Dictogloss and the production of the English third person –*s* by CLIL and mainstream EFL learners: A comparative study

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ABSTRACT
This study compares focus on form in Content and Language Integrated Learning (CLIL) and mainstream English as a Foreign Language (EFL) contexts in the production of a specific morphological feature, the English 3rd person singular present tense marker –*s*. Research conducted in CLIL contexts to date examining morphosyntactic features has yielded disparate results. Thus, little is known about how this methodology affects learners' attention to form while completing a dictogloss task (Wajnryb, 1990). In the study 116 adolescent learners (CLIL, n = 54; mainstream EFL, n= 62) in the Basque Autonomous Community completed a dictogloss collaboratively and individually. Results showed that CLIL learners noticed and produced more instances of the 3rd person singular -*s* than mainstream learners, but not in a significant manner, and that those working in pairs in the CLIL group obtained significantly better results.

KEYWORDS: Focus on form, Content and Language Integrated Learning (CLIL), English 3rd person singular –*s,* dictogloss, collaborative work.

RESUMEN
El presente estudio compara atención a la forma en contextos de Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) e Inglés como Lengua Extranjera (ILE) en la producción de una marca morfológica concreta, la –*s* de la tercera persona del singular del presente simple del inglés. La investigación llevada a cabo en contextos AICLE sobre provisión de marcas morfológicas concretas no ha sido concluyente. En este sentido, se sabe muy poco acerca de si esta aproximación metodológica afecta a la atención a aspectos formales por parte de los aprendices que completan una dictoglosia (Wajnryb, 1990). Ciento dieciséis aprendices adolescentes (AICLE, n=54; ILE, n=62) de la Comunidad Autónoma Vasca completaron una dictoglosia en grupo o de forma individual. Los resultados del estudio demostraron que los aprendices AICLE produjeron la marca morfológica más frecuentemente que los alumnos ILE, pero no de forma significativa, y que los alumnos que trabajaron de forma colaborativa en el grupo AICLE obtuvieron resultados significativamente superiores.

PALABRAS CLAVE: Atención a la forma, Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE), tercera persona del singular del presente simple del inglés, dictoglosia, trabajo colaborativo.

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1. INTRODUCTION

The main goal of the present study is to compare Focus on form (FonF) in two educational approaches, namely, Content and language integrated learning (CLIL) and mainstream English as a Foreign Language (EFL) contexts, both co-existing in the Basque school system these days (Ruiz de Zarobe & Jiménez Catalán, 2009). CLIL refers to an educational approach where a foreign language is used in the teaching and learning of curricular content (Marsh, 2002), "[...] typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level" (Dalton-Puffer, 2011: 183). Research conducted in this context examining morphosyntactic features has yielded disparate results with some authors reporting positive findings for CLIL learners (e.g., Dalton-Puffer, 2007; Jexenflicker & Dalton-Puffer, 2010; Lázaro Ibarrola, 2012), and others non-significant differences between the groups (Bongartz, 2003; García Mayo & Villarreal Olaizola, 2011). Our study investigates whether or not these learners, both CLIL and mainstream EFL, notice and produce a specific morphological feature - the English 3rd person singular present tense marker –s - while completing a widely researched form-focused task: dictogloss (Wajnryb, 1990), a task based on traditional dictation, where learners listen to a text and later reconstruct it in pairs or individually as faithfully as possible.

CLIL contexts have been claimed to use a more meaningful and interactive methodology (Ball & Lindsay, 2010) but, to date, little is known about whether CLIL learners interact in a task that calls their attention to a specific grammatical feature and how this interaction affects their noticing and production of the target form (Basterrechea & García Mayo, 2013; Basterrechea, García Mayo & Leeser, 2014). The present study seeks to investigate if this methodology affects learners' attention to form while completing a dictogloss, and how different methodological approaches will impact the learners' perception of the 3rd person singular morpheme –s, a marker that has been shown to be problematic for Spanish learners (Dulay & Burt, 1974) and also for Spanish-Basque bilinguals (García Mayo & Villarreal Olaizola, 2011; García Mayo, Lázaro Ibarrola & Liceras, 2005; Villarreal Olaizola & García Mayo, 2009).

The paper is structured as follows: Section 2 presents the theoretical framework regarding the morphological feature under study, research findings obtained comparing CLIL and mainstream EFL contexts, with special attention to studies conducted in the Basque Autonomous Community (BAC), and collaborative dictogloss task, the task type chosen for the present study. Section 3 describes the participants, the materials employed in the study, as well as the procedure followed for data analysis. Sections 4 and 5 present the results and discussion, respectively. Limitations in the study and lines for further research follow.

