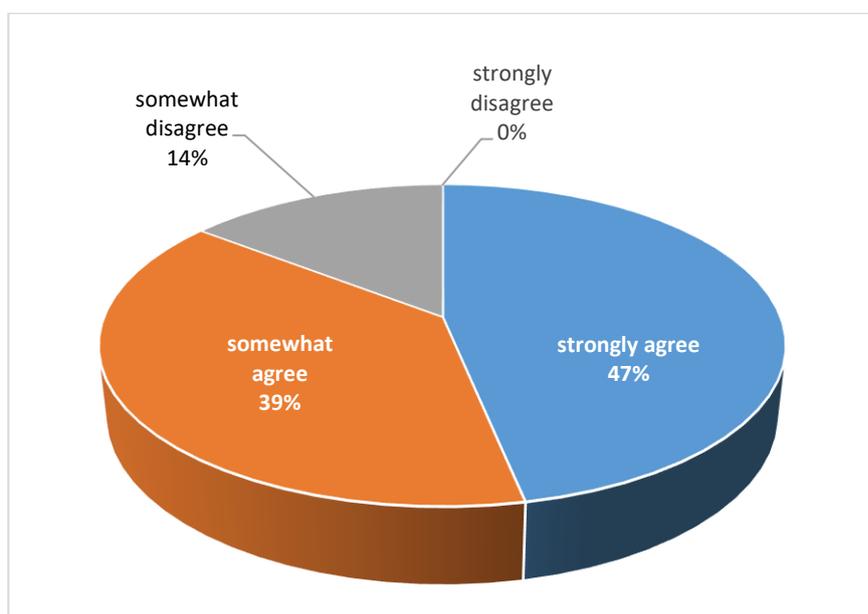
Source: Students' Questionnaires

Author: Livingston Rojas

Graph 10 indicates that 57% of students answered that the process of writing a composition becomes easier when the instructor bases writing tasks on reading activities of English b or business management. Similarly, 32% of the participants declared they somewhat agree with statement 10. Differently, only 7 % of the respondents answered they somewhat disagreed with it. Interestingly, no strongly disagreement was given.

The results showed that nearly 90% of students admitted that their CLIL teachers based writing tasks on reading activities making the writing process easier. Barely, a few students did not think the same as their classmates did. Those outcomes are partially aligned with the observations. In fact, all the teachers based the material for writing class on reading activities; the core of some classes and brainstorm were based on reading material. At this point, it is essential to mention that the integration of reading and writing tasks in CLIL classes are believed to bring many benefits. In the same line of reasoning, Loranc-Paszylk (2009) pointed out that integrated reading and writing activities used in CLIL classes favors

the acquisition of new vocabulary and information that can be later used for the construction of new texts. Moreover, since students need to select information based on previous reading material for the writing process, their critical thinking skills are enhanced as well. However, despite of the teachers' conscious efforts to use reading material, the writing process was not significantly simplified because it was observed that several students were short of ideas, lacked vocabulary and were unwilling to write on the topic selected. Along the same lines, Kumaravadivelu (2003) suggested that it should first be remembered to motivate learners by involving them in the selection of materials and topics that attract their attention and arise their interest. Consequently, the problem seems to deal with the students' lack of interest in the reading material selected for CLIL classes.



**Graph 11: I find the reading material of English B and business management appealing enough to motivate me to write in English**

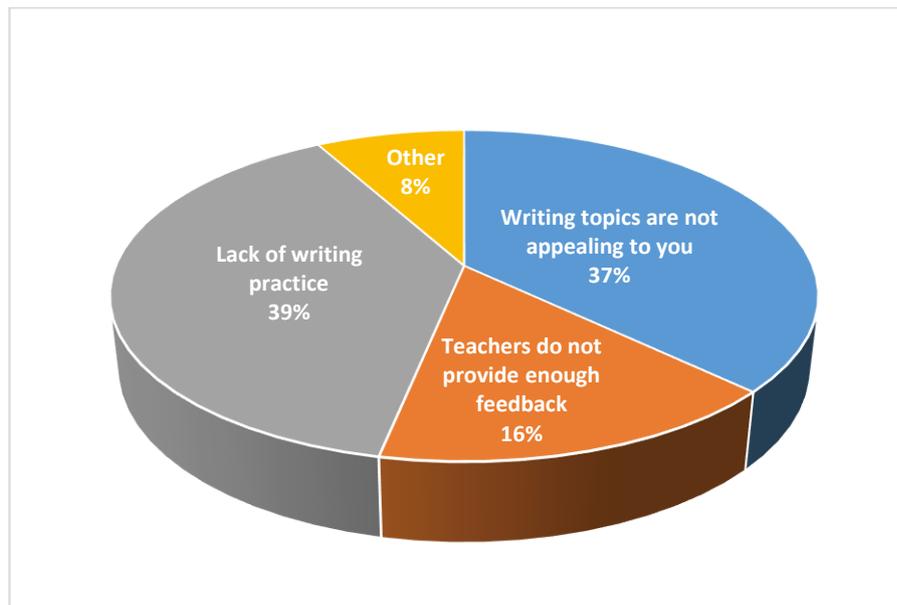
Source: Students' Questionnaires

Author: Livingston Rojas

Concerning graph 11 that deals with reading material that is supposed to be appealing enough to encourage students to write in English, 47% of the students answered they strongly

agreed with it. Some of them who represent the 39% alleged they somewhat agreed with the aforementioned affirmation. Nonetheless, only 14% of the students somewhat disagreed with this statement, and nobody strongly disagreed with it.

Not surprisingly, these results are not aligned with what was observed in two large CLIL classes where it was evidenced that even though teachers based their lessons on content related to the subject taught, students did not feel motivated enough to write. Their attitudes revealed a lack of willingness to be fully involved in writing in English.



