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DEDICATION

To God, my strength, the rock on which I lean.

To my mother Inés, who, with her humility and example, taught me values and fundamentals that have forged me into the man I am today. She and my brother Diego, accompany me and watch over me from heaven.

To my wife Karina and our little Lucia, my happiness, my loves, who are the engine that moves me forward.

To my Dad Winston and my brother Hernán, my family, my reason.

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To the excellent Pontificia Universidad Católica del Ecuador, a noble institution that has opened its doors to me, allowing me to acquire scientific knowledge and pleasant experiences that help me to strive every day to make this a better world to live in.

It also gave me the extraordinary opportunity to meet incredible and valuable people such as all those who are part of the teaching, administrative and service staff, my dear friends and colleagues in this adventure and especially my tutor and professor, Janneth Chumaña PhD, who always showed me her support and patience and with professionalism guided me on the right path to achieve this achievement.

RESUMEN

Hoy en día, hay una serie de factores que hacen que el inglés sea vital para la comunicación mundial. Dado que el inglés es la lengua extranjera más hablada en el mundo, se enseña en casi todas las instituciones educativas del mundo. El estado actual del nivel de competencia en el Ecuador es bastante preocupante, por lo que el objetivo de este estudio fue analizar el nivel de incidencia del Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el desarrollo de las habilidades auditivas de los estudiantes, así como promover una mejor comprensión de este enfoque. Para ello, se elaboró una guía metodológica que se aplicó a los estudiantes del noveno año de Educación General Básica correspondiente a la "Unidad Educativa Riobamba". El enfoque de la investigación fue cuantitativo, y su diseño fue experimental, estableciendo un grupo experimental y uno de control, con el fin de asegurar la evidencia suficiente para sustentar la verificación de la hipótesis. Se utilizó una prueba estandarizada antes y después de la aplicación de la propuesta. El pretest permitió identificar las habilidades auditivas iniciales de los alumnos, tanto para el grupo experimental como para el de control. Por último, se aplicó el postest a ambos grupos. Para verificar estadísticamente los resultados finales, se aplicó la prueba de muestras pareadas para comparar los datos obtenidos por el grupo experimental. Los resultados muestran que el grupo experimental tuvo una mejora significativa y progresiva en comparación con el grupo de control, cuya mejora no fue tan sustancial

Palabras clave: Enfoque AICLE, capacidad de escucha, grupo experimental, grupo de control, estímulo.

ABSTRACT

Nowadays, there are a variety of factors that make English vital for worldwide communication. Since English is the most frequently spoken foreign language in the world, it is taught in almost all educational institutions across the world. The current state of the proficiency level in Ecuador is quite worrying, so the aim of this study was to analyze the level of incidence of the Content and Language Integrated Learning (CLIL) in the development of students' listening skills, as well as to promote a better understanding of this approach. For this purpose, a methodological guide was developed and applied to students in the ninth year of Basic General Education corresponding to "Unidad Educativa Riobamba". The research approach was quantitative, and its design was experimental, establishing an experimental and a control group in order to ensure sufficient evidence to support the verification of the hypothesis. A standardized test was used before and after the application of the proposal. The pretest made it possible to identify the initial auditory skills of the students, both for the experimental and control groups. Finally, the post-test was applied to both groups. To statistically verify the final results, the paired samples test was applied to compare the data obtained by the experimental group. The results show that the experimental group had a significant and progressive improvement with comparison to the control group, whose improvement was not as substantial.

Key words: CLIL approach, listening skills, experimental group, control group, stimulus.

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INTRODUCTION

English is considered a foreign language in countries that do not have it as their mother tongue because its inhabitants do not use it commonly. It is of exclusive use for students in the classroom. Therefore, teaching English is a great challenge to implement methodologies that motivate their learning in a student population not necessarily interested in it. However, the institution in charge of education at the national level forces them to comply with the provisions issued.

The teaching of a foreign language brings with it the dilemma of choosing and using the appropriate resources that students achieve the expected learning. English is the foreign language that has the most influence worldwide for the execution of different activities. The National Government for improve the quality of education in all areas, included English as a subject in the curriculum and even participated in the Dakar Congress in 2000, committing to be part of the "Education for All" plan. The objectives of this commitment are institutionalized in the so-called "Decennial Plan 2005-2015", from which the project "It's time to teach English" was developed, which sought to improve the level of linguistic competence of students through teacher training in this area.

Learning another language entails difficulties, either due to the use of an inefficient methodology, the lack of linguistic skills of teachers, educational material that does not correspond to the reality of Ecuador, among others. As in Ecuador, where the results of the international TOEFL test applied by the Ministry of Education in 2018 to more than 5000 English teachers in the country, showed that 74% of teachers qualify only as basic users when the Ministry of Education establishes that teachers must have at least an intermediate level (B2). The lack of linguistic competence of the teacher is undoubtedly a factor that must be corrected since the student learns the language with deficiencies, mainly because students retain grammatical or pronunciation errors learned since the early years.

In addition, the statistics of the study conducted by Education First in 2020, to determine English language proficiency, place Ecuador in 93rd place out of 100

countries where English is taught as a foreign language, demonstrating that the country's standards concerning its teaching-learning are unsatisfactory.

The research is presented in three chapters. Chapter 1 shows an empirical background that includes the study variables and describes the relevant aspects of CLIL and listening skills. Chapter 2 refers to the methodology. Its approach was quantitative under the bibliographic-documentary and field modality, and its experimental design. The procedure applied in the class lessons is included, as well as the procedure used to develop the proposal is described. Chapter 3 presents the results of the application of the data collection technique and instrument, which were carried out in two instances to determine the variations in learning. Finally, the conclusions and recommendations that were reached in accordance with the objectives set in the investigation are expressed.

The research problem

At the Unidad Educativa Riobamba, the methodology and strategies used to learn English as a foreign language have not been the most efficient, such as grammatical translation, audio-lingual, direct method, or translating from English to Spanish. Generally, the student's level of comprehension when receiving oral information has caused students to be distracted and show disinterest, forcing the professional to interact using Spanish during most of the class time. When teachers use Spanish to communicate, students do not actively participate and do not complete the planned activities, resulting in frustration on both sides.

The current English teaching methodology at the Unidad Educativa Riobamba emphasizes the theoretical aspects presented in the study texts or written support materials, leaving the background the development of knowledge through the ability to listen and assimilate the information transferred orally, either by the teacher or other transmitters. This reality does not facilitate homogeneous learning and has created a gap between students who understand oral instructions and those who have difficulty understanding what the teacher says. Consequently, the grades between one group differ considerably, especially when they have to give oral lessons after listening to the presentation of the contents established in the curriculum.

Listening and knowledge acquisition pose enormous challenges for learners, primarily when these processes are not understood. Consequently, learners may have unrealistic expectations about developing their listening skills and feel demotivated, as the primary goal of each lesson is to quickly understand what they hear by paying attention to the language used. Teachers may feel they cannot do much about this because it is difficult to observe and control the processes directly. After all, the development of reading, writing, oral communication, and listening skills is essential in learning any language. The problem is that teachers must be concerned with developing all of these skills progressively.

It is important to emphasize that listening skills have a lot to do with comprehension, especially with the evidence that in classrooms where the foreign language is studied, teachers give greater importance to listening by asking students to record or repeat what they hear about a specific aspect. When performing these activities, both students and teachers can detect the level of listening ability by giving guidelines for personal and group evaluation of what they can hear. Add to this the fact that the students have to respond adequately to the questions prepared according to the topics covered, and they find themselves in a constant climate of stress and anxiety.

At Unidad Educativa Riobamba, English classes are not linked to other subjects, even though governments worldwide have integrated the learning of a foreign language with the subjects covered in their respective curricula. As a result, other teachers lack direct support to develop an interest in learning English as a foreign language. The interest of foreign language teachers has not gone beyond the use of particular examples given by the Ministry of Education. There is a high lack of knowledge about the proper way to teach classes under this approach because no training programs have been conducted. Some teachers have limited themselves to covering one topic in the text and avoiding others.

One of the biggest problems identified is the freedom of choice with which foreign-language teachers work in lesson planning and applying personal criteria in curriculum development. Most teachers are not aware of the CLIL approach and limit themselves to teaching classes that deviate little from the traditional approach.

They do not closely monitor the level of achievement of the curricular objectives established within the English curriculum. The student's achievement levels do not show a significant variation between before and after at the end of the classes, and there is no evidence of evolution in the teaching-learning process.

Statement of the problem

Since CLIL, according to the ministerial provisions, is the approach that should be compulsorily applied to foreign language teaching, and considering the aspects presented in the previous paragraphs, the following study question is posed: How does the CLIL approach develop the listening skills of ninth-grade students of the Unidad Educativa Riobamba in the term 2020-2021?

Hypothesis

The application of the CLIL approach in the learning of the English language will significantly develop the listening capacity of the ninth-year students of the Unidad Educativa Riobamba, allowing them to improve their learning levels.

General objective of the Research

To analyze the influence of the CLIL approach to develop the listening skills of the ninth-year students from Unidad Educativa Riobamba.

Specific objectives of the Research

1. To set the theoretical basis about the CLIL approach.
2. To identify the level of development of the listening skills of ninth-grade students.
3. To design a methodological guide for the development of the listening skills of the English language through CLIL

Methodology

The research methodology of this study has a socio-educational purpose, supported by bibliographic-documentary sources. This means that a systematic review of

various scientific articles and texts was conducted by consulting databases such as Google Scholar, Microsoft Academic, SciELO, ERIC, and Science Direct. The methodological process of reviewing the existing bibliographic material on the subject to be studied began with the systematization of secondary information from updated bibliographic sources, and its relevance was evaluated in terms of the study variables, which serves as a basis for the construction of chapter two, referring to the state of the art.

The primary goal of this research is to determine the level of impact of CLIL on the listening skills of ninth-grade students, so a quantitative research approach distinguishes it. "Quantitative research involves the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest. Similarly, quantitative research is characterized by following well-defined procedures, carrying out the research process, analyzing the resulting data, and verifying the quality of the study and its conclusions" (Mills & Lorraine, 2016, p. 24).

The present investigation is framed within an experimental design because the individuals in this study have been separated into two groups to ensure that they are as homogeneous as possible. The first group served as the control group, while the second was the experimental group. Both groups were exposed to a standardized knowledge test (pre-test and post-test) on listening skills to contrast the final results after exposing the experimental group to a new methodological approach (CLIL course) and confirm the study's findings.

The experimental group was trained using practical exercises that shape and improve their listening skills, based on the essential skills that are part of the listening process, cited by Vandergrift and Goh (2012), and following the standards of the Common European Framework of Reference (CEFR), which are discussed within the methodological proposal. The proposal was also constructed considering the competencies with performance criteria and achievement indicators established within the Foreign Language Curriculum proposed by the Ministry of Education of Ecuador in 2016. The proposal's application was delivered through the Nearpod application to apply each of the proposed activities adapted to the virtual education format.

To corroborate the reliability of the data obtained, they were entered into the SPSS program and analyzed using the Wilcoxon rank test. The information is presented in statistical tables and graphs for interpretation and comparison to identify variations between pretest and posttest results and thus demonstrate that CLIL is a valid option for improving students' listening skills.

The population consisted of fifty-four students (twenty-seven in the control group and twenty-seven in the experimental group). The proposal's application was conducted virtually with the experimental group in a previously established schedule, which allowed them to record individual and group achievements in each class quickly. All students enrolled in the ninth year of the Unidad Educativa Riobamba, who speak Spanish and study English as a foreign language, are between 13 and 15 years old. The proposal was designed with a playful character that its application would promote the learning of the foreign language. The pre-test and post-test were given to both groups. The control group got their lessons on a regular basis, in accordance with ministerial directives and institutional policies.

Research justification

This research work is mainly justified by having as its legal framework the foreign language curriculum issued by the Ministry of Education, which, as the governing body, contemplates the use of the CLIL approach for teaching English classes. Previous precedents of its use in different countries in Europe, Asia, and America, which are highly positive, support this decision.

It is important to highlight the theoretical justification of this work since the approach and its application are related to the postulates of Vygotsky, who designated the Zone of Proximal Development as learning in an environment where the interaction of people contributes to the strengthening of social relations. Teaching-learning has a duality where the teacher-student relationship is fundamental for transmitting knowledge.

It is of particular interest to teachers in this area because, in addition to contributing to their professional growth, its use makes it possible to concretize this academic innovation in English as a foreign language at the Unidad Educativa Riobamba. This

approach admits collaboration between teachers of other subjects and English teachers, where the introduction of new strategies appropriate to the students' environment, their peculiarities, and their level in English can converge, giving them the possibility of improving their learning.

CLIL, being a flexible approach that allows teachers to use active learning strategies and innovative teaching resources, intensifies English through the topics covered in the general subjects of the curriculum, broadening its scope of application. In this way, students learn English as a foreign language and at the same time reinforce the content of other subjects. In addition, learning is confined to the classroom and replicated in the student's social relationships outside the school.

CHAPTER I. STATE OF ART AND PRACTICE

1.1. Background

English, being the foreign language included in the curriculum in Ecuador, is the object of research to determine the level achieved by students in different educational centers; however, the application of the CLIL approach oriented to the development of listening skills is scarce. To obtain references to support the study variables, the researcher resorted to the repositories of universities in the country and publications in foreign countries, all obtained through the Internet; as a result of this review, the following works were found:

In the research: Content and Language Integrated Learning in the public school: an analysis of teachers' reality, it is concluded that "(...) the main characteristics of CLIL applied in today's classroom are a safe and rich learning environment and scaffolding. Teachers can apply some techniques linked to these features to improve students' learning" (Palma, 2020, p. 99); however, this situation only glimpses the teacher's perspective without knowing the students' point of view when faced with the implementation of a different approach in the English teaching-learning process.

Traditional methodologies for teaching English, as indicated by the results of the research: Design of a micro-curricular proposal applying CLIL (Content and Language Integrated Learning) for learning English in Educación General Básica; are based solely on the study and application of grammatical structures, without "teachers using academic content for teaching English as the CLIL approach, a situation that has influenced students to develop their communicative skills and cognitive abilities" (Cumbe, 2015, p. 66). Teachers' lack of knowledge and disinterest in applying varied techniques and strategies negatively influences learning a foreign language. Many students take it as an obligation without motivation to improve their learning level.

To develop listening skills, in the research entitled Didactic Digital Material for Teaching English to Second Graders, it is mentioned, "the use of CLIL seeks to integrate both content learning and language learning. The material design seeks

to develop the student's speaking and listening skills, with individual and group activities" (Hernández, Viáfara & Gallo, 2019, p. 4). The truth is that researchers evidence the feasibility of using this approach to develop foreign language learning skills while acquiring knowledge of one or more subjects and improving their interpersonal relationships in the classroom.

In the research " Analysis of the Content and Language Integrated Learning usage (CLIL) as an approach to improve the development of listening skills in students at 8th grade of Educación General Básica "A" in "Pensionado Americano" high school, in the city of Riobamba, Chimborazo province, during the academic year 2018 – 2019", the following conclusions are expressed:

The process used in the Content and Language Integrated class to develop the lesson was a few traditional. It has some difficulties because of the lack of activities that help create it correctly, unclear instructions, and the lack of concentration of students. Some activities chosen and used in the lesson do not enhance students' listening skills since they are not commonly used in a CLIL class. Therefore, students did not find them funny and exciting. The process established by the standards of the CLIL approach to developing a listening activity in class was not created since one or two stages from a listening activity in a CLIL class were avoided because of different factors like lack of time or miss of the recording resource. (Guaranga, 2019, p.25)

In the article: Analysis of Content Language Integrated Learning (CLIL) as a methodology for teaching English as a second language, it is considered that this approach involves teaching subjects with the purpose of teaching content simultaneously with the learning of the foreign language. Porras (2013) expresses that "it is a good way to integrate the four linguistic skills that are intended to be developed in the acquisition of English: listening, speaking and conversing, reading and writing" (p. 3), while opening the door to the knowledge of the plurilingual and pluricultural reality.

In the research: Using the Content and Language Integrated Learning (CLIL) Approach to Develop Student Teachers' EFL Receptive Skills, the results concerning the effectiveness of using CLIL are as follows:

(...) the results revealed a statistically significant difference between the participants' mean scores on the pre- and post-assessment of EFL listening skills in favor of the post-assessment, as the T-value was 22.3, which is significant at 0.01. This means that the participants achieved more remarkable improvement in their listening subskills. Thus, the CLIL approach effectively developed the participants' listening comprehension skills. Several causes have contributed to its evolution. The researcher used didactic and comprehensible materials such as videos, podcasts, films, and documentaries. These materials provided the participants with accurate and up-to-date information and different speaking styles. In this way, they offered the participants the possibility to learn and understand the individual and regional varieties of the target language (...) (Diab et al., 2018, p. 18).

From the criteria presented in the works cited above, it can be inferred that, for the most part, the results obtained show that CLIL is a teaching approach that contributed to the development of students' listening skills, except for the work done by Guaranga (2019), for whom this approach did not contribute to the increase of these skills, since the traditional activities that were applied failed to stimulate learning.

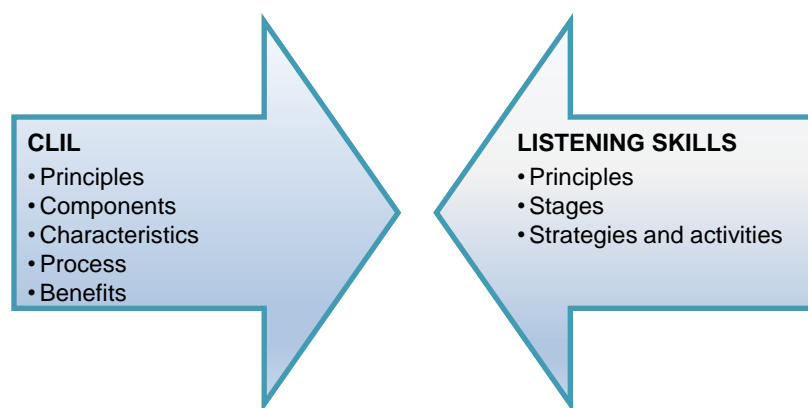


Figure 1. Study variables. Created by Aguirre, C. (2021)

As shown in Figure 1, the study variables are broken down into several concepts for a better understanding of each one of them. As for the CLIL approach variable is briefly reviewed its origin and evolution and then detail the most relevant

conceptualizations in a specific order. The same treatment is given to the listening skills variable, as shown in the following paragraphs.

1.2. CLIL approach

Over time, many methodologies have been designed and applied to English language learning. David Marsh created content and Language Integrated Learning (CLIL) in 1994 to describe the stream of applied linguistics, ensuring that learning is more successful with everyday subjects. It is a dual approach that involves the "development of socio-cultural, cognitive, linguistic, academic and learning skills that will facilitate outcomes in both content and language" (Mehisto, 2008, p.9). With a history spanning more than two decades, the effectiveness of this approach has allowed it to be the most recommended in Europe and countless countries around the world. This approach improves the learning of another language and, at the same time, incorporates innovation in the curriculum, making it easy to adapt to the specific planning of each level without affecting the fulfillment of class objectives in the usual subjects of study.

The design and adaptation of existing language teaching approaches, according to Marsh (2013) was sought to obtain a wide range of learners with higher levels of language proficiency in a second language. This approach began with the European Commission under experts from Finland and the Netherlands. Their initial motivations were more political than educational to achieve excellence in non-native language learning. Bilingual initiatives in different countries, including Canada, had an educational stimulus.

CLIL emerged as an approach to meeting the needs of second language teaching and learning, embracing the cultural, social, and political richness of the European Union (EU). This educational initiative gained the backing of the Council of Europe and allocated resources to improve second language learning (Cenoz et al., 2013). Initially, people in charge of its implementation took as a reference the Canadian immersion program that, successfully implemented there for decades. The results were not satisfactory, arguing that the socio-cultural and linguistic differences between the Canadian and European populations were the reason for this failure.

CLIL is considered an approach to language learning that uses as a strategy an additional language to the one frequently used for the teaching of different subjects included in a country's educational curriculum. This approach involves the development of learning skills that contribute to the learning of content and language. It has been revealed not only as a "way to improve access to other languages but also to incorporate innovative practices in the curriculum as a whole" (Lifelong Learning Programme, 2020), leading to a better dynamism in the teaching and learning process by maintaining a permanent relationship between the subjects to be covered and the foreign language used.

The main characteristic of this approach is its flexibility, which goes with its ability to consider different contextual elements because of its application to foreign language learning. It starts from identifying the student's level of knowledge to determine the most appropriate strategies and tools to be used according to the topics included in each of the subjects for the students to achieve their purposes. From this perspective, in the following sections, the researcher will review the general aspects of this approach that will allow him to go deeper into the principles that govern it and its components and characteristics.

CLIL principles

Education has evolved in the search for new models, strategies, and innovative tools to improve the quality of learning. The criteria differ today, considering that no model is unique or exclusive but that improving education depends on their conjunction. Teaching a second language is not exempt from applying a model that allows resources to assimilate content and acquire communicative skills. The basic principles of CLIL classroom practice, according to Perez (2019) are the following:

- (a) Language is used to learn content area content, but the language must also be learned to understand and communicate. The use of the language is meaningful because it is not the only objective of learning, but there is a double objective. This means that the CLIL instructor must consider both the subject matter goals and the language requirements.

- (b) The subject matter determines the type of language that needs to be learned. Both the specific vocabulary, discourse structures, or types of discourse (describing, relating, etc.), and, in part, the language skills that can be practiced (listening, hearing, speaking, writing, interacting) will be determined primarily by the subject matter being taught.
- (c) In general, fluency is more important than grammatical and linguistic precision, and this is necessary if both content and language acquisition are to be successful. However, opportunities to pay attention to linguistic form should be taken since too many faults might impair understanding and output of topic information.

In the studies presented by Vygotsky (1978), he recognizes that a person is an eminently social being. Therefore, learning occurs through interaction with others, developing what this author called the Zone of Proximal Development. From this point of view, CLIL is an approach that seeks the construction of knowledge through the teacher-student, student-student, and student-community interrelationship, favoring the learning process. This idea is supported by Coyle et al. (2010), who determine learning as "an active process that occurs when students are cognitively engaged" (p.29) an attitude that allows the processing and using the information.

Within the educational field, there is a consensus that "learning should be meaningful for the learner and be as related as possible to real life, something that CLIL aspires to through the learning of new content" (Bárcena, 2017, p.20). This author's criterion shows that learning is a social process in which interaction is the key to success in learning process. The "communicative approach has gained importance in second and foreign language teaching worldwide if compared to the old methods that were obsolete or ineffective for the needs of the learners" (Brown & Bradford, 2014, p. 329). This study emphasizes that the communicative approach has as its central point to develop the linguistic functions that the learner needs to learn a second language and communicate correctly using the correct grammatical forms.

From the studies and proposals shared by different authors, the importance of applying a communicative approach to develop the skills of students who are

learning a foreign language is emphasized. CLIL is an approach that seeks permanent interaction as part of its strategies for learning. However, it should be emphasized that "this interaction is too often confused with conversational practice with a focus on form and grammatical progression, but with little attention to meaning" (Coyle et al., 2010, p.33). Based on this opinion, it must be established that communication is one of the components of CLIL and its purpose is to give and receive information so that learning is participatory, dynamic, and effective; establishing that communication flows in both directions, a situation that does not occur to this day with the traditional approaches applied in the classroom.

Communicative competence is composed of "four skills that shape it: linguistic, sociolinguistic, discursive and strategic" (Canale & Swain, 1980, p. 21); according to these authors, mastery of the language code allows effective communication in different social contexts where contextual factors give rise to the combination of forms and meanings necessary to understand and construct texts of different genres, which ultimately leads to mastery of verbal and nonverbal communication strategies, intending to compensate for any communication failures that may arise. This competence is related to each of the fundamental principles of CLIL since, starting from learning the language, it is expected to understand and communicate fluently the contents of the subjects.

As with any approach, discrepancies arise about the feasibility of its implementation. A "problem in CLIL environments is that, generally, the focus is on grammar (linguistic competence) and the other competencies are left aside" (Bárcena, 2017, p.22). This criterion leads teachers to consider that these competencies lose their meaning, and "the learning context is reduced to teaching in another language" (Coyle et al., 2010, p. 33). However, the purpose of CLIL is the conjunction of these four competencies, which requires the search for pedagogical strategies with appropriate and innovative tools.

Once the fundamental principles of CLIL have been identified and analyzed, the following is a description of its components, whose knowledge and application are the axis for the teaching and learning of the foreign language. Each has its own

characteristics, and they come together in the attainment of the curriculum's educational goals and the English language.

CLIL Components

CLIL has four main components: content, communication, knowledge, and culture. These components are fundamental to developing CLIL because they seek to integrate these elements into meaningful English language instruction. The merging of these four components requires a great deal of care and expertise from the teacher, especially concerning the content, because the subject area teacher is usually in charge of this part, who has little or no experience with a second language. Each component has become the teacher's guide for implementing this approach to interact with other cultures.

