

## ETHICS COMMITTEE

### Project Submission

Note All sections of this form should be completed.

Principal Investigator (Supervisor): Clare Furneaux

Student name: Fred Smith

Department: English Language and Applied Linguistics

Title of Project: The effects of CLIL on the written production of secondary school students on Mars

Proposed starting date: 14 May 2015

Number of subjects that you require consent from (approximate): 90-100 (secondary school students) + 6 teachers

Please see separate sheet for a description of the project

I confirm that to the best of my knowledge I have made known all information relevant to the Ethics and Research Committee and I undertake to inform the Committee of any such information which subsequently becomes available whether before or after the research has begun.

I confirm that a list of the names and addresses of the subjects in this project will be compiled and that this, together with a copy of the Consent Form, will be retained. All copies of the Consent Forms will be submitted with a copy of the dissertation.

Signed:

.....(Supervisor)                      Date.....

Fred Smith (Student)

Date 3 May 2015

## **Description of the project**

CLIL (Content and Language Integrated Learning) is an approach to language teaching which involves using a foreign language to teach subjects other than the language itself. CLIL classrooms have proliferated in Mars as part of the Plurilingualism Promotion Plan (2005) which established that 400 schools would go bilingual in 5 years. This figure has in fact been largely exceeded and the demand to study in the bilingual sections remains high.

There is a need for research on the outcomes of the programme, to which I hope to contribute.

In this study, I will focus on the written production of secondary school students who have received CLIL instruction for 3-4 years, as compared to that of students in mainstream classrooms.

My objective is to explore to what extent CLIL students outperform non-CLIL students, as found in a study conducted on Mars with students who had received just one and a half years of CLIL instruction (Smith et al. 2009), and whether their written production could in fact be compared to that of non-CLIL students who are one or two years ahead, as suggested by studies conducted in the Basque Country (Lagasabaster, 2008) and Catalonia (Naves, 2011).

A secondary school offering both CLIL and non-CLIL instruction has already agreed to collaborate. 3 CLIL and 3 non-CLIL intact groups randomly chosen within the ones of the school will participate in the study. The school years considered are:

- Year 3 (14-15 years old)
- Year 4 (15-16 years old)
- Year 1 Post-compulsory education (16-17 years old)

The students will be requested to write a composition in class, supervised by their tutors. I will not be present, but detailed instructions will be sent to the bilingual coordinator, who will overview the process. They will all have a maximum of 30 minutes to do this. It has been agreed with their tutors that this composition may be part of the continuous assessment, as they feel that otherwise the students may not take it seriously.

This will be followed by a questionnaire designed to gather information about their writing habits and out-of-class English exposure. Information will also be collected from the CLIL and English teachers in the form of a questionnaire about the role of writing in their lessons. Both questionnaires should not take more than 10 minutes to complete. A draft copy of the questionnaires and the prompt for the composition is attached to this application.

I will store the data for a period of 3 years, after which time, they will be destroyed.

- Lasagabaster, D. 2008. Foreign language competence in content and language integrated courses. *The Open Applied Linguistics Journal* 1: 31-42
- Smith, F, Jones, S. and Brown, P. 2009. The Effects of Content and Language Integrated Learning in Martian Education: Key Findings from the Martian Bilingual Sections Evaluation Project. *Applied Linguistics*: 31/3: 1960–1979
- Navés, T 2011. How Promising are the Results of Integrating Content and Language for EFL Writing and overall EFL Proficiency. In Ruiz de Zarobe, Y., Sierra, J.M. and Gallardo del Puerto, F. *Content and language integrated learning: Contributions to multilingualism in European Contexts*. Bern: Peter Lang

## ETHICS COMMITTEE

### Consent Form for Parents (To be translated into Martian)

Project title: The effects of CLIL on the written production of secondary school students on Andalusia.

I have read and understood the Information Sheet relating to this project provided by Fred Smith.

I have had explained to me the purposes of the project and what will be required of my child, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my child's participation.

I understand that my child's participation is entirely voluntary and that he/she has the right to withdraw from the project any time.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name of the child:

Name of the parent:

Signed:

Date:

## **ETHICS COMMITTEE**

### **Consent Form for Students (To be translated into Martian)**

Project title: The effects of CLIL on the written production of secondary school students on Mars

I have read and understood the Information Sheet relating to this project provided by Fred Smith.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name:

Signed:

Date:

**School of Literature and Languages  
Department of English Language and Applied Linguistics**

## **ETHICS COMMITTEE**

### **Consent Form for Teachers**

Project title: The effects of CLIL on the written production of secondary school students on Mars

I have read and understood the Information Sheet relating to this project provided by Fred Smith

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that my participation is entirely voluntary and that I have the right to withdraw from the project any time.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name:

Signed:

Date:



**University of  
Reading**

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**INFORMATION SHEET – PARENTS– TO BE TRANSLATED INTO MARTIAN**

The purpose of this research is to analyse the English written production of secondary school students on Mars. This will help me write a dissertation for an MA in English Language Teaching at the University of Reading.