**Graph 12: Select one of the factors you think that mostly affect your writing performance in a CLIL context**

Source: Students' Questionnaires

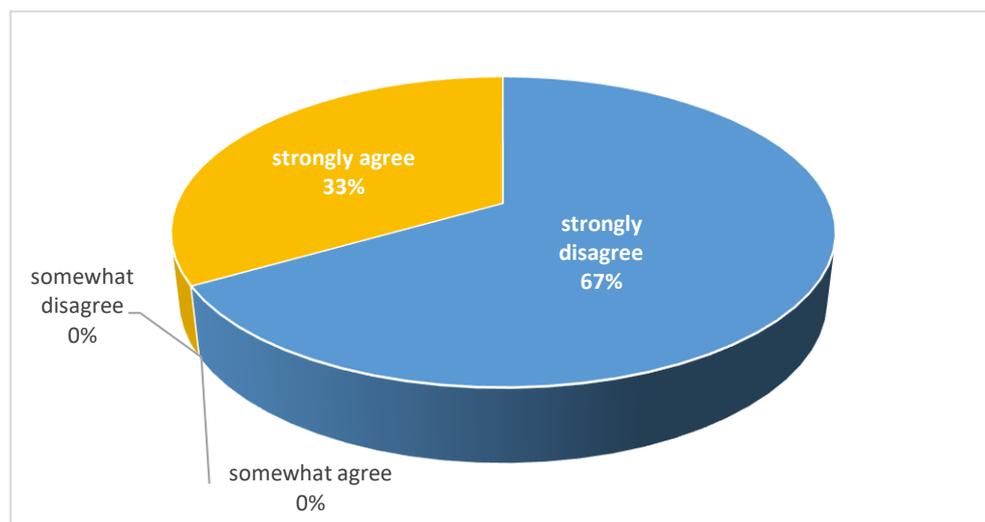
Author: Livingston Rojas

Regarding graph 12 that is related to the factors that mostly affect students' writing abilities in a CLIL context; 39% of the learners affirmed that the lack of writing practice is the factor that mostly affect their writing performance in a CLIL class. On the other hand, 37% of them answered that the writing topics are not appealing to them. Moreover, 16% of the participants declared that teachers do not provide enough feedback, finally, 8% of the students

assured that there were other factors such as lack of motivation, uninteresting topics to write, and not enough vocabulary, which have affected their writing performance.

The idea that students' writing practice is harmed because of the lack of opportunities to practice prevailed, however after analyzing the teachers' answers that dealt with this issue and based on the observations, it was deduced that instructors frequently ask their students to write essays, which differs, from what the majority of students assured about this matter. Furthermore, having observed several classes, the position of those who said that topics to write about are not appealing to them seemed right, because students' lack of interest in writing was evident along the classes monitored; in fact, this unwillingness to write can be considered a signal of the students' calling for more interesting topics to write.

### Factors concerning teachers



**Graph 13: I have been trained to implement CLIL approach in my classes**

Source: Teachers' Questionnaires

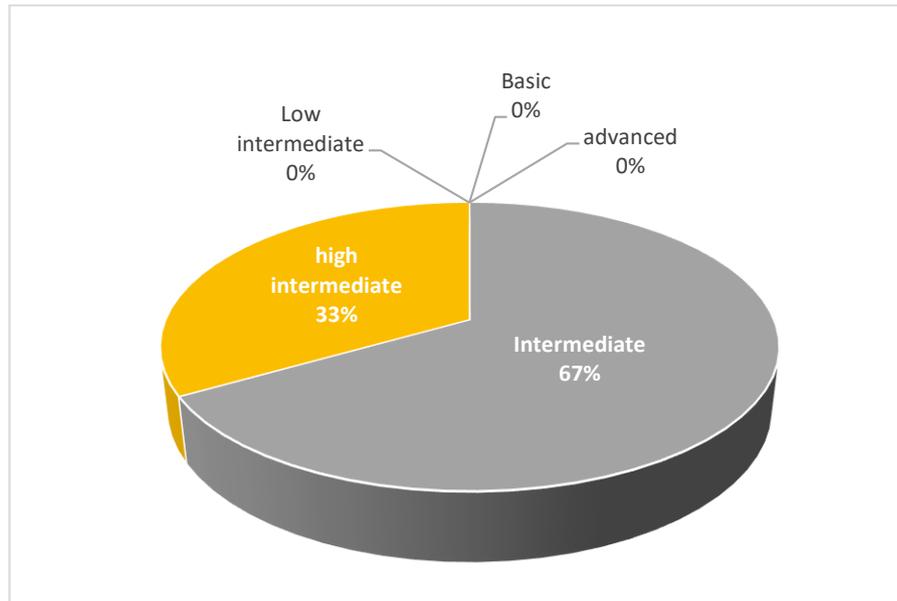
Author: Livingston Rojas

With regard to previous training to teach using the CLIL approach, two of the three teachers, that is a 67% confessed a total lack of instruction on implementing the CLIL

approach. Notably, one teacher equivalent to 33% answered categorically to have received such training.

At this point, it is necessary to mention that the only teacher, who confirmed having received training on CLIL implementation, due to his independent enrollment in a Master degree program with an emphasis on CLIL approach. In an open question item, it was clarified that the institution did not provide such specific training. It is also interesting that the two teachers who disagreed with the statement are English native speakers from England, thus, it is assumed that they are overall proficient with regard to the English language.

About this matter, Fürstenberg and Kletzenbauer (2015) claim that teachers who are not given the appropriate training and assistance to implement CLIL approach in their classes can concentrate on teaching only content and deviate from teaching language through content at once. Following a similar line of reasoning, Richards and Rodgers (2014, p.132, 133) pointed out that “language teachers may be insufficiently grounded to teach subject matter in which they have not been trained”. Thus, CLIL teachers who have not given training on teaching content need constant preparation and support. In fact, when administrating the teachers’ questionnaire, brief conversations were held with the instructors who claimed not to receive instruction on implementing the CLIL approach, one of them stated emphatically that he only teaches content not language. Certainly, the lack of training on CLIL implementation can have negative consequences in students’ learning outcomes.