As for how to employ this approach, it is essential to keep in mind that "language learning follows a progressive pattern that in CLIL contexts is sometimes difficult to follow, due to the demands of the subject" (Bárcena, 2017, p.25). The cause is the interrelation between the objectives of the foreign language and those of the subject content, which do not allow for the grammatical progression that usually occurs in a traditional language classroom.

This difficulty encourages the teacher to bring their skills into play. Unlike the content teacher, the foreign language teacher facilitates opportunities that support content learning in other subjects through specific vocabulary and grammatical structure defined by the topics to be covered. This procedure will eventually result in the learners' development of language communication abilities. Regarding language, Coyle (2000) classifies it into three types:

- 1) Learning language: the language needed to learn new concepts in the content area.
- 2) Language for learning: it is necessary to function effectively in a content area within the second language.
- 3) Language through learning: this corresponds to the language needed to articulate the student's thinking leading to learning processes (p. 162).

In Ecuador, for the teaching of English for both Educación General Básica and Bachillerato General Unificado, the curriculum proposed by the Ministry of Education (2016) considers CLIL as a means to access and learn English in an authentic and meaningful context, focusing attention on language and the use given to it, rather than content knowledge. The English language curriculum uses the CLIL approach, in this regard, the Ministry of Education (2019) states:

The methodology and classroom procedures to be applied when teaching within a CLIL model form part of this curriculum's teaching and learning specifications. CLIL models are diverse, making them flexible enough to be context-specific and complementary to a range of teaching methodologies. Still, they share characteristics favorable to constructivist approaches and communicative language teaching (CLT) (p.416).

In the section concerning English as a foreign language and language of content and integrated learning, the Ministry of Education (2019) states:

Within a CLIL framework expressed as the 4Cs, language facilitates 1) communication, 2) cultural awareness and understanding, 3) cognition, and 4) content. Language of learning is understood as acknowledging that learners need to have access to linguistic concepts, systems, and skills to communicate and develop knowledge about subjects, themes, and topics. Metalinguistic reflection is discovered via functional need. The operational need is determined by context, encountered through authentic communicative situations and texts, and scaffolded to support the progressive acquisition. Language for learning speaks to the metacognition of learning how to learn (p.423).

In other words, CLIL seeks to learn a foreign language through communication, knowledge, content, and culture. In terms of communication, it requires answering three main questions, What, How, and Why. When talking about what is communicated, the answer is directed to the linguistic systems and skills of the second language, that is, to the elements that are to be transmitted in an orderly, structured, and explained way. On the other hand, when talking about how something is communicated, it encompasses the learning strategies and

communicative skills used so that the learner is the main protagonist of the learning process.

Finally, when talking about why something is communicated, it is oriented to the objective of the communication itself, that is, the transmission of new knowledge and multiple perspectives on the new language, understanding the importance of its learning and its use in society. The development of thinking skills using the educational objectives proposed by Bloom underpins the CLIL approach, as indicated by the Ministry of Education (2019):

The CLIL focus on critical thinking skills draws upon Bloom's Taxonomy of educational objectives, a tool used to link thinking skills with outcomes through the use of descriptive learning objectives created with verbs classified as representative of specific domains: Remembering, Understanding, Application, Analysis, Evaluation, and Creation (p.425).

Then, language learning skills will be verified when the student can meet research objectives, creative thinking, reflection, teamwork, self-management, and effective participation because one of the main characteristics of this approach is to seek learning through the use of texts and tasks; with activities that meet the needs of students when using English in different personal and social settings while interacting with their peers and teachers; that is, it contributes to the development of communicative skills. Therefore, it is essential to maintain a concatenation between these components since the main objective of using CLIL is that students obtain satisfactory results in learning the foreign language.

As seen in the previous paragraphs, the definition of the components of CLIL depends on what teachers want to transmit and achieve in the process of teaching the foreign language. Part of the content refers to what they will deal with in each subject. Then, communication is a significant element for the transmission of the contents that lead to knowledge related to the cultural environment of the students. Each of the components of CLIL, content, communication, knowledge, and culture, is described below.

a. Content

The content itself is the idea or set of ideas to be shared. Within the CLIL approach to English language learning, content is the first component, as it is the one that "successfully guides the acquisition of knowledge, skills, and understanding inherent to that discipline, at the very heart of the learning process" (Coyle, 2000, p. 164). Content refers to each of the subjects included in the national curriculum according to subject areas (Table 1). The purpose of teaching a second language through content is that it is used as a means of interaction and participation during classes to generate interest in the student while learning.

CLIL seeks content learning through projects where interaction leads students to discover, develop and take advantage of their competencies through peer-to-peer collaboration. The content is the central point within the learning process because it allows students to discriminate relevant topics for their lives. It demands from teachers the creation of strategies and tools that enable the understanding of the content projecting it to its future use.

Table 1.

Bachillerato General Unificado subjects by knowledge area

AREA OF KNOWLEDGE	SUBJECT
Language and Literature	Language and Literature
Foreign Language	English
Mathematics	Mathematics
Natural Sciences	Biology
	Physics
	Chemistry
	History
Social Sciences	Philosophy
Physical Education	Citizenship Education
	Physical Education
Cultural and Artistic Education	Cultural and Artistic Education
Interdisciplinary	Entrepreneurship and Management

Source: Ministerio de Educación del Ecuador (2019)

Collaborative work for learning content strengthens empathetic relationships among classmates because it allows them to develop their ability to defend their opinions, accept their own mistakes, and correct them. To ensure that the content is adequate and productive, the teacher must monitor the collaboration and participation of each student.

b. Communication

The second component of CLIL is communication that is a process through which people create and share information until mutual understanding is reached, resulting in the interpretation of messages and feedback to strengthen everyone's level of understanding. Communicative competence refers to knowing "when to talk, when not to talk, what to talk about, to whom, when, where, and in what way" (Hymes, 1971, p. 25). Therefore, it refers to people's ability to discriminate content, formulate utterances and share them in specific spaces and times. CLIL, within English language learning, emphasizes communication and active interaction in the classroom to develop linguistic and communicative competencies in the four language skills: Reading, Writing, Speaking, and Listening.

The communicative part plays a significant role in language teaching because it helps develop different student skills, emphasizing language functions. The teacher must know what they expect the student to be able to communicate. To this end, a helpful strategy is to provide students with clear and simple structures that allow them to express their ideas efficiently. Speaking and writing have a reciprocal relationship. By speaking, the student develops ideas and foresees the use of a language while writing allows them to develop ideas and a language they can express orally.

By speaking, the student develops ideas and foresees the use of a language while writing allows them to develop ideas and a language they can express orally. Speaking and writing have a reciprocal relationship as they help develop different parts of the human brain - the expressive and communicative part. The communicative part plays a significant role in language teaching because it helps develop different student skills and emphasizing language functions.

Oral communication comprises a set of crucial skills that can be used for collaborative learning. This includes not only what is traditionally thought of as speaking and listening skills, but also other skills needed to develop interaction skills: the role of group work, as well as the social element of group work, which increases confidence and motivation; problem-solving; engaging in risk-taking by embracing trial and error and the role of mistakes in language learning; and fostering

linguistic creativity and expression. Tasks involving spoken interaction should be carefully structured, and language graded to meet the production needs of learners. Some examples of language functions, proposed by Hill and Miller (2013), are listed below:

- | | | |
|---------------------------------|---------------------------------|---------------------------|
| ▶ Agreement and disagreement | ▶ Criticizing | ▶ Identifying |
| ▶ Apologizing | ▶ Denying | ▶ Inferring |
| ▶ Asking for help or directions | ▶ Describing | ▶ Inquiring/questioning |
| ▶ Asking permission | ▶ Evaluating | ▶ Planning and prediction |
| ▶ Sorting | ▶ Explaining | ▶ Refusing |
| ▶ Ordering/giving instructions | ▶ Expressing likes and dislikes | ▶ Reporting |
| ▶ Comparing | ▶ Expressing obligation | ▶ Sequencing |
| | ▶ Expressing position | ▶ Suggestion |
| | ▶ Hypothesizing | ▶ Warning |
| | | ▶ Wishing and waiting |

These functions make it possible to determine the level of knowledge attained by the students while assessing their cognitive capacity and skills, both individually and collectively, since it is clear that the development of an individual tends to influence the work group, especially when the activities included in the treatment of the topics are dynamic and lead to a competition for increased learning.

c. Cognition

The third component is cognition since CLIL should provide a cognitive challenge for students to develop their thinking skills in conjunction with their basic interpersonal communication skills and competence in a cognitive-academic language. CLIL promotes the development of cognitive skills so that the learning of subject content is understandable, i.e., the student must be able to know, understand, apply, analyze, synthesize, evaluate and create.

The mastery of knowledge involves the development of intellectual skills in the student to examine specific situations, and the structures of each learning process. Using strategies, techniques, and mental skills allows achieving meaningful and relevant learning, as they emphasize the approval of cognitive skills to comply with active, participatory, and experiential learning processes. The teacher's work goes

beyond the simple fact of transmitting information, focusing on preparing a student to face this world, think critically, and solve problems.

Cognitive skills include the aptitudes and abilities of students to use them in learning; that is, what is the capacity they have, develop and apply to solve problems. Martínez-Salanova (2020), mentions that knowledge, understanding, application, analysis, synthesis, and assessment are the six domains that make up the cognitive domain, in order of difficulty. The teacher must create specific activities according to the objectives to develop the students' cognitive skills.

d. Culture

Another component of CLIL is culture which is the term used to refer to multiculturalism related to language, thought, and culture itself. While UNESCO (2009) defines it as the "distinctive set of a society or social group on the spiritual, material, intellectual and emotional level, including art and literature, lifestyles, ways of common life, value systems, traditions, and beliefs" (p. 49). Yet another definition of Culture is the "set of ways of life and customs, knowledge and degree of artistic, scientific, industrial development, in an era, the social group" (Real Academia Española, 2015 as cited in Alba Torres, 2019, p. 11).

Within CLIL, this component plays an essential role because it allows students to be able to interrelate with people from other cultures, transmitting their characteristics and assimilating the external, while at the same time integrating themselves into a broader social group.

The description of each of the components of CLIL allows us to determine its purpose, as a whole, is the innovative and creative use of the resources available in an English class for students to learn the contents included in the subjects of the curriculum. This purpose leads to identifying the aspects that characterize this approach, which is discussed in the following section.

CLIL characteristics

Every methodological proposal presents specific characteristics according to its objectives, the process to be followed, the activities to be developed, the resources

required for its application, among other aspects. The CLIL approach encompasses its components around three main characteristics, which according to Ioannou and Pavlou (2011) are the following:

- 1) Subjects integrated with English language learning: Learning an additional language is integrated with subjects like science, history, or geography. Students learn a language, and they get to the content.
- 2) Students accessing learning: It originates in different sociolinguistic and political contexts and is related to any language, age, and level of studies from early childhood education, primary education, secondary education, and vocational training. In this sense, CLIL responds to a lifelong learning program for all citizens, where multilingualism and multiculturalism promote integration, understanding, and mobility among Europeans.
- 3) Skills developed during learning: This approach involves developing social, cultural, cognitive, linguistic, academic, and other learning skills that will facilitate achievement in both content and language.

These three characteristics, as indicated above, direct the foreign language teacher to implement the CLIL approach in his/her classes, since each of its stages has to be adapted to the general educational requirements, according to the age of the students, the level they are at and the objectives of the curriculum both in the foreign language and in the subjects to be covered.

CLIL Implementation process

The application of CLIL in English language learning depends mainly on what is to be achieved. Teachers should be cautious at this stage, starting from the skills they wish to develop, the time allocated, and the learning objectives themselves, depending on the content to be covered. In order to implement CLIL, it is necessary to make "adaptations in curricula, methodological adjustments, redesign materials, change the ways of assessing results and focus on the quality of teaching" (Porrás, 2013, p. 40). This approach consists of three basic steps: planning, instruction, and evaluation.

a. Planning

Building the” planning must base it on the contents specified in the study plan; however, the area of knowledge, specific topics, and subject must also be considered. Planning is born after the teacher determines what they are going to teach, what needs to be learned by the students, the objectives, and expected learning results; at the same time, they establish how they will lead the contents, that is to say, which language functions they will use for the development of knowledge” (Cumbe, 2015, p. 22). The lesson planning within the CLIL approach includes its four components, as indicated by Coyle (2005), a guide shown below in Figure 2.

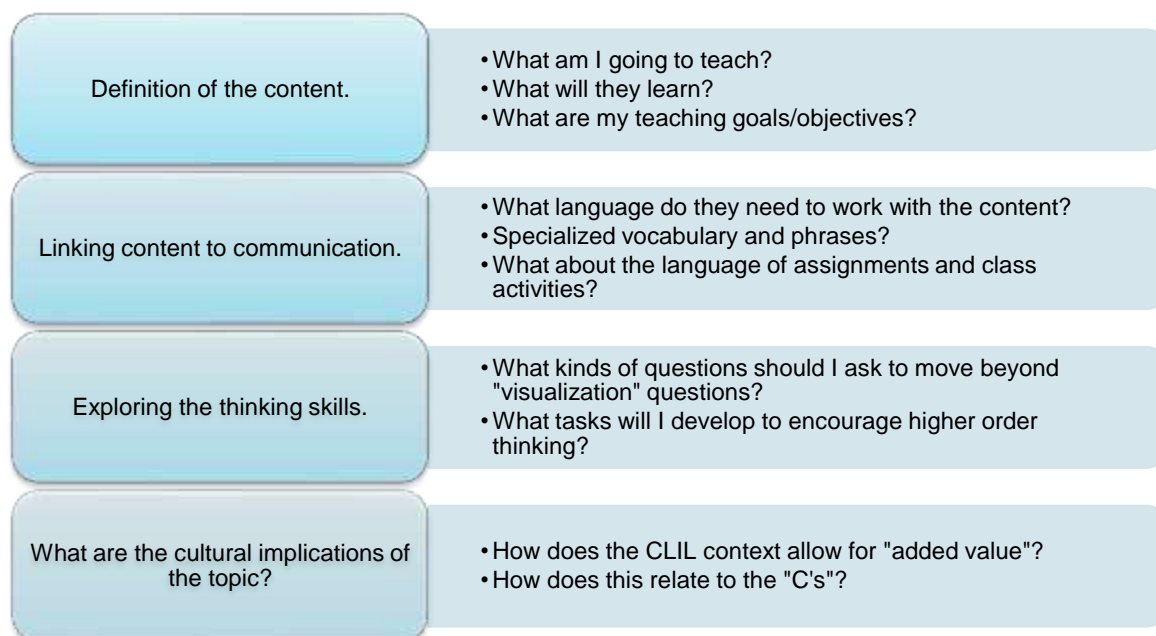


Figure 2. Planning a CLIL class. Source: Coyle (2005)

CLIL planning should include the contents of related subjects, as the teacher needs to facilitate the progress of knowledge, skills development, and comprehension. The understanding of these contents, in turn, will be a function of the language used in communicating the topics, objectives, and activities, requiring the advanced definition of teaching strategies and resources for teaching. (Appendix 6)

b. Instruction

This approach uses content instruction included in the planning. "This type of instruction was used in the United States in the 1970s to help immigrant students integrate into the American educational system"(Porras, 2013, p.25). When teachers detected students had difficulty learning the language and the content of the subjects, teachers used a dual approach to teach the content through the English language to prevent these problems.

Instructions are directly related to cognition, the third element of the CLIL approach. At this stage, teachers bring their skills to transmit knowledge oriented to influence students' thinking to appropriate concepts and language definitions and understand them. The language must manage the resources consistently and dynamically, promote active participation and collaborative work since it marks the construction of knowledge.

CLIL instruction is achieved, as indicated by Mehisto (2008), when the teacher supports his or her students' language learning in content classes by fostering content integration and reflection on their learning process. It is, therefore, necessary to:

- Create a learning environment based on task and discourse routines, making language visible during learning.
- Connect the contents and tasks with the fundamental interests and needs of the students.
- Schedule enough time for student-teacher and student-student interaction and the use of resources established according to content, language, and processes. (Mehisto, 2008)

Language and cognition have a complicated connection. On the other hand, it is recognized that effective learning includes cognitive challenges and feedback. In CLIL contexts, it is critical to ensure that the language does not hinder comprehension while remaining cognitively demanding. Cummins developed a matrix to explore the relationship between cognition and language, which has been

adapted to CLIL environments and is a valuable tool for auditing instructional materials. According to him, cognitively undemanding materials are difficult to justify, while cognitively demanding materials are essential for learning. The most difficult aspect for CLIL teachers is creating materials and tasks that are both linguistically and intellectually challenging.

c. Evaluation

This step includes the design and application of instruments to verify the level of cohesion between content and language. “In other words, the assessment confirms the level of fulfillment of the objectives” (Porrás, 2013, p.25); assessment in CLIL not only seeks to measure learning but also to enhance the learning of content and language. Assessment has to answer the following questions: What is assessed? Why is it assessed? How is it assessed? What tools are used to assess? To answer each of these questions, it is essential to consider the components of the approach, the level at which the students are at with respect to the foreign language, the environment in which they are working, among others. Thus, referring to what is assessed in CLIL, Norton (2019) mentions:

One danger is that if we are not clear about our objectives in CLIL, language may become an “invisible” component of assessment. By this, I mean that we may sometimes think we are assessing content when we are really assessing language. (...) If we want to assess language, we should make sure it is most closely related to the content – the specific vocabulary, sentence patterns, and text types needed to express content knowledge – what we call subject literacy. (...) One way to raise students’ awareness of the content and language objectives we want them to achieve is to show them samples of what quality work looks like and get them to share in establishing success criteria (p.13).

Regarding the reasons for evaluating, “in Bilingual Education/CLIL contexts, implementing formative assessment techniques is a significant way of avoiding language becoming an invisible component in our teaching and assessment” (Norton, 2019, pp.14-15). The techniques will be established according to the contents and what will be evaluated.

Once what is to be assessed has been determined, it is necessary to choose the appropriate methods to obtain evidence of learning. Assessment is important in all educational contexts and "especially in CLIL/bilingual education due to the linguistic dimension. The chosen assessment method may allow or prevent students studying in a foreign language from demonstrating what they know about the content of matter" (Norton, 2019, p.15). Assessment in CLIL can use different methods, such as: selected answers, written answers, performance tasks. According to the chosen method, instruments such as tests, short answer quizzes, exercises, essays, presentations, projects, performances, checklists and rubrics will be designed.

The evaluation seeks to obtain information about what students know to make decisions to improve the teaching and learning process. Evaluation can have a formative character if the purpose is for students to recognize their weaknesses and identify how they can improve; conversely, the summative evaluation seeks to establish the level achieved by students based on already established standards. What is certain is that formative evaluation supports learning and the achievement of objectives that will then be measured through summative evaluation. Summative assessment using the CLIL approach focuses on content because the teacher needs to know if students achieved knowledge at the same level as those studying in a non-bilingual environment.

In CLIL, "the content-language dimensions are combined with formative and summative dimensions, which originate four possibilities" (Norton, 2019, p.15), which deserve to be part of the assessment. Then, the content assessment will be formative by checking and feeding back students' understanding of content knowledge and skills and linguistic production and comprehension. On the other hand, the assessment will be summative when content knowledge and understanding are graded, and the use of content-related language is taken into account.

The description of the phases of the CLIL implementation process allows strengthening the previous knowledge of this approach, where the learning of contents, related to specific subjects of a curriculum, can be done through the use of a second language, in this case, directed to students whose mother tongue is not

English. CLIL, as any other approach, has its specific benefits in the teaching and learning process, which are discussed in the following section.

CLIL benefits

Applying this approach, teachers develop oral communication skills, which are the source of interaction between people and at the same time allow them to share and join a diversity of situations focused on effective oral communication (Dale and Tanner, 2012); this refers to students developing skills to understand a wide range of spoken and written language in general and more specialized topics. Another benefit is strengthening intercultural communication where cultural diversity achieves more meaningful interaction through language within the classroom, family, and social context, where the most imperative use is oral production in a second language.

The application of the CLIL approach helps students to be more motivated during the teaching-learning process, which, in turn, generates tremendous success in understanding the content, because while using the foreign language, they can better assimilate the concepts related to the topics previously covered in the regular classes of the curriculum subjects. In summary, the benefits of CLIL are:

- ▶ The level of students' motivation is higher than that of traditional learning.
- ▶ To achieve improved interpersonal relationships among students.
- ▶ There is an increase in academic performance.

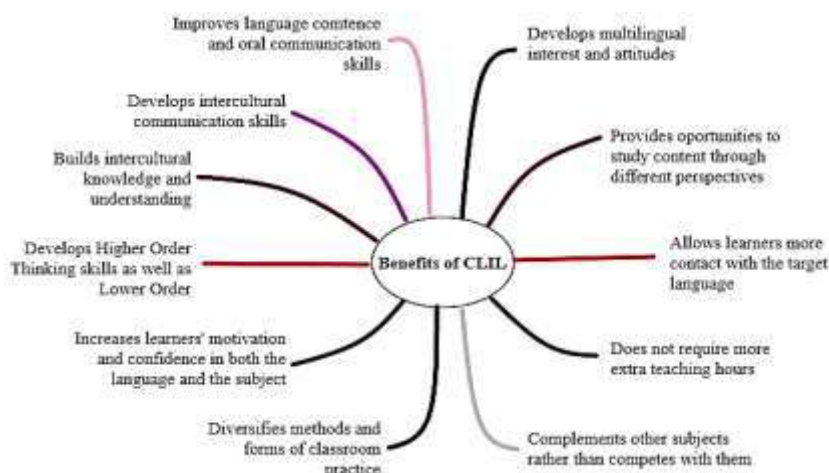


Figure 3. CLIL benefits. Source: *The International CLIL research journal* (2017)

The benefits of CLIL are the last point discussed within the conceptual framework of the independent variable. The following section details the theoretical aspects of the dependent variable: Listening ability, which is one of the skills of great relevance in learning English, since by developing this skill, it is possible to identify the phonetics of the foreign language and based on it to be able to mine sounds that lead to determining with greater accuracy details and the specific and global ideas of the contents covered.

1.3. Listening skills

Among the skills of human beings is the ability to listen, that is, to hear and understand messages. Active listening guides the receiver to complete the communication process once the message arrives, fulfilling the purpose of the sender, then, as expressed by Goh (2013), the ability to listen refers to the language users' ability to understand messages through codification avoiding falling into the error of hearing instead of listening.

From the point of view of Goh (2013), listening is one of the language skills that teachers find difficult to cope with within their classes. According to this, there is a lack of awareness in the learner between what listening is and how it can achieve understanding. The author implies that learning to listen can benefit from curricula and activities planned theoretically and systematically taught. To develop listening skills in students, teachers must recognize and correctly apply those mechanisms that help in the comprehension of content. In this regard, the Ministry of Education of Ecuador (2019) mentions:

The act of listening is a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short and long-term memory functions almost simultaneously. To minimize problems within this process and assure that learners can apply L1 listening strategies to L2 comprehension, they must be allowed to listen to texts that relate to their age, interests, background, and language needs (p.431).

Knowledge of the language, understanding of the discourse, and use of the language are the basis for listening skills. To this effect, the English curriculum

should contain "strategies such as: listening for gist, listening for details, inferring and predicting to improve students' listening comprehension. The use of Information and Communication Technologies (ICT) will favor listening to develop pronunciation, accent, rhythm and intonation" (Ministry of Education of Ecuador, 2019, p.431). As examples of meaningful tasks to increase listening skills, teachers can transfer knowledge through original audiobooks, movie videos, songs, dialogues, and poetic presentations.

Principles to promote listening skills

Although listening skills can be developed individually by each person, within English classes, it is the teachers who must promote the obtaining of favorable results in learning; therefore, it is pertinent to know and apply certain principles that motivate and promote the interest of students to improve their ability to listen and understand. Brown (2007) mentions six principles, which are described below:

- 1) Use of intrinsic motivational techniques. - It is necessary to connect the contents with the students' interests, needs, and preferences, which generates an inherent motivation to strengthen listening skills.
- 2) Use of authentic language and context. - Not only an authentic language, nor an actual communicative situation allow the student to see the importance of the activity, children, learners of a foreign language, require for their learning an authentic language, with immediate use in the here and now to store this knowledge in their long-term memory.
- 3) Attention to the form of the listener's responses. - Because a learner's oral comprehension is difficult to measure, it is necessary to have several ways to do so. Some alternatives to achieve attention are:
 - ▶ Do: the listener physically responds to a command.
 - ▶ Choosing: the listener selects among other options such as images, objects, and texts.
 - ▶ Transfer: the listener draws pictures of what they hear.
 - ▶ Responding: the listener answers questions about the message.
 - ▶ Condensing: the listener describes or takes notes on a lecture.

