



**Topic:**

**CONTENT AND LANGUAGE INTEGRATED LEARNING TO IMPROVE THE SPOKEN SKILL IN THE STUDENTS AT PUCESA.**

Investigative project completed to obtain a Master's degree in Language

**Line of Investigation:**

Innovative pedagogies, teaching methods

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APPROVAL SHEET

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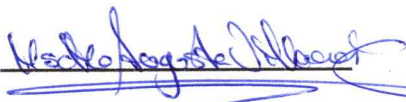
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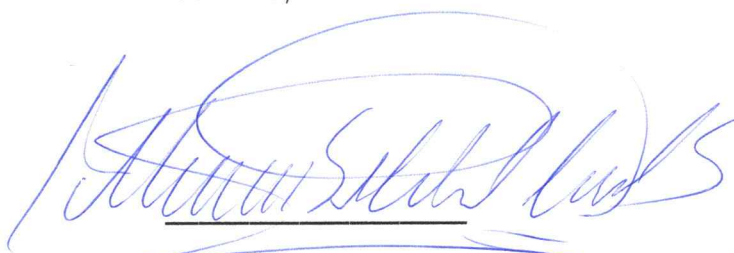
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**DEDICATION:**

I am dedicating my thesis to my beloved parents Gonzalo Miranda and Cecilia Salazar, for their endless guidance, love and moral support. They encourage and push me for tenacity and to finish this study.

## SUMMARY

The main objective of this research is based on the teachings of significant competencies so that the spoken skill of a different language is satisfactorily achieved. In this sense, the educational system integrates fundamental compendia that must be taken into account to direct learning through means of complementary content, in a way that intervenes in the professional well-being of the students of the Catholic University in order to promote linguistic development from a communicative perspective. The importance placed on linguistic diversity should not be ignored, therefore, the educational system should promote the student to be comprehensively trained within different areas. The methodology used had a purposeful approach, through qualitative and quantitative methods, and for the collection and analysis of data it was necessary to apply instruments such as surveys and interviews that allowed the reality about the level of learning and the strategies used by teachers for the development of speaking skills to be known. The results give value to the finding: of a sample of 277 students, 61% indicate that the teacher only sometimes makes use of didactics that help with the learning of other languages and 43% indicated that teachers use written dialogues more frequently to help to develop the skills of students, therefore this data allows a determination of the need to implement a guide of strategic activities that facilitate the integrated learning of new content and foreign languages as well as stimulates the development of spoken skills.

**Keywords** Integrated Learning, , oral skills, linguistic development.

## **ABSTRACT**

The main objective of this research is based on the teachings of significant competencies so that the spoken skill of a different language is satisfactorily achieved. In this sense, the educational system integrates fundamental compendia that must be taken into account to direct learning through means of complementary content, in a way that intervenes in the professional well-being of the students of the Catholic University in order to promote linguistic development from a communicative perspective. The importance placed on linguistic diversity should not be ignored, therefore, the educational system should promote the student to be comprehensively trained within different areas. The methodology used had a purposeful approach, through qualitative and quantitative methods, and for the collection and analysis of data it was necessary to apply instruments such as surveys and interviews that allowed the reality about the level of learning and the strategies used by teachers for the development of speaking skills to be known. The results give value to the finding: of a sample of 277 students, 61% indicate that the teacher only sometimes makes use of didactics that help with the learning of other languages and 43% indicated that teachers use written dialogues more frequently to help to develop the skills of students, therefore this data allows a determination of the need to implement a guide of strategic activities that facilitate the integrated learning of new content and foreign languages as well as stimulates the development of spoken skills.

**Keywords** integrated learning. Oral skills. Linguistic development.

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## INTRODUCTION

Learning a foreign language today within the professional education system has been established as one of the main subjects in teaching planning, considering that an individual each time has to be a fundamental entity of interaction between a certain company in which they work and their suppliers or clients, or in turn as a personal tool to carry out activities related to a professional degree. Therefore, in most academic institutions the teaching of content in languages other than the native one is of great interest in the socioeconomic development of industrialized populations.

As such, considering this as a macro-level antecedent, in the National Program of Foreign Languages 2015-2025, in the city of Bogotá, Colombia, it was established that students could question the way of teaching English language in higher education institutions, could propose new ways to improve the practices used to achieve the expected result (after a certain period of training for future professionals), and established that the content should be analyzed and evaluated in order to be restructured for better instruction in the educational system (Leguizamón, 2018).

In 2013, in the city of Bogotá, Law 1651 of Bilingualism was established, which intends to seek social and political transformation at the national level, creating skills that help improve communication of the English language, after having seen that today only 6% of high school students achieved a B1 English level, and at the same time identifying that college students had similar averages to those who had never received any instruction in foreign languages. As such, it was decided to implement these new didactic methods, so that by 2025 at least 50% of students achieve a B1 qualification (Cisneros, 2017, p. 35).

At the national level in the Republic of Ecuador, the educational system has been vulnerable to multiple new changes both in the teaching of new content of foreign languages and the native language, called Kichwa. However, it has not been

possible to establish an effective program that solves the current problem regarding inefficient teachings and learning processes in the different upper level academic institutions, whether private or public. However, in 2017, the educational system at the national level underwent certain renovations, after the so-called “evaluations of careers”, where it was proposed that the content be improved in order to obtain, as a result, professionals with solid knowledge and who are ready to integrate into a productive society (Pangua, 2015).

Systematic characterization of the learning of new languages is generally known as not a simple task for institutions, so on many occasions the teaching and learning processes become slow, not reaching the expected results after the end of the period established for each module or task assigned. Therefore, several teachers and students have lost interest in acquiring new knowledge related to other languages, or have lost interest as a result of the difficulty present when trying to understand classwork ranging from pronunciation to the content presented. Thus, there is a clear need to investigate and establish new strategies that facilitate said skills within the educational system (Rios, 2016).

Several institutions have difficulties when teaching new content in other languages which are different from the native language. This has been documented from year to year, and is due to the absence of methodologies that facilitate the open practice of teachers and students (Rocafuerte, 2017). This problem at the local level is identified at PUCESA, which shows that students have not reached the expected efficiency in the development of oral skills with respect to other languages. In order to better understand the problem, the following question is posed: How would the integrated learning of content and foreign languages help in the continuous improvement of oral skills in students at Catholic University?

This research is based on the significant scope of new results with respect to professional teacher training and a need for efficient adaptation for future workplace needs, for which the following objectives are proposed:

### **General Objective**

- Analyze the integrated learning of content and foreign languages to improve speaking skills in students at Catholic University.

### **Specific Objectives**

1. Establish the main topics and subtopics related to the identified problem
2. Diagnose the current situation of the spoken skills of students with respect to learning foreign languages.
3. Propose strategic alternatives that facilitate the teaching-learning processes as well as spoken or oral skills when learning foreign languages.

The methodology used to carry out this proposed research is the qualitative-quantitative approach, since the intention is to collect data that allows for the diagnosis of the current situation of both knowledge and skills obtained by different students, through methodological instruments and to thus establish alternative solutions to the problem identified in relation to the teaching of foreign languages at PUCESA

## CHAPTER I. STATE OF ART AND PRACTICE

### 1.1. Integrated learning

The increasingly globalized world demands that the academic training of Ecuadorian citizens be comprehensive, competitive and of high cognitive quality. This should include a set of actions such as: the construction of meaningful learning in different areas of human knowledge and the development and maximization of the abilities and skills of individuals. Both of which allow maximum expansion on the significant knowledge learned and the combination of knowledge and skills with the emotional and sentimental personal aspect. As such, the individual learner develops a social conscience that allows them to use their learning for the benefit of their daily reality (Orrego & Díaz, 2010).

Content Integrated Learning and Foreign Language (CLIL) is a dual educational approach in which an additional language is used for learning and teaching both content and language. The aim of CLIL is for the student to simultaneously learn a foreign language as well as regular new subject knowledge. Integration is a very important pedagogical tool to promote the learning of each lesson, using the language as a learning medium (Avilés, 2020).

The language model that the teacher deploys in the classroom is an essential component that can successfully contribute to the achievement of the content learning objectives for the students. When this discourse is delivered in a foreign language that, in turn, serves as a vehicle for the acquisition of content, new dimensions come into play, such as the process of acquisition of said content and the relationship that takes place between the curricular material and the language that is used.

Integrated learning of contents and foreign language (CLIL) makes the teacher's discourse one of the fundamentals of learning and the planning of their discourse strategies will be of vital importance for the development of this function. Structuring with a discursive basis creates classroom discourse that can benefit the teacher in

an area of knowledge, if this basis is managed with specific planning. This study analyzes the discursive strategies used by teachers in the CLIL classroom in order to carry out a contrastive study with the traditional classroom where there is no integrated methodology in content and language (Pérez, 2019)

According to Naves (2016), Integrated Learning of Foreign Languages and other Curricular Content involves studying subjects such as history or natural sciences in a language other than one's own. CLIL is very beneficial both for learning other languages (like French or English) and for the subjects taught in those languages. CLIL's emphasis on "problem solving" and "knowing how to do things" makes students feel motivated to be able to solve problems and do tasks even in other languages.

Learning is optimal through the interaction between the individuals involved in this communicative act, even when there is usually a primary status of one of the participants, usually the teaching staff, over the rest, as we will see in later chapters. Although the role that peer learning has on the creation of new knowledge is not negligible, it will be the teacher who inevitably carries the weight of the interaction, since they will regulate the communicative purposes of each moment, taking into account the objective that is being pursued. (Pérez, 2019).

In addition to acting in the classroom as a guide, teachers have other leading roles. Concerns can lead them to ask questions about the environment in which they carry out their functions, or about the processes that take place in that context. These concerns should be approached in such a way that they turn the figure of the teacher into an inquirer, a participant in the investigation in their own work context, of which endless benefits have been reported as a result of questioning and innovation (Latorre, 2018).

The Content and Language Integrated Learning (CLIL) approach, or its name in Spanish, Aprendizaje Integrado de Contenidos y Lengua (AICLE), has become synonymous with bilingual teaching and in some cases, multilingual teaching. It was created in response to the demands of multilingualism by the European Union.

According to European headmasters, starting from kindergarten, students have to learn two European languages, in addition to their native language (Walburton, 2015).

The term was coined by David Marsh in 1994, and released in 1996, by the University of Jyväskylä, Finland. It arose in two European countries, Finland and the Netherlands. Marsh is considered a founder of this methodological approach; he is Australian born and UK educated and is based in Finland. With a long lasting trajectory, Marsh has been working in the study of bilingual and multilingual education since the 1980s; he was part of the team that led the preliminary work for the launch of the term CLIL in 1994, and in 2002, coordinated the production of CLIL (Walburton, 2015).

CLIL proposes working in environments conducive to the development of activities, which are innovative, purposeful and welcoming, in such a way that they facilitate the acquisition of knowledge regarding foreign languages. It not only focused on language learning, but also on the learning of academic content hand-in-hand with the development of languages; in this way the individual grows in all areas of knowledge. (Salvador & Chiva, 2016).

Pacheco (2020), stated that CLIL is a model that refers to a teaching and learning approach in which a subject not related to languages is taught in a foreign language. It provides a double focus, on one hand, on the acquisition of knowledge and competencies of the subject, and on the other hand, the skills and competences in the foreign language in which the subject is taught.

This dual approach, which mainly distinguishes CLIL from other pedagogical methods, is based on a solid theoretical framework that validates it as a potentially effective learning approach. It is important that teachers involve all students in oral interactions, so that they have greater opportunities to develop oral skills in different languages. As a result of this, the quality and quantity of the oral productions of the students increases at the same time that they acquire the contents of the non-

linguistic subject, such as knowledge in areas like natural, social or cultural science. (López, 2019).

