



Topic:

**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) APPROACH
FOR THE DEVELOPMENT OF ENGLISH VOCABULARY AMONG
TEENAGERS**

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INNOVATIVE PEDAGOGIES IN THE ENGLISH LANGUAGE TEACHING

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DEDICATION

To God and my family, who are my loved ones.

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Especially, my most sincere thanks, to the Pontificia Universidad Católica del Ecuador, Ambato, for having allowed me to complete my studies, to my teachers who transmitted their knowledge.

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RESUMEN

El proceso de enseñanza - aprendizaje del idioma inglés como lengua extranjera ha utilizado diferentes enfoques, metodologías, técnicas y estrategias para lograr el desarrollo de las cuatro destrezas básicas del idioma a través del tiempo. En el año 2016 el Ministerio de Educación implemento el nuevo currículo en el cual se incorporó el enfoque de aprendizaje integrado de contenidos y lenguas (CLIL). Esta metodología se enfoca en enseñar un nuevo idioma mediante los contenidos escolares y las necesidades estudiantiles, con el propósito de desarrollar una competencia lingüística significativa. El objetivo de esta investigación es determinar la eficacia del método CLIL para desarrollar el vocabulario en inglés de los estudiantes. La metodología se basa en un diseño cuasiexperimental; el enfoque fue cualitativo y cuantitativo, y el nivel de profundidad fue tanto descriptivo como analítico. El conocimiento de vocabulario de los estudiantes se midió dentro de las cuatro destrezas básicas del idioma; hablar, escribir, leer y escuchar utilizando la prueba estandarizada “Key English Test” como pre y posprueba. Adicionalmente, este estudio enfatiza la metodología CLIL como una forma eficaz para mejorar el aprendizaje de vocabulario, puesto que este enfoque brinda a los estudiantes la oportunidad de aprender contenidos específicos de las distintas asignaturas mediante el uso del idioma. En conclusión, esta investigación revela la percepción de los estudiantes en torno al mejoramiento de su nivel de dominio de vocabulario y sus destrezas lingüísticas, así como también que la metodología CLIL es un excelente mecanismo para apoyar las clases de inglés logrando un aprendizaje significativo.

Palabras clave: Enfoque - CLIL - KET - Cuasiexperimental - vocabulario

ABSTRACT

The English teaching-learning process as a foreign language has used different approaches, methodologies, techniques, and strategies to achieve the development of the four basic skills of the language through time. In 2016, the Ministry of Education implemented the new curriculum, which integrated content and language learning approach (CLIL). This methodology focused on teaching a new language through school content and students' needs to develop a significant linguistic competence. The objective of this research is to determine the effectiveness of the CLIL approach to develop vocabulary among teenagers. The methodology was based on a quasi-experimental design; the approach was qualitative and quantitative, and the level of depth was both descriptive and analytical. The students' vocabulary knowledge was measured in the four basic skills of the language: speaking, reading listening, and writing by using the standardized test "Key English Test" as pre and post-test. In addition, this study emphasizes the CLIL approach as an effective way to teach vocabulary, since this approach allows students to learn specific content of the different subjects by having a lot of linguistic interactions inside and outside the classroom. In conclusion, this research reveals the students' perception regarding the improvement of their level of vocabulary mastery and their linguistic skills, as well as that the CLIL methodology is an excellent mechanism to support English classes achieving meaningful learning.

Keywords: *Approach - CLIL - KET - Quasi-experimental – vocabulary*

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INTRODUCTION

Currently, learning English as a foreign language has become a necessity rather than a mere vanity. This globalized society has brought many dramatic changes, not only in technology but also in education and linguistics. Additionally, it is worth mentioning that the English as a Foreign Language subject requires a set of strategies and techniques that are relatively different from those applied in other subjects of the curriculum due to its peculiar characteristics. These characteristics have triggered the author's motivation to carry out the current research.

This research is designed to analyze the value of the vocabulary significance because words information and effective vocabulary require long-term periods of training to be mastered properly. Thus, students present a relevant vocabulary knowledge enhancement when it is taught in a contextualized way, taking in consideration that new vocabulary learning must be linked to context and content. According to Hiebert and Kamil (2005), teachers must teach individual words, as well as having extensive exposure to rich vocabulary, both oral and written, and building generative word knowledge.

Consequently, vocabulary is essential to have meaningful communication. However, the lack of vocabulary frequently causes students to fall flat and to feel disappointed or frustrated when utilizing language in real situations. Learners try to learn new vocabulary from their course books, movies, music, or from their educators' input. Accordingly, students need to consider the learning of vocabulary as a fundamental part of mastering a foreign language. To the end, vocabulary learning will foster students' linguistic skills to make them interact with others using their English knowledge successfully.

Moreover, Espinosa and Soto (2015), states the vocabulary importance is demonstrated daily in the classroom. Having a wide vocabulary and the ability to use language is essential to succeed in this globalized world. Hence, vocabulary is key to communication, in contrast, lack of vocabulary often makes learners fail and feel upset when using language in real communicative situations. Students try to grasp new vocabulary through memorization, which is something negative because when new words are learnt by heart without context, they tend to disappear from their minds within days. In other words, they do not get vocabulary in a connotative or denotative form to facilitate vocabulary retention and achieve a higher level of proficiency.

Besides, teaching content through English is more joyful than learning this language only through grammatical patterns. Thus, CLIL approach is considered as an educational mechanism for the development of English vocabulary among teenagers. Moreover, using content-area activities as a vehicle for strengthening learners' proficiency produces better results. For instance, in an investigation conducted by Xanthou (2011), the author expresses that educators may enable the development of both academic concepts and target language skills.

In Ecuador, for example, the Ministry of Education incorporates CLIL Approach in the English as a Foreign Language Ecuadorian National Curriculum (2016) to have a clear idea that "English is used as a driver for broadening, deepening, and expressing learners' knowledge of themselves and others", (p. 346). Therefore, there is an emphasis to use CLIL methodology when teaching English to high school Ecuadorian students.

Despite these ministerial guidelines, not all the Ecuadorian teachers are applying this approach during their teaching procedures, or at least this is what has been observed in Tungurahua Province, especially in Unidad Educativa "Baños". This is one of the most prestigious secondary educational institutions in Baños de Agua Santa. It has seven first-year courses in the Unified General Baccalaureate (BGU). In addition, all the students receive five hours of English a week. Regardless of this, the biggest problematic situation in Unidad Educativa "Baños" is that students' vocabulary spectrum is so poor, and they are not able to develop most of the required activities inside or outside the classroom. Consequently, this is a potential population in which this investigation can be conducted.

The research problem

Ecuadorian high school students seem to have a low level of English vocabulary knowledge due to some factors such as large classes, low monitoring of students' learning progress, short-term memory, and excessive use of the English textbooks, especially at public educational institutions. In addition, some of the teaching-learning procedures are monotonous and some teachers do not use the correct methodological strategies to plan activities that involve students in the teaching-learning process. Equally important, the Ecuadorian socio environments do not help learners have a meaningful communication.

In the last few years, The New Ecuadorian Curriculum has been promoting new methodologies and it demands well-organized teaching procedures in contrast to traditional education. It could be a challenge to apply new methodologies or new approaches, because many English teachers have been prepared to teach the English language in a mechanical way, just emphasizing the knowledge of grammar structures, making students memorize different speaking patterns and without paying attention to teach English in context, which is much more useful and meaningful for all the language users. Moreover, pedagogical practices have been changed, respectively. That is why the CLIL Approach is considered as a driver for learners to develop English vocabulary for purposeful language use.

Statement of the problem

Does the use of the CLIL techniques help to develop the English vocabulary in the students of Unidad Educativa “Baños”?

Defended Idea

CLIL does provide helpful tools for the development of English vocabulary among teenagers.

General Objective

To determine the effectiveness of the CLIL Method to develop the learners' English vocabulary.

Specific Objectives

1. To research and set up the theoretical bases about how CLIL influences English vocabulary development.
2. To identify the level of active vocabulary among teenagers.
3. To analyze the results of the pre and posttests and the satisfaction survey with the use of the CLIL activities for the development of English vocabulary.
4. To apply teenagers' interdisciplinary knowledge through intensive language input by means of CLIL.

Methodology

This research was performed with a quasi-experimental design; the approach was qualitative and quantitative, and the depth level was both descriptive and analytical. The theoretical background was supported by books, papers, educational magazines, and newspapers. Students' vocabulary knowledge was measured by tapping into standardized tests (pre and post-test). They demonstrated the effectiveness of the CLIL Method to develop the learners' English vocabulary. Besides, a satisfaction survey was applied to know if students found relevant the intervention.

First, this research began by looking into the most remarkable concepts of the variables. The information was selected from primary and secondary resources. KET(A2) exam is one of Cambridge English Qualifications to show students' English level according to the CEFR requirements. It has three parts (Reading and Writing, Listening and Speaking), which supported the research results to have a clear idea about students' English vocabulary knowledge.

Once the pre-test was taken by the students, the results were analyzed to plan well pedagogical activities based on the CLIL approach. After the intervention, the post-test was applied to the students in the same way as the first test. This procedure was conducted by Microsoft Teams Platform. All the data was analyzed with JASP software. To the end, it pointed out the effectiveness of the CLIL Method to develop the learners' English vocabulary, by considering some aspects of vocabulary (meaning, spelling, pronunciation, word use and word classes)

To conclude this investigation, a satisfaction survey was used as an instrument to know students' satisfaction level about using the CLIL approach during the learning and teaching process.

Research Justification

Unquestionably, English holds the status of the world's most widely used language. Consequently, vocabulary knowledge is one of the most important areas to be highly developed in students who are learning English as a Foreign Language, because it is applied in many educational fields, and it is used in most everyday activities. In addition, Webb

(2019) mentions that getting vocabulary is an important aspect to be mastered when EFL students are learning the L2. L2 learners' vocabulary proficiency must be focused on the size rather than depth. Furthermore, this process requires extensive exposure to a context which can provide enough and meaningful target language input, to enable activities leading to quality output.

However, students cannot really accomplish a high proficiency level of vocabulary knowledge unless they have a lot of interactions with real and authentic material used in context. According to Alqahtani (2015), learning vocabulary plays a vital role for learners' linguistic performance because without an extensive vocabulary, learners will be unable to use the structures and functions for establishing comprehensible communication.

On the other hand, teachers have been struggling to find the proper strategies to teach this important aspect of language. Luckily, CLIL approach has been appointed as a very effective way to teach vocabulary. Diéguez and Martínez (2017) contends that this approach provides students with the opportunity to successfully learn content and interact in the classroom, which allow them to communicate with each other and with the teacher. This is possible due to the positive motivation, self-esteem encouragement, and confidence.

In addition, Diéguez and Martínez' research found that CLIL promotes knowledge construction and production to develop their linguistic skills (listening, speaking, reading, and writing). As well as that, receptive vocabulary knowledge could be considered a natural ability to learn the English language by having a lot of interactions inside or outside the classroom. In CLIL training, students are instructed to have a different perspective toward English teaching procedures and to utilize a variety of contents as part of a global instruction. These contents can be related to study, work, and media to develop L2 students' linguistic skills.

It is imperative that teachers realize that CLIL classes are planned to instruct and learn content and language together, and the English language takes on an instrumental job. The goal of this approach is to empower a lot of subject-explicit vocabulary, syntactic structures and to create relational abilities to communicate ideas and emotions to describe realities and different types of information. Besides, CLIL teachers should change their traditional teaching practices to identify students' requirements regarding their language learning necessities.

This study is conducted to determine the effectiveness of the CLIL Approach and to find out the students' difficulties from Unidad Educativa "Baños" that they have faced in learning vocabulary, which has prevented them from developing the four skills (listening, reading, speaking, and writing). The theoretical bases about how CLIL influences on English vocabulary development will be used to identify the level of active vocabulary among teenagers.

After that, the theoretical bases will be analyzed to apply to students a pretest at the beginning of the investigation and a posttest after the development of the CLIL activities during the teaching process. As a result, all the information will be analyzed to know students' proficiency level of English vocabulary. At the end of this study, a satisfaction survey will be taken by the students to know the level of enthusiasm by working with CLIL methodology.

It is fundamental to mention that this study will be significant to help students develop a wide vocabulary repertoire to be put into practice when interacting in real-life situations. Furthermore, CLIL lessons allow learners to improve language competence and oral communication skills, as well as building intercultural literacy knowledge. These are strong and convincing reasons to justify the development of this research.

CHAPTER I. STATE OF ART AND PRACTICE

1.1 CLIL Approach Overview

CLIL (Content Language Integrated Learning) refers to an approach to language teaching, in which teaching procedures are organized around the school content that students are learning, rather than around linguistic or other types of the syllabus. Thus, students learn language and content at the same time, for the development of English language skills in those who will use English as a Lingua Franca.

This important approach was developed by David Marsh, in 1994. In addition, CLIL has long been the most common approach to teach English in schools across Europe and South America. Besides, it has a clear understanding of the value and benefits of language learning as part of students' total education experience, including critical and creative thinking, first language literacy, development, and intercultural awareness. For that reason, the CLIL approach resulted in a need to focus on the quality of the educational procedures to achieve desired outcomes and to ensure clarity about pedagogical teaching practices.

While CLIL is considered the best-fit methodology for teaching and learning a new language, there are some remarkable principles that may be adjusted according to students' content and context, as well as teachers' practices, inside or outside the classroom. Some of the basic classroom principles are:

Language is used to communicate as well as to learn.

The content determines the language learning need.

Learners' motivation influences the language learning.

Context is always related to learners' experiences (King, 2018).

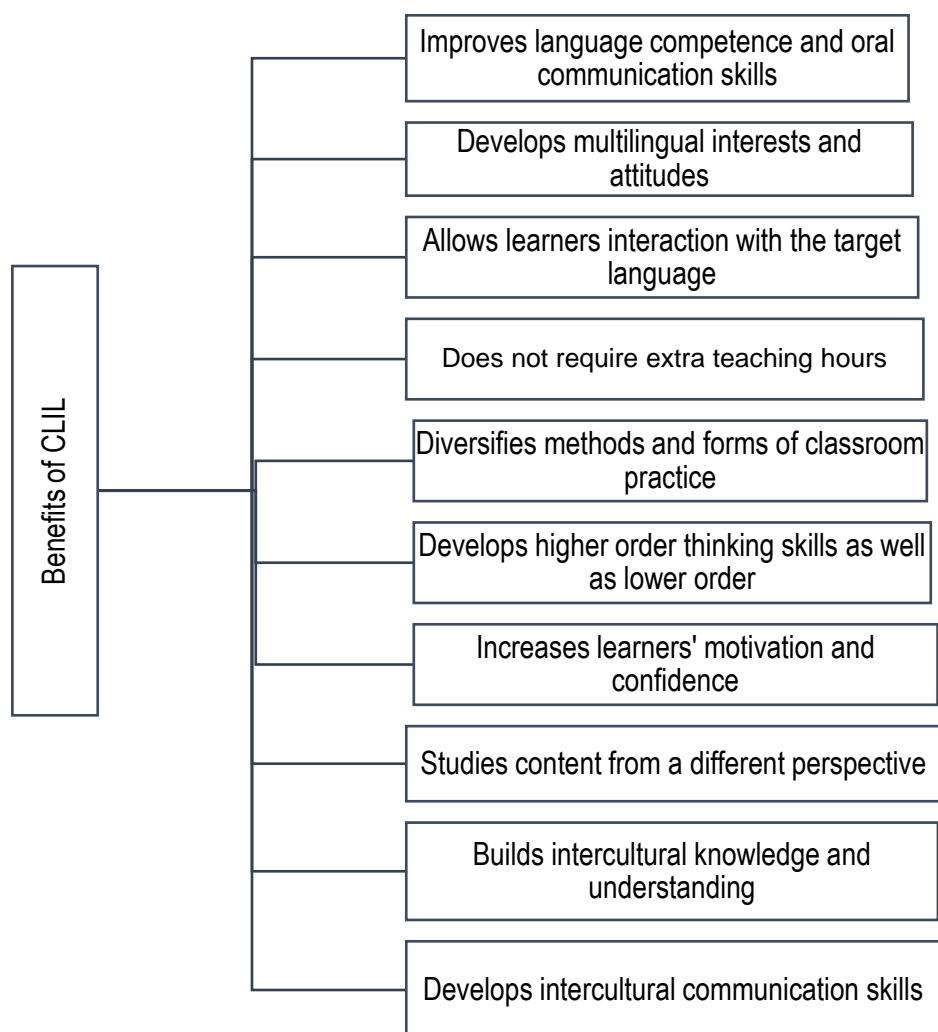
Benefits of CLIL:

The benefits of CLIL approach can be very significant in the teaching and learning process. Learners may be more motivated and more successful than those in traditional classrooms. Moreover, they may look at content from a different and broader perspective when is taught in another language. They have the possibility to develop more accurate academic concepts

when another language is involved. In CLIL, subjects are related to intercultural learning (Alvira & Doria, 2017).

Figure 1.

Benefits of CLIL



Note: This information was taken from Klimova, B. F. (2012). CLIL and the teaching of foreign languages. Procedia-Social and Behavioral Sciences, 47, 572-576.

Different Models of CLIL:

The soft version of CLIL: the teaching and learning process is focused primarily on language and language driven. It is important to mention that a language-driven approach means foreign language classes based on subject content. It has language learning as its basic objective (Smith & Julian, 2018).

The hard version of CLIL: the teaching and learning procedure is focused on subject content and so is content-driven. This means that the subject content is given primary focus, this applies to both content and the administrative implications (Smith & Julian, 2018).

The 4Cs states that a CLIL lesson is not a lesson transmitted in a foreign language. It is a lesson to teach the language through school content. Thus, Rivadeneyra (2019) states that developing a successful CLIL lesson is necessary to use the following elements:

Communication: learning content through another language provides opportunities for interaction with different language communities and cultures. Learners are more likely to construct knowledge and create understanding.

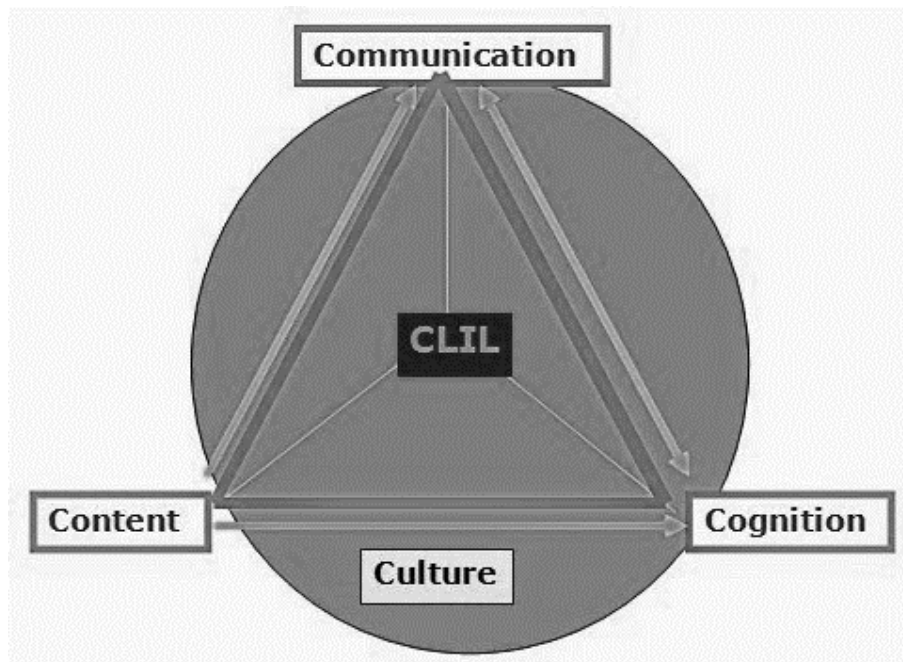
Content: The subject topic is the basis for a CLIL lesson, which depends on knowledge, concepts, and skills.

Cognition: Reflecting, evaluating, and creating knowledge through experiences and the world around learners.

Culture: Interacting and engaging with knowledge and world experience.

Elsewhere, the 4Cs framework has a concrete understanding of the dimension of communication above:

Figure 2.

4Cs Framework

Note: This image was taken from Research Website (Rodríguez, 2016).

As well as that, to manage a CLIL lesson it is important to combine the four skills (listening, speaking, reading, and writing), which establishes facilities to learn the language in terms of lingua-cultural, educational, national, and disciplinary practices.

- Listening is an everyday input, vital to learning lexis.
- Speaking varying speed, fluency, tone, etc.
- Reading meaningful material related to students' needs and interests.
- Writing for accuracy and coherence.

Apart from this, CLIL teachers' role is very important to master students' language. It means that students have been conducted with the perspective to master specific areas of language such as vocabulary, pronunciation, grammar, and different skills areas, so CLIL students tend to be more active and competent interactionally. To the end, CLIL emphasizes language

learning as a focus on learning subject-specific registers, genres, and discourse rather than on language learning as accumulation forms (Roldán Tapia, 2012).

Teachers' Role in a CLIL Lesson:

In a CLIL lesson is necessary to understand that teachers are not the owners or providers of knowledge to students. Teachers are the facilitators to provide enough tools, texts, and school resources to construct students' knowledge. As a result, they are silent observers to monitor the progress of the activities and help students when necessary. Besides, they are in charge of creating dynamic contextualized activities to promote and facilitate interpersonal interaction during the learning process. These components will enable students to exert the target language in a meaningful way. To the end, CLIL activities should be selected according to students' interests and needs (Vázquez & Ellison, 2013).

Additionally, Teachers' educational competences demand more than the ability to speak or listen in a particular language. Teachers who use CLIL need to be linguistically aware, processing insight into how language functions will be productive in this process. Papaja (2013) points out that CLIL teachers need to be simultaneously both language and content teachers. Thus, they should aim at a combination of content and language-focused instruction to let students use language for genuine communication and have a high level of accuracy.

Teachers' competences are:

Language and Communication: Sufficient target language knowledge and pragmatic skills.

Theory: Comprehension of the similarities and differences between the concepts of language learning and language acquisition.

Methodology: Ability to identify linguistic difficulties, to use communication and interaction, to use strategies (repetition, echoing, gestures, etc.) and to use dual-focused activities.

The Learning Environment: Ability to work with diverse linguistic and cultural backgrounds.

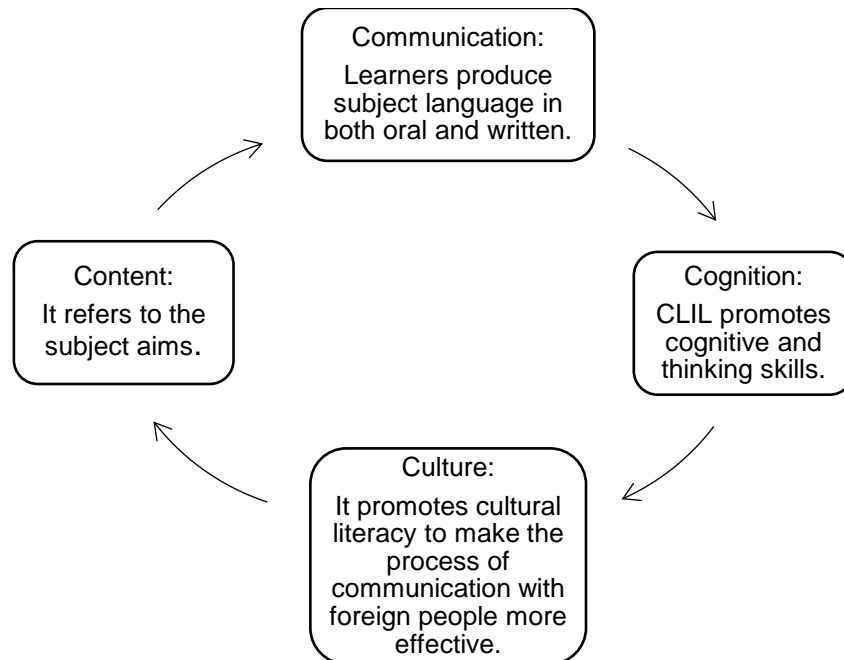
How to plan a lesson based on CLIL:

Before planning a lesson based on CLIL approach, it is critical to take into account the following:

Key aspects to consider:

- School subject
- Topic or theme
- Objectives (Content objectives and Language objectives)
- Learning outcomes
- Learning strategies
- Materials and resources (Sepešiová, 2015)
- Before developing a CLIL class, teachers should pay attention to the 4Cs described in the following graphic.

Figure 3.

4Cs in a CLIL Class

Note: These principles were taken from Coyle, D., Hood, P., & Marsh, D. (2010). CLIL.

As a conclusion, learners will be able expand their minds to know and understand new ideas and other culture, which foster the teaching learning processes in the classroom and the language competence outside the classroom.

1.2 The Importance of Vocabulary Learning

Speaking a foreign language properly is a necessity for students nowadays. Otherwise, they will not be able to express or interact with others. The importance of vocabulary learning is demonstrated in all everyday activities. It plays an important role for EFL learners' language proficiency to foster the development in all language skills (i.e., listening, speaking, reading, and writing). In addition, having an extensive vocabulary enables learners to use structures and functions, which promotes comprehensible communication (Alqahtani, 2015).

Clearly, teaching vocabulary through comprehensible input and meaningful context will be considered as a mechanism to provide students rich varied language experiences and foster word consciousness. Vocabulary instruction is most effective when learners are given both definitional and contextual information, when learners actively process the new word

meaning, and when they experience multiple encounters with words. Finally, learners' word consciousness should be fostered among preschool and high school levels.

On the other hand, the fact of the importance of learning vocabulary has been taken into consideration that many of the teachers and students do not have adequate knowledge about learning strategies and vocabulary strategies. Asyiah (2017) points out that vocabulary needs to be taught and learnt by applying effective strategies. All the strategies are designed to gain a greater number of words, and use words for successfully communicative purposes such as:

- Discovering meanings of new words.
- Retaining the knowledge of new-learned words.
- Expanding learners' English knowledge vocabulary.

As a result, employing effective teaching and learning vocabulary strategies will enrich students' vocabulary growth, which will improve their language skills.

The methodological vocabulary strategies that will be applied in this research are based on CLIL approach. Thus, CLIL methodology is diverse and flexible to encourage foreign language use for different purposes, high levels of interaction between teachers and learners. English as a Foreign language Ecuadorian National Curriculum (2016) asserts that learners who have sufficient practice, may be autonomously able to communicate in social and future lives.

CLIL effective classroom learning strategies provide opportunities for learners to expand their language resource; notice how language is used and take part of real situations. This framework conceptualizes vocabulary learning as having access to linguistic concepts, systems, and skills to communicate and develop knowledge about subjects or any other interesting topics. In addition, it includes the development of communicative skills to interact, acquire input, seek clarification, and express meaning. Teachers may be facilitators, who provides students well designed opportunities to practice and use the language through multiple forms of activities, like role plays, interviews, projects, etc., to have a clear idea about what students can do when they are using English as a Lingua Franca.

It is important to mention that metacognitive strategy is a mechanism to choose learners' media interests, in which learners store the learnt vocabulary that could appear when they are learning a foreign language. For instance, vocabulary learning media, songs and movies are helpful resources to retain the vocabulary in learners' long term memory. Kuśnierek & Derenowski Kalisz (2016) mentions that it is impossible to have life without words, so vocabulary is fundamental to foreign language teaching. In this aspect media resources enable students to gain positive motivation, positive atmosphere and historical knowledge and more important linguistic characteristics.

The aspects of Vocabulary:

In learning vocabulary, some aspects must be learned to have meaningful communicative competence. Beranda (2015) affirms that the aspects of vocabulary must be the following:

Meaning: in this way, it is very important to explain to students that a word may have more than one meaning when it is used in context. To know the meaning, the teacher can use guided discovery and dictionaries.

Spelling: It aids especially in reading and writing as the connector of letters and sounds. Learners who feel confident with letters and word patterns can read and comprehend more complex texts, which helps them to better convey their ideas through both written and verbal communication.

Pronunciation: It is not related to the spelling; however, it should be reinforced by the students to perform understandable verbal communication. For instance, pronouncing the words make learners remember them longer and identify them easily.

Word Classes: They are the categories of words. Learners should practice the parts of speech such as nouns, verbs, adverbs, adjectives, conjunctions, interjections, and prepositions to master them fluently.

Word use: It is the way how a word, phrase, or concept is used in any language, which also involves grammar.

Vocabulary through Time:

In the history of language teaching, vocabulary has been examined, so it has not always been given a priority. However, the advent of new approaches and perspectives have promoted a change of emphasis and importance inside the English teaching and learning process. It should be noted that knowing a word is not vocabulary learning, vocabulary is word knowledge, which involves three aspects: form (spoken, written and word parts), meaning (concepts, references, and associations) and use (grammatical functions, collocations, registers, fluency, etc.). As a result, students' vocabulary mastery will be significant when these aspects are grasped and learnt (Meyer & Schmitt, 2002).

Vocabulary teaching strategies:

- Linguistic strategies: Nature of words to use them properly.
- Cognitive mental memory strategies: enhancing learning that involves long-term memory, learning, problem-solving, decision making, etc.
- Metacognitive strategies: evaluating the success of learning by completing processes (Shen, 2003).

Definitely, understanding how our memory works may help teachers plan effective ways to teach vocabulary, because learning new things involves storing them first in our short-term memory and afterwards in our long-term memory.

How to Teach Vocabulary:

Teachers need to present vocabulary in a way that students can easily understand how to use the new knowledge. In addition to that, Asyiah (2017) asserts that teachers must use a variety of strategies when teaching new vocabulary in EFL classrooms. All the strategies must be aligned to the form, grammar, collocation, aspects of meaning, and word formation.

To learn new words, it is essential to know what a word sounds like (its pronunciation) and what it looks like (its spelling) to have a clear idea about how language is spoken, because most of the students know how to pronounce a word but they often get confused on its spelling.

The next point is grammar and its grammatical rules. These rules usually change the form of the words, which are combined into the sentences. The success of this usage depends on learners' grammatical knowledge and context.

Another point for vocabulary learning is collocation. Collocation of words means to combine words that regularly are used together in a language. For example, when students use the collocation "make homework" instead of "do homework". In English, it is important to have good knowledge about collocation to deal with different aspects of the language appropriately (Hiebert & Kamil, 2005).

In fact, different aspects of meaning, which are denotation, connotation and appropriateness are fundamental when students are learning new words. Denotation means that something is a symbol or sign. Meyer & Schmitt (2002) establishes that connotation means that every word has a main meaning, but it can be associated with different things. The appropriateness refers to fit vocabulary in a correct way. The speakers must express exactly what they want to say.

Finally, word formation, it is the way in which words are put together and form complete and clear ideas. Teachers must consider the use of suffixes and prefixes to rise students' vocabulary learning.

1.3 Ecuadorian Educational System

The current Ecuadorian Educational System has updated its curriculum for the last years. It has been reorganized to contribute towards the development of students' skills and language production, as well as having proactive and world citizens. The Ministry of Education pretends to make English a tool, which equips individuals to understand people and cultures beyond linguistic and geographic boundaries. Furthermore, to align English curriculum to standards ruled by the Common European Framework of Reference. Thus, it aims to help students develop their communicative language skills in a meaningful way.

It is worth to mention that the Common European Framework of Reference (CEFR) states the minimum language proficiency for the different levels of oral and written expression for languages such as English.

What is the Common European Framework?

The Common European Framework is a planning tool that provides enough basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, educational materials, etc. around the world. Luz Yolanda Toro Suarez (2015) mentions that it guides language instructors to have a clear way about what language learners must learn to use a language in terms of communication. Besides, what knowledge and skills they must develop to solve real situations. The framework describes the proficiency levels, in which learners' progress is measured. Furthermore, the CEFR provides for teachers, language instructors, educational administrators, etc. the pedagogical tools to improve the learning and teaching procedures. By providing the main objectives, content, methods, strategies, etc. that facilitates language proficiency.

The CEFR proposes a scale of six language proficiency levels. This scale begins from level A (A1 – A2) or basic user, B (B1 – B2) or independent user and C (C1 – C2) or proficient user. It also describes the levels of progress during the learning process, the language qualifications, and the requirements to get the correct proficiency language level. Finally, the *As & Language* (2013) clearly shows that the CEFR provides the assessment indicators for each language skill (listening, speaking, reading and writing) to achieve the language level in this scale successfully.

The CEFR Common Reference has six levels:

A1 – A2: basic users of the language.

Level A1 (Beginner): learners can understand and use frequent everyday expressions. Additionally, learners can introduce themselves and others, provide information about their home and describe family activities.

Level A2 (Pre – Intermediate): learners can understand basic information about themselves, their family, shopping, and places of interests. Besides, they are able to communicate simple tasks and routine activities, as well as they can express ideas related to their past actions and their immediate needs.

B1 – B2: independent users of the language.

Level B1 (Intermediate): learners understand some texts on familiar topics and parts of clear conversations and lectures; learners can deal with many ordinary daily situations with help.

Level B2 (Upper Intermediate): learners understand texts, conversations, and lectures; given time learners can manage daily situations without help and can be an active participant in interaction for limited periods of time.

C1 – C2: proficient users of the language.

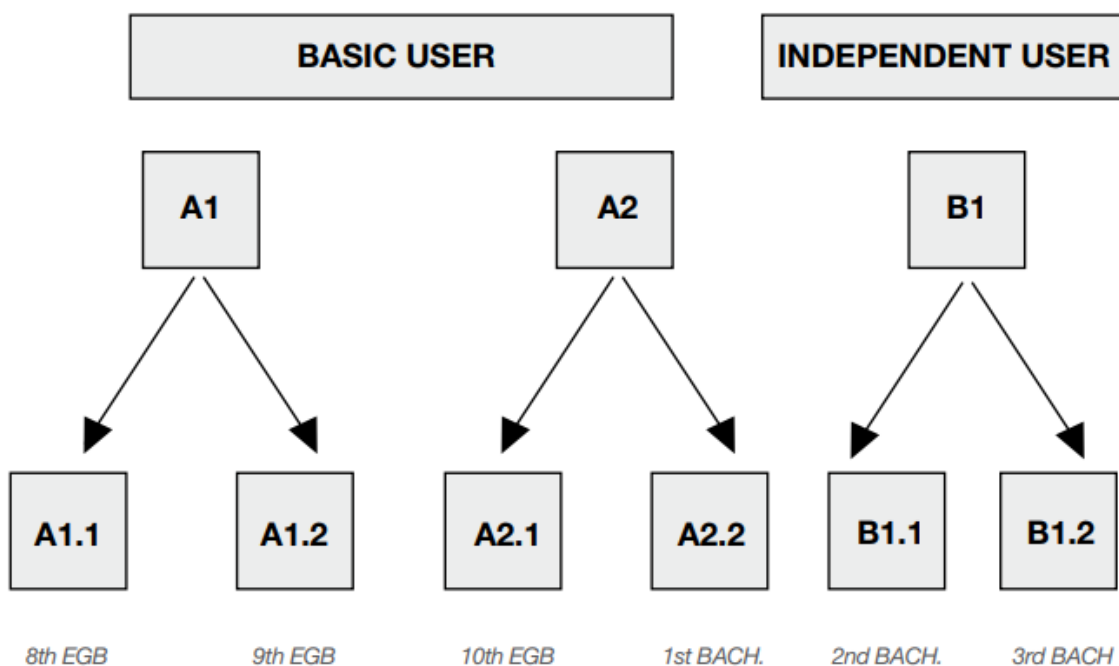
Level C1 (Advanced): learners can understand general and professional texts; understand native speakers' normal conversations and lectures, express points of view in conversations without difficulty.

Level C2 (Proficient): learners can understand complex professional writing; understand native speakers' fast speech, including regular accents and a variety of lectures. In addition, learners can take initiative in conversations and express their ideas fluently in professional conversations.

CEFR Reference Levels in the Ecuadorian Educational System:

The Ecuadorian Ministry of Education established three language proficiency levels in the public educational system to be applied gradually and based on the CEFR requirements, as shown in the following figure.

Figure 4.

Language Proficiency Levels based on the CEFR

Note: This figure was taken from The English Ecuadorean Curriculum, (MINEDUC, 2013).

Using this process, the Ministry of Education wants to provide for students the tools to allow them to access knowledge and information and become English in an instrument of personal and professional empowerment to build a more prosperous equitable society by taking these considerations:

School programs should be based on realistic estimates of how long takes to learn a second language.

The amount of time to learn the English language and effective classroom instruction.

Five weekly class periods legally established for English classes.

40-minute English class periods to expose students to English language (MINEDUC, 2013).

These considerations support students' learning with the assumption that more periods of exposure to the target language will also allow them to improve their linguistic skills quickly.

Exit Profile Level A2:

According to the Ecuadorian English as a Foreign Language, by the end of first year of Bachillerato, students will have reached the communicative competence for A2 proficiency level. As & Language (2013) mentions that students will be able to:

- Understand sentences and expressions related to basic personal and family information, shopping, local geography, and employment.
- Communicate routines, exchange familiar information in a simple way.
- Describe aspects of their background, environment, and needs.
- Understand, identify, and produce detailed informational texts, such as traveling, biographies, formal letters, et.)
- Be aware of some features that make their culture and the foreign culture to cope with such dissimilarities.

Vocabulary Knowledge at an A2 Level:

Learners who belong to level A2 are language basic users that deal everyday situations with commonly used expressions and elementary vocabulary. In terms of vocabulary, learners need to be exposed to lots of different types of language. Suarez (2015) states that learners should master their knowledge based on simple everyday polite forms of greetings and addresses. Besides, students can react to the news, describe their work and free time activities, plan and make offers or arrangements. Furthermore, they can use simple phrases about transactions in shops, public transport, information to give directions and buy tickets. Finally, they can deal with familiar and routine matters, language media, health probes, medical prescription, sports, geography, etc.

English teachers have the responsibility to assist students during the teaching and learning process. They must expose students to authentic material to promote vocabulary learning in a meaningful way. Therefore, students will be motivated to gain thorough English while developing their linguistic skills and enhancing their school abilities.

1.4 CLIL Research for the Development of Vocabulary Learning

Content and Language Integrated Learning (CLIL) is an educational approach to teach the language through school subjects. The teacher becomes a scaffold in the class until the learners get the required knowledge. Auquilla and Cazco (2017) describes the four basic principles: cognition, communication, culture, and content. Moreover, cognition must be set as a challenge for learners to develop their higher-order thinking skills (remember, understand, apply, analyze, evaluate, and create) and interpersonal communication skills (verbal communication, non-verbal communication, listening skills, negotiating, problem solving, and assertiveness).

Language is necessary for the development of communication skills. It allows students to communicate in a meaningful way because it combines interpersonal communication and cognitive language. Besides, the content was taken as an essential part of the learning process in CLIL. Thus, teachers should plan their lessons based on real situations. They can integrate aspects from the local and the world culture. Finally, this methodology will help learners feel comfortable and aware of the surrounded culture.

CLIL is a pedagogical approach that is now being spun out into the educational fields. According to Roldán (2012), CLIL appeared as an approach and methodology to change the traditional English lessons and it is making a great difference in the Educational system. It is changing from a goal-oriented school subject to a medium of instruction for content subjects. As a result, teachers should pay more attention to the level and the selection of content to clarify if they are needed in daily life.

Some similar studies about the effects of the CLIL approach for the Vocabulary Development were found. The first one was a research about Receptive Vocabulary of CLIL and Non-CLIL Primary and Secondary School Learners by Alonso Canga Andres. It has the objective to compare the receptive vocabulary size of traditional EFL (non-CLIL) and CLIL learners of primary and secondary school in Spain. He adds that CLIL tuition is beneficial for foreign vocabulary learning since they revealed that students who learned vocabulary using CLIL have a higher profile than those who used traditional EFL contexts.

In addition, he points out the assumption that knowledge of less frequent words implies knowledge of more frequent words. As a result, the study reveals some estimations of

vocabulary size are also related to the amount of exposure and hours of instruction in the foreign language. It is important to mention, the relationship between CLIL tuition and vocabulary learning. Based on this investigation, the CLIL learning process can attach words to the different surroundings, to increase retention and comprehension (Alonso, 2015).

In this study, a total of 410 students were involved, who were divided into different groups. Some of them participated in a traditional non-CLIL program and the rest of the participants in CLIL instruction. It varies in the number of hours of exposure to English and students' educational level (primary and secondary participants). The results led us to believe that the CLIL approach gives an advantage in general receptive vocabulary size while learning vocabulary since CLIL learners have been exposed to the foreign language for a shorter period. To conclude, receptive vocabulary knowledge can be implemented through the six levels (A1-C2) according to the Common European Framework of Reference to have great benefits related to vocabulary knowledge and lexical development.

The second studied research was Learning history and English through drama and the CLIL approach by Pozo Manzano Elena. It was developed at a public Secondary School located in a small town in Eastern Madrid. The aim of it is to know how the teaching of a subject affected the acquisition of both: content and language when using the CLIL approach versus a traditional class. Pozo (2016) establishes the difference between learning history using an approach (CLIL) and a traditional method in terms of learning a new language successfully. The study is really valuable to convey the difference in learning about the Industrial Revolution using textbooks as a traditional methodology and the CLIL approach as an innovative educational method, which included drama and music.

The target group of learners is an average of 25 secondary students from a public bilingual school. The students were assessed, and all the data was collected and analyzed by using the quantitative methodology. The results of this study may help teachers to have a clear idea that using the CLIL approach should increase the level of vocabulary learned in a lesson and ease teachers' caution that students miss contents when they are studying school subjects through a CLIL methodology and use drama.

Furthermore, checking learners' word knowledge can give a reliable insight into the overall language knowledge. This can be used as a way of exploring the effects of CLIL in the class. CLIL leads to a successful outcome learning vocabulary and grammatical accuracy. As

CLIL combined the knowledge from different subjects, it provides an upper level of vocabulary, it can be technical or non-technical, and it will depend on the topic selected. CLIL also provides real and meaningful input for the learners, giving them the chance to learn in context. Besides, it refers to the content, the teacher is presenting as well as the language for the classroom management needed to ensure the learning process.

For instance, Spain has become the leader in CLIL practice and research. Alvira and Doria (2017) assert that CLIL programs in the European Union have been gaining ground rapidly, at all educational levels. However, the same study shows that Colombian teachers are unaware of the CLIL work being performed in their lessons because there is a lack of familiarity with key aspects of CLIL. Also, teachers from this country have not had teachers' training in this field, which makes the approach relevant.

In the third study, *The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies on Students' Vocabulary Mastery*, vocabulary is placed as an important issue to improve students' vocabulary mastery. According to Asyiah (2017), vocabulary has an essential role while teaching a language. Nevertheless, teaching and learning vocabulary by students have presented some problems. The study's main goal was to know how vocabulary teaching and learning is done by teachers and students, also which strategies are used to teach and learn vocabulary, and how they influence the students' vocabulary learning and mastery.

In this research, a mixed-method design was applied to one English teacher with 30 junior high school students to give an idea of the issue investigated. The outcomes show positive results on vocabulary teaching and learning. This investigation also revealed a close relationship between students' vocabulary learning strategy and their vocabulary mastery. A suggestion is presented in this study, which encourages EFL teachers to give a bigger amount of vocabulary to their students using a mixture of fully contextual and de-contextual strategies, as well as introducing learners to various kinds of vocabulary learning strategies.

Moreover, an advantage of enriching learners' vocabulary will eventually help them to master English, and this will affect how learners develop the four language skills: reading, writing, listening, and speaking. Vocabulary involves more than knowing the meaning of some words. It could be the first data a learner gets from a new language and as much, they

get, the next step that is communication would become an objective easy to get through indirect exposure to words, as part of real-life situations.

In Ecuador, there are no studies directly related to this research topic CLIL for the development of English vocabulary among teenagers, but there is some research that has been done applying the approach to obtain results based on vocabulary and language learning. These results are central for this investigation because vocabulary is a relevant aspect for EFL students who are learning English as a lingua franca. Moreover, the CLIL approach has been considered profitable in lexical development over these last years. To this end, it offers students the advantage to learn a wide amount of vocabulary related to their school subjects and needs.

This research constitutes a relatively new area that has emerged from studies about the CLIL approach made in this country. Nevertheless, it can be highlighted that in 2016 the Ecuadorian curriculum was updated and CLIL was implemented as one of its core principles. Additionally, CLIL has been used as a part of English as a Foreign Curriculum in Ecuador to integrate the learning of a new language with cultural and cognitive aspects to help the learners' linguistic development. The English as a Foreign language Ecuadorian National Curriculum (2016) aims to link contents from other disciplines to create meaningful and focused language use.

Furthermore, it enhances the overall curriculum, spread cognitive and social skills required in all the subjects. It takes advantage of CLIL as a key approach in the future of English language teaching. However, it encourages teachers to improve their teaching practices and learners' experiences, there are still some problems. For instance, Ecuadorian EFL classrooms do not focus considerable attention on writing skills because of a generalized idea about its complexity, lack of time, low target language proficiency, and shortage of educative resources. Furthermore, writing skills can be developed successfully if students know a wide repertoire of words and taking into consideration that writing skills are a fundamental productive language skill that is developed in EFL/ESL classrooms.

The research on Content and Language Integrated Learning (CLIL) in Writing Skills by Pañi Molina Gabriela, which has as objective to establish the impact of implementing CLIL in writing skills on third secondary students at Juan Montalvo High School, in Ambato, Tungurahua Province. Pañi (2019) asserts that CLIL methodology promotes foreign

language learning while reinforcing cross-curricula content. The author says CLIL methodology encourages EFL students' cognitive academic language proficiency to raise their cultural and language awareness. This study was done to prove the approach is significant for the educational community because it gives enough evidence of affirmative outcomes of the CLIL approach while developing writing skills in EFL learners.

Additionally, it allows teachers to improve their work by using curriculum content as a platform to contextualize learning with the help of authentic materials. Also, students can participate actively during the CLIL lessons to master their knowledge and language skills.

Finally, the study highlights that vocabulary is the most benefited in writing skills because words are presented in context to be exploited in written texts. The lesson class activities may be designed and presented based on authentic material, related to students' backgrounds, interests, and needs, which enable students to learn words in a meaningful way, as well as store the vocabulary in the long-term memory.

On the other hand, Chimborazo National University Research Analysis of Content and Language Integrated Learning Methodology in the Vocabulary Learning Process at First of Baccalaureate Class "A" in the Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" focuses on analyzing how CLIL is applied to teach vocabulary in terms that students are not able to use the expressions they learn to produce meaningful communication. Moreover, it suggests that CLIL must be used to enhance vocabulary development because vocabulary is necessary for teaching and learning a foreign language. It is considered the main tool for the development of the other skills (listening, speaking, reading, and writing) and students' attempt to communicate in English effectively.

Despite the CLIL method become one of the most useful methodologies to teach vocabulary. Ecuadorian teachers do not pay attention to its benefits so much. However, Rivadeneyra (2019) asserts that CLIL is an innovative and dynamic methodology that embraces content and language proficiency. Furthermore, CLIL effectiveness is the result of the application of the 4C's principles to reflect learners' communicative achievement in the foreign language. As a result, teachers and students are aware to learn vocabulary in a real context, avoiding word translation and memorization.

In conclusion, the research results reveal a descriptive analysis of the importance of CLIL methodology in vocabulary development. Hence, CLIL promotes students' cognitive and academic language proficiency because it embraces cultural background, science, sports, media, entertainment, etc. as well as language knowledge. It provides many meaningful opportunities to expose learners to foreign vocabulary in different contexts to foster the likelihood of comprehension and retention, which implies word form and pronunciation; meaning and internalization; as well as use and purpose.

However, what is seen in some Ecuadorian schools, CLIL methodology is hardly applied because some teachers are not familiar with its strategies and techniques and it is also considered unnecessary, and CLIL is still contemplated as timewasting, without thinking that it is a valuable language learning tool to immerse students into different fields of a foreign language.

CHAPTER II. METHODOLOGY

This chapter introduces the methodology applied in the development of this research. For this research, it was mandatory the use of a quasi-experimental investigation. The topic, the objectives, the techniques, and the procedures were conducted in a qualitative and quantitative approach.

2.1 The Type of Research and Research Approach

Quasi-experimental

It purposes to establish a cause-and-effect relationship between an independent and dependent variable, in which subjects are assigned to groups based on non-random criteria.

This investigation is quasi-experimental because it resembles experimental research. It means that the independent variable was manipulated before the dependent variable was measured. Fifteen boys and five girls were selected to apply the experimentation, as an intact group without randomization. This process was carried out before the application of the learning activities based on the CLIL approach. In the end, it will be a useful way to determine the effectiveness of the CLIL method to develop the learners' English vocabulary of students in the first year of bachillerato de la Unidad Educativa "Baños".

Qualitative

The qualitative approach implies a type of research methodology and specific research techniques to collect and analyze non-numerical data. It aims to understand how people in everyday settings create meanings and interpret the events of their world. This study is focused on a specific educational population, which will contribute with good results for the educational learning procedures. Additionally, the qualitative technique used in this research was a satisfaction survey, in terms of developing new pedagogical teaching and learning strategies; understanding students' learning styles, weaknesses, and strengthens; as well as gathering data about teachers' work.

Quantitative

In this research, a quantitative approach was applied. It refers to the process of collecting and analyzing numerical data. Once data was collected, it was analyzed through numerical

statistical inferences to answer the research questions. Furthermore, a questionnaire was used as a quantitative technique to gather students' data. KET Cambridge English Exam was the tool to test students' vocabulary proficiency level (pretest and post-test). It is important to mention that KET is an examination designed by Cambridge to test students' English level (Council of Europe Level A2), which evaluates the knowledge of English by the four skills: listening, speaking, reading and writing (Cambridge University, 2014).

First, the students of the first year of (BGU) from Unidad Educativa "Baños" were tested with KET examination as a pre-test, with the results students were conducted into some CLIL lessons. After this intervention, the students were evaluated with a post-test to get new results. Then, all the data was processed and analyzed numerically and statistically. Finally, this quantitative approach tested the defended idea to prove if CLIL provides helpful tools for the development of English vocabulary among teenagers. In the end, the quantitative approach is very valuable for this research, because the results were interpreted, reported, and validated to make efficient decisions and conclusions in well-being for the Ecuadorian educational community.

Descriptive

Descriptive research is part of this investigation. It was the mechanism to have a proper understanding of what the research problem is about before investigating it. Besides, this study aims to find the circumstances of students' low vocabulary proficiency levels. This phase was taken place before the application of CLIL lessons. It contributes to planning the activities by using the CLIL methodology to be developed during the English classes. After all, the background of the research was the vehicle to know students' vocabulary level growing.

Analytical

This study included analytical research because the researcher needs to have a high level of thinking skills to evaluate the facts and the information related to the investigation. From analytical research, the researcher could find out details to add new ideas to the material being produced and make it reliable. Along with this, a variety of ways such as literary research, students' opinions, scientific trials among others were the key to develop it.

Population and Sample

For this study, it was of interest to investigate twenty students in the first year of BGU (level A2) from Unidad Educativa “Baños”. They were fifteen boys and five girls who are EFL students, and they have 5 hours of English a week. They are also about from 15 to 16 years old. It is worth mentioning that due to the Covid 19 pandemic, the students are taking virtual classes on the Microsoft Teams Platform.

Table 1.

Researched Population

Types of students ¹	Demographic Data		
	Men	Women	Total
	15	5	20

Note:

¹Students' registers at First Year of BGU from Unidad Educativa “Baños”.

The reason to choose this group of high school students was Ecuadorian students' exit profile, according to the curriculum by the Ecuadorian Ministry of Education. It establishes at this level, students must have reached the communicative competence for A2 proficiency level (basic user), and they must be able to:

- “Understand sentences and used expressions related to areas of most immediate relevance (e.g., basic and family information, shopping, local geography, employment)
- Communicate in simple, routine tasks requiring a simple, direct exchange of information on familiar and routine matters
- Describe in simple terms aspects of their background information.
- Understand, identify, and produce longer, more detailed informational and transactional expository texts
- And be aware of some features that make their culture and the foreign culture to cope with such dissimilarities” (English as a Foreign Language Ecuadorian National Curriculum, 2016)

Therefore, because English vocabulary knowledge is a requirement for the development of language skills to master students' communicative competence, the research project is feasible to be carried out at this level.

Type of Data Collection

This investigation required two types. Primary and Secondary research, which provides different techniques and instruments to get enough information based on some studies related to the topic and to achieve the objectives for the development of it. It is necessary to know that:

- Primary sources provide a first-hand information such as dairies, articles, interviews, etc.
- Secondary sources involve analysis, synthesis, interpretation, or evaluation of primary sources.

In this search, it was remarkable to apply the scientific reading to obtain existing information published on different research sources to have a strong basis for the theoretical and practical background. Moreover, the useful resources to collect the information were scientific papers, books, journals, thesis, newspapers, and magazines.

In addition to this, a pretest, a post-test, and a satisfaction survey were used as instruments to collect data and determine the effectiveness of the CLIL approach for the development of vocabulary among teenagers, taking into consideration some aspects of vocabulary such as meaning, spelling, pronunciation, word classes, and word use. KET is a Cambridge English Test.

It is also known as the Key English Test, which has the lowest level (Elementary=A2) in the Cambridge English range. The objective of this test is to communicate in basic English in everyday situations. It has three parts to be evaluated as Reading and Writing (50%), Listening (25%), and Speaking (25%) according to the Common European Framework (British Council, n.d.). Likewise, the instructions were explained to students to do the test. This test was about for two hours and all the students took the test on the Microsoft Teams Platform.

The quantitative approach instruments such as the pre-test, post-test, and the satisfaction survey were the mechanisms to process the numerical data. The pre-test was used at the beginning of the intervention, as well as the post-test and the satisfaction survey were applied after the research proposal.

To grade students' pre-test and post-test it was mandatory to use a rubric and answer sheet. The rubric was used to evaluate the writing and speaking section. The rubric general mark scheme has the mark and the evaluation criteria which varies according to the demands of the tasks (Oxford English Testing, 2007).

The grading scale for the three sections can be illustrated in the next figure.

Figure 5.

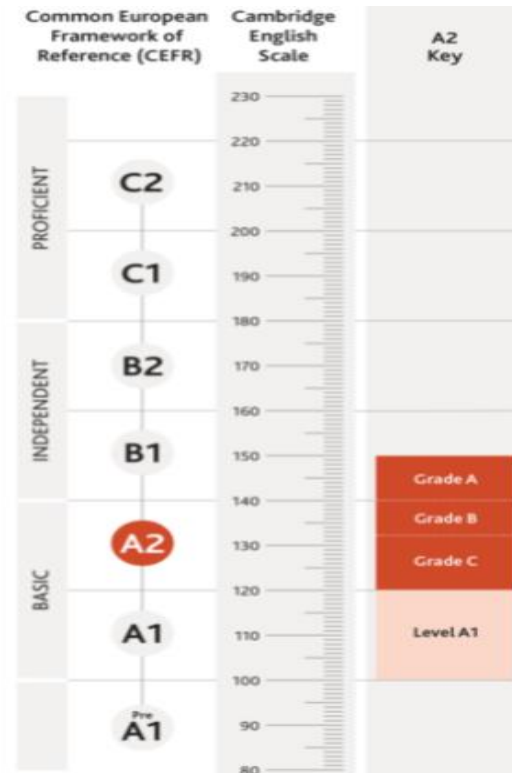
KET Time and Marks

KET / KETfS	Reading and Writing	Listening	Speaking
Time allowed	1 hr 10 mins	30 mins	8-10 mins per pair of candidates
Marks (% of total)	50%	25%	25%

Note: This image was taken from British Council Website, (British Council, n.d.)

Scores between 100 and 119 belong to the A1 Level and the scores between 120 and 132 belong to Level A2. This level could be divided into two grades: Grade A and grade B according to the CEFR. It is described below.

Figure 6.

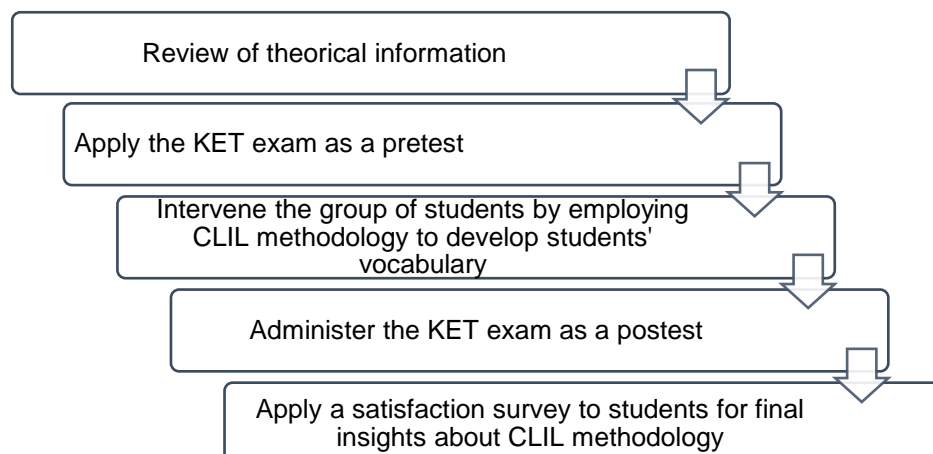
CEFR Scale

Note: This image was taken from British Council Website, (British Council, n.d.)

2.2 Data Processing and Analysis

The procedure for collecting data was in the following order:

Figure 7.

Collecting Data Process

First, this research project began by reviewing the theory of the primary resources such as books, scientific articles, educational magazines, among others. After that, all the information was used to support the theoretical background. The principal test to evaluate students was KET. This international test belongs to Cambridge University and it is aligned to the requirements established by the Common European Framework, so it was a very reliable instrument to collect data.

As soon as the test was ready, it was applied to students. The test was checked by using the rubric and the results were sorted on the teacher's records. Then, it was necessary to intervene in the group of students by employing several activities based on CLIL methodology to develop students' vocabulary. After the intervention time, the post-test was administered to the students. It was conducted in the same way as the pre-test.

Finally, A satisfaction survey was taken by the students to gather some final insights about the intervention. It was an essential instrument to know if CLIL activities improve students' vocabulary proficiency level.

Characterization of the Institution

This research was carried out at Unidad Educativa "Baños" in Baños de Agua Santa, Tungurahua Province. It is a well-recognized public school. In this educational institution, English is taught as a foreign language. Students from the first year of BGU have 5 hours of English every week, which is programmed on the school schedule. Due to the Covid 19 pandemic, students receive their classes on Microsoft Teams Platform. This platform is the only mean to do that because it was prescribed by the Ministry of Education.

Generally, the period of each school year is divided into six units with a duration of six- or seven-week length, which contains some projects. However, for this academic year and because of the pandemic, the Ecuadorian Ministry of Education planned a ten-week length for the unit's study. Besides, the intervention was carried out during the third unit of learning (from February 8th to March 12th, 2021). Each lesson was performed for five hours each week according to the school schedule.

The investigated students are about 15 years old, and their main problem is that they have low vocabulary knowledge. It could be because the English classes have been focused on

the grammar rules for the last years. Thus, students cannot develop their linguistic competence at a successful level.

2.3 Research Proposal

During the intervention, the English classes were conducted under the CLIL approach for five weeks that belongs to Project 4. This project was emitted by the Ministry of Education. Furthermore, it was called “Learning from life and its diversity”, which was divided into five learning lessons, and they were created according to the national English curriculum. Besides, the goal of this proposal is to apply students’ interdisciplinary knowledge through intensive language input through CLIL to improve students’ vocabulary development on the first year of BGU in regular English lesson plans at Unidad Educativa “Baños” for five weeks.

CLIL Methodology Implementation in EFL Lesson Plan:

Furthermore, five lesson plans were required to perform the English classes. Additionally, the CLIL lesson plans stand on two basic pillars (content and language), which embrace 4Cs to generate an integrative plan (Sepesiova, 2015). It is advised to follow these steps:

Stage 1: Introducing the objectives and the learning outcomes for both language and content. They should be measurable and achievable at the same time, to help the teachers as well as learners to have a clear idea of what goals are to be achieved.

Stage 2: Introducing the topic/theme. This is the central part of the lesson; all the activities and assessments are based on it.

Stage 3: Checking prior knowledge

Stage 4: Materials and resources

Stage 5: 4Cs Reflection

Content: it should be linked with students’ everyday life.

Cognition: thinking skills to develop personal ways of understanding.

Communication: Language and linguistic considerations. Teachers should offer appropriate scaffolding in the form of academic vocabulary, language structures, and activities practicing interaction.

Culture: linking content and language to culture. Awareness of cultural aspects to broaden knowledge about other unknown cultures.

Stage 6: practicing content and functional language

Stage 7: expanding vocabulary

Stage 8: developing language skills (listening, speaking, reading, and writing)

Stage 9: developing cognitive skills based on Bloom's taxonomy

Stage 10: applying the new knowledge and language: extension or follow-up homework.

These stages were fundamental to carry out each lesson plan and help students to master their vocabulary proficiency. For these five English weekly classes, students were exposed to innovative teaching and learning procedures by using different strategies and ICT tools. In addition, the classes were accomplished on the Microsoft Teams platform. This educational process fostered many opportunities to develop students' vocabulary proficiency level as well as their linguistic skills in a meaningful way.

Moreover, students were evaluated with the KET test (pre-test) at the beginning of the research to detect students' vocabulary proficiency level. After that, the results were the basis to plan the classes, which were based on CLIL methodology.

It below contains the outline of five lesson plans. It describes the activities for this research project. Each lesson plan had a specific objective according to CLIL approach.

Table 2.

CLIL Lesson Plans Outline

No. of lesson plan	Topic	Content	Content Objectives	Language Objectives	Time	Materials
1	The Solar System	Planets and elements from outer space.	Identify specific features of the solar system. Explain about the planets' grouping. Describe the earth's movements.	Lexis/vocabulary: Essential vocabulary (planets and elements from the outer space. Grammar: Present tense affirmative and question sentences. Wh words: when, where, what, which? Prepositions Skills: Speaking Listening Reading Writing	5 periods	ICT's Worksheets Pencil colors
2	Social Networks	Social networks and tech vocabulary	Identify the most used and well-known social networks. Recognize their main services. Discriminate their advantages and disadvantages.	Lexis/vocabulary: Essential vocabulary (phrasal verbs, acronyms, emoji's, apps, tech vocabulary.) Grammar: Infinitives Present tense affirmative and question sentences. Third person of singular form. Wh words: when, where, what, which? Skills: Speaking Listening Reading Writing	5 periods	ICT's Worksheets Pencil colors Students Teacher
3	Video Games	Video games and tech vocabulary	Identify the video games most used by adolescents. Understand the effects of video games in adolescents' lives. Give a critical opinion about video games and their impact in teen's behavior.	Lexis/vocabulary: Essential vocabulary (tech vocabulary, imperatives.) Grammar: Imperatives Present tense affirmative and question sentences. Wh words: when, where, what, which? Skills: Speaking	5 periods	ICT's Worksheets Pencil colors Students Teacher

				Listening Reading Writing		
4	Healthy food	Healthy and measuring	Identify the main characteristics of food. Recognize the benefits of healthy food for the human body based on the food pyramid. Develop a healthy menu based on the needs of human body.	Lexis/vocabulary: Essential vocabulary (food vocabulary, measurements) Grammar: Infinitives and gerunds Countable and uncountable nouns Present tense affirmative and question sentences. Wh words: when, where, what, which? Skills: Speaking Listening Reading Writing	5 periods	ICT's Worksheets Pencil colors Students Teacher
5	Soccer	Soccer and health benefits	Identify the main characteristics of soccer. Recognize the benefits for health of practicing sports. Develop a questionnaire using kahoot about soccer to evaluate general knowledge about the sport.	Lexis/vocabulary: Essential vocabulary (verbs, sports vocabulary) Grammar: Simple past tense Present tense affirmative and question sentences. Wh words: when, where, what, which? Skills: Speaking Listening Reading Writing		

The table reflected the content of the lesson plans that belong to Project 4. These contents are aligned to the English Curriculum designed for the Covid 19 emergency and the CLIL approach. All the teaching and learning process is focused on students' vocabulary development. Whereas linguistic skills (listening, speaking, reading, and writing) are considered a vehicle to support students' vocabulary mastery.

This research project aims to determine the effectiveness of the CLIL Method to develop the learners' English vocabulary. Thus, it was necessary to use some lesson plans. They were the main support for the English classes, which were carried out from February 8th, 2021 to March 12th, 2021. These lesson plans were based on the CLIL approach.

Furthermore, students had the opportunity to interact with some technological tools and websites.

Table 3.

CLIL Lesson Plan: The Solar System

Project 4 – Week 1	
Date:	Monday, February 08th, 2021.
Class:	1st Grade
Subject:	English
Time:	5 hours
Topic/theme:	The solar system
Content Objective:	By the end of the lesson learners will: <ul style="list-style-type: none"> • Identify specific features of the solar system. • Explain about the planets' grouping. • Describe the earth's movements.
Language Objective:	Lexis/vocabulary: <p>Essential vocabulary (planets and elements from the outer space.</p> <p>Grammar:</p> <p>Present tense affirmative and question sentences.</p> <p>Wh words: when, where, what, which?</p> <p>Prepositions</p> <p>Skills:</p> <p>Speaking</p> <p>Listening</p>

Reading

Writing

Learning Outcomes:	<ul style="list-style-type: none"> • Students will be able to: • Describe the main characteristics of the solar system' planets. • Do a graph of planets features. • Apply preposition and questions sentences when talking about planets and the principal elements from the outer space. • Write a conclusion about the earth movements.
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Learning Strategies:	<ul style="list-style-type: none"> • To access prior knowledge • To ask for clarification • To predict • To collaborate cooperatively • To draw conclusions
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Materials and resources:	<p>ICT's</p> <p>Worksheets</p> <p>Pencil colors</p> <p>Students</p> <p>Teacher</p>
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4Cs Reflection:

Content:	Planets and elements from outer space
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Cognition: Identify planets and elements from outer space.

Localize planets in the solar system.

Classify planets into sizes.

Draw a graph for each planet.

Read and answer questions using prepositions.

Evaluate different opinions about the main features of the planets.

Write a paragraph of the solar system's planets and their characteristics.

Communication: C.1 Language of learning

(Language and Linguistics considerations) Present tense affirmative and question sentences.

Wh words: when, where, what, which?

Prepositions

Essential vocabulary

C.2 Language for learning

Can you tell me something about the solar system?

How many planets are there in the solar system?

What do you know about the earth movements?

Why are them important for human beings?

Can you mention an important fact of two planets of the solar system?

C.3 Language through learning

Differentiate language needed to complete the activities.

Vocabulary books

Predict and learn new vocabulary from the lesson.

Dictionary used for vocabulary extension.

Culture: Build intercultural knowledge and understating about the solar system.

Understand that there is different explanation of how many planets are in the solar system nowadays.

Stages and rational	Procedure
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Stage 1	<p>Ask some questions:</p> <p>How many planets are there in the solar system?</p> <p>Which is the coldest planet?</p> <p>Which is the biggest planet?</p> <p>How much time does it take to the earth to complete the rotatory motion?</p> <p>Play a video about the solar system.</p>
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Stage 2	<p>Display a power point presentation (solar system)</p> <p>Ask students to stablish some differences between some planets of the solar system.</p>
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Stage 3	<p>Look at a solar system and identify the inner and outer planets.</p> <p>Take an online quiz about inner and outer planets.</p> <p>http://studyjams.scholastic.com/studyjams/jams/science/solar-system/solar-system-outer.htm</p> <p>http://studyjams.scholastic.com/studyjams/jams/science/solar-system/solar-system-inner.htm</p>
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Stage 4	<p>Group work activity:</p> <p>Make a presentation about the solar system used Jam board ICT.</p>
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Stage 5	Present it orally.
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Stage 6	<p>Encourage students to answer the following question (debate)</p> <p>Should Pluto be a planet of the solar system?</p>
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Why? Why not?

Stage 7

Write a report about the solar system.

This lesson plan was performed during the third unit of learning (from February 8th to March 12th, 2021). This lesson was carried out for five hours a week according to the school schedule. All the activities were planned to make students get familiar with CLIL methodology. Once, they got the idea they started to participate in the class actively.

The lesson plan described in the table above has the topic “The solar system”. The content objectives were designed to enable students to identify specific features of the solar system, explain the planets’ grouping, and describe the earth’s movements, which will be reached at the end of the lesson. In addition, students had the opportunity to describe the main characteristics of the solar system's planets, do a graph of planets features, apply preposition and questions sentences when they were talking about planets and the principal elements from outer space and write a conclusion about the earth movements by doing different activities during the class and by using some websites.

After the proposal intervention, the teacher can have a clear idea that CLIL can advocate the integration of contents and a foreign language in the classroom as a key strategy in EFL contexts. This approach conducted students in a pedagogical and constructivist process to learn English and contents in a meaningful way. Another key point, students can practice dynamic and engaging activities while they learn the English language. For example, CLIL methodology can enhance students’ interest and motivates them to do activities such as role-plays, team working, individual working, digital projects, etc. that promote a lot of linguistic communicative interactions.

CHAPTER III. ANALYSIS OF THE RESULTS

This chapter examines in detail the results getting from the pre-test and posttest addressed to students in the first year of BGU at Unidad Educativa “Baños”. The vocabulary aspects taken into consideration were meaning, spelling, word use, word classes, and pronunciation.

Furthermore, there is an analysis of the satisfaction survey to know if the intervention was successful, to see students’ insights towards the effectiveness and usefulness of the CLIL approach to improving their vocabulary proficiency level. Through the questions embracing the survey, students provided their opinion and their experience of using CLIL methodology during the classes. As a result, it is a valuable and reliable mechanism to have a deep insight into the implementation of the CLIL approach for vocabulary development and to master students’ linguistic competence.

This statistical study focuses its attention to compare the average values of the pre-test application and the posttest application of the proposal. The pre-test results can be seen in table 4 and the post-test results in table 5.

Table 4.

Pre-test results

Students' names ¹	KET test sections			Total ²
	Reading and Writing	Listening	Speaking	
Chango Luis	93	90	90	91
Cobos Darwin	90	89	89	89
Domínguez Klever	99	100	95	98
Guevara Erika	110	110	98	106
Hidalgo Joel	118	115	100	111
Iglesias Jean	100	98	94	97
Lescano Pedro	95	93	90	93
López Steven	119	120	120	120
López Miguel	89	92	85	89
López Stefany	96	115	93	101
Morales Marco	100	116	95	104
Orozco Oliver	115	119	110	115
Paredes Paulina	105	114	110	110
Paredes Anthony	98	105	93	99
Peralta Jeremi	90	100	87	92
Rivera Stalin	106	100	96	101
Robayo Nayely	100	95	92	96
Tomarima Andrés	95	98	89	94
Tubón Jessica	99	100	100	100
Valencia Paul	100	110	105	105

*Notes:*¹The investigated students who were tested by KET.²Scores are averaged to get an overall result for the KET exam.

Table 5.

Post-test Results

Students' names ¹	KET test sections			Total ²
	Reading and Writing	Listening	Speaking	
Chango Luis	122	121	122	122
Cobos Darwin	120	120	120	120
Domínguez Klever	125	125	125	125
Guevara Erika	120	126	135	127
Hidalgo Joel	134	133	138	135
Iglesias Jean	124	122	124	123
Lescano Pedro	128	125	127	127
López Steven	135	133	138	135
López Miguel	120	120	120	120
López Stefany	124	125	126	125
Morales Marco	125	128	129	127
Orozco Oliver	132	131	135	133
Paredes Paulina	126	128	127	127
Paredes Anthony	123	120	129	124
Peralta Jeremi	122	120	125	122
Rivera Stalin	125	127	128	127

Robayo Nayely	124	125	129	126
Tomarima Andrés	121	122	127	123
Tubón Jessica	126	129	128	128
Valencia Paul	129	130	130	130

Notes:

¹The investigated students who were tested by KET.

²Scores are averaged to get an overall result for the KET exam.

In this way, the descriptive statistical values can be observed in the following table.

Table 6.

Descriptive Statistics Results (Pre-test and Post-test)

Descriptive Statistics Results		
	PRE-Test	POST-Test
Valid	20	20
Missing	0	0
Mean	100.450	126.300
Median	99.167	126.500
Mode	¹ 88.667	127.000
Std. Deviation	8.561	4.366
Variance	73.290	19.063
Kurtosis	-0.160	-0.006
Std. Error of Kurtosis	0.992	0.992
Shapiro-Wilk	0.956	0.927
P-value of Shapiro-Wilk	0.472	0.138
Minimum	88.667	120.000
Maximum	119.667	135.000

Note:

¹ More than one mode exists, only the first is reported.

In the data, there is a significant increase in the averages of about 26 points, resulting in a percentage increase of 25.7%. A decrease in the standard deviation can also be observed, which makes it possible to predict that the data in the subsequent study will be more consistent since they maintain values closer to the average.

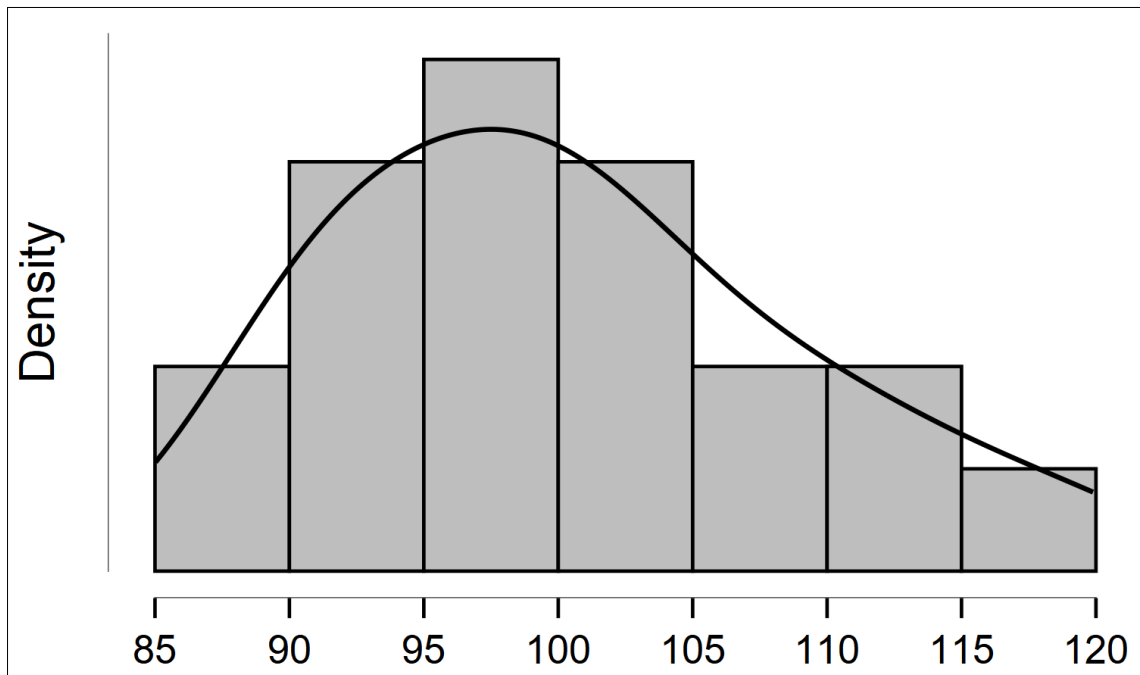
Furthermore, the Kurtosis value shows flattened curves, which refer to the fact that there is very little data concentration in the mean. However, in the subsequent study, there is a greater concentration of values towards the axis of symmetry, which shows a greater number of students who increased their averages.

According to the study of normality, the Shapiro Wilk values are high close to 1, which can demonstrate the consistency of normality. The analysis is completed with the analysis of the

Shapiro-Wilk p-value where lower values are seen in the post-test. As a result, the test has data normality conditions. This analysis can be seen below:

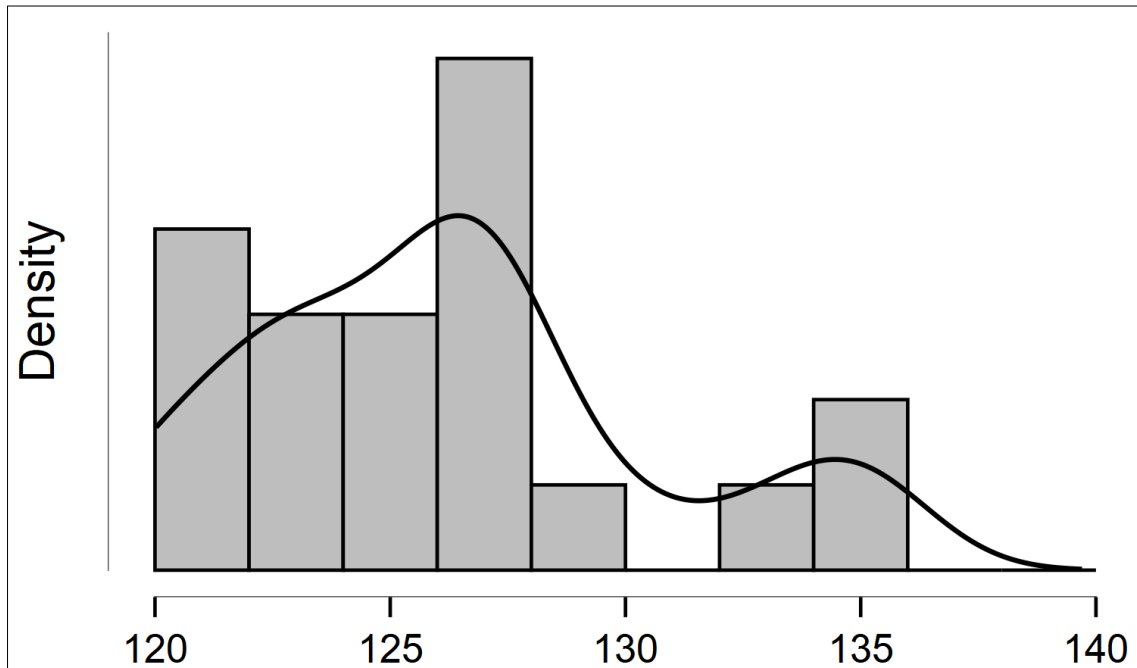
Figure 8.

Shapiro Wilk Analysis – Pre-test



Note: JASP - A Fresh Way to Do Statistics (jasp-stats.org) was used to analyze the results.

Figure 9.

Shapiro Wilk Analysis - Post- Test

Note: JASP - A Fresh Way to Do Statistics (jasp-stats.org) was used to analyze the results.

With these conditions, a statistical analysis of the T-test hypothesis test was chosen to test the results between the pretest and posttest values. A paired sample T-test study is chosen because the values that are maintained in the study correspond to cross-sectional samples taken on the same students before and after the application of the academic proposal. Thus, the following data is shown:

Table 7.

T – Test Study (Pre-test and Post-test)

Paired Samples T-Test				
Measure 1	Measure 2	t	df	p
Pre-test	Post-test	-22.934	19	< .001

Note:

For all tests, the alternative hypothesis specifies that Measure 1 (Pre-test) is less than Measure 2 (Post-test).

The defended idea is accepted because the level of significance is normally 0.05, which is established in this process. This can vary in the decision rule to 0.01 and 0.001 if greater certainty is required in the hypothesis test.

For that reason, the defended idea is accepted because the table shows a t-value of -22.934 , $df = 19$ degrees of freedom and $p < 0.001$, less than 0.001 , so the level of vocabulary is lower between the first (Pre-test) and the second (Post-test). Therefore, the null hypothesis is rejected because $p \leq 0.05$. And the alternative hypothesis of statistical presumption is verified since the values of the pre-test are lower before the application of the proposal than the values of the post-test after the intervention since the p-values are close to zero.

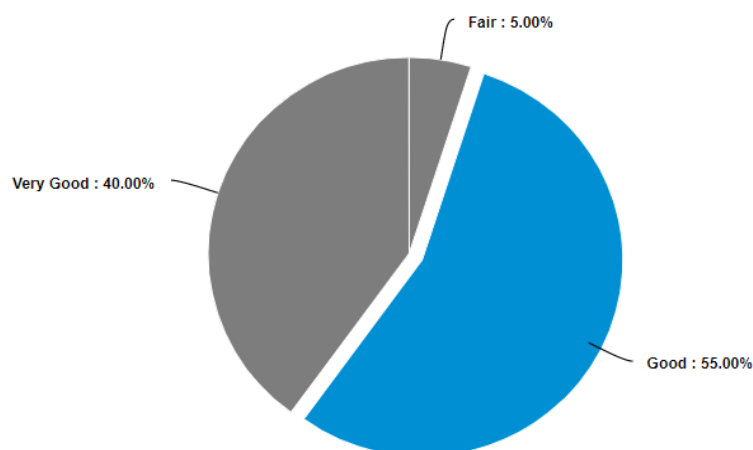
This indicates that CLIL does provide helpful tools for the development of English vocabulary among teenagers at Unidad Educativa “Baños”.

Additionally, there was a satisfaction survey to know students’ opinions and progress about the intervention. Moreover, the survey was a useful tool to analyze the positive and negative points of the material and strategies used during the classes. The results and the respective analysis and interpretation of each of the questions applied to the students are shown below.

The first question was about what students thought of the English classes. This question lets the teacher know the feedback and the insights of the class.

Figure 10.

Overall, what did you think of these English classes?



Based on figure 10, fifty-five percent of students believed the English classes were good, forty percent of students stated the classes were very good and only five percent of students considered they were fair. Evidently, most students liked the new strategies and methodology used in the English classes. In addition, this intervention was successful

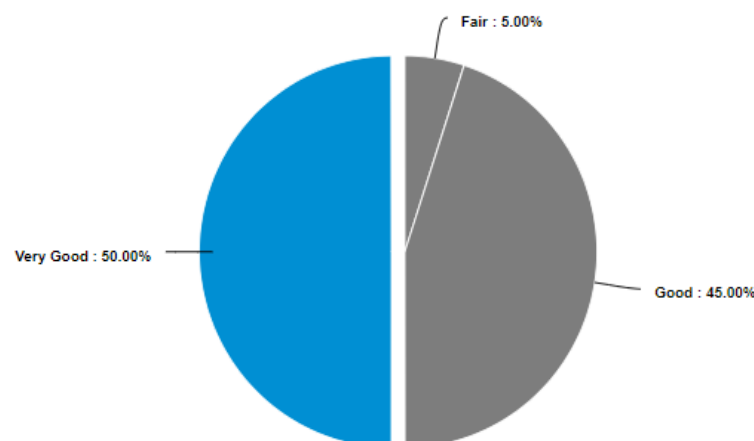
because students could enjoy and find new ways to learn and improve their vocabulary proficiency level.

The second question was, how would you appreciate the following characteristics of the teaching materials used in these classes? However, this question has seven items which were evaluated.

- a) Level of relevance: Students evaluated what was expected for an innovative CLIL English class.

Figure 11.

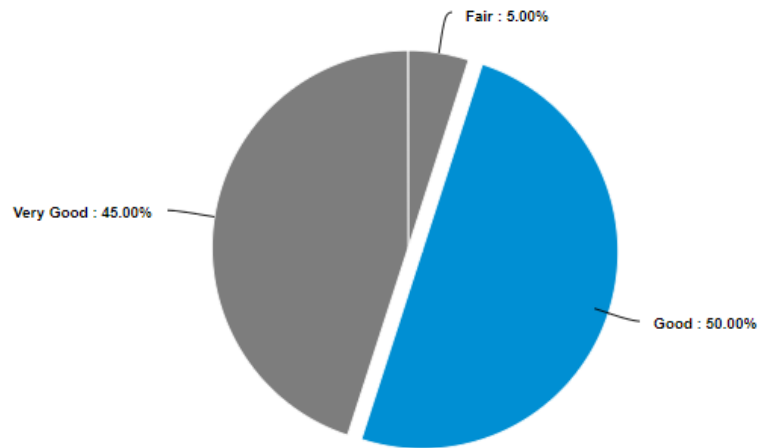
Level of relevance (compared to what is expected for an English course in your grade)



The results showed fifty percent of students stated that the level of relevance was very good, forty-five percent of students considered it was good and just five percent thought that it was fair. In addition, the results revealed that the CLIL English classes had a positive level of relevance for students. Moreover, this methodology helps teachers to improve their teaching and learning procedures.

- b) Level of relevance (compared to your interests): CLIL English classes must be related to students' interests.

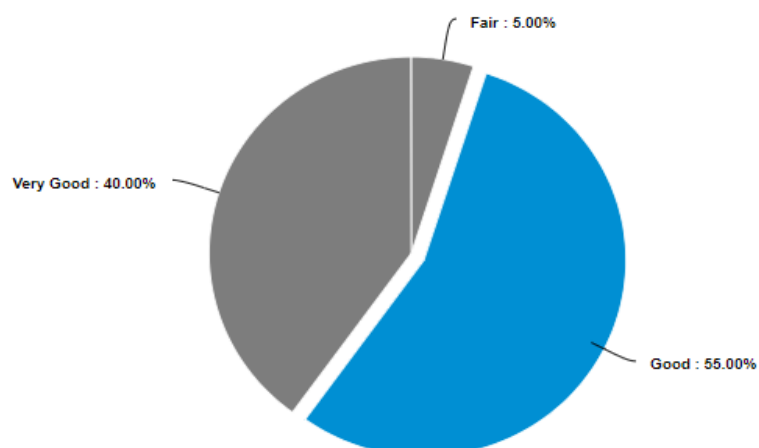
Figure 12.

Level of relevance

According to figure 12, forty-five percent of students affirmed the classes were very good, fifty-five percent stated they were good and only five percent was fair. As a result, it is worth to mention that CLIL methodology enhances students to use English in the classroom because students can link their interests to the content topics, which let them to improve their vocabulary knowledge as well as their linguistic skills.

- c. Quality of examples provided: Utilizing clear examples to explain any content topic in a class is extremely beneficial at all educational levels, especially for vocabulary learning.

Figure 13.

Quality of examples provided

Based on figure 13, most of the students (55%) mentioned that the examples used in the class were good. Many students (40%) thought that they were very good. While a few students (5%) commented they were fair.

- d. Quality of materials provided (e.g., worksheets, PPT presentations, etc.): Using appropriate and well-designed didactical materials in the class can increase students' motivation to learn.

Figure 14.

Quality of materials provided

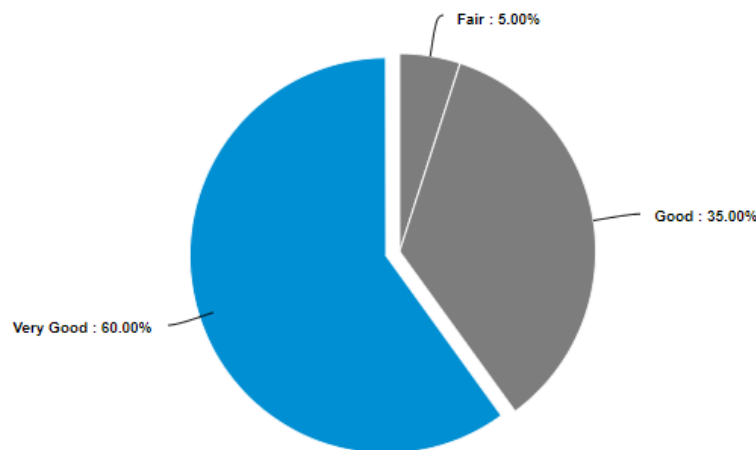


Figure 14 illustrates, most of the students (60%) mentioned that the materials applied in the class were very good. Several students (35%) thought that they were of good quality. While a few students (5%) commented they were fair. Furthermore, the materials can enable students to progress more quickly and solidly. Thus, CLIL English classes are focused on the topic and the foreign language vocabulary because all the designed material should be connected to learn the language and the content.

- e. Diversity of format for the content delivered (e.g., video, audio): It is remarkable to implement different kinds of materials to catch students' attention during the class.

Figure 15.

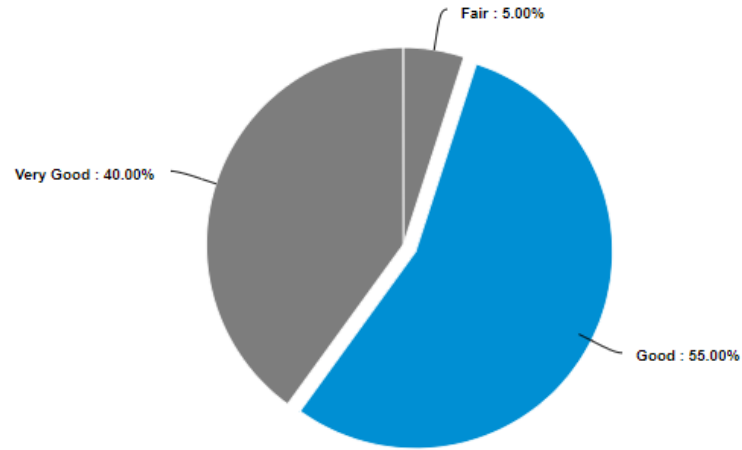
Diversity of format for the content delivered

Figure 15 demonstrates, most of the students (55%) mentioned that the diverse format of content delivered in the class was good. Several students (40%) thought that they were of very good quality. While a few students (5%) commented they were fair. The diversity of format for the content delivered (e.g., video, audio) very fundamental in the class to promote lots of interactions between students and teachers.

- f. Level of student's engagement: Students' engagement is fundamental to succeed in the teaching and learning process.

Figure 16.

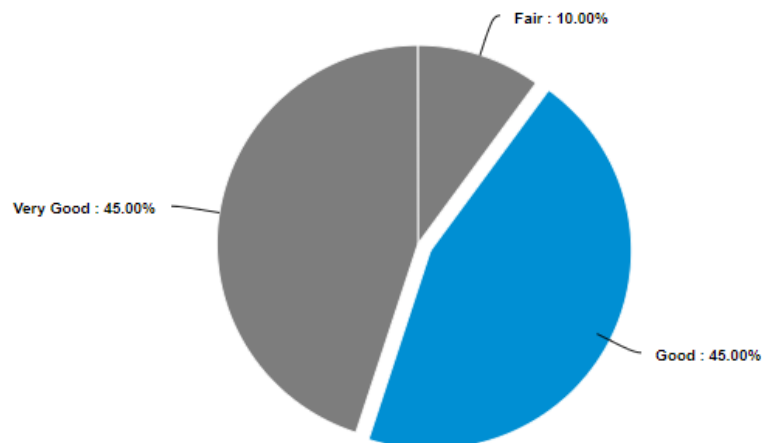
Level of student's engagement

Figure 16 shows, forty-five percent of the students (45%) mentioned that students' engagement has a very good level of engagement during the class, at the same time the forty-five percent of students believed it was good and just a few students (5%) commented it was fair.

- g. Level of intellectual challenge for yourself: Teachers engage and stimulates students' minds to make them learn by themselves.

Figure 17.

Level of intellectual challenge for yourself

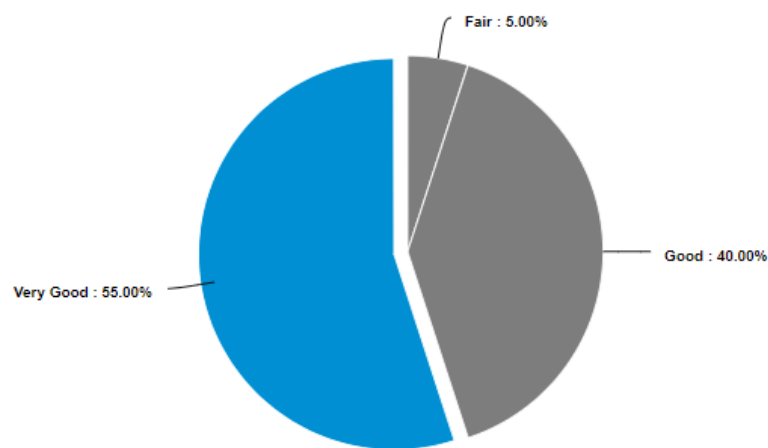
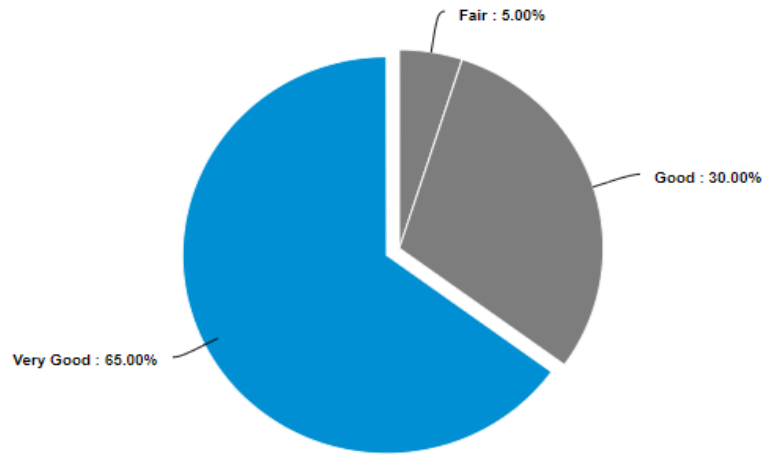


Figure 17 demonstrates, most of the students (55%) mentioned that the level of intellectual challenge was very good. Several students (40%) thought that it was good, and a few students (5%) commented it was fair.

The third question was, how would you appreciate the quality of each strategy that the English teacher applied during this time? To analyze this question, nine items were presented.

- a. Teacher guidance: Teacher's responsibility to have better pedagogical practices to involve students in the teaching and learning process.

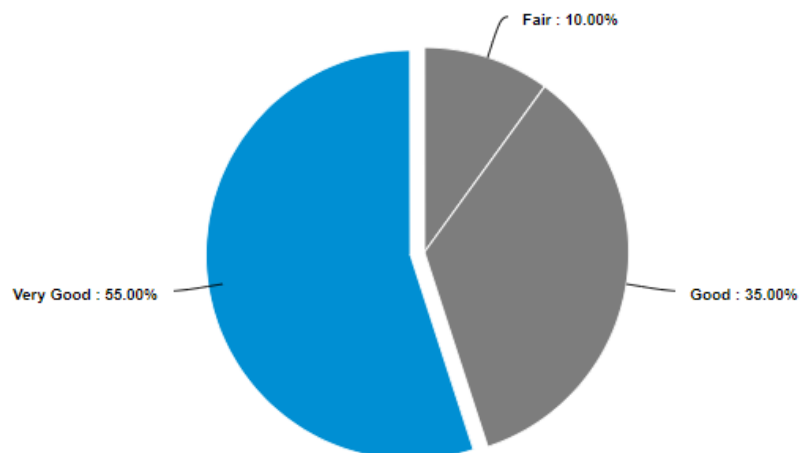
Figure 18.

Teacher guidance

Students expressed their opinion about the level of quality related to teacher's guidance. So, figure 17 demonstrates, most of the students (65%) mentioned that the quality of teacher's guidance was very good. Several students (30%) thought that it was good. While a few students (5%) commented it was fair.

- b. Class discussions and debates: These activities are very important do develop students' critical thinking and they should be planned according to students' interests.

Figure 19.

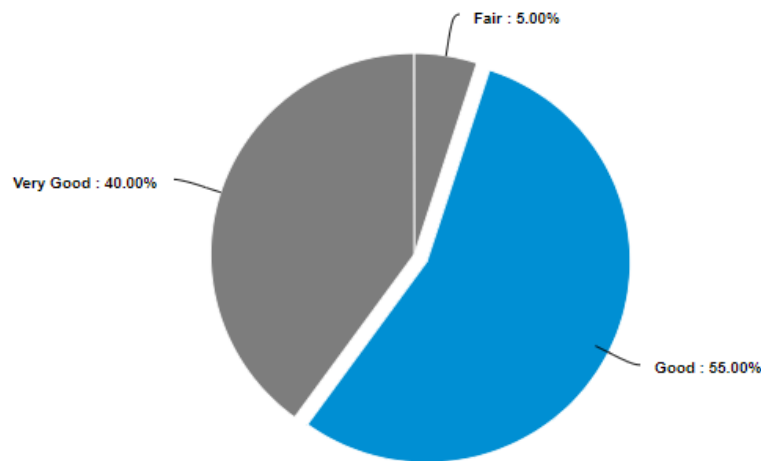
Class discussions and debates

Students stated their opinion about the activities such as class debates and discussions. Based on figure 18 demonstrates, most of the students (55%) mentioned that these kinds of activities were very good. Several students (35%) thought that they were good. While a few students (10%) commented they were fair.

- c. Individual Reading: It is the way to develop students' vocabulary. For instance, when students read new words, they learn how the words are used in context.

Figure 20.

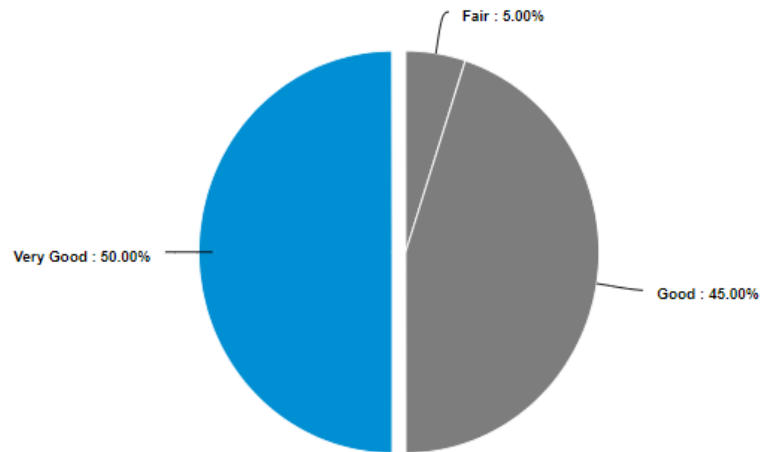
Individual Reading



Most of the students (55%) revealed that individual reading was the vehicle to learn new vocabulary. Some students (40%) thought that it was a very good strategy. While a few students (5%) commented it was fair.

- d. Writing projects (e.g., personal or class projects): Projects should be the key to master students' writing skills. It is essential to develop students' creativity and improve their vocabulary knowledge.

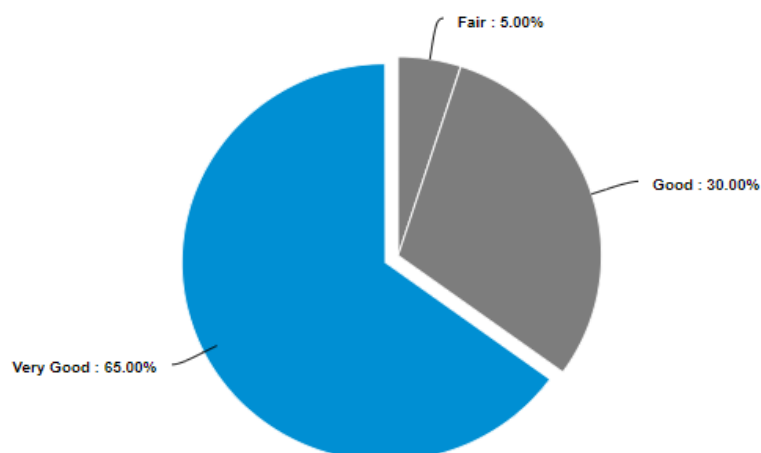
Figure 21.

Writing projects

Students asserted their opinion about writing projects as a key to improve their vocabulary knowledge. Figure 21 demonstrates, most of the students (50%) mentioned that it was very good. Some students (45%) thought that they were good, and a few students (5%) commented it was fair.

- e. Practical Projects: They are central to make students produce a product from any topic, which enable students to learn in an actively and meaningful way.

Figure 22.

Practical Projects

Students claimed their opinion about practical projects to master their vocabulary knowledge. Figure 22 reveals, most of the students (65%) mentioned that it was very good. Some students (30%) thought that they were good, and a few students (5%) commented they were fair.

- f. Team working: It is an effective technique to motivate students, develop critical thinking, encourage active knowledge and decision making.

Figure 23.

Team working

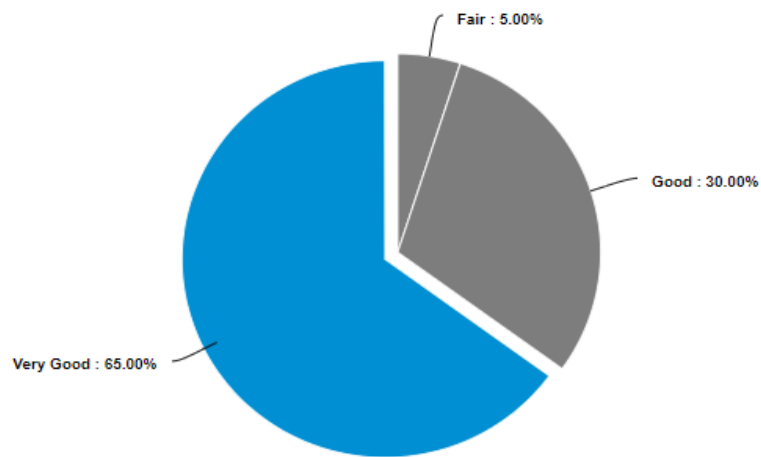
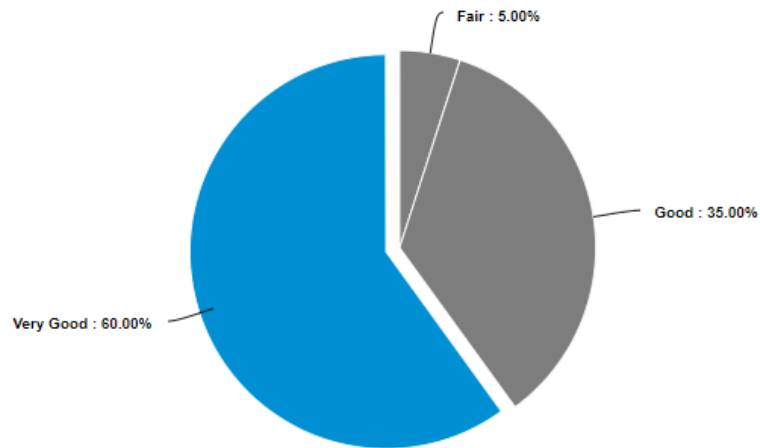


Figure 23 describes most of the students (65%) mentioned that it was a very good strategy to learn and construct knowledge in a cooperative way. Some students (30%) thought that it was good, and a few students (5%) commented it was fair.

- g. Being involved in Role plays: It provides significant learning by interacting and exploring realistic situations.

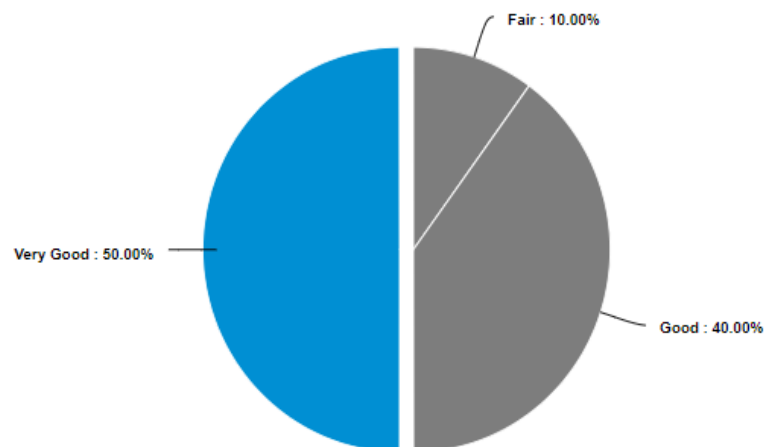
Figure 24.

Being involved in Role plays

Based on figure 24, sixty percent of students mentioned that it was a very good technique to develop speaking skills. Some students (35%) thought that it was good, and a few students (5%) commented it was fair.

- h. Developing digital projects (e.g., a short video): It is a meaningful context to develop intercultural linguistic competence through technology. Besides, students can learn cooperatively and engage them in real-world activities to promote vocabulary learning and use.

Figure 25.

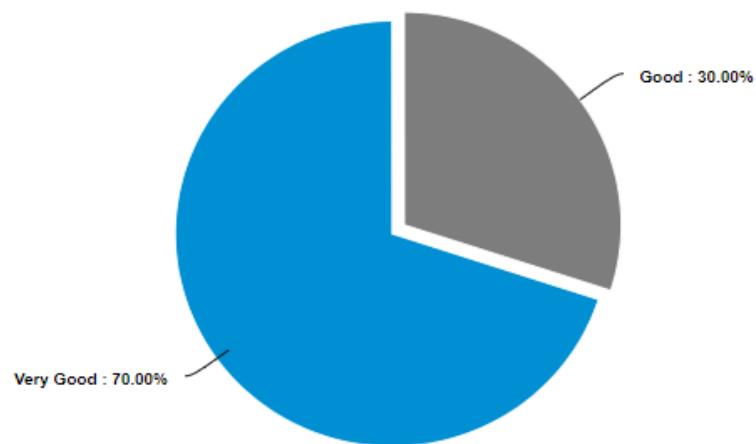
Developing digital projects

Many of the students (50%) exposed that digital projects help them learn and use their vocabulary knowledge in real-world activities. Some students (40%) thought that they were. Finally, a few students (5%) commented they were fair.

- i. Talking about culture: Culture can be the tool to engage students in learning new words, expressions, and ways of speaking to reach a high language proficiency.

Figure 26.

Talking about culture

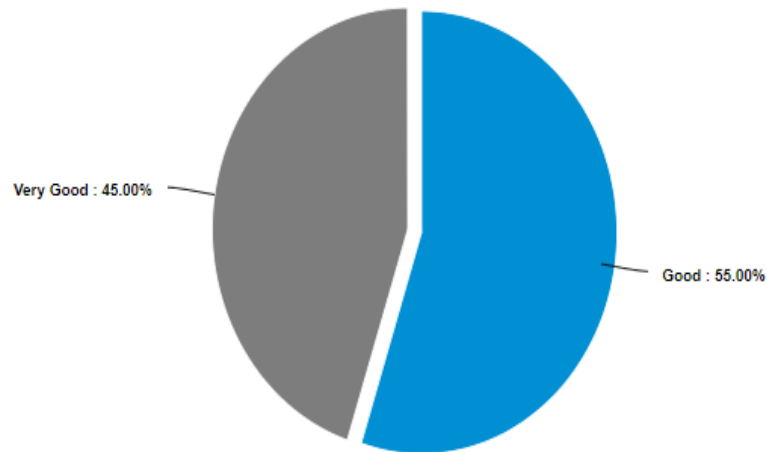


Most of the students (70%) expressed that talking about the culture is essential when learning a language. And some students (30%) assumed it was good.

The fourth question was, how would you appreciate your overall learning results at the end of these classes? This question has six items which were analyzed and interpreted.

- a. Vocabulary learning: It is a very imperative part of learning a language. If students know lots of words, they will be able to understand what they hear and read, as well as they will be able to express what they want when they are speaking and writing.

Figure 27.

Vocabulary learning

Based on figure 27, fifty-five percent of students expressed vocabulary learning is vital to improve their linguistic skills and forty-five percent of students accepted it was good.

- b. Reading skills: The abilities to enable students' capacity to read, interpret, understand, and decode written language and texts.

Figure 28.

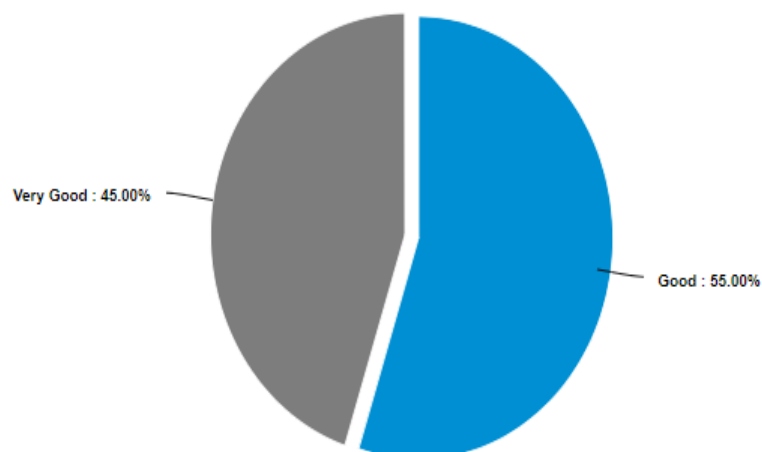
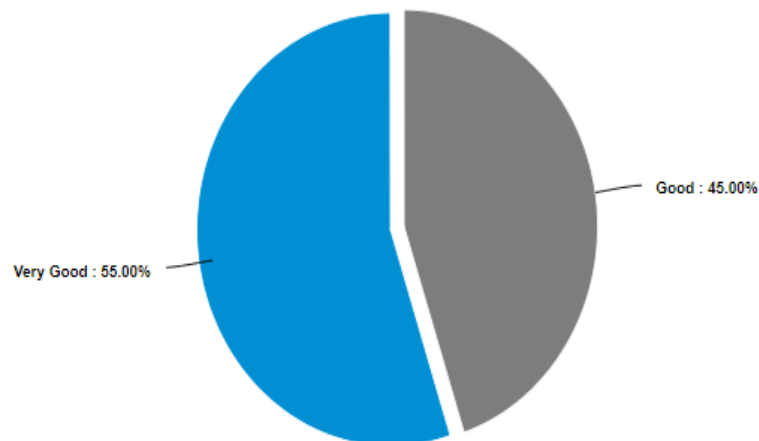
Reading skills

Figure 28 illustrates the following, fifty-five percent of students stated that they could improve their reading skills thanks to the vocabulary learning at a good level and forty-five percent of students claimed their reading skills were very good.

- c. Listening skills: It is the ability to receive and interpret the messages in the communication process.

Figure 29.

Listening skills

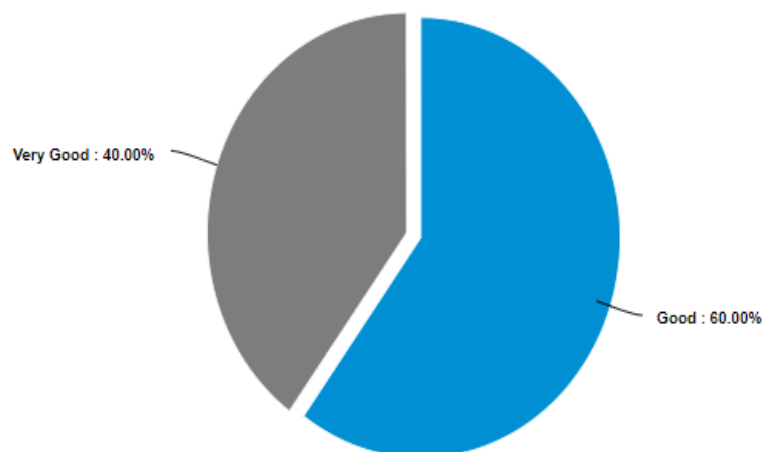


Based on figure 29, fifty-five percent of students confirmed that they could master their listening skills thanks to the vocabulary learning at a very good level and forty-five percent of students claimed their listening skills were good.

- d. Speaking skills: The ability to communicate effectively.

Figure 30.

Speaking skills

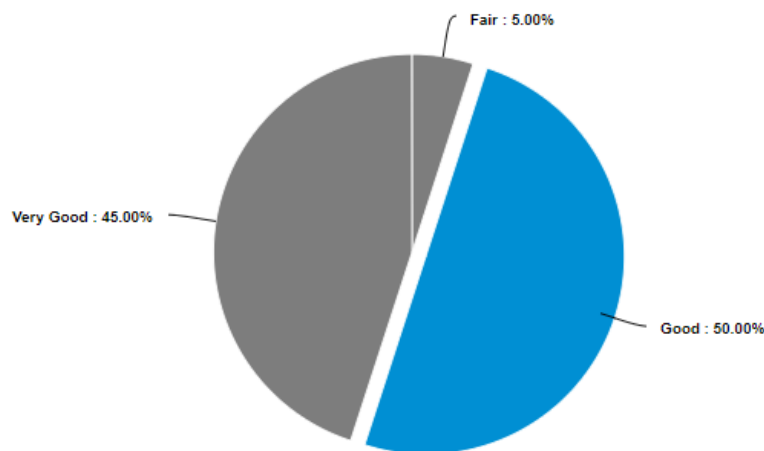


Based on figure 30, sixty percent of students affirmed that they could improve their speaking skills thanks to the vocabulary learning at a good level and forty percent of students said that their speaking skills were very good.

- e. Writing skills: The ability to express ideas through written language with clarity.

Figure 31.

Writing skills



Based on figure 31, fifty percent of students declared that they could master their writing skills thanks to the vocabulary learning at a good level, forty-five percent of students said that their writing skills were very good, and just five percent thought their skills were fair.

- f. Your overall progress in vocabulary proficiency.

Figure 32.

Your overall progress in vocabulary proficiency

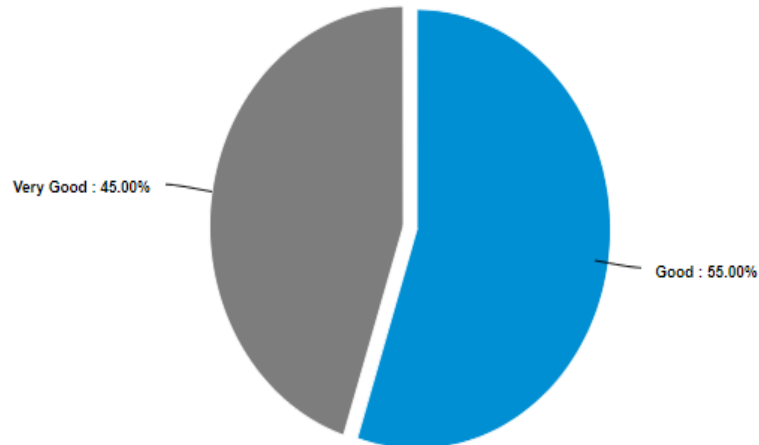
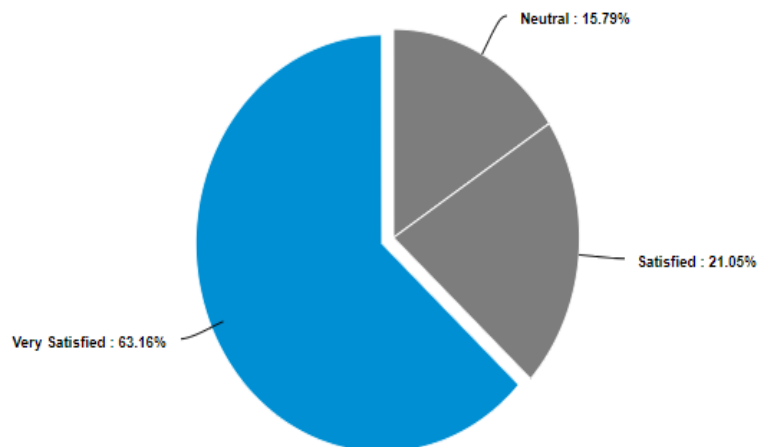


Figure 32, fifty-five percent of students asserted that they could progress in their vocabulary proficiency and have a good level of improvement at it and forty-five percent of students thought their vocabulary progress was very good.

The last question was, how satisfied are you with your vocabulary proficiency level?

Figure 33.

How satisfied are you with your vocabulary proficiency level?



Several students (63,16%) expressed that they are very satisfied with their proficiency level after the intervention. Some students (21,05%) were satisfied, while a few students (15,79%) were neutral. It is important to mention that after the intervention students understood that learning vocabulary is the knowledge of words, which implies meaning, spelling, pronunciation, word use, and word classes.

Conclusions

Once the data has been examined and the research findings of Content and Language Integrated Learning (CLIL) approach for the development of English vocabulary among teenagers at Unidad Educativa “Baños”, the following conclusions were made:

- Content and Language Integrated Learning (CLIL) methodology has been used in different countries with exceptional results in the acquisition of a new language. However, CLIL had not been greatly used in Unidad Educativa “Baños” since English as a Foreign Language's main aim has been focused on improving grammar.
- After Key English Test (KET) was applied to students at Unidad Educativa “Baños”, to grade the four skills of the English language; (reading, listening, speaking, and writing) it has been established the low vocabulary knowledge level. Due to the results, CLIL has been used as an innovative methodology to help students increase the vocabulary chasing a communicative aim. Thus, CLIL provides a great opportunity for learners to be exposed to the target language. Moreover, it has been also used to teach a great range of vocabulary. Nevertheless, it has been said that learners must practice the acquired knowledge to help the CLIL succeed.
- The results of the students’ satisfaction survey revealed that students perceived their self-improvement in their vocabulary proficiency level as well as their linguistic skills. In addition, they asserted that CLIL methodology is a great mechanism to support the English classes. Besides, students are very motivated to use this new methodology as a vehicle to learn the language in a meaningful way. To the end, the CLIL approach fosters the class environment to let students be the owners of their learning and knowledge by considering that teachers are just facilitators, who support the teaching and learning process.

Recommendations

- CLIL should be applied by teachers as this can join the learning of the English language with cultural and cognitive aspects of the learners and it can be allowed their development focusing on students' vocabulary acquisition. On the other hand, learners should use their knowledge to practice and store them in their long-term memory.
- As CLIL has been involved in the new curriculum, it teaches EFL learners considering that it enhances knowledge from different subjects to develop meaningful language learning and to reinforce content from the other disciplines.
- The vocabulary chosen by the teachers should be according to the taught topic. Furthermore, it needs to be taught with a communicative purpose. By the end of the project, CLIL learners have developed a higher level of vocabulary from different focusses.

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ANNEXES

Annex 1. Proposal lesson plans

Table 8.

CLIL Lesson Plan: Social Networks

Project 4 – Week 2	
Date:	Monday, February 15th, 2021.
Class:	1st Grade
Subject:	English
Time:	5 hours
Topic/theme:	Social Networks
Content	By the end of the lesson learners will:
Objective:	<ul style="list-style-type: none"> ○ Identify the most used and well-known social networks. ○ Recognize their main services. ○ Discriminate their advantages and disadvantages.
Language	Lexis/vocabulary:
Objective:	Essential vocabulary (phrasal verbs, acronyms, emoji's, apps, tech vocabulary.) Grammar: Infinitives Present tense affirmative and question sentences. Third person of singular form. Wh words: when, where, what, which? Skills: Speaking Listening Reading Writing
Learning	Students will be able to:
Outcomes:	<ul style="list-style-type: none"> ○ Recognize the pros and cons of social networks. ○ Write sentences using tech vocabulary and infinitives. ○ Give their opinion about social networks. ○ Apply preposition and questions sentences when talking about planets and the principal elements from the outer space. ○ Write a wiki of the following topic?

	<ul style="list-style-type: none"> ○ Do you consider that social networks can be apply with an educational purpose?
Learning	<ul style="list-style-type: none"> ○ To access prior knowledge
Strategies:	<ul style="list-style-type: none"> ○ To ask for clarification ○ To predict ○ To collaborate cooperatively ○ To draw conclusions
Materials and resources:	<ul style="list-style-type: none"> ○ ICT's ○ Worksheets ○ Pencil colors ○ Students ○ Teacher
4Cs Reflection:	
Content:	<ul style="list-style-type: none"> ○ Social networks and tech vocabulary
Cognition:	<ul style="list-style-type: none"> ○ Identify the most used and well-known social networks. ○ Classify social networks according to their services. ○ List 5 social networks. ○ Write their Pros and Cons. ○ Evaluate different opinions about the use of the social networks. ○ Write a wiki of the following topic? ○ Do you consider that social networks can be apply with an educational purpose?
Communication: (Language and Linguistics considerations)	<p>C.1 Language of learning</p> <ul style="list-style-type: none"> ○ Present tense affirmative and question sentences. ○ Wh words: when, where, what, which? ○ Infinitives ○ Essential vocabulary <p>C.2 Language for learning</p> <ul style="list-style-type: none"> ○ What do you think about the social networks?

- Do you use social networks?
- What do you use them for?
- Do you believe social networks are essential in our lives?
- Why or why not?

C.3 Language through learning

- Differentiate language needed to complete the activities.
- Vocabulary books
- Predict and learn new vocabulary from the lesson.
- Dictionary used for vocabulary extension.

Culture:	<ul style="list-style-type: none"> ○ Build intercultural knowledge and understating about the social networks and their impact on life. ○ Understand that there are advantages and disadvantages while using social networks.
Stages and rational	Procedure
Stage 1	<ul style="list-style-type: none"> ○ Ask students to mention the most used and well-known social networks. ○ List the social networks students say. ○ Asks some questions: <ul style="list-style-type: none"> ○ Do you have Facebook? ○ Are you an active member on Facebook? ○ What do you use social networks for?
Stage 2	<ul style="list-style-type: none"> ○ Read about advantages and disadvantages of social networks. <p>http://www.englishdaily626.com/reading_comprehension.php?</p> <p><u>202</u></p> <ul style="list-style-type: none"> ○ Ask students to answer some questions included on the reading.

Stage 3	<ul style="list-style-type: none"> ○ Use a questionnaire (google forms) to ask students for some information about the use of social networks.
Stage 4	<ul style="list-style-type: none"> ○ Match the words with the pictures. https://learnenglishkids.britishcouncil.org/word-games/technology ○ Use the words in context, writing infinitive sentences.
Stage 5	<ul style="list-style-type: none"> ○ Listen to a Ted Talk about social networks.
Stage 6	<ul style="list-style-type: none"> ○ Give an opinion about a social network.
Stage 7	<ul style="list-style-type: none"> ○ Write a wiki of the following topic? ○ Do you consider that social networks can be apply with an educational purpose?

Table 9.

CLIL Lesson Plan: Video Games

Project 4 – Week 3	
Date:	Monday, February 22 nd , 2021.
Class:	1 st Grade
Subject:	English
Time:	5 hours
Topic/theme:	Video Games
Content	By the end of the lesson learners will:
Objective:	<ul style="list-style-type: none"> ○ Identify the video games most used by adolescents. ○ Understand the effects of video games in adolescents' lives. ○ Give a critical opinion about video games and their impact in teen's behavior.
Language	Lexis/vocabulary:
Objective:	<ul style="list-style-type: none"> ○ Essential vocabulary (tech vocabulary, imperatives.)

Grammar:

- Imperatives
- Present tense affirmative and question sentences.
- Wh words: when, where, what, which?

Skills:

- Speaking
- Listening
- Reading
- Writing

Learning	Students will be able to:
Outcomes:	<ul style="list-style-type: none"> ○ Describe the main features of video games. ○ Give opinions about the effects of video games. ○ Apply imperatives to write sentences using the vocabulary. ○ Make a diptych talking about the advantages and disadvantages of playing video games.

Learning	<ul style="list-style-type: none"> ○ To access prior knowledge
Strategies:	<ul style="list-style-type: none"> ○ To ask for clarification ○ To predict ○ To collaborate cooperatively ○ To draw conclusions

Materials and resources:	<ul style="list-style-type: none"> ○ ICT's ○ Worksheets ○ Pencil colors ○ Students ○ Teacher
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4Cs Reflection:	
Content:	<ul style="list-style-type: none"> ○ Video games and tech vocabulary
Cognition:	<ul style="list-style-type: none"> ○ Identify the most used video games nowadays. ○ Talk about the effects of video games in adolescents' lives.

- Evaluate different opinions about the use of video games as a leisure activity.
- Answer some questions:
 - Do you consider video games are good?
 - Can you mention an advantage of video games?
 - Do you believe video games can be used for an educational purpose?
 - Make a diptych talking about the advantages and disadvantages of playing video games.

Communication:	C.1 Language of learning
(Language and	○ Present tense affirmative and question sentences.
Linguistics	○ Wh words: when, where, what, which?
considerations)	○ Imperatives
	○ Essential vocabulary
	C.2 Language for learning
	○ What do you think about the video games?
	○ Do you play video games?
	○ How much time do you spend playing video games?
	○ Do you believe video games are useful?
	○ Why or why not?
	C.3 Language through learning
	○ Differentiate language needed to complete the activities.
	○ Vocabulary books
	○ Predict and learn new vocabulary from the lesson.
	○ Dictionary used for vocabulary extension.
Culture:	○ Develop intercultural knowledge and understating about video games and their effects on adolescent lives.
	○ Understand that there are advantages and disadvantages about video games.

Stages and rational	Procedure
Stage 1	<ul style="list-style-type: none"> ○ Show a picture of the most known video games. ○ Point at one “FREE FIRE” ○ Asks some questions: <ul style="list-style-type: none"> ○ Do you know something about Free Fire? ○ Do you play Free Fire? ○ What do you think about this mobile game?
Stage 2	<ul style="list-style-type: none"> ○ Brainstorm ideas about Free Fire. ○ Share the ideas with the class.
Stage 3	<ul style="list-style-type: none"> ○ Group work activity: ○ Use the ideas from the previous exercise to participate in a guided discussion.
Stage 4	<ul style="list-style-type: none"> ○ Find the tech vocabulary in a word puzzle. https://thewordsearch.com/puzzle/595/computer-words/ ○ Make sentences using imperatives and showing the use of 5 words from the vocabulary.
Stage 5	<ul style="list-style-type: none"> ○ Give an advice of what a person who just want to play video games should do?
Stage 6	<ul style="list-style-type: none"> ○ List extra activities that a person should do in his/her free time instead of playing video games.
Stage 7	<ul style="list-style-type: none"> ○ Make a diptych talking about the advantages and disadvantages of playing video games.

Table 10.

CLIL Lesson Plan: Healthy Food

Project 4 – Week 4	
Date:	Monday, March 01 st , 2021.
Class:	1 st Grade
Subject:	English
Time:	5 hours
Topic/theme:	Healthy food
Content	By the end of the lesson learners will:
Objective:	<ul style="list-style-type: none"> ○ Identify the main characteristics of food. ○ Recognize the benefits of healthy food for the human body based on the food pyramid. ○ Develop a healthy menu based on the needs of human body.
Language	Lexis/vocabulary:
Objective:	<ul style="list-style-type: none"> ○ Essential vocabulary (food vocabulary, measurements) <p>Grammar:</p> <ul style="list-style-type: none"> ○ Infinitives and gerunds ○ Countable and uncountable nouns ○ Present tense affirmative and question sentences. ○ Wh words: when, where, what, which? <p>Skills:</p> <ul style="list-style-type: none"> ○ Speaking ○ Listening ○ Reading ○ Writing
Learning	Students will be able to:
Outcomes:	

- Recognize the main benefits of food according to the pyramid.
- Write sentences using food vocabulary and infinitives or gerunds.
- Identify countable and uncountable nouns.
- Create a healthy menu based on each person's needs.

Learning

- To access prior knowledge

Strategies:

- To ask for clarification
- To predict
- To collaborate cooperatively
- To draw conclusions

Materials and
resources:

- ICT's
- Worksheets
- Pencil colors
- Students
- Teacher

4Cs Reflection:

Content:

- Healthy food and measuring.

Cognition:

- Identify the benefits of food according to the nutrients they have.
- Differentiate food according to the food pyramid.
- Develop awareness of the benefits of eating healthy foods by a discussion.
- Create a healthy menu based on each person's needs.

Communication:
C.1 Language of learning
(Language and
Linguistics
considerations)

- Infinitives and gerunds
 - Countable and uncountable nouns
 - Present tense affirmative and question sentences.
 - Wh words: when, where, what, which
-

- Essential vocabulary

C.2 Language for learning

- Do you believe that have a healthy diet is important?
- Why or why not?
- Do you have a healthy diet?
- Which could be a benefit of eating healthy food?

C.3 Language through learning

- Differentiate language needed to complete the activities.
- Vocabulary books
- Predict and learn new vocabulary from the lesson.
- Dictionary used for vocabulary extension.

Culture:	<ul style="list-style-type: none"> ○ Understand the importance of eating healthy food. ○ Develop a healthy menu to help students have a good lifestyle.
Stages and rational	Procedure
Stage 1	<ul style="list-style-type: none"> ○ Play a video using YouTube about the food pyramid. ○ Recognize the levels and food included on each one.
Stage 2	<ul style="list-style-type: none"> ○ Asks some questions: <ul style="list-style-type: none"> ○ How many levels does the food pyramid have? ○ Mention one benefit of each level.
Stage 3	<ul style="list-style-type: none"> ○ Discussion activity. ○ Should you eat healthy food or junk food.
Stage 4	<ul style="list-style-type: none"> ○ Match the words with the pictures. ○ https://www.englishexercises.org/makeagame/viewgame.asp?id=6098
Stage 5	<ul style="list-style-type: none"> ○ Write down a recipe about a healthy dish using measurements.

Learning	Students will be able to:
Outcomes:	<ul style="list-style-type: none"> ○ Recognize the main benefits of practicing sports (soccer) for health. ○ Write a timeline using simple past tense. ○ Develop a questionnaire using kahoot about soccer to evaluate general knowledge about the sport.

Learning	○ To access prior knowledge
Strategies:	<ul style="list-style-type: none"> ○ To ask for clarification ○ To predict ○ To collaborate cooperatively ○ To draw conclusions

Materials and resources:	<ul style="list-style-type: none"> ○ ICT's ○ Worksheets ○ Pencil colors ○ Students ○ Teacher
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4Cs Reflection:

Content:	○ Soccer facts and health benefits.
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Cognition:	<ul style="list-style-type: none"> ○ Identify the benefits of practicing sports (soccer). ○ Develop a questionnaire using <i>kahoot</i> about soccer to evaluate general knowledge about the sport.
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Communication:	C.1 Language of learning
(Language and Linguistics considerations)	<ul style="list-style-type: none"> ○ Simple past tense ○ Present tense affirmative and question sentences. ○ Wh words: when, where, what, which ○ Essential vocabulary
	C.2 Language for learning
	<ul style="list-style-type: none"> ○ Do you believe that practicing sports (soccer) is good for health?

- Why or why not?
- Do you practice it?

C.3 Language through learning

- Differentiate language needed to complete the activities.
- Vocabulary books
- Predict and learn new vocabulary from the lesson.
- Dictionary used for vocabulary extension.

Culture:	<ul style="list-style-type: none"> ○ Understand the importance of practicing sports. ○ Develop a questionnaire using <i>kahoot</i> about soccer to evaluate general knowledge about the sport.
Stages and rational	Procedure
Stage 1	<ul style="list-style-type: none"> ○ Present a video on YouTube about the History of soccer. ○ https://www.youtube.com/watch?v=FBlwiK7U9l0
Stage 2	<ul style="list-style-type: none"> ○ Show two pictures one of Cristiano Ronaldo and another of Lionel Messi. ○ Present a short biography of these two soccer players.
Stage 3	<ul style="list-style-type: none"> ○ Request students to make a timeline showing their achievements as soccer players. ○
Stage 4	<ul style="list-style-type: none"> ○ Oral presentation about the two soccer players using the timeline made by the students.
Stage 5	<ul style="list-style-type: none"> ○ Asks some questions: <ul style="list-style-type: none"> ○ Who is the best player? ○ Why?
Stage 6	<ul style="list-style-type: none"> ○ Complete an online trivia about the 2014 World Cup. <ul style="list-style-type: none"> ○ https://www.sporcle.com/games/manonthemoon/2014worldcupquiz?t=soccer

- Stage 7
- Develop a questionnaire using *kahoot* about soccer to evaluate general knowledge about the sport.
-

Annex 2. Key KET Test



KEY ENGLISH TEST

Reading and Writing

Sample Test

Time 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You must complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.



- Why did Sophie write this message?
- A to check if Anna has completed her homework
 - B to let Anna know what they did in class today
 - C to ask Anna to contact her about the homework

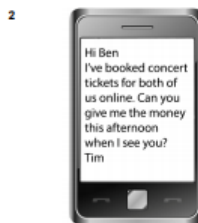
Part 1

Questions 1 – 6

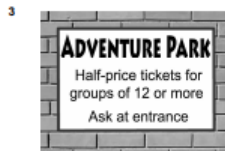
For each question, choose the correct answer.



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.



- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

Part 2

Questions 7 – 13

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

- 14 What is Alice Watson's job now?
- A dancer
B teacher
C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
B at the National Ballet Company.
C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
B letting them use the living room for dancing.
C making a place for them to practise in.
- 17 What was the best thing about the Swan Lake show for Demi?
- A It was her first show with the company.
B All her family were there.
C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
B is her favourite granddaughter.
C dances better than Alice did.

Questions 14 – 18

Part 3

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.



Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet Swan Lake. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'

Questions 19 – 24

Part 4

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- 19 A class B subject C course
- 20 A thinking B trying C deciding
- 21 A way B path C plan
- 22 A day B time C hour
- 23 A brought B turned C opened
- 24 A began B arrived C became

Questions 25 – 30 **Part 5**

For each question, write the correct answer.
Write **one** word for each gap.

Example: 0

From: Maria
To: John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

Part 7

Question 32

Look at the three pictures.
Write the story shown in the pictures.
Write **35 words** or more.



Write the email/story on your answer sheet.



KEY ENGLISH TEST

Listening

Sample Test

TIME Approximately 35 minutes (including 6 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.
Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.
Answer all the questions.

While you are listening, write your answers on the question paper.
You will have 6 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are five parts to the test.
Each question carries one mark.
You will hear each piece twice.
For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 6

Question 31

You want to go swimming on Saturday with your English friend, Toni.
Write an email to Toni.

In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write **25 words** or more.

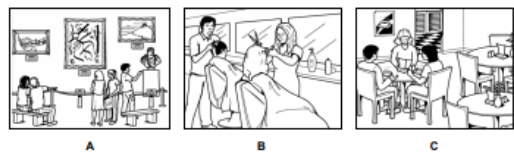
Write the email/story on your answer sheet.

Part 1

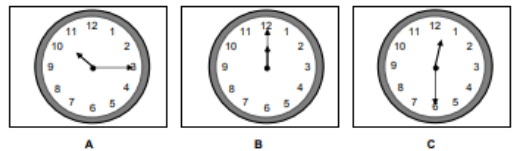
Questions 1 – 5

For each question, choose the correct answer.

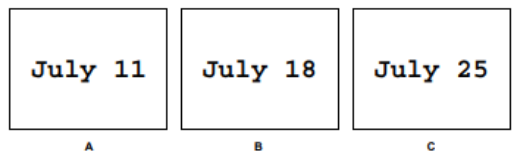
1 Where will Claire meet Alex?



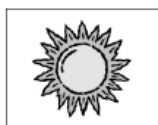
2 What time should the man telephone again?



3 When are they going to have the party?



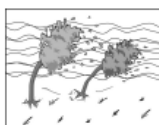
4 What was the weather like on the picnic?



A



B



C

5 How much are the shorts?



A



B



C

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11 Who has already decided to go with Robert?
 A family members
 B colleagues
 C tennis partners
- 12 They'll stay in
 A a university.
 B a guest house.
 C a hotel.
- 13 Laura must remember to take
 A a map.
 B a camera.
 C a coat.
- 14 Why does Laura like Dublin?
 A The people are friendly.
 B The buildings are interesting.
 C The shops are beautiful.
- 15 Robert's excited about the trip to Dublin because
 A he can't wait to go to the music festival.
 B he loves the food there.
 C he wants to go to a new art exhibition.

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a **time**.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with <i>Sunshine Holidays</i>	
Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th _____
Staff must be:	(7) _____ years old
Staff must be able to:	(8) _____
Staff will earn:	(9) £ _____ per week
Send a letter and:	(10) _____

Part 4

Questions 16 – 20

For each question, choose the correct answer.

- 16 You will hear a woman talking to her friend about why she's bought a motorbike.
 Why did she buy it?
 A It's fast.
 B It was cheap.
 C It'll be easy to repair.
- 17 You will hear two friends talking about going to University.
 What subject is the man going to study?
 A history
 B geography
 C chemistry
- 18 You will hear two friends talking about a photograph.
 What's the photograph of?
 A a sports stadium
 B a zoo
 C a school playground
- 19 You will hear a woman talking to a friend on the phone.
 Why's she upset?
 A Her train was delayed.
 B She's lost her wallet.
 C She's broken her glasses.
- 20 You will hear a woman talking to her friend, David, about something she's bought.
 What has she bought?
 A some clothes
 B some food
 C some games

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Simon talking to Maria about a party.
What will each person bring to the party?

Example

0 Maria B

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

You now have 6 minutes to write your answers on the answer sheet.

Key Speaking Sample Tests

Test 1: Eating

Test 2: Holidays

Test 1

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

Phase 2
Interlocutor
Now, let's talk about **friends**.

A, how often do you see your friends?
What do you like doing with your friends?

B, where do your friends live?
When do you see your friends?

Extended Response
Now **A**, please tell me something about one of your friends.

Interlocutor
Now, let's talk about **home**.

B, who do you live with?
How many bedrooms are there in your house / flat?

A, where do you watch TV at home?
What's your favourite room in the house?

Extended Response
Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts
Do you see your friends every day?
Do you like going to the cinema?
Do your friends live near you?
Do you see your friends at weekends?

Back-up questions
Do you like your friend?
Where did you meet your friend?
Did you see your friends last weekend?

Back-up prompts
Do you live with your family?
Are there three bedrooms in your house / flat?

Back-up questions
Do you like cooking at the weekends?
Do you play computer games at the weekends?
What did you do at home, last weekend?

Do you like these different places to eat?



Test 1

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⊙ 3-4 minutes

Now, in this part of the test you are going to talk together.
Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.
Do you like these different places to eat? Say why or why not. I'll say that again.
Do you like these different places to eat? Say why or why not.
All right? Now, talk together.

Candidates
.....
⊙ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate. Ask each candidate at least one question.

Do you think...
...eating on the beach is fun?
...eating in restaurants is expensive?
...eating at home is boring?
...eating at college/work is cheap?
...eating in the park is nice?

Optional prompt
Why?/Why not?
What do you think?

Interlocutor
So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2
Interlocutor
⊙ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)
And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)
Do you prefer eating at home or in a restaurant, **A**? (Why?)
And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)
Thank you. That is the end of the test.

Test 2

Part 1 (3-4 minutes)

Phase 1
Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?
Hand over the mark sheets to the Assessor.
I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, do you work or are you a student?
Do you work? Do you study? Are you a student?

For UK, ask Where do you come from?
Are you from (Spain, etc.)?

For Non-UK, ask Where do you live?
Do you live in ... (name of district / town etc.)?
Thank you.

A, do you work or are you a student?
Do you work? Do you study? Are you a student?

For UK, ask Where do you come from?
Are you from (Spain, etc.)?

For Non-UK, ask Where do you live?
Do you live in ... (name of district / town etc.)?
Thank you.

Phase 2
Interlocutor

Now, let's talk about **music**.

A, how often do you listen to music?
What music do you like best?

B, what is your favourite instrument?
Where do you like listening to music?

Extended Response
Now **A**, please tell me something about your favourite singer or group?

Interlocutor

Now, let's talk about **shopping**.

B, where do you like to go shopping?
What do you like to buy with your money?

A, who do you like to go shopping with?
What can you buy near your house?

Extended Response
Now, **B**, please tell me something about presents you buy for your friends.

Back-up prompts
Do you listen to music every day?
Do you like rock music?
Do you like the piano?
Do you like going to concerts?

Back-up questions
Where is your favourite singer from?
Why do you like them?
Do your friends like them too?

Back-up prompts
Do you like to go to shopping centres?
Do you like to buy clothes with your money?
Do you like to go shopping with your friends?
Can you buy food near your house?

Back-up questions
Where do you buy presents?
Do you like giving presents?
Have you bought a present recently?

Part 2 (5-6 minutes)

Phase 1
Interlocutor
⊙ 3-4 minutes

Now, in this part of the test you are going to talk together.
Place **Part 2** booklet, open at **Task 2b**, in front of candidates.
Here are some pictures that show **different holidays**.
Do you like these different holidays? Say why or why not. I'll say that again.
Do you like these different holidays? Say why or why not.
All right? Now, talk together.

Candidates
.....
⊙ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor / Candidates
Use as appropriate.
Ask each candidate at least one question.

Interlocutor

Phase 2
Interlocutor
⊙ Allow up to 2 minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)
And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)
Which country would you like to visit in the future, **A**? (Why?)
And you, **B**? (Which country would you like to visit in the future?) (Why?)
Thank you. That is the end of the test.

Optional prompt
Why?/Why not?
What do **you** think?

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?
Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Do you like these different holidays?



Annex 3. Rubric to evaluate Speaking Section

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Annex 4. Rubric to evaluate KET - Speaking Section

Band	
5	<ul style="list-style-type: none"> • All parts of the message are fully communicated. • The language used allows the reader to easily understand the whole message. • The organisation allows the reader to easily understand the whole message.
4	<p><i>Writing at this band has a combination of elements from Bands 3 and 5.</i></p>
3	<ul style="list-style-type: none"> • One element of the message is omitted or unclear. The other elements are clearly communicated. • The language used allows the reader to understand some of the message. • The organisation allows the reader to understand some of the message.
2	<p><i>Writing at this band has a combination of elements from Bands 1 and 3.</i></p>
1	<ul style="list-style-type: none"> • Two elements of the message are omitted or unclear. Very little of the message is communicated. • The language used means the reader understands very little of the message. • The organisation used means the reader understands very little of the message.
0	<ul style="list-style-type: none"> • Text is totally irrelevant. • The reader understands none of the message.

Annex 5. KET Reading and Writing answer sheet

UNIVERSITY of CAMBRIDGE
ESOL Examinations

Candidate Name: _____
For Candidates with a Learning Disability
 Candidate No. _____
 Examination Date _____
 Candidate Signature _____
 Examination Title _____
 Centre _____

Supervisor:
It is a condition of ABSENT or the WITHDRAWN award that you

KET Paper 1 Reading and Writing Candidate Answer Sheet

Instructions
 Use a PENCIL (B or HB).
 Rub out any answer you want to change with an eraser.
 For Parts 1, 2, 3, 4 and 8:
 Mark ONE letter for each question.
 For example, if you think C is the right answer to the question, mark your answer sheet like this:

0 **A B C D**

Centre No. _____
 Candidate No. _____
 Identification Details _____

Supervisor:
It is a condition of ABSENT or the WITHDRAWN award that you

0 **A B C D**

Part 1

1 ABCDEFGH
2 ABCDEFGH
3 ABCDEFGH
4 ABCDEFGH
5 ABCDEFGH

Part 2

6 ABC
7 ABC
8 ABC
9 ABC
10 ABC

Part 3

11 ABC
12 ABC
13 ABC
14 ABC
15 ABC

Part 4

21 ABC
22 ABC
23 ABC
24 ABC
25 ABC
26 ABC
27 ABC

Part 5

28 ABC
29 ABC
30 ABC
31 ABC
32 ABC
33 ABC
34 ABC
35 ABC

Part 6

36
37
38
39
40

Part 7

41
42
43
44
45
46
47
48
49
50

Part 8

51
52
53
54
55

Part 9 (Question 56): Write your answer below.

Do not write below this line

0 1 2 3 4 5

Turn over for
Parts 6 - 9

→

KET 1998

For Parts 6, 7 and 8:
Write your answer in the spaces next to the numbers (36 to 55) like this:

0 **e x a m p l e**

Do not write below this line

0 1 2 3 4 5

Annex 7. Satisfaction Survey



UNIDAD EDUCATIVA “BAÑOS”
Baños de Agua Santa Tungurahua Ecuador

Satisfaction survey

How much did you like my English class?

Hello, you are invited to participate in this survey. The purpose of this questionnaire is to assess the English classes you took during this period, and it takes approximately 15 minutes to complete.

Please, take some moments to reflect on each question addressed and try to be as sincere as possible. Your answers will remain confidential, and they will be only used in finding ways to improve these English classes in the future. You can start with the survey by clicking on the Next button below.

Thank you for your cooperation!

Questions:

1. Overall, what did you think of these English Classes?

- a) Very Poor
- b) Poor
- c) Fair
- d) Good
- e) Very Good

2. How would you appreciate the following characteristics of the teaching materials used in these classes?

	Very Poor	Poor	Fair	Good	Very Good
Level of relevance (compared to what is expected for an English course in your grade)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of relevance (compared to your interests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of examples provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of materials provided (e.g., worksheets, PPT presentations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity of format for the content delivered (e.g., video, audio)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of student's engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of intellectual challenge for yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How would you appreciate the quality of each of the following teaching strategies that the English teacher applied during this time?

	Very Poor	Poor	Fair	Good	Very Good
Teacher guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class discussions and debates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing projects (e.g., personal and class projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being involved in role plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing digital projects (e.g., a short video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How would you appreciate your overall learning results at the end of these classes?

	Very Poor	Poor	Fair	Good	Very Good
Your vocabulary learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your reading skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your speaking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your overall progress in vocabulary proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How satisfied are you with your vocabulary proficiency level?

- a) Very Unsatisfied
- b) Unsatisfied
- c) Neutral
- d) Satisfied
- e) Very Satisfied