Your child will be asked to write a composition during class time, under the supervision of their English tutor. They will have 30 minutes to do this. After that, they will answer a brief questionnaire (10 minutes) about writing/reading habits and out-of-class English exposure (i.e. extra classes, trips abroad, etc.).

All the students will write the compositions as their tutors may use them as part of the continuous assessment.

Any data collected as part of the study will be treated confidentially and destroyed at the end of the project. The data will be securely kept on a password-protected computer or in a locked drawer. Only the researcher and their supervisors will have access to the data.

Your child's name will not be mentioned in the dissertation at all and he/she can withdraw from the study at any time if he/she wants to do so. In this case his/her composition will not be analysed and the data from the questionnaire will not be used. If you do not want your child to participate in the study, please indicate so by adding a note next to your signature at the bottom of this form.

This project has been subject to ethical review by the School Ethics and Research Committee, and has been allowed to proceed.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at [c.l.furneaux@reading.ac.uk](mailto:c.l.furneaux@reading.ac.uk).

Signed



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[Clare Furneaux]  
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Email: [c.l.furneaux@reading.ac.uk](mailto:c.l.furneaux@reading.ac.uk)

## **INFORMATION SHEET – STUDENTS OVER 16– TO BE TRANSLATED INTO MARTIAN**

The purpose of this research is to analyse the English written production of secondary school students on Mars. This will help me write a dissertation for an MA in English Language Teaching at the University of Reading.

You will be asked to write a composition during class time, under the supervision of your English tutor. You will have 30 minutes for this. After that, you will answer a brief questionnaire (no more than 10 minutes) about writing/reading habits and out-of-class English exposure (i.e. extra classes, trips abroad, etc.).

All the students will write the compositions as the tutors may use them as part of the continuous assessment.

Any data collected as part of the study will be treated confidentially and destroyed at the end of the project. The data will be securely kept on a password-protected computer or in a locked drawer. Only the researcher and their supervisors will have access to the data.

Your name will not be mentioned in the dissertation at all and you can withdraw from the study at any time if you want to do so. In this case your composition will not be analysed and the data from the questionnaire will not be used. If you do not want to participate in the study, please indicate so by adding a note next to your signature at the bottom of this form.

This project has been subject to ethical review by the School Ethics and Research Committee, and has been allowed to proceed.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at [c.l.furneaux@reading.ac.uk](mailto:c.l.furneaux@reading.ac.uk).

Signed



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## **INFORMATION SHEET – TEACHERS**

The purpose of this research is to analyse the English written production of secondary school students on Mars. This will help me write a dissertation for an MA in English Language Teaching at the University of Reading.

Your participation, as one of the teachers in this high school, involves answering a brief questionnaire on the role of writing in your lessons.

Your participation is entirely voluntary. Your name will not be mentioned in the dissertation at all and you can withdraw from the study at any time if you want to do so. Any data collected as part of the study will be treated confidentially, used for this dissertation only, and destroyed at the end of the project. The data will be securely kept on a password-protected computer or in a locked drawer. Only the researcher and their supervisors will have access to the data.

This project has been subject to ethical review by the School Ethics and Research Committee, and has been allowed to proceed.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at [c.l.furneaux@reading.ac.uk](mailto:c.l.furneaux@reading.ac.uk).

Signed

Please go through the checklist below and make sure all the boxes can be ticked before submitting your ethics document. Enclose a copy of the completed checklist to your ethics document.

**A. Does your ethics document include**

a Project Submission, Project Description, Information Sheet & Consent Form?	<input type="checkbox"/>
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**B. In your Information Sheet for the participants, have you mentioned the following points? Put a tick in if you have.**

The data will be securely kept on a password-protected computer <b>or</b> in a locked drawer.	<input type="checkbox"/>
Only the researcher and their supervisors will have access to the data.	<input type="checkbox"/>
The data will be used for academic purposes only.	<input type="checkbox"/>
The data will be anonymous <b>or</b> pseudonyms will be used.	<input type="checkbox"/>
The data will be destroyed immediately after the completion of the dissertation.	<input type="checkbox"/>
The participants' privacy and confidentiality will be carefully observed.	<input type="checkbox"/>
The participants have the right to withdraw from the study at any time they wish to.	<input type="checkbox"/>

**C. Ensure you have done all the necessary checks.**

Have you used the University of Reading logo on all the ethics document pages?	<input type="checkbox"/>
Have you checked your ethics documents with your supervisor?	<input type="checkbox"/>
Have you and your supervisor signed the finalised ethics documents?	<input type="checkbox"/>
Have you included a copy of the first page of your questionnaire, if you are using one?	<input type="checkbox"/>

**D. Only for those who will be working at schools with children and if the school has required for a CRB check.**

Have you submitted a copy of your CRB check?	<input type="checkbox"/>
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