- ▶ Extending: the listener provides an ending to a story heard.
 - ▶ Duplicating: the listener translates the message into the native language or repeats it verbatim.
 - ▶ Modeling: the listener orders a meal, for example, after hearing a model order.
 - ▶ Conversing: the listener participates in a conversation that indicates appropriate information processing.
- 4) Promotion of listening strategies. - It is necessary to provide students with the appropriate strategies to learn to listen to work independently.
- 5) Inclusion of ascending and descending listening techniques. - To overcome difficulties in listening skills, this study relies on two models that describe the listening comprehension process, the bottom-up approach and the top-down approach, from which teachers select strategies and support materials. The bottom-up model emphasizes decoding the minor units -phonemes and syllables- to obtain meaning. On the other hand, the top-down model emphasizes using prior knowledge to predict content. The top-down model emphasizes the listener, at least in part, taking into account what is going on in the mind before listening begins, whereas the bottom-up approach is based more on the heard sounds.

Stages of listening

Listening comprehension has gained relevance in second language learning, and this has resulted in the development of much more professional and elaborate listening comprehension activities to get learners to acquire this skill successfully. “Karakas, recategorize the activities to be developed into three stages: pre-listening, while-listening, and post-listening” (Gilakjani & Ahmadi, 2011, p. 982).

a) Pre–Listening Activities

Its objective is to motivate the student to develop listening comprehension; with these activities, it is possible to activate their previous knowledge, anticipating potential comprehension problems. Blasco (2012) proposes the inclusion of the following pre-listening activities:

- ▶ Give the student some information about the listening topic orally.
- ▶ Reading comprehension activity on a topic related to listening.
- ▶ Description of images to illustrate an event or situation.
- ▶ Discussion of the listening topic or situation.
- ▶ A question-and-answer session.
- ▶ A writing exercises.
- ▶ Explanation of the instructions for the entire listening activity.
- ▶ Presentation of vocabulary related to the topic.

b) While – Listening Activities

This stage corresponds to listening and the consequent performance of activities. Here most teachers distinguish between two types of listening: extensive and intensive. With extensive listening, students realize whether their assumptions were accurate or not and begin to create a mental image of what they hear. Then, the intensive process where students concentrate on understanding what they hear. Some of the exercises, ESL teachers can do are:

- ▶ True or false questions.
- ▶ Open-ended questions.
- ▶ Select the correct answer.
- ▶ Select the correct image.
- ▶ Select which video best represents the audio.
- ▶ Draw a picture of what they hear.
- ▶ Order a sequence of images.
- ▶ Complete the dialogue (Alvarez, 2018).

c) Post – Listening Activities

This stage seeks to connect the knowledge imparted with their interests. Al-Batal (2010) points out that this stage should develop other oral or written expression skills, helping the teacher determine whether the students have finally understood the content. The most exciting activities for the development of post-listening are:

- ▶ Discussion in groups or with the whole class.
- ▶ A theatrical performance.

- ▶ Writing an alternative ending.
- ▶ Inferring the meaning of some words by context (Alvarez, 2018).

Strategies and activities to develop listening skills

Determining the best strategies for developing listening skills has long been a topic of discussion. According to Goh (2013), one of the most active researchers related to this topic is Vandergrift (1997), who establishes three strategy categories: metacognitive, cognitive, and socio-affective.

Table 2.

Strategies for developing listening skills

METACOGNITIVE STRATEGIES	COGNITIVE STRATEGIES	SOCIO-AFFECTIVE STRATEGIES
<ul style="list-style-type: none"> • Planning: progressive organization, directed attention, selective attention, self-management. • Monitoring: auditory comprehension monitoring, double-check monitoring • Evaluation: performance evaluation, problem, identification 	<ul style="list-style-type: none"> • References: linguistic, voice, paralinguistic or kinesthetic, extralinguistic, inference between parts. • Elaboration: personal, global, academic, questioning, creative, images. • Summarization • Translation • Transfer • Repetition • Resources • Grouping • Note-taking • Deduction/Induction • Substitution 	<ul style="list-style-type: none"> • Questioning for clarification • Cooperation • Lowering anxiety • Self-encouragement • Taking the emotional temperature.

Source: Taken from Goh C. (2013)

As shown in Table 2, metacognitive strategies allow for monitoring, regulating, or directing the language learning process, while cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task; for their part, socio-affective strategies foster collaboration among peers, verify comprehension or reduce personal and group anxiety. For these strategies to be effective, O'Malley et al. (1989) propose specific activities for each type of strategy that will improve listening skills and, therefore, the process of learning a second language mentioned in Appendix 4

CHAPTER II. METHODOLOGY

In order to meet the research's goals, it was necessary first to distinguish essential aspects of the methodology, research approach, design, data collection, and analysis techniques. To this end, a classroom intervention was developed using the CLIL educational approach to develop students' listening skills in the Unidad Educativa Riobamba. A post-positivist paradigmatic position was adopted since the educational area is immersed in the participant research, that is, students are an active part of it; and, the experimental methodology has significant importance, as Contreras (2011) assures.

2.1. Research approach and design

This study has a quantitative approach which refers to the "statistical analysis of numerical data for which frequency distribution tables are elaborated, and from them, a graph is generated" (Arias, 2012, p. 136), where the information collected is visualized through a sequential process that started from a delimited idea that derived in research objectives and questions, which required the review of literature for the construction of a theoretical framework.

This approach "uses data collection to test hypotheses based on the numerical measurement and statistical analysis to establish patterns of behavior and test theories" (Hernández, 2014, p. 4). Based on the questions, the hypothesis was established, determining the respective variables for whose verification the design was defined, with which it was possible to measure and analyze the variables using statistical methods to draw the respective conclusions. These data were acquired by administering a pretest to the experimental group at the beginning of the study and a posttest after using the Methodological Guide of the CLIL Approach with 14 lessons, described later in the research proposal.

To verify the hypothesis, this approach was applied because it allowed inferences to be drawn from the target population, which involves a set of quantitative data collection, analysis, and linkage processes. In terms of Creswell (2015), this procedure is best adopted to understand both the problem and the research questions. Before the proposal's implementation, the pretest was taken to both

groups of this study, experimental and control groups, and a statistical comparison was developed through the T-student test.

This research used the experimental design that is characterized by the manipulation of "at least one independent variable, controls other relevant variables and observes the effect on one or more dependent variables" (Mills & Lorraine, 2016, p. 285), being especially useful in fields where quantitative concepts that allow their exact measurement is involved. When referring to the experiment, Mills and Lorraine (2016) indicate that one or more groups can be compared where two different approaches are applied, whether they exist before or not. Depending on the objective of the experiment, its design can be pre-experimental, truly experimental, and quasi-experimental.

This current research was quasi-experimental because the process was carried out with two groups, namely the control group and the experimental group. In terms of Creswell (2015), for this kind of research, it is possible to form groups of study according to the availability of the participants. There was a signed consent to be part of this process in this case. In the same sense, the quasi-experimental research promotes a treatment phase developed in this study. It was an eight-week implementation of the proposal (Creswell, 2015). For that reason, both the control and the experimental group took a pre-test before implementing the proposal and another test (post-test) after it.

As agreed by Arias (2012), "subjecting an object or group of individuals to certain conditions, stimuli or treatments, in order to observe the effects or reactions that are produced" (p. 34). That is, to check what is the cause-effect relationship between a set of variables at a given time; since the participants were separated into two groups, the outcome of the researcher's manipulation of the independent variable to quantify its influence on the dependent variable and how the researcher controlled the components with the earlier selection of homogenous groups "based on non-random criteria, corresponding to two non-equivalent groups" (Cohen et al., 2007). Finally, this study employed control group to ensure sufficient evidence to support the verification of the hypothesis.

The control group was formed with twenty-seven students who have the same socioeconomic status as their partners in the experimental group. These students attend classes with the same English teacher and the same learning conditions, which means that they have the modules provided by the Ministry of Education. However, the teaching approach is teacher-centered only based on grammar and vocabulary, leaving apart the development of receptive and productive skills. Harmer (2007) argued that students need their teacher's support to enhance their English performance by using teaching activities focused on communication and interaction. In this way, students achieve learning goals and experience reading and listening as receptive skills and writing and speaking as productive ones.

The experimental group participated in the intervention phase, while the control group attended their regular English classes using the didactic cards provided by the Ministry of Education of Ecuador. This selection served to verify the initial and final results of both the experimental and control groups. With the final comparison of the results of each group, it was identified whether or not the group exposed to the stimulus presented variations concerning those of the non-exposed group.

The experiment had the following components: EG: 27 ninth-year EGB students; CG: 27 ninth-year EGB students, Pre-test: initial knowledge test, Stimulus: CLIL course, Post-test: final knowledge test. The internal validity of this design is based on the proven guarantee that the results obtained correspond to the intervention carried out with the CLIL course, while its external validity lies in the possibility of generalizing the results to other groups of students and in face-to-face classes.

2.2. Context of the study

The study was conducted at the Unidad Educativa Riobamba, a public school in Riobamba that is open in the morning, afternoon, and evening and serves 5,000 students in elementary and secondary school. The school provides high-quality education to individuals at all levels, including elementary, middle, and high school and Bachillerato General Unificado in Sciences y Fortified. It should be mentioned that the number of seats is determined by the Education District, which distributes them based on educational logistic capability and demographic demands. The institution contains ten parallel classrooms comprised of around 34 to 39 students

per class within the upper primary group where the ninth years of EGB are placed, considered for this study.

English as a foreign language is a requirement at all educational levels, from pre-school to high school. One of the most significant adjustments was the updating of the Curriculum Reform in 2011, which modified the structure of the study plan in all subjects and began with the project "It's time to teach English", which aimed to improve the teaching system of English. English as a foreign language taking into account aspects of methodology and teaching skills. In addition, from the eighth year of primary education, English was incorporated into the formal curriculum with a load of 5 hours by Agreement 0041-14. The graduation profile of Ecuadorian high school graduates aims to reach level B1 of the Common European Framework of Reference for Languages.

Students receive classes with traditional methods that focus on the basic grammatical structures of English, leaving aside the development of learning skills as a whole, despite the existence of explicit provisions from the Ministry of Education on the use of the CLIL approach to link the foreign language with the subjects of the curriculum. With the purpose of contributing to the development of listening skills while learning the topics of other subjects, the research has been developed with students in the ninth year of Educación General Básica.

Participants

In sequence to form the control and experimental groups, the research considered students from three of the ten classes (courses H, I, J) in the ninth year of the Unidad Educativa Riobamba. For the control group, it was necessary to unify students from courses I and J due to the availability of legal representatives and the connection facilities in the virtual modality. In order to have a homogeneous group, the experimental group was formed with 27 students from the course H since this is the group with the most significant number of students with internet connectivity and whose representatives signed the authorization letter. The ages of all students are between 13 and 15 years old.

Prior to the beginning of the research, the researcher requested authorization through an official letter to the district director to execute this study. Due to the conditions caused by the Covid-19 pandemic, the entire system must continue teaching virtually, so the researcher had to apply his proposal extracurricular after obtaining the legal representatives' permission and under a mutual agreement with the students.

The study population consisted of 54 students enrolled in the night year of Educación General Básica of the Unidad Educativa Riobamba in the school year 2020-2021. As it was experimental research, the population was divided into two groups: the experimental group composed of 27 students, whose representatives authorized their participation in the intervention phase (Appendix 2), and the control group with 27 students as it is shown in table 3.

Table 3.

Study population

POPULATION	N. ° STUDENTS
Experimental Group	27
Control Group	27
TOTAL	54

Source: Unidad Educativa Riobamba Secretariat Archive, 2020.

2.3. Data Collection

Techniques and instruments

A pretest and posttest of listening (Appendix 10 and 11) were utilized to determine the students' listening skill level before and after the intervention period in the current study as the primary source of Quantitative data collecting. The examination was administered using a KET (Key English Test for Schools) model test provided by Cambridge University Press web page using the listening section of the exam, which is divided into five parts: part 1 (Multiple choice) students identify essential information in five short dialogues and choose the correct picture; part 2 (Gap-fill) students have to listen to a monologue and fill in the blanks using the correct word; part 3 (Multiple choice) students have to listen to a dialogue for details and answer

five multiple-choice questions; part 4 (Multiple choice) students identify the main idea, message, idea or theme being discussed in five monologues or short dialogues and answer five multiple-choice questions; and, part 5 (Matching) where they listen to a dialogue for crucial information and match five elements.

The KET exam from Cambridge Assessment (Cambridge Assessment, 2021), was the technique to evaluate the students' listening skills level of performance. The pre-test was applied before implementing the proposal, and after it, the students took the post-test with the same characteristics. After gathering data, they were statistically analyzed through SPSS statistical software to compare means before and after the intervention phase.

The listening section of this test is divided into five parts and consists of 25 questions that correspond to 25% of the total of this assessment. Tasks include activities such as answering multiple-choice questions on short listening texts, filling in missing words on a form while listening to a person speak, answering multiple-choice questions while listening to short and long texts, and matching lists of information, people, or activities according to what speakers say.

In addition, individuals who choose to take this test must be able to understand advertisements and other spoken material at a reasonably slow level of oral fluency, listen to critical information in short and long conversations and monologues, listen to and write important information and spell words correctly, listen to the main idea or message in monologues or short conversations. This test section should be answered in no more than 30 minutes.

Procedure

With the objective of identifying the effectiveness of the CLIL approach as a mechanism to improve the listening skills of 9th grade EGB students, the present research has been organized in several stages, as stated by Mills and Lorraine (2016): "The steps of an experimental study are the same as in other types of research: select and define a problem, select participants and measurement instruments, prepare a research plan, carry out the procedures, analyze the data and formulate the conclusions" (p. 287). It is feasible to establish the causal

relationship between the two variables and test the hypothesis. Thus, once the groups were selected and the research plan established, the intervention phase was carried out to measure the effect of this approach at the end of the study.

As background, it is worth mentioning that the proposal was designed in 4 units related to the curricular contents of the subjects Arts, Social Studies, Natural Sciences, and Language and Literature, respectively. These are detailed in the following table:

Table 4.

Proposal contents outline

SUBJECT AREA	LESSON NUMBER	THEME	NUMBER OF ACTIVITIES
Unit 1 Arts Ecuadorian Music	Lesson 1	Music definition	5 activities
	Lesson 2	Ecuadorian music genres	3 activities
	Lesson 3	Ecuadorian famous singers	5 activities
	Lesson 4	Ecuadorian Music clothing	2 activities
	TOTAL		15 activities (2 weeks)
Unit 2 Social Studies Festivals in Ecuador and the U.S. A	Lesson 1	Christmas	6 activities
	Lesson 2	Three Kings' Day	4 activities
	Lesson 3	Music festivals	4 activities
	Lesson 4	Fire festivals	2 activities
	TOTAL		16 activities (2 weeks)
Unit 3 Natural Science Natural disasters	Lesson 1	Natural disasters in our history	3 activities
	Lesson 2 Part 1	Song 1: Beds are burning	4 activities
	Lesson 2 Part 2	Song 2: Earth song	4 activities
	Lesson 3	Types of natural disasters	4 activities
	TOTAL		15 activities (2 weeks)
Unit 4 Language and Literature Ecuadorian Legends	Lesson 1	Cantuna's legends (Quito)	3 activities
	Lesson 2	Volcanoes' legends (Riobamba)	4 activities
	Lesson 3 Part 1	The Veiled lady (Guayaquil)	4 activities
	Lesson 3 Part 2	La Llorona (Mexico) WebQuest	4 activities
	TOTAL		15 activities (2 weeks)

Source: Created by Carlos Aguirre

As specified in the table above, fourteen lessons were planned that include sixty-one activities specifically designed to strengthen students' listening comprehension and the curricular contents of these subjects. Each lesson has been planned for two forty-minute periods, which allows for the completion of one unit in two weeks of class; therefore, the intervention phase was planned to be completed in two continuous months. Both students and their legal representatives of the experimental group agreed to receive the extracurricular training from Monday to Thursday at noon, once their regular academic activities were concluded.

During the first-class session, the students received an induction class, in which motivational and introductory activities were carried out between teacher and students to create an appropriate and participatory environment. Students took the Pretest individually in this phase once they understood how to complete the test virtually and its purpose and importance for this study KET for schools (Appendix 10 and 11). The students took the Pretest through a Google Form to be carried out individually and under a determined time for this purpose. In this way, the researcher sought to observe each student's actual listening comprehension level. This evaluation was conducted on both the experimental and control groups under similar conditions and deadlines to avoid leaks or other inconveniences.

After this, during the following 8 weeks, the proposal's activities based on the CLIL approach were developed, taking into account that the ministerial provisions indicated that all forms of education could only be carried out virtually. Because of the above, the classes were planned, taking advantage of the virtues and existing free digital tools to create the best learning environment. Sub-skills such as listening for details, extracting the main idea from audio, selective listening, inferring, and predicting were taken into account since these would support the evaluation to determine the students' progress in this course.

Throughout the course, the researcher provided sufficient and concrete explanations on the planned contents and the appropriate way to use the platform to collect answers to resolve concerns or misunderstandings and provide feedback on the given information. For this reason, the use of the Nearpod application was selected since it allows combining audio, text, and image at the same time for the

presentation and collecting the students' answers immediately. These responses are recorded in the system and then downloaded in a detailed report of each class. It was always sought that the topics or contents be as natural as possible to avoid alterations in the students' attitudes or behavior, even more so when the world is under adverse circumstances caused by the COVID-19 pandemic.

Because of the current situation in education, it is worth mentioning that the virtual modality fits the conditions and characteristics of this study, mainly because there is the option of making clear audio and video presentations, recording the classes, and collecting data sent by the students personally. A fundamental principle of this course was all participants' emotional and affective care.

It is essential to point out that while the proposal was implemented with the experimental group, the control group continued to work under traditional conditions and ministerial provisions. Classes were limited to only three virtual periods of forty minutes per week, with high absenteeism rates due to various reasons such as connectivity problems, absence of technological devices, or lack of interest. However, as Lorraine states: "A common mistake is for the control group to receive no treatment, but a group with no treatment would rarely provide a fair comparison" (p. 288). For this reason, regular classes were held with this group, and weekly plans were sent with activities that promote the development of listening skills to make the study conditions as equitable as possible.

Once the experimentation stage using the CLIL approach in the experimental group was concluded, the post-test was applied to the two groups to check whether there were changes in the listening skills, performing statistical analysis and comparing the data collected from the two evaluations. In addition, cause-effect relationships and the influence of the independent variable on the dependent variable were studied "under rigorous control conditions, previously establishing two groups: experimental and control" (Creswell, 2015, p 17). This selection served to verify the initial and final results in the two groups. With the final comparison of the results of each group, it was identified whether the group exposed to the stimulus presented variations concerning the non-exposed group.

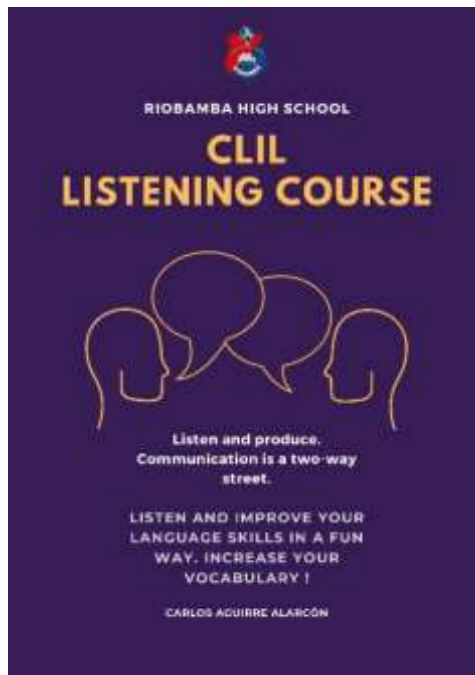
Table 5.

Variable's operationalization

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS
<p>CLIL</p> <p>Worldwide, the learning of English as a second language has marked the starting point for the design and implementation of different methodologies. Content and Language Integrated Learning - CLIL- refers to an educational situation where an additional language teaches various subjects. Being a flexible approach, it is oriented to help students develop their cognitive skills to understand and transmit their thoughts and knowledge in the English language.</p>	Features	<ul style="list-style-type: none"> * Subjects integrated with English language learning * Students accessing the apprenticeship * Skills developed during learning.
	Implementation process	<ul style="list-style-type: none"> * Planning * Instruction * Assessment
	Benefits	<ul style="list-style-type: none"> * Motivation level of students * Improvement in students' interpersonal relationships * Increased performance
DEPENDENT VARIABLE	DIMENSIONS	INDICATORS
<p>LISTENING SKILLS</p> <p>Among the skills of human beings is the ability to listen, that is, to hear and understand messages. Active listening guides the receiver to complete the communication process once the message arrives, fulfilling the purpose of the sender, then, as Goyo puts it; listening skills refer to "understanding the sender through the codification of images and expressions to convey the message in a foreign language," avoiding the mistake of hearing instead of listening.</p>	Principles	<ul style="list-style-type: none"> * Use of intrinsic motivational techniques * Use of authentic language and context * Attention to the form of listener responses * Encouragement of listening strategies * Inclusion of bottom-up and top-down listening techniques
	Stages	<ul style="list-style-type: none"> * Activities Pre – Listening * Activities While – Listening * Activities Post - Listening
	Strategies	<ul style="list-style-type: none"> * Metacognitive strategies * Cognitive strategies * Socio-affective strategies
	Purposes for listening activities	<ul style="list-style-type: none"> * Listening for details * Listen for main ideas * Listen selectively * Listen for global understanding * Listen and infer * Listen and predict

Source: Field research

2.4. Research Proposal



Introduction

The proposed Methodological Guide is presented in Appendices 7 and 9 of this study. The CLIL Listening Course complements the listening activities (Oral Communication curriculum thread) proposed within the modules of the Ministry of Education of Ecuador for students in the ninth year of Educación General Básica in public schools in the country. This Guide contains practical exercises that promote English language learning dynamically. It also presents activities that strengthen listening comprehension and increase vocabulary from the national context and Ecuadorian Culture.

All this through activities focused on applying the CLIL approach, which stands for Content and Language Integrated Learning. This work refers to the importance of knowing how to listen to develop communication skills that allow students to understand everything more efficiently, relate socially in a better way, adapt to new environments, and be much more effective in everything they do. It supports teaching a foreign language using content from other subjects, such as natural sciences, social studies, music, and others; in this way, the student achieves simultaneous learning of the content and the language of study.

The listening process in a CLIL environment can be very different from listening in a regular Science or Geography class taught in the mother tongue or listening in a traditional English style. With this methodology, comprehension has to do with the learner's prior knowledge of a particular topic. Therefore, in this guide, the researcher has proposed activities aligned with the contents established in the national curriculum, which encourage the appropriation of Ecuadorian Culture and allow the development of communication and thinking skills in students (Content, Communication, Cognition, and Culture). (Appendix 7 and 9)

The results obtained from applying the activities designed under the CLIL approach confirm the findings of other studies (Mariño, 2015; Marsh & Mehisto, 2009; Pladevall-Ballester & Vallbona, 2016 and Martinez, 2019). It is worth mentioning that the proposed activities are in line with the contents presented by the Ministry of Education and with the theoretical bases for teaching listening skills extracted from various sources. For this purpose, it was necessary to request authorization from the Education District since ninth-grade students from the Unidad Educativa Riobamba participated in the study (Appendix 1). Likewise, this study occurred during the pandemic caused by COVID-19, so it was necessary to adapt it to the educational guidelines issued by the Ministry of Education within the framework of the "Aprendamos Juntos en Casa" (Let's Learn Together at Home) plan.

Objective

This research aims to determine the impact of the CLIL approach on developing listening skills in students of the ninth year of Educación General Básica of the Unidad Educativa Riobamba. For this purpose, support material was created to present the content dynamically, integrate the language, and strengthen context vocabulary and grammatical structures

Justification

The creation of this guide is justified since it seeks to improve the oral comprehension of ninth-grade students through applying support material to the modules of the Ministry of Education to facilitate the teaching-learning process in the institution. This guide presents authentic exercises based on the CLIL Approach,

which: promote cognitive processes in students, contributing to the development of thinking and communication skills; foster the Ecuadorian culture and allow students to enhance their roots and cultural richness; nurture an international-mindedness by comparing events in Ecuador with those of other countries; encourage the learning of other subjects such as natural science, social sciences, physical education, among others, and finally boost the proper use of language.

The guide also aims to improve students' English language learning experience and support foreign language teachers by presenting unpublished material to guide them in preparing new educational material. Some activities that emphasize the subject's content and show the language in context have been considered, leaving aside traditional grammar. The CLIL approach provides a wide range of opportunities to create activities that suit all students, motivating them to continue learning and exposing them to learning English naturally.

Educational context

The Unidad Educativa Riobamba was founded as Colegio de señoritas Riobamba in 1943, and in 2012 it became a coeducational school. With this change, some novelties appeared due to this transformation with International Baccalaureate until 2020. This public school is situated in the urban area of Riobamba and serves around 5000 students from 5 years old to 18. Those students come from different socio-economical situations; most of them belong to low economic incomes with parents who do not have stable works and depend on informal commerce, domestic duties; and face migration consequences because they come from the countryside.