**Graph 14: I think my students' level of proficiency regarding writing skills is**

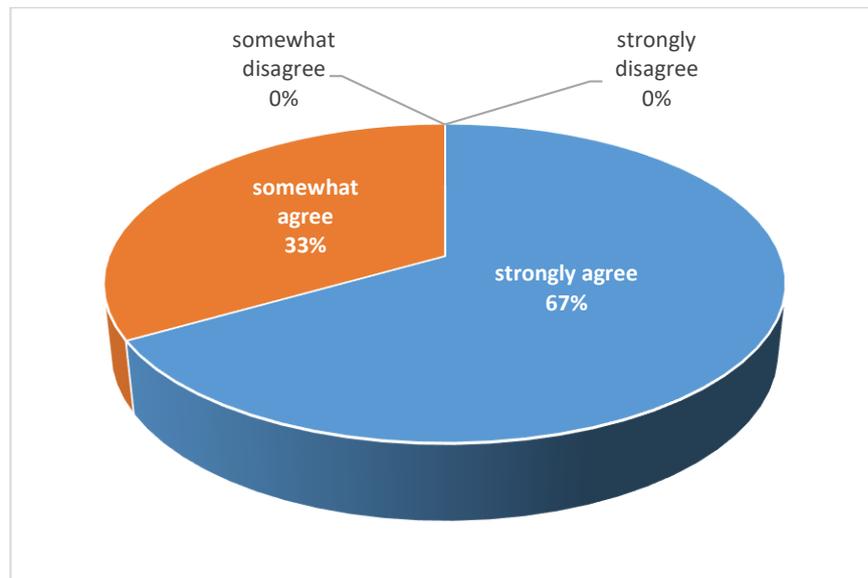
Source: Teachers' Questionnaires

Author: Livingston Rojas

Concerning the students' level of proficiency regarding their writing skills, their teachers affirmed that 67% of students are still in process to obtain the proposed standard of B2, whereas 33% of them already achieved to meet the target standard of B2. These results show that according to the teachers' perceptions, only one third of the learners might have a more than acceptable level of proficiency with regard to their writing abilities.

It is vital to bear in mind that those students are in their last year of instruction and have spent many years learning English. Thus, it is expected that learners have developed high-level language skills such as essay writing skills. In that respect, Richards and Rodgers (2014) suggested that students who have studied under a CLIL modality are supposed to have developed advanced language skills. The teachers' perceptions on their students' level of proficiency at writing are almost in concord with the results students obtained after taking the FCE test, because most of them achieved a B1 and only a reduced numbers of learners

reached a B2 level with regard to their writing skills, which indeed confirms what their teachers assured on students written abilities.



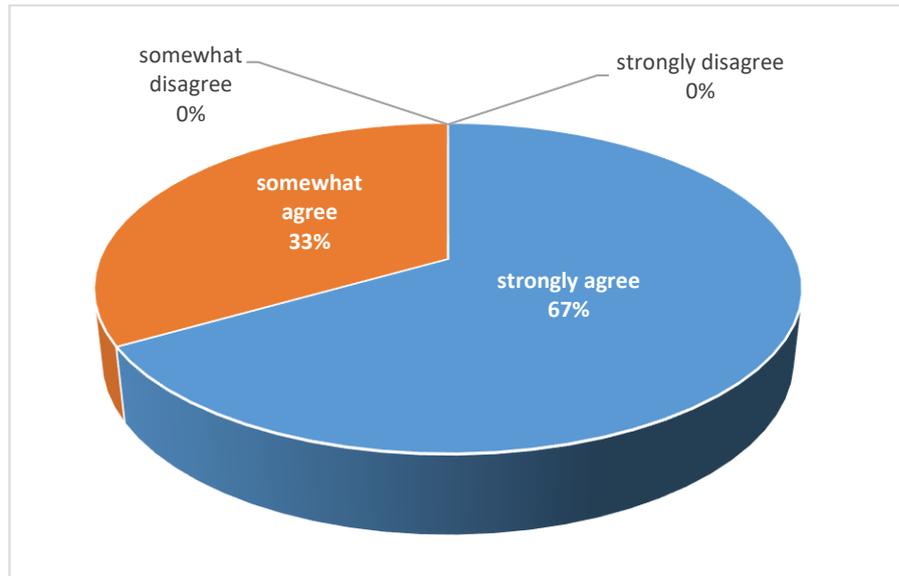
**Graph 15: I often ask students to write different types of essays**

Source: Teachers' Questionnaires

Author: Livingston Rojas

Graph 15 highlights the frequency that teachers ask their students to write different types of essays. Interestingly, 67% of them strongly agree and 33 % somewhat agree with that affirmation. On the contrary, nobody disagrees with the idea of graph 15 at all.

Those findings are aligned with the result from statement 2 from students' questionnaire, which showed that 79% of them affirmed to practice writing paragraphs and essays in class.



