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**CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH TO IMPROVE  
THE ENGLISH ACQUISITION IN LEVEL A2**

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**INNOVATIVE PEDAGOGIES, TEACHING METHODS**

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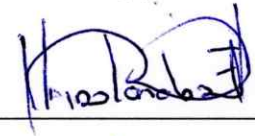
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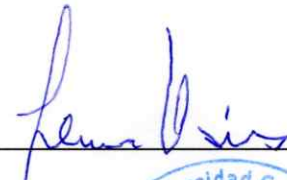
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October 2023

## **DEDICATION**

To my loving family who means so much to me. First and foremost, to my mum and dad, although they are no longer of this world, their memories continue being my source of inspiration and spiritual support who gave me strength when I thought of giving up.

To my beautiful and loving wife Jenny Verónica, who was by side unconditionally, with motivating words of encouragement in moments of weakness.

To my wonderful children, Erick and Russell, who, more than the motor of my life are the important part of what now I could achieve.

Finally, to Almighty God who always gives me strength, knowledge, and wisdom in everything I do.

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I thank God for giving me the wisdom and strength to achieve my goals and for guiding my steps so that I can complete this research project. I also extend special thanks to my thesis advisor Mgs. María Augusta Villacrés Camino, for guiding me patiently, at the time that I wish her much success as she is a wonderful person and committed to her work.

Finally, I thank my wife and my children for giving me their love and support me in every challenge I set myself. Thanks to their motivation and patience I have been able to continue and successfully complete this project.

Gratefully,

Luis Iván Llumiyinga Guamán

## RESUMEN

La presente investigación examinó la influencia de las estrategias de Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en la adquisición de la destreza oral en estudiantes del Nivel A2 del Primer Año de Bachillerato de la Unidad Educativa de las Fuerzas Armadas "Abdón Calderón". Este estudio se llevó a cabo debido a la falta de fluidez oral en Inglés demostrada por los estudiantes para comunicarse efectivamente. El objetivo general fue mejorar las destrezas orales en Inglés mediante la implementación de las estrategias de Aprendizaje Integrado de Contenidos y Lenguas Extranjeras. Para alcanzar este objetivo se aplicó un método de investigación cuantitativo y un diseño cuasi-experimental. Se administró un Pre-test y Post-test a los estudiantes de los grupos de control y experimental para evaluar el nivel de las destrezas orales. Con respecto al grupo experimental, se aplicaron las estrategias AICLE basadas en el marco de las 4Cs como Contenido, Cognición, Comunicación y Cultura. Por otro lado, las puntuaciones se calificaron utilizando una rubrica bajo los criterios de desempeño de la gramática, vocabulario, pronunciación y comunicación interactiva. Así, los resultados mostraron evidencias estadísticas satisfactorias para los estudiantes del grupo experimental tras aplicar las estrategias AICLE. Se establecieron conclusiones, recomendaciones e implicaciones pedagógicas para el uso de nuevas estrategias AICLE que apoyaron a los estudiantes a mejorar las destrezas lingüísticas en Inglés. Asimismo, se diseñó una guía para el profesor basada en este enfoque para promover sus competencias docentes y el rendimiento de los estudiantes.

**Palabras clave:** Estrategias AICLE, las 4Cs, destrezas orales.

## **ABSTRACT**

This research examined the influence of the Content and Language Integrated Learning (CLIL) strategies in the acquisition of speaking skills in students of A2 level of the first year of bachillerato from “Abdón Calderón” Armed Forces High School. This study was carried out due to the lack of oral fluency in English demonstrated by the students to communicate effectively. The general objective was to improve English speaking skills through the implementation of the Content and Language Integrated Learning strategies. To achieve this objective, a quantitative research method and a quasi-experimental design were applied. A Pre-test and Post-test were administered to students of the control and experimental groups to assess the level of speaking skills. Regarding the experimental group, the CLIL strategies based on the 4Cs framework as Content, Cognition, Communication and Culture were applied. On the other hand, the scores were marked by using a rubric under the performance criteria of the grammar, vocabulary, pronunciation, and interactive communication. Hence, the data showed satisfactory statistical evidences for the students of the experimental group after applying the CLIL strategies. Conclusions, recommendations, and pedagogical implications were established to use new CLIL strategies that supported students to improve English-speaking skills. Likewise, a teacher’s guide based on this approach was designed to promote their teaching competencies and students’ performance.

**Keywords:** CLIL strategies, 4Cs, speaking skills.

**INDEX OF CONTENT**

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY .....	ii
APPROVAL SHEET .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
RESUMEN .....	vi
ABSTRACT .....	vii
INDEX OF CONTENT .....	viii
INTRODUCTION .....	1
CHAPTER I. STATUS OF ART AND PRACTICE.....	4
1.1 Content and Language Integrated Learning Approach and Language Acquisition	4
1.2 CLIL Methodological strategies.....	8
1.3 Speaking skills in the acquisition of English .....	22
CHAPTER II. METHODOLOGICAL DESIGN.....	29
2.1 Type of Research and Research Approach .....	29
2.2 Type of data collection .....	31
2.3 Information process and analysis.....	33
2.4 Research Proposal.....	34
CHAPTER III. ANALYSIS OF THE RESULTS .....	47
3.1 Analysis of results .....	47
3.2 Hypothesis verification .....	54
CONCLUSIONS .....	62
RECOMMENDATIONS .....	63
BIBLIOGRAPHY .....	64
ANNEXES .....	73

## INTRODUCTION

Several educational approaches have been introduced in schools to enhance the language skills of students. One of them is the implementation of Content and Language Integrated Learning strategies to improve the students' speaking skills in a meaningful way. In this regard, Kovacikova (2019), considers speaking as a productive skill that involves language systems such as lexis, pronunciation, and grammar which are developed through approaches, methods, strategies, techniques, and tasks. In the same way, Leong & Ahmadi (2017), assert that speaking is more than saying meaningless utterances with the mouth, so it encompasses the oral transmission of messages, ideas, opinions and feelings by interacting with others.

It is worth noting that Chantal & Banegas (2021), highlight the importance of promoting the Content and language Integrated Learning (CLIL) Approach to learning a language based on the four dimensions called the 4Cs as Content, Communication, Cognition, and Culture. In addition, Benalcázar- Bermeo & Ortega-Auquilla (2019), reveal that teaching a foreign language based on CLIL Approach promotes oral production significantly because students improved their speaking skills in all the evaluation criteria applied such as pronunciation, comprehension, interaction, accuracy, and fluency.

English is the lingua franca and the most spoken language around the world, the reason why it is used in business, travelling, education, tourism, to get a job, and to know different cultures. Thus, many countries have included this language in their school syllabi and children are starting to learn English since their youngest ages.

Based on this background and according to a British Council (2015), research, Ecuador through the Ministry of Education has launched a New National English Curriculum to improve the quality of English which includes targets for functional competencies aligned with the Common European Framework of Reference for Languages due to the need of meeting and communicating with people from all over the world. This has led

our country to introduce English language learning programs as part of the academic offer in public and private educational institutions. Moreover, Paredes et al. (2018), consider that this curriculum establishes clear learning outcomes which support educational goals of innovation for students' exit profiles.

The use of traditional and old-fashioned methodological strategies is a core problematic aspect on the teaching-learning process. On the other side, students do not acquire the expected knowledge and feel disappointed and frustrated, reasons that misled students to learn English. In fact, Ecuador is not an exception because many teachers are still unable to use new teaching methodologies, strategies and techniques which have driven to improvise the teaching process and as a result there are demotivated students.

Such negative effects are revealed at "Abdón Calderón" Armed Forces High School, where lack of knowledge about updated teaching approaches and the use of inappropriate teaching strategies during classes are absolutely affecting the educational objectives. Regarding the research question is generated as How do the Content and Language Integrated Learning Approach will improve the acquisition of English in the A2 level students. Based on such problem, this working hypothesis has been stated: Content and Language Integrated Learning Strategies do improve the speaking skills of English in the A2 level.

### **General and specific objectives**

The general objective of this study is to improve English speaking skills through the implementation of the Content and Language Integrated Learning strategies.

Likewise, some specific objectives have also been considered:

- A. To analyze the most suitable methodological strategies applied in the classroom.
- B. To implement teaching-learning strategies for the improvement of English-speaking skills.

C. To create a teacher's guide comprising methodological strategies for the promotion of teaching competencies.

D. To evaluate the effectiveness of the use of the Content and Language Integrated Learning strategies through tests focused on the students' English-speaking skills performance.

## **Methodology**

The research methodology was quasi-experimental, with a quantitative approach within a descriptive level, under the socio-educational modality. The design had to do with different issues regarding primary and secondary research. The instruments to be applied were the pretest to identify the English level that students possess; and a posttest to analyze how the Content and Language Integrated Learning strategies influenced the students' performance concerning the speaking skills.

The implementation of these strategies was feasible due to the institutional and teacher staff support, technological equipment, and classroom availability for its use. Moreover, teachers will improve their curriculum planning by implementing teaching strategies and making students learn English in a different and easy way. Therefore, those aspects allowed the researcher to carry out a pedagogical intervention, collect the required data and apply the instruments on first year of bachillerato students at "Abdón Calderón" Armed Forces High School, during the first term of the 2021-2022 school year.

## **CHAPTER I. STATUS OF ART AND PRACTICE**

### **1.1 Content and Language Integrated Learning Approach and language acquisition**

Due to the globalized world, communicative approaches and methods have evolved in the educational field. In this sense, some researchers have looked at new teaching programs to support learners to communicate in English in a fluent and accurate way in which students are exposed to a second language in real situations outside the classroom. Hence, the term Content and Language Integrated Learning (CLIL) has been implemented in European schools since 1994 due to the positive achievements in teaching and learning processes in other languages (Coyle, Do, 2010).

Content and Language Integrated Learning with its acronym CLIL has been made up by David Marsh, who has been a member of an educational working team in the multilingualism and bilingualism area at the Finnish University of Jyväskylä in 1994 (Pokrivcakova, 2015). Since then, this term (CLIL) has been applied in teaching subjects to students by means of foreign language.

Afterwards, in 2005, CLIL is advocated as an “umbrella term” which contains a set of teaching and learning methodologies, strategies, and techniques aimed to a dual-focussed education where content is taught through a foreign language (Pokrivcakova, 2015). So, CLIL is defined as “an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content” (Coyle, Do, 2010).

Consequently, it is of paramount importance to describe concisely the 4Cs framework suggested by several researchers as the useful guide for the overall curriculum planning of a subject which consist of four conceptual components for planning effective CLIL lessons:

## **Content**

It is the first C which refers to the subject matter or CLIL theme that involves cross-curricular and integrated studies. Thinking of content related to knowledge, skills, and understanding is useful for learners rather than the acquisition of knowledge only (Coyle, Do, 2010) .

## **Communication**

It involves learners' language using differently from regular lessons, of course, similarly to CLIL which includes learners in learning the language (Pokrivcakova, 2015). It means that learning to communicate goes beyond the grammar structure. In this way, communicative competence is learned through reconstructing the content and its cognitive process and interacting in learning contexts (Gambineri, 2014).

## **Cognition**

The third C is related to creating new knowledge and engaging learners in higher-order to think and understand creatively, problem-solving, and accepting challenges through reflection (Coyle, Do, 2010). It is figured out that a learner's cognition is developed in the form of critical thinking skills. In other words, learners are able to create their own interpretation of content and thinking processes, these must be analysed according to their linguistic needs (Gambineri, 2014).

## **Culture**

Lastly, it appears due to the need of sharing with others some customs and it implies a 'self' and 'other' awareness, identity, citizenship, and progression toward pluricultural understanding (Pokrivcakova, 2015). The use of technology is required in the cultural element of digital literacy and an awareness of the values of tolerance and understanding of specific concepts in a variety of contexts too (García-Esteban, 2015).

Based on these features, learners can implement foreign projects with the practice of values like empathy, respect, love, kindness, etc. This principle will foster learners to increase open-mindedness, prevent stereotypes and prejudices, and perform a spelling check of written and oral utterances.

In line with this, some quality criteria for significant CLIL teaching and learning of foreign languages have been revealed in different experimental studies based on the 4Cs framework. To support this, Coyle, Do (2010), determines CLIL as a holistic view due to the integration of content learning and language learning which is considered the vehicle to practice the language by learners while using language to learn meaningfully. Moreover, deBoer & Leontjev (2020), mention how important is the implementation and combination of CLIL components in European countries for primary and secondary education driven by the mother tongue. Shohamy (2012), points out another relevant feature where the teachers should be qualified in the language, content domain, and their specific training in teaching methodologies.

Concerning oral communication, Dale et al. (2011), consider that students need opportunities to practice recently learned language forms or subject-specific vocabulary to produce spoken outputs that support them to develop some strategies such as thinking through ideas, expressing opinions, sharing knowledge, show feedback, adapt, and review ideas, as well as negotiate solutions to problems. Therefore, several issues regarding difficulties CLIL learners experience with spoken output cited by Dale et al. (2011), are illustrated below:

- Students must think harder when speaking English.
- Students find it hard to write a lab report using science language.
- There is no real motivation for students to speak English.
- Students write literally like they speak so they make many mistakes.
- Teachers do not know where to start teaching.
- If the teacher puts students in groups, they end up talking about everything except the subject he asked them to discuss.

- When students are asked to discuss their answers in pairs, they just begin to chat in their mother tongue.
- Students just will not speak enough English to each other, whereupon the teacher gets frustrated.
- There are no penalties for those students who do not try to speak English all the time.

Such above teaching-learning difficulties match with a Dalton-Puffer et al. (2010), study in which he affirms that speaking skills are not fostered in many CLIL classrooms. Likewise, Meyer (2010), in his research concludes that to exploit the benefits of CLIL, teachers need to implement a new teaching and learning model, up-to-date tools and schemes to plan and make their lessons focused on the development of students speaking skills.

As a result, the CLIL strategies have encouraged students to talk and follow the communicative-oriented tasks rather than traditional lessons (Linares et al., 2012). Besides, García & Lázaro (2015), argue that in a comparative study they carried out, CLIL young learners were able to negotiate meaning better and use their native language less than EFL students. In other words, CLIL classrooms reveal a positive impact on the development of communicative oral skills.

From the perspective of foreign language acquisition, a British Council (2015), research revealed that the standard of English in Ecuador has several weaknesses such as overcrowded classroom students, insufficient classroom areas, lack of technological and educational resources, lack of teachers as well as nonqualified and poorly trained teachers in public education; reasons why most of the primary and secondary school students do not acquire the standardized level of English.

Based on these facts, the Ministry of Education of Ecuador has launched a New English Language Curriculum (2016), which includes CLIL as a model to integrate and improve the quality of English and the learning of language with targets for functional

competencies aligned with the Common European Framework of Reference for Languages (CEFR). Interestingly, this curriculum encompasses the 4Cs through the integration of five curricular threads: Oral Communication (Speaking and Listening), Reading, Writing, Language through the Arts, and Communication and Cultural Awareness. Thus, the close relationship between critical thinking skills and learning strategies is highlighted as the main feature of the development of communicative skills along with the curriculum.

Along the same lines, Meyer (2010), promotes the use of CLIL strategies to acquire and develop English skills successfully by adapting the curriculum planning based on the integration of the CLIL-Pyramid with the 4Cs framework. Likewise, Cinganotto et al. (2019) and Dale et al. (2011), have drawn up the following teaching-learning CLIL strategies as Rich Input, Scaffolding Learning, Task-Based Learning in CLIL, Project-Based Learning in CLIL, and Flipped Learning to develop speaking skills.

## **1.2 CLIL Methodological strategies**

### **Rich input in CLIL**

Rich input strategy is one of the main foundations of foreign language acquisition. The paramount features for selecting suitable classroom materials are meaningful, authentic, and challenging input. Those may constitute linguistic input like a text in a coursebook, video clips, podcasts, websites, and other interactive resources, whereas non-linguistic input can be considered a model of a graph, a photograph, or flash animations. This means that, learners take those contents and language input through listening to audio or conversations, watching videos or interactive resources, and reading some texts to develop activities and tasks easily. Therefore, in CLIL classrooms, challenging tasks are designed due to the combination of motivational and illustrative interactive resources with authentic language input, which encourages learners to develop creative thinking skills and meaningful language production (Meyer, 2013).

Based on those aspects, it is necessary to introduce a fundamental role of a CLIL teacher in classrooms, in which he acts as a language model, monitor, and guide students on how to analyze and construe linguistic and non-linguistic input. It turns out imperative that the teacher's role has to be rethought regarding foreign language acquisition of learners. Hence, it emerges the issue of successful learning in a CLIL environment through the development of some balanced teacher-directed and learner-directed activities, where teachers may supply appropriate motivation and scaffolding (Ferré, 2021).

Different forms of input that involve incoming audio, visual illustrations, and texts are established as Multimodal input (Dale et al., 2011). The implementation of multimodal and varied input in planning a CLIL lesson is fruitful because teachers can take advantage of any suitable modes of input to adapt their classes to teach learners a topic by finding out the input. It is important to look over the different modes of input which are the following:

**Visual input:** it consists of real objects, photographs, or models according to the subject matter.

**Spoken Input:** it can be without or with visual support. For instance, in the spoken and visual section, the teacher explains while drawing on the board, shows a PowerPoint presentation, demonstrates a physical movement of an activity, and shows a video clip regarding the topic. In the spoken section, instead, he plays podcast recordings and songs.

**Hands-on and Practical Input:** it consists of implementing experiments and experiences. For instance, learners must put into practice experiments. They need to observe what happens, then report it in the next class.

Certainly, learning a language drives teachers to create many authentic and meaningful materials, in such a way, learners can undergo as many inputs as possible in the target

language. Depending on the quality and quantity of input learners receive, and if they are more in touch with the target language, they will acquire the language faster (Ellis, 2005). Another key aspect to be dealt with is the quantity of visual support which is a text assisted with visuals or practical activities done by the teacher when learners find content difficult to understand in the target language. Consequently, learners prepare their lesson input according to the topic and language aims with the assistance of CLIL teachers (Dale et al., 2011). Then, some hands-on activities are described as follows:

**Graphic Organizers completion:** these activities assist learners to organize and understand new vocabulary, ideas, or concepts. These visual tools provide learners with a note-taking structure to be filled in with keywords while they get involved with the input. The teacher may supply part-completed graphic organizers to do learners complete the missing parts when the input is tough.

**Picture description and asking questions:** these kinds of activities support texts with visual or hands-on activities. First, the teacher must select a visual illustration like a photograph, cartoon, or another image that is highly concerning the topic. Next, devise a task about the visual chosen, present your students with the lesson theme and finally, involve them to describe the picture orally. Do not forget to show the visual illustration to all students. To better understand question formulating, first, the teacher has to create a list of questions, a load of cards with questions, or a mind map to be completed. Then, students need to work in pairs; finally, the teacher encourages students to discuss the issue among themselves (Dale et al., 2011).

**Interview:** it fosters spoken input through questions regarding topic to be learned. Students interview a person or another student in English about an outstanding issue referring to their experiences or thoughts. The content of the interview should hold some statements focused on relevant aspects of the topic which have to be answered by the interviewee.