Teaching to Listen

When an ESL teacher starts a new teaching and learning process with a group of students, it is essential, to begin with, a diagnostic test that helps him or her determine the different strategies students already know or have previously used and which ones help them learn better. Regarding the assessment of listening skills, it is essential to determine the levels of achievement once reached by the students to find the best strategies to help them. CLIL teacher plays a fundamental role in achieving the best results by guiding the students on the best learning strategies

and proposing dynamic activities appropriate to their level. They must also provide suitable material to lead students towards a successful linguistic scaffolding and keep them motivated all the time.

Among the multiple strategies that can be used, this guide highlights eliciting the conversation through questions related to the topic, reformulating the information, and playing with the vocabulary through synonyms or antonyms. ESL teachers must prioritize giving permanent oral feedback, remembering that when they develop the ability to listen, they have many spaces to take advantage of before, during, and after class, such as audios, videos, podcasts, and so on. They also have to consider the students' oral participation and themselves as much as possible. All this auditory exposure will create more confidence and understanding throughout the process.

English teachers should also reflect that they can propose excellent strategies or present very striking material without achieving the expected results; therefore, it is also essential to establish the affective filter that generates trust and cordiality in the classroom. Assuming that the resources applied could be very complex or not very motivating for the students, it is not likely that more significant progress will be achieved. That is why this guide emphasizes inciting curiosity, presenting the contents in an impacting but straightforward way, which generates the need to investigate more and that each activity becomes a new continuous and motivating challenge. Listening is a mental process that should cause positive changes in the person and lead them to want to take on more significant cognitive, communicative, and cultural challenges.

The present proposal includes pedagogical principles based on teaching academic content and specific technical vocabulary according to each subject. For this reason, it is essential to reinforce instructions that support the understanding and practice of the different listening skills so that students can solve any activity by themselves. To achieve this undertaking, the Minister of Education establishes Kolb's Cycle Method or ERCA proposed by Kolb (1984) for class planning, allowing teachers to ensure the application of thinking skills throughout the class hour. This method sets four steps fundamental for the development of the class:

1. Experience: It explores the empirical knowledge with which the participants

arrive, through brainstorming, questions, and answers, anecdotes, conversations, community diary, among others, concerning the topic to be discussed during the class.

2. Reflection: From a communicative situation contextualized to students' reality, the teacher raises the topic using scientific or informative readings, videos, graphs, or problematic situations, inducing the participants to connect their previous knowledge with their reality and the new information they provided.
3. Conceptualization: The teacher's mediation should be directed to activities such as presenting the new information (curricular contents) in graphic organizers, comparative charts, comparative tables, et cetera.
4. Application: The concretion of learning should reflect the acquisition of new contents connected to previous knowledge and experiences through graphic organizers, comparative charts,

In addition to the different stages suggested in the planning, it is also considered three fundamental steps within each listening comprehension lesson:

1. Pre-listening. It is essential to establish a clear objective and work on it with everything the teacher has planned before class. This stage is fundamental since it helps students predict the topic to be covered. This stage allows them to draw a general idea about the text they listen to and ignite their imagination.
2. While-listening. This stage consists of hearing and doing. Here the students look for specific information adjusted to the appropriate degree of difficulty, which causes them to pay more attention to the content. Generally, they will have to listen to the audio at least twice and, in some cases, even more times until they understand it better. Therefore, the activities prepared should have a specific purpose to reach the listening goal.
3. Post-listening. This stage is crucial as it helps teachers clarify doubts, allow students to complete new activities on their own, elaborate summaries, and

adapt the skill to their own needs. Above all, it will enable teachers to verify if they met the objectives. Finally, this stage should allow teachers to continue motivating students to expand their knowledge and continue practicing without requiring it to be compulsory.

Each teacher must consider the level of complexity of the topic to be covered and adjust them to the individual needs of each student. Not all students learn with the same ease or at the same pace. Therefore, it is necessary to prepare or choose the listening material very well, considering the speaker's fluency, accent, speed of speech, and others. Along with this, the material can also be adjusted according to each student's skill level, for example, when the teacher uses Venn diagrams or other graphic organizers that motivate cognition and creativity.

Listening skills and strategies

In this research study, there have been considered six essential skills and some listening tasks and skills that can be seen in Appendix 5, according to Goh (2013), that are implicit in the Listening process, among which the following stand out:

1. Listen for details. Identify specific information relevant to the listening objective, such as keywords, numbers, names, dates, and places.
2. Selective listening. It is paying attention to certain parts of the text being listened to and ignoring others that are not relevant to the listening objectives or that contain too much information to attend to at the same time.
3. Listening for global understanding. Understand the overall general idea, such as theme, topic, and purpose.
4. Listening for main ideas. Understand the key points or propositions, such as the supporting points of an argument, instructions for doing something, and important events in a story.
5. Listening and inferring. Retrieve missing, unclear, or ambiguous information in the text being listened to using different resources, such as prior knowledge, visual clues, and the speaker's tone.

6. Listen and predict. Anticipate what will be said before or during listening using clues from context, prior knowledge, or the speaker's knowledge.

Teaching CLIL

CLIL is an educational approach that seeks to learn the language simultaneously as the content of a mandatory subject through different methodological strategies. It is not a traditional English class based on grammatical structures or topics, much less repeating content from other subjects in a lingua franca. This approach goes much further since it motivates learning to use a language correctly, using it in real-life situations. For Coyle (1999), CLIL combines four principles that turn a lesson into a meaningful learning experience:

- ▶ **Content.** - It refers to acquiring advanced and logical knowledge framed in a curriculum, including the training and developing various skills. In addition to learning thematic content, the student can naturally learn English, leaving aside rote or traditional learning without taking the two subjects separately. In this way, the student can construct new knowledge with a high level of understanding in an autonomous way.
- ▶ **Communication.** - CLIL has a strong relationship with the Communicative approach; therefore, language is not imposed or learned mechanically, but rather, it is developed naturally, emphasizing real-life contexts. This approach seeks to motivate communication through different activities designed specifically for this purpose. Consequently, the language's acquisition of new vocabulary and grammatical structures is implicit. In this way, students use the language to express themselves freely, solve problems or accomplish tasks.
- ▶ **Cognition.** - Human beings process information based on their perception of the world around them, thus acquiring new knowledge and discriminating between the information they receive. The activities proposed in this Guide favor the cognitive processes in each of the students through conceptualization and understanding. CLIL activities also help them develop thinking skills through language, enrich their understanding of science, build more solid concepts, and become more analytical, reflective, and critical.

- ▶ **Culture.** - This principle emphasizes the importance of learning foreign languages to relate to other cultures; in this case, learning to communicate in English allows students to function confidently in a globalized and multilingual world. Communication opens doors to new cultures and will enable them to understand the world better. By building an international-mindedness, students foster respect for diversity and empower themselves to take pride in what is theirs. For these reasons, this guide emphasizes the importance of Culture in the CLIL approach. The activities in this proposal consider the Ecuadorian Culture and contrast it with that of other Anglo-Saxon countries.

Situations to consider when applying listening comprehension strategies when teaching with the CLIL approach

It is necessary to consider certain factors that can make listening comprehension in English difficult. ESL teachers must consider the different dialects or accents that may appear in a recording, the speaker's speed, the use of more technical, complex, unfamiliar vocabulary or grammatical structures for the student. For this reason, it is essential to highlight the importance of selecting appropriate material such as videos, podcasts, and recordings, among others, following the group's level of proficiency.

It is also essential to consider the level of complexity of the content covered in class. Understanding it will surely be very complex when students do not have a solid foundation of prior knowledge or are not familiar with the topic. For example, if the teacher is talking to an eighth-grade student who has never studied the causes and effects of World War II, this topic would be a very high cognitive load for the student, causing demotivation or frustration.

Finally, the guide will cover the importance of extracting accurate and updated information regarding the academic content since teachers cannot go against what students learn in classes of other subjects. CLIL teachers must prepare themselves much more and, if possible, corroborate the information with other fellow teachers in that field and ask for their help when necessary to avoid confusion or discomfort in students.

CLIL Lesson Planning: the 3As tool

In this guide are listed some of the strategies considered within the different lessons created within this proposal, according to O "Malley et al. (1989); Young (1997) and Goh (2000, 2002), and that is included within the class lesson, as shown below:

- ▶ **Analyze.** - This is the first stage of lesson planning, where it is necessary to specify the focus of the content to be taught. "It is a systematic content analysis to identify keywords (including specialized contextualized vocabulary), phrases, grammatical functions for concept formation and understanding" (Coyle, 2005, p. 7). Analyzing does not mean translating; it refers to the language used for students to achieve learning.
- ▶ **Adding.** - At this stage, language experiences are added to the lesson plan to capture students' attention. This plan within the CLIL environment should include "metacognitive or learning strategies, classroom talk, discussions, and task demands; as well as how learning will be structured, constituting the language for learning" (Coyle, 2005, p. 7). This is a critical stage for integrating content and language and for students to appreciate the potential of this approach.
- ▶ **Apply/Assure.** - This is the last stage where the "language that emerges through the learning context is constructed to ensure that cognitive and cultural capital is in place. It is when tasks and opportunities to expand their cognitive skills and cultural awareness become transparent to students" (Coyle, 2005, p. 7). The application explores the thinking skills embedded in the lesson plan and their contribution to learning. "It uses emergent knowledge and skills to apply higher-order thinking skills and questions" (Coyle, 2005, p. 7). At this stage, it is expected that learning the content does not become mere translation but rather the production of thinking through student interpretations.

Vocabulary

- ▶ **Introduce the vocabulary in context.** - CLIL teachers can start by presenting the vocabulary words in context aloud and elicit prior knowledge through a discussion or by using a graphic organizer that proposes concepts, images,

synonyms or antonyms, definitions, phrases, or pictures, according to the appropriate level of the students.

- ▶ Use the vocabulary in context and reinforce its meaning. - It is vital to reinforce previously studied vocabulary and allow students to compare their work with the idea that they can strengthen their knowledge. In this sense, use different strategies such as definition cards with simple examples in context, flashcards to create a small booklet or memory cards.
- ▶ Introduce and apply word attack skills. - An ESL teacher can use strategies to analyze and appropriate words to reinforce a skill, such as simple suffixes, antonyms, synonyms, crossword puzzles, or analogies.
- ▶ Review and apply the words. - When reviewing students' knowledge and asking them to use the vocabulary learned, games that motivate participation and help reinforce vocabulary that has not yet been fully learned can be considered a strategy. There are several strategies or dynamics on the Internet, but the creativity of the teacher or students counts.

Evaluation

Today teachers have access to several digital tools that help them gamify the classroom. Each of these tools has a specific purpose, among them the learning of concepts or vocabulary. Here are three tools that can be useful when assessing vocabulary language.

- ▶ Quizlet. - It is a free tool that allows teachers to create flashcards with educational content, including text and images. Once the teacher makes the flashcards, the device automatically creates activities, games, and assessments that help students fix the knowledge.
- ▶ Learning Apps.- It is a multi-tool to create multiple interactive activities and games. CLIL teachers can include text, image, audio, and video in the activities. They can check previous knowledge, make diagnostic tests, visual recognition activities, and others in a lovely way.

- ▶ Zip grade. - It is an application people can download on a PC, tablet, or as an application on the cell phone, for the automatic correction and analysis of multiple-choice tests to avoid grading tedious exams. It can be used on-site or virtually and is very useful to evaluate a large group constantly.

Developing a CLIL lesson

When structuring a lesson based on the CLIL approach, it is essential to consider all the aspects mentioned in chapter 2 of this research, for example, the reflection on the 4C's (Content, Cognition, Culture, and Communication) or the 3A's (Analysis, Addition, and Application or Assurance); however, it is necessary to prioritize the experience and creativity of each teacher and the enormous range of possibilities that exist at the time of planning. It is essential to keep in mind that it is not only about teaching a language, new vocabulary, or memorizing concepts; on the contrary, CLIL teachers want communication to contextualize each student's reality, interests, and motivations. They also want to learn to be based on real and meaningful experiences, the assimilation of knowledge to be organic, and the language of study to be the only engine of communication in the classroom. The steps followed to create the Guide Proposal are shown in Appendix 3, and the different stages have been captured in some screenshots obtained during the implementation of the proposal (Appendix 12).

Stage 1 (Activating)

Each lesson begins with a presentation of the topic based on the students' prior knowledge to find what students already know about the topic, scaffold content, and motivate their participation, providing them with confidence and building on their knowledge. In the case of this proposal, several methodological strategies have been used, such as sharing anecdotes or experiences, reviewing photos, videos, surveys, graphic organizers, 390° photos, or presenting real examples like news or reports. It is also possible to brainstorm or do word clouds by reviewing students' vocabulary about the topic.

At this stage, it is also essential to present the objectives established for each class, whether linguistic or content-related, since students focus their attention and energy

on achieving the stated purpose. Another relevant aspect to consider is the use of questions that cause an impact on students and help them think about their own experiences so that they can organize their ideas and make their own notes on the topic. It is feasible to ask questions such as: What is this for you? Try to give a definition. What importance does this have in our lives? What else do you need to know about this topic? What interests you about this topic? Among others.

The teacher can consider several activities or questions that can be considered within the activation stage to help students actively grasp and absorb information connected to LOTS (lower-order thinking skills) and others related to HOTS (higher-order thinking skills). They are related to Bloom's Taxonomy like questioning, organizing, representing ideas visually, sharing ideas with others, hypothesizing or making predictions, listening, planning research, estimating, describing, naming, counting, or matching.

Stage 2 (Key vocabulary review)

A fundamental aspect of each lesson has been the key vocabulary review and learning activities that allow students to improve their understanding of the material being studied and expand their cognitive and linguistic development. The teacher also ensures that students are better prepared for the lesson and connect to other subjects or topics previously studied by reviewing essential vocabulary.

To fulfill this purpose, various activities and tools have been used to expand or recycle vocabulary related to the subject of study so that students can relate new terms to their native language and establish new ways of study. Graphic organizers, learning cards, images, and other gamification strategies provided by the Quizlet, Nearpod, or Learningapps applications have been used.

Another relevant aspect of this stage was to propose activities that facilitate collaborative learning where students can reflect on the topic, present their ideas or arguments, and learn from each other. This aspect was fundamental, mainly because the virtual study modality allows for the possibility of outbursts, inappropriate comments, or other inconveniences. For this reason, the researcher emphasized maintaining a culture of respect and attention throughout the course.

As a principal strategy, collaborative walls were used in each lesson, which provided the researcher with a wide variety of possibilities such as posing questions that generate cognitive imbalance, presenting reactions to other ideas, answering open questions on a known topic, generating debates, establishing connections between students and their opinions, and providing feedback on content. Among the activities considered within this stage are those related to organizing, classifying, working cooperatively, presenting ideas to others, interpreting, inferring, and analyzing.

Stage 3 (Guiding Understanding)

In the guiding understanding stage, it is necessary to reiterate the relevance of establishing connections between the subject's content to be covered in class and the experiences or knowledge previously acquired by the students. The presentation of new information allows students to connect new concepts, scaffolding what they have learned in previous years. This action allows teachers and students to develop their thinking skills further and share their culture, ideas, opinions, arguments, and background with others to learn from them.

Methodologies such as the grammar-translation, the direct, and the audiolingual methods, among others, were avoided all the time. The priority was to use as many images, graphic organizers, audios, real objects, videos, photographs, or texts as possible to help students understand the topic, so grammatical structures, concepts, and theoretical elements were taught in context through practical examples, consistently providing timely feedback and allowing the students to reconstruct their own concepts.

Throughout implementing the proposal, different activities were developed to allow and motivate interaction among participants through dynamic exercises and authentic material such as Ecuadorian music, legends, customs, and generally known traditions. These activities were designed considering some of the learning styles of the students, such as the auditory by using dialogues, songs, or videos; the visual by presenting visual stimuli and contextualized sentences; the interpersonal by sharing ideas in collaborative walls and interacting in class with other classmates; the mathematical logic by completing graphic organizers, concept maps and cognitive activities; the verbal by presenting their answers to a question;

the intrapersonal by solving the exercises autonomously. This course was intended to be an authentic and enjoyable experience where students can feel free to listen, speak, read and write in class.

Stage 4 (Assessment and Feedback)

Evaluation is one of the fundamental pillars of education, so it is necessary to establish actions that promote integral formative processes. A series of formative and summative assessments guided the students towards the proposed objectives, mainly to improve their listening skills. The formative assessment was initially used to determine the students' learning needs and correctly identify the knowledge and degree of understanding they already possessed. For this purpose, different activities were proposed to guide their learning and train them to improve the pretest results. This type of evaluation allowed the researcher to modify the strategies used, adjust the lessons to the general objectives and evaluate their level of effectiveness to ensure the group's comprehension. At the same time, it allowed the researcher to evaluate the progress experienced by the students and to provide them with timely feedback. Continuous feedback to the student was another way of conducting the assessment in which it was specific, constructive, and comprehensive. This helped the student get a clear picture of the researcher's expectations and meet the objectives of each lesson.

On the other hand, the summative assessment allowed us to determine the level of achievement of each student by applying specific evaluation criteria according to the subject. The activities developed focused on improving listening for details, inferring, predicting, extracting the main idea, and listening selectively. The summative assessment examined the students' revised and completed work to verify their language development and content learning. Among the principles that guided this process was to encompass a balanced variety of assessment activities and plan assessment with sufficient frequency to provide a clear record of learning achievement. Activities were planned to engage knowledge in a new situation or solve new exercises, demonstrate, explain, illustrate, justify or record themselves.

Regarding the methodological guide proposed in this study (Appendix 7 and 9), it is necessary to indicate that it has been built from the national curriculum using the

contents established in the modules of the ninth year of Educación General Básica. Within them, topics of national interest are established and are of general recognition for the students, which is why more related to them were seeking to expand knowledge and reinforce the practice of listening skills in English.

In this study, a unit planning model is presented below, along with four lesson plans, one for each lesson corresponding to this didactic unit. The planning includes the skills with performance criteria and the achievement indicators established within the national English curriculum regarding the listening skill (Oral communication). This planning has been structured according to the theoretical foundation indicated in this study's state of the art. The reader can find highlighted in beige the column of activities that have been built under the CLIL approach. (Appendix 6)

The student's class material is also presented, which includes the resources of the first unit in which the topic is to be covered, the interdisciplinary links, the language topics to be reviewed such as vocabulary and grammatical structures, and the elements that are part of the content, cognition, culture, and communication are established. The objectives of each lesson and a chart with relevant and concise information about the topic are provided. A scaffolding activity as Lee and Marsh (2017) mention in their text *101 Scaffolding Techniques for Language Teaching and Learning*, is also shared, seeking to support teachers in this process. Also attached are links to different gamification strategies to support vocabulary consolidation.

Finally, a teachers' guide (appendix 8) including the scripts of each of the audios created for this purpose and the answers to all the activities of the first unit is attached as a teacher's resource material. In the end, the reader also can download the audio through a link.

CHAPTER III: ANALYSIS OF THE RESULTS

3.1. Analysis of pretest and posttest results

The test measured listening skills before and after applying CLIL-based curricular strategies. This listening test consists of five parts as stipulated by the A2 Key for Schools test, whose tasks include five aspects:

- ▶ Answer multiple-choice questions about short listening texts.
- ▶ Fill in missing words in a form while listening to a person speaking.
- ▶ Answer multiple-choice questions while listening to short and long texts.
- ▶ Answer multiple-choice questions to identify the main idea in short dialogues
- ▶ Relate lists of information, people, or activities based on what speakers say.

Each aspect contained 5 parts with a total of 25 questions and a total of 25 possible points, that is, one point for each question. Both the pre-test and post-test were answered by the experimental and control groups to measure the listening comprehension skills of the participants of this study, to later compare them and evaluate the level of development of listening skills between those who participated in the intervention and those who did not. The analysis is conducted in three parts: experimental group, control group and comparison between the two groups. With 27 valid cases in each group, the results are shown below.

3.1.1. Pretest

As explained in the previous sections, the students in both the control and experimental groups took the listening comprehension part of the KET test before applying the proposal, with the aim of determining their achievement levels and starting from a real point, serving as a diagnostic evaluation of the two groups. The results are presented in the following table.

Table 6.

Pretest–control and experimental group

Listening skills	PRETEST			
	Experimental group	%	Control group	%
Part 1. Answer multiple-choice-short listening texts.	1.59	6%	1.30	5%
Part 2 -Fill in gap	1.22	5%	1.19	5%
Part 3- Answer multiple-choice - short and long texts	1.67	7%	1.44	6%
Part 4 - Getting the main idea in short dialogues	2.07	8%	1.37	5%
Part 5 - Relate lists of information, people, or activities based on what speakers say.	1.11	4%	0.85	3%
Total	7.66	31%	6.15	25%
Expected average	25	100%		

Source: Control & Experimental group – pre-test, by Aguirre, C. (2021)

Analysis

As detailed in the table above, the expected average is 25. In this context, the means from both the control and the experimental group are low. The experimental group has an average of 7.66, which constitutes 31% of the expected average, while the control group obtained an average of 6.17, which is 25% of the expected. Besides, it is noticed that the control group has a lower result than the experimental group. However, these results justified this research because an intervention is needed to improve the students' listening skills.

Interpretation

These results are extremely preoccupying since the students have studied English for about 9 years. The experimental group had a relatively higher score; this could have happened because the students who signed their consent have good grades and always show discipline and commitment in their educational duties.

These results corroborate what Education First (2020) stated concerning the low level of English in Ecuador. That is why an intervention proposal is needed to improve the students' listening skills. What has been chosen is the CLIL approach to allow students to experience a new way of learning.

Test for equality of variances

Table 7.

Test for equality of variance

		Independent Samples Test									
		Levene's Test for Equality of Variances		T-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Pre test	Equal variances assumed	.220	.641	-1.014	52	.315	-1.519	1.497	-4.523	1.486	
	Equal variances not assumed			-1.014	51.726	.315	-1.519	1.497	-4.523	1.486	

Source: Control & Experimental group – pre-test. Test for equality of variances, by Aguirre, C. (2021)

Analysis and interpretation

With 95% confidence, the equality of variances applied to data in the pre-test for both the control and the experimental group resulted in .641. This result is $> .05$ of significance which means that there is equality of variances in data. Therefore, equal variances have been assumed through the Levene test for data.

Furthermore, the two-tailed significance is .315, which is $> .000$. Therefore, the two groups of study have the same level of listening skills. In other words, both the control and the experimental group have the same low level of listening skills, statistically speaking.

3.1.2. Post-test

Table 8.

Post-test – Control and Experimental group

Listening skills	POST-TEST			
	Experimental group	%	Control group	%
Part 1. Answer multiple-choice- short listening texts.	2.88	12%	1.44	6%
Part 2 -Fill in gap	1.63	7%	1.70	7%
Part 3- Answer multiple-choice - short and long texts	2.93	12%	1.70	7%
Part 4 - Getting the main idea in short dialogues	2.63	11%	1.49	6%
Part 5 - Relate lists of information, people, or activities based on what speakers say.	2.63	11%	1.19	5%
Total	12.70	51%	7.52	30%
Expected average	25.00	100%		

Source: Post-test: Control & Experimental groups, by Aguirre, C. (2021)

Analysis

As detailed in the table above, the results obtained after the four-week implementation of the proposal period are the following. First, it is needed to explain that students from the control group attended their regular English classes; on the other hand, the students who formed the experimental group experienced the CLIL approach in their English classes to improve their listening skills. After the students took the post-test, the control group's average was 7.51 out of 25, which corresponds to 30% of the expected result, while the experimental group obtained 12.71, representing 51% of the expected result.

Interpretation

The expected results are better than those in the pre-test, which means that the implementation of the proposal was somehow successful. The materials and the class planning succeed; however, it is necessary to continue working on the students' listening skills to achieve the expected result.

T-test

The T-test was developed to compare the means between the results of the control and the experimental groups in the post-test.

Table 9.

T-test

		Group Statistics			
Group		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Control group	27	7.52	5.918	1.139
	Experimental group	27	12.70	5.441	1.047

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Posttest	Equal variances assumed	.287	.594	-3.351	52	.002	-5.185	1.547	-8.290	-2.081
	Equal variances not assumed			-3.351	51.636	.002	-5.185	1.547	-8.290	-2.080

Source: T-test, by Aguirre, C. (2021)

Analysis and interpretation

As stated in the post-test results, equal variances are assumed because the Levene test shows .594, which is $> .05$. Furthermore, the experimental group statistically obtained .002 in the two-tailed significance $< .05$. This means that there is a significant difference between the means of the control group and the experimental groups' means. In other words, the average of the experimental group is higher than the controls.

Now, it is very important to establish a comparison between the media of the experimental group in both the pre and post-test.

Table 10.

Paired samples test – experimental group

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental group Pretest - Experimental group posttest	-5.037	1.951	.375	-5.809	-4.265	-13.416	26	.000

Source: Pair samples test, by Aguirre, C. (2021)

Analysis and interpretation

To statistically prove the final results, it must be explained that the pair samples test compared the results obtained by the experimental group. In the beginning, the students obtained a general result of 7.67; after the intervention with the proposed implementation based on the CLIL approach to improving students' listening skills, they obtained 12.70. On the other hand, the pair samples test shows a two-tailed significance of .000, which means a statistically significant difference between the pre-test and the post-test for the experimental group.