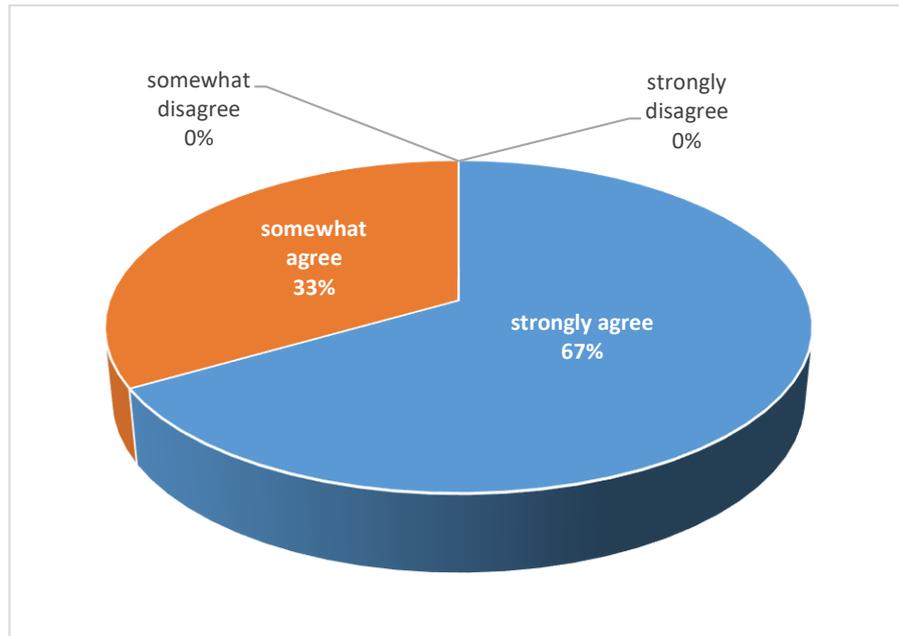
**Graph 16: The didactic material I use in my CLIL classes enhance students’ writing skills**

Source: Teachers’ Questionnaires

Author: Livingston Rojas

The reason for having this statement was to know the teachers’ perceptions about the didactic material and its effectiveness to enhance students’ writing skills in CLIL classes. Graph 16 shows that 67% of the teachers answered that the material used in their classes is good enough to better students’ writing abilities. Similarly, 33% of the instructors somewhat agreed with this statement. It is interesting that nobody disagreed with this affirmation.

The majority of the teachers believe that the material employed for their CLIL classes is effective; nonetheless, the findings displayed in table 1 contradict their assumption. Thus, it can be assumed that the didactic material used in CLIL classes somehow fails to enhance students’ writing skills; otherwise, there would be better learning outcomes in regards to students’ writing abilities.



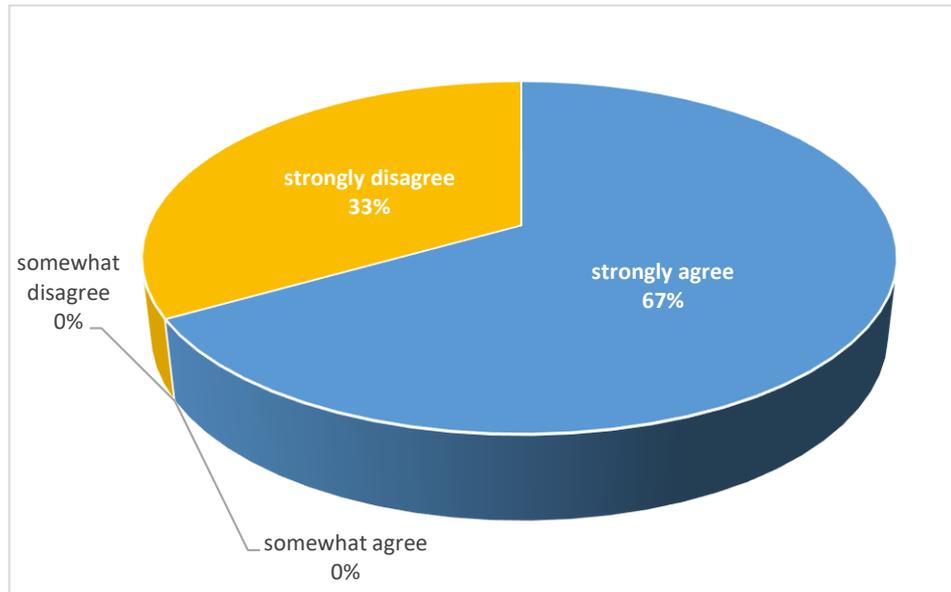
**Graph 17: I use several techniques such as brainstorming, cluster mapping to help my students to improve their writing.**

Source: Teachers' Questionnaires

Author: Livingston Rojas

As indicated in graph seventeen, 67 % of the teachers answered that they used several techniques such as brainstorming, cluster mapping to help their students to improve their writing. Nobody disagreed with that statement.

After witnessing several classes, it was concluded that those deductive techniques were used to improve students' writing skills.



**Graph 18: I provide frequent feedback on structure, punctuation and cohesion to help my students in the writing process**