2. THEORETICAL BACKGROUND

2.1. The English third person singular present tense marker -*s*

Research on the acquisition of morphosyntax has been of utmost importance in the field of second language acquisition (SLA). It is widely agreed that the general proficiency of the second language (L2) learner surpasses his/her morphological accuracy (e.g., Slabakova, 2006, 2008). It has been attested that proficient learners exhibit errors such as omissions, erroneous morphemes and fluctuation between provision and omission of certain morphemes (Lardiere, 2000). As Han (2008: 47) points out:

> […] certain linguistic features either consistently evade L2 learners' attention or are systematically processed in an idiosyncratic, biased manner, leading to persistent non-targetlike representations and behaviours. These features include, but are not limited to, grammatical morphemes [...].

More specifically, variability in the suppliance of verbal endings is common in L2 learners with different language backgrounds, as has been observed in learners' use of non-finite forms in target languages with rich verbal morphology (e.g., Prévost & White, 2000, with French and German as the target language). As Zobl and Liceras (1994) state, bound morphology (i.e., morphemes adjoined to an open word class, such as a verb or a noun) is problematic for adult L2 acquisition, and the reasons behind these inconsistencies need to be explored.

Morpheme order studies conducted in the 70s constituted a first step in the understanding of the acquisition of morphology by L2 learners of English. These studies pointed to the existence of a common route of development in the acquisition of certain morphemes (progressive -*ing*, possessive *'s*, plural –*s*, past regular –*ed*, 3rd person singular present tense –*s*, copula *be*, or auxiliary *be*, among others) by several groups: first language (L1) learners of English (Brown, 1973), English as a second language (ESL) children with L1 Spanish (Dulay & Burt, 1973), or even ESL children and adults with different L1 backgrounds (Bailey, *et al.*, 1974; Dulay & Burt, 1974). These findings led to the claim that the acquisition order of morphemes was systematic and independent of the learners' L1. Results in these studies consistently showed that the present simple, 3rd person singular marker –*s* was one of the last morphemes to be acquired.

A number of studies have observed that the type of errors in interlanguage development has an impact on the route of acquisition. In some of these studies (e.g., Richards, 1973; Scott & Tucker, 1974) errors with the 3rd person singular marker –*s* were attributed to developmental errors (i.e., errors that occur in interlanguage development and reflect the learner's gradual discovery of the second language (Lightbown & Spada, 1999), also found in L1 acquisition.

Recently, it has been suggested that L1 influence (Luk & Shirai, 2009) or the qualities of the morphemes themselves, such as perceptual salience, morphophonological regularity, semantic complexity (Goldshneider & DeKeyser, 2005) or redundancy (DeKeyser, 2005; VanPatten, 1996, 2007) might be the reasons behind this order of acquisition. Building on Goldshneider & DeKeyser's (2005) claim that inherent properties of the morphemes themselves make their acquisition difficult, the present simple 3rd person singular marker –*s* might be a morpheme difficult to acquire, because *it is not a perceptually salient morpheme*, since (i) it has a low number of phones (i.e., phonetic substance), with the following variant allomorphs [s] and [z] and [əz]; (ii) the morpheme does not constitute a syllable, as it does not have vowels; (iii) it is a sonorous morpheme, but frequently it occurs in complex codas in final position of verbs in combination with other consonant sounds (e.g., /-lz/ in /ˈtrævəlz/ (travels), /-ks/ in /laɪks/ (likes), or /-vz/ in /bɪˈliːvz/ (believes)). On the other hand, the 3rd person singular morpheme –*s* will not be easily acquired because *it is not morphophonologically regular*: [s], [z] and [əz] are all allomorphs of plural –*s*, possessive –*s* and 3rd person singular –*s*. Finally, it is *a redundant morphosyntactic form* (DeKeyser, 2005; VanPatten, 1996, 2007) with a semantic content expressed by another element in the sentence: the subject. Thus, it is not semantically necessary, and its suppliance presents variability among L2 learners of English. What is evident is that –*s* is a late-acquired morpheme by L1, ESL and EFL learners and that this morpheme is a well-known linguistic feature persistently problematic particularly in spontaneous production.