In essence, CLIL can be considered a powerful approach since, when well executed, content learning does not suffer and the acquisition of a foreign language in meaningful contexts is successfully achieved. However, the notion of using a secondary language to study academic content is nothing new, and several authors point out examples from the Roman Empire and even earlier. According to many of its advocates, the goal of CLIL goes beyond learning a language; the language is not only something that is gained in the process, but also a tool with which cognition can be developed (Coyle, 2017).

Several authors have devised clear conceptual frameworks that summarize the essential features of good CLIL practice. Perhaps the best known of these is Coyle's four C's framework of key principles. This is useful as a checklist of the important elements of CLIL for educators in such contexts and is easy to remember. The four Cs are content, communication, cognition, and culture. (Coyle, 2017).

CLIL must be content-oriented and, together with communication and cognition, the first three of the four C's can be seen as mutually interdependent. The content and the thought processes (cognition) must be analyzed according to the demand and the linguistic complexity to avoid that students have to bear too heavy a load in terms of thought and language at the same time (López, 2019)

There are thirty core characteristics of the CLIL methodology, which are classified into six more general groups: multi-pronged approach, safe and enriching learning environment, authenticity, active learning, scaffolding, and cooperation (Mehisto, 2018).

These central characteristics emphasize, among other ideas: the need for interdisciplinary topics and projects, reflection on the learning process, building student's confidence to experiment, connection between learning and real life, use of multimedia materials, cooperative and peer group work, negotiation of meanings,

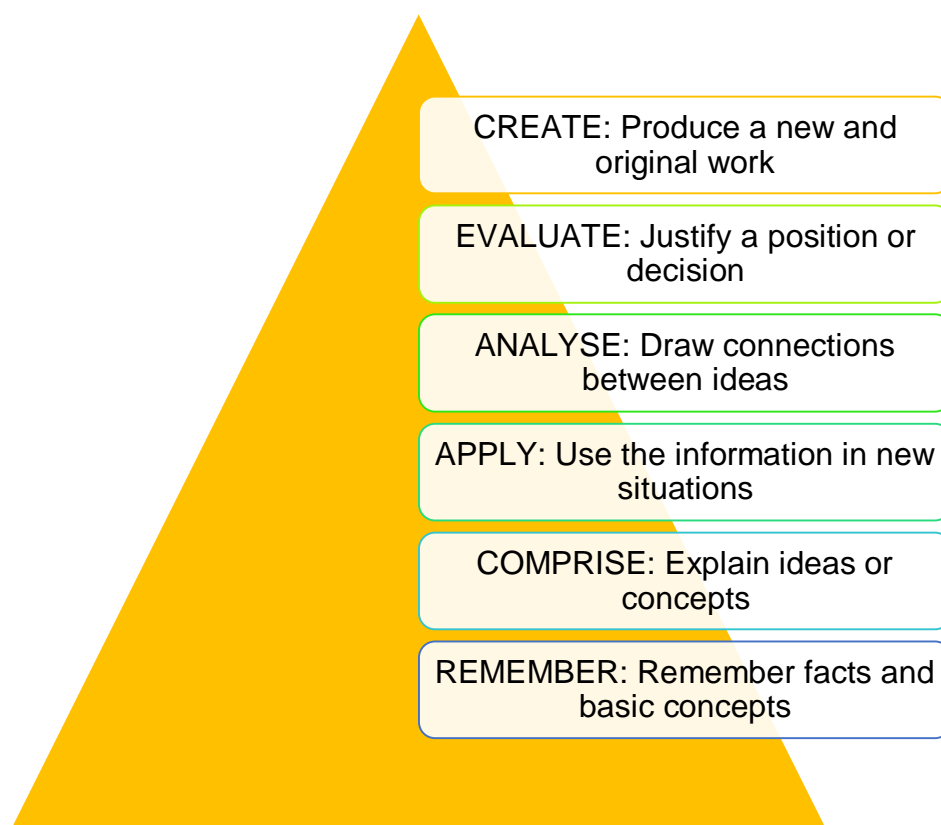
activation of schemas, response to different learning styles, fostering creative and critical thinking, and involvement of parents and the local community. All of these characteristics appear to be desirable and indeed achievable in any educational program or context, not just in the case of CLIL. (Mehisto, 2018).

Another attempt to clearly define and encapsulate CLIL follows a six-point framework of conceptual sequences: conceptual beginning, language as a vesicle, design of specific tasks, a trinity of conceptual, procedural, and linguistic outcome objectives, and activities that enhance peer communication, reading strategies, student production, and cognitive skills (Ball, 2016).

One of the main arguments for the implementation of CLIL is that it can represent an efficient use of time and provides an exposure to the language without requiring additional time in the curriculum. This optimization of time seems to be as good a reason as any considering how the subjects of the curriculum compete with each other for space in the schedule and any increase in dedication to one usually implies a reduction in another. This is not the case with CLIL, which can increase the time spent learning languages without decreasing the time spent on other areas of the curriculum (Coyle, 2017).

Starting from the basis that learning in CLIL is a simultaneous construction of knowledge and language, in each CLIL lesson the new content and language are introduced to incorporate into the basis that students already have and, through different interactions and resources, each student builds that knowledge and language at their own pace (Sastre, 2020).

Different thinking skills come into play in the cognitive acquisition process. Bloom's Taxonomy makes a division into higher and lower order cognitive processes. The different thinking skills that take place in the cognitive acquisition process can be classified in Bloom's Taxonomy, designed in 1956, and revised in 2001, incorporating action verbs that describe those cognitive processes through which the subject is going to advance, from the moment knowledge is presented to a student until he acquires and integrates it (Sastre, 2020).



*Chart 1. Bloom's Taxonomy*

Source: modified from (Sastre, 2020)

According to Attard (2019), it is necessary to clarify that lower order cognitive processes would be related to the simplest thinking skills, such as remembering, understanding and explaining information, as well as applying it in different situations. And, on the other hand, as the subjects mature and evolve, more abstract, complex and analytical thinking skills develop, such as the capacity for analysis, evaluation and creation, which motivates students to investigate or evaluate new information and they may be able to create something new.

Apsel (2017), states that the benefits of the application of CLIL are the following:

- Develops multilingual interests and attitudes.
- Provides opportunities to study content through different perspectives.
- Complements other subjects instead of competing with them.
- Diversifies methods and forms of practice in the classroom.

- Increases the motivation and confidence of students both in the language and in the subject.
- Develops higher order and lower order thinking skills.
- Develops intercultural knowledge and understanding.
- Develops intercultural communication skills.
- Improves language proficiency and oral communication skills.

In conclusion, CLIL offers a learning environment that encourages communication first and foremost. It focuses on the convergence between language and subject or subjects. Leading to the perfect integration between language and disciplinary content that makes CLIL a prolific phenomenon based on the maxim of “learning by doing”, that is, practicing, discovering, developing, validating, testing, etc. Within the constant evolution experienced by educational systems, it is concluded that this interdisciplinarity favors more comprehensive education. This is due to the union of different areas of knowledge that, in turn, promote the appearance of new methodological approaches.

Thus, through the evolution of methodological approaches, the opinion is reinforced that interdisciplinarity is the perfect complement to the CLIL Program, since both seek to acquire knowledge, solve problems and continuously improve the teaching-learning process, and at all times, use and shape the language as a teaching vehicle.

In this context, more than ever, correct planning is considered of utmost importance as it allows students, on the one hand, to achieve the established objectives and teachers, on the other hand, to anticipate the possible weaknesses that may occur, to select the best teaching strategies, and adapt communication to the specific characteristics of the students.

## **1.2. Foreign languages**

Luria (2015), states that language is a system of codes that help us to designate and/or name the objects of the outside world, our actions, our behaviors, the

circumstances, and the events that happen around us, as well as emotions, and the relationship that they all have with each other. In addition to the aforementioned, Ownes (2016), conjectures that language can be a socially shared code or a system that is responsible for representing definitions through combined symbols, governed by rules, in addition to serving as a vehicle that transports thought. That is why every time a language disappears, part of human nature, the culture of the society to which that language belongs, and thousands of years that have elapsed for that language to develop also disappears.

Additionally, Valladares (2018) in his book *The development of language: a psycholinguistic approach*, states that the best time to study language is during the childhood stage for human beings by listening to what the child has or wants to say. It has been expressed that it is necessary, during a certain period, to record all the manifestations of the language emitted by a child.

In the same book, the author defines language as the only characteristic that differentiates human beings from other beings, and also believes that language helps the function of thoughtful analysis. On the other hand, according to the same author, when evaluating language development, effective methods should be used that serve to determine problems and clarify how language develops.

Bennassar (2016), states that, in the fifteenth and sixteenth centuries. the world was witnessing the "awakening" of culture, art, and science, after an era of few cultural, scientific and social advances that for many years represented the Middle Ages. After, there was a rebirth of culture, writings, music, philosophy, art, and mankind.

In the middle of it all, and as the central idea of all that renovating movement known as the Renaissance, was man, because to speak of the Renaissance it is also necessary to speak of Humanism. With Humanism, a new Renaissance man was created with great human potential as he was free, creative and aware of his limits and possibilities.

From the point of view of the study of languages, it is necessary to indicate that the teaching of classical languages such as Latin and Greek acquired great success, as it was the necessary vehicle to gain access to the great library of Antiquity. In religious matters, knowledge of Hebrew was also necessary for those who wanted to access primary sources. Thus, the humanists threw themselves fully into the study of classical philology, using Latin and Greek to go back to the sources of those cultures (Delgado, 2017).

However, the teaching of languages during the Renaissance cannot be reduced exclusively to classical languages, since not only was a rebirth of these languages observed, but native languages developed spectacularly, laying the first stones of the foundations of modern languages often known as romance languages, as what happened in Spain with Nebrija (Delgado, 2017).

Throughout the 18th century, a cultural movement of great importance emerged in Europe, especially in England, France, Germany and Spain, which was called the Enlightenment, or Illuminism, and in the 18th century itself that of the "Age of Enlightenment" emerged. Regarding language teaching, it should be noted that Latin continued to play a leading role in grammar schools and universities as the scientific and pedagogical preparation of teachers was not improved, nor were teaching subjects expanded. Along with all this, it is worth highlighting the fact that it was easier to create new institutions than to reform existing ones. (Bennassar, 2016).

It was at this time, in the 18th century, that the teaching of foreign languages first entered the academic curriculum, although the emphasis of Latin was not greatly reduced. The techniques and procedures that were used for the teaching of modern languages were the same as for the teaching of Latin, a mirror approach that the first methods of teaching foreign languages were modeled after (Kondo, 2018)

Foreign language teaching is defined as teaching a language other than a person's native language, which does not belong to the individual's native community. The ELE's main objective is that the individual can acquire the communication skills that

allows them to communicate and function in foreign-speaking countries or with people who speak the same language. These communication skills are acquired through the socialization of the speaker with native speakers or speakers of the foreign language. (Sun, 2013)

For Manga (2016), the terms “the second language” and “the foreign language”, evoke a difference between these two terms that must be established to highlight that, in the first case, it is a language spoken in the community where you live, even if it is not the native language of the learner, while, in the second case, the language has no presence in the community in which the learner lives. For example, English is a second language for a Mexican immigrant in the United States, while it is a foreign language for a student in Spain.

The evolution of teaching that emphasizes communicative competence towards an intercultural orientation should obey the new social context in which we are immersed. On the one hand, there are the internationalization of markets and cultural globalization, which have considerably increased the need to establish exchanges with people from different countries; on the other hand, and as a consequence of migratory phenomena, we find ourselves within the context of each country which has an important cultural diversity, with people belonging to many different societies with whom we come into contact in our daily lives. Our societies have become increasingly multicultural (Paricio, 2017).