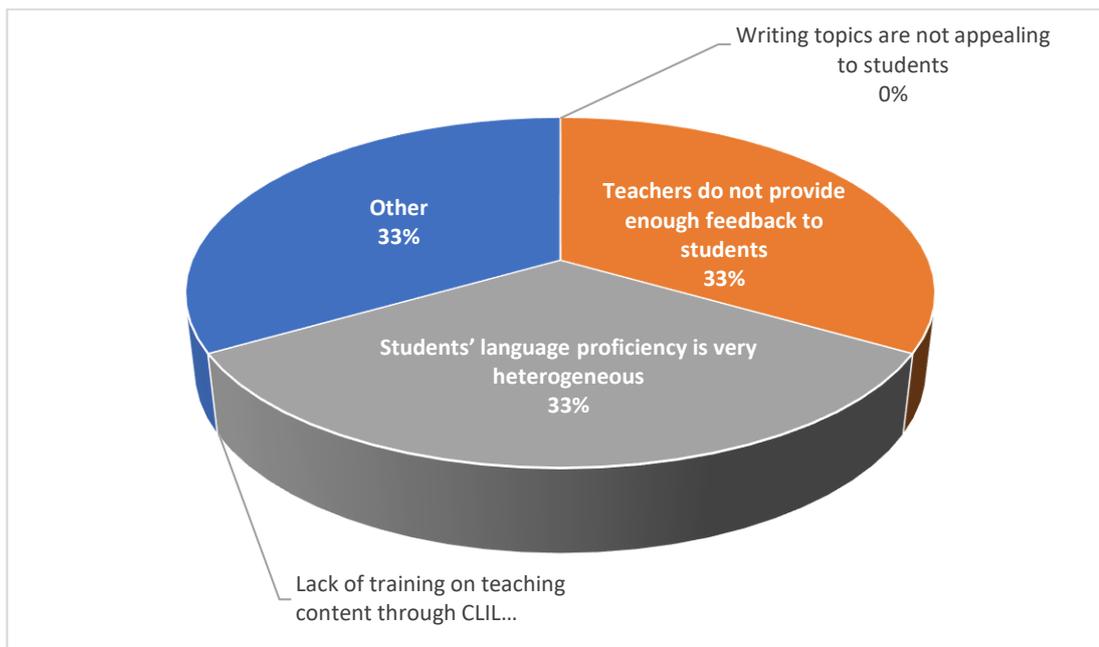
Source: Teachers' Questionnaires

Author: Livingston Rojas

As graph 18 shows, 67 % of the teachers assured they provide frequent feedback on structure, punctuation and cohesion to help their students in the writing process. Differently, 33% of them stated that they strongly disagree with the statement.

Based on information gathered from observed classes, it could be assumed that the frequent feedback on structure, punctuation and cohesion that most of the teachers affirmed to give depends on the class size and time. For instance, one of the teachers said, "Feedback is limited because of the number of students and time frame". It is important to mention that there were 31 students in that class where the teacher expressed what was cited in this paragraph. However, the same instructor claimed that the situation is very different in a class where he only has 16 students. Actually, that was confirmed when that class was monitored, there were no constraints of class size and time neither, thus the feedback process was facilitated.

In the same fashion, one of the interviewed teachers firmly assured that feedback on structure, punctuation and cohesion are not provided in his classes, because he teaches content and not language. His reasoning is not aligned with what Dale, Van der Es, Tanner and Timmers (2010) stated on this issue, they claimed that CLIL instructors must be cleared on the role of feedback of form (language mistakes), feedback on subject content (what students are trying to say), feedback on form (spelling, punctuation and grammar mistakes). Similarly, Richards and Rodgers (2014) claimed that CLIL learners do not simply “pick up” the language, instead they are supposed to be provided corrective feedback to develop language knowledge and language accuracy. In others words, feedback should always be administrated in CLIL contexts and given according to the task performed. Evidently, that teacher lacks awareness on CLIL implementation, because those language aspects can never be ignored when working with written tasks in a CLIL context.



**Graph 19: Select one of the factors you think that mostly affect your students' writing performance in a CLIL context**

Source: Teachers' Questionnaire

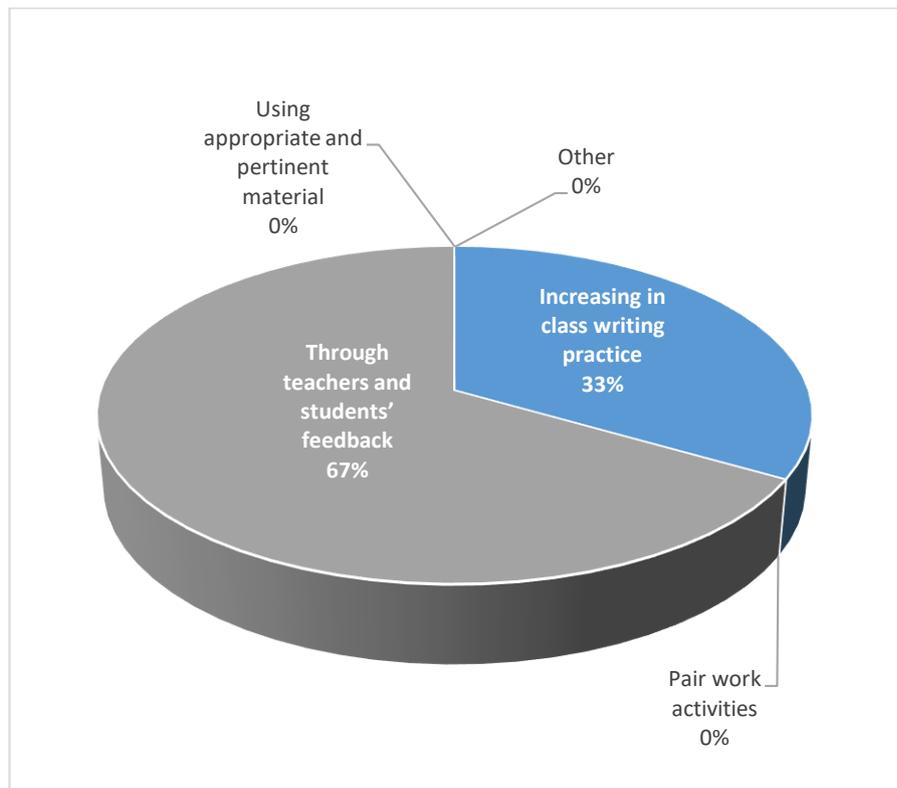
Author: Livingston Rojas González

The reason for having this statement was to know the teachers' perceptions about the factors that most affect their students' writing performance in a CLIL context. Graph 19 shows what instructors selected: 1) teachers do not provide enough feedback to students; it was given a 33%. 2) learners' language proficiency is very heterogeneous was given another 33%, and 3) "other" a 33% as well; under this open comment section from this statement, one of the three teachers wrote that pupils do not work enough on essay writing before reaching the International Baccalaureate.

Regarding the first option selected, it is crucial to highlight that the majority of the teachers who participated in this work agreed on the relevance of providing meaningful feedback, and stated that a lack of proper guidance along the writing process prevents students' writing performance.