2.2. Content and Language Integrated Learning (CLIL)

CLIL programmes step up the number of hours of the target language in the curriculum and, besides the content taught in the foreign language (e.g., Biology, Mathematics, Music, History), the target language is another school subject. One of the key areas for action in the education systems and practices proposed by the Commission of European Communities (2003) to improve education is the implementation of CLIL as an approach that provides greater opportunities within the school curriculum for exposure to foreign languages. Following this recommendation, CLIL has spread throughout Europe during the last decade, but, to date, precise language goals and objectives have not been established yet (Dalton-Puffer, 2011). Coyle (2007) warns that CLIL's strengths and weaknesses lie in its flexible nature, and calls for a need to establish rigorous theoretical underpinnings, based on learning outcomes. Most research carried out in Europe to date provides an account of general language attainment. Researchers have examined the impact of CLIL programmes on different linguistic skills, but the findings are far from clear-cut.

In Spain, every autonomous community has adapted the legislative framework of the educational system and CLIL is being implemented differently across the country (Pérez

Cañado, 2012). In the BAC the teaching of certain subjects through minority languages has been an established practice (Artigal, 1993). During the last two decades, schools in the public and private sectors have launched a multilingual programme in secondary education, adopting a CLIL project, and teaching a content subject in English, and thus increasing the hours of exposure to the foreign language (5 to 7 weekly hours).

Motivated by the fact that stakeholders are interested in the level of competence attained in both foreign language and content learning, several studies have been carried out in this community. Research assessing the performance of CLIL students by examining specific morphological features have yielded conflicting results. For instance, Villarreal Olaizola & García Mayo (2009) examined the variable use of copula and auxiliary *be* (i.e., suppletive inflection) and 3rd person singular morpheme *–s* and past tense morpheme *–ed* (affixal inflection) by 56 learners of English in their last year of compulsory education (aged 14-15) following a CLIL programme and a mainstream EFL programme. They found that the EFL group omitted *–s* and *–ed* more frequently than the CLIL group, with significant differences between the groups. As for copula and auxiliary *be*, no significant differences were observed between the two groups. Interestingly, CLIL learners were more accurate in the use of the 3rd person singular morpheme *–s*. In a subsequent study, García Mayo and Villarreal Olaizola (2011) compared the use of these morphological features between CLIL and mainstream EFL learners from secondary and post-compulsory education. Seventy eight (78) Basque-Spanish bilinguals from two different school levels (ages 14-15 and 17-18) participated in the study. The findings showed that at time 1 of data collection mainstream EFL learners omitted suppletive inflections more frequently, but at time 2 (once the CLIL project was over), the difference disappeared. Lázaro Ibarrola (2012) also examined the variable use of several morphological and syntactic features: the distribution of lexical and auxiliary verbs, verbal inflection (3rd person singular morpheme *–s*, regular past and irregular past), use of pronouns and syntactic complexity by CLIL and mainstream EFL learners. CLIL learners exhibited a superiority in the command of all the features (except in the production of lexical and auxiliary verbs), showing that the EFL group was moving along the route of acquisition of morphosyntax behind the CLIL group.

The findings obtained so far seem to indicate that there are conflicting results in language attainment, probably due to the different implementation of CLIL programmes throughout Europe. It is clear that more research is needed that will determine how and in what respect CLIL can "[...] transcend the perceived weaknesses of traditional foreign language teaching" (Dalton-Puffer, 2011: 185). CLIL has been claimed to be a methodological option where learner-learner interaction and dialogic activity are promoted, a methodology that relies on collaborative work extensively (Ball & Lindsay, 2010; Nikula, 2012). One would therefore expect that learners enrolled in these programs would perform better than their mainstream EFL counterparts in collaborative tasks. However, little is known in this respect and several researchers have called for the need to do research

on this issue (García Mayo, 2012; Mehisto, et al., 2008). Specifically, Dalton-Puffer and Smit (2013) make a strong case for incorporating planned language-focused interventions in CLIL practices. As a matter of fact, little research to date explores how a task can enhance the learners' resources in a CLIL classroom (e.g., Basterrechea & García Mayo, 2013; Basterrechea, García Mayo & Leeser, 2014).