Thus, for example, the establishment of the European Union has given rise to a circulation through different countries that are made up of numerous people who wish to find work in a country other than their own. Tourist or academic study trips have also increased notably. These facts explain why knowledge of the many community languages is promoted within the Union and that it is a goal that European citizens learn two more languages other than their own. It is clear, then, what the reason is as to why learning languages is seen as a necessity that entails new methodological and didactic approaches in this field. This institution considers European linguistic diversity as a rich heritage that must be preserved (Paricio, 2017).

Foreign languages enable students to equip themselves with more communication skills and open the way for them to understand other ways of life. Their own intellectual development creates in the students a varied vision of life, sometimes, in the ability to communicate in two or three languages, equipped with all the advantages that this implies today. But the success of teaching a foreign language, apart from the teacher and the students, is conditioned by other factors that must always be taken into account (Manga, 2016).

Learning a foreign language must always take into account several factors that make it easier or more difficult depending on the situation. Many studies have been carried out on these factors and allow for a better understanding of the concept of foreign language learning by teaching professionals. In this sense, it is worth highlighting the study by Bernaus (2017), in which some of these factors appear grouped into three categories: a) biological and psychological factors: age and personality; b) cognitive factors: intelligence, language skills, learning styles and strategies, and c) affective factors: attitudes and motivation.

There is a big difference between learning a new language and acquiring a new language. All language learners begin by learning the language, but not all acquire it. Therefore, the acquisition of a second language refers to the final learning process that allows the student to handle a second language in the same way that they do with the first. Studies of second language acquisition have occurred in the last 40-45 years.

The Republic of Ecuador was born under monocultural and ethnocentric premises that have resulted in a fragmented, exclusive, highly unequal country, where the mestizo majority are poor and almost all Montubia, Afro-Ecuadorian and indigenous people are excluded in many aspects and in which a small, white or mestizo political and economic group, with emphasis in European origins, has enjoyed all the privileges, concentrating for itself most of the national wealth (Honorable Consejo Universitario Universidad Técnica de Ambato, 2016).

Such a panorama represents a challenge in the curricular configuration, which constitutes an instrument of orientation of the learning process in higher education, articulating key elements, through performance indicators. These constitute broad themes that must be taken into account in each aspect of the curricular projection, with specific activities integrated into the development of skills with performance criteria for each area of study (Ministerio de Educación del Ecuador, 2012).

In particular to Ecuador what happens is, although the curriculum is seen as a cultural practice, the same as the teaching of foreign languages, it is seen as a practice of production and holds significance and acts as a representative place for social and cultural groups. Alves (2012) mentions, "The enunciation of interculturality as a performance indicator of the officially proposed curricula, remains at the level of mere formulation, without being truly inserted in the different levels of educational proposals" (Vélez, 2016).

Even in certain Ecuadorian universities, Kichwa speaking students face difficulties in adjusting to the curricular demands, such as active participation in classes or the acquisition of a foreign language. However, these problems are not reflected in proposals for adjustments to the curriculum, since they are not addressed within the framework of the necessary flexibility and holistic essence of it (Romero, 2017).

This particular aspect is paradoxical. If it is found that in order to qualify as open and flexible, then the curriculum must satisfy the cultural demands of each society presented in specific historical periods, acting as a basis over content of a conceptual nature. Societal attitudes should be considered, especially those which have to be reflected in the curricular structure, through the scope and sequence (Romero, 2017).

That is why this article deals with the interculturality part of the performance indicators that provide elements for the debate on the subject and promotes the design of new ways that allows the strengthening of higher education, as a common ground for the training of diverse students, in response to the need to integrate the

intercultural vision according to the geographical, cultural and linguistic diversity of the country (Romero, 2017).

According to Díaz (2018), the professional preparation of the foreign language teacher must go far beyond the knowledge, management or mastery of the target languages or languages to be taught. Their training must deepen the theoretical and practical study of the processes of teaching and learning foreign languages, knowing the theoretical, epistemological, technological and humanistic aspects. The social context of which one develops one's profession in order to contribute to the improvement of educational quality. For the foreign language teacher to respond to educational objectives, it is necessary to rely on the constitutional provisions that are analyzed below:

Article 74 of the Constitution guides the work that Higher Education Institutions must fulfill, providing in the first place, the contribution in an effective, coordinated and efficient way towards the achievement of the national objectives, improve the living conditions of peoples, guarantee rights such as access to quality education, and the production of goods and services that allows the sustainable development of the country. In the same sense, article 75 of the Constitution establishes that Higher Education has the responsibility to promote the scientific process in research, as well as professional and technical training that contributes to solutions of the country's problems.

### 1.3. Spoken skills

Speaking is a productive oral/listening skill. It consists of systematically producing verbal expressions to convey meanings. Uribe (cited in Bashrin, 2018). One way to communicate what people think and feel is by speaking. When people do this, there are some internal processes that take place in the brain. For example, ideas are organized into semantic frames, making them meaningful, precise, and coherent. Also, when the message is organized, the speaker articulates the phonemes to make the receiver understand the conveyed message. This whole process is possible when some aspects of speech are taken into account.

Similarly, Thornbury (2019) stated that speaking is interactive and requires the ability to cooperate in managing turns to speak. She also noted that speaking typically occurs in real time, with little time for detailed planning, and that speaking is a real challenge for most students.

For this reason, she suggested that this skill should be developed and practiced regardless of grammatical content because grammar is a factor that differs in the speaking and writing of a language.

The acquisition of the first language is carried out naturally and spontaneously, while the learning of a second implies the structuring of a method to teach the code (the language) and a methodology that is adapted to the participants of the process. Based on the above, it can be obvious that the way in which adults and children learn a new language is different and this depends on several factors such as the learning styles, needs, and expectations of each person. (Vallejo, 2016).

An adult is generally aware of what they learn which is called metalinguistic knowledge. In addition to the interference of the native language, a feeling of control that guides them to learn more independently, the stress that sometimes comes with learning a new language is present. But it must be emphasized that many times this level of pressure is positive in that it motivates human beings to undertake new challenges such as learning English. In conclusion, to learn a new language, an

adult already has previous experiences and cognitive styles; important aspects to analyze when planning a study strategy of the English language. (Vallejo, 2016).

One is not born with a predisposition to speak a certain language, it is independent of genetic inheritance, as it is the environment which plays a predominant, important role. However, having learned a native language not only leaves a strong imprint on brain development, it is crucial for many aspects of a child's development (Swaab, 2017). It should be emphasized that not learning a primary language not only makes communication impossible but even puts the lives of children at risk, due to the series of disorders that originate from a lack of good relationships with the learning environment.

Once this critical period for language learning has passed and if one wants to learn another language, the brain is somehow marked or conditioned by the first language. This is the reason why one may have an accent when learning a second language. If one has learned Spanish, this mark or impression that this language leaves will condition the other language, because it leaves a kind of imprint on both the functions and the structures of the brain (Urgilés, 2016).

Blakemore (2017), states that babies raised in bilingual families take a little longer than children who speak a single language to develop the language, but, on the other hand, there are some advantages, such as a better understanding of the syntax of both languages. They are normally able to pronounce them better than those who learn the second language at a late age and also fully understand that two different words can refer to the same object.

Moreover, there are a series of advantages, such as: having a better understanding of reality, knowing that two totally different concepts are naming the same object, knowing that the concept or the term that refers to said object is something conventional and that it is not an inherent part of that object. The more varied and rich the vocabulary to which the child is exposed in his early years, from his teachers and family, the greater the resources that this child will possess throughout his life.

For this reason, it is recommended that children should be offered another language before the age of twelve (Urgilés, 2016).

Spoken language is learned naturally and effortlessly, but the same could not be said for reading and writing. School or formal education play an essential role in learning these skills, because they require planning and a method, something that was not taken into account in the learning of spoken language.

Between language and human beings there is an intimate relationship; the human being is language, it is language from beginning to end, the human being lives in language, as stated by Echeverría (2018): the human being is “crossed by language”.

Human beings are linguistic beings, beings who live in language: in it we are, we move, we exist, but in turn we build it, we corral it, we accommodate it to our needs. Language is a condition for humanization, but there can also be no language without this being. There is mutual conditioning and necessity. But not only the human being is linguistic, but his world is also linguistic (Urgilés, 2016).

When talking about teaching a second language, the skills that are part of the learning bases and that must be acquired are: written comprehension, written expression, oral comprehension and oral expression. These must be integrated into the teaching-learning process. From this point, emphasis will be placed on oral skills (Colomer, 2015).

According to Usillas (2019), “Oral comprehension has been the skill most used on a day-to-day basis, this skill refers to the process by which messages are understood and interpreted using phonetic, phonological, lexical or semantic resources, among others”. This skill is considered one of the most difficult to master, since the oral comprehension process is complex and this skill in itself plays a very important role in developing communication skills in the language studied.

On the other hand, oral expression is equivalent to developing the competence involved in mastering the communication skills of oral language. Within this oral skill, pronunciation can be found, which is the sub-skill of oral expression that requires students of a language to change the way they think about the sounds that make up a word, as this helps with correct pronunciation. The objective of teaching pronunciation should be to learn the basic elements of the foreign language so that students can be understood by other speakers of that language. (Hinkel, 2015)

Harmer (cited in Bashrin, 2017), stated that productive skills is a term used to refer to speaking and writing. These two skills are called productive because it is where students have to produce the language themselves. In other words, speaking and writing are two skills that are required for people to manipulate language, to express their thoughts, ideas, feelings and emotions in both written and spoken form.

In this regard, Hossain (2019) also specified that productive skills are essential when learning a language, since speaking and writing give students the opportunity to practice real-life activities in the classroom. In fact, good speaking skills give evidence of real progress among students and help improve their confidence. All of the above helps to develop the ability to speak within a dynamic process that requires a lot of practice, motivation and collaborative work.

Furthermore, Golkova (2018) points out that productive skills are called active skills because they are the means of transmitting information in a foreign language. However, it is indicated that productive skills such as speaking and writing cannot exist without the support of receptive people. For a foreigner, learning the language is, in fact, a deep process that requires students to be exposed to the language in order to obtain as much information as possible. Consequently, they are then able to produce spoken and written messages to communicate what they need.

In his research Villacís (2018), reaches the following conclusions; clearly, language elements such as vocabulary, grammar, pronunciation, fluency, and interaction are greatly improved because the student-centered approach to instruction makes

students put theory into practice. Students are more participatory in interactive activities in which they are required to speak in the target language constantly.

Students are the main protagonists of the lesson. Therefore, they have an active role in the classroom. Students participate in practical communication tasks that avoid a structural approach. The same author also concluded that fluency and interactive communication result in notable improvement of language acquisition. This happens because students participate in a series of sessions characterized by speaking activities based on lots of interaction, problem solving, creativity, and meaningful situations. These situations require students to use the language to discuss real-life topics.

It also concludes that student-centered instruction and strategies have been shown to have a positive impact on the development of speaking ability because this approach prioritizes the needs of students. By creating an interactive environment where participants have more responsibility, there is shown to be evident motivation and their learning is meaningful and lasting.

A student-centered approach is the best decision because the students benefit from an effective methodology, which encompasses strategies to capture the students' attention, their concentration, and their participative activity. Furthermore, this approach is based on Lev Vygotsky's learning theory of constructivism, characterized by knowledge construction, cooperative learning, self-regulated learning, and real-world situations. All of these characteristics give students more responsibility in their role in the classroom.