With reference to the second choice, the response pointed at the heterogeneous level of the learners. Undoubtedly, that is a limitation when trying to enhance an entire group of students with different levels of proficiency.

Finally, it is important to recall that students also complained about the need to practice writing essays more frequently, disclosing a similitude with their teachers' opinion.



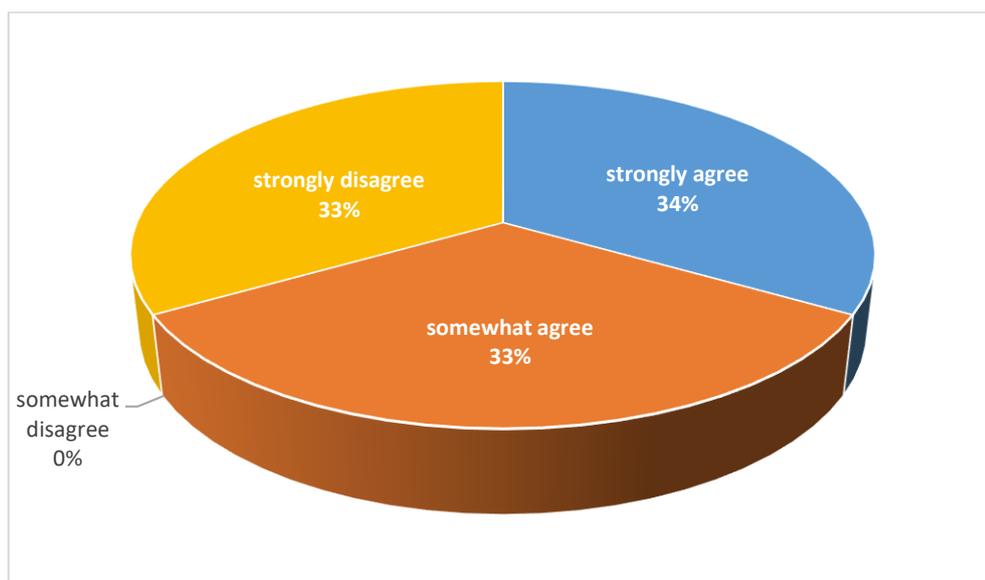
**Graph 20: How do you think teachers can help students to improve their writing skills in a CLIL context**

Source: Teachers' Questionnaires

Author: Livingston Rojas

The reason for having this statement was to know the teachers' perceptions about ways to help their students to improve their writing skills in a CLIL context. Graph 20 displays teachers' choices; instructors chose the option "through teachers and students' feedback" which represents a 67%. The second most selected option was "increasing in class writing practice", that reflects a 33%. The other options were not selected.

There is overwhelming evidence for the notion that teachers agree on the fact that feedback can improve their students' written production. Undoubtedly, the data yielded by this statement reaffirm the necessity of feedback and the increment of class writing practice to enhance students' writing abilities.



**Graph 21: My schools' authorities often organize training workshops on the implementation of CLIL**

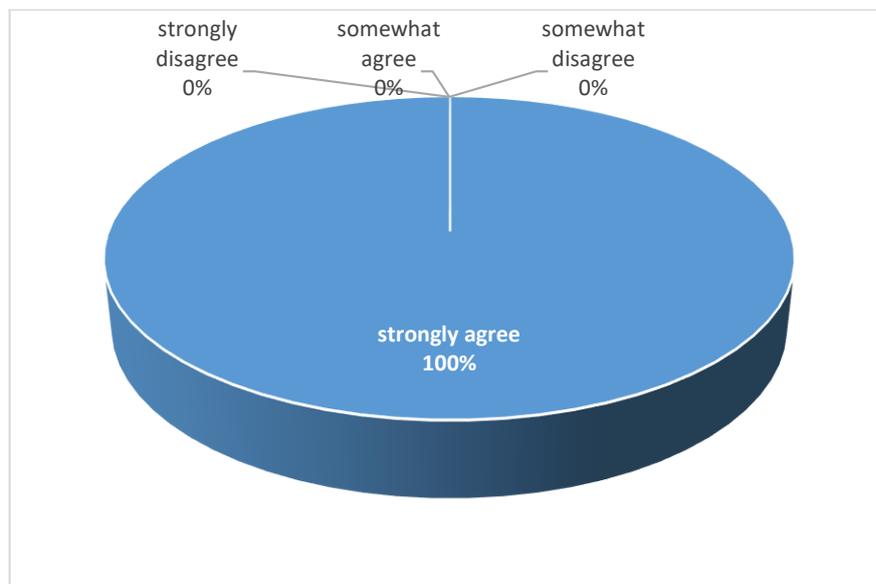
Source: Teachers' Questionnaires

Author: Livingston Rojas

Concerning graph 21, that is about frequent training workshops on the implementation of CLIL organized by schools' authorities. The graph shows that 34% of the teachers strongly agree with the statement, also 33% of the instructors somewhat agree with it. On the other hand, 33% think differently and strongly disagree on that statement.

In order to confirm those figures, schools' authorities were consulted on the frequency training workshops on CLIL implementation are organized. Through conversations with them, it was determined that sporadic training sessions on CLIL in general have been carried

out throughout last year and this current year, however it was stated that limitations such as intense workload, time constraints, and lack of interest from teachers have brought negative results that might be reflected in students' academic performance. On the same token, Bonces (2012) affirmed that schools' authorities should provide teachers training on CLIL matters such as professional development programs on dealing with lesson planning, differentiated instruction, scaffolding techniques to enhance their expertise and capacity to handle CLIL issues.



**Graph 22: I believe the material used in CLIL classes is appropriate**

Source: Teachers' Questionnaires

Author: Livingston Rojas

All the three teachers who answered the questionnaire, which constitutes the 100 % of the participants, affirmed that they consider the material used in CLIL classes appropriate.