Besides, the data behavior is shown in the following graphs:

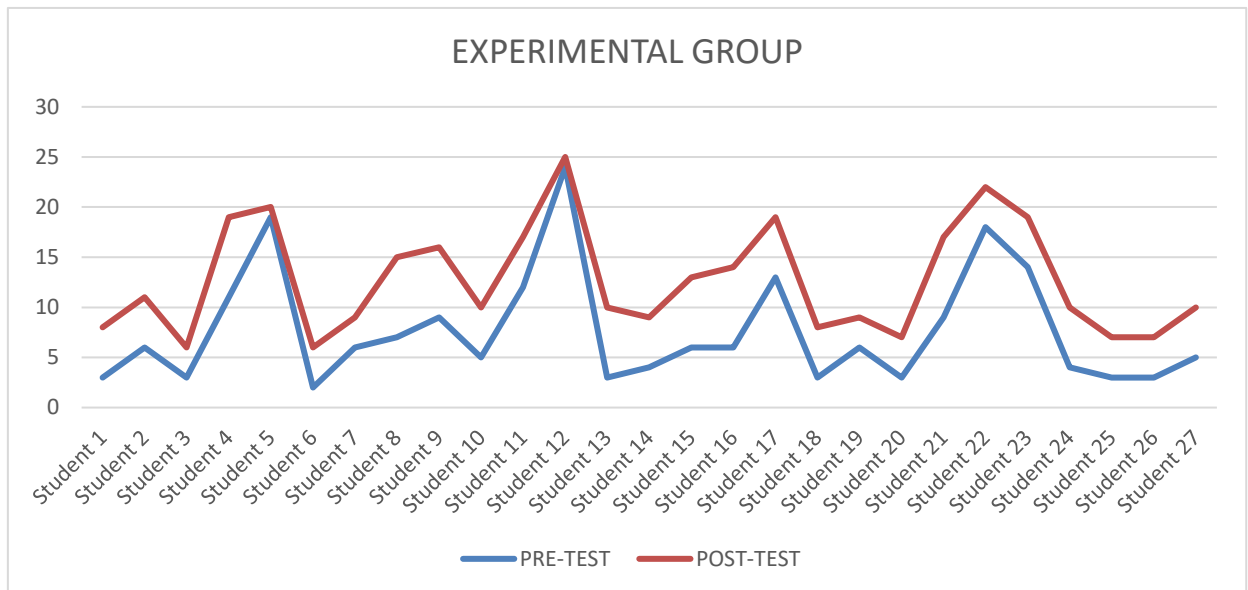


Figure 4. Experimental group final results. Source: Data behavior- Experimental group, by Aguirre, C. (2021)

The figure above clearly shows how data behaved before and after the proposal's implementation. In the beginning, the students had very low scores; nevertheless, after the classroom intervention based on CLIL, the students improved their performance.

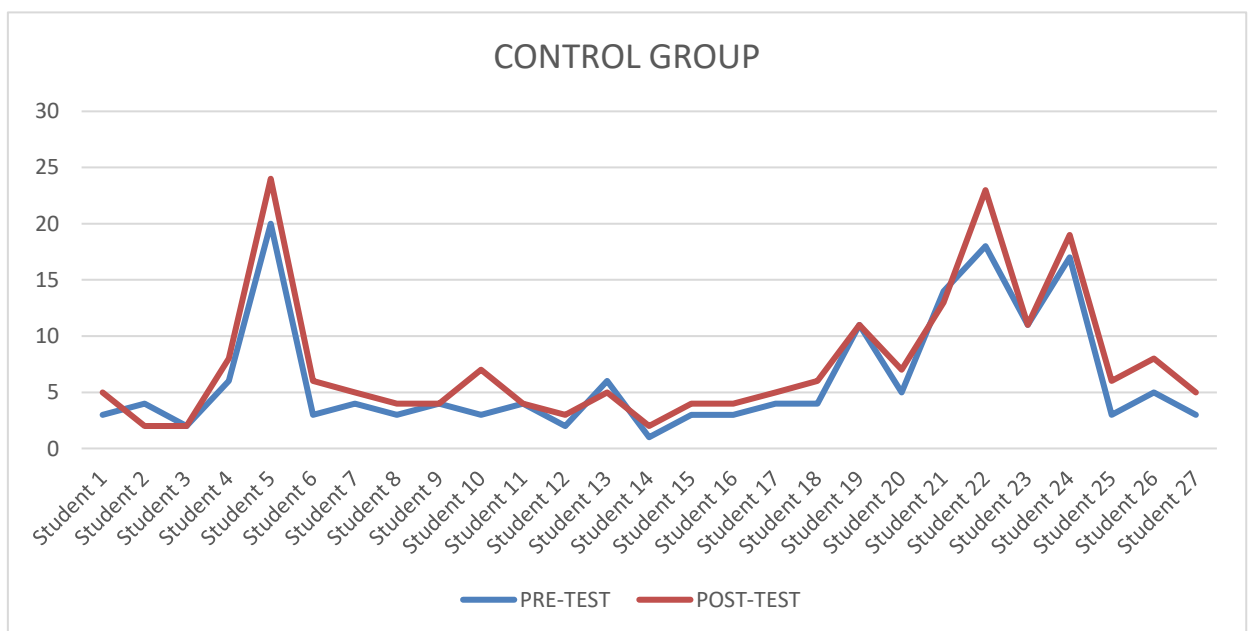


Figure 5. Control group final results. Source: Data behavior- Control group, by Aguirre, C. (2021)

This figure shows the data behavior at the beginning and the end of the process. In the beginning, the students showed low performance in listening skills; however, in the end, they showed a slight improvement. This can be interpreted as their need to emphasize listening skills during the teaching-learning process.

In conclusion, the intervention proposal made up of 14 lessons covered in 8 weeks in extracurricular time with students who participated in the Experimental group focused on Curriculum Language Integrated Learning (CLIL) implemented to improve students' listening skills had positive results.

CONCLUSIONS

After learning and understanding the CLIL approach, some important conclusions emerge from the current study.

- First, the influence of the CLIL approach on the development of the listening skills of ninth-grade students of the Unidad Educativa Riobamba was analyzed. For this purpose, experimental research was carried out with two control and experimental groups. Both took two tests based on the Cambridge standardized test (KET for School, Level A2 according to the Common European Framework of Reference for Languages). At the end of the present study, the means were compared, resulting in a representative improvement of the experimental group compared to the control group.
- Secondly, the theoretical basis of the CLIL approach was established through the research of different sources such as journals, scientific articles, books, theses, among others, in order to obtain a clear and broad vision of what CLIL is and how to apply it appropriately within the context of the Unidad Educativa Riobamba. In this regard, once this process was completed, state of the art was developed to gather specific information that allows for effective intervention and achieve the best possible results. This is a new educational experience for the students centered on them and was fundamental to creating a suitable environment to achieve significant learning.
- The level of development of the auditory skills of the ninth-grade students was identified by applying a knowledge test to the experimental and control groups. The pre-test and post-test results were analyzed quantitatively and showed that the students' listening skills were low. Therefore, the experimental group received classes based on the CLIL approach. After participating in each of the proposed activities within the CLIL module, the experimental group experienced a significant improvement, which hints at the positivity of this study.
- Finally, a methodological guide was designed to develop English language listening skills through CLIL, containing 14 lessons developed in eight weeks,

with favorable results. This guide was a support tool for teaching English to students in the ninth year focused on four national curriculum subjects such as Arts, Social Sciences, Natural Sciences, and Language. All the classes had a virtual modality and followed a specific lesson plan, in which topics such as music, festivities, weather, or national legends were addressed.

RECOMMENDATIONS

- Based on the positive results obtained from this research concerning the significant influence of the CLIL approach for the development of listening skills, it is recommended to continue to conduct further research, not only in other years or levels of the Unidad Educativa Riobamba but also in other schools to contribute to the improvement of Ecuadorian education. This type of research could be developed over long periods to corroborate these results and seek more information about the students' perceptions of this approach and its application.
- Secondly, due to the scarce information related to previous research on the CLIL approach for the development of listening skills, it is recommended to study new studies that increase the theoretical bases, organize training workshops with other teachers, and socialize the advantages of this approach. This action will greatly support improving their professional practice and providing students with new ways of learning English as a foreign language.
- In order to propose innovative teaching plans, it is advisable to know the real performance level of the students. For this purpose, standardized tests freely available on the Internet can still be used. With this information, it will be easier to propose alternative solutions for the low level of students' performance in English which was evidenced in the present study. Students face high levels of stress and an unmotivating learning environment because they have difficulties with text comprehension skills, so teachers' commitment is urgently needed.
- Finally, it is strongly recommended that teachers contribute by proposing new methodological guidelines that include the CLIL approach in developing listening skills. These actions would benefit both students and teachers to stop being passive entities and become proactive and participative members of society. Teaching and learning should be under the students' needs, age, and preferences, adjusting to the Ecuadorian curriculum. In summary,

teachers must make every effort to achieve the expected learning according to the performance criteria indicators established by the Ecuadorian Ministry of Education.

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APPENDIXES

Appendix 1. Authorization from the District to conduct the study

MINISTERIO DE EDUCACION

Oficio Nro. MINEDUC-CZ3-06D01-2020-1409-O

Riobamba, 06 de noviembre de 2020

Asunto: COMPROMISO CIUDADANO; Of. S-Nº del 28 de octubre del 2020; MsC. Carlos Aguirre Alarcón; Docente de la UE Riobamba; solicitando autorización para poder ejecutar un proyecto de investigación dentro de la IE.

Señor
Carlos Alberto Aguirre Alarcon
Ciudadano
En su Despacho

De mi consideración:

En respuesta al oficio No. MINEDUC-CZ3-06D01-2020-1243-E, documento en el cual solicita autorización para poder ejecutar un proyecto de investigación dentro de la Unidad Educativa Riobamba.

De acuerdo con lo formulado por su persona en el documento, en uno de los párrafos manifiesta que el proyecto de investigación denominado "CLIL, APPROACH FOR THE DEVELOPMENT OF LISTENING SKILLS AMONG STUDENTS OF HIGHER BASIC GENERAL EDUCATION"; exterioriza que este proceso no interpondrá ninguna interrupción o modificación en relación a lo dispuesto por el MINEDUC en el Plan Aprendamos Juntos en Casa.

En virtud de lo indicado el Distrito de Educación 06D01 Chambo-Riobamba autoriza la ejecución del proyecto de investigación en mención con los estudiantes que cursan el 9no año de Educación General Básica de la Unidad Educativa Riobamba periodo 2020-2021, por lo expuesto solicito dar a conocer de esta actividad a la autoridad de la Institución Educativa y coordinar el plan de trabajo a desarrollarse.

Con sentimientos de distinguida consideración.

Atentamente,

Mgs. Wilson Antonio Molina Machado
DIRECTOR DISTRITAL DE EDUCACIÓN 06D01 - CHAMBO RIOBAMBA

Appendix 2. Letter of the consent of the Legal Representatives



CARTA DE CONSENTIMIENTO INFORMADO PARA PROYECTO DE INVESTIGACIÓN

Yo _____, representante legal del / de la estudiante _____, de _____ años de edad, acepto de manera voluntaria que se incluya a mi representado/a como sujeto de estudio en el proyecto denominado: **“Content and Language Integrated Learning approach for the development of listening skills”**; luego de haber conocido y comprendido en su totalidad, la información sobre dicho proyecto, riesgos si los hubiera y beneficios directos e indirectos de su participación en este estudio, y en el entendido de que:

- Su participación como alumno no repercutirá en sus actividades ni evaluaciones programadas en el curso, no repercutirá en sus relaciones con la institución de adscripción.
- No habrá ninguna sanción para él o ella en caso de no aceptar la invitación.
- Puede retirarse del proyecto si lo considero conveniente a nuestros intereses, aun cuando el investigador responsable no lo solicite, informando nuestras razones para tal decisión mediante una Carta de Revocación respectiva si lo considero pertinente; pudiendo, si así lo deseo, recuperar toda la información obtenida de la participación de mi representado.
- No haré ningún gasto, ni recibiré remuneración alguna por la participación en el estudio.
- Se guardará estricta confidencialidad sobre los datos obtenidos producto de su participación, con un número de clave o código que ocultará su identidad.
- Si en los resultados de su participación como alumno se hiciera evidente algún problema relacionado con su proceso de enseñanza – aprendizaje, se nos brindará orientación al respecto.
- Puedo solicitar, en el transcurso del estudio información actualizada sobre el mismo, al investigador responsable.
- El curso completo se realizará completamente de manera virtual a través de las plataformas digitales que el investigador considere pertinentes. Comprendo que debido al seguimiento que debe darse a este estudio, mi representado podrá ausentarse por un máximo de 3 clases, caso contrario, no podrá continuar con el curso.

Firma:

Nombre del Representante legal:

C.I.:

Lugar y Fecha:

Appendix 3. How to create the CLIL Guide Activities

Procedure and Digital sites or apps used to create the proposal guide

The first step consisted of reviewing the curricular contents established by the Ministry of Education within the 2016 curriculum and the new modules for the foreign language subject. In this model, subjects from the ninth year of General Basic Education were reviewed, from which the contents and topics were extracted to serve as a guide and reference to search for new updated information in accordance with the contents of other subjects and then contextualize it to the national reality. Once the text was determined and revised, it was submitted to the criteria of other teachers of the institution, experts in the subjects of Social Sciences, Language and Literature, Natural Sciences and Cultural and Artistic Education, who offered their suggestions so that the information provided would be truthful and assertive, in accordance with the ministerial guidelines and free of conceptual errors.

Once all the information was translated and verified in English, elements that promote the Ecuadorian culture within the educational process were considered, mainly with the objective of promoting an international mentality and appropriation of the national identity; that is why the revised bibliography was obtained mainly from sources written in Spanish that are up to date. Once this step was completed, the text was modified adapting it to the grammatical structure and vocabulary studied in each unit suggested by the Ministry, considering the complexity and information previously mentioned.

To record more interactive audio and allow the student to listen to different voices and accents in English, TTSREADER <https://ttsreader.com/> was used. This application is free and easy to use, capable of reading aloud any text copied to the clipboard in other languages, modifying the speed of speech, incorporating specific pauses, or setting the reading volume.

The free digital tool AUDACITY was used to record the reading of the English texts from the computer, convert them into mp3 files and download them, which allows editing audio files in all the most popular and widely used multimedia formats. As a complementary tool, the AUDIO-JOINER application <https://audio-joiner.com/> was

used, which works in a browser window and allows joining mp3 files and other formats without the need to install other software. It is only necessary to add the audio files, establish the order of reproduction, cut the audios at the exact moment and join them to make them look like a genuine dialogue; in this way, it was possible to create the tracks for the different activities of the proposal.

Once the audios and texts to apply this proposal were ready, the NEARPOD application, <https://nearpod.com/login?referer=/library/>, was used to allow the collection of information in real-time through different interactive presentations in which different elements and activities can be included to motivate the student's attention. It was necessary to acquire a paid license to collect detailed reports on the different student responses to each exercise. (Appendix 14)

Among the many advantages, this powerful tool offers are the ease of access for students from their computers, tablets, or smartphones since it is not a heavy application. Regarding the virtues of information presentation, it is possible to add content and customize the class using texts, images, interactive videos imported from different digital platforms, panoramic photographs, audios, or external web pages; these features allowed students to receive information with a high visual and auditory impact, making each class an adequate learning space. At the same time, regarding the evaluation of the data collection process, it is feasible to create interactive slides that include surveys, questionnaires, interactive games, drawing boards, collaborative walls, open-ended questions, and even record short videos to simulate real conversations (Flipgrid). These characteristics allow the teacher to observe and follow the student responses immediately sent to the researcher, and the whole class can share their answers. On the other hand, this tool allows the student to work synchronously or asynchronously, facilitating the feedback process.

If a teacher intends to collect all student responses in a single document and then tabulate them, it is fully recommendable the use of the ADDITIO APP application, available at <https://www.additioapp.com/es/>, which is a robust digital grade book that helps manage grades, schedules, and planning in a more agile and practical way. Among its powerful functionalities are tools that facilitate the management of formative and summative evaluation, such as applying customized evaluation

rubrics that can be applied to each student without much difficulty. Any teacher can create customized rubrics with different evaluation criteria and achievement indicators. Likewise, this application allows generating graphic reports and accurate calculations in an agile and effective way about the qualitative aspects of the evaluation, in a meaningful way to determine if students master, reach or almost reach the skill with the performance criteria established within any national curriculum.

Given the difficult situation that the world is going through due to the pandemic caused by covid-19 and the country's closure of public educational institutions, the GOOGLE FORMS tool was used to carry out the pre-test and post-test evaluations virtually. For this purpose, it was necessary to adapt the standardized Cambridge A2 Key for Schools exams, which were obtained free of charge from the official site [A2 Key for Schools | Cambridge English](#), to a friendly format to solve these exams without difficulties and from their homes. The researcher shared the link to each test with the legal representatives of each student through the WHATSAPP group explicitly created to share the connection links to each class and the educational resources necessary for them to achieve success in this research.

Finally, the videoconferencing application ZOOM, <https://zoom.us/>, was used, mainly because it is the platform most used by the experimental group during their typical educational day within the educational institution. Among the main features of this tool, it stands out its friendliness of connection with any technological device, unlike other platforms that cause inconveniences in older equipment, considering that a high percentage of students who were part of this study did not have modern equipment with the latest technology.

Appendix 4. Listening comprehension activities


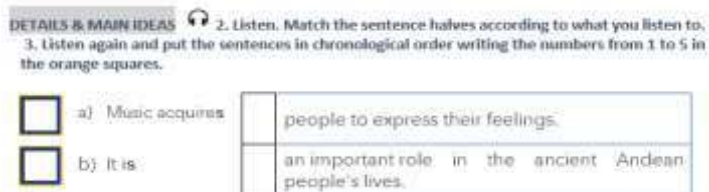

Listening activities to consider when Planning is organized

ACTIVITIES FOR METACOGNITIVE STRATEGIES	ACTIVITIES FOR COGNITIVE STRATEGIES	ACTIVITIES FOR SOCIO-AFFECTIVE STRATEGIES
1. Preview the content in different forms	1. Use prior knowledge and knowledge about the target language to elaborate and complete interpretation.	1. Paraphrase what speakers say to check understanding.
2. Rehearse the pronunciation of potential content words	2. Infer missing or familiar words using contextual clues, familiar content words, visual clues.	2. Ask the speaker for clarification and repetition
3. Establishing the purpose for listening	3. Draw on knowledge of the world.	3. Learn to relax before and during listening
4. Practice perception regularly.	4. Apply knowledge about the target words.	4. Encourage oneself to continue listening
5. Take short notes of essential content words	5. Visualize scenes, objects, events, etc. being described.	
6. Check current comprehension with context of the message and prior knowledge	6. Reconstruct meaning using words heard.	
7. Continue to listen for clarification in spite of difficulty	7. Relate one part of the text to another.	
8. Evaluate comprehension using contexts, prior knowledge, and external resources.	8. Relate limited interpretation to a wider social linguistic context.	
9. Determine potential value of subsequent parts of input	9. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification	
10. Listen selectively according to purpose	10. Find L1 equivalents for selected keywords.	
11. Listen for gist	11. Translate a sequence of utterance	
12. Determine the potential value of subsequent parts and vary intensity of attention accordingly.	12. Predict general contents before listening using contexts and prior knowledge	
13. Memorize words or phrases for later processing	13. Predict details and unfinished utterances using contexts and prior knowledge	
14. Pay attention to discourse markers, visuals, and body language, tones, and pauses		

Source: O'Malley, Chamot y Küpper (1989)

Appendix 5. Listening Tasks and Skills applied in the CLIL Guide

The following tables present the listening tasks, skills, products and the material applied in different ways within the Proposal, as cited by Goh (2010), who establishes these characteristics that are directly related to the exercises proposed by the researcher, as shown in the following images

TASK	SKILLS	PRODUCT	MATERIAL
Listen and match	Listening for global understanding	Texts matched to themes	There are several short texts with different themes; theme cards (small cards with a single word written on each, e.g., recycling, marriage, health). Note: Teachers should prepare more theme cards than the number of texts.
			
Listen and sort	Listening for main ideas; listening for details	A rearranged sequence of text or pictures	The text describes a sequence, a procedure, a chronological event. or items in ranked order; sets of jumbled up texts and pictures
			
Listen and combine	Listening for main ideas; listening selectively	A combined summary based on information from different sources	Several short texts that have a common theme or topic
			

Listen and restore	Listening for global understanding listening for details	An amended text in print	Different types of listening texts, such as narratives and information reports; the transcript of a text with incorrect details
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DETAILS & GLOBAL UNDERSTANDING PART 2 5. Listen carefully and find the mistakes in this text. There are some errors. Highlight or circle the incorrect words along the text. Correct the details in the written texts by changing or adding words.

In contrast, in Ecuador, Christmas in 2017 *I* my family in Quito, where **they** Novenas with other family and strangers. **Everyone** to pray and worship Buda in different houses. In every house *I*, **families** nativity scenes and their homes. *I* also went to the traditional Midnight Concert.

Describe and draw	Listening for main ideas; listening for details	Pictures, maps, sketches, and objects	Photos of scenery and things, plans, and maps
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DETAILS

4. I remember There was and there were different things in the last Riobamba's festival I could attend. Listen to the audio and draw the things you hear. Pay attention in the vocabulary in exercise 3

I remember



Listen and reconstruct	Listening for global understanding; listening for main ideas, listening for details	A text that is reconstructed based on the content of the original text	A short text (e.g., an information report, procedure, or exposition of a viewpoint)
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TAKE NOTES AND CLARIFY 3. Watch the video again. Observe carefully what each of the people in the video were doing that day. Select the correct answer.

- | | | |
|----------------------------------|---|--|
| 1. The Three Kings | <input type="radio"/> were feeding
<input type="radio"/> were smiling
<input type="radio"/> were talking | their camels
with the audience
by phone |
| 2. Nacho, who is a famous singer | <input type="radio"/> was drinking
<input type="radio"/> was looking at
<input type="radio"/> was singing | some water
the choreographies
one of his songs |
| 3. A cheerleading | <input type="radio"/> was chanting
<input type="radio"/> was performing | all their chants
their mentors |
- when** the cameraman **recorded** the video

Dictate and complete	Listening for details, listening selectively	A restored and complete text	Different types of listening texts (e.g., narratives and information reports); versions A and B of the text with blanks inserted in other parts of the text
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DETAILS & SELECTIVITY

4. Listen. Fill the blanks using the vocabulary from the box

Indigenous	Hearts	Foreign	Popular
Electronic	Centuries	Rhythms	Pop
Spanish			

Our music has been shaped and influenced for a) centuries by our own b) _____ rhythms, the c) _____ colony and some rhythms. Currently, different d) _____ genres are still influencing Ecuadorian music; for that reason, we can also listen to various current rhythms

Simulate and discuss	Listening for main ideas: listening for details; listening and inferring: listening and predicting	Views and recommendations	Cards with scenarios for simulations, roles, or statements of a problem. An issue and the required outcome, such as a set of recommendations
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STIMULATE & DISCUSS / EVALUATE

1. Watch the video where you will find some details about how people celebrate the Three Kings day in Miami and the King of Kings in Riobamba. Discuss the similarities and differences in class

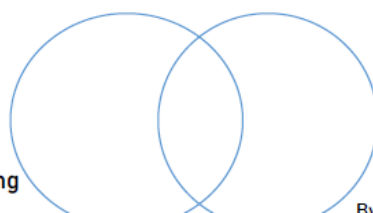
<https://www.youtube.com/watch?v=RIbe3HPU9AY>


Listen and evaluate	Listening for details: listening for main ideas; listening and making inferences (depending on the criteria for evaluation)	A list of items based on their relative merits	Several short texts on a common theme or topic
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DETAILS & SELECTIVITY

8. Compare the two songs. Write similarities between the topics in the middle (overlapping) space, and differences in the outer spaces, after you have listened both.