2.3. Dictogloss and collaborative work

Interest in tasks has arisen in both research and pedagogy from the need for a tool that guarantees communicative use of language (García Mayo, 2007). Tasks, with a primary focus on meaning and a specific goal, encourage the use of language with a communicative purpose. Dictogloss is one of the tasks that has found its way as a research instrument in SLA studies. In this task, chosen for the present study, learners are asked first to just listen to a text, then take notes when they listen to it a second time and, finally, they are asked to reconstruct the text (individually and/or collaboratively) as faithfully as possible based on their notes. A linguistic item targeted by the researcher can be embedded in the text (Thornbury, 1997), as it is a task designed to draw learners' attention to form, although they are unaware of it. In other words, the learners are asked to reproduce the text, but they are not informed about the research purposes. When reconstructing, learners notice their own strengths and weaknesses in the target language. "In the text reconstruction stage, learners expand their understanding of what options exist and are available to them in the language" (Wajnryb, 1990: 12).

Several studies have shown that dictogloss is a task that promotes attention to form in a meaningful context (Alegría de la Colina & García Mayo, 2007; Basterrechea & García Mayo, 2013; Basterrechea, García Mayo & Leeser, 2014; García Mayo, 2002; Storch, 2005), although some have pointed out that learners focus on structures not targeted by the researcher (García Mayo, 2002). Still, the goal of the reconstruction is the production of whole texts, which contributes to language development at several levels (discoursal, syntactic, lexical and phonological) (Thornbury, 1997). Several studies have also shown the benefits of carrying out a dictogloss task in collaboration instead of performing it individually. They have all reported that, even though quantitative differences between the collaborative and the individual mode might not always be significant (Kuiken & Vedder, 2005), there were always qualitative differences in favour of the collaborative mode (Adams, 2007; Fernández Dobao, 2012, Kuiken & Vedder, 2005; Storch, 2005). Interaction and pair work among the participants stimulated noticing of the target form, there were opportunities for exchanging ideas and feedback and the texts produced were shorter but grammatically more accurate and more complex. In the Andalusian CLIL context, Moore (2011) examined the type of interaction CLIL and mainstream learners engaged in, predicting that CLIL learners would engage in more collaborative interaction. One-hundred and fifty-seven (N =

157) learners from 19 state secondary schools took part in the study. The results showed that, when compared to their mainstream EFL counterparts, CLIL learners participated more frequently and more effectively in collaborative turns, as they took more cooperative turns, with shared responsibility, as well as more embedded turns, contributing to another speaker's turn.

Based on the theoretical background, and the findings from prior research, the present study entertains the following research questions:

1. Do CLIL learners produce more instances of the 3rd person singular marker –*s* than mainstream EFL learners in a dictogloss task?

We predicted that CLIL learners would obtain better results due to the extra amounts of exposure to the language in this methodological option.

2. Does collaborative dictogloss lead to more accurate production of the target form than individual dictogloss in CLIL and mainstream EFL settings?

We predicted that the interactive methodology employed in CLIL classes would allow these learners in collaboration to produce this target form more accurately than those working individually.

3. METHOD

3.1. Participants

The present study was carried out in the BAC with 116 adolescent bilingual (Basque and Spanish) learners (age range 15-16) from different schools (public and private) and who were in their first year of post-compulsory secondary education. Out of this sample, fifty-four (54) learners had attended classes in schools which implement a CLIL programme, whereas the rest of the participants (62) had had English as a school subject in traditional mainstream EFL classes. All the learners in the study belonged to a model where all the subjects except for English, French and Spanish language classes are taught through Basque. In the CLIL programmes in the case of the private schools, a multilingual project (*Eleanitz proiektua*) culminates with the adoption of CLIL in the final stages of compulsory secondary education (with students aged between 14-16). Social Sciences is taught through English (*Human Geography* in 3rd year, and *Modern History* in 4th year), and the students also have their regular English as a school subject classes. In the case of the CLIL students from public schools, the Department of Education, University and Investigation of the Basque

Government has offered this type of provision since 2003, with seven weekly hours of school subjects in English in compulsory secondary education (ages 12-16), including English as a school subject plus a content subject, such as History, Technology or Computer Science (ISEI-IVEI, 2007).

English is introduced at the age of four (in infant school) in the Basque school system, and thus, all the learners participating in this study had been exposed to English for twelve years in a classroom setting. In the four-year span in secondary education, CLIL students had been exposed to English for about 684 hours, whereas mainstream EFL learners to 456 hours. They were students from three different schools in the BAC, two from the private sector and one from the public sector. They had formerly been students from other schools in compulsory secondary education up until then, i.e., they were new in these schools. This was also beneficial for the study, as we could eliminate the effect of the teachers' influence (or even quality) on classroom practice and implementation, since the learners were coming from such a diverse range of backgrounds. One of the criticisms levelled against CLIL is that when it is an option open to all students, the more proficient and more motivated learners will sign up for the programme (and those from the highest socio-economic level) (Bruton, 2011). However, in this study the students were from different backgrounds, and the largest amount (86%) came from schools that do not stream learners based of their willingness to enrol in the programme, or their academic performance.