## **CHAPTER II. METHODOLOGICAL DESIGN**

The present investigation that deals with the topic "Integrated learning of contents and foreign languages to improve speaking skills in students at PUCESA", will have a propositional approach which is intended to study the strategies that can allow the improvement of oral expression (spoken skills), from a comprehensive teaching and learning perspective. Therefore, the work was established through the following methods:

### **2.1. Research approach and design**

#### **Qualitative Method**

This method allows the analysis of the study variables, facilitating the observation and identification of the characterization of the problem or object of study (Roger, 2017). Through this method, it will be possible to analyze the fundamental characteristics of the subject of English and the teaching of foreign languages. The same ones that contribute a significant degree in the training of students and at the same time awaken the expected interest on the part of the teacher and the student interactively.

#### **Quantitative Method**

This method allows the analysis of the study variables from the quantification or accounting of their characteristics, through collected data which can be tabulated and represented by statistical models (Montero, 2016). Therefore, for the research to be carried out, it is important to take into account the data collection from a fully identified population, which would be the students at PUCESA, through the corresponding techniques and instruments that facilitate the optimal collection of relevant information.

## Population

**Population:** From the scope of the research methodology, the population refers to a group or considerable number of individuals who are related to an identified problem, which will act as informative support, through the collection of data. In certain cases it is necessary to apply certain formulas to find the representative sample (Andrade, 2017).

For this research, the students at Catholic University are considered as the population, as well as the English teachers, who will be the mainly involved for the collection of the data, since they are the primary source to solve the problem of the improvement of oral dexterity in learning new content in foreign languages, therefore, the following table details the population with their respective amounts:

*Table 1. Distribution of the population*

<b>Population</b>	<b>Quantity</b>
Students	994
English Teachers	18
Director	1

Source: Own Preparation

## Sample

The sample is a significant proportion of the total population, so its respective calculation it is done based on the following formula:

$$\frac{Z^2pqN}{Nand^2 + Z^2pq}$$

### Data:

- N = Size of the sample.
- Z = Confidence Level 95% = 1.96
- P = Likelihood of occurrence 0.5
- Q = Likelihood of no occurrence 0.5
- N = Population 994 students
- e = Sampling Error 0.05 (5%)

## Calculation

$$n = \frac{1.96^2(0.5)(0.5) 994}{(1.96)^2(0.5)(0.5) + 994(0.05)^2}$$

$$n = \frac{954,63}{3,44}$$

$$n = 277$$

The value obtained refers to the number of surveys that will be applied to collect the data and it is determined that 277 students will be the respondents. The type of sampling applied is random, non-probabilistic, so that not all students will have the same level of knowledge of the English language, just as not all will have the same difficulty in the process of learning foreign language content.

## 2.2. Information processing and analysis

### Technique - Survey

A survey is a study in which the researcher obtains the data by executing a set of standardized questions addressed to a representative sample or to the total set of the statistical population under study, often made up of people, institutional entities, in order to know phases of opinion, types or specific facts (Fierro, 2018).

The main technique that will be used for data collection in this research will be the survey applied to a sample of the student population of the Catholic University. As this technique will be applied by teachers of the English language, this would facilitate obtaining data directly from the population involved and was done through field research and digital media. Annex 1.

### **Technique - Interview**

This technique consists of a structure of questions that facilitate the establishment of a direct consultation in the form of dialogue with those involved in the research. This interview will be directed to the director of the language department, in order to obtain a professional appreciation of learning integrated content and foreign languages at the Universidad Católica, con Sede Ambato, Annex 2.

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### **Instrument - Questionnaire**

The questionnaire is a structure duly established by means of a sequence of questions, in order to respond to the identified problem, in such a way that it is created according to the study variables (Ortiz, 2016). Therefore, for the present study, it is essential to establish the respective questions that facilitate the collection of data with respect to the variables, both of “Integrated learning of content”, “Foreign languages” and “Spoken skills”.

## **2.3 Information processing and analysis**

For the information collected after applying the respective instruments, the respective quantitative analysis will be carried out in the case of the surveys, whose data will be tabulated in the statistical program in EXCEL calculation sheets. After this process, the results are presented in tables and graphs to have a better analysis and interpretation of the data obtained.

### **Analyses of the information**

This procedure refers to presenting the results and analyzing them in a logical and concrete way based on the questions posed, making reference to the learning of content and foreign languages:

### **Analysis of the survey applied to students**

## 1. Age

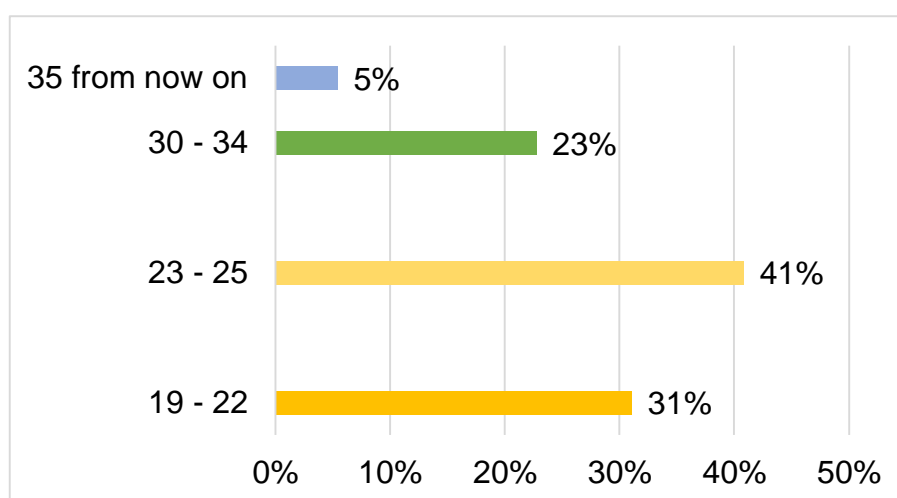


Chart 2. Distribution of the population by age  
Source: Own Preparation

From the data obtained for this question, it is observed that of 100% of the students surveyed, 41% are in an average age of 23 to 25 years, 31% are between 19 and 22 years old, 23% are 30 to 34 years and only 5% are 35 years old and over. Therefore, it can be determined that the population is distributed in almost similar percentages according to academic levels.

## 2. Gender

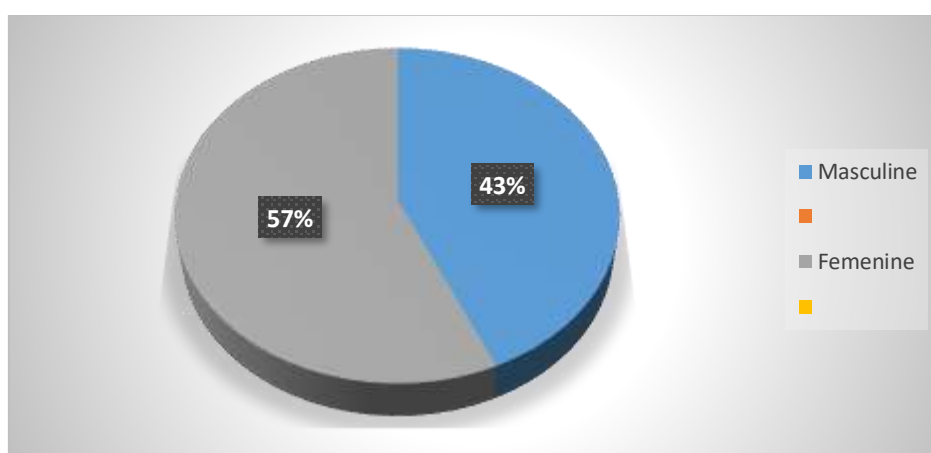


Chart 3. Distribution of the population by gender  
Source: own Preparation

From the data obtained, it can be seen in the graph that of 100% of respondents, 57% of students are female, and 43% are male, in such a way that, according to these results, there is a large number of women in the institution as students, however, there is also a high number of male students, causing the Universidad Católica con Sede en la ciudad Ambato to have students of both sexes without particular overriding inequality.

### 3. Academic level

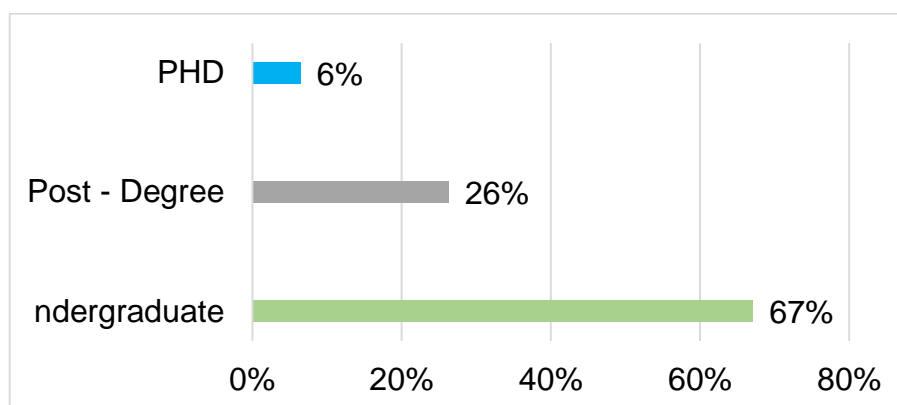


Chart 4. Distribution of the population by academic level  
Source: own Preparation

According to the data revealed in this question, it can be seen that 67% of the students are in an undergraduate level of education, followed by 26% who are working on graduate studies, and a small percentage of 6% are working on a PhD. This highlights the distribution of students, identifying that most of the institution has a large number of students who are training to reach a higher level, as future professionals

#### 4. Does the teacher use didactics to improve the learning of foreign languages?

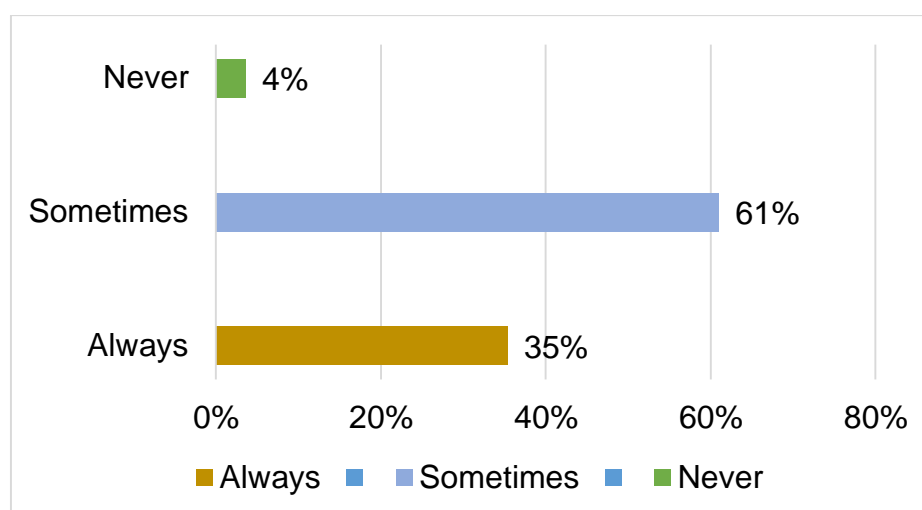


Chart 5. Didactic use to improve foreign language learning  
Source: own Preparation

According to the data shown in the graph, it can be seen that of the 100% of students who were surveyed, 35% stated that the teacher always makes use of didactic materials to improve the learning of foreign languages, on the other hand, 61% indicated that teachers do it only sometimes, and 4% indicated that teachers never use didactic materials. Therefore, it can be determined that the criteria are varied with respect to the teaching of new content, so that not all teachers apply the same methodology in the teaching and learning processes.