Beds are burning
By: Midnight oil



Earth song
By: Michael Jackson

Listen and compose	Listening and predicting; listening and making inferences	The beginning or conclusion of a text	A narrative text (e.g., a short story) with either the beginning or the end missing
<p>DETAILS & PREDICT 1. Fill in each (G) guess blank with a word you think completes the sentence, using the words in parentheses as hints. Then listen to the song and write the correct word in the (A) answer blank</p> <ul style="list-style-type: none"> • Out where the (water) (G) _____ (A) _____ broke • The bloodwood and the (dry place) (G) _____ (A) _____ oak • Holden wrecks and boiling (fuel) (G) _____ (A) _____ oak • (water vapor) (G) _____ (A) _____ in forty-five degrees 			

Listen and compare	Listening for main ideas; listening for details	A list of similarities and differences	Several short texts that have a common theme or topic								
<p>DETAILS & MAIN IDEAS 6. Listen again to the experience related with traveling to the USA and Ecuador and how Christmas is celebrated in both countries. Read the sentences and tick The USA or Ecuador</p> <table border="1" data-bbox="970 1055 1453 1178"> <thead> <tr> <th data-bbox="970 1055 1217 1093">The USA</th> <th data-bbox="1217 1055 1453 1093">Ecuador</th> </tr> </thead> <tbody> <tr> <td data-bbox="970 1093 1217 1131"></td> <td data-bbox="1217 1093 1453 1131"></td> </tr> <tr> <td data-bbox="970 1131 1217 1169"></td> <td data-bbox="1217 1131 1453 1169"></td> </tr> <tr> <td data-bbox="970 1169 1217 1207"></td> <td data-bbox="1217 1169 1453 1207"></td> </tr> </tbody> </table> <p>1. People decorated the city with huge ornaments</p> <p>2. People danced with colored costumes around the city</p>				The USA	Ecuador						
The USA	Ecuador										

CLIL planning model



UNIDAD EDUCATIVA RIOBAMBA

CONTENT AND LANGUAGE INTEGRATED LEARNING
UNIT PLAN



1. INFORMATIVE DATA:							
Teacher	Carlos Aguirre	Subject:	English ESL	Level:	A1 level. Starter students. Age 13 to 15	Scholar Year:	2020 - 2021
Unit:	1	Planning Unit Title:		Ecuadorian Music			
Topic:	The importance and relevance of Ecuadorian music in our lives						
N° Periods for the development of the topic	Eight periods	Start date		End date		Duration of the teaching hour	40 minutes
Integrative curriculum axis							
Learning axes							
Transversal axis							
TRANSFER OBJECTIVES (Aims)							
Set general, broad, long-term objectives for the unit. Transfer objectives are the primary objectives that require learners to "transfer" or apply their knowledge, skills, and concepts at the end of the unit, in new or different circumstances, independently and without teacher-provided scaffolding.		<ul style="list-style-type: none"> To teach the content of the Unit on Music To study the concept of music and its main characteristics. To internalize important aspects of Ecuadorian music, its genres, and several representative singers. To introduce vocabulary about typical Ecuadorian clothing, according to the musical genre. To make students aware of the importance of national music and its impact on our culture. To help students understand technical vocabulary related to music in English as a second language. To help students describe basic information about a person, such as where they were born, the day, year, and time. Students describe what a person wears regularly and what they are wearing. 					

CRITERIA FOR ASSESSMENT

To assess the effectiveness of the learners, we will use Teacher, peer, and self-evaluation processes

- Listening to identify the general ideas expressed throughout the recording.
- Listening for details between groups of words and phrases within the sentence.
- Selectively listen for specific information within the sentence, focusing attention on what you want to hear.
- Inferring. Listening to identify the difference between what the speaker says and what the speaker means.
- Predicting. Attempting to guess essential information contained in the recording before listening to it.

TEACHING OBJECTIVES	
CONTENT	<ul style="list-style-type: none"> • Introduction of the subject. • Definition of Music. • Ecuadorian musical genres, their characteristics, and musical instruments. • National artists and some biographical data • Ecuadorian musical genres and their traditional costumes.
COGNITION	<ul style="list-style-type: none"> • Understand key concepts and reconstruct them in their own words. • Concentrate and pay attention to specific information ignoring other distracters within the audio • After listening to it, make connections and correctly connect separate text parts. • Organize the information heard to respond correctly. • Value the information presented and present their idea.
COMMUNICATION	<p>Language of learning.</p> <ul style="list-style-type: none"> • Essential vocabulary: National and foreign musical genres, music-related verbs, musical instruments, adjectives of description, prepositions of time and place, stative verbs, traditional clothing.
	<p>Language to learn</p> <ul style="list-style-type: none"> • Ask each other: What is your favorite music? Who is your favorite singer? • Classify: the different musical genres in Ecuador are ... • Compare and contrast: What clothes is that woman wearing? Vs. What clothes does she usually wear? • Other: What is the meaning of ...?
	<p>Language through learning</p> <ul style="list-style-type: none"> • Talking about routines or general events • Indicating actions that are occurring at the time of speaking • Indicating events that happen in the future under a schedule • Talking about temporary activities or situations
CULTURE	<ul style="list-style-type: none"> • Importance of Ecuadorian music in the world, its diversity, and its impact on our lives.
LEARNING OUTCOMES	
<p><i>(What students will be able to do by the end of the lessons)</i> By the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Define music and some characteristics and give some biographical information about another person • Understand music-related vocabulary in context and perform better at solving listening activities in English. • Describe how they usually dress and what they are wearing at the moment 	

LESSON PLAN
TEACHING / LEARNING ACTIVITIES

LESSON 1

SKILLS WITH PERFORMANCE CRITERIA	METHODOLOGICAL STRATEGIES	STRATEGIES	ASSESSMENT			
			TIMING	ACHIEVEMENT INDICATORS	ACTIVITIES	INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> • EFL 4.2.6. Use other students' contributions in class as models for their own. • EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment, and matters of immediate need in simple terms using grammatical structures learned in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.) (Source: Ministerio de Educación, 2016 p.26) 	<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Make use of the pupils' previous knowledge. • Share personal stories and anecdotes. • Include images, videos, and testimonials in your presentation. • Keep an eye out for graphs, statistics, definitions, and demonstrations. • Provide real-life examples, news, and reports. 	<ul style="list-style-type: none"> ✓ Concept mapping ✓ Brainstorming ✓ Listing statements ✓ Class and small group discussions 	10 min.	<ul style="list-style-type: none"> • I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ANALYSE</p> <ul style="list-style-type: none"> • To launch the lesson, the teacher shows a picture related to music to the students, and he elicits them to predict the topic for this class. Students think of the critical word and submit their answers. A brainstorming session is developed using the digital tool Mentimeter. • Then, the teacher exposes the class's objective and elicits the students to think about a definition for music, its importance in our lives, and what it stands for? He presents a photograph helping students represent their ideas visually. Students should organize their ideas and make notes on the topic. • After that, the teacher asks some questions like: <ul style="list-style-type: none"> ✓ What is music for you? Try to give a definition. ✓ How important is music in our lives? ✓ Is there anything more you need to know about music? ✓ What interests you about this topic? • After listening to the suggested answers, the teacher provides feedback by presenting a definition presented by other authors and analyzing the differences or coincidences. • Finally, the teacher asks the question: What kind of music do you love to listen to? Through a collaborative board. Students enter their answers in written form or with a picture and review the answers as a group. 	<p>Nearpod https://nearpod.com/library/preview/lesson-L107819885</p> <p>Mentimeter. https://www.menti.com/12as9mfmgm</p> <p>Slides</p> <p>Collaborative board</p> <p>Microsoft Whiteboard</p>

<ul style="list-style-type: none"> • EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) • EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food, international customs, climate, weather, etc., where the visuals support the commentary. Source: Ministerio de Educación, 2016 p.27 	<ul style="list-style-type: none"> • Connect what pupils already know to the new information. • As a beginning point, give a conceptual map. • To write and conclude on the findings of inquiries and research. 	<ul style="list-style-type: none"> ✓ Organizing keywords, images, and other data ✓ For example, creating a piece of music, a definition, or poetry. ✓ Classifying 	15 min	<ul style="list-style-type: none"> • I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ANALYSE</p> <ul style="list-style-type: none"> • The teacher asks students to observe the graphic and write the appropriate music genre name below each picture. Students should think of musical genres that are familiar to them and write them down. If they do not know the vocabulary in English, they should ask the teacher for help. • To reinforce the vocabulary studied, the students must match matching cards in the shortest possible time. The teacher checks vocabulary and helps students pronounce each music rhythm appropriately, and students should pay close attention and try to pronounce it appropriately on their own. • The teacher plays an audio with the definition of music. Students must identify the main idea of the audio. • The teacher breaks down the concept of music. Asks students to listen to the audio and put sentences together according to what they hear. • To consolidate the conceptualization of music, the students should listen to the audio again and put the sentences in chronological order writing the numbers from 1 to 5 in the provided squares. 	<p>Survey</p> <p>Graphic organizer</p> <p>Open question</p> <p>ASSESSMENT.</p> <p>Write your own definition for music?</p>
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<ul style="list-style-type: none"> • EFL 4.2.8. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. • EFL 4.2.9. Use new words and expressions in conversations in the personal and educational domains, and use such terms and expressions wherever appropriate and necessary. (Source: Ministerio de Educación, 2016 p.27) 	<ul style="list-style-type: none"> • Review the information and use it to select the attributes of a concept. • Obtain ideas from readings, essays, lectures, films, etc. • Use questions such as what it means, what part does not fit, what exceptions do you find, what looks the same, and what looks different. 	<ul style="list-style-type: none"> ✓ Constructing idea maps ✓ Writing declarations of generalization 	30 min	<ul style="list-style-type: none"> • I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ADD</p> <ul style="list-style-type: none"> • The teacher writes the following question on the digital board "In which situations do we use the Simple Present tense?" • The teacher asks his students to type their answers on the collaborative board • When the students have finished, the teacher asks them to share their answers around the question in order to build a mind map. • The teacher asks those students to identify each part of the sentence on the board. • The teacher explains to the students about the time expressions used in this grammatical structure • The teacher uses slides to present several sentences in the present simple tense, emphasizing the grammatical structure and its use. After observing the examples presented, the students deduce the order and elements of this grammatical structure. • The students have the chance to ask their teacher any doubt left • The teacher will debrief students by asking the questions below: <ul style="list-style-type: none"> ✓ How is this structure linked to the concept? ✓ Can you follow the structure? Give an example 	<p>Slides Collaborative board Open question</p> <p>ASSESSMENT.</p> <p>Write two sentences in simple present tense describing music.</p>
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<ul style="list-style-type: none"> • EFL 4.2.4. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) • EFL 4.2.3. Follow and understand short, straightforward audio messages and the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly, and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) (Source: Ministerio de Educación, 2016 p.26) 	<p>APPLICATION</p> <ul style="list-style-type: none"> • Use knowledge in a new situation. • Solve problems using new knowledge. 	<p>✓ Perform exercises independently and without the assistance of another person.</p>	<p>25 min</p>	<ul style="list-style-type: none"> • I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>APPLY</p> <ul style="list-style-type: none"> • In order to reinforce listening skills and the conceptualization of music, the teacher presents more features on the topic • New specific vocabulary that students will need to complete the following exercises is reviewed beforehand, using the Quizlet platform. Students pay attention to the vocabulary and practice the pronunciation of each word. • Once the new vocabulary has been practiced, students should listen to the audio and fill in the blanks using the words provided. • In the final exercise, the teacher plays an audio clip in which several single sentences in the present simple tense related to the topic are presented for students to mark the correct option. 	<p>Fill in the gap</p> <p>Checklist</p> <p>ASSESSMENT.</p> <p>Record a video where you say your own definition for music, its characteristics, and its importance</p> <p>METACOGNITION</p> <p>What have you learned that you can now use in your everyday life?</p>
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LESSON 2						
SKILLS WITH PERFORMANCE CRITERIA	METHODOLOGICAL STRATEGIES	STRATEGIES	ASSESSMENT			
			TIMING	ACHIEVEMENT INDICATORS	ACTIVITIES	INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> EFL 4.2.4. Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.) <p>(Source: Ministerio de Educación, 2016 p.26)</p>	<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Activate students' prior knowledge. • Conduct observations, visits, interviews, surveys, simulations. • Present photos, videos, testimonials. • Observe graphs, statistics, definitions, demonstrations. • Present real examples, news, reports, ideas, or concepts that students already know • Establish hypotheses or assumptions that you will then confirm through the lesson 	<ul style="list-style-type: none"> ✓ Class and small group talks ✓ Brainstorming ✓ Poll ✓ Listing statements or terminology 	20 minutes	<ul style="list-style-type: none"> • I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) <p>Source: (Ministerio de Educación, 2016 p.45)</p>	<p>ANALYSE</p> <ul style="list-style-type: none"> • Students listen to audio and grab the main idea to launch this lesson. Then, students will make a poll to determine the correct answer. The teacher has to compare answers and analyze the audio again. • After listening to the audio, the teacher asks the students to develop their hypotheses about the topic studied in this unit. Students should indicate their predictions and share them with the rest of the class. • The teacher exposures the class's objective and elicits the students to think about a music gender, primarily explaining Ecuadorian rhythms? He presents some images helping students represent their ideas visually. Students should organize their ideas and make notes on the topic. • After looking at the images, students should write as many Ecuadorian musical genres as possible on a collaborative board. The other students should select the most creative answers by liking each answer. 	<p>Nearpod</p> <p>Slides</p> <p>Collaborative board</p> <p>Microsoft Whiteboard</p>
<ul style="list-style-type: none"> • EFL 4.2.3. Follow and understand short, straightforward audio messages and the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly, and visuals provide contextual support. 	<p>REFLECTION</p> <ul style="list-style-type: none"> • Relate what students know to the new knowledge. • To present a conceptual map as a starting point. • Generate the elaboration of hypotheses to provoke mental imbalance through questioning. • To write and conclude on inquiries and research carried out. 	<ul style="list-style-type: none"> ✓ Composing a piece of music, a definition, a poem, etc. ✓ Representing statistics using graphs ✓ Preparing factual documents ✓ Composing a piece of music, a definition, a poem, etc. 	20 minutes	<ul style="list-style-type: none"> • I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) 	<p>ANALYSE</p> <ul style="list-style-type: none"> • The teacher asks the students to name some music genres afterward projects some images where students need to match the graphics with the appropriate music genre, they consider correct. • The teacher starts asking some questions to know what do students know about music genres, such as <ul style="list-style-type: none"> ✓ What's, is your favorite music genre? ✓ When you go to a party, what music genre is the most popular to listen to? 	<p>Nearpod</p> <p>Slides</p> <p>Collaborative board</p> <p>Microsoft Whiteboard</p>

<ul style="list-style-type: none"> • EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) <p>(Source: Ministerio de Educación, 2016 p.26)</p>				<p>Source: (Ministerio de Educación, 2016 p.45)</p>	<ul style="list-style-type: none"> ✓ What music genre do Ecuadorians listen to? • The teacher reproduces audio, and students need to match the sentences halves according to what they listen to. Afterward, students need to listen to the audio again and put it in chronological order writing the numbers from 1 to 5 in the orange squares. • Following the activities, the teacher plays audio, and students need to fill in the blacks using the vocabulary learned in class about music genres. • Finally, the teacher gives feedback by sharing the answers and working with the students simultaneously. Students need to check the verb they hear in each sentence. 	
<ul style="list-style-type: none"> • EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food, international customs, climate, weather, etc., where the visuals support the commentary. <p>(Source: Ministerio de Educación, 2016 p.27)</p>	<p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> • Look over the data and use it to choose the qualities of an idea. • Argue concepts and discuss what is not a concept: idea negotiation. • Get ideas from books, articles, talks, movies, and other sources. • Make use of idea maps and other types of organizers. • Ask what it means, what portion does not match, what exceptions you discover, what appears the same, and what looks different. 	<ul style="list-style-type: none"> ✓ Writing generalization assertions constructing consequence wheels constructing concept maps ✓ Taking a look back at some of my earlier work 	<p>20 min</p>	<ul style="list-style-type: none"> • I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) <p>Source: (Ministerio de Educación, 2016 p.45)</p>	<p>ADD</p> <ul style="list-style-type: none"> • The teacher writes the following question on the digital board "In which situations do we use the Simple Present tense?" • The teacher asks his students to type their answers on the collaborative board • When the students have finished, the teacher asks them to share their answers around the question in order to build a mind map. • The teacher asks those students to identify each part of the sentence on the board. • The teacher explains to the students about the time expressions used in this grammatical structure • The teacher uses slides to present several sentences in the present simple tense, emphasizing the grammatical structure and its use. After observing the examples presented, the students deduce the order and elements of this grammatical structure. • The students have the chance to ask their teacher any doubt left • The teacher will debrief students by asking the questions below: <ul style="list-style-type: none"> ✓ How is this structure linked to the concept? ✓ Can you follow the structure? Give an 	<p>Slides</p> <p>Collaborative board</p> <p>Open question</p> <p>ASSESSMENT.</p> <p>Write two sentences in simple present tense describing music.</p>

					example	
<ul style="list-style-type: none"> • EFL 4.2.8. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. • EFL 4.2.9. Use new words and expressions in conversations in the personal and educational domains, and use such terms and expressions wherever appropriate and necessary. (Source: Ministerio de Educación, 2016 p.27) 	<p>APPLICATION</p> <ul style="list-style-type: none"> • Put what you have learned into practice in a new situation. • Use new information to address problems. • Use terms like "explain," "identify," "select," "illustrate," "dramatize," and other similar phrases. 	<ul style="list-style-type: none"> ✓ Educating others - giving oral presentations, designing posters, etc. ✓ Performing exercises alone and without the assistance of others. 	20 min	<ul style="list-style-type: none"> • IEFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>APPLY</p> <ul style="list-style-type: none"> • In order to reinforce listening skills and the conceptualization of music, the teacher presents more features on the topic • New specific vocabulary that students will need to complete the following exercises is reviewed beforehand, using the Quizlet platform. Students pay attention to the vocabulary and practice the pronunciation of each word. • Once the new vocabulary has been practiced, students should listen to the audio and fill in the blanks using the words provided. • In the final exercise, the teacher plays an audio clip in which several single sentences in the present simple tense related to the topic are presented for students to mark the correct option. 	<p>Fill in the gap</p> <p>Checklist</p> <p>ASSESSMENT.</p> <p>Record audio on www.vocaroo.com where you tell you the typical dressing of a music genre where you live. Think in a popular song or artist</p> <p>METACOGNITION How can you apply this knowledge /skill in your everyday life?</p>

LESSON 3

SKILLS WITH PERFORMANCE CRITERIA	METHODOLOGICAL STRATEGIES	STRATEGIES	ASSESSMENT			
			TIMING	ACHIEVEMENT INDICATORS	ACTIVITIES	INSTRUMENTS & RESOURCES
<ul style="list-style-type: none"> EFL 4.2.2. Use a series of phrases and sentences to describe aspects of personal background, immediate environment, and matters of immediate need in simple terms using grammatical structures learned in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.) <p>(Source: Ministerio de Educación, 2016 p.26)</p>	<p>EXPERIENCE</p> <ul style="list-style-type: none"> Make use of the pupils' previous knowledge. Sing songs that pupils are familiar with Organize vocabulary or connect visuals to words Share personal tales and experiences 	<ul style="list-style-type: none"> ✓ Using a graphic organizer ✓ Making a list of statements ✓ Singing in a Karaoke program 	20 minutes	<ul style="list-style-type: none"> I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) <p>Source: (Ministerio de Educación, 2016 p.45)</p>	<p>ANALYSE</p> <ul style="list-style-type: none"> To start the lesson, students randomly will do karaoke with songs about famous Ecuadorian singers such as Hnos. Miño Naranjo, Paulina Tamayo, Milton Tadeo and Julio Jaramillo. After singing, they will have to classify each artist and song with the appropriate rhythm in a chart Then, the teacher analyzes their answers with the students and compares them to see who answered correctly. In this way, students share ideas and can predict the topic of the class. The teacher can also ask some questions like: <ul style="list-style-type: none"> ✓ Have you heard these singers before? ✓ What do you need to know about Ecuadorian rhythms and their most essential representatives? ✓ What interests you about Ecuadorian singers? 	<p>Nearpod</p> <p>Slides</p> <p>Collaborative board</p> <p>Microsoft Whiteboard</p>
<ul style="list-style-type: none"> EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) 	<p>REFLECTION</p> <ul style="list-style-type: none"> To use diagrams, drawings, maps to show knowledge To relate what students, know to the new knowledge. To write and conclude on inquiries and research carried out. To ask questions and challenge assumptions To make notes on thinking To answer an open-ended 	<ul style="list-style-type: none"> ✓ Classifying keywords, pictures, etc. ✓ Questionnaire ✓ Photographs and images 	20 minutes	<ul style="list-style-type: none"> I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is 	<p>ANALYSE</p> <ul style="list-style-type: none"> Then, the teacher exposes the class's objective and elicits the students to listen and guess where four famous Ecuadorian singers are. Students need to color the provinces on the map for this activity and compare the answers after listening to them. The teacher then focuses the students' attention on the image of the first singer, Julio Jaramillo, and asks the students if they know the words on the table. Review prior knowledge and correct any errors. 	<p>Nearpod</p> <p>Slides</p> <p>Collaborative board</p> <p>Microsoft Whiteboard</p>

(Source: Ministerio de Educación, 2016 p.26)	question about what is already known about the topic			sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45)	<ul style="list-style-type: none"> ✓ What is his name? ✓ Where is he from? ✓ Where was he born? • Afterward, ask students to carefully review the prepositions before the blanks and ask what specific data they should be looking for in the audio. • The teacher presents a model using their data and asks students to analyze it. Emphasizes the pronunciation of prepositions. 	
<ul style="list-style-type: none"> • EFL 4.2.3. Follow and understand short, straightforward audio messages and the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly, and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) • EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly. (Source: Ministerio de Educación, 2016 p.26) 	<p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> • Examine the data and utilize it to choose a concept's qualities. • Students must wrestle with examples, non-examples, and qualities of an idea to grasp particular concepts. • Give students samples of a topic and ask them to look for common characteristics and define them using a stem. • Present a topic to pupils and encourage them to develop examples or non-examples. 	<ul style="list-style-type: none"> ✓ Students must battle with instances, non-examples, and qualities of a topic while revisiting earlier work and taking notes to grasp particular ideas. ✓ Use the pair-share-repeat method to offer students samples of a concept, pattern, or structure and urge them to discover common features and write their descriptions using a stem. 	20 min	<ul style="list-style-type: none"> • IEFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ADD</p> <ul style="list-style-type: none"> • The teacher explains the prepositions of time and place and the differences between them, presenting some slides with specific examples • Highlight the grammar tables and read aloud each of the examples provided. Ask students to read carefully. • After reviewing the topic of prepositions, the teacher explains the differences between the present simple and present continuous, reading aloud sentences that talk about famous Ecuadorian singers. • The teacher then asks students to listen carefully to exercise 5 and presents the grammatical structure in context. Explain the different uses of each grammatical structure and establish the differences between each one. 	<p>Slides</p> <p>ASSESSMENT.</p> <p>Write two sentences in simple present tense describing music.</p>

<ul style="list-style-type: none"> • EFL 4.2.6. Use other students' contributions in class as models for their own. • EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food, and international customs, climate, weather, etc., where the visuals support the commentary <p>(Source: Ministerio de Educación, 2016 p.27)</p>	<p>APPLICATION</p> <ul style="list-style-type: none"> • Apply what you have learned in a new circumstance. • Apply new knowledge to solve issues. • Demonstrate a talent, ability, or knowledge 	<ul style="list-style-type: none"> ✓ Perform exercises individually and on their own without the help of someone else. ✓ Solve specific exercises ✓ Use knowledge in a new situation. ✓ Solve problems using new knowledge. ✓ Demonstrate an ability, skill, or competence ✓ Solve specific exercises 	<p>20 min</p>	<ul style="list-style-type: none"> • I.EFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>APPLY</p> <ul style="list-style-type: none"> • Afterward, students listen to the audio again and complete exercise 2 related to the four famous singers. They need to pay attention to the prepositions and read the grammar tips chart before doing the activity. • As part of this activity, students will need to listen again to complete exercise 3, where they have to answer true or false questions based on the information previously presented in the audio. Students also need to evaluate each of the statements before answering. • In exercise 4, students should listen to a dialogue between two people (Carlos and Karina), paying particular attention to the present simple and present continuous. After that, they must read carefully the sentences written in these two grammatical tenses and decide who mentions each one. They must write each person's name next to each sentence to do so. Students share ideas with others completing the activity about what Carlos and Karina said will help oral comprehension. • Finally, to reinforce the topics learned in class about the present simple and present continuous, students need to listen to some sentences and think about the differences between structures. Students will review stative verbs, habits, routines, actions in progress, and temporary actions future timetable events in this activity. 	<p>Fill in the gap</p> <p>Checklist</p> <p>ASSESSMENT.</p> <p>METACOGNITION</p> <p>What have you learned so far?</p>
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LESSON 4