**Hands-on experiments or experiences:** in the development of these practical activities, texts and very abstract contents are sustained with visuals, hands-on tasks, or experiments to strengthen learners' learning process. For instance, concrete vocabulary can be depicted through physical items, text on maps, chart, or graphs, and experiments to understand how this work, and its process and prove a hypothesis using new vocabulary (Dale et al., 2011).

**Mind the Gap:** this activity helps teachers to create gapped text tasks from input information, and so students learn the concepts of the words in context. First, the teacher chooses the vocabulary from the content that students learn. Then, create a gapped text, supply the words that best fit into the gaps, and place them in jumbled order at the beginning of the text. Number the gaps to enable the control of the number of times using the words. Lastly, students must read the text and understand and use the context of it to decide on the appropriate words from the list. The teacher can increase the level of difficulty by adding other different words that confuse the learner's decision.

**Categorizing Word Cards:** students identify the already known vocabulary and understand the new words through categorizing. When you are planning to supply input, first, devise a lot of cards, then, write down 10 to 20 words concerning two or more sub-themes in the devised cards. Finally, hand out a set of cards to a few students and request them to label the words in accordance with the sub-themes. For instance, fruit: banana, apple; vegetables: carrots, lettuce.

**Recognizing Word Cards:** vocabulary is recognized and understood by learners when the input is provided. This activity is suitable when input uses a lot of word combinations or collocations. First, select the collocations regarding the topic. Then, write down one-half of every collocation on a colored card you choose, and the other half of the collocation write down on a distinct colored card. After that, blend the cards and provide two sets of cards to every group of students. Later, students try to link the correct halves

of collocations until they get it. Finally, they understand the concept of the words and guess the topic of the class. For instance, do exercise, and go cycling. Topic: sports.

**Spot the Words:** in this activity, students learn to distinguish the function of language through their previous explanations of them. First, list some verbs, adjectives, nouns, or adverbs. Then, include a few words which do not correspond to this category, and students finally must find such words which do not correspond to the group, example: adjectives: brown, happy, angry, new, ~~house~~, clean, ~~newly~~.

Hence, multimodal input is used in the above activities in which students can receive a lot of input through visual, auditory, or written channels. Suitable content and language level are relevant features to make students understand the language, so that, students get engaged and keep motivated to acquire the language. Target language input is understood appropriately because of the combination between audio- or audio-visual input with sub-themes which enriches the vocabulary (Montero M, 2020).

### **Scaffolding Learning in CLIL**

A key concept in CLIL lessons needs to be considered in the view of scaffolding strategy because it moves students gradually to strengthen language understanding. Teachers provide students wide support temporarily until they reach their learning goals. As students show knowledge improvement, teachers decrease their help little by little. In this way, the use of scaffolding strategy assists students to learn and comprehend any kind of thinking stage and verbal content. So, regarding language production, scaffolding helps students to perform the knowledge of language appropriately in an oral way (Meyer, 2013).

Based on the above perspective and in terms of oral communication, teachers need to prepare materials and tasks to scaffold students' speaking activities; instead, students are provided with methodological aids continuously to push out oral production and improve their speaking skills. Thus, it is stated that to make sure students accomplish

their speaking activities successfully, the teacher must assist students with scaffolding tasks (Goh, 2017). Then, the following scaffolding activities will help students to lose their fear of speaking.

**Substitution Tables:** these activities boost learners with low levels of English to produce oral communication because they lean on outer resources to develop the tasks easily. Students can work in pairs. They must demonstrate an understanding of the content, use the language vocabulary according to the topic, and identify language functions, for instance, adverbs of frequency, etc. At this stage, the teacher monitors the students' learning improvement. If students have overcome the silent period, the teacher will take the tables out to boost students introduce vocabulary according to their necessity.

**Role Cards:** these activities are suitable in CLIL lessons because they provide students with opportunities to use a great amount of content orally when discussing a theme. Students can work in small groups, interact with each other, and display a presentation to demonstrate they understood the topic. As the presentation demands cognitive knowledge and abstract language, role cards that include speaking structures with specific vocabulary are provided to help students to show an appropriate presentation. For instance, the presentation frame follows an introduction, two arguments, and a conclusion. Likewise, the vocabulary frame follows these sequences: first, next, after that, and finally.

Another role card activity consists in watching an interesting movie. Before the film starts, each student gets a role card, receive the guidelines to act as the character, and while the film is running, it is necessary to take notes about his/her character. At the end of the movie, students begin with a balloon debate; it comprises a group of desperate people who are flying in a hot air balloon that is out of gas. All of them wish to be saved, so that, they must insist on arguments to be saved, but only one may be saved (Dale et al., 2011). Therefore, students must work in groups and get ready to act as her/his character role verbalizing the content and language speaking structures

given by the teacher. After a representative from each group shows the arguments to the class, the whole class discusses their claim and finally decides who would be saved.

**Cause and Effect:** this activity consists in combining actions that make another event happen, and reactions that are the direct results of the cause of a topic. In CLIL lessons, these activities foster students to participate in oral presentations, debates, and speaking contests using new vocabulary learned. To begin, students must identify the cause by posing a simple question such as: Why something happened? and the effect by formulating a question What happened? Then, create cause-effect tasks to support learning. For instance, matching exercises: match utterances and statements of column A with column B. Identifying exercises: highlight the cause words and utterances with one colour and the effect with a different colour. Words or phrases that denote cause-effect relationships are circled. A graphic organizer: speaking and language structures are provided in the graphic organizer gap to help learners justify the cause and effect of a topic.

**Agreeing and Disagreeing:** this is a very useful activity to be applied in discussions or debate tasks in which students are able to use new words or utterances in speaking frames to ask and give opinions and put forward agreeing and disagreeing ideas to the audience. To support speaking development, some phrases and statements are recommended to ask and give opinions:

What is your point of view? What is your opinion? What do you think about...? How do you feel about.....? Please, tell me your point of view on..., etc. Giving opinions: In my opinion..., From my point of view, ..., My view is that..., What I think about ... is..., etc.

**To give agreement and disagreement:**

I absolutely/completely agree with you. You are right. Yes, I agree. That's a good point. That's true. Expressing disagreement: I totally disagree. I don't agree with you. I'm not sure about that. That's not true. I'm sorry to disagree with you, etc.

As shown above, the scaffolding strategy supports learners to develop speaking skills using different activities and tasks that push students to produce language orally. Then, if teachers use scaffolding tasks in CLIL lessons, they can help students work independently and move from their Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).

### **Task-Based Learning in CLIL**

This strategy represents one of the foreign language learning approaches in terms of language acquisition. Due to the need to learn content through a foreign language, some bilingual educational institutions around Europe developed CLIL programs in which some methodological approaches, strategies, and activities have been adapted to this approach. For that matter, different methodological activities such as task-based projects, group work, and cooperative learning are used by CLIL teachers to make students construct knowledge and learn the language in an independent way (Salamanca & Montoya, 2018). Some effective activities that allow students to produce authentic oral communication are described in five stages (Cinganotto et al., 2019). These are the following:

**Pre-Task Stage:** some tasks are carried out in this previous stage. To begin, students are introduced to the topic, given guidelines to develop the task, and informed of the type of help they will receive. Next, the teacher divides the class into groups or peers, so the topic is discussed among the teacher and students. Then, students take the roles and develop the task in stated groups. Finally, the necessary didactical materials and arrangements for the next stage (task) are set out by the students.

**Task Stage:** in this stage, the teacher fosters, motivates, monitors, gives opinions, and supports students learning and development of the task. Thus, students in pairs or groups understand the content of the topic and do the task by using newly learned vocabulary once the teacher guides, monitors students, and provides scaffolding for them.

**Planning Stage:** in this stage, any kind of output, for instance, an audio or video presentation, a typical ppt or online ppt, a review, an essay, a report, etc. must be selected by students to plan, and later it will be shown to the classmates. The arguments for the content and process of the experiment or experience are arranged by students to be defended. An oral or written report must be drawn up by the students at a time they may request a suggestion from the teacher and improve the report.

**Report Stage:** an oral report accompanied by a ppt presentation is shown to the class by students. They also may report their tasks through a video, audio, or written presentation, but these reduce spontaneous expressions. Before students start their presentations, the teacher manages the order students must lay out their reports and carry out the necessary feedback on the content and language.

**Language Focus Analysis Stage:** this is a reflection stage in which significant parts from the oral presentation are remarked on by the teacher who at the same time asks students to do a peer or self-evaluation of the report based on the focus on form approach. The elements of the language are set out by the teacher; thus, students can learn and practice the language and content frames in context. Regarding language function, the teacher determines and classifies helpful linguistic terms written in the report so then, students are persuaded to use expressions to show explanation, classification, comparison, and contrast, agreement and disagreement, prediction, cause, and effect event, point of view appraisal, a systematical and description process, and other utterances or collocations terms.

**Practical Activity:** the teacher impels the practice of new vocabulary, utterances, and other language content and structures learned in previous classes. This is the time that students must develop practical activities through substitution tables exercises in which some model and pattern sentences and a variety of options are provided to make students use them and practice orally. For instance, the use of connectors and expressions in exercises of comparison and contrast, consequences, and cause and

effect. To develop these speaking tasks, students receive scaffolding support from the teacher.

Lastly, it is important to point out that teachers need to set out feedback in all phases of the teaching and learning process in this strategy. This helps students to correct their mistakes, improve language learning and work on their weaknesses and strengths as a way to enhance their speaking skills. Thus, the development of activities based on CLIL Task-Based Learning and appropriate feedback prompt students to use the target language and ease them to speak no matter they make linguist mistakes and so accomplish the expected results (Yousuf & Chowdhury, 2014).

### **Project-Based Learning in CLIL**

Project-Based Learning (PBL) can be defined as an instructional strategy that focuses on learning language underpinned by solving problems where the teacher sets out problems and ask students to solve them. Pearlman & Thomas (2000), deeply define PBL as a model that arranges language learning to develop projects with complex tasks based on challenging questions or problems which implicate students in design, problem-solving, decision-making, and investigative activities; thus, students are encouraged to do the tasks autonomously during long periods of time.

Based on this perspective and taking into account the English level of learners, PBL activities in CLIL lessons are suitable to be applied to students at the A2 level. Thus, these tasks are suggested to be put into practice because, the language in CLIL and PBL works as a tool to accomplish a result and at the same time develop high motivation when working on a project (Moliner, 2016).The suggested activities are mentioned below:

**Speaking (mini) Projects:** some real-world situations such as speeches, oral presentations, picture talks, talk journals, debates, discussions, dramas, role plays,

reports, contests, newscasts, interviews, and others can be developed and supported by technology to record and share the projects (Van, 2011).

Both Moliner (2016) and Larmer et al. (2015), propose the following stages for the development of a project:

- 1. Project initiation and conjecture:** this stage starts with the topic selection to be researched where the teacher presents a driving question at which students awake interest and move to develop the project. Then, the topic selected and questions or problems discussed previously prompt students to speculate and think of possible solutions.
- 2. Knowledge construction and design project:** students work in groups or alone to develop authentic research regarding driven questions as well as establish the way they will work and What they will carry out to look for a solution. Valuable information will be compiled if the working groups are well structured.
- 3. Managing Project development:** at this stage, students apply the tasks planned in the second stage by using data sources such as web pages. Then, students compile the data and determine the important ones. Moreover, they take the opportunity to make any corrections to the content of the project and deal with inconveniences about cooperative work.
- 4. Final product and reflection:** lastly, in this stage, students show the significant product in the classroom to impel reflection on the process and solutions of the project. Students should present the final product in an oral way giving them the opportunity to practice their speaking skills. After that, the objectives, process, product, and the outcomes of the project were assessed at the times that the drawbacks, advantages, and learning difficulties were reported.

On this note, Larmer et al. (2015), lay out some beneficial reasons to implement the PBL strategy in the development of speaking skills as described below:

- 1) PBL motivates students to attend school, increases interest in learning, in such a way, avoiding monotony of classes. In this sense, in PBL activities, students actively work and enjoy the tasks they do. Working on a project engages students' participation because it involves them in a real-world situation.
- 2) PBL enhances language skills. Being involved in the development of a project help students to experience and keep in mind the knowledge. So that, students acquire the content knowledge and the language deeply.
- 3) PBL generates appropriate student skills at different levels of education. Students besides understanding the content, increase their higher-order thinking skills. Thus, when they work on a project, they are able to criticize, analyze and solve problems.
- 4) PBL masters students to manage technological resources since technology has brought us faster together, any kind of information is available for students who interact with others around the world and so carry out assignments and work on projects more efficiently.
- 5) PBL is the appropriate link that associates students with society in a real-world situation. Working on projects entails students interacting with people outside the classroom and solving real problems. What is more, family members can be involved in the development of projects.

### **Flipped Learning in CLIL**

Flipped learning, also called Inverted Learning is an updated methodological approach which focuses on the idea that students improve their learning outside of the class and use web resources such as videos which are watched at home previously. In this way, the class time is dedicated to practicing and reinforcing the tasks with peers, small

groups, or individuals moving this learning process from passive to active learning (Khan, 2012). Therefore, flipped learning can be considered an innovative strategy that is breaking educational paradigms. This can be combined with other pedagogical models such as CLIL lessons which are adjusted with activities supported by web resources to develop higher-order thinking skills to improve speaking skills.

Following this line, Cinganotto et al. (2019) and Recino (2020), establish some flipped learning activities both combined with information and communication technologies and CLIL lessons to motivate language learning and reach the communicative purposes of English. Thus, some activities are mentioned in the following stages:

**Before the lesson:** the teacher provides students, digital resources selected previously. He records some lectures or selects videos from the internet. Then, at home, students watch the videos, understand, memorize, and summarize the content, and do short introducing tasks to activate their knowledge by interacting with their partners virtually.

**During the lesson:** if students come into the classroom, tasks completed at home are reviewed by the teacher. Then, students work on the topic in groups, with peers, or individually and get involved in active learning activities to reflect, examine, and argue the content learned at home previously meanwhile the teacher plays the role of facilitator. In this way, students interact with each other and develop their cognitive skills to improve their speaking skills. It is important to mention the activities that can be applied regarding the delivery of the video in class:

**Before watching the video:**

- Arouse students' interest and curiosity with questions: What do you imagine the topic will be about?
- Activate previous knowledge by asking some questions: What do you already know about the...?
- Execute slow reveal technique: show a picture that expresses the topic of the class and encourages students to guess the main idea.

**While watching the video (during):**

- The video is paused a series of times while students are watching this. They are supplied with resources that allow them to take notes, do sketches, and mind map tasks.
- Teacher does scaffold activities to help students learn.

**After watching the video:**

- Students reflect on learned content.
- Students brainstorm with key ideas and opinions about the content.
- Students prepare PPT presentations and discussions to be shown orally.
- Students do Role plays activities based on the topic discussed.

**After the lesson:** students reflect on what they have acquired and carry out some assignments such as video recording or an oral presentation in ppt.

Considering all these aspects, Macdonald et al. (2018), in their research identified that flipped learning has several methodological approaches, but the aim is the same. Each student must match this learning strategy at home and become responsible for their own learning with the help of technology. Moreover, the researchers mention motivation

as a valuable goal for students to learn the English language and spark the curiosity of students through inverted classrooms. To conclude, Flipped learning model is the most contemporary educational strategy with learning benefits that encourages and motivates students to reach learning outcomes with the support of technological resources.

### **1.3 Speaking skills in the acquisition of English**

According to Zuhriyah (2017), speaking skills also named productive skills are defined as the manners people verbalize ideas and convey opinions to each other in an oral way. One of the first ways to interact with others is through speaking the language in a social environment. This process is more than saying utterances with the mouth without sense, so it embraces building meaning and transmitting information orally (Leong & Ahmadi, 2017). Likewise, (Eliyasun et al., 2018), establish that speaking is the development of communication to express emotions, feelings, and ideas orally. Therefore, regarding Second Language Acquisition, the ability to speak is one of the main elements of learning the English language due to the other skills are integrated with each other to achieve oral communication.

Speaking is considered one of the most complex skills since learners struggle to develop appropriate oral communication because of fear of making mistakes, misunderstanding communication, and lack of continuous practice. However, the role of the teacher is essential to carry out activities that help understand and use the language in real contexts while demonstrating competent communication skills.

The ability to speak English as a Foreign Language is based on using interesting situations for students. This will generate motivation in them helping to lower the affective filter until they are able to speak effectively (English Language Curriculum, 2016). Thus, learners can feel safe when speaking, generating confidence and motivation to produce the language in a natural way orally.

Consequently, it is indispensable to use appropriate and adjusted assessment instruments of speaking skills according to the need and planning of the teaching process so as to achieve quantitative and qualitative results. Teachers must identify what they are looking for, based on summative and formative assessments (Bentley, 2010). In this sense, both the evaluation of oral production in the academic field and the knowledge of certain academic areas become a challenge for the teacher. Therefore, in the CLIL approach, evaluation tools depend on the reason for evaluating. On one hand, summative and formative assessment instruments are part of the teaching-learning method through curricular content, which become an integral part of the teaching-learning process in the English language. It is suggested that speaking evaluation criteria should be based on learner's needs and assessment goals (Hatipoğlu, 2021). Thus, the speaking assessment must comprise realistic oral interactions and conversations.

On the other hand, achieving proficiency in speaking skills is of prime concern for most English language learners (Richards, 2008). For that reason, the Certificate in English Language Skills (CELS) test states four speaking sub-skills as Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication (Thornbury, 2005). Consequently, these speaking criteria provide students with the ability to produce oral expressions in an appropriate way and motivate them to practice English inside and outside the classroom in real situations. Moreover, learners can reduce their frustration and anxiety to pronounce words in front of people.

Similarly, Burns & Goh (2012), prioritize four speaking sub-skills as grammar and vocabulary which embrace using appropriate sentence structure and a significant range of words, pronunciation as the production of words, utterances, and sentences orally, and interactive communication between two or more people to ask and respond with appropriate coherence in discourse. In conclusion, it is understood that learners develop oral production appropriately by introducing and considering such speaking criteria. For this to happen, teachers should encourage students to speak English from

the first day no matter if they make any pronunciation mistakes and so persuade them to recognize themselves when listening to the teacher or partners.

## **Grammar**

In terms of speaking ability, grammar is a set of rules that regulates the structure of words and arranges different uses of language (Parson, 2004). This is a system of language that reflects on people's sounds that shift into words, utterances, and sentences at a particular time (Escobar-Álvarez, 2016). In a deep perspective, Fatchul (2019), establishes grammar as a system of a language that consists of two parts, one is morphology concerning the internal economy of words such as morphemes, and the other part is the syntax which deals with the external economy of words (word order) to assemble words into utterances and sentences. In this sense, grammar is the foundation to improve speaking skills by using several grammatical structures correctly to convey information through words, phrases, or sentences.

Six beneficial reasons to study grammar are cited by Ashour (2014):

### **1. Overcoming the Challenges**

As grammar is the most complex ability to learn, students will develop their own techniques to improve their speaking skills.

### **2. Becoming Human**

What makes the distinction from other beings is our capacity to speak a language to convey a message. So that the use of appropriate grammar forms will allow learners to interact with each other in society.

### **3. Discover Our Creative Competencies**

Learners can produce a language by speaking or writing if they become proficient in language skills. Despite a language being regulated by determining the number of rules, learners can produce the largest number of phrases and be creative.