The observed classes brought to light that 100% of the material seemed to be appropriate and pertinent for a writing class. It was determined during the in-class observation time that a considerable amount of learning material such as handouts, PowerPoint

presentations, reading material from different sources than students' textbook were created or modified to use in classes. In fact, for the subject of business management there is not a textbook, all the learning material has to be created by the teacher. Thus, it can be assumed that teachers consciously make an effort to select or create appropriate and pertinent material meant to enhance their students' writing skills in a CLIL context, which was confirmed through observing classes.

However, in spite of teachers' asseverations on this point, the effectiveness of the material can be doubtful; on this concern Hüttner, Dalton-Pufferand and Smit (2013) declared that CLIL teachers have the autonomy to develop learning material based on their abilities as CLIL teachers, which is a heavy responsibility. Therefore, it is essential to recall that teachers selected a lack of training on CLIL implementation as one of the constraints to enhance their students' written abilities, thus, it can be assumed that untrained teachers on CLIL can produce to a certain extent inadequate material and the effectiveness or failure of it might be reflected in students' learning outcomes. On these grounds, it can be argued that students' poor level of proficiency at writing might be a sign of the ineffectiveness of such materials.

Concerning the factors that hinder teachers' performance as a CLIL teacher when teaching writing to students, the researcher added the following open question: ***What factors do you think hinder your performance as a CLIL teacher when trying to enhance your students' writing performance?***, at the end of the teachers' questionnaire to get important comments like the ones below:

A first teacher claimed that students' level versus program's objectives regarding learning outcomes might be unrealistic to a certain extent, in terms of time. A second teacher said that one of the main factors that hinder him from enhancing his students' writing abilities is the lack of resources such as newspapers, books, brochures and material in general for CLIL classes. In the same fashion, Mehsito, Marsh and Frigols (2008) remarked that CLIL

materials are in short supply and it is needed significant amounts of time to create or modify existing learning material which coincides with was assured by the interviewed teacher. In fact, He claimed that He prepares all the material for his CLIL classes because there is not a textbook for his subject. Moreover, it is important to highlight that this teacher claimed to have barely received training sessions on CLIL implementation. In this regard, Papaja (2013) pointed out that the lack of teacher training concerning CLIL methodology and criteria to create teaching material is one of the main de-motivating factors that inhibit CLIL teachers' performance. Thus, it can be assumed based on what the interviewed teacher reported that creating materials for CLIL classes can be a time-consuming task and the materials might not be appropriate in some cases because of time constraints and lack of awareness on CLIL issues.

A third and last teacher assured that “The principal factor that hinders students' writing performance is the lack of feedback; He claimed: “For me as a teacher, this is difficult to correct due to the amount of time that is involved in order to give appropriate feedback”. Based on the answers from this final open question, it seems fair to suggest that the lack of appropriate CLIL materials and time constraints to provide feedback are the two main factors that inhibit teachers from enhancing their students' writing abilities.

## CONCLUSIONS

The results of the First Certificate in English test evidence that the sequence of development of language skills center mainly in the speaking area, followed in turn by listening, reading and in the last place the writing skill. This suggests that the learners were led to focus primarily on verbal output in detriment of their writing and reading skills, which reached the lowest rate of development.

Even though constant feedback has been provided, constraints such as lack of time and the large size of classes inhibited the effectiveness of this corrective process. Similarly, the absence of meaningful and timely feedback affected the students' written performance.

The findings also demonstrated that the low availability of CLIL material makes it difficult for teachers and students to develop the writing skills at a higher degree. On the one hand, the teachers have to spend considerable amounts of time either creating or modifying the material at hand to make it suitable for students; on the other hand, the majority of students surveyed affirmed that the topics for the writing activities are in their general opinion of little or no relevance, as well as disconnected to their preferences.

Additionally, this research determined that even though the school authorities organize sporadic training workshops on CLIL implementations, those training sessions might be at a certain extent shallow in content areas such as art, social studies, business management, among others and do not focus solely on how to enhance students' writing skills within a CLIL context. Besides, some of the teachers do not convey the CLIL guidelines to their classrooms, therefore training must also be focused on the approach itself.

It was also discovered, that despite the fact that the majority of target teachers are native speakers with Bachelor's degree in English, the lack of training in content areas and CLIL issues in general have overshadowed their academic backgrounds influencing

negatively their teaching performance as well as slowing down the writing progress of their pupils.

## RECOMMENDATIONS

It is advisable to create a database where all the extra CLIL material created and used by teachers in their classes be reused by new teachers. Thus, time taken for preparing learning material would not be wasted. Instead, only few modifications might be necessary. It would also be easier to update or modify said material than creating it from zero. Through this, teachers save time and focus on providing deeper feedback and guidance on writing activities.

In order to tackle with the need of feedback, it is recommended to implement a peer mutual-feedback system, where classmates collaborate in the process of finding frequent mistakes of their peers and direct the revised material to the instructor, who in turn, shall be unburdened of correcting large amounts of written works.

Instead of holding basic training sessions on CLIL, it is suggested to ask schools' authorities to organize specialized workshops on specific areas and on how to teach writing in a CLIL context. Thus, teachers will be aware on this issue and enabled to enhance their students' writing abilities.

To handle the lack of interest of the topics chosen for the writing activities, it is advisable to survey the learners and find out the topics they feel more attracted to in order to use them in context.

It is highly recommended that teachers integrate the better-scored skills with the ones that are perceived as the weakest when developing writing abilities, thus this combination between them will enable students to work under a unified format to be able to enhance their lowest skills.

The observed drawbacks in the educational system at the target school constitute the first reasons for the imbalance of the dimensional development of the English language. The school authorities should be informed on this problem immediately so that this situation be rectified in order to reach the long desired academic quality.