3.2. Procedure and materials

In the pre-treatment session, the learners were asked to fill in a biographical questionnaire where they were asked if they were coming from a secondary school where CLIL was implemented or not. We organized the rest of our data collection based on this information. Table 1 shows the distribution of CLIL and mainstream learners in each school.

	School 1	School 2	School 3
CLIL	8	36	10
Mainstream	16	16	30
Total	24	52	40

Table 1. Distribution of CLIL and mainstream learners per school

In the pre-treatment session the participants took the Quick Oxford Placement test (OPT, Syndicate, UCLE 2001). On the basis of the results, the participants in the study were *elementary − basic user A2* according to the Common European Framework for Languages (Council of Europe, 2001). These learners can understand and communicate simple and direct exchange of information and describe in simple terms aspects of their background[1]. Table 2 features the mean average results of the OPT for the CLIL and the mainstream groups.

	N	Mean	SD
CLIL	54	23.48	5.19
Mainstream	62	21.56	4.8

Table 2. OPT scores for CLIL and mainstream students

The CLIL students were also asked to complete a background questionnaire where they gave their opinion about CLIL, the language and content relationship in their English and Social Sciences classes and usefulness of both courses. Table 3 summarizes the average scores in each point. As the original material was provided in Basque, the table features the translation of the corresponding information:

	Give your opinion about the following statements using the numbers on the right:	4: I strongly agree 3: I partly agree 2: I partly disagree 1: I strongly disagree
1	Learning Social Sciences in English has prepared me well for my knowledge of Social Sciences for the present and the future.	2.98
2	Learning Social Sciences in English has prepared me well for my knowledge of English in the future.	3.33
3	I think learning a school subject in English is better than learning only English as a school subject.	3.4
4	I would like to study a subject in English (apart from English itself) again in the following years (college preparatory track, university, vocational school).	2.76

Table 3. Average results of questionnaire about CLIL (4-point scale)

Most students showed a positive attitude regarding the effectiveness of CLIL (3.33, where 4 is the maximum) in promoting foreign language learning, compared to conventional foreign language classes, which goes in line with findings in research on these topics (Lasagabaster & Sierra, 2009). With reference to their knowledge of Social Sciences, students rated it a little bit lower (average 2.98), which shows that the students hold a positive attitude towards CLIL as a valuable tool for language learning, but not such a positive attitude towards the role of CLIL in promoting their content knowledge. The participants do not seem to have such a positive attitude towards studying a subject in English again in the following years. The learners were at the beginning of the first year of college preparatory track when the study took place, and they probably did not want to risk their average grades in their entrance university examinations by taking a curricular subject through English. Teachers also feel reluctant to take this risk at this stage, as observed by García Mayo & Villarreal Olaizola (2011: 136).

During the treatment session, the CLIL and the mainstream groups completed a dictogloss task in pairs (CLIL, N = 24; mainstream, N = 16) and individually (CLIL, N = 30; mainstream, N = 46). The task consisted in the reconstruction of a short passage dealing with a topic familiar to the learners: MySpace. The passage included information about some users and about the dangers of this type of websites[2]. Thirteen (13) instances of the target form

were inserted in the dictogloss (some of the verbs in the passage are repeated - see Appendix 1-). The learners were not informed about research purposes, and they were not aware of the type of linguistic focus of the task. That is, they completed a meaning-focused task, in which they were asked to reproduce a text as faithfully as possible and in a grammatically accurate manner (see Appendixes 2 and 3 for instructions in the collaborative and individual modes, respectively). The learners were provided with a handout with instructions in English and Basque where they were asked to take down notes from a text they were about to listen, for subsequent writing. They listened to the text twice, and they were asked to write down notes the second time. Subsequently, they were provided with a second handout where they reconstructed the passage in pairs or individually based on the notes they had just taken. Some of the words considered the most difficult in terms of spelling (*homepage, psychologist, socialization*) were in the handouts in order to lessen the memory load and avoid drawing the learners' attention to them. The oral interaction of those working in the collaborative mode was recorded for subsequent analysis.