SKILLS WITH PERFORMANCE CRITERIA	METHODOLOGICAL STRATEGIES	RESOURCES	ASSESSMENT			
			TIMING	ACHIEVEMENT INDICATORS	ACTIVITIES	INSTRUMENTS
<ul style="list-style-type: none"> EFL 4.2.5. Understand most changes in the topic of discussion if people speak slowly. (Source: Ministerio de Educación, 2016 p.26) 	<p>EXPERIENCE</p> <ul style="list-style-type: none"> Make use of the pupils' previous knowledge. Sing songs that pupils are familiar with Organize vocabulary or connect visuals to words Share personal tales and experiences 	<ul style="list-style-type: none"> ✓ Classifying keywords, pictures, etc. ✓ Questionnaire ✓ Photographs and images 	20 minutes	<ul style="list-style-type: none"> I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ANALYSE</p> <ul style="list-style-type: none"> To launch the lesson, the teacher shows several pictures of clothes that women and men used in Ecuadorian musical rhythm to the students, and he elicits them to predict the topic for this class. Students think of the keyword and submit their answers. The teacher encourages students to complete a vocabulary diagram about men's and women's clothing that they know. The teacher asks students the following questions about their previous experiences: <ul style="list-style-type: none"> ✓ Have you ever participated in a traditional dance before wearing a typical costume? ✓ What rhythms have you danced to, and what costumes have you worn? 	Cut and stick worksheet Nearpod Slides Collaborative board Microsoft Whiteboard
<ul style="list-style-type: none"> EFL 4.2.7. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food, and international customs, climate, weather, etc., where the visuals support the commentary (Source: Ministerio de Educación, 2016 p.26) 	<p>REFLECTION</p> <ul style="list-style-type: none"> Relate what students know to the new knowledge. To present a conceptual map as a starting point. Generate the elaboration of hypotheses to provoke mental imbalance through questioning. To write and conclude on inquiries and research carried out. 	<ul style="list-style-type: none"> ✓ Classifying keywords, pictures, etc. ✓ Questionnaire ✓ Photographs and images 	20 minutes	<ul style="list-style-type: none"> I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ANALYSE</p> <ul style="list-style-type: none"> The teacher presents two models showing what the person in the image is wearing at that moment vs. what he/she usually wears. Students look at the patterns and try to produce a similar example indicating what they are using at the moment and what they generally use every day. Afterward, they share their answers with their peers through a collaborative board. The teacher provides feedback and corrects any mistakes that arise. 	Cut and stick worksheet Nearpod Slides Collaborative board Microsoft Whiteboard

<ul style="list-style-type: none"> • EFL 4.2.3. Follow and understand short, straightforward audio messages and the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly, and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.) (Source: Ministerio de Educación, 2016 p.26) 	<p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> • Examine the data and utilize it to choose a concept's qualities. • Students must wrestle with examples, non-examples, and qualities of an idea to grasp particular concepts. • Give students samples of a topic and ask them to look for common characteristics and define them using a stem. • Present a topic to pupils and encourage them to develop examples or non-examples. 	<ul style="list-style-type: none"> ✓ Classifying keywords, pictures, etc. ✓ Questionnaire ✓ Photographs and images 	20 minutes	<ul style="list-style-type: none"> • IEFL.4.7.1. Learners can identify the main idea and some details in short, straightforward spoken audio texts set in familiar contexts when the message is delivered slowly, and there is another contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmates' contributions in class as models for their own. (I.2, I.3, S.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>ADD</p> <ul style="list-style-type: none"> • Then the teacher shows some postcards to review vocabulary about clothes. In the activity, students will differentiate clothes for women and men. • Regarding the specific vocabulary, the teacher prepares to learn worksheets in Quizlet, where students internalize the vocabulary unknown to them. • The teacher uses the present simple and presents continuous tense through several examples presented on slides. Several sentences extracted from the audio that students will listen to are reviewed in context for the application exercise describing the clothes that people wear. • Students will need to practice and describe the clothes they are wearing. 	<p>Slides Collaborative board Open question</p> <p>ASSESSMENT</p>
<ul style="list-style-type: none"> • EFL 4.2.1. Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) (Source: Ministerio de Educación, 2016 p.26) 	<p>APPLICATION</p> <ul style="list-style-type: none"> • Apply what you have learned in a new circumstance. • Apply new knowledge to solve issues. • Demonstrate a talent, ability, or knowledge 	<ul style="list-style-type: none"> ✓ Classifying keywords, pictures, etc. ✓ Questionnaire ✓ Photographs and images 	20 minutes	<ul style="list-style-type: none"> • IEFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts, infer changes in the topic of discussion, and deduce the meanings of unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly, there is sufficient visual support. (I.3, S.1, J.4) Source: (Ministerio de Educación, 2016 p.45) 	<p>APPLY</p> <ul style="list-style-type: none"> • After that, students will listen to and audio carefully, paying attention to the clothes that Ecuadorian dancers wear according to the rhythm for this activity. • The teacher asks students to review the vocabulary and cut out each item of clothing to assemble each outfit according to the audio. For this activity, students should have glue to glue each garment in the correct place. • The teacher plays the audio several times and helps the students with the phrases they do not easily understand. • Afterward, to finish with the activity, students should listen carefully to sentences in present simple and continuous to have feedback. 	<p>Fill in the gap Checklist</p> <p>ASSESSMENT</p> <p>METACOGNITION</p>



UNIDAD EDUCATIVA RIOBAMBA

CLIL LISTENING COURSE



**Listen and produce.
Communication is a two-way
street.**

**LISTEN AND IMPROVE YOUR
LANGUAGE SKILLS IN A FUN
WAY. INCREASE YOUR
VOCABULARY !**

UNIT 1

Unit 1

Ecuadorian music

FACT BOX

- Ecuadorian music is a fundamental part of our culture
- Our music is the result of different styles
- Our artists are really talented
- We all appreciate our own culture
- We have our own musical instruments
- The traditional Ecuadorian clothing items are part of our identity and culture

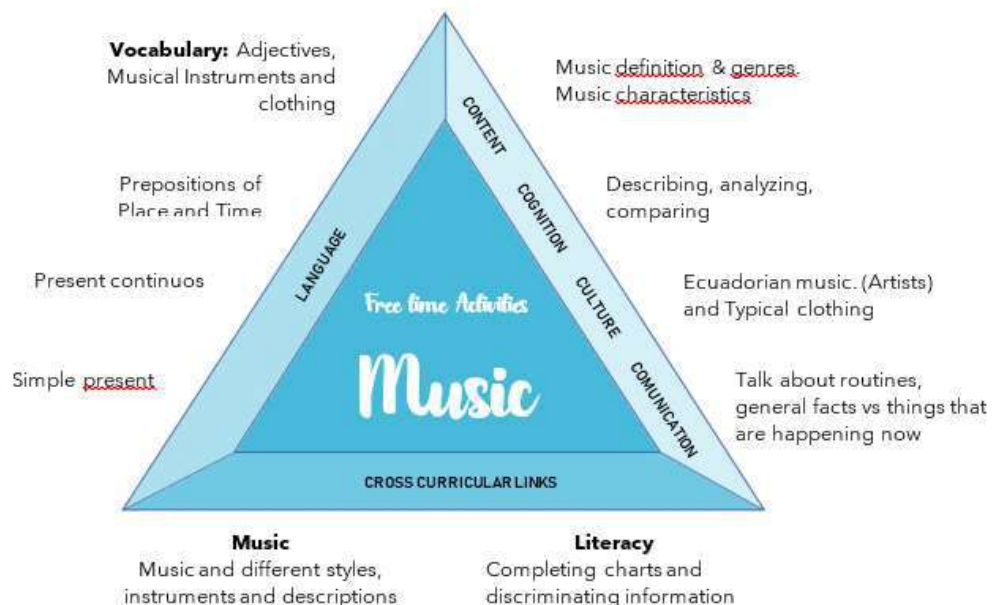
AIMS: students are able to:

- Define music in their own words.
- Classify music into different genres
- Understand general information about a person
- Describe what a person is wearing or using at the moment.

SUBJECT: Music

LANGUAGE: Music is...

- He or she was born
- I am wearing vs I wear



SCAFFOLDING ACTIVITIES (MAY BE)

- Start with questions. Students list five things in their lives for which they are grateful. motivate them to think about their own culture. At next to each answer, they add how they have shown gratitude.
- Hand out an index card with the transcript (with holes) and some images from the video (see attachment). and some images from the video (see digital appendix). Students work together to fill in these gaps with the appropriate word. The challenge should not be to get the same word as the one in the video the video, but one that has a similar meaning and grammatical meaning and grammatical and semantic agreement with the text. semantic agreement with the text.
- The pairs get together to exchange their answers and defend their choices and defend their choices whenever necessary. necessary.
- The video is viewed and a discussion is promoted, since the students have the vocabulary and context. the students have the vocabulary and the context of the topic. of the topic. Video: *365 Grateful*, <https://vimeo.com/22100389>

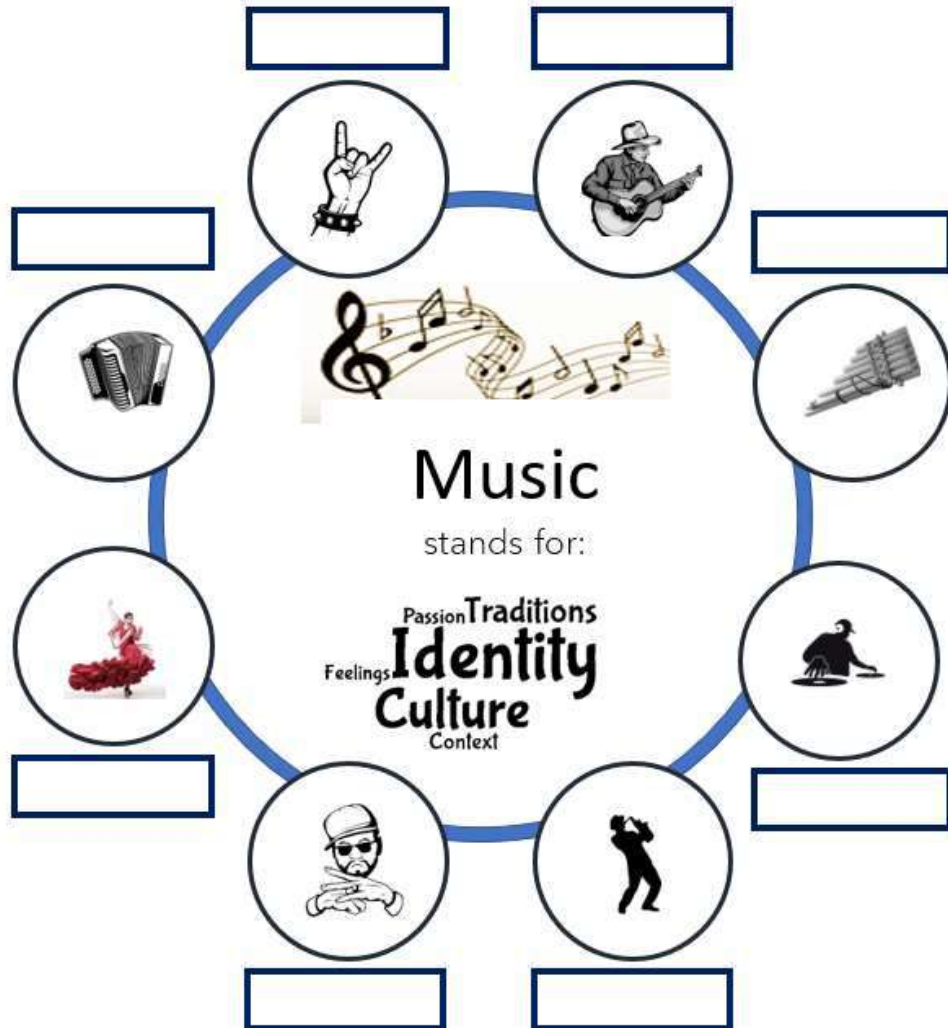
EXTRA MATERIAL

- **Quizlet:** <https://quizlet.com/86458663/music-flash-cards/>
- **Learning apps:** <https://learningapps.org/10574520>
- **Quizizz:** <https://quizizz.com/admin/quiz/5e1c9f4a9b2343001f5bfb67/musica>
- **Edpuzzle:** <https://edpuzzle.com/media/60bf5ed19282c041388dac14>

Improving Listening Skills through CLIL

WARM UP 1. Match the graphics with the appropriate music genre. Ask your teacher for help.

FLAMENCO	ELECTRONIC	COUNTRY
	VALLENATO	HIP HOP
JAZZ	ROCK	FOLKLORIC



DETAILS & MAIN IDEAS 2. Listen. Match the sentence halves according to what you listen to.

3. Listen again and put the sentences in chronological order writing the numbers from 1 to 5 in the orange squares.

<input type="checkbox"/>	a) Music acquires	people to express their feelings.
<input type="checkbox"/>	b) It is	an important role in the ancient Andean people's lives.
<input type="checkbox"/>	c) It plays	an artistic and cultural manifestation of the people.
<input type="checkbox"/>	d) It allows	the ordered combination of rhythm, melody and harmony
<input type="checkbox"/>	e) It is	different forms, values and, functions according to its context.

DETAILS & SELECTIVITY 4. Listen. Fill the blanks using the vocabulary from the box

Indigenous	Hearts	Foreign	Popular
Electronic	Centuries	Rhythms	Pop
Spanish			

Our music has been shaped and influenced for a) centuries by our own b) _____ rhythms, the c) _____ colony and some rhythms. Currently, different d) _____ genres are still influencing Ecuadorian music; for that reason, we can also listen to various current rhythms such as e) _____, rock, f) _____ and many more, without losing the unique characteristic of our music. These use particular instruments from different Ecuadorian regions and for that reason, they are quite g) _____ in traditional festivities and even in the daily life of the Ecuadorians.

Ecuadorian music is characterized by having different h) _____ that over time have been getting into the i) _____ of Ecuadorians and have expanded to other regions of the world.

PRACTICE 5. Listen and practice. Check the verb you hear in each sentence

	Use	Influence	Listens	Lose	Have
	Using	Influencing	Listening	Losing	Having

MAIN IDEA AND PREDICT 1. Can you recognize the Ecuadorian music styles? Match the graphics with the appropriate music genre. Ask your teacher for help.

PASACALLE PASILLO YARABI SAN JUANITO ALBAZO

Ecuadorian Music

GLOBAL UNDERSTANDING 2. Listen each rhythm and write the instruments that are used in each one. There are 3 for each one

	OCARINA
	PINGULLO
	REQUINTO
	PANPIPE
	GUITAR
	DRUM
	FLUTE
	PIANO
	DULZAINA
	TRUMPET
	QUENAS
	ACCORDION
	BANDOLIN
	CYMBAL
	HUARUMO

DETAILS & GLOBAL UNDERSTANDING 3. Listen carefully and write the following adjectives in the appropriate place. Each adjective describes perfectly how each rhythm is perceived. There are 2 adjectives for each one.

	Romantic		Happy		Sad		Blue		Fanciful
	Cheerful		Melancholic		Joyful		Festive		Danceable

PREDICT PART 1 1. Listen to your teacher and try to guess where these famous Ecuadorian singers are. Color the provinces and then, compare your answers after you have listened to.
DICTATE AND COMPLETE PART 2 2. Listen to the audio again and complete the information. Pay attention in the prepositions. Read the Grammar Tip before.

He was born...

PLACE in: _____

DAY on: _____

DATE on: _____

YEAR in: _____

TIME at: _____

Julio Jaramillo



Ecuadorian singers

Paulina Tamayo



She was born...

PLACE in: _____

DAY on: _____

DATE on: _____

YEAR in: _____

TIME at: _____



PASILLO



Hnos. Miño Naranjo

SAN JUANITO



Milton Tadeo

PREPOSITIONS OF PLACE AND TIME

IN

General (Biggest)			
Decades	The 70's	Countries	Ecuador
Years	1995	Cities	Riobamba
Months	October	Neighborhood	Yaruques
Weeks	3 weeks	Enclosed Space	a car

ON

More specific (Smaller)			
Days	Monday	Streets	10 de Agosto Street
Dates	October 1 st	Avenues	Lazaraburu Avenue
Specific days	My birthday	Surfaces	the floor
Holiday + day	Christmas day	Means of transport	a bus
Day + part of day	Monday morning	Communication	the Radio

AT

Very specific (Smallest)			
Hour	8 a.m./p.m.	Addresses	12-31 España Street
Holiday without day	Christmas	Specific Location	the restaurant

- EVALUATE** 3. Listen to the audio again and write true or false
- Ecuadorian music is expanding to other countries. _____
 - The Ecuadorian pasillo's day is celebrated in November. _____
 - San Juanito rhythm is originated from Pichincha. _____
 - San Juanito is a very popular Argentinian musical genre. _____
 - Pasacalle has a traditional text that describe cities and provinces. _____
 - Pasacalle is my mom's less favorite music. _____
 - Bomba is a rhythm created by Afro-Ecuadorian people from Carpuela. _____

- COMPARE** 4. Listen to the audio again and decide if Carlos or Karina said that
- She listens to "Nuestro Juramento" every day. _____
 - She loves to dance the Miño Naranjo brothers' songs. _____
 - I always sing her songs. _____
 - His band uses natural instruments from nature. _____
 - These days, I am practicing one of her new songs. _____
 - She is collecting all his CDs. _____
 - Right now, she is buying one of their best albums. _____
 - These days, I am practicing one of her new songs. _____
 - The band is giving several concerts in Europe and Asia. _____

STIMULATE & DISCUSS 5. Listen to these input sentences and think about the differences between these structures

SIMPLE PRESENT

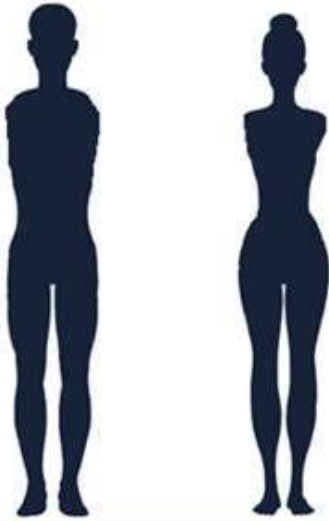
- Habits. General Actions or Situations**
 - I listen to Ecuadorian music every day.
 - Paulina Tamayo usually practices three times a day.
- Facts, permanent situations or states**
 - I have all of Paulina Tamayo's albums.
 - Paulina Tamayo lives in Quito with her family.
- With Stative verbs**
 - I love Pasillo songs.
 - Paulina Tamayo seems younger.
- Future timetable events**
 - The Ecuador tour ends in November each year.
 - Paulina Tamayo's concert starts next Saturday at 8 p.m.

PRESENT CONTINUOUS

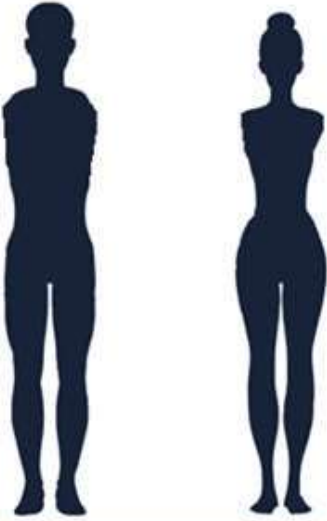
- Actions in progress "now / around now"**
 - I can't understand you. I am listening to my new CD.
 - Paulina Tamayo is signing autographs at the moment.
- Temporary actions or situations**
 - I am writing a biography about Julio Jaramillo this week.
 - Paulina Tamayo is living in the U.S.A for this month.
- Changing or developing situations**
 - New artists are dabbling in Ecuadorian rhythms.
 - Ecuadorian music is expanding to other countries.
- Future actions that are decided**
 - I'm meeting Paulina Tamayo tomorrow night.
 - Paulina Tamayo is visiting Argentina next month.

Stative Verbs: (Sense) hear, see, smell, look, seem, sound. (Opinion) believe, consider, like, love, hate, prefer, think, etc. (Possession) have, own, belong, etc. (Also) Agree, be, depend, need, mean, remember, realize, want, etc.

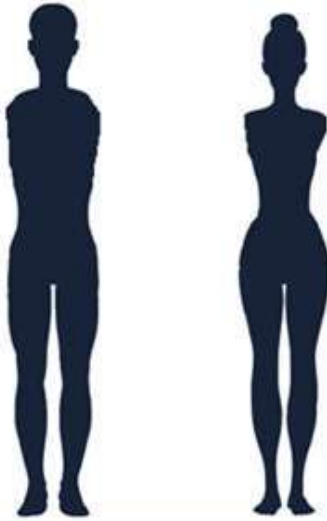
MULTISKILL 1. Listen to the audio carefully. Pay attention to the different clothing worn by women and men in each Ecuadorian musical rhythm. Cut out the clothes and paste them on each figure. Listen carefully to the sentences in present simple and present continuous.



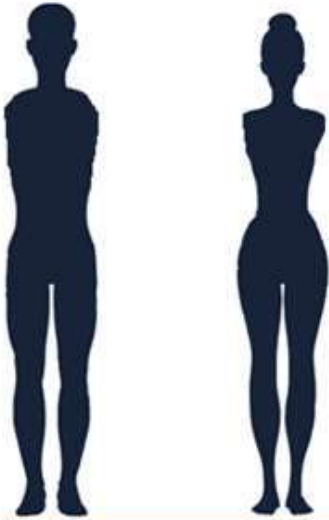
ALBAZO



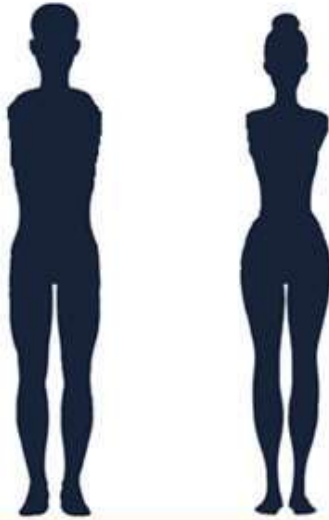
SAN JUANITO



PASILLO



BOMBA



PASACALLE



PANAMA HAT



KERCHIEF



CLOTH SKIRT



SHOES



SHIRT

BLOUSE



HANDKERCHIEF



PANTS



SLEEVELESS BLOUSE



LONG SLEEVE SHIRT



TAILCOAT JACKET



TUXEDO SHOES



SKIRT



CLOTH HAT



HAT



SASH



VICTORIAN DRESS



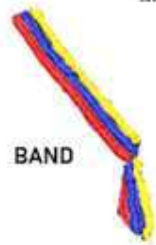
BOWTIE



PANTS



TOP HAT



BAND

VEST



HIGH HEELED SHOES



TROUSERS



PANTS



VICTORIAN DRESS



ESPADRILLES

PANTS



SHOES



CHUMBI



SHIRT



TUXEDO JACKET



SHEEPSKIN CHAPS



SKIRT AND PETTICOATS

SHIRT



TROUSERS



BLOUSE AND GIRDLE



HAT



LONG SLEEVE SHIRT

LONG SKIRT

SHOES



PONCHO

TEACHER'S RESOURCES
CLIL MODULE
UNIT 1

Area: Foreign Language

Subject: English

Grade: 9

Unit Title: Free Time Activities

Grammar and vocabulary content

- Simple Present and Present Continuous
- Prepositions of place
- Adjectives
- Musical instruments and clothing

Related Subjects

- Music
- Language
- Social Studies

Values

- Pride
- Respect for our music

LESSON 1

Page 2: Improving Listening Skills through CLIL

Teacher Tip: Motivate students to answer different questions like "What sort of music do you like?", "What music genres do you know" and categorize them on this page so you can verify vocabulary about genres.

Exercise 1: Match the graphics with the appropriate music genre. Ask your teacher for help.

Answers:



Exercise 2: Listen. Match the sentence halves according to what you listen to.

Script:

Music is the ordered combination of rhythm, melody, and harmony that is pleasing to the ears. Music is an artistic and cultural manifestation of the people so that Music acquires different forms, values and, functions according to its context. At the same time, Music allows people to express their feelings. The person who plays music or performs it using an instrument is a musician. Music plays an important role in the ancient Andean people's lives. At present, archaeologists are still finding some very old instruments, such as drums, flutes, trumpets and, other musical artifacts, in ancient tombs.

Answers:

<input type="checkbox"/>	a) Music acquires	d	people to express their feelings.
<input type="checkbox"/>	b) It is	c	an important role in the ancient Andean people's lives.
<input type="checkbox"/>	c) It plays	e	an artistic and cultural manifestation of the people.
<input type="checkbox"/>	d) It allows	b	the ordered combination of rhythm, melody and harmony
<input type="checkbox"/>	e) It is	a	different forms, values and, functions according to its context.

Exercise 3: Listen again and put the sentences in chronological order writing the numbers from 1 to 5 in the orange squares.

Answers:

3	a) Music acquires		people to express their feelings.
1	b) It is		an important role in the ancient Andean people's lives.
5	c) It plays		an artistic and cultural manifestation of the people.
4	d) It allows		the ordered combination of rhythm, melody and harmony
2	e) It is		different forms, values and, functions according to its context.

Exercise 4: Listen. Fill the blanks using the vocabulary from the box

Script:

Our music has been shaped and influenced for centuries by our own indigenous rhythms, the Spanish colony, and some foreign rhythms. Currently, different foreign genres are still influencing Ecuadorian music; for that reason, we can also listen to various current rhythms such as pop, rock, electronic, and many more without losing the unique characteristic of our music. These use particular instruments from different Ecuadorian regions, and for that reason, they are quite popular in traditional festivities and even in the daily life of the Ecuadorians. Ecuadorian music is characterized by having different rhythms that have been getting into the hearts of Ecuadorians and have expanded to other regions of the world.