#### **4. Problem-Solving**

Learners can be able to identify speaking or writing mistakes and solve those problems by analysing their grammar and correcting them accurately. Hence, mastering the language is an imperative need for learners.

#### **5. Second Language Acquisition**

If learners master the English language, they will be able to learn and acquire other languages because most languages also have the same grammar elements and structures as English.

#### **6. Growing Our Consciousness**

When students learn grammar, they increase their awareness to use language coherently. They will recognize language mistakes and correct them to be spoken or written appropriately.

### **Vocabulary**

As pointed out by several authors, vocabulary, also called lexical resources, refers to a variety of words that are used to decode and communicate ideas effectively (Thurlow, 2011). This means that learners must select appropriate words to convey information in writing or speaking way (Kurniati, 2015). Likewise, Lessard-Clouston (2013), assures that vocabulary comprises a wide range of single lexical terms, utterances, or chunks of several items which provide meanings. As can be seen above, if people need to communicate or transmit ideas in an oral or written way, there is an imperative need to acquire a great amount of appropriate vocabulary by means of reading or further oral interactions.

Regarding accuracy and range of vocabulary, Thurlow (2011), recommends applying these practical strategies:

- When you speak, use a wide range of appropriate and accurate words.

- When you lack some of the vocabulary usually used to convey the meaning, use other words to express your meaning successfully.

Several consequences of producing and remembering words are observed in students in the classroom (Carter & McCarthy, 2013). Therefore, to avoid these implications some suggestions are mentioned as follows:

1. Words that provide clear meaning alone can be used in tasks separately and those are not necessary to join with other words to convey information.
2. Vocabulary should be performed by speaking to them with appropriate pronunciation. Avoid using visual and reading presentations to show new vocabulary.
3. Teachers should impel students to use new vocabulary by connecting their ideas no matter making mistakes.
4. It is of paramount importance that students know grammatical structures before producing written and oral communication.

## **Pronunciation**

Pronunciation is a key criterion in the process of learning to communicate orally. Yates & Zielinski (2009), define pronunciation as the way a human being generates sounds when he/she speaks to utter meaning. It involves segments of a language such as certain consonants and vowels and some features of speech (suprasegmental) such as stress, intonation, rhythm, timing and phrasing, and the quality of voice. So, pronunciation is a simple term used in language learning and teaching to know how to articulate expressions (Yates, 2014). Furthermore, she appraises that now proficiency in segmental aspects of a language has a wide view in both segmental and suprasegmental traits which spark discussions to be considered each feature as the overriding content in language teaching.

Therefore, concerning pronunciation, Yates (2014), suggests paying attention to the following:

- Sounds and how they fit together in connected speech.
- Stress in words and utterances, and its placement and role in communicating meaning intonation patterns.
- Pitch/key, range, variation, compared to the interlocutor.

In the same line, Gilakjani (2016), points out that pronunciation is the way of producing the sounds of words in English. It refers to the phonological process of language by vocalizing the words repeatedly until the learner pronounces the expressions correctly. In other words, making correct pronunciation is the underpinning part of speaking skills that entails the production of language clearly in an oral way. Learners need to practice words, phrases, and sentences inside and outside of the class constantly so that they avoid conveying misunderstood information at the moment of speaking.

### **Interactive communication**

According to Thornbury (2005), interactive communication encompasses the development of a face-to-face conversation. It means that in any speaking moment people are exposed to listening to and replying to the speakers in an oral way. Similarly, Kurum (2017), states that interactive communication is one of the areas of speaking ability known as functions. These elements are comprised of Transaction-information exchange (recognize the moment that clarity of message is vital) and Interaction-relationship building (when accurate understanding is not necessary to pay attention). In this sense, Arévalo & Briesmaster (2018), emphasize that interactive communication is part of the speaking sub-skills that need at least a pair of interlocutors to tackle a discussion and convey ideas.

As pointed out by the above authors, the two features of interactive communication are Transactional interaction which deals with specific information exchange, and Interpersonal interaction which refers to keeping social interaction that plays a vital role in the development of speaking skills. Thus, in the English learning and teaching

process, it is mandatory that the teacher motivates students to keep active in communication through dialogs and promotes social interactions in a natural way.

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## **CHAPTER II. METHODOLOGICAL DESIGN**

### **2.1 Type of research and research approach**

This research project was based on a quantitative approach since the data from first year of bachillerato students were collected and analyzed under the quantitative method. This method was applied to examine the problem of the use of traditional and old-fashioned methodological strategies within the teaching-learning process.

The bibliographical-documentary research was used to point out the worthy features that allowed the development of the state of the art just as the application of the CLIL methodological strategies regarding the improvement of speaking skills in the first year of bachillerato students. Different sources such as articles, journals, and online books were gathered from SCIELO, ERIC, and other digital libraries, allowed the researcher to find relevant data about the topic Content and Language Integrated Learning strategies.

Apart from the research type and approach, the research design demands attention to address the research questions, which deal with the hypothesis and to accomplish the objectives. As Kumar (2011), states that the control and the experimental group are selected in the research where the experimental group is exposed to the intervention and the control group is not. Therefore, this research is rooted in a quasi-experimental design on account it displays two groups of students, one as an experimental group that was involved in the use of CLIL methodological strategies to determine how those strategies improved the speaking skills on the A.2 level, and the other as a control group that applied the traditional teaching strategies. The instruments to collect the data were a Pre-test and a Post-test.

The research was under the Socio-educational scope since it facilitated the analysis of data pertaining to the educational field. According to Lamb et al. (2019), cultural

context, gender, language, and personal features influence learning a language. Thus, in this research, human interaction and cultural features were tackled to reach significant learning.

This research was carried out at a descriptive level because it implied the description and analysis of the issues that surround the improvement of speaking skills. This scope seeks to provide the researcher with information to determine whether the CLIL methodological strategies implemented and applied show an impact on the improvement of speaking skills of first-year bachillerato students from the Armed Forces High School “Abdón Calderón”. In this sense, measurable information was collected and used in the statistical and numerical analysis to test the assumption. A statistical Student t-test was used to compare and contrast the sample scores gotten from the Pre-Posttest, and in this way realize that CLIL strategies provided a statistically effective improvement in the speaking skills of the experimental group compared to the control group of students.

### **Population and sample**

The population of this research work had certain common features which was made up of students enrolled in the first year of bachillerato from “Abdón Calderón” Armed Forces High School, during the first term, 2021-2022 school year. These students were divided into four rooms, room A with 21 students, room B with 28 students, room C with 28 students, and room D with 24 students.

To select the most appropriate sample size for this study, it was necessary to take a convenience one because students were previously split into rooms by the Academic Department of the educational institution at the beginning of the school year. In this sense, the sample consisted of 28 students who belong to room “B” as a control group and 21 students who belong to room “A” as an experimental group. The ages of the students ranged between 15 and 16 years old. On the other hand, it is remarkable that

the students were attending virtual classes on Google meet and Zoom platforms due to the Covid-19 pandemic.

**Table 1.**

*Sample description*

Sample	Group	Number of students
Students from A.2 Room A	Experimental	21
Students from A.2 Room B	Control	28
Total		49

Source: own preparation

## 2.2 Type of data collection

### Interview

The structured oral interview was the technique applied to collect data from students in the first year of bachillerato at “Abdón Calderón” Armed Forces High School before and after the intervention stage. The interviews were carried out to examine and construe how the use of CLIL strategies improves the speaking skills of students from the A2 level. The oral interview was applied based on the Standardized Cambridge English Assessment Test which was given to students of the control and experimental group.

### Speaking tests

For the purposes of this research, the standard Cambridge English format for the Speaking test: the A2 Key English Test (KET) made up by Cambridge Assessment English Department was the instrument applied to students of the first year of bachillerato from “Abdón Calderón” Armed Forces High School for gathering quantitative data. The aim of this test was to assess the students' ability to answer

simple questions about themselves regarding interactional and social language. Additionally, assess their use of appropriate language and interactive strategies considering the four main criteria of speaking skills as Grammar, Vocabulary, Pronunciation, and Interactive communication, before and after the intervention stage. In this sense, a pre-test was applied to students of the control and experimental group before the intervention stage, and a post-test was applied to the same groups of students after finishing the intervention stage.

The validity of the instruments in this research was approved by three English language teachers from different educational institutions who made reviews and worthy corrections before being applied. As a result, the instruments had a close connection between the independent and dependent variables, the objectives, and the indicators. Regarding the reliability of the instruments, the KET test was used in the Pre-posttest, and a rubric adapted from the same KET test and Classroom Assessment Suggestions Guidelines proposed by the Ministry of Education of Ecuador was used to assess students. In this way, it was ensured that the results obtained are consistent and congruent with the scores obtained, which allowed for evaluating their functionality and understanding, and reporting what is seen explicitly.

So, a speaking component of the KET test named Paper number 3 (Annex 1), was considered to assess the level of speaking skills which is composed of two parts, as Part 1 takes time of 3-4 interaction minutes between an interlocutor, who asks questions to each candidate in turn and a candidate responds to questions giving factual or personal information. Part 2 of the test takes time of 5-6 interaction minutes between candidate and candidate, and interlocutor and candidate, who show discussion tasks about likes, dislikes and give reasons with visual stimulus. The total number of marks on the speaking test is 40.

Apart from that instrument, an adapted speaking rubric (Annex 2) was included to grade the students' speaking skills on each part of the test. Marks were awarded to students by applying performance descriptors that assess the grammar and vocabulary,

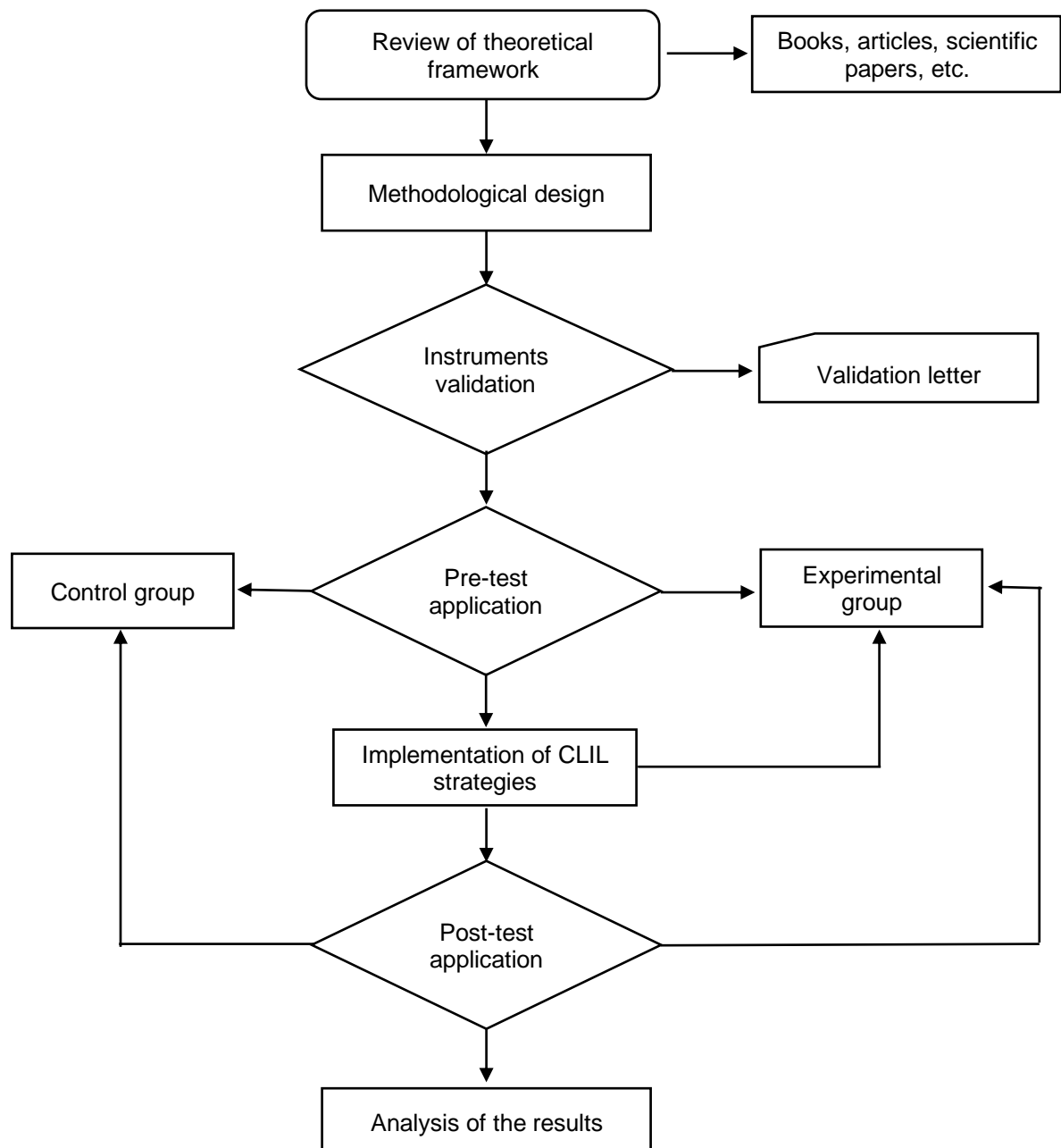
pronunciation, and interactive communication criteria. The assessment scales for each criterion went from number 1 which belongs to the lowest score, to number 10 which belongs to the highest score.

### Information process and analysis.

Data processing and analysis of the research followed the order shown below:

#### Chart 1.

*Data processing diagram*



Source: own preparation

This research project started by revising the theoretical framework concerning the study topic. Books, articles, scientific magazines, and theses, among others, were the primary and secondary resources that contributed to the theoretical background. This research was based on a quantitative approach and rooted in a quasi-experimental design because it had two groups (an experimental and a control group) within descriptive and explanatory levels under the socio-educational modality.

As soon as the instruments were approved, a Pre-test was conducted on the students from the control and experimental group before starting the intervention stage with the experimental group students. The assessment was carried out through the adapted speaking rubric and the results were registered and analyzed in a spreadsheet on Microsoft Excel. After that, the experimental group of students intervened by implementing the CLIL strategies in activities to improve their speaking skills. After finishing the experimental stage, the Post-test was applied to the control and experimental group of students in a similar way as the Pre-test. Finally, the results obtained were processed and analyzed with the Pre-test data to prove whether the CLIL strategies improved the speaking skills of students at the A2 level.

## **1.7 Research proposal**

“Abdón Calderón” Armed Forces High School is in the Province of Azuay-Cuenca. This institution has become a benchmark for the south region of Ecuador for its comprehensive and inclusive education that contributes to the training of high school graduates whose exit profile focuses on quality and management as universal citizens under honor, discipline, and loyalty values. Its educational model is based on socio-constructivist principles developed in a holistic frame.

For that matter, in this educational institution, English is taught as a foreign language. Its curriculum planning and English books are aligned with the Common European

Framework of References (CEFR), so the students need to do a great effort to learn the language. Provided that the English syllabus is divided into four curricular terms, students from the first year of bachillerato attended five hours of English per week.

In terms of the teaching-learning process, the intervened students are between 15 and 16 years old, and the teachers' use of traditional and old-fashioned strategies is a core problematic issue. Teachers do not use new teaching methodologies, strategies, and techniques during classes which are affecting the student's learning outcomes. Therefore, students do not improve their speaking skills, and as result, they feel demotivated and frustrated to learn English.

An intervention phase through oral communication activities conducted under CLIL methodological strategies to acquire the English language was carried out for this purpose. In the English classes, five selected CLIL speaking strategies were applied for one month during the second term of the school year to improve their English-speaking skills. These strategies are Rich Input, Scaffolding, flipped learning, Task-Based Learning, and Project-Based Learning. Besides that, four lesson plans with 5 periods each were designed in which the above strategies were included. A teacher and a student resource text called "*Flash on English*" were used during the four weeks. Apart from these resources, students were exposed to experiment with new digital tools. Due to the Covid-19 pandemic students attended virtual classes on Google meet and Zoom platforms. In this sense, this teaching and learning modality provided worthy opportunities to learn English effectively and so they improved their speaking skills.

The CLIL lesson plans followed a systematical process based on the CLIL Pyramid where the 4Cs were considered to plan lessons and construct materials. This planning started with topic selection and finished with an examination of key content and language elements called the CLIL workout (Meyer, 2013). Consequently, the ERCA cycle model was adapted for efficient teaching and learning.

1. **Plan a CLIL lesson:** select the content. Introduce the teaching objectives (Content, Cognition, Communication, and Culture), learning outcomes, language objectives, and learning strategies to achieve the goals.
2. **Provide Multimodal input:** produce differentiated materials and activate language skills. Focuses on Experience and activates prior knowledge through an open dialogue or by asking some questions.
3. **Selected input:** determine the amount and type of scaffolding needed. Reflect on experience, analyze, and associate with concepts using different input and scaffolding materials.
4. **Designing tasks:** solo work, group work, etc. Trigger higher-order thinking skills and lead to interactive communication. Active experimentation of concrete actions of the acquired knowledge in real situations is developed.
5. **Output desire:** determine the amount and type of out-put scaffolding needed. Develop assignments with visual representation materials (posters, maps, graphic organizers, etc.).

Furthermore, before starting the experimentation, students were evaluated using the KET test (Pre-test) to diagnose their English-speaking skills. Then, they were taught the English language for 4 weeks applying the CLIL methodological strategies. The table below shows the outline of 4 lesson plans with 5 hours each in which the activities for this research project are described. Every lesson plan had a specific objective concerning speaking skills and the CLIL methodological strategies.