3.3. Scoring and data analysis

As the dictogloss task is a close-ended information task, the suppliance of the target morpheme in obligatory contexts was well defined for data analysis. Noticing and production were operationalized by tallying the correct number of instances of present tense morphology in obligatory contexts (13) in the dictogloss task. Brown (1973) set an acquisition criterion of morphemes considering their suppliance only in obligatory contexts, i.e., only in contexts where they are required. Thus, the production of the morpheme in contexts where it is not required (i.e., oversuppliance) or the use of a verb form different from the ones in the dictogloss passage were not considered. The inter-rater reliability was 99%.

4. RESULTS

Our first research question asked whether CLIL learners would produce more instances of the morphological marker under study than their mainstream peers in the dictogloss task. Figure 1 illustrates the raw scores in the suppliance of the target form by CLIL and mainstream learners in obligatory contexts.

As shown in the figure, CLIL learners produced more instances of verbs such as *works, loves, likes*, or *discovers*, but mainstream learners produced more instances of *has, travels, speaks* or *says*. Table 4 displays the descriptive statistics for the scores of the target feature in the reconstructed passage, where the mean scores and standard deviations by context (i.e., CLIL and mainstream) are displayed.
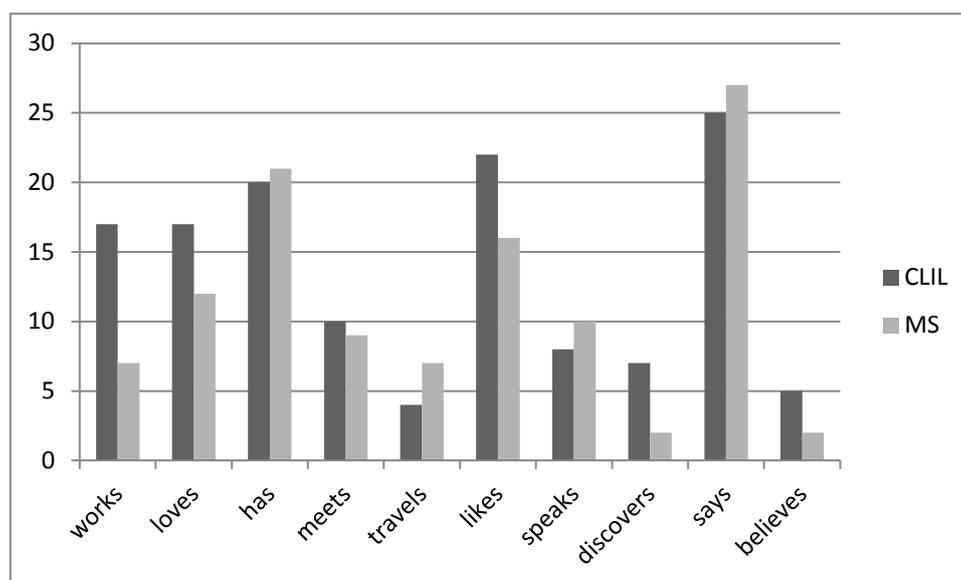
Figure 1. Raw scores of suppliance of 3rd person singular verbs by CLIL
and mainstream (MS) EFL learners in obligatory contexts

	N (of students)	Mean	S.D.
CLIL	54	4.2	3.42
mainstream	62	3.35	2.2

Table 4. Descriptive statistics of correct uses of the *–s* marker
in obligatory contexts for CLIL and mainstream groups

A one-sample Kolmogorov-Smirnov test shows that the data of the two groups was normally distributed (z= 1.303; p-value= 0.067). The results of the production of the target feature in obligatory contexts in the dictogloss task indicate that CLIL learners obtained better results than mainstream learners (an average of 4.2 items by CLIL, and 3.35 items by mainstream learners). However, this difference did not reach statistical significance, as the independent-samples t-test revealed (t= 1.56; p-value= .12).

Research question 2 asked whether collaborative dictogloss would lead to more accurate production of the target form than individual dictogloss in the two educational contexts. Collaborative and individual text reconstructions were compared in each context (CLIL collaborative, N = 24; individual, N= 30, and mainstream collaborative, N = 16; individual, N= 46). Table 5 features the results:

		N (of students)	Mean	S.D.
CLIL	collaborative	24	5.17	3.17
	individual	30	3.43	3.47
mainstream	collaborative	16	2.88	1.89
	individual	46	3.52	2.29

Table 5. Descriptive statistics of the correct uses of the *-s* marker by CLIL and
mainstream collaborative and individual groups in obligatory contexts

The findings from the comparison of learners' production of the target form collaboratively and individually in each context revealed that the learners working collaboratively obtained better results in CLIL (5.17 by collaborative work and 3.43 by individual work), with an almost statistically significant difference (t= -1.89; p-value= .06). However, no difference was found between these groups in the mainstream context (2.88 by collaborative work and 3.52 by individual work; t= 1.11; p-value= .27). When the comparison between the performance by CLIL and mainstream EFL learners in the collaborative condition was carried out, the analysis revealed that CLIL learners fared better in this condition (t= 2.59; p-value= .01).