Answers:

- a. centuries / b. indigenous / c. Spanish / d. foreign / e. pop / f. electronic / g. popular

h. rhythms / i. hearts

Exercise 5: Listen and practice. Check the verb you hear in each sentence

Script:

1. *Indigenous people use panpipes a lot.*
2. *New music rhythms are influencing our culture constantly.*
3. *We are listening to a new foreign singer on the radio.*
4. *If we lose our music, we lose our identity*
5. *Ecuadorian musicians are having huge problems caused by the pandemic.*

Answers:

use / influencing / listening / lose / having

LESSON 2

Page 3: Ecuadorian Music

Teacher Tip: Ask students to review the images on the graphic organizer and encourage them to recognize the different musical styles of Ecuador. Expand the topic through brainstorming. If it is too difficult for students, write the words on the board.

Exercise 1: Can you recognize the Ecuadorian music styles? Match the graphics with the appropriate music genre. Ask your teacher for help. Make students listen to an introduction and ask them to pay attention to the Ecuadorian genres

Script:

It is very important to highlight that Ecuador has emerged several musical genres that give us our own identity, enriching our culture and putting the name of our country at the top. Among the most important, we can mention The lovely Pasillo, the gloomy Yaravi, the joyful Fandango, The elegant Pasacalle, the cheerful San Juanito, the traditional Albazo, or the festive Afro-Ecuadorian Bomba or Marimba, among others.

Answers:



Exercise 2: Listen to each rhythm and write the instruments used in each one. There are 3 for each one.

- **Pasillo**

Script:

This slow rhythm genre emerged in Ecuador. Its lyrics are usually quite romantic and melancholic, with themes of heartbreak or sadness, and today it could be said that it is considered "national music". The pasillo is played with instruments like the Requinto, which usually has six strings, and piano and accordions are also typically used in this rhythm.

Answers:



- **San Juanito**

Script:

Throughout the Andean region, people of all ages dance and listen to this rhythm originated in colonial times. This genre is much more popular, joyful, and danceable than others. It is the favorite music for traditional festivities such as the Corpus Christi, Inti Raymi, or the Inca Festival of the Sun and is celebrated by indigenous and mestizos. Musicians use ocarinas, panpipes, quenenas that give it a very particular sound.

Answers:

Ocarinas / Panpipes / Quenas

- **Pasacalle**

Script:

The Pasacalle has very lively melodies with a cheerful and happy rhythm, and bands usually perform them. This genre is one of the rhythms with which Ecuadorians most identify. The "Chulla Quiteño" is perhaps the most representative or outstanding pasacalle worldwide. In almost every Ecuadorian city, there is a pasacalle that has been written on behalf of and honoring these places. The Pasacalle is interpreted by the combination of our country's instruments such as the bass drum, panpipes, and other foreigners such as the Bandolin.

Answers:

Bass drum / Panpipes / Bandolin

- **Albazo**

Script:

The Albazo is a typical rhythm heard in the highlands of Ecuador. It is an indigenous and mestizo dance with a lively rhythm and is usually performed with guitars, trumpets, cymbals, and others. It is associated with a band of musicians, called "Bandas de Pueblo", that run through the streets during the great festivities at dawn. This genre has a fanciful and festive rhythm that invites dancing and joy.

Answers:

Guitar / Trumpet / Cymbals

- **Yaravi**

Script:

Typical melody of the Andean geography interpreted by flutes, dulzainas, or huarumo horns because they emit high-pitched, beautiful, and blue sounds. The yaravías are interpreted in funerals as farewells to the deceased, and its lyrics and very miserable music tear the audience to tears. This sentimental and sad rhythm is probably the most popular form in Ecuador.

Answers:

Flute / Dulzainas / Huarumo

Exercise 3: Listen again carefully and write the following adjectives appropriately. Each adjective describes how each rhythm is perceived perfectly, and there are 2 adjectives for each one.

- **Pasillo**

Answers:

- **San Juanito**

Answers:

Joyful / Danceable

- **Pasacalle**

Answers:

Cheerful / Happy

- **Albazo**

Answers:

Fanciful / Festive

- **Yaravi**

Answers:

Blue / Sad

LESSON 3

Page 4: Ecuadorian Singers

Teacher Tip: Check students' knowledge about their country. Look up the provinces' names and capitals and try to motivate them to learn about them.

Exercise 1: Make questions like “Do you know where Julio Jaramillo is from?” “Where was he born” to see if the students recognize the famous singers in the activity.

Listen to your teacher and guess where these famous Ecuadorian singers are. Color the provinces, and then compare your answers after listening to them.

Part 1

Script:

Carlos: Gosh! Today is a terrible day. I love listening to Ecuadorian pasillos. Undoubtedly, the best singer will always be Julio Jaramillo, better known as the Ruiseñor of America; he still lives in our minds and hearts. He was born in Guayaquil on Tuesday, on October 1st, 1935, at 7 a.m. For this reason, Ecuadorian pasillo's day is celebrated on this date.

Karina: Yeah! Four exams in a day! That is crazy. There are many important artists, but in my opinion, Paulina Tamayo is the best. On Wednesday, April 14th, 1965, she was born in Quito at 8h30 p.m. I always sing her songs. These days, I am practicing one of her new songs

Carlos: Pasacalle is another rhythm that proudly identifies all Ecuadorians and that we all love to sing or dance to. The Miño Naranjo brothers are a very representative duo of Ecuador. They were born in Ambato on December 17th, 1937. In their biography, they were born on Sunday at 4h15 p.m.

Karina: Finally, one of the great rhythms in Ecuador is the Bomba del Valle del Chota. Milton Tadeo was the most famous singer of Bomba in Ecuador. He was born in Carpuela, Ibarra, on May 4th, in 1955, on Wednesday at 2h45 a.m.



Answers:

Exercise 2: Listen to the audio again and complete the information. Pay attention to the prepositions. Read the Grammar Tip before.

- **Julio Jaramillo**

Answers:

He was born...		Julio Jaramillo
PLACE	in: <u>Guayaquil</u>	
DAY	on: <u>Tuesday</u>	
DATE	on: <u>October 1st</u>	
YEAR	in: <u>1935</u>	
TIME	at: <u>7 am</u>	
PASILLO		

- **Paulina Tamayo**

Answers:

Place: In Quito
 Day: On Wednesday
 Date: On April 14th
 Year: In 1965
 Time: At 08h30 p.m.

- **Miño Naranjo Brothers**

Answers:

Place: In Ambato
 Day: On Sunday
 Date: On December 17th
 Year: In 1937
 Time: At 04h15 p.m.

- **Milton Tadeo**

Answers:

Place: In Ibarra (Carpuela)
 Day: On Sunday
 Date: On May 4th
 Year: In 1955
 Time: At 02h45 a.m.

Exercise 3: Listen to Part 2 of the audio and write true or false

Part 2

Script:

Carlos: In my family, everyone loves Pasillos, but my grandmother listens to Julio Jaramillo's songs every day, especially Nuestro Juramento. Also, she is collecting all of his CDs, and my grandmother is his biggest fan.

Karina: San Juanito is a popular Andean musical genre listened to in all Ecuador. It is a fundamental part of our culture. It is originated from Imbabura. I always sing Paulina Tamayo's songs. These days, I am practicing one of her new songs

Carlos: The Pasacalle has a traditional text that describes the cities and provinces and the pride of belonging to them. In Ecuador, every important city has a pasacalle, for example, the Chulla Quiteño, Guayaquileña, Chola cuencana, Ambato tierra de flores, Riobambeñita, among others. My mom's favorite music is Pasacalle because she loves to dance with the Miño Naranjo brothers' songs. Right now, she is buying one of their best albums.

Karina: It is a rhythm created by Afro-Ecuadorian people of that locality, inviting everyone to dance. Milton Tadeo's band uses natural instruments like pumpkins of different sizes, huiros, and pencos. In these weeks, the Banda Mocha, a recognized group, is giving several concerts in Europe and Asia to honor his leader.

Answers:

- a. True / b. False / c. False / d. False / e. True / f. False / g. True

Exercise 4: Listen to the audio again and decide if Carlos or Karina said that.

Answers:

- a. Carlos / b. Carlos / c. Karina / d. Karina / e. Karina /
f. Carlos / g. Carlos / h. Karina / i. Karina

LESSON 4

Page 4: Traditional clothing of Ecuadorian music

Teacher Tip: Warm-up: make a list of different clothing items. Ask students to review the images of the different clothing people generally wear when they dance in parades or artistic events. Encourage them to recognize the different clothes and accessories. Expand the topic through brainstorming. If it is too difficult for students,

check vocabulary first with them. Ask them to listen to the audios carefully and then cut and stick each cloth item in the correct position

Pasillo

Script:

Women. Women usually wear dresses of dark tones with broad shoulders and long sleeves and cloth belts in this genre. The skirts are wide and long, and they also use several petticoats to give volume to the dress. The woman is wearing a long Victorian dress in gold and wine tones in the image.

Men. Men generally wear straight-sleeved pants with waistband and loops, classic style frock coat, vest, cummerbund, elegant English collared shirt, cravat, leather or evening boots, and a high-top hat. In the picture, the man is wearing a black tuxedo jacket, a white shirt, a red sash, a black bowtie, a president band, a black top hat, and tuxedo shoes. In addition, he is wearing a white handkerchief on his jacket.

Answers:



San Juanito

Script:

Women. Women stand out mainly for their elegance. They wear long white blouses with floral embroidery in different shades, elegant details on the neckline and sleeves. They also wear two or three Anacos and a sash or Chumbi around the waist. In the image, the woman is wearing a white blouse with embroidery flowers, a yellow anaco, the second anaco is pink, and the third is blue. The hat is yellow, and the sash is pink.

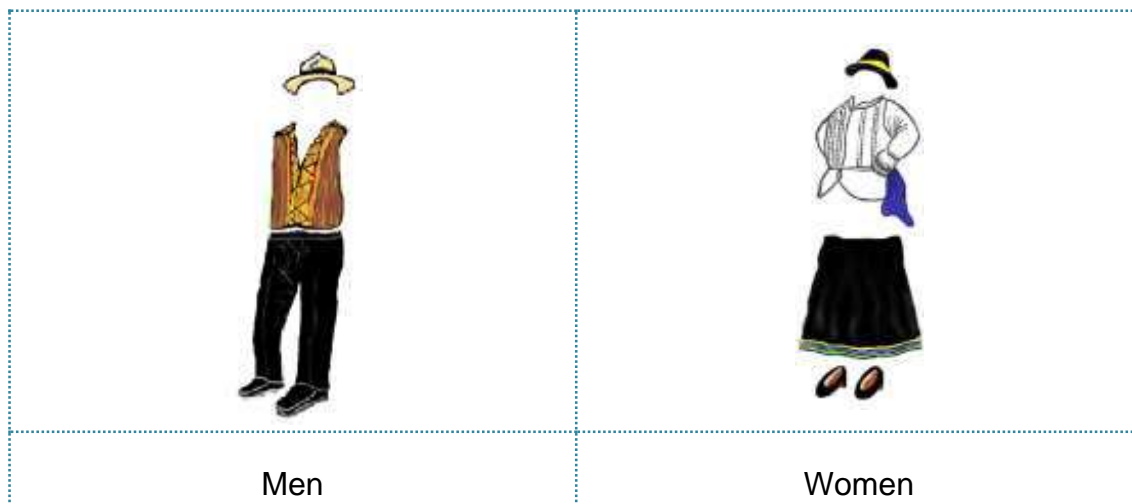
Man. In the case of the man, the clothes used are much simpler. Men wear simple white pants, with a length up to the ankles, a white shirt, and a classic and colorful Poncho over both garments. White espadrilles are used as footwear. In the image, the man is wearing white clothes with a green poncho with blue stripes, white espadrilles, and sheepskin chaps.

Answers:**Albazo****Script:**

The clothing of this rhythm is also very colorful since its colors reflect the joy of the music.

Women usually wear cloth skirts of any color with pleats, blouses of cheerful colors, a hat, a wool shawl, espadrilles, or black shoes. They can also use a thick ribbon around the waist and a hat with colored ribbons. In the picture, the lady is wearing a black cloth hat, a bright yellow blouse, a long black skirt, and black shoes. She has a blue handkerchief.

Men wear a white shirt, white or black pants, sometimes with a thick ribbon around the waist, and espadrilles. Men also wear colored vests, scarves, black shoes, and a straw hat in certain regions. In this image, the man is wearing a hat, a yellow and red vest, black pants, and shoes.

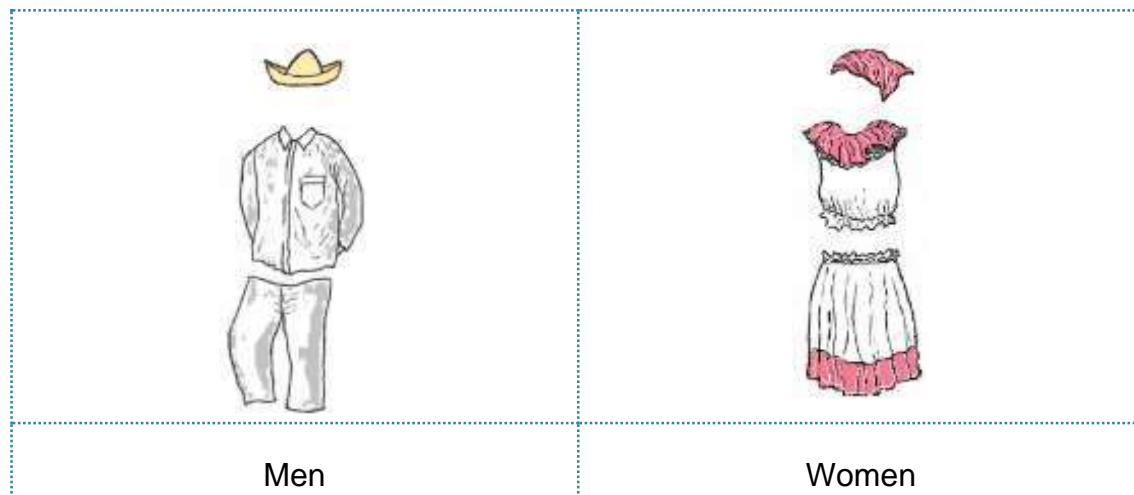
Answers:**Bomba****Script:**

Women wear large pleated skirts and petticoats, pompous blouses with bright colors, and sometimes put a bottle on their heads. The woman is wearing a long skirt and a white and pink sleeveless blouse in the image.

Men wear a white suit, usually a guayabera or a long-sleeved white shirt, white pants, and a toquilla straw hat.

The man is wearing a full white suit, white long-sleeved shirt, white pants, and a Panama hat. In general, both men and women do not wear shoes or espadrilles.

Answers:



Pasacalle

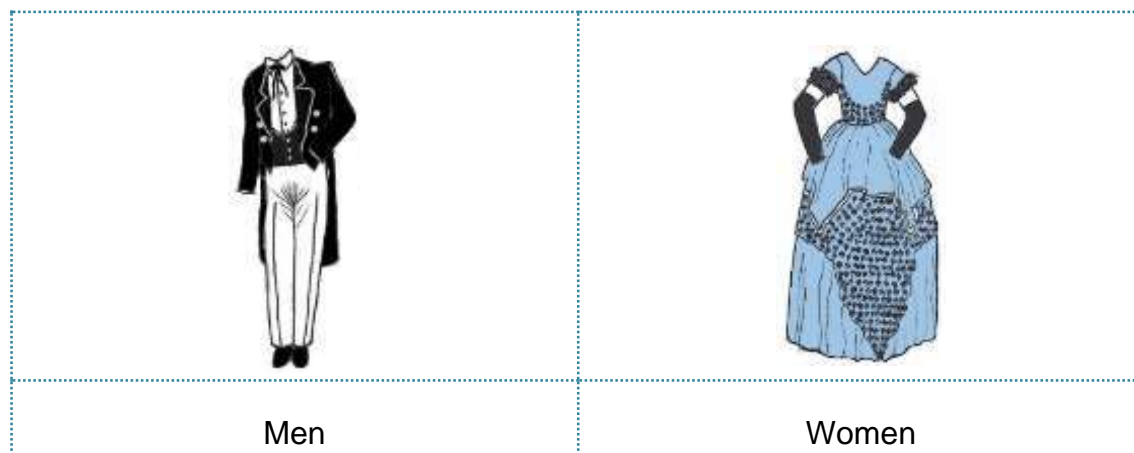
Script:

Women wear wide, long, colorful, and elegant Victorian dresses and embroidered high-heeled shoes, and sometimes a thread shawl.

In the image, the woman is wearing a red and gold Victorian dress and Victorian high-heeled shoes of the same color. Both the men's and women's costumes in this rhythm are similar to those used in the Pasillo.

Men usually wear white shirts, black pants, leather shoes, a vest, a handkerchief, and a top hat. The man is wearing white pants, black shoes, a black tailcoat jacket with a vest in the picture.

Answers:



Yaravi**Script:**

*In the sadness of this genre, grief is represented through their clothes. **Women** wear long clothes, very conservative.*

In the image, the woman is wearing a long-sleeved green shirt, a long beige skirt, and low black shoes.

***Men** usually wear dark suits as if they were going to a funeral. In the image, the man is wearing black pants and a black shirt.*

Answers:**AUDIO DOWNLOAD**

https://drive.google.com/drive/folders/1rmh-madVVZli8tSZyD_ghnXaLBPHZVL?usp=sharing



UNIDAD EDUCATIVA RIOBAMBA

CLIL LISTENING COURSE



**Listen and produce.
Communication is a two-way
street.**

**LISTEN AND IMPROVE YOUR
LANGUAGE SKILLS IN A FUN
WAY. INCREASE YOUR
VOCABULARY !**

UNIT 2

Unit 2

Festivals and Celebrations

FACT BOX

- Traditional popular culture is a synthesis of the active participation of the people.
- Festivities are transmitted from generation to generation through time and space giving life to the people.
- Festivals in Ecuador are very similar to those in other countries of the world, with certain variations.

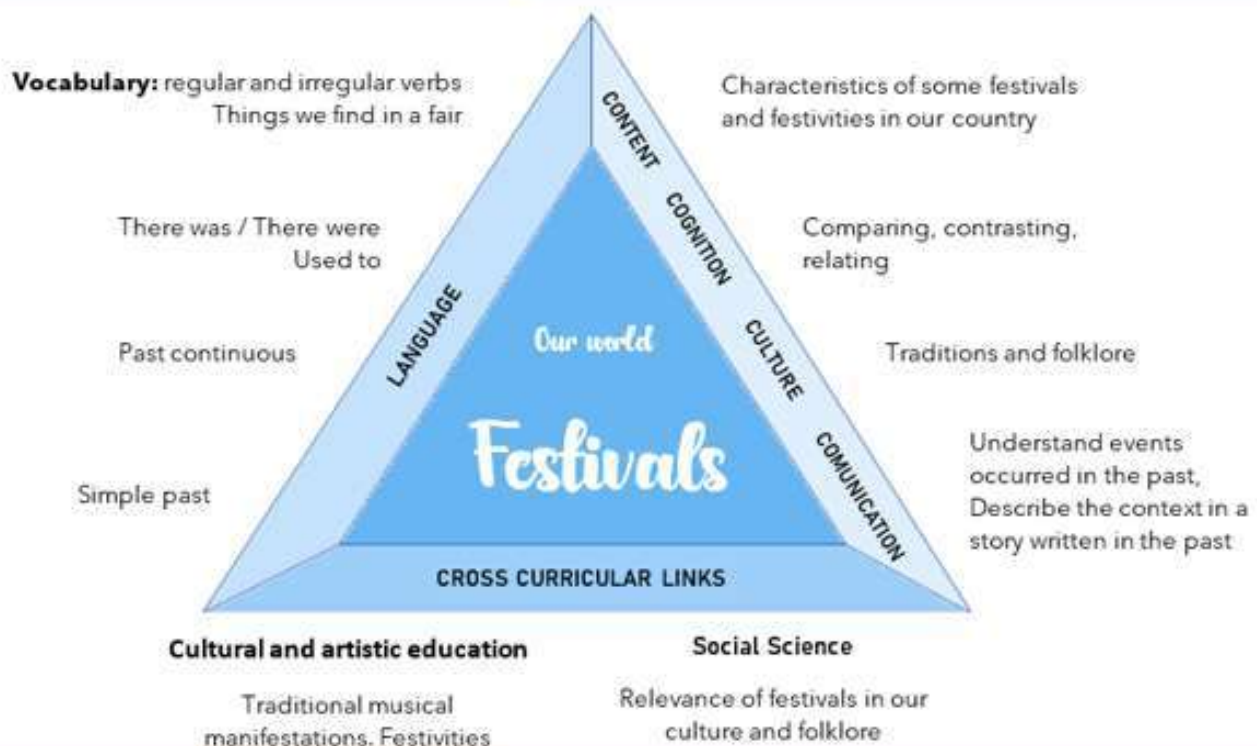
AIMS: students are able to:

- Talk about festivals in Ecuador
- Describe actions in past tense
- Explain what there was or were in a place
- Say what someone used to do before

SUBJECT: Cultural and Artistic Education, Social Studies

LANGUAGE:

- I went ... vs I was going...
- There was a ... vs There were...
- I used to ...



SCAFFOLDING ACTIVITIES (LET'S GET ORGANISED)

- Make a list of key information while you listen to the audios and read the information provided. Then when you have finished the unit, you have to create a graphic organizer based on the information with a logical delineation.
- For this exercise, you must make a duplicate copy of your graphic organizer, but now you must leave blanks.
- Once the incomplete graphic organizer is completed, exchange it with your classmates and fill in the blanks you find in your classmate's sheet. Use the unit material and your notes as a support resource. With a partner, they should work in pairs to analyze their work and agree on the strongest points and define a final work.
- They should prepare the final presentation of their graphic organizer; they can use a blackboard, blank sheets of paper in front of a camera and explain their final arguments. It is important to ask their classmates to verbally help them to complete missing information or look for new relevant contributions.

EXTRA MATERIAL

- **Quizlet:** <https://quizlet.com/214700111/festivals-flash-cards/>
- **ESOL courses:** <https://www.esolcourses.com/topics/world-festivals.html>
- **Quizizz:** <https://quizizz.com/admin/quiz/5faf905ff0235f001b0dbc47/festivals-we-celebrate>
- **Edpuzzle:** <https://edpuzzle.com/media/608935b5b88a4041a1b3e563>

Festivals

WARM UP 1. In class or in pairs, discuss these questions

1. Where *did* you celebrate Christmas this year?
2. *Did* you do something special with your family?
3. What *did* you have for dinner on Christmas Eve?
4. What traditions *do* you remember most from your childhood?

REFLECTION 2. Look at the images of the most representative characters of Christmas in the United States of America and Ecuador. Which one do you identify with the most and why?



The USA



Ecuador

VOCABULARY 3. Find the differences between the regular and irregular verbs and try to deduce the main variance and how an affirmative sentence is structured in past tense. Don't forget to practice pronunciation on your Quizlet account.

ENGLISH VERBS			
REGULAR VEBRS		IRREGULAR VERBS	
TRAVEL	TRAVELED	SEE	SAW
PLACE	PLACED	GO	WENT
VISIT	VISITED	SING	SANG
ORGANIZE	ORGANIZED	WRITE	WROTE
GATHER	GATHERED	(BE) IS	(BE) WAS
WORSHIP	WORSHIPED	(BE) ARE	(BE) WERE
ATTEND	ATTENDED	DRINK	DRANK
DECORATE	DECORATED	GIVE	GAVE
DANCE	DANCED	SEND	SENT
PRAY	PRAYED	HANG	HUNG
WATCH	WATCHED	MAKE	MADE

GLOBAL UNDERSTANDING & GAME 7. In pairs, listen to your teacher and in turns, give the correct answer. If your answer is correct, draw a cross or a nought on the grid and do three in a row. Pass your turn if you don't know the answer



DETAILS PART 1 4. Listen to Hernan's Christmas experience in two different countries. Fill in the blanks using the past tense of the verbs from the box (practice with the simple past form of verbs in Part 1 and 2)

Fourteen years ago, I with my family to New York and I that this is characterized by commercialism, *people* gigantic decorations and millions of lights all over the city, especially in its stores, skyscrapers and shopping malls. *Thousands of people* to Rockefeller Center, the city's most famous Christmas icon, *and* around the huge Christmas tree and its skating rink. I also as thousands of children letters to Santa Claus, asking for presents or taking pictures with him.

DETAILS & RESTORE PART 2 5. Listen carefully and find the mistakes in this text. There are some errors. Highlight or circle the incorrect words along the text.

In contrast, in Ecuador, Christmas in 2017 I my family in Quito, where *they* Novenas with other family and strangers. *Everyone* to pray and worship Buda in different houses. In every house I, *families* nativity scenes and their homes. I also went to the traditional Midnight Concert. Something very common at this time of the year to encounter the traditional *Pases del Adulto* in the streets where *hundreds