#### 5. What type of didactics does the teacher use to stimulate the learning of foreign language content?

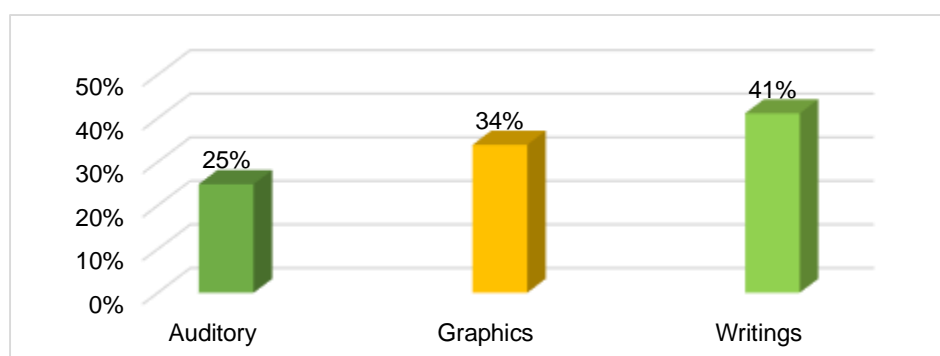


Chart 6. What type of didactics does the teacher use?  
Source: own Preparation

According to the data observed in the graph, of the 100% of students surveyed, 41% stated that the teacher most frequently uses writing as didactics to facilitate the

teaching of foreign language content, while 34% indicated that they do it through graphic materials and 25% indicated that they use auditory media.

6. What skill does the teacher develop more in the classroom?

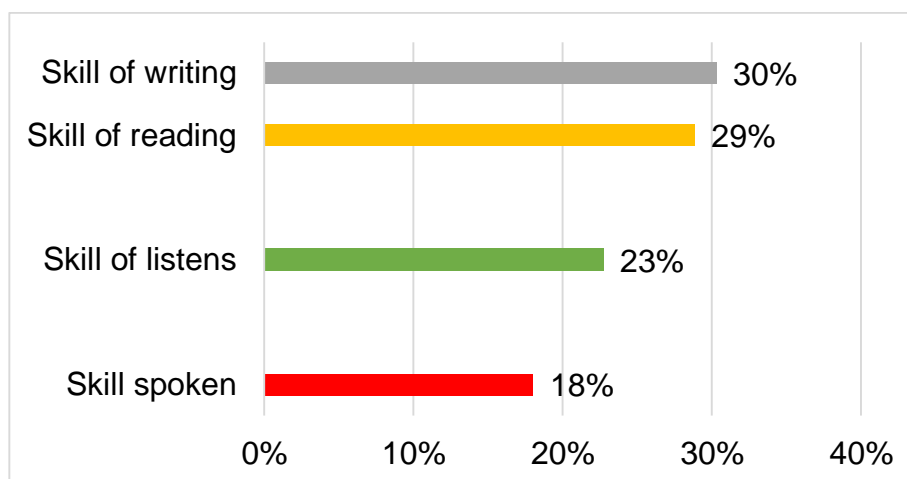


Chart 7. Development of skills  
Source: own Preparation

From the data shown in the graph, it can be seen that of the 100% of respondents, 30% indicated that the teacher currently focuses on developing the skill of writing, while 29% said that it is the skill of reading comprehension, with 23% developing the skill of listening and 18% the skill of speaking. Thus it can be determined that there is a certain deficiency in the oral expression of content in other languages.

7. What activities do you use as a strategy to develop student skills?

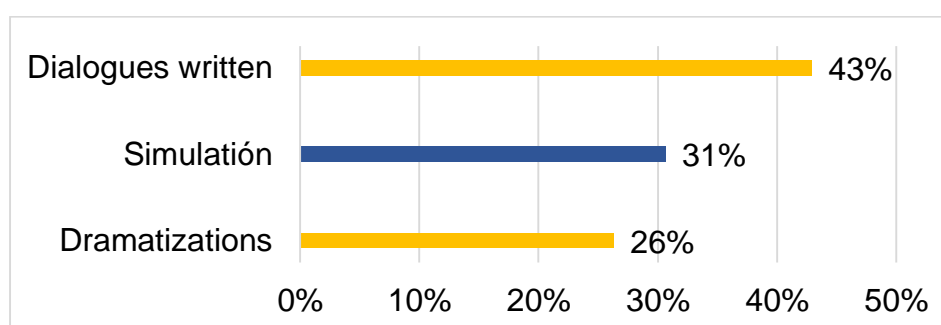


Chart 8. Activities like strategy to develop skills  
Source: own Preparation

According to the data shown in the graph, it can be observed that of the 100% of students surveyed, 43% indicated that teachers use written dialogues more frequently to help develop students' skills, however, 31% stated that teachers do it through simulations and 26% through classroom dramatizations. Therefore, this

data allows it to be known that certain activities are applied, but perhaps it is necessary to establish new methodologies to help the development of skills efficiently.

8. How is the evaluation of the speaking skills in English or speaking of the students carried out?

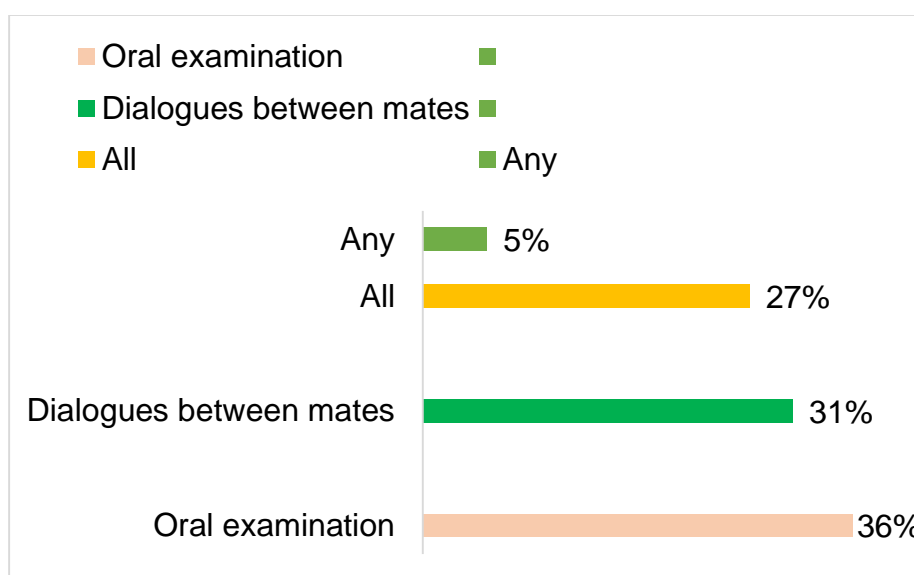


Chart 9. How to evaluate oral skills  
Source: own Preparation

According to the data shown in the graph, of the 100% of students who were surveyed, 36% stated that the teacher evaluates speaking skills through oral exams, while 31% say that it is through dialogues between peers, 27% confirmed that they make use of these two means and only 5% indicated that neither of these activities is used to evaluate this skill.

## Analysis of the survey applied to teachers

### 1. What level of education do you have?

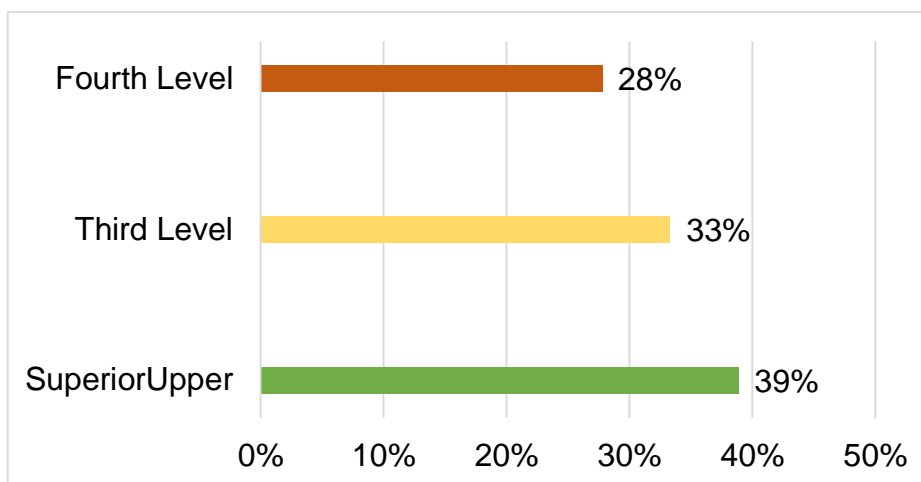


Chart 10. Level of instruction

Source: own Preparation

According to the results found for this question, it can be evidenced that, of the total number of teachers, 39% have a high school education level, while 33% indicated that they have a bachelor's degree, and 28% a Master's degree or higher, therefore, it can be determined that all teachers have a high level training to impart their knowledge to their students.

### 2. According to the CEFR (Common European Framework of References for Languages), what level of English do you have?

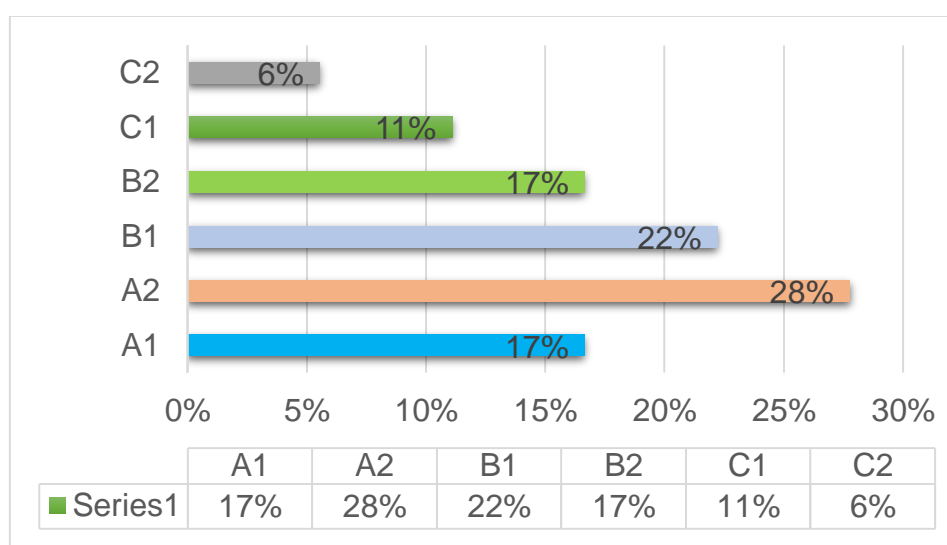


Chart 11. English level according to the CEFR

Source: own Preparation

From the data obtained, it can be seen that of the 100% of teachers surveyed, 28% have an A2 level according to the CEFR, followed by 22% in level B1, two equal percentages of 17% are evidenced, in level A1 and B2. Therefore, there are trained teachers to teach classes to the institution's students, and to be a fundamental part of professional training.

3. What knowledge do you have about CLIL (Integrated learning of content and foreign languages)?

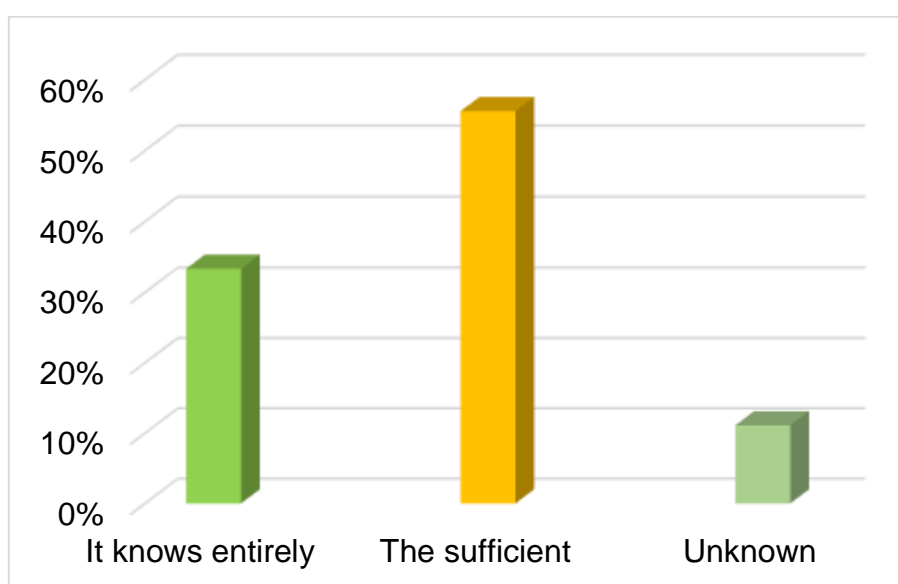


Chart 12. Knowledge of CLIL  
Source: own Preparation

According to the data found, it can be observed that of 100% of teachers, 56% stated that they knew enough or some information about CLIL (Integrated Learning of Contents and Foreign Languages), while 33% indicated that they have complete knowledge of it, however, a low 11% are unaware of the topic.