**Table 2.***Outline of the CLIL lesson plans*

LESSON PLAN	TOPIC	TEACHING OBJECTIVES	LEARNING OUTCOMES	LANGUAGE OBJECTIVE	LEARNING STRATEGIES	MATERIALS	TIME
1	Entertainment and arts	<p>A. Content: Local arts festival.</p> <p>B. Cognition: Identify the art events according to the pictures. Be able to organize the events in different future tenses.</p> <p>C. Communication: Present simple and Present continuous sentences to talk about the future. Vocabulary about entertainment. Entertainment collocation.</p> <p>D. Culture: Engage learners' interest in the arts and culture of your city.</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>•Express compound nouns and phrasal verbs in an oral and written way.</li> <li>•Use <i>be going to</i> and <i>will</i> to talk about future events in an oral and written way.</li> </ul>	<p>Vocabulary: Fundamental vocabulary regarding entertainment and art.</p> <p>Grammar: Present simple and continuous for future. Be going to and will for future.</p> <p>Skills: Reading, listening, speaking, and writing.</p>	<ul style="list-style-type: none"> <li>•Rich input</li> <li>•Scaffolding learning</li> <li>•Task-based learning</li> </ul>	<p>Teacher and student resource text. Nearpod presentation . Digital tools.</p>	5 hours

Source: own preparation

**Table 3.***Outline of the CLIL lesson plans*

LESSON PLAN	TOPIC	TEACHING OBJECTIVES	LEARNING OUTCOMES	LANGUAGE OBJECTIVE	LEARNING STRATEGIES	MATERIALS	TIME
2	Our planet	<p>A. Content: Saving our world</p> <p>B. Cognition: •Prioritize actions to prevent climate change. •Distinguish events and phenomena devastating our world and their effects. •Explain the activities to prevent devastation.</p> <p>C. Communication: Future expressions: •By the end of this year/decade/week.... / By the time.../ by 5 pm next week... •In a month's time... / In a few minutes... •Action verbs: reduce, recycle, reuse, preserve, etc. •Present simple and Present continuous sentences. •Future continuous/perfect sentences</p> <p>D. Culture: Act with respect and responsibility towards preserving the nature that surrounds us.</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>•Talk about future events in an oral and written way.</li> <li>•Talk about actions to plan, predict or arrange in the future.</li> </ul>	<p>Vocabulary: Acquire expressions related to future plans and intentions. Use of verbs to save or prevent environmental pollution. Grammar: Present simple and continuous for future. Future continuous / perfect statements. Skills: Reading, listening, speaking, and writing.</p>	<ul style="list-style-type: none"> <li>•Rich input</li> <li>•Scaffolding learning</li> <li>•Task-based learning</li> </ul>	<p>Teacher and student resource text. Nearpod presentation PowerPoint. Google docs.</p>	5 hours

Source: own preparation

**Table 4.***Outline of the CLIL lesson plans*

LESSON PLAN	TOPIC	TEACHING OBJECTIVES	LEARNING OUTCOMES	LANGUAGE OBJECTIVE	LEARNING STRATEGIES	MATERIALS	TIME
3	Prevention of COVID - 19	<p>A. Content: Biosecurity measures to prevent COVID – 19</p> <p>B. Cognition: •Outline the most important actions to prevent Covid-19 infection. •Rearrange the prevention steps with effective ones. •Be aware of health problems as a consequence of not looking after ourselves.</p> <p>C. Communication: •Phrasal verbs with down. •Collocations with get. •Compound nouns. •Future intentions, predictions, and planned actions.</p> <p>D. Culture: To be aware of the importance of taking precautions to stop the spread of Covid-19.</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>•Suggest people follow appropriate ways to prevent Covid-19 when coming back to school.</li> <li>•Express consequences and future actions to avoid the spread of Covid-19 in schools.</li> </ul>	<p>Vocabulary: Phrasal verbs with down and its meaning. Use of Collocations with get to talk about yourself. Grammar: Sentences with be going to and will for future plans. Present simple and continuous for future intentions. Future continuous / perfect statements for predictions. Skills: Reading, listening, speaking, and writing.</p>	<ul style="list-style-type: none"> <li>•Rich input</li> <li>•Scaffolding learning</li> <li>•Task-based learning</li> <li>•Flipped learning</li> </ul>	<p>Teacher and student resource text. PowerPoint. Google docs. Vocaroo Youtube Learningapp Mentimeter</p>	5 hours

Source: own preparation

**Table 5.**

*Outline of the CLIL lesson plans*

LESSON PLAN	TOPIC	TEACHING OBJECTIVES	LEARNING OUTCOMES	LANGUAGE OBJECTIVE	LEARNING STRATEGIES	MATERIALS	TIME
4	Tourism advertising in Ecuador	<p>A. Content: Local tourism in your community</p> <p>B. Cognition: •List the things a tourist does in your city or community. •Report the places to visit. •Boost local tourism and its cultural identity.</p> <p>C. Communication: •Entertainment vocabulary. •Art and cultural vocabulary. •Phrasal verbs with down. •Future plans and intentions.</p> <p>D. Culture: Interchange intercultural identity among students from other regions or cities.</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>•Express their inner thoughts and feelings in an oral and written way.</li> <li>•Plan and promote local tourism.</li> </ul>	<p>Vocabulary: Use of entertainment verbs with the corresponding expressions. Expressions with similar meanings to art and cultural words.</p> <p>Grammar: Sentences with be going to and will for the near and distant future. Present simple and continuous for future intentions. Future continuous / perfect statements for predictions.</p> <p>Skills: Reading, listening, speaking, and writing.</p>	<ul style="list-style-type: none"> <li>•Rich input</li> <li>•Scaffolding learning</li> <li>•Project-based learning.</li> </ul>	<p>Teacher and student resource text. PowerPoint. Vocaroo Youtube Learning app Padlet</p>	5 hours

Source: own preparation

The tables above show the content of the lesson plans and the implementation of CLIL methodological strategies for Partial 2 of the Quimestre 1 which are aligned to the Ecuadorian English Curriculum designed because of the Covid-19 pandemic emergency. Due to the objective of this research, the teaching and learning process was kept as the main point for speaking skills improvement. Similarly, the language skills such as reading, listening, and writing were considered a vehicle to acquire students speaking skills.

This research project had the goal to improve the students' speaking skills using five effective CLIL methodological strategies. Therefore, it was highly necessary to come up with four lesson plans (Annex 3) for the development of the English class sessions which were applied from January 3<sup>rd</sup>, 2022 to January 28<sup>th</sup>, 2022. In addition, students used some digital tools and interacted with each other and with the teacher. Thus, lesson plan No. 1 is shown below of how the English classes were developed by applying the proposed methodological strategies.

Table 6.

## CLIL lesson plan No. 1

<b>Lesson Title:</b>	<b>Entertainment and Art</b>		
<b>Teacher:</b>	Luis Iván Llumiquinga		
<b>Class:</b>	First Year of Bachillerato "A"		
<b>Quimestre:</b>	1 - Partial 2	<b>Week:</b>	1
<b>Date:</b>	Monday, January 3rd, 2022	<b>Time:</b>	5 hours
<b>Topic:</b>	Entertainment and Arts		
<b>Teaching objectives:</b>	<b>A. Content:</b> Local arts festival	<b>B. Cognition:</b> Identify the art events according to the pictures. Be able to organize the events in different future tenses.	
	<b>C. Communication:</b> Present simple and Present continuous sentences to talk about the future. Vocabulary about entertainment. Entertainment collocation.	<b>D. Culture:</b> Engage learners' interest in the arts and culture of your city.	
<b>Learning outcomes:</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Express compound nouns and phrasal verbs in an oral and written way.</li> <li>Use <i>be going to</i> and <i>will</i> to talk about future events in an oral and written way.</li> </ul>		
<b>Language objective:</b>	<b>Vocabulary:</b> Fundamental vocabulary regarding entertainment and art. <b>Grammar:</b> Present simple and continuous for the future. Be going to and will for future. <b>Skills:</b> Reading, listening, speaking, and writing.		
<b>Learning strategies:</b>	<ul style="list-style-type: none"> <li>Rich input</li> <li>Scaffolding learning</li> <li>Task-based learning</li> </ul>		
<b>Materials:</b>	Teacher and student resource text. Nearpod presentation. Digital tools.		

<b>Warm-up:</b>	Two lies one true Simon says
<b>Phase</b>	<b>Procedure</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Boost student's previous knowledge through an open dialogue.</li> <li>• Ask some questions: <ul style="list-style-type: none"> <li>• How many times have you been to an arts festival?</li> <li>• What kind of events have you seen there?</li> <li>• What event did you like best?</li> <li>• What did you like best about the events?</li> </ul> </li> <li>• Ask students to match the correct words to make a compound noun.</li> <li>• Identify types of compound nouns.</li> </ul>
<b>Abstract Reflection</b>	<ul style="list-style-type: none"> <li>• What kind of art festival do you see in your city? (Jazz concert, an exhibition of paintings, plays, stand-up comedy, etc.)</li> <li>• Explain the activities developed in the arts festival.</li> <li>• Tell any special experience about the art festival.</li> <li>• According to your experience, decide what is the best event?</li> <li>• What event will be shown the next week/weekend?</li> <li>• Identify the compound nouns regarding entertainment and art.</li> <li>• Classify the compound nouns according to the topics provided.</li> </ul>

<b>Conceptualization</b>	<ul style="list-style-type: none"> <li>• Explain how the compound nouns are made.</li> <li>• Three types of compound nouns (one word, two words, and hyphenated word)</li> <li>• Present simple and continuous talk about plans and intentions.</li> <li>• Use of <i>going to</i> for planned actions, prediction based on current evidence.</li> <li>• <i>will</i> for predictions, assumptions, offers, promises, and requests.</li> </ul>
<b>Active Experimentation</b>	<ul style="list-style-type: none"> <li>• Work in pairs.</li> <li>• Read the questions, discuss each question and answer them in an oral and written way.</li> <li>• Choose one of the following topics and discuss whether you agree or disagree. Why? / Why not?</li> <li>• Identify the function of future tenses in context.</li> <li>• In groups, read some questions about future plans, and discuss and answer them in an oral and written way.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Oral presentation about your creative talents and imagine your plans for the future.</li> <li>• A mind map about plans and predictions.</li> <li>• Oral presentation about your dreams for the future.</li> </ul>

Source: own preparation

The above lesson plan was applied at the beginning of Partial Two of Quimestre I, from 3rd to 7th January 2022 in a period of five hours, in accordance with the high school timetable. Students acquainted themselves with CLIL methodological strategies and performed their active learning all the time. Since students are teenagers, their names are replaced with numbers from one to twenty-eight during this research project to protect their identities.

Additionally, the CLIL content was implemented and experimented for one month through the Kolb's four stages of the learning cycle at the Armed Forces High School "Abdón Calderón". The teaching-learning process of the class had emphasis in the CLIL content and strategies through the four stages: Experience, Reflection, Conceptualization, and Active Experimentation.

The topic of the first lesson plan is "Entertainment and Arts". The Teaching objectives followed the 4Cs framework as Content: local arts festival, Cognition: enable students to identify the art events according to the pictures and be able to organize the events in different future tenses, Communication: students use present simple and continuous sentences to talk about the future and use vocabulary about entertainment, and Culture to engage learners' interest in the arts and culture of your city.

Likewise, the learning objectives of this lesson were that students at the end of the lesson were able to express entertainment preferences using compound nouns and phrasal verbs appropriately, and use *be going to* and *will*; to plan future art events in an oral and written way. Subsequently, the language objectives were the use of fundamental vocabulary regarding entertainment and art, grammar in context with present simple and continuous, *be going to* and *will* for future. It is worth emphasizing here in this lesson plan the CLIL strategies proposed as innovative methodological strategies such as Rich Input, Scaffolding learning, and Tasked-based learning. Teacher and student resource books, Nearpod online presentations, and other digital tools were used in this class which motivated speaking participation.

To start the teaching-learning cycle, warm-up activities were applied to activate students learning. Thus, in the first step, the teacher introduced several pictures and questions to activate students' previous knowledge about local entertainment and art events they have been to. In the second step, a lot of multimodal input was introduced to the class, and students were involved in a short speaking discussion about local art events to reflect on and associate them with their own experiences. In the third step, students' ideas are systematized through a sequence diagram input and questions in

which they give opinions and ideas in an oral way. After that, the information, concepts, and theories are shared by the teacher through several visual aids and scaffolding support which constitute the expected knowledge students must acquire.

Finally, in the last step, students carry out concrete actions and practical usage of the acquired knowledge to produce authentic oral communication. They performed their speaking skills greatly supported by listening, reading, and writing skills as well. The students developed task-based learning activities based on authentic input and scaffolding information. The teacher gave guidelines and divided students into groups in Zoom break-out rooms to develop the tasks. While students were working in different task stages, the teacher monitored students learning and provided scaffolding. An oral and written report accompanied by a digital presentation is performed by students to the class. Regarding content and language, students used different expressions to perform their opinions, suggestions, agreement, disagreement, and predictions in an oral and written way.

This experimental proposal shows that the CLIL approach and its strategies can improve English speaking skills. These strategies developed content knowledge, oral communication, cultural awareness, critical thinking, and linguistic skills in a significant way. Hence, students can be able to use the English language orally and interact with each other inside and outside the classroom in a real situation and natural way.

## CHAPTER III. ANALYSIS OF THE RESULTS

### 3.1 Analysis of results

The results gotten from the Pre-test and Post-test in the control and experimental groups were examined in detail to determine whether the CLIL strategies improved the English-speaking skills in students from the first year of bachillerato at “Abdón Calderón” Armed Forces High School (see annex 4 and 5). The speaking criteria taken into consideration were grammar, vocabulary, pronunciation, and Interactive Communication.

In this sense, students in the control group attended regular classes based on traditional teaching strategies, meanwhile students in the experimental group were taught through the CLIL methodological strategies. An analysis of each criterion of the speaking skills was made, based on the results obtained from the assessments taken with the Cambridge Speaking component of the KET test. The scores processed under statistical measures showed the students' performance and allowed to compare and contrast the extent to which they improved their speaking skills through the CLIL strategies. Consequently, the Mean was calculated by using the following formula:

$$\bar{X} = \frac{\sum X}{n}$$

$\bar{X}$ = sample mean

$\sum X$  = sum of all data values

n= number of items in the sample

The mean scores of the Pre-test and Post-test from the control group and experimental group are shown under the Grammar, Vocabulary, Pronunciation, and Interactive communication criteria with their percentage values individually. Moreover, the overall mean scores obtained from the control group and experimental group were calculated

by adding the means of the four speaking skills criteria. Table 4 illustrates a summary of the data obtained in the pre-test and post-test from the control and experimental group:

**Table 7.**

*Mean obtained and its representation in percentage on the pre-test and post-test.*

Speaking skills								
Criterion	Control group				Experimental group			
	Pre-test		Post-test		Pre-test		Post-test	
	mean	%	mean	%	mean	%	mean	%
Grammar	5.43	54.30	6.00	60	5.76	57.60	7.10	71
Vocabulary	5.57	55.70	6.00	60	6.10	61	7.19	71.90
Pronunciation	5.82	58.20	6.39	63.90	6.10	61	7.29	72.90
Interactive Communication	5.61	56.10	5.96	59.60	5.95	59.50	7.52	75.20
Overall results	22.43	56.08	24.36	60.90	23.90	59.75	29.10	72.75

Source: own preparation

The data collected by means of the Pre-tests and Post-tests applied to the control and experimental group of students were carefully processed and made an individual analysis of each Speaking skills criterion. The results are represented in graphics to ease the interpretation of them.

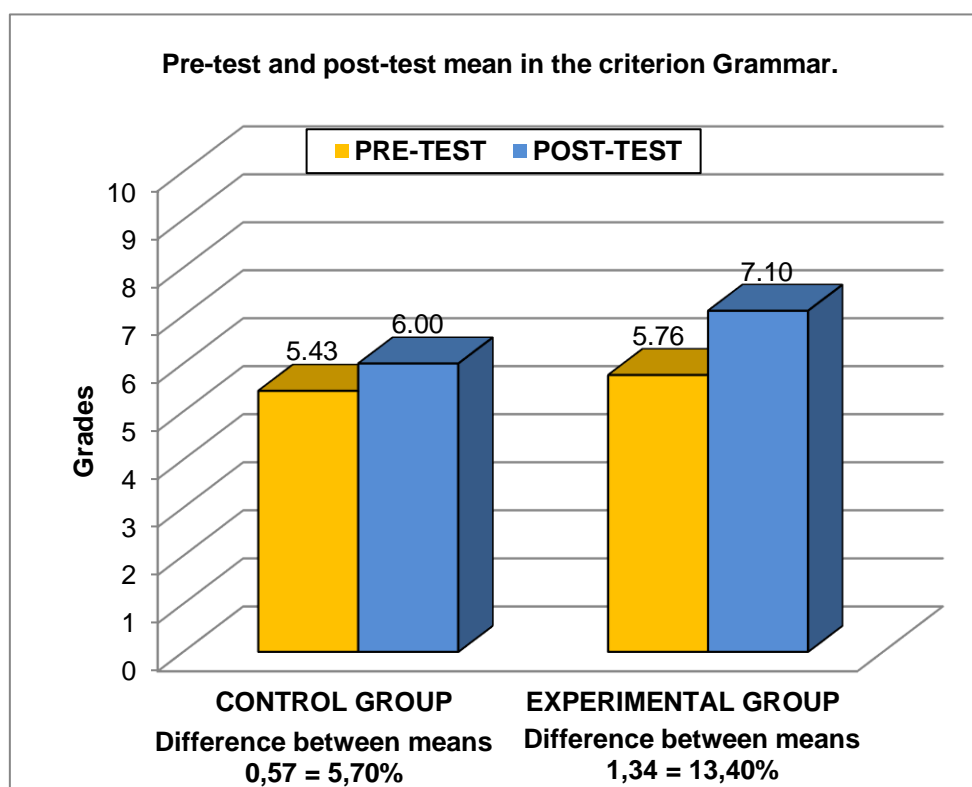
### Grammar

This criterion was graded out of 10. Graph 1 below illustrates the mean score obtained from the pre-test given to the control group with a value of 5,43, and from the post-test, the mean was 6,00. So, the difference between mean scores was 0,57 (5,70%). On the other hand, the mean score obtained from the pre-test given to the experimental group

was 5,76, and from the post-test, the mean was 7,10. By these means, the difference between mean scores was 1,34 (13,40%). Therefore, the results from the experimental group were positively higher, which showed a better value of the difference in the mean than the control group regarding the performance of simple grammatical forms.

### Graph 1.

*Pre-posttest mean in the criterion Grammar*



Source: own preparation

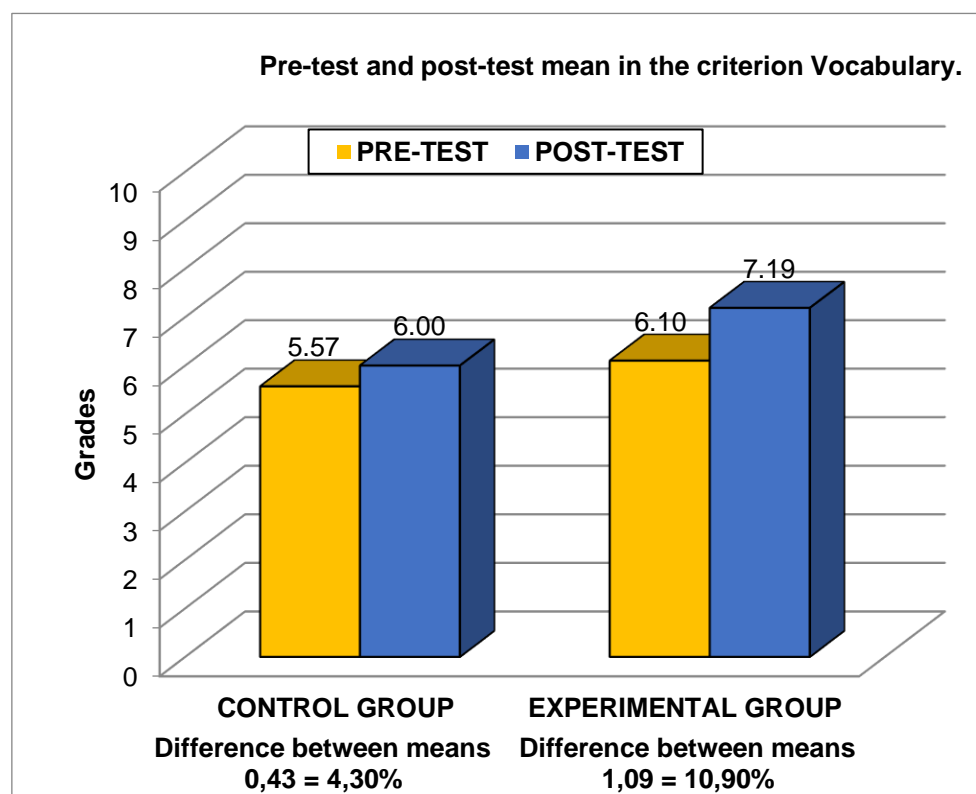
### Vocabulary

This criterion was also graded out of 10. Graph 2 below illustrates the mean score obtained from the pre-test in the control group with a value of 5,57, and from the post-test with a value of 6,00. The difference between mean scores was 0,43 (4,30%). Furthermore, the mean score obtained from the pre-test given to the experimental group was 6,10, and from the post-test, the mean was 7,19. The difference between

mean scores was 1,09 (10,90%). By these means, the results from the experimental group were positively higher again than the mean of the control group. Evidently, the experimental group showed a better value of the difference in the mean since students were exposed to use a variety of appropriate vocabulary when talking about everyday situations based on the CLIL strategies.