Thus, the results seem to suggest that collaborative work yielded more positive results than individual work in the CLIL context (with an almost statistically confirmed superiority) and, more importantly, comparing both educational contexts, CLIL learners produced more instances of the target form than their mainstream EFL peers when working in collaboration. The results seem to indicate that during the collaborative construction of the passage, CLIL learners benefited from collaborative interaction and engaged in a dialogic process whereby they noticed and produced more instances of the target form under study. Example (1) illustrates an instance of how a CLIL dyad benefited from collaborative interaction. Learner A proposed the use of *know*, as shown in the first turn of the excerpt. Learner B, who was in charge of the writing, recasts her partner's utterance with *knows* in the second turn; subsequently learner B proposes the use of *meets*, a more appropriate choice in this context. Learner A shows his agreement in the following turn falling back on his L1.

(1)   Learner A: to a party .. where she know
        Learner B: knows … where ... she ... (uttered while writing) knows meet
                          when she meets
        Learner A: meet is *conocer*
        Learners B: where she meets

5. DISCUSSION AND CONCLUSION

The present study set out to compare the performance of learners in two language learning settings, CLIL and mainstream EFL, so as to assess whether the special features of CLIL methodology (more exposure to the target language and a more interactive methodology) would have an effect on learners' noticing and production of the linguistic form in focus. Since certain linguistic features (especially grammatical morphemes) consistently evade L2 learners' attention and lead to non-target-like production, the target feature in this study was the 3rd person singular -*s*, a morpheme that has been shown to be persistently problematic for both Spanish and Basque-Spanish EFL learners. Motivated by the fact that research on learning outcomes by CLIL learners on morphosyntactic features has rendered conflicting

results, this study aimed to explore if CLIL learners orient to form differently than their mainstream EFL counterparts.

The results from the comparison of the overall performance of CLIL and mainstream EFL learners show that CLIL learners noticed and produced more instances of the 3rd person singular -*s* than mainstream EFL learners, but not in a significant manner. These findings would then be in line with those studies reporting no major differences regarding accuracy in the suppliance of morphosyntactic features between learners in programs following the two methodologies (e.g., Bongartz, 2003; García Mayo & Villarreal Olaizola, 2011). The results obtained from the comparison between collaborative and individual dictogloss indicate that collaborative interaction yielded more positive results for CLIL than EFL mainstream learners in noticing and production of the target feature under study. In other words, co-constructing the passage gave the CLIL learners the opportunity to notice linguistic problems, give and receive feedback, provide corrections and reassurance, findings supporting those obtained from comparing collaborative and individual work in contexts other than CLIL (e.g., Fernández Dobao, 2012). By means of a collaborative, form-focused task, CLIL learners were prompted to focus their attention on a linguistic form while they were engaged in meaning-focused language use more effectively than mainstream EFL learners. These results support Moore's (2011) findings in another CLIL setting in Spain, where CLIL learners engaged more effectively in oral peer interaction, and could be attributed to the more interactive methodology in CLIL programs. CLIL learners in this study noticed and produced the target feature in collaboration as they scaffolded each other's knowledge.

Finally, the benefits of the task employed need to be addressed as well. The dictogloss task directed learners' attention to grammatical form while engaged in a meaningful task. In other words, this form-focused task was effective in promoting the close connection between meaning and form in language, as the students were engaged in the collaborative reconstruction of the text with a meaningful purpose, and they did it in a grammatically accurate manner. Previous studies (Basterrechea & García Mayo, 2013; Storch, 2005) also found that this task is effective in drawing learners' attention to form. What is more, CLIL learners who worked in pairs were more accurate in the production of the target form embedded in the dictogloss passage, a meaningful task that fostered attention and production of this problematic morphological form.