#### 4. What kind of methodology do you use to structure your lesson plans?

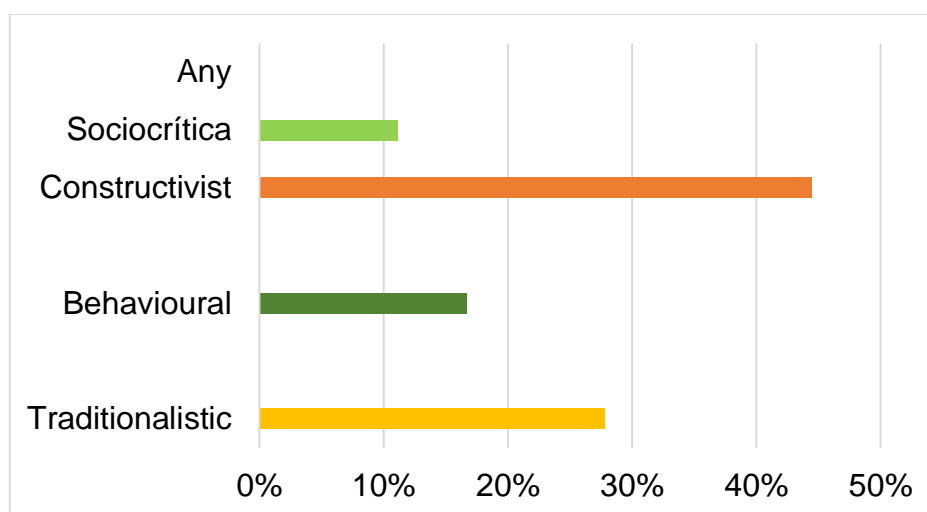


Chart 13. What methodology do you use to structure your plans?

Source: own Preparation

According to the results found, it can be observed that of the 100% of respondents, 44% of the teachers stated that the methodology they use to structure their curricular plans is of a constructivist type, 28% do so through the traditionalist methodology, 17% behaviorist, and 11% Sociocritical.

#### 5. What activities do you use as a strategy to help develop the communication skills of your students?

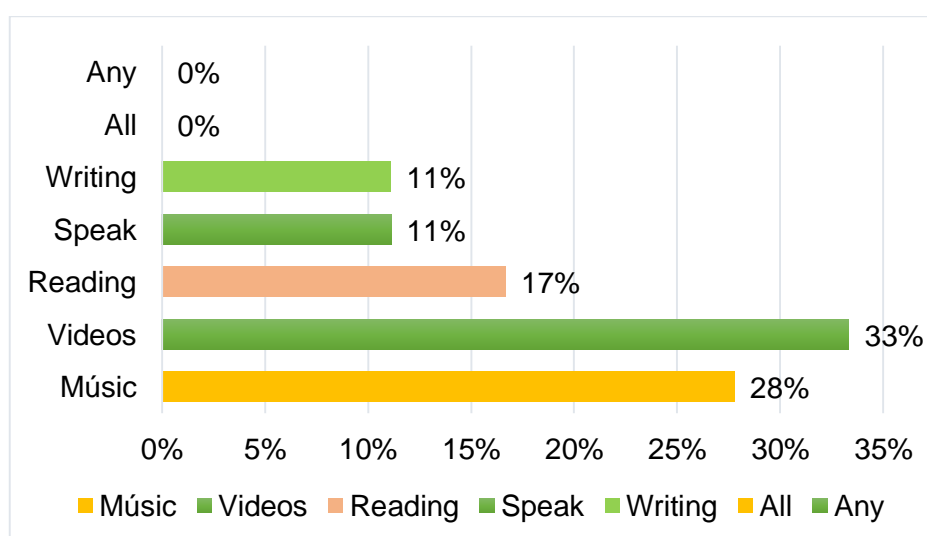


Chart 14. What activities do you use as a strategy?

Source: own Preparation

According to the data shown in the graph, 33% make use of videos as a strategic activity for the development of students' skills, 28% use music, 17% through reading and 11% through speech and writing. This data shows that not all teachers use the same activities as strategies to help their students.

6. Of the following techniques, which one do you use most often to stimulate the development of speaking skills in your students?

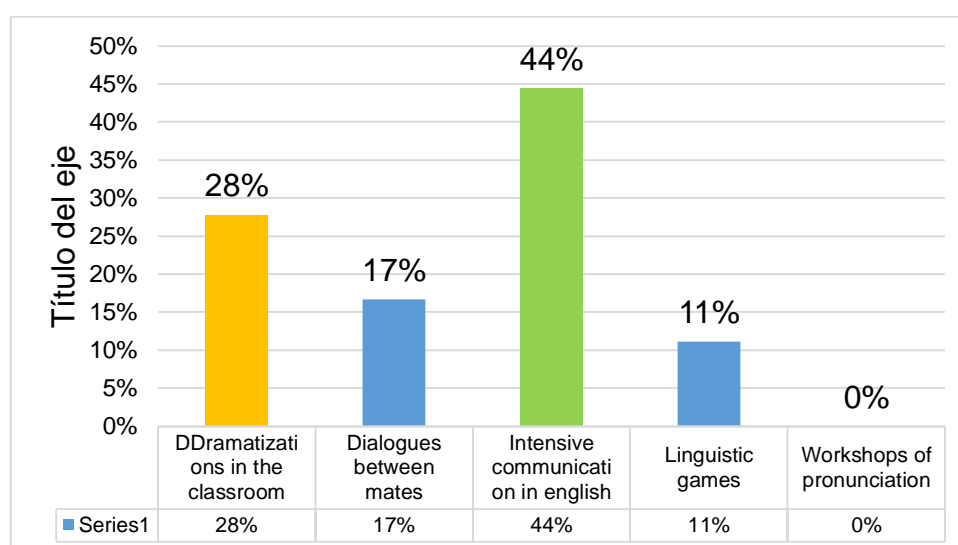


Chart 15. What technique do you use most often?

Source: own Preparation

According to the data found, it can be seen that of 100% of the respondents, 44% make use of intensive communication in other languages, mainly in English, as a technique to stimulate the spoken skills of students, 28% of teachers use dramatizations in the classroom and 17% establish dialogues between classmates.

7. Do you use technology to facilitate the teaching and learning processes when teaching foreign language content?

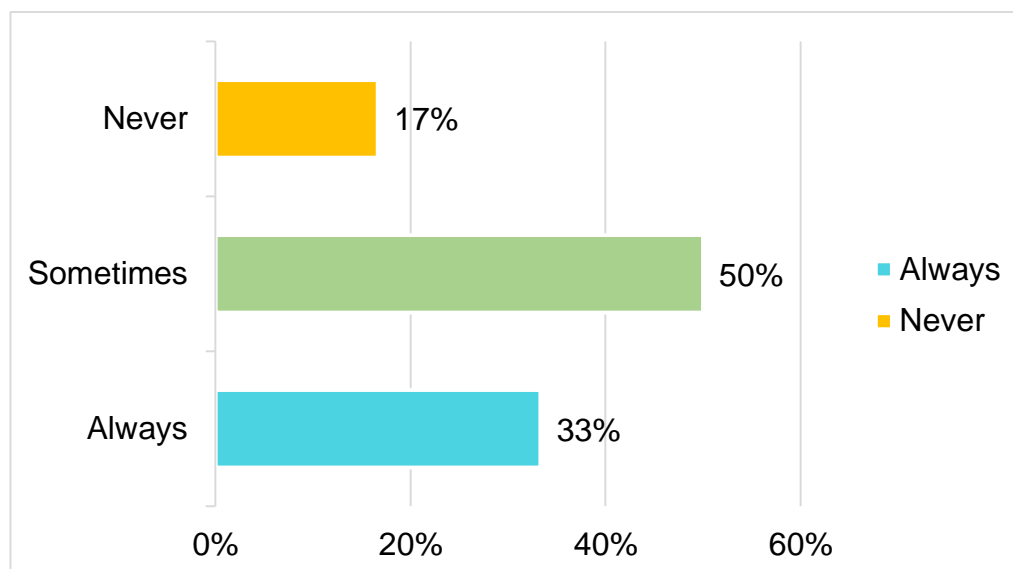


Chart 16. Makes use of technology in the teaching and learning processes  
Source: own Preparation

According to the data shown in the graph, it can be seen that 50% of teachers sometimes use technology to facilitate the teaching and learning processes of their students when teaching their classes in foreign languages, 33% indicated that they always use technology, and 17% never use this type of resource.

8. How is the level of communicative fluency of the students when establishing dialogues in other languages?

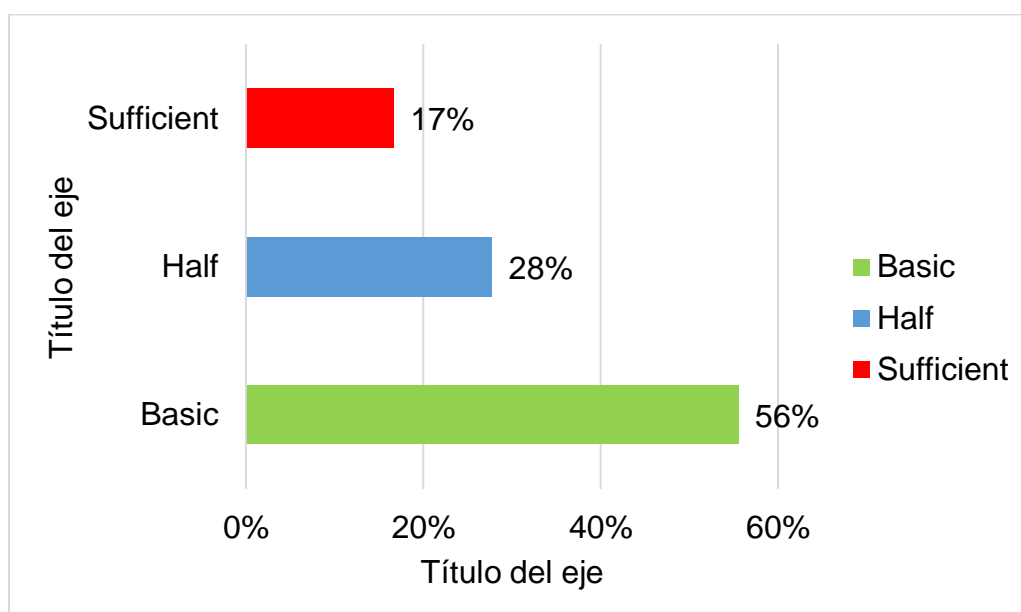


Chart 17. Level of communicative fluidity in other languages  
Source: own Preparation

According to the data shown in the graph, it can be seen that of 100% of teachers, 56% stated that students at the time of establishing dialogues, have a basic level of fluency according to their knowledge of the language, on the other hand, 28% indicated that they have a medium level in communicative fluency, and 17% recognize that the students have a sufficient level.