## Graph 2.

*Pre-posttest mean in the criterion Vocabulary*



Source: own preparation

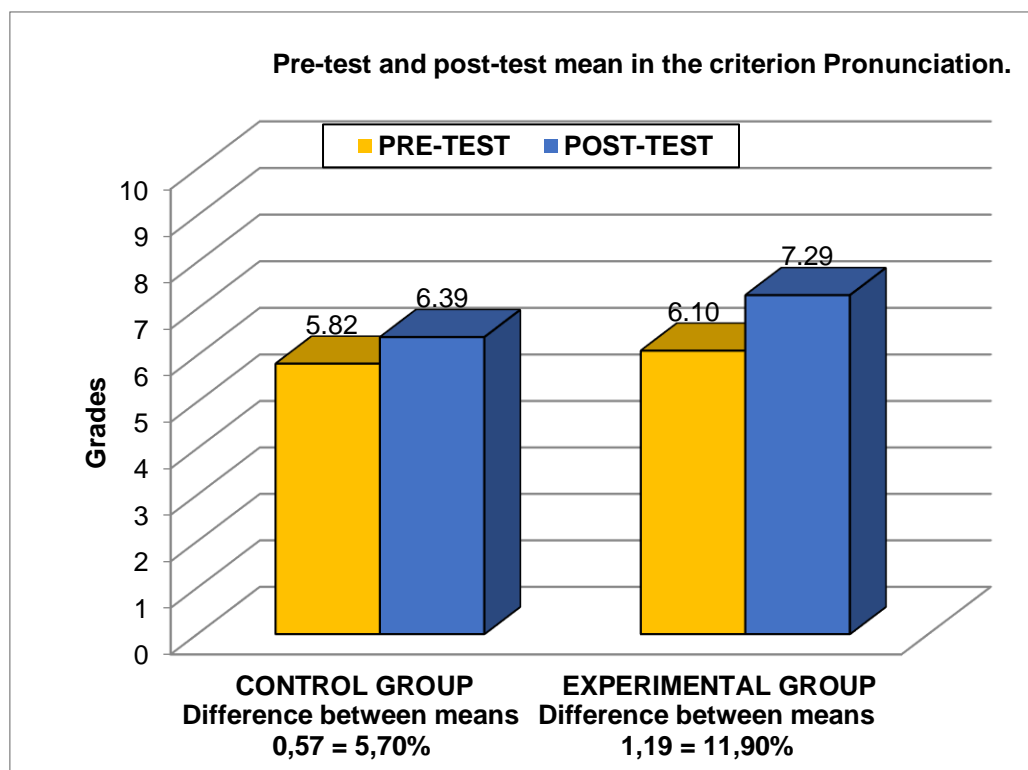
## Pronunciation

This criterion was graded out of 10 again. Graph 3 below depicts that the mean score from the pre-test in the control group had a value of 5,82, and from the post-test had a

value of 6,39. The difference between mean scores was 0,57 (5,70%). In the meantime, students from the experimental group obtained a mean value of 6,10 on the pre-test and a mean value of 7,29 on the post-test. The difference between mean scores was 1,19 (11,90%). Hence, pronunciation skill in the experimental group showed a better value of the difference than in the control group. It reflects that the students' pronunciation was clearer and the meaning mostly intelligible due to the implementation of CLIL strategies which engaged students to practice words, phrases and sentences inside and outside of the class constantly.

### Graph 3.

*Pre-posttest mean in the criterion Pronunciation*



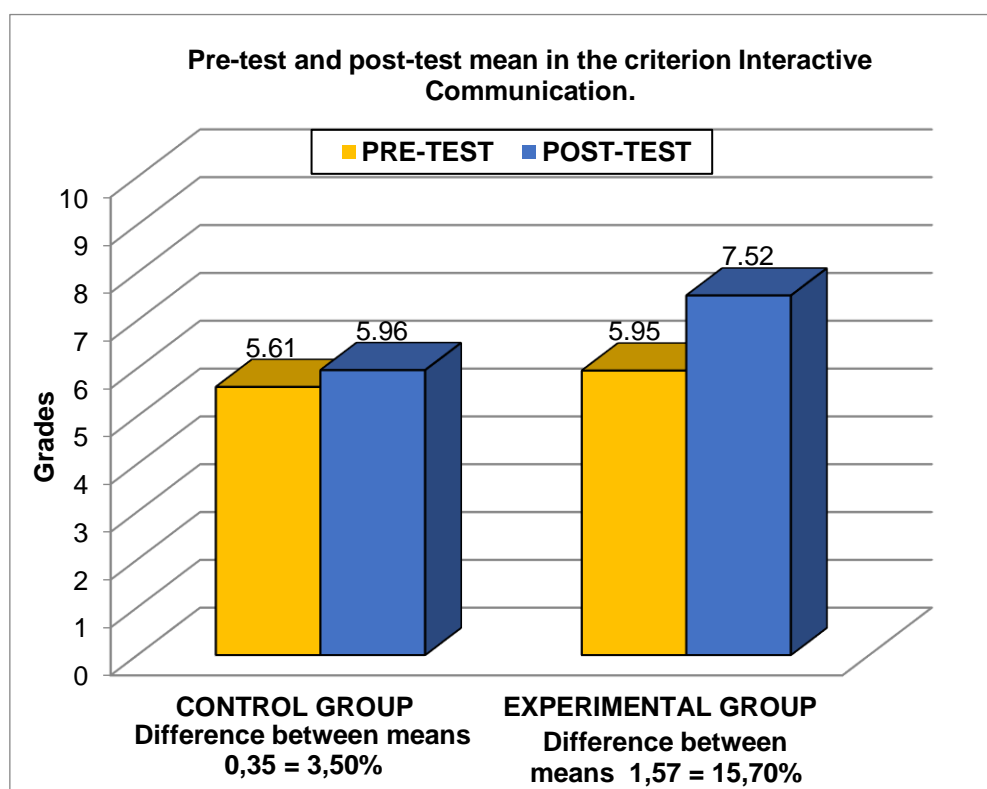
Source: own preparation

## Interactive communication

This criterion was graded out of 10 as well as the previous criteria. Graph 4 below demonstrates that the mean score from the pre-test in the control group had a value of 5,61, and from the post-test had a value of 5,96. The difference between mean scores was slight at 0,35 (3,50%). Likewise, students from the experimental group got a value of 5,95 on the pre-test, and from the post-test had a value of 7,52. The difference between mean scores was significant at 1,57 (15,70%). Consequently, the experimental group achieved a significant difference due to the implementation of CLIL strategies in which students were exposed to tackle permanent interactive communication through dialogues and discussions in a natural way.

### Graph 4.

*Pre-posttest mean in the criterion Interactive Communication*



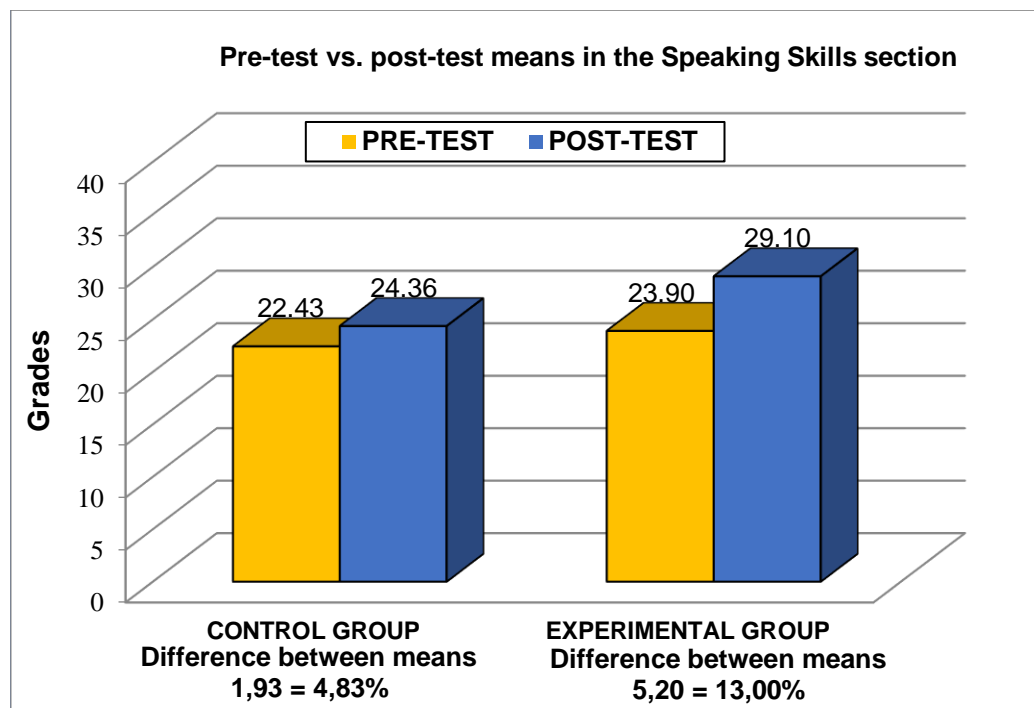
Source: own preparation

### **Overall speaking skill results of the KET speaking test**

Lastly, the overall results of the A2 KET Speaking section test were graded out of 40 points. The annex 6 outlines data and graph 5 below represents the pre-test and post-test values obtained from the student's academic performance of the control group and experimental group. Students in the control group obtained a mean value of 22.43 on the pre-test and a mean value of 24.36 on the post-test. The difference in the mean value is very slight at 1.93 which means that students made progress of 4.83%. Meanwhile, students in the experimental group obtained a mean value of 23.90 on the pre-test and a mean value of 29.10 on the post-test. The experimental group differs significantly in the mean at 5.20 from the pre-test to the post-test which implies that students showed progress of 13%. Considering all these facts, the implementation of CLIL strategies for students from the experimental group, allowed them to improve their speaking skills meaningfully. During the experiment, students learned grammar and vocabulary explicitly and inductively through rich input and scaffolding strategies, pronunciation through the practice of words and utterances constantly, and kept active in communication through dialogues with their peers and social interactions in a natural way.

## Graph 5.

*Pre vs. Posttest means in the speaking skills*



Source: own preparation

### 3.2 Hypothesis verification

A control group of 28 students and an experimental group of 21 students from the “Abdón Calderón” Armed Forces High School were involved to determine whether the CLIL methodological strategies improved English Speaking skills or not. The results were gathered after the A2 Speaking section of the KET test has been applied to the control and experimental group. In this sense, a statistical procedure was developed to verify the acceptance of the alternative hypothesis and the rejection of the null hypothesis. The paired Student t-test was applied to compare and contrast the results obtained in the pre-test and post-test in both groups.

**Null Hypothesis H0:**

CLIL methodological strategies do not improve the English-speaking skills of A2 level students from the first year of bachillerato, Room "A" at "Abdón Calderón" Armed Forces High School, in the school year 2021-2022.

**Alternative Hypothesis H1:**

CLIL methodological strategies do improve the English-speaking skills of A2 level students from the first year of bachillerato, Room "A" at "Abdón Calderón" Armed Forces High School, in the school year 2021-2022.

**Variables**

**Independent variable:** CLIL strategies

**Dependent variable:** Speaking skills improvement.

**Statistical studies**

The statistical studies are focused on comparing and contrasting the values gotten from the Pre-test and Post-test applications.

The Paired Sample Student t-test is a method that allows researchers to know how significant the differences in results of the pre-test and post-test can be between the control and experimental group. It is used to compare the means of the pre-test and post-test scores taken from a single population before and after the experimental intervention.

To begin with, the mathematical representation of the paired sample Student t-test is illustrated below:

**H<sub>0</sub>:**  $\mu_2 \leq \mu_1$  Null Hypothesis (sample mean in the post-test is less than or equal to the sample mean in the pre-test)

**H<sub>1</sub>:**  $\mu_2 > \mu_1$  Alternative Hypothesis (sample mean in the post-test is more than the sample mean in the pre-test)

$\mu_1$  = sample mean in the pre-test.

$\mu_2$  = sample mean in the post-test.

Since the mean results in the post-test are higher than the mean in the pre-test in the experimental group, a single-tailed Student t-test is applied to show that the CLIL strategies were effective to improve the Speaking skills of students. The following formula is portrayed to calculate the Student t-test value:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

$t$  = Student t-test from the data.

$\bar{x}_d$  = differences average in the sample.

$S_d$  = standard deviation of the differences.

$n$  = pre-test and post-test number of items in the sample (28 and 21 items for the control and experimental group, correspondingly).

Regarding to the acceptance and rejection of the hypothesis, the results of the single-tailed test are placed on the right side of the critical t-value, so that the statistic t-value is higher than the critical t-value. It means that the null hypothesis must be rejected, and the alternative hypothesis accepted.

Furthermore, the critical t-value is gathered under the level of significance and degrees of freedom criteria. The statistical symbol of the level of significance is:  $\alpha$ . So, the value of the significance level to test the hypothesis is  $\alpha = 0.05$  which corresponds to 5%, and

the formula to acquire the degrees of freedom is  $df=n-1$ .

So,  $n$  = pre-test and post-test number of items (28 and 21 items in the control and experimental groups, correspondingly).

**df** = degrees of freedom.

Control group:

$$\mathbf{df} = 28 - 1$$

$$\mathbf{df} = 27$$

Experimental group:

$$\mathbf{df} = 21 - 1$$

$$\mathbf{df} = 20$$

### **Student t-test analysis**

The data collected from the pre-test and post-test of the control and experimental group is shown in Annex 6 with their descriptive statistical report, such values are laid out in table 8 with the paired sample statistics results which contain the Number of data, Mean, Standard Deviation, and Standard Error of the Mean.

**Table 8.***Descriptive statistical results*

Paired Sample Descriptive Statistics					
		N	Mean $\bar{x}_d$	Standard Deviation $S_d$	Standard Error of the Mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	28	22.43	3.75	0.7086
	Post-test Total	28	24.36	3.39	0.6406
	Differences (Post-Pre)	28	1.93	1.27	0.2400
Experimental group	Pre-test Total	21	23.90	3.46	0.7550
	Post-test Total	21	29.10	2.86	0.6241
	Differences (Post-Pre)	21	5.20	2.27	0.4953

Source: own preparation

The statistical data from the above table is taken to calculate the statistics t-value between the pre-test and post-test results by applying a paired sample Student t-test as follows:

**Table 9.***Statistics t-test results*

Statistics t-value		
	$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$	<b>t=</b>
<b>Control Group</b>	$t = \frac{1.93}{\frac{1.27}{\sqrt{28}}}$	8.0414
<b>Experimental Group</b>	$t = \frac{5.20}{\frac{2.27}{\sqrt{21}}}$	10.4975

Source: own preparation

Likewise, based on the control and experimental group data, it is important to show the critical t-value results obtained from the degrees of freedom and the significance level calculation by means of which the hypothesis testing is done, as illustrated below:

**Table 10.***Critical values*

Critical t-value			
	Degrees of freedom $df=(n-1)$	Level of significance $\alpha$	Critical t-value (single tail) $t (1-\alpha). (n-1) =$
<b>Control Group</b>	27	0.05	1.7033
<b>Experimental Group</b>	20	0.05	1.7247

Source: own preparation

Briefly, the paired sample Student-t test data was analyzed and summarized to prove the hypothesis statistically. Table 11 details these statistical results:

**Table 11.***Paired Sample Student t-test analysis*

Paired Sample Student t-test results					
Group	Mean of the differences Measure 2 (post-test)-Measure 1 (pre-test)	Critical t-value	Statistics t-value	Degrees of freedom	Unilateral Significance p-value ( $T \leq t$ )
Control	1.93	1.7033	8.0414	27	0.0000000060900
Experimental	5.20	1.7247	10.4975	20	0.0000000069489

Source: own preparation

The above table demonstrates that the statistics t-value results of the control and experimental group differ from the critical t-value results greatly. It is meant that focusing on experimental group results, the statistic t-value of 10.4975 is higher than the critical t-value of 1.7247. In a similar vein, the unilateral significance level for the experimental group p-value is equal to 0.0000000069489, which is lower than  $\alpha = 0.05$  (5%) with 20 degrees of freedom. For that reason, the null hypothesis is rejected because it is located to the right of the t-value of the table, and the alternative hypothesis is accepted since the results of the pre-test are lower before the application of the CLIL methodological strategies than the results of the post-test are higher after the intervention period with the experimental group. That is to say, the mean difference between the post-test and the pre-test grades for the experimental group was significant.

Given the above, the mean difference between the post-test and the pre-test grades for the experimental group showed a very significant value. It means that the application of CLIL methodological strategies did improve the English-speaking skills of A2 level

students from the first year of bachillerato, Room "A" at "Abdón Calderón" Armed Forces High School, in the school year 2021-2022.

Then, the research was deemed suitable for the two groups of study as they started under similar conditions, meanwhile, the success of the experimental group was due to the implementation of CLIL strategies that allowed students to improve their speaking skills.

## CONCLUSIONS

- It is concluded that Content and Language Integrated Learning strategies contributed to the learning of English-speaking skills positively in the A2 level students from the first year of bachillerato, Room “A” at “Abdón Calderón” Armed Forces High School. In this sense, the theory and test findings disproved the established null hypothesis and demonstrated that students improved their English language skills.
- Before the intervention phase, students in the control and experimental groups were administered the A2 KET Speaking section test, who showed low academic performance in grammar, vocabulary, pronunciation, and interactive communication criteria. The Mean value obtained of the pre-test from the students in the control group was 22.43. Meanwhile, the Mean value obtained of the pre-test from the students in the experimental group was 23.90. These results indicated that both groups were in almost similar knowledge conditions before the experimental stage.
- Comparing and contrasting analysis of the post-tests were carried out, after the students of the experimental group have attended to English classes through the CLIL methodological strategies, while the control group have attended to English classes based on traditional teaching methodologies. In this regard, students in the control group obtained a mean value of 24.36 on the post-test, and students in the experimental group obtained a mean value of 29.10 on the post-test. The results of the experimental group differed significantly in the mean at 5.20 from the pre-test to the post-test between control and experimental groups which implies that CLIL strategies contributed to the improvement of English-speaking skills greatly.