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## **Annex**

**Annex A**

**STUDENTS' QUESTIONNAIRE**

Dear student:

This questionnaire is aimed to know your opinion about the possible factors that hinder the satisfactory development of your writing skills. The information gathered will be used for academic and research purposes.

**Instruction:** Please select the answer according to what extent you agree with the following sentences: score them from one to five if you agree.

**Scale: 5: strongly agree 4: agree 3: somewhat agree 2: disagree 1: strongly disagree**

<p><b>1) I have difficulty with writing tasks.</b></p> <p><input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1</p>
<p><b>2) I enjoy writing in English.</b></p> <p><input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1</p>
<p><b>3) I practice writing paragraphs and essays in class.</b></p> <p><input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1</p>
<p><b>4) I feel I need more practice writing essays in English.</b></p> <p><input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1</p>
<p><b>5) My writing limitations deal with lack of awareness on the writing process.</b></p> <p><input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1</p>

**6) The writing feedback that my instructors give on my writing is very helpful to me.**

5      4      3      2      1

**7) My teachers give me direct feedback in my writing activities.**

5      4      3      2      1

**8) I learn writing through English b and business management content.**

5      4      3      2      1

**9) When the instructor bases the writing task on reading activities of English b or business management, it is easier for me to write a composition.**

5      4      3      2      1

**10) I find the reading material of English b and business management appealing enough to motivate me to write in English.**

5      4      3      2      1

**11) Select one of the factors you think that mostly affect your writing performance in a CLIL context:**

- **Writing topics are not appealing to you.**
- **Teachers do not provide enough feedback.**
- **Lack of writing practice.**
- **Other \_\_\_\_\_**

**Annex B**

**TEACHERS' QUESTIONNAIRE**

**Instruction: Please select the answer according to what extent you agree with the following sentences:**

**(5: strongly agree 4: agree 3: somewhat agree 2: disagree 1: strongly disagree)**

**In the case of question two, select the option that best express your opinion on the information requested. For item 11, give an answer in the lines provided.**

<b>TEACHERS QUESTIONNAIRE</b>
<p><b>1) I have been trained to implement CLIL approach in my classes.</b></p> <p style="text-align: center;"> <input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1         </p>
<p><b>2) I think my students' level of proficiency regarding writing skills is:</b></p> <p style="text-align: center;"> <b>5 basic      4 low intermediate      3 intermediate      2 high intermediate</b>  <b>1 advanced</b> </p>
<p><b>3) I often ask students to write different types of essays.</b></p> <p style="text-align: center;"> <input type="checkbox"/>5      <input type="checkbox"/>4      <input type="checkbox"/>3      <input type="checkbox"/>2      <input type="checkbox"/>1         </p>

**4) The didactic material I use in my CLIL classes enhance students' writing skills.**

5      4      3      2      1

**5) I use several techniques such as brainstorming, cluster mapping to help my students to improve their writing.**

5      4      3      2      1

**6) I provide frequent feedback on structure, punctuation and cohesion to help my students in the writing process.**

5      4      3      2      1

**7) Select one of the factors you think that mostly affect your students' writing performance in a CLIL context:**

- **Writing topics are not appealing to students.**
- **Teachers do not provide enough feedback to students.**
- **Students' language proficiency is very heterogeneous.**
- **Lack of training on teaching content through CLIL**
- **Other** \_\_\_\_\_

**8) How do you think teachers can help students to improve their writing skills in a CLIL context?**

- **Increasing in class writing practice**
- **Pair work activities**
- **Through teachers and students' feedback**

- **Using appropriate and pertinent material**
- **Other** \_\_\_\_\_

**9) My schools' authorities often organize training workshops on the implementation of CLIL.**

5      4      3      2      1

**10) I believe the material used in CLIL classes is appropriate.**

5      4      3      2      1

**11) What factors do you think that hinder your performance as a CLIL teacher when trying to enhance your students' writing performance?**

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**Annex C**

**Observation sheet**

<b>Observation sheet</b>		
1. Were techniques such as brainstorming, cluster mapping used to help students to improve their writing during the class?	Yes	No
2. Was the material for the writing class based on reading activities?	Yes	No
3. Was the material selected for the class appropriate and pertinent?	Yes	No
4. Teacher provides students appropriate and corrective feedback during the class?	Yes	No
5. Was the feedback meaningful enough to correct students writing performance?	Yes	No
6. Frequent feedback on structure, punctuation and cohesion was provided to help students in the writing process.	Yes	No
7. Activities have been carefully planned to motivate students to enhance their writing skills.	Yes	No

8. The writing topics seemed appealing to students.	Yes      No
9. After giving the topic for the writing activity, students were willing to write on it?	Yes      No
10. At the end of the class, students seem satisfied with the teaching writing process.	Yes      No
<p>Other important information relevant to the study</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

## Annex D

### Classes observed



**UTPL**  
CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:  
Este cuestionario tiene como objetivo conocer su opinión acerca de los posibles factores que dificultan el desarrollo satisfactorio de sus habilidades de escritura "writing skills". La información que usted proporcionara será utilizada para fines académicos e investigativos.  
Instruction: Please select the answer according to what extent you agree with the following sentences: score them from one to five if you agree.  
(5: strongly agree 4: agree 3: somewhat agree 2: disagree 1: strongly disagree)

**STUDENTS QUESTIONNAIRE**

1) I have difficulty with writing tasks.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
2) I enjoy writing in English.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3) I practice writing paragraphs and essays in class.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4) I feel I need more practice writing essays in English.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5) My writing limitations deal with lack of awareness on the writing process.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6) The writing feedback that my instructors give on my writing is very helpful to me.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7) My teachers give me direct feedback in my writing activities.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8) I learn writing through English b, business management and studies content.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1