Analysis of the interview applied to the director of the language school

1. Do you believe that the teachers of the institution are trained to improve the speaking skills of the students?

As director of the language department, I fully trust the ability of our teachers, who periodically receive training and update their knowledge so that teaching is efficient and achieves the expected result with respect to the learning of their students.

2. Do teachers use the appropriate materials for teaching foreign languages?

Within the plans that are delivered to teachers to be fulfilled in a certain instructional period, teachers must apply the resources and methods that facilitate them to carry out activities in the classroom, with the purpose of improving the skills of all students from the PUCESA.

3. Do teachers use didactic strategies to improve teaching and learning processes?

As a fundamental part of the process, the teacher in each teaching cycle has to apply different strategies and methodologies that allow them to achieve structured planning for a certain time period.

4. Do you know what the CLIL method (Content and Foreign Language Integrated Learning) is about?

There is some information in this regard, however, it has not yet been applied in the department, specifically for the teaching of other languages. But the result lends itself to being interesting to carry out this methodology based on novel strategic activities that help development of students' speaking skills.

#### **2.4. Research proposal**

Based on the results obtained after having applied the different instruments, it is possible to determine the need to create a proposal as an alternative solution to the teaching of new content and foreign languages, and therefore improve the development of the spoken skills of students from the Universidad Católica in the city of Ambato.

##### Qualifications

Plan of strategies that facilitate teaching-learning processes and speaking skills with respect to foreign languages.

##### Strategy plan to develop speaking skills

Those students, who are not only motivated to pass English exams, when they start learning a language want to "speak" as soon as possible. Thus, the temptation of teachers is to artificially force the student. Although their level of understanding of the spoken word is very low.

"What's your name? My name is Miguel".

If a sponge contains a few drops of water we can squeeze it until they come out. ("What's your name?" "My name is, Miguel"). When the student has a high level of understanding, because he has listened for many hours at his level, this is equivalent to a sponge saturated with water and, then, the words flow much more easily.

Here is a list of micro skills that are proposed as elements of the proposal:

- Produce sentences of different lengths.
- Differentiate between phonemes and their allophones.
- Use the stress, rhythm and intonation patterns appropriately.
- Pronounce words and phrases in a spoken sequence (assimilation, elision, etc.)
- Use the appropriate number of words from a pragmatic point of view.
- Speak with the fluency that each communicative situation requires.
- Control one's own oral production to contribute to a greater clarity of the message (not using pauses, filler phrases, self-corrections, backsliding, etc.).
- Use categories and grammatical relationships (nouns, verb tenses, concordance, plurality, etc.), word order, constructions, rules, and elliptical shapes.
- Express something using different grammatical constructions.
- Carry out communicative functions adequately taking into account the situations, the participants and the objectives.
- Use appropriately in face-to-face conversations, recordings, pragmatic conventions, and other sociolinguistic traits.
- Establish links and connections between events and express such relationships as: main ideas, secondary ideas, new information, given information, generalizations, and exemplifications.
- Use gestures, postures and body movements, as well as other non-verbal resources to express something.
- Make and use a list of conversational strategies such as highlighting important words, rephrasing sentences, providing contexts to interpret the meaning of words, requesting help, and making sure that the interlocutor has understood.

The following table shows the diversity of interactions within the classroom.


Table 18. Interactions for the classroom

S K I L L  S P O P K E N	TYPE OF ACTIVITIES		MATERIALS And RESOURCES
		Talks International (Talks International)	Realise speeches that allow the interaction in base to the own knowledge of the culture and common sense, besides include the games of role
	Long turns (Long turns).	<ul style="list-style-type: none"> <li>- Debate.</li> <li>· Explain histories (Telling stories).</li> <li>· Explain pranks (Telling jokes).</li> <li>· Sing songs audio (Singing songs).</li> <li>· Describe video of songs. (Describing video-songs).</li> <li>· Describe to a person or place in Detail (Describing to person or place in detail).</li> <li>· Entretenimiento: Film, video, theatre. (Entertainment).</li> <li>· (Recounting the plot of To film, play or book).</li> <li>· Speak on a short reading (Giving to short lecture or talk).</li> <li>· (Arguing To marry for or against to proposal).</li> <li>· Games (games).</li> <li>· Jumping paper balls.</li> </ul>	<ul style="list-style-type: none"> <li>· Pictures.</li> <li>· Video.</li> <li>· Topics Or Subjects.</li> <li>· Flash cards.</li> </ul>
	Situations Varied, Feelings (Varied situations, feelings, relationships).	<ul style="list-style-type: none"> <li>- Dialogues (Dailogues)</li> <li>· Dramatization (Plays).</li> <li>· Sketch.</li> <li>· Simulations (Simulations)</li> <li>· Role-play.</li> </ul>	<ul style="list-style-type: none"> <li>- Cards.</li> <li>· Speech.</li> <li>· Reading or composed</li> </ul>

Source: own Preparation


Specific strategies, as support for the development of oral skills.

Table 18. Strategy 1: Constant practise

<p><b>Strategy 1.</b></p> 	<p><b>Name:</b> Communication in English like exclusive channel of the teachers of the area of foreign tongue.</p> <p><b>Aim:</b> Use the English language like exclusive channel of communication between teachers.</p>
<p><b>Support:</b></p> <p>Be master mean to be a model or role model by the educandos.</p> <p>When it speaks of formative education, the professor of English will speak always in this foreign tongue with his pairs and with the students. It will use properly the communicative competitions, social and linguistic.</p> <p>Contrariamente, resort to the native language will not be correct.</p>	<p><b>Activities:</b></p> <p>Creation of a code of work between professors of English where stipulate several commitments and responsibilities; for example, the commitment to communicate always in the foreign language between professors of the same area, so that it does not have to resort to the Spanish in the process education- learning of the English language.</p> <p>Permanent increase of respectful greetings and short dialogues between professors, professors and students like part of an institutional bilingual culture.</p> <p>Organisation of periodic meetings to use the tongue put like main mechanism of dialogue.</p> <p>Practise a respectful and daily communication with the purpose to contribute and benefit of her.</p>
<p><b>Evaluation:</b></p> <p>The administration of the area of English frequently will verify in his meetings the fulfillment of this politics to speak English between teachers between students and will establish measures and suggestions by part of the boss of area.</p>	


Source: own Preparation

*Table 20. Strategy 2: Reflection on the student's attitude*

<b>Strategy 2.</b>	<b>Name:</b> Reflection on attitudes of the teacher and of the student.
	<b>Aim:</b> Comprise cuán influential can be the attitudes of the educational and the attitudes of the students in the processes of learning of the English language, especially in the development of the oral expression.
<b>Support:</b>	<b>Activities:</b>
<p>The attitudes of the students show cuán motivated or desmotivados are for the learning of the English language; and it is not sufficient to observe the attitudes of them during a class or out of her.</p>	<p>Frequent register through a list of feelings, attitudes and motivations that has the educational in front of his work; likewise, register of the attitudes of the students with regard to the learning of the English language.</p>
<p>Therefore, has to observe and register the own attitudes of the teacher to start with to work on a suitable motivation, timely and permanent in the classes of English.</p>	<p>Consensus between educational actors on situations motivadoras for the development of the auditory and oral skills.</p>
	<p>Periodic socialisation between teachers and students of attitudes that show motivation in the learnings of the English language.</p>
	<p>Collective identification of strategies to determine what really can motivate to the development of the oral expression.</p>
<b>Evaluation:</b>	
<p>The subject of the attitudes will be treated of permanent form between the teachers of English through meetings of area. Likewise, it will consult to other areas on the attitudes of the teachers to improve the educational task.</p>	


Source: own Preparation

Table 21. Strategy 3: Stimulate the auditory sense

<p><b>Strategy 3.</b></p> 		<p><b>Name:</b> Mayor and better exhibition to auditory stimuli.</p> <p><b>Aim:</b> Increase cualitativamente and cuantitativamente the auditory exhibition in the students.</p>
<p><b>Support:</b></p> <p>While main and suitable auditory exhibition find an aprendiz of the foreign language, main will be his linguistic and communicative capacity.</p> <p>The linguistic skills do not develop separately; in fact, yes the students of English are constantly exposed to all type auditory stimuli of the tongue put (and no to the translation of the English to the Spanish as it showed in the study of field), main will be his possibilities to develop the auditory skills.</p>	<p><b>Activities:</b></p> <p>Optimum organisation of the spaces, time and resources to improve the auditory exhibition of the students.</p> <p>Design, application and evaluation of auditory activities of permanent form to enrich the linguistic skills of the students, especially the auditory and the oral.</p> <p>Cognitive enrichment and systematic use of the new technologies of information and communication to handle them like tools in the development of the linguistic skills of the students, especially the auditory and the oral.</p>	
<p><b>Evaluation:</b></p> <p>A cronograma of auditory activities generals, like the weekly use of the laboratory of languages, more the observation of the classes will allow to check that it carries out activities of auditory exhibition to the students.</p>		


Source: own Preparation

Table 22. Strategy 4: Dictation frequency

<p><b>Strategy 4.</b></p> 	<p><b>Name:</b> Dictated frequent.</p> <p><b>Aim:</b> Increase the auditory capacity-receptiva of the students.</p>
<p><b>Support:</b></p> <p>The dictated is not necessarily a fashionable past activity; by the contrary, can constitute in a very creative activity always and when the teacher look for subjects that really interest to the student.</p>	<p><b>Activities:</b></p> <p>Use of the „dictated“ like a short activity, precise, complete and constant.</p> <p>Increase of vocabulary so that the student was familiarised with the content.</p> <p>Control of the time. If the activity is very extensive can be bored or tedious.</p> <p>Use of normal speed during the dictated realised by the teacher and the student.</p> <p>Organisation and distribution of sufficient time so that the students conceal the ideas and write them; individual review of aim and comparison of notes.</p> <p>Feedback of this activity without forgetting details of writing and punctuation.</p>
<p><b>Evaluation:</b></p> <p>When using this strategy put-cognitive the evaluation of the dictated does not have to be so rigorous and can apply of individual form and grupal. Remember that the aim is to increase of to little the auditory capacity, consistently, the writing, the reading and the oral skill.</p>	


Source: own Preparation

Table 23. Strategy 6: Graphics Usage

<p><b>Strategy 6.</b></p> 	<p><b>Name:</b> Third variant of the dictated (dictated of images).</p> <p><b>Aim:</b> Increase the capacity receptiva in the students.</p>
<p><b>Support:</b></p> <p>To a lot of students likes them draw; therefore, when it dictates vocabulary, verbs, sentences, short prayers, histories and paragraphs, can request to the students that draw literally or symbolically what listen and understand.</p>	<p><b>Activities:</b></p> <p>Use of pictures and picture story to realise the dictated. Likewise, the use of images to encourage to the student to speak freely. The role of teacher in this second activity is of entrevistador.</p> <p>Motivation to the students during the process of drawing, This activity can be used like a dynamics of warming.</p> <p>Use of pictograms with the smallest students.</p>
<p><b>Evaluation:</b></p> <p>This strategy will apply it to him like a participatory technician and his assessment is subjective, always and when it was stimulating and motivate to the student to realise it.</p>	


Source: own Preparation

Table 24. Strategy 7: Intensive use of the English language

<b>Strategy 7.</b>	
	
<b>Name:</b> permanent Use of the English.	
<b>Aim:</b> Consolidate the communicative use of the English like exclusive tool of the educational.	
<b>Support:</b>	<b>Activities:</b>
<p>It considers to the oral competition of the teacher of English like one of the indispensable stimuli in the class of foreign tongue. If it wants that the students improve his linguistic capacities in the English language, suggests not using the translation. In fact, present the classes of English in Spanish does not consider functional.</p>	<p>Proof in the use of the English between teachers and students inside and out of the classroom.</p> <p>Determination of rules or codes of area where the language spoken of the teacher was an input fundamental for the student of English.</p> <p>Practice and permanent training of the pronunciation. The teacher has to use a language spoken adapted inside and out of the classroom that attach to standards of quality.</p>
<b>Evaluation:</b>	
<p>The coordinators of area will observe and will verify the fulfillment of this agreement through evaluations of exert educational and surveys to the students.</p>	


Source: own Preparation

Table 25. Strategy 8: Use of technology

<b>Strategy 8.</b>	
	<b>Name:</b> Use of the Tics and of electronic teams.
<b>Aim:</b> Organise and use frequently the electronic tools during the classes.	
<b>Support:</b>	<b>Activities:</b>
<p>The teacher will show creativity in the suitable use of the electronic teams eat: the reproducer of Cd, MP3 players, MP4, computer and other reproductores of audio and video available.</p> <p>Like this, the use of internet has an advantage on the television and the radio with regard to authentic materials of audio. It is more, can open or download these materials of audio through the suitable use of the teams and programs.</p>	<p>Inclusion of several auditory activities in the planning and development of the classes, what means to give importance to this skill through the use of technological resources.</p> <p>Suitable use of electronic teams in auditory activities with native pronunciations of the English language.</p> <p>Periodic inclusion of activities of audio and video, as these are not gifts or stimuli of weekend, neither premiaciones to the good performance.</p>
<b>Evaluation:</b>	
This strategy will be implemented of continuous form and will follow a flexible model of qualification, timely in the feedback and motivador at the same time.	


Source: own Preparation

Table 26. Strategy 9: Dialogues between classmates

<b>Strategy 9.</b>		<b>Name:</b> Dialogues.
		<b>Aim:</b> Develop conversations on a subject that they choose like habit.
<b>Support:</b>	<b>Activities:</b>	
The practice of dialogues can it to him realise of two forms: in the first place, when it selects a couple so that it speak in front of the class; second, when they form different pairs so that the professor guide and correct the dialogues.	Preparation of dialogues in base to a subject or content of the text.  Distribution of time according to groups of dialogue.  Backrest to the students in the preparation and presentation of dialogues.	
<b>Evaluation:</b>		
The dialogues have to prepare with main time, will use the filmación or video recording for puntualizar details of performance and pronunciation.		


Source: own Preparation

Table 27. Strategy 10: Questionnaires

<b>Strategy 10.</b>		<b>Name:</b> Use of questionnaires.
		<b>Aim:</b> Prepare to the students to answer and formulate questions.
<b>Support:</b>	<b>Activities:</b>	
Before elaborating questionnaires so that the students answer verbalmente, it is necessary to select the subjects with the students. Of this way, the participant will be better prepared to answer an interview realised by the teacher. It is necessary to formulate the questions according to the linguistic and paralinguistic capacities of the students. Remember that the learnings and the knowledges are different.	Preparation of the questionnaires according to the subjects chosen by the students and the teacher.  Design and application of questionnaires to charge of the teacher.  Explanation to the student on parameters of evaluation and qualification.	
<b>Evaluation:</b>		
The formulation of the verbal questions to way of interview will use in several activities: reflexive reading, lessons, exhibitions, projects, auditory activities and of understanding, greetings, games, songs, examinations, etc.		


Source: own Preparation

Table 28. Strategy 11: English as an instrument of fun

<p><b>Strategy 11.</b></p> 	<p><b>Name:</b> English for Fun.</p> <p><b>Aim:</b> Develop the habit of the game inside and out of classes.</p>
<p><b>Support:</b></p> <p>It is possible that a fun „activity” in the class of English was synonymous of game for the students; however, no all the games are amused for the boys.</p> <p>The most amused activities for the boys are related with participations, competitions, challenges, etc.</p> <p>The most important is to create opportunities, spaces lúdicos, dynamic grupales to stimulate the learning through rewards and prizes that satisfy the physical and mental activities in the boys.</p>	<p><b>Activities:</b></p> <p>Preparación Of a series of fun activities or also dynamic calls to use them before, during and at the end of the classes.</p> <p>Application of existent fun activities in the texts of English.</p> <p>Use of dynamics applied by other areas.</p> <p>Use of existent dynamics in the internet and other sources.</p> <p>Accurate design of activities lúdicas.</p> <p>Inclusion of interests of the students, more the timely creativity of the teacher in the dynamics.</p> <p>Consideration of interests, time, spaces and especially rules of the game in activities lúdicas.</p>
<p><b>Evaluation:</b></p> <p>These activities will reflect in the dynamic participation of the students.</p>	

Source: own Preparation

Table 29. Strategy 12 : Music inclusion

<p><b>Strategy 12 .</b></p> 	<p><b>Name:</b> Songs, rhymes and cánticos.</p> <p><b>Aim:</b> Improve the pronunciation of the English language through the music.</p>
<p><b>Support:</b></p> <p>The listen and sing in English will contribute to improve the rhythm, the intonation, accent, pronunciation, vocabulary, etc.</p> <p>At present, a lot of school texts of English include songs songs and chants. In some texts there is a song by unit. Besides, it considers the musical preferences that the boys and girls have in the Basic education Average and in the Basic Inferior.</p> <p>To a lot of students likes them different musical genders especially the „pop rock“ and can take advantage of this material using properly the Tics.</p>	<p><b>Activities:</b></p> <p>Selection and inclusion of a group of songs in the program of studies like essential part in the contents.</p> <p>Periodic practice of songs without deepening a lot in the structure of the same, worse still in the translation.</p> <p>Planning lúdica and creative of the development and learning of the songs.</p> <p>Selection of a minimum number of songs for learning in a school year.</p>
<p><b>Evaluation:</b></p> <p>The assessment of this strategy is progressive, if the students show main interest by the music the strategy is positive.</p>	

Source: own Preparation

## CHAPTER III. ANALYSIS OF THE RESULTS OF THE INVESTIGATION

### 3.1. Validation of the proposal

To validate the strategies established as alternative solutions that contribute to the learning of content and foreign languages towards the progressive development of spoken or oral skills of the students of the Universidad Católica, con Sede Ambato, the following template was proposed:

*Table 30. Proposal evaluation template*

<b>LEARNING STRATEGIES EVALUATION TEMPLATE</b>					
<b>SCALE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
The strategic objective is met					
Efficiency in the execution of strategies					
Effective application of the strategies by the study population					
Significant support in the development of speaking skills					

Source: own Preparation

For the correct analysis of the evaluation of the proposal based on the previously structured template, the following evaluation scale must be taken into account:

#### **Scale:**

A = fulfillment to 100%

B = fulfillment to 75%

C = fulfillment to 50%

D = fulfillment to 25%

E = fulfillment to 0%

## CONCLUSIONS

- The theoretical foundation of the study variables, in relation to the integrated learning of content and foreign languages, as well as the development of spoken skills, allowed for expanded knowledge on certain topics, in such a way that the contextualized information was based on the different criteria of various authors of books and scientific journals, for this it was essential to use documentary bibliographic research.
- According to the diagnosis of the students' learning levels, it was necessary to apply the different data collection instruments, which is an efficient way to know that not all teachers make use of materials and strategies that contribute to the development of the spoken skills of their students, however, there are trained professionals to innovate their current foreign language teaching methodologies.
- The selection of the strategies and activities that are part of the proposal as additional alternatives are presented to improve the speaking skills of the students at Catholic University, based on the needs previously identified.

**RECOMMENDATIONS:**

After having presented a list of strategies, with the aim of helping the development of spoken skills in students with respect to integrated learning of content and foreign languages, the following recommendations are made:

- Establish evaluative plans in a comprehensive way, to know what the evolution of student learning is like, inasmuch as new changes can be established to benefit the development of the students' speaking skills.
- Similarly, the integration between teachers and students is recommended, to improve the learning processes of foreign language content, and carry out the activities established as strategies.
- Design proposals using constructivist methodologies, based on the problems identified, which limit the development of spoken skills. If necessary the restructuring of curricular plans, to facilitate the teaching of other languages.

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## ANNEXES

### ANNEX 1. Survey aimed at students



#### SURVEY AIMED AT THE STUDENTS

**Objective:** To know directly the appreciation of teachers about the teaching and learning processes of new foreign language content.

**Instructions:** Mark with an X or a check in the answer that you deem appropriate.

**Confidentiality:** This data collection is exclusively for the use of academic purposes, so that your identity will not be exposed at any time.

#### QUESTIONNAIRE

##### 1. Age

- 19 - 22
- 23 - 25
- 30 - 34

##### 2. Gender

- Masculine
- Feminine

##### 3. Academic level

- Undergraduate
- Postgraduate
- PHD

##### 4. Does the teacher use didactics to improve the learning of foreign languages?

- Always

- Sometimes
  - Never
5. What type of didactics does the teacher use to stimulate the learning of foreign language content?
- Auditory
  - Graphics
  - Writings
6. Does the skillful teacher make him develop more in the classroom?
- Oral skills
  - Listening skills
  - Reading skills
  - Writing skills
7. What activities do you use as a strategy to develop student skills?
- Dramatizations
  - Simulations
  - Written Dialogues
8. How is the evaluation of the speaking skills in English or speaking of the students carried out?
- Oral examination
  - Dialogues between classmates
  - Both
  - None

**THANK YOU FOR YOUR COLLABORATION**

## ANNEX 2. Survey aimed at teachers



### SURVEY AIMED AT TEACHERS

**Objective:** Investigate what is the position of teachers in relation to the teaching and learning processes of new foreign language content

**Instructions:** Mark with an X or a check in the answer that you deem appropriate.

**Confidentiality:** This data collection is exclusively for the use of academic purposes, so that your identity will not be exposed at any time.

### QUESTIONNAIRE

1. What level of education do you have?

- High School
- Bachelor Degree
- Master or PhD

2. According to the CEFR (Common European Framework of References for Languages), what level of English do you have?

- A1
- A2
- B1
- B2
- C1
- C2

3. What knowledge do you have about CLIL (Integrated learning of content and foreign languages)?

- Know completely
- Enough
- I do not know

4. What kind of methodology do you use to structure your lesson plans?

- Traditionalist
- Behavioural
- Constructivist
- Sociocrítica
- None

5. What activities do you use as a strategy to help develop the communication skills of your students?

- Music
- Videos
- Reading
- Speaking
- Writing
- All
- None

6. Of the following techniques, which one do you use most often to stimulate the development of speaking skills in your students?

- Dramatizations in the classroom
- Dialogues between classmates
- Intensive communication in English
- Linguistic games
- Pronunciation Workshops

7. Do you use technology to facilitate teaching and learning processes when teaching foreign language content?

- Always
- Sometimes
- Never

8. How is the level of communicative fluency of the students when establishing dialogues in other languages?

- Basic
- Average
- Sufficiency

**THANK YOU FOR YOUR COLLABORATION**

### ANNEX 3. Interview with the language director



#### INTERVIEW DIRECTED AT THE DIRECTOR OF LANGUAGES

**Objective:** To investigate the position of the director in relation to the processes of teaching and learning new foreign language content

**Instructions:** Please answer the following questions at your own discretion

**Confidentiality:** This data collection is exclusively for the use of academic purposes, so your identity will not be exposed on any occasion.

#### QUESTIONNAIRE

1. Do you believe that the teachers of the institution are trained to improve the speaking skills of the students?
2. Do teachers use the appropriate materials for teaching foreign languages?
3. Do teachers use didactic strategies to improve teaching and learning processes?
4. Do you know what the CLIL method (Content and Foreign Language Integrated Learning) is about?

**THANK YOU FOR YOUR COLLABORATION**