## RECOMMENDATIONS

- The Content and Language Integrated Learning (CLIL) strategies improved students speaking skills significantly. That is why, it is recommended teachers to use the applied CLIL strategies to develop students speaking skills and proficiency as this can join the learning of English language with cognitive, linguistic, and even cultural aspects of the learners.
- Based on the results obtained, it is palpable that the use of CLIL strategies helped students to reinforce the oral communication skills through activities focused on content and language under the grammar, vocabulary, pronunciation, and interactive communication criteria. Therefore, it is suggested to teach other subjects under the CLIL approach and incorporate topics aligned to the content of the subjects in which students get engage in learning English language and content meaningfully.
- Regarding the design of lesson plans for the CLIL strategies, different topics, activities, and objectives were introduced to the class where students supported by digital tools were exposed to speaking tasks such as oral presentation, group discussions, debates and peer interaction who developed the 4 Cs framework within oral production context effectively. Consequently, it is suggested that teachers implement the CLIL teaching-learning strategies on the English Curriculum planning which on the one hand, benefit teachers to innovate new teaching skills and on the other hand, become students active, confident, free when expressing their ideas and motivated to acquire the English language and the content of a subject at the same time.

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## ANNEXES

### ANNEX 1. Key English Test Speaking Part

#### A2 SPEAKING TEST

##### Pre-test

##### TEST 1: Eating

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: How old are you?

To Candidate B: and How old are you?

##### **Back-up prompts**

To candidate: **B**, do you work or are you a student?

Where do you come from?

Where do you live?

Thank you.

Do you work? Do you study? Are you a student?

Are you from (Spain, etc.)?

Do you live in ... (name of district / town etc.)?

To candidate: **A**, do you work or are you a student?

Where do you come from?

Where do you live?

Thank you.

Do you work? Do you study? Are you a student?

Are you from (Spain, etc.)?

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**, 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 favorite room in the house?

**Extended response**

Now, **B**, 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 the weekend?

**Back-up prompts**

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?

Do you watch TV in the kitchen?

Is your bedroom your favorite room?

**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?

**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 the **Task** 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 onto the following questions.

**Interlocutor / Candidates:** Do you think .....

Use **as** appropriate.

Ask each candidate at least one question

- ..... 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 the 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.

## ANNEX 2. Rubric to assess speaking skills

### RUBRIC TO ASSESS SPEAKING SKILLS

Pre-test /Post-test

Assessment scale

Student name:	Room:	Date:
---------------	-------	-------

A2	1-2	3-4	5-6	7-8	9-10	Total
<b>GRAMMAR</b> Syntax	Excessive grammatical errors; little or no word order.	Very frequent errors; shows only limited control of a few grammatical forms.	Frequent errors; often maintains control of simple grammatical forms.	Minor errors; shows sufficient control of simple grammatical forms.	None or almost no errors; shows a high degree of simple grammatical forms.	
<b>VOCABULARY</b> Range of words	Extremely hesitant; too limited or no variety of vocabulary.	Very hesitant; uses a very limited vocabulary of isolated words and phrases.	Hesitant; uses limited vocabulary to talk about everyday situations.	Minor hesitation; uses appropriate vocabulary to talk about everyday situations.	Speaks without hesitation; uses a variety of appropriate vocabulary when talking about everyday situations.	
<b>PRONUNCIATION</b> Production of words (stress, rhythm, and intonation)	Lots of errors; unclear intonation which make speech almost unintelligible.	Very frequent errors; often very unintelligible.	Frequent errors; often unintelligible.	Generally clear; reasonable control of stress and intonation.	Very clear; stress and intonation make meaning mostly intelligible.	
<b>INTERACTIVE COMMUNICATION</b> Simple information exchange	Unable to maintain simple exchanges; fails to interact with a partner.	Has difficulty maintaining simple exchanges; poor interaction with a partner.	Maintains simple exchanges, despite some troubles frequently; acceptable interaction with a partner.	Maintain simple exchanges; despite troubles rarely; good interact with a partner.	Maintains simple exchanges appropriately; very good interaction with a partner.	
<b>Overall score</b>						/40

## ANNEX 3. CLIL Lesson Plans

### Lesson Plan No. 2

<b>Lesson Title:</b>	<b>Entertainment and Art</b>		
<b>Teacher:</b>	Luis Iván Llumiquirega		
<b>Class:</b>	First Year of Bachillerato "A"		
<b>Quimestre:</b>	1 - Partial 2	<b>Week:</b>	2
<b>Date:</b>	Monday, January 10th, 2022	<b>Time:</b>	5 hours
<b>Topic:</b>	Our planet		
<b>Teaching objectives:</b>	<b>A. Content:</b> Saving our world	<b>B. Cognition:</b> <ul style="list-style-type: none"> <li>• Prioritize actions to prevent climate change.</li> <li>• Distinguish events and phenomena devastating our world and their effects.</li> <li>• Explain the activities to prevent devastation.</li> </ul>	
	<b>C. Communication:</b> Future expressions: <ul style="list-style-type: none"> <li>• By the end of this year/decade/week.... / By the time.../ by 5 pm next week...</li> <li>• In a month's time... / In a few minutes...</li> <li>• Action verbs: reduce, recycle, reuse, preserve, etc.</li> <li>• Present simple and Present continuous sentences.</li> <li>• Future continuous/perfect sentences</li> </ul>	<b>D. Culture:</b> Act with respect and responsibility towards preserving the nature that surrounds us.	
<b>Learning outcomes:</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>• Talk about future events in an oral and written way.</li> <li>• Talk about actions to plan, predict or arrange in the future.</li> </ul>		
<b>Language objective:</b>	<b>Vocabulary:</b> Acquire expressions related to future plans and intentions. Use of verbs to save or prevent environmental pollution. <b>Grammar:</b> Present simple and continuous for future. Future continuous / perfect statements.		

	<b>Skills:</b> Reading, listening, speaking, and writing.
<b>Learning strategies:</b>	<ul style="list-style-type: none"> <li>• Rich input</li> <li>• Scaffolding learning</li> <li>• Task-based learning</li> </ul>
<b>Materials:</b>	Teacher and student resource text. Nearpod presentation. PowerPoint. Google docs.
<b>Warm-up:</b>	Jeopardy game Brainstorming through Mentimeter
<b>Phase</b>	<b>Procedure</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Boost students' previous knowledge through an open dialogue.</li> <li>• Ask some questions: <ul style="list-style-type: none"> <li>• What are you going to do this summer?</li> <li>• What will you do next year?</li> <li>• Why will you ..... Next year?</li> <li>• What are you doing over the weekend?</li> </ul> </li> </ul>
<b>Abstract Reflection</b>	<ul style="list-style-type: none"> <li>• What do you do to prevent pollution?</li> <li>• Do you think people are saving the environment?</li> <li>• Do you think climate change is destroying our world?</li> <li>• What natural phenomena destroy our planet?</li> <li>• List the things you do to save our planet.</li> <li>• Identify the correct future expressions.</li> <li>• Explain the things you will do to preserve our world.</li> </ul>

<p><b>Conceptualization</b></p>	<ul style="list-style-type: none"> <li>• Fixed programmed or timed table events for the future actions to save our planet. (Present Simple tense)</li> <li>• Fixed future plans and arrangements to prevent climate change. (Present Continuous)</li> <li>• Actions in progress, events expected to happen, and assumptions people might be still doing to prevent climate change. (Future Continuous)</li> <li>• Actions to save our planet that will be completed before a particular time in the future. (Future Perfect)</li> <li>• Explain how the future expressions can be used in sentences.</li> </ul>
<p>Active Experimentation</p>	<ul style="list-style-type: none"> <li>• Group work. Read the text and discuss what things you will do to prevent climate change. (Write one programmed event, an arrangement, and action before a particular time you will do to save our planet.</li> <li>• Class activity. Group work. Directions: <ul style="list-style-type: none"> <li>• Read the text about “Save our planet” and develop the task. (10 minutes)</li> <li>• Present your task in an oral way accompanied by a PowerPoint presentation.</li> <li>• Each student will take about 1 minute.</li> <li>• Try not to read.</li> <li>• Student’s opinion.</li> </ul> </li> </ul>
<p>Homework</p>	<p>Create a mind map with actions you will do in your community to save our world. Then, record a video and explain it orally.</p>

## Lesson Plan No. 3

<b>Lesson Title:</b>	<b>Life and style</b>		
<b>Teacher:</b>	Luis Iván Llumiquinga		
<b>Class:</b>	First Year of Bachillerato "A"		
<b>Quimestre:</b>	1 - Partial 2	<b>Week:</b>	3
<b>Date:</b>	Monday, January 17th, 2022	<b>Time:</b>	5 hours
<b>Topic:</b>	Prevention of COVID – 19		
<b>Teaching objectives:</b>	<b>A. Content:</b> Biosecurity measures to prevent COVID - 19	<b>B. Cognition:</b> <ul style="list-style-type: none"> <li>Outline the most important actions to prevent Covid-19 infection.</li> <li>Rearrange the prevention steps with effective ones.</li> <li>Be aware of health problems as a consequence of not looking after ourselves.</li> </ul>	
	<b>C. Communication:</b> <ul style="list-style-type: none"> <li>Phrasal verbs with <b>down</b>.</li> <li>Collocations with <b>get</b>.</li> <li>Compound nouns.</li> <li>Future intentions, predictions, and planned actions.</li> </ul>	<b>D. Culture:</b> To be aware of the importance of taking precautions to stop the spread of Covid-19.	
<b>Learning outcomes:</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Suggest people follow appropriate ways to prevent Covid-19 when coming back to school.</li> <li>Express consequences and future actions to avoid the spread of Covid-19 in schools.</li> </ul>		
<b>Language objective:</b>	<b>Vocabulary:</b> Phrasal verbs with <b>down</b> and its meaning. Use of Collocations with <b>get</b> to talk about yourself. <b>Grammar:</b> Sentences with <i>be going to</i> and <i>will</i> for future plans. Present simple and continuous for future intentions. Future continuous / perfect statements for predictions. <b>Skills:</b>		

	Reading, listening, speaking, and writing.
<b>Learning strategies:</b>	<ul style="list-style-type: none"> <li>• Rich input</li> <li>• Scaffolding learning</li> <li>• Task-based learning</li> <li>• Flipped learning</li> </ul>
<b>Materials:</b>	<p>Teacher and student resource text.</p> <p>PowerPoint.</p> <p>Google docs.</p> <p>Vocaroo.com</p> <p>Youtube.com</p> <p>Learningapp.org</p> <p>Mentimeter.com</p>
<b>Warm-up:</b>	<p>Learningapps activity</p> <p>Brainstorming through Mentimeter</p>
<b>Phase</b>	<b>Procedure</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Boost student's previous knowledge through an open dialogue.</li> <li>• Ask some questions: <ul style="list-style-type: none"> <li>• How much time will you have worn the face mask by the end of this week?</li> <li>• Watch a video to emphasize the importance of wearing a mask and washing hands to prevent Covid-19.</li> <li>• Which biosecurity measure will you continue applying?</li> <li>• Which biosecurity measure do you use most every day?</li> </ul> </li> </ul>
<b>Abstract Reflection</b>	<ul style="list-style-type: none"> <li>• Turn the classroom into a hospital emergency room.</li> <li>• Set the stages to sanitize external parts of our body (hands, shoes, etc.)</li> <li>• Label the stages of sanitation.</li> <li>• Tell how to sanitize in each stage.</li> <li>• What do you want to know in each stage?</li> </ul>

<p><b>Conceptualization</b></p>	<ul style="list-style-type: none"> <li>• Future plans to overcome negative effects of Covid-19. (be going to and will)</li> <li>• Intentions to improve biosecurity care when coming back to school.</li> <li>• Predict future effects because of the vaccine against Covid-19.</li> <li>• Describe and match phrasal verbs with the corresponding meaning and use.</li> <li>• Explain the use of collocations with <i>get</i> to talk about self-esteem.</li> </ul>
<p><b>Active Experimentation</b></p>	<ul style="list-style-type: none"> <li>• Group work. Directions: Discussion <ul style="list-style-type: none"> <li>• Get into groups of 5 students.</li> <li>• Discuss How to prevent Covid-19 when you come back to school.</li> <li>• Present your opinion or suggestion in an oral way.</li> <li>• Record your voice giving your opinion/suggestion. (vocaroo.com)</li> <li>• Send the link to the Zoom chat room.</li> <li>• Try not to read.</li> <li>• Student's opinion.</li> </ul> </li> </ul>
<p><b>Homework</b></p>	<p>DIRECTIONS:</p> <ul style="list-style-type: none"> <li>• Watch the video at home about Vocabulary entertainment and understand this content.</li> <li>• The content of this video is about the vocabulary practice you have to complete in your workbook. (pages 100 and 101)</li> <li>• Do this last slide about Language development: so</li> <li>• We will reflect on the content of this video.</li> <li>• We will examine the activities of your workbook on pages 100 and 101 in tomorrow's class.</li> </ul>

## Lesson Plan No. 4

<b>Lesson Title:</b>	<b>Entertainment and Art</b>		
<b>Teacher:</b>	Luis Iván Llumiquinga		
<b>Class:</b>	First Year of Bachillerato "A"		
<b>Quimestre:</b>	1 - Partial 2	<b>Week:</b>	4
<b>Date:</b>	Monday, January 24th, 2022	<b>Time:</b>	5 hours
<b>Topic:</b>			
<b>Teaching objectives:</b>	<b>A. Content:</b> Local tourism in your community	<b>B. Cognition:</b> <ul style="list-style-type: none"> <li>List the things a tourist does in your city or community.</li> <li>Report the places to visit.</li> <li>Boost local tourism and its cultural identity.</li> </ul>	
	<b>C. Communication:</b> <ul style="list-style-type: none"> <li>Entertainment vocabulary.</li> <li>Art and cultural vocabulary.</li> <li>Phrasal verbs with <b>down</b>.</li> <li>Future plans and intentions.</li> </ul>	<b>D. Culture:</b> Interchange intercultural identity among students from other regions or cities.	
<b>Learning outcomes:</b>	At the end of the lesson students will be able to: <ul style="list-style-type: none"> <li>Express their inner thoughts and feelings in an oral and written way.</li> <li>Plan and promote local tourism.</li> </ul>		
<b>Language objective:</b>	<b>Vocabulary:</b> Use of entertainment verbs with the corresponding expressions. Expressions with similar meanings to art and cultural words. <b>Grammar:</b> Sentences with <i>be going to</i> and <i>will</i> for the near and distant future. Present simple and continuous for future intentions. Future continuous / perfect statements for predictions. <b>Skills:</b> Reading, listening, speaking, and writing.		
<b>Learning strategies:</b>	<ul style="list-style-type: none"> <li>Rich input</li> <li>Scaffolding learning</li> <li>Project based-learning</li> </ul>		
<b>Materials:</b>	Teacher and student resource text. PowerPoint. Vocaroo.com Youtube.com		

	Learningapps.org Padlet.com
<b>Warm-up:</b>	Video about tourism destination Learningapps activity
<b>Phase</b>	<b>Procedure</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Boost students' previous knowledge through an open dialogue.</li> <li>• Remind places you have visited.</li> <li>• Ask some questions: <ul style="list-style-type: none"> <li>• What place do you prefer to visit?</li> <li>• Why do you like to visit that place?</li> </ul> </li> <li>• Tell the experience you lived on vacation.</li> <li>• What places do you expect to visit next?</li> </ul>
<b>Abstract Reflection</b>	<ul style="list-style-type: none"> <li>• Imagine the classroom in a city with tourist places.</li> <li>• Classify the city into 5 different tourist attractions.</li> <li>• Tell the activities you can do there.</li> <li>• How can you get there?</li> </ul>
<b>Conceptualization</b>	<ul style="list-style-type: none"> <li>• Opinions about people's intentions for the near and distant future. (be going to and will)</li> <li>• Match entertainment verbs with corresponding expressions.</li> <li>• Future plans to promote tourism destinations in your local community.</li> <li>• Future tenses to express ideas or describe thoughts you would like to achieve.</li> </ul>
<b>Active Experimentation</b>	<ul style="list-style-type: none"> <li>• Individual work. Directions: <ul style="list-style-type: none"> <li>• Write a personal diary entry about yourself. (80-100 words)</li> <li>• Post your diary entry in Padlet.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Share your diary entry with the class, in an oral way.</li> </ul> <p><b>MINI PROJECT</b></p> <p><b>TOPIC: “Lack of tourism advertising in Ecuador”</b></p> <p><a href="https://youtu.be/C3pifCJISxg">https://youtu.be/C3pifCJISxg</a></p> <p>How will you promote local tourism in your community?</p> <p><b>INSTRUCTIONS:</b></p> <ol style="list-style-type: none"> <li>1. Students are divided into groups of four.</li> <li>2. The teacher assigns roles to the four-team members. (a coordinator, and 3 editors).</li> <li>3. Students in assigned groups talk about their roles and participation in the project.</li> <li>4. The teacher gives the subtopic for each group.</li> <li>5. Group 1: Traditional food  Group 2: Touristic places Group 3: Festivities Group 4: Location Group 5: Souvenir shops</li> <li>6. Into groups: <ul style="list-style-type: none"> <li>• Students search for information about each subtopic on Google.</li> <li>• Compile relevant information to develop the task.</li> <li>• Create a PowerPoint presentation with 4 slides (one slide per student)</li> </ul> </li> <li>7. Present your final product in an oral way.</li> </ol>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Post your diary entry in Padlet.</li> <li>• Send the PowerPoint presentation to the teacher’s email.</li> </ul>

## ANNEX 4. Pre-test results by criteria

No.	CONTROL GROUP				No.	EXPERIMENTAL GROUP			
	PRE-TEST					PRE-TEST			
	Grammar	Vocabulary	Pronunciation	Interactive communication		Grammar	Vocabulary	Pronunciation	Interactive communication
1	4	5	5	5	1	8	7	7	7
2	6	6	6	6	2	7	8	7	7
3	6	6	6	6	3	6	6	6	6
4	4	4	4	4	4	6	7	7	7
5	4	6	6	6	5	5	5	5	5
6	5	6	7	7	6	5	6	6	6
7	5	6	7	8	7	6	6	6	6
8	4	5	7	6	8	6	5	6	6
9	7	7	7	7	9	6	6	6	6
10	6	6	5	4	10	4	4	4	3
11	6	6	6	5	11	5	5	5	5
12	6	6	5	4	12	4	5	5	4
13	4	4	6	6	13	6	6	6	6
14	6	4	6	6	14	6	5	6	6
15	7	7	7	7	15	5	7	7	7
16	6	6	6	6	16	7	6	6	6
17	5	4	4	4	17	6	7	7	7
18	7	7	7	8	18	6	7	7	6
19	7	7	7	7	19	6	7	6	7
20	4	4	4	3	20	5	6	6	6
21	4	6	6	5	21	6	7	7	7
22	5	5	4	5	****	****	****	****	****
23	6	5	6	5	****	****	****	****	****
24	5	5	4	4	****	****	****	****	****
25	7	7	7	7	****	****	****	****	****
26	6	5	6	5	****	****	****	****	****
27	5	6	6	6	****	****	****	****	****
28	5	5	6	5	****	****	****	****	****
$\bar{X}$ =	5.43	5.57	5.82	5.61	$\bar{X}$ =	5.76	6.10	6.10	6.00
SD=	1.07	1.00	1.06	1.29	SD=	0.94	1.00	0.83	1.05