This study has shortcomings that need to be acknowledged. For example, future studies should increase the number of participants in each of the conditions, collaborative and individual, to confirm that CLIL learners show advantages in the collaborative mode over their mainstream EFL counterparts. Besides, other communicative tasks in which learners can display interactive skills should be used as well as other morphosyntactic features as target forms. Considering the diversity in the implementation of CLIL programs in the BAC, classroom observation should be a requirement before any type of data collection is carried

out. Some authors (Bruton, 2011) have argued that CLIL learners outperform their mainstream EFL counterparts because there is a pre-selection of the best students to attend those programs. Sound CLIL implementation should see to it that the purported CLIL benefits enhance the language skills of a broader range of students. In that sense, promoting learner interaction by means of collaborative tasks suited to meet content requirements could be offered as an option.

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NOTES

1. Common Reference Levels: global scale.
2. The text was an adapted version of a piece of news titled "The MySpace Age" retrieved on 1 September 2009 from the BBC News Magazine webpage (http://news.bbc.co.uk/2/hi/uk_news/magazine/4782118.stm)

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APPENDIX 1: DICTOGLOSS PASSAGE

MySpace is the most popular social website. People can create their own homepage, list their favourite music bands and films, and meet people with similar likes and dislikes.

Betty Smith is 25 years old and works in the music industry; she loves MySpace. She has 224 friends on it. Some are good friends from school, others are interesting people she meets in parties when she travels to New York. In her homepage you can also find a list of music bands she likes. She speaks with people on the website about new bands that appear on MySpace every day.

Peter Jones discovers new music bands on MySpace that do not appear on television or the radio. He says that he meets a lot of people on MySpace, too, but only a few are true friends.

Not everybody likes MySpace; Bill Davis, psychologist, believes that teenagers use this type of website to avoid real-life socialization, and to show others how many friends they have. But, as Mr. Davis says, real friends are always less than 10. Apart from that, showing your personal life to strangers can be dangerous.

APPENDIX 2

Universidad del País Vasco   Euskal Herriko Unibertsitatea

Name:………………………….................... Surname:………………………………………	School:......................
	Group: ....
1 – COLLABORATIVE TR	Group number: ....

You will listen to a text about MySpace, a website about music and people.

The text will be heard three times. Your task will be to reproduce it WITH YOUR COMPANION as faithfully as possible and in a grammatically accurate and correct form.

MySpace-ri buruzko testu bat entzungo dozu, musika eta jendeari buruzko web orri bat.

Testua hiru aldiz entzungo duzue. Zuen eginbeharra honako hau izango da: Testua, **zure kidearekin batera**, ahal duzuen eta berdintsuen eta gramatikalki zehatzen eta ondoen berridatzi beharko duzue.

1ST TIME: ONLY LISTEN
1.ngo ALDIA: ENTZUN (eta ez idatzi ezer ez)

2ND TIME: LISTEN AND TAKE DOWN NOTES HERE. Just words or ideas.
2. ALDIA: ENTZUN ETA APUNTEAK JASO HEMEN. Hitz solteak, edo ideiak baino ez.

Here are some words that can help you:

homepage
psychologist
socialization

Universidad
del País Vasco   Euskal Herriko
                  Unibertsitatea

Group number:…………………………...............................
2 – COLLABORATIVE TR

NOW, WRITE DOWN THE TEXT WITH YOUR COMPANION HERE. (One of you do the writing).
ORAIN, ZURE KIDEAREKIN BATERA, IDATZI TESTUA HEMEN. (Zuetariko batek idatzi).

APPENDIX 3

Name:……………………………....................	School:......................
Surname:…………………………………………	Group: ....
1 – INDIVIDUAL TR	

You will listen to a text about MySpace, a website about music and people.

The text will be heard three times. Your task will be to reproduce it as faithfully as possible and in a grammatically accurate form.

MySpace-ri buruzko testu bat entzungo dozu, musika eta jendeari buruzko web orri bat.

Testua hiru aldiz entzungo duzu. Zure eginbeharra honako hau izango da: testua ahal duzun eta berdintsuen eta gramatikalki zehatzen eta ondoen berridatzi beharko duzu.

1ST TIME: ONLY LISTEN
1.ngo ALDIA: ENTZUN (eta ez idatzi ezer ez)

2ND TIME: LISTEN AND TAKE DOWN NOTES HERE. Just words.
2. ALDIA: ENTZUN ETA APUNTEAK JASO HEMEN. Hitz solteak baino ez.

Here are some words that can help you:

homepage
psychologist
socialization

Universidad del País Vasco   Euskal Herriko Unibertsitatea

Name:…………………………….
Surname:……………………………………………
2 – INDIVIDUAL TR

NOW, WRITE DOWN THE TEXT HERE
ORAIN, IDATZI TESTUA HEMEN