

## **Exploring the impact of CLIL on high school learners' Spanish L1 vocabulary production**

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The present paper attempts to explore the effects that further exposure to English (L2) through Content and Language Integrated Learning (CLIL) programmes can have on learners' productive vocabulary in Spanish (L1). Research has mainly focused on the effects that CLIL learning has on English as a Foreign Language (EFL) linguistic competencies such as grammar (e.g., Martínez Adrián & Gutiérrez Mangado, 2015), vocabulary (e.g., Geoghegan, 2023), and oral skills (e.g., Gallardo del Puerto & Gómez Lacabex, 2013). However, the impact that CLIL may have on learners' mother tongue is still underexplored. In fact, we are only aware of three previous studies that examine the impact of CLIL in Spanish L1 in terms of literacy (San Isidro & Lasagabaster, 2018), verbal intelligence and motivation (Pérez Cañado, 2018), and students' results in the Spanish Language subject tests (Navarro-Pablo & López Gándara, 2019). The results of these studies evinced a positive influence of CLIL programmes, as researchers acknowledged improvement in L1 proficiency level, greater motivation, and higher metalinguistic awareness. The latter, therefore, seems to deny any potential menace of CLIL on learners' L1 (Merino & Lasagabaster, 2018). However, research is still needed to examine the effects of CLIL on learners' L1 lexical competence. To this end, a comparative study of 21 CLIL and traditional EFL learners' Spanish L1 vocabulary production was conducted by means of a lexical availability task (LAT). The elicited responses were analysed by using LexPro in terms of token production, type-token ratio, and most available words by prompts and groups. The results showed no statistically significant differences in terms of vocabulary size. However, CLIL learners outperformed their non-CLIL counterparts in token production within the three prompts. Non-CLIL learners, meanwhile, displayed greater lexical diversity. As regards most available words, both learner cohorts produced similar lexical items. Nonetheless, CLIL learners elicited some exclusive words related to the English culture in Spanish. This comparative study has aimed to bridge the research gap about the impact of CLIL on learners' L1 lexical competence. Our findings go along with previous research which revealed that CLIL did not affect negatively students' L1. Actually, CLIL learners seem to outperform their non-CLIL peers as regards vocabulary size.

**Keywords:** Content and Language Integrated Learning (CLIL), English as a Foreign Language (EFL), multilingualism, Spanish (L1), vocabulary production.