## ANNEX 5. Post-test results by criteria

No.	CONTROL GROUP				No.	EXPERIMENTAL GROUP			
	POST-TEST					POST-TEST			
	Grammar	Vocabulary	Pronunciation	Interactive communication		Grammar	Vocabulary	Pronunciation	Interactive communication
1	5	6	6	6	1	8	9	9	9
2	7	6	7	7	2	8	8	9	9
3	7	6	7	6	3	8	7	8	7
4	5	5	5	4	4	8	8	8	8
5	5	5	6	6	5	7	7	8	7
6	6	6	7	7	6	7	8	7	8
7	6	6	7	8	7	7	7	6	7
8	5	6	7	6	8	7	7	7	7
9	7	7	7	6	9	7	7	7	7
10	7	6	5	5	10	6	6	6	6
11	6	6	7	5	11	6	6	6	7
12	6	6	6	5	12	6	6	7	6
13	5	5	7	6	13	7	7	7	8
14	6	5	7	6	14	6	6	7	7
15	7	7	7	8	15	7	7	8	7
16	6	7	7	6	16	7	7	7	8
17	4	4	4	4	17	8	7	7	7
18	7	7	8	8	18	8	8	8	9
19	7	7	8	7	19	7	8	7	8
20	5	5	5	4	20	6	7	6	7
21	5	6	7	6	21	8	8	8	9
22	5	6	5	5	****	****	****	****	****
23	7	6	6	6	****	****	****	****	****
24	5	6	5	4	****	****	****	****	****
25	8	7	7	8	****	****	****	****	****
26	7	6	6	6	****	****	****	****	****
27	6	7	7	6	****	****	****	****	****
28	6	6	6	6	****	****	****	****	****
$\bar{X}$ =	6.00	6.00	6.39	5.96	$\bar{X}$ =	7.10	7.19	7.29	7.52
SD=	0.98	0.77	0.99	1.20	SD=	0.77	0.81	0.90	0.93

### ANNEX 6. Overall results from the control and the experimental groups

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-test	Post-test	Difference	No.	Pre-test	Post-test	Difference
1	19	23	4	1	29	32	3
2	24	27	3	2	29	32	3
3	24	26	2	3	24	31	7
4	16	19	3	4	27	30	3
5	22	22	0	5	20	29	9
6	25	26	1	6	23	32	9
7	26	27	1	7	24	27	3
8	22	24	2	8	23	28	5
9	28	27	-1	9	24	28	4
10	21	23	2	10	15	24	9
11	23	24	1	11	20	25	5
12	21	23	2	12	18	25	7
13	20	23	3	13	24	29	5
14	22	24	2	14	23	26	3
15	28	29	1	15	25	32	7
16	24	26	2	16	25	29	4
17	17	16	-1	17	27	29	2
18	29	30	1	18	26	33	7
19	28	29	1	19	26	30	4
20	15	19	4	20	23	26	3
21	21	24	3	21	27	34	7
22	19	21	2	****	****	****	****
23	22	25	3	****	****	****	****
24	18	20	2	****	****	****	****
25	28	30	2	****	****	****	****
26	22	25	3	****	****	****	****
27	23	26	3	****	****	****	****
28	21	24	3	****	****	****	****
$\bar{X} =$	<b>22.43</b>	<b>24.36</b>	<b>1.93</b>	$\bar{X} =$	<b>23.90</b>	<b>29.10</b>	<b>5.20</b>
<b>SD =</b>	<b>3.75</b>	<b>3.39</b>	<b>1.27</b>	<b>SD =</b>	<b>3.46</b>	<b>2.86</b>	<b>2.27</b>

# Teacher's Guide on CLIL strategies

CLIL  
strategies for  
Speaking  
Skills



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2023

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**Author:**

**Luis Iván Llumiquinga**

## INDEX OF CONTENT

1. A brief introduction to CLIL strategies.....	89
2. Rich input strategy in CLIL .....	89
3. Scaffolding learning strategy in CLIL.....	96
4. Task-Based Learning strategy in CLIL .....	103
5. Project-Based Learning strategy in CLIL.....	106
6. Flipped learning strategy in CLIL.....	109

## **1. A brief introduction to CLIL strategies**

Content and Language Integrated Learning (CLIL) is considered an innovative educational approach which combines content with language, where it is focused on teaching content and foreign language at the same time. As it is concerned teaching-learning process, an additional language is used for enriching content knowledge and improving communication through a foreign language. In this way, to successfully develop the CLIL-oriented English learning environment, CLIL strategies such as Rich Input, Scaffolding Learning, Task-based Learning, Project Based Learning, and Flipped learning and several of their working activities are laid out. Such strategies are effective in terms of students' learning outcomes and teachers' innovative practices to improve the quality of education.

It is worth mentioning that these strategies are suitable for students to develop the four English language skills appropriately, even more, when acquiring speaking skills because its paramount aim is that students acquire a foreign language; so, the teachers need to take into account grammar, vocabulary, pronunciation and interactive communication criteria.

During the CLIL sessions, the teacher has to explain to students that his role is as a language mediator, controlling the class and students' behaviour to create bridges between the students and the new information about the topic. Next, when doing the activities, the teacher and students work together and students develop the tasks among themselves in groups, with peers, giving opinions, suggestions, sharing ideas and decision making. Lastly, the teacher's role is as a guide or leader of the project where the students must be able to apply all the knowledge acquired in the classroom and work without any teacher assistance.

## **2. Rich Input strategy in CLIL**

The use of an approach that emphasizes receiving a lot of information is one of the primary building blocks of learning a foreign language. Input that is relevant, real, and the challenge is of the utmost importance when choosing resources that are

appropriate for classroom use. Text in a textbook, video clips, podcasts, websites, and other interactive resources may all be examples of linguistic input. On the other hand, a model of a graph, an image, or flash animations all be examples of non-linguistic input. Learners absorb such topics and linguistic input via listening to audio or dialogues, viewing pictures, and videos or interacting with online resources, and reading certain texts to readily build activities and tasks.

On the one hand, in CLIL classrooms, tough assignments are developed because of the combination of motivating illustrative interactive materials with actual language input. This promotes students to build abilities in creative thinking as well as meaningful language output. On the other hand, a CLIL teacher acts as a language model, monitor, and assist students in how to evaluate and make sense of linguistic and non-linguistic material. A variety of sources of input, including incoming sounds, visual images, and textual are established as multimodal input. Thus, the process to apply the Rich input strategy with CLIL is relatively simple as described below:

### **Pre-teaching**

1. The first step is to create a central idea according to the interest of students (Content and culture). The central idea is the starting point for working with this material and represents the topic that is going to be explored (Cognition). In this case, the topic is presented, the picture is exposed, the word and general material are analyzed, and discussed as well as some ideas are shared by the teacher and students (Communication).

### **While Teaching**

2. In this stage teacher and students establish the most relevant words, material, and ideas to create the product after working with Rich input (Content and cognition). Some organizers can be used by the teacher as an example of what is going to be developed and as a guide to write descriptions, create maps, organizers, interviews, etc. (Communication).
3. In the third stage some branches for the maps are drawn, some prompts for the

questions, and a scheme for descriptions and interviews are designed (Communication).

4. In this stage, it is time to categorize and organize the established ideas to finish the stage of speaking production (Content and cognition).

### Post Teaching

5. In this final stage, the students speak, design maps, write descriptions, make interviews, and experiment with the ideas previously studied (Content and cognition).
6. The teacher monitors and evaluates all the time.

It is recommended to apply a set of activities in the class with really positive results, which are described below:

### Graphic Organizers completion

Students organize and understand new terminology or concepts by completing the graphic organizer. As challenging input for students, provide an organizer with incomplete information to ask them to complete the missing content. They observe, listen, and read to organize and change the relevant information in graphs.

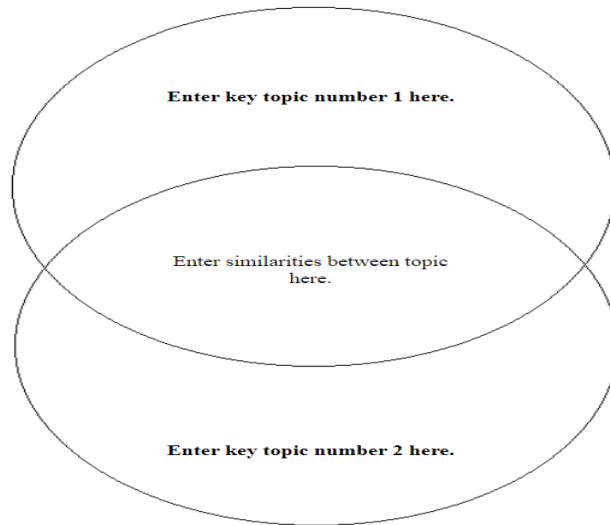
**Bubble diagram** to show sub-topics within a principal one.



Source: <https://www.canva.com>

**A Venn diagram** is used to compare and contrast ideas. Create it using the Teach-nology webpage and complete with information to show similarities and differences.

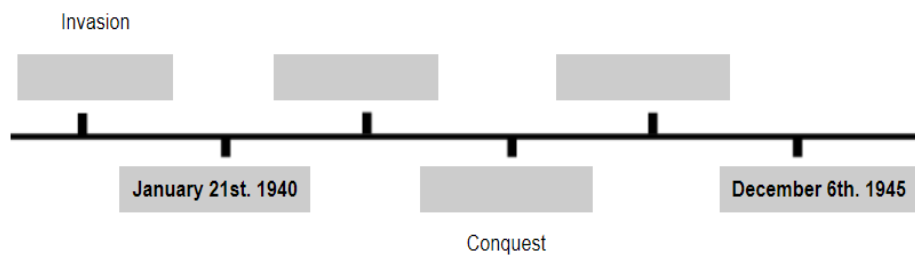
Name \_\_\_\_\_ Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



**Source:** <https://www.teach-nology.com>

**Timeline** is used to show events in chronological order. Students can create a history timeline in Tech-nology webpage and complete it in chronological order.

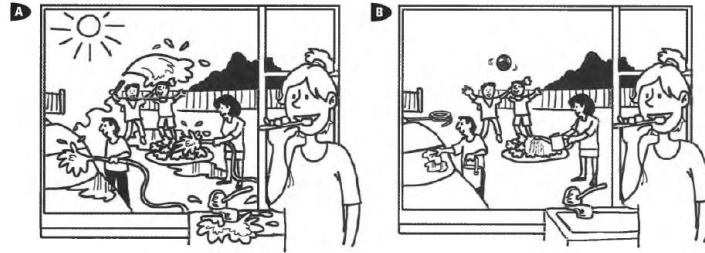
### Second World War



**Source:** <https://www.teach-nology.com>

## Picture description and asking questions

Spot the difference. Which family is saving water?



**Source:** taken from Grieveson & Superfine (2012)

- Show a picture, image, cartoon or other visuals aids to introduce the students a new topic in class.
- Teacher can ask students several questions with *what, where, when?* and get them talking.

## Interviews

Spoken input is encouraged with interviews.

- Students are encouraged with spoken input before starting the class.
- Teacher asks students to interview a person about the topic that will be introduced in the class later.

Follow a simple form of interview like this:

Student's name: .....

Name of the person who was interviewed: .....

Date of birth of the person who was interviewed: .....

Date of interview: .....

- Interview questions should be done with information questions. For instance:

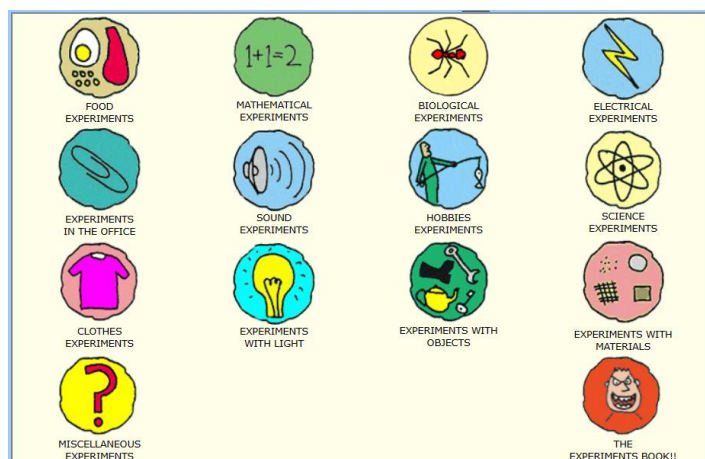
How did you feel .....

What did you .....

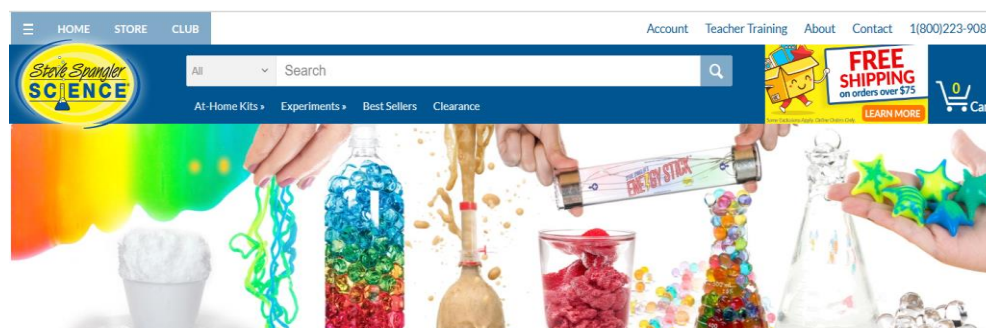
## Hands-on experiments or experiences

Content can be visualized with real objects, hands-on experiments or experiences.

- Students can acquire knowledge through a non-linguistic channel.
  - The visualization of objects helps students to learn concrete vocabulary.
- Visit the following web pages to choose a variety of experiments.



**Source:** <https://www.hunkinsexperiments.com>



Steve Spangler Science

## EXPERIMENT LIBRARY

**Source:** <https://www.stevespanglerscience.com>

## **Mind the Gap**

### **Gapped text**

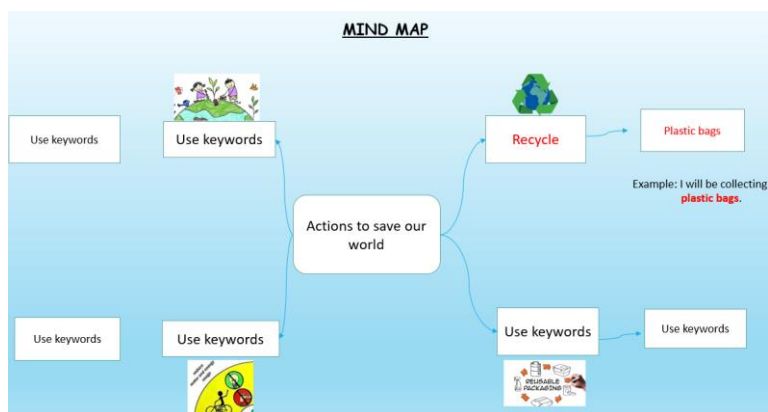
Teachers create gapped text tasks from input information which engage students in learning the concepts of the words in context.

- Before class, choose a topic-related text and white out content-related or subject-specific terms that students need to know the meaning of and use them. Then, create a gapped text task, number them and place the words in jumble order in the upper or down part of the text.
- In class, hand out the text, ask the students to read it, understand it in context and fill the missing words in the gaps with a suitable word. Tell them to think about collocation utterances (group words, chunks) and grammar structure. Pair them off for comparing and contrasting. Share solutions in the classroom and discuss them orally. If the teacher wants to increase the level of difficulty, he can add extra words that do not fit in the gap. This activity can also be used for evaluation purposes.

### **Gapped Mind Map**

Students visualize, structure and classify the content.

- Before class, make up a mind map with gaps featuring keywords from a topic.
- In class, pair up or make up groups of students and ask them to fill in the missing words in the gaps. As scaffolding, the missing words in the mind map can be provided in a separate word bank.



Source: own preparation

### **Gapped Cause and Effect**

Students understand the coherence of the text.

- Before class, select a text with causes and effects content. Draw up a cause-and-effect diagram that suits the text and objective, for instance, one cause – several effects; several causes- one effect; an event or fact in the middle of the diagram with several causes on one side and several effects on the other side; fill in one or some of the squares with key vocabulary to help students.
- In class, hand out the text, and the cause-and-effect diagram to the students and draw it on the board or project it to the whole class. Have students work alone, in pairs or groups, ask them to read the text, fill in the blank squares in the diagram and compare the task in groups. Establish a time limit and discuss the results in class orally.

### **3. Scaffolding learning strategy in CLIL**

This strategy provides teachers with the chance to help students with a broad range of help as a stopgap measure until the students achieve their understating and learning of a language. It consists of teachers providing less assistance to students when they demonstrate have acquired new knowledge. So, in terms of language production, the scaffolding strategy assists learners in effectively demonstrating their mastery of

language in an oral manner.

As a result, it is mentioned that the teacher is required to help with scaffolding exercises to ensure that students are successful in completing their speaking activities. Students will overcome their fear of speaking by using some activities that are listed below.

### **Substitution tables**

Learners with lower levels of English are better able to generate oral communication via the use of these activities because they rely on external resources to develop the tasks in an easy manner. Students can collaborate with a partner. They are required to exhibit a comprehension of the material, use the language vocabulary appropriate to the issue at hand, and recognize the roles of various language components. At this point, the instructor evaluates the progress that each student has made in their respective areas of study. If the class has successfully completed the silent stage, the instructor will remove the tables to give the pupils an opportunity to expand their vocabulary in accordance with their individual requirements.

Substitution tables are shown in a grid and the students move from left to right, making a selection in each column in order to construct a sentence. They can be laid out of Single words, a combination of words and utterances, images or a combination of words and images.

### **Example:**

#### ***Substitution Table No. 1***

Students will speak about Daily routines. The teacher will provide students with some pictures of daily routines. Students are practising the ***present tense of the verbs*** and being supported to talk about the activities they do every day. Adverbs of frequency and time expressions are in the grid which can be used as a ***scaffold*** for speaking and writing. Later, students can work in groups, make a list of their daily routines and share with each other orally.









.....	always often sometimes never	.....	early late	in the morning. in the afternoon. in the evening. at night.
-------	---------------------------------------	-------	---------------	--

Source: own preparation

**Substitution Table No. 2**

- Students move from left to right making a selection in each column in order to construct an appropriate sentence.
- Students take turns choosing a word from each column to create a sentence that gives the correct instructions in the correct order.
- Students listen to each other and say their sentences to check for meaning.
- Teacher models and recasts sentences for learners, if needed and asks them to repeat them back.
- Items to choose from can be presented as words, phrases, images replacing words, or words or phrases accompanied by images or pictures to clarify meaning.

Look at the substitution table model:

1.	Get		a	soil	
2.	Put in		a	seed	
3.	Put in		your	plant	
4.	Put in		your	seed	
5.	Water		the	sun	
6.	Put it in		the	pot	
7.	Keep watering		some more	plant grow	
8.	Watch		some	more soil	

Source: <https://www.bell-foundation.org.uk>

Teacher's answer sheet:

Get a plant pot.
Put in some soil.
Put in a seed.
Put in some more soil.
Water the seed.
Put it in the sun.
Keep watering your plant.
Watch your plant grow.

**Source:** <https://www.bell-foundation.org.uk>

### Role cards

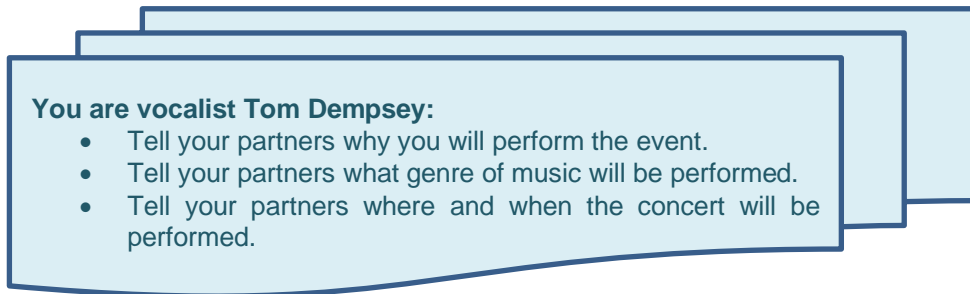
- These types of exercises are appropriate for use in CLIL classes because they provide students with the chance to employ a significant quantity of content verbally while discussing a topic.
- Students may show their comprehension of the theme by working in small groups, interacting with one another, and putting on a presentation.
- Due to the presentation requiring cognitive understanding as well as the ability to communicate in an abstract manner; role cards offer students key vocabulary they may use to show an effective presentation.
- The speaking frames guide learners in structuring their arguments, encourage learners to try out newly-acquired vocabulary and help them produce a more coherent presentation.
- Students can structure their arguments, try out newly learned vocabulary and feel engaged to show an appropriate oral presentation by means of structured speaking frames such as the *introduction, the first argument, the second argument, and the conclusion*. Moreover, they can use sequential phrases such as: *first/first of all, second/the next step is, as a result of, to conclude/finally*.

**Example:**

In a leisure activity class, students listen to four extracts from the programme of a forthcoming local arts festival.

Each student is given a specific role card in advance and is trained to focus on one event in the audio, and while listening, the students have to take notes on the event.

- **Role card 1:**

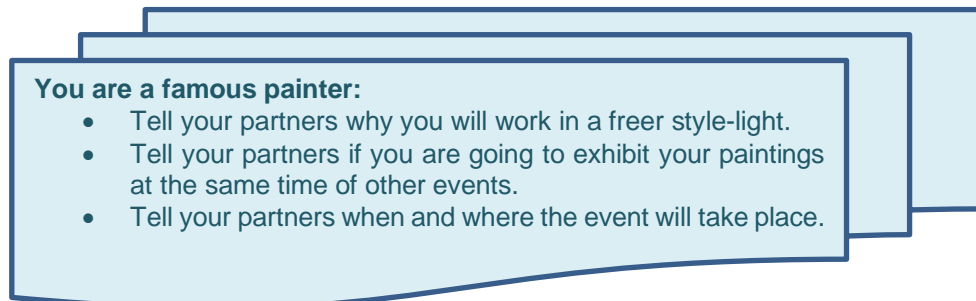


**You are vocalist Tom Dempsey:**

- Tell your partners why you will perform the event.
- Tell your partners what genre of music will be performed.
- Tell your partners where and when the concert will be performed.

Source: own preparation

- **Role card 2:**

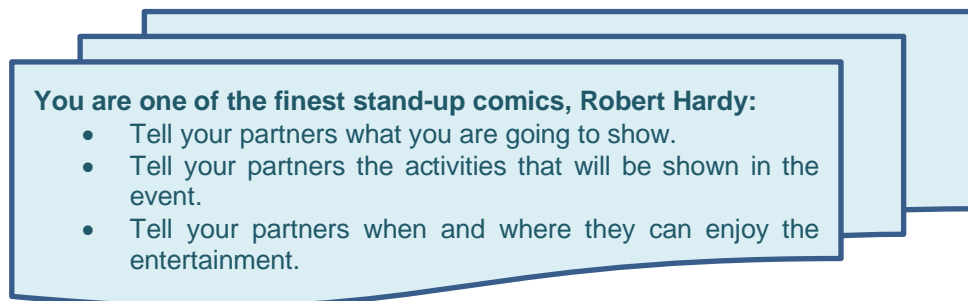


**You are a famous painter:**

- Tell your partners why you will work in a freer style-light.
- Tell your partners if you are going to exhibit your paintings at the same time of other events.
- Tell your partners when and where the event will take place.

Source: own preparation

- **Role card 3:**



**You are one of the finest stand-up comics, Robert Hardy:**

- Tell your partners what you are going to show.
- Tell your partners the activities that will be shown in the event.
- Tell your partners when and where they can enjoy the entertainment.

Source: own preparation

## Cause and Effect

It is a kind of activity where a *cause* is a fact that makes something else occurs, so it is the event that occurs first regarding two associated events. On the other hand, an effect is what occurs as a product of the cause, so it is the event that occurs second. These activities, which are included in CLIL instruction, encourage students to engage in oral presentations, debates, and speaking competitions via the use of newly acquired vocabulary.

- Students need to begin by determining the root of the problem (cause) by asking themselves the question “*Why something happened?*”
- The effect is identified by asking the question “*What happened?*”
- After that, they develop learning activities based on cause-and-effect relationships.

## Matching phrases

- Students are provided with the chart with half part of the sentences in each column. Then, they match utterances and sentences in column A with the correct endings in column B where it is possible to determine cause and effect.
- Highlight the cause words and utterances with one colour and the effect with a different colour.
- Circle words or phrases that denote cause-effect relationships.

## Example:

The items on the left, are the *cause* related to the Industrial Revolution with the items on the right, the *effect* column is related to the Second Great Awakening and 19<sup>th</sup>-century reform movements.

Cause	Effect
1. Increased urbanization	Utopian working communes
2. Rise of the middle-class	Labour reform movement
3. Rise of industrial-scale farming	A new class of itinerant ministers
4. Buildup of railroad infrastructure	Women's rights movement
5. Deskillling and automation of factory work	Increase in the number of taverns, brothels, and gambling centres
6. Decline in working conditions	Production of cheap alcohol

Source: own preparation

### Agreeing and disagreeing

This is a very helpful activity that can be applied in discussions or debate tasks in which students can use new words or utterances in speaking frames to ask and give opinions and put forward agreeing and disagreeing ideas to the audience. It is advised to use some expressions.

#### Example:

**Topic: Freedom in the USA in the 1860s.**

What are your thoughts about his problem? .....

What are your ideas on... the subject? .....

Would you like to share your point of view? .....

Why did it happen?

It is possible to help the student with some utterances to provide their opinions (**agreement**):

In my point of view, ..... Later, ..... Because of this..., Your idea is right in every..., respect to...

**Disagreement:** I have to say that I do not agree, because..... Regarding this point, I have my doubts....., etc. That's not how I see it.....

Source: own preparation

Then, if instructors use scaffolding assignments in CLIL classes, they will be able to assist students in working independently and progressing from their Basic Interpersonal Communication.

#### **4. Task-Based Learning strategy in CLIL**

Learning is developed around tasks that students need to carry out. CLIL teachers frequently implement this strategy because it enables students to work on the creation of authentic outputs that demands the use of a foreign language depending on the students' need to complete the task for significant goals. Students learn best when the content they are studying is both personally relevant and directly applicable to them.

The target language is used by the student in activities for communicative purposes to accomplish a result. The language is connected to what occurs and students are boosted to make use of their language resources as they go through the phases of the task rather than practising grammar-based methods. Activities should be planned in such a way that they are flexible enough with different learning strategies. Some potential recommendations and instructions for a CLIL route are described as phases below:

##### **Activities**

- **Pre-Task Phase:** the theme and some guidelines are brought in by the teacher to the students on what they have to carry out and the assistance they will have. Next, while the teacher discusses the theme with the students, he suggests working in groups during the activity. After that, the teacher divides students into groups and asks them to assign roles to execute the task. Later, students plan for the development and list the resources needed for the task.
- **The Task development Phase:** students are involved in the task and the teacher monitors and offers help. Tasks are completed by students in groups or in pairs while the teacher supports them with scaffolding.

- **Planning the task Phase:** students plan on which mean of output they will use to present the task to their partners in class. The output might be from a written in a ppt, audio or video presentation. Students will make a foundation for their content. A short written or oral report for the class will be arranged by students who may ask for some suggestions from their teacher.
- **Reporting Phase:** students can show the task to the whole class in an oral, or written way, or offer an audio or video report. The sequence in which the various presentations are presented will be decided by the teacher, who will provide criticism, too.
- **Language Focus Analysis Phase:** this is a reflection stage where the teacher points out remarkable aspects of the presentation. On the other hand, students are encouraged to evaluate themselves and their classmates to emphasize the form. Students may be required to utilize the vocabulary of explaining, categorizing, comparing, and contrasting, making predictions, conveying consequences, evaluating points of view, describing or sequencing a process, etc., and other language utterances.

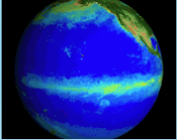
### **Practical hints**

- The teacher will choose language skills to focus on teaching, based on the student requirements that gave rise at the time of the task presentation.
- The students will participate in hands-on tasks that imply appropriate use of the language.
- Substitution tables can ease students' language learning and make them feel confident through the use of scaffolding support to develop speaking skills.

**Example:****TOPIC: “ACTIONS TO SAVE OUR WORLD”**

**INTRODUCTION:**  
In recent years our world has been devastated by hurricanes, earthquakes, floods, and droughts. Climate change can destroy the world that we live in. There are still many things that we could be doing to prevent it.

- 1. Do simple things around the home:**
  - Plant a tree in your garden.
  - make compost with your leftover food and grow new food.
  - hang your clothes out to dry when the weather is nice, etc.
- 2. Reduce the amount of waste that you produce. Reuse:**
  - Jars, bottles, bags, etc.
- 3. Recycle many things in your home:**
  - cans, bottles, paper, electrical devices, food, etc.
- 4. Reduce the air pollution:**
  - Walk instead of using cars.
  - Use public transportation, etc.
  - Ride a bicycle to your work.



Source: own preparation

**Pre-task:**

- Students read the topic “our planet” and outline the relevant actions to save our world.
- Students make up groups and discuss the theme with the teacher. Later, students assign roles in their groups and plan for the development and resources needed for the task.

**Task development phase:**

- Students get engaged in the theme that affects climate change, give opinions and make a mind map highlighting the relevant actions they can do to save our planet. Teacher monitors and help students if necessary.
- Some hints to give an opinion about the cause and effect of climate change, and offer suggestions to prevent it: *In my opinion, climate change will affect our lifestyle in the next ten years....., I think climate change will be increasing if we pollute the air.....*

**Planning the task:**

- Students decide what kind of digital output (a video or an audio presentation, a ppt, etc.) can use to present the task orally to the whole class and justify the content elaborated.
- Record a video of the task using <https://voicethread.com/> and send it to the teacher's email.

**Reporting:**

- Present the task (mind map and suggestions) in a ppt and oral way to the whole class.

**Language Focus Analysis:**

- Teacher highlights, categorizes vocabulary and asks students to discuss and offer other suggestions through comparison and contrasting utterances.

It is of paramount importance to point out that feedback supports students to improve their tasks, knowledge and performance, and determine their strengths and shortcomings. Moreover, it is important to provide feedback not just before, but also during and after completing jobs or assignments.

**5. Project Based Learning strategy in CLIL**

The PBL strategy in CLIL is based on the development of an authentic and real-world project using an engaging question or a problem which is selected by the students to research an interesting topic and seek a solution. This strategy fosters the acquisition of a second language where students are introduced to rich and comprehensible input to produce the target language. It promotes meaningful communication, better motivation, higher cognitive skills, and the development of intercultural awareness. In this concern, students are enabled to work primarily with their peers or in groups to produce outputs. Next, the learning activity produces a tangible and meaningful product or outcome by using any kind of cognitive tool, such as the Internet, to support the

process of inquiry. Finally, the process of inquiry requires any kind of collaboration with the learner's community, which may include the learners' peers, teachers, or members of society.

Students are able to develop real-world situations projects such as speeches, oral presentations, picture talks, talk journals, debates, discussions, dramas, role plays, reports, contests, newscasts, and interviews. The stages for the development of projects are suggested below:

**Stage 1. Project initiation:** the teacher presents a driving question in which the students awake interest and decide the topic to develop the project.

**Stage 2. Knowledge construction:** students start working in groups or alone to develop authentic research for relevant information concerning driving questions and decide the way they will work and what activities they will do with the project.

**Stage 3. Managing Project activities:** students apply the knowledge learned in the previous stage by using data sources such as web pages. In addition, they make substantial corrections to the content and offer solutions and suggestions for the project.

**Stage 4. Final product and reflection:** students show the significant product in the classroom to impel reflection on the process and solutions of the project. Students should present the final product in an oral way giving them the opportunity to practice their speaking skills. After that, the objectives, process, product, and outcomes of the project are assessed at the times that the drawbacks, advantages, and learning difficulties are reported.

**Example:**

**TOPIC: “Lack of tourism advertising in Ecuador”**



Source: own preparation

- **Introduction of a driving question:** the teacher presents the question “**How will you promote local tourism in your community?**” which will drive students to awaken curiosity and find possible solutions to the problem.
- **Activities to develop the project:** the students are divided into groups of 4. The teacher assigns roles to the four team members. (a coordinator, and 3 editors). The students in assigned groups talk about their roles and participation in the project. The teacher gives the subtopic for each group:
  - Group 1: Traditional food
  - Group 2: Touristic places
  - Group 3: Festivities
  - Group 4: Location
  - Group 5: Souvenir shops
- **Product construction and critique:**
  - Students search for information about each subtopic on the internet web pages.
  - Compile relevant information and develop the task.
  - Students offer solutions and suggestions to perform a successful project.
  - Create a PowerPoint presentation with 4 slides (one slide per student)

- **Final and public presentation of the project:**
  - Students report the problems and the solutions based on their experimental research.
  - Students present their final product in an oral way.
  - Students report about intercultural exchange experienced among people from other regions or cities during the development of the project.

## **6. Flipped Learning strategy in CLIL**

It is an updated CLIL strategy in which the learning moves from teacher-direct instruction to a learner-centred approach, from the group-learning space to the individual learning space. Class time is devoted to exploring content in greater depth and making significant learning opportunities. As a result, on the one hand, the students are actively focused on knowledge construction and their learning evaluation as they integrate the content to acquire a foreign language. On the other hand, the teacher guides and supports students learning. They establish flexible time frames and spaces that allow students when and where to learn. Furthermore, they create relevant content (videos) for students to explore on their own and develop foreign language communication skills. Thus, based on the teaching practice, the following stages and activities are introduced below:

### **Before the lesson:**

Before coming to class, the teacher record lectures and provide videos to the students. The students are given a small assignment to do out of class or at home. They watch films or videos that introduce the subject as well as its primary ideas. They can interact with one another and exchange ideas online before arriving at class.

### **During the lesson:**

In class, tasks completed at home are reviewed by the teacher. Then, students work on the topic in groups, with peers, or individually. Next, they reflect, examine and argue the content reviewed at home previously while the teacher monitors and guides students with the activity. Therefore, some activities are suggested to follow before

during or after introducing a video in the classroom:

**Before watching the video:**

- Prod students' interest and curiosity by inquiring about speculations on the theme with questions: What do you think the topic will be about? What do you know about the topic?
- Think back on previous knowledge by asking some questions: What do you already know about the...? Have you ever been/seen.....?
- One strategy to try is called the slow reveal, in which the teachers choose an image that embodies the core concept of the class, unveil it to the students in stages, and then ask them to identify what it is.

**While watching the video (during):**

- Establish intervals of pausing and waiting.
- Organize support resources such as suggestions and assistants.
- Take notes, draw sketches and create mind maps.
- Provide language scaffolding to students.

**After watching the video:**

- Pause for introspection
- Brainstorm content and language learned.
- Link prior cognitive knowledge with new knowledge.
- Cut scenes and summarize.
- Criticize people's comments.
- Formulate hypotheses about and offer explanations of the phenomena seen in the video.
- Develop Think, Pair, and Share activities.

- Make quizzes.
- Prepare PPT presentations and discussions to be shown orally.
- Prepare a critical discussion.
- Do role plays
- Create reflective diaries.
- Elaborate micro-lectures.

**After the lesson:**

- Reflect on what they have learned and broaden their language learning.
- Carry out some assignments such as video recording, an oral presentation in ppt or other digital resources, etc.

**Example:**

**TOPIC: “HOW TO PREVENT COVID-19 WHEN YOU COME BACK TO SCHOOL”**

Teaching Objectives based on CLIL:

**A. Content:** Biosecurity measures to prevent COVID–19.

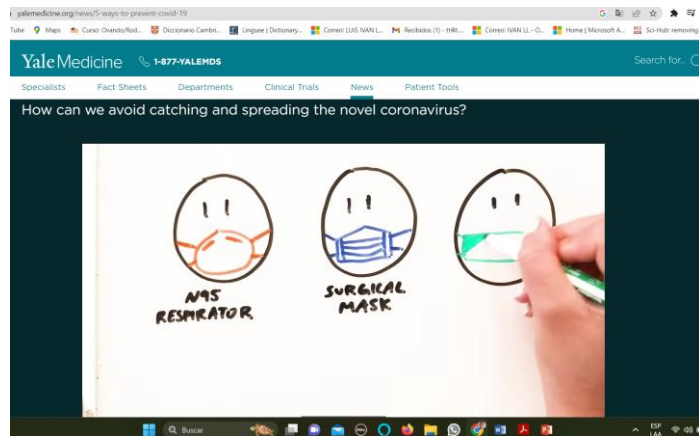
**B. Cognition:**

- Outline the most important actions to prevent Covid-19 infection.
- Rearrange the prevention steps with effective ones.
- Be aware of health problems as a consequence of not looking after ourselves.

**C. Communication:**

- Phrasal verbs with **down**.
- Collocations with **get**.
- Compound nouns.
- Future intentions, predictions, and planned actions.

**D. Culture:** To be aware of the importance of taking precautions to stop the spread of Covid-19.



**Source:** <https://www.yalemedicine.org>

### **DIRECTIONS:**

1. Watch the video as many times as necessary. Click on this link: <https://www.yalemedicine.org/news/5-ways-to-prevent-covid-19>. Next, be ready to talk about it in the next class.
2. To develop this activity, write down about:
  - Actions to take to slow the transmission.
  - What is the best way to protect from viruses?
  - Mask that better protects public places.
  - Preventive measures when coming back to school (to talk in class)
3. In class:
  - The assignments will be reviewed by the teacher.
  - You will work on the topic with peers.
  - Discuss How to prevent Covid-19 when you come back to school.
  - Present your opinions or suggestions in an oral way.
4. Watch the video and ask some questions.
  - Take notes and complete a mind map.
5. Summarize the mind map by recording your voice and giving your opinion/suggestion on <https://vocaroo.com/> Then, send the link to the chat room and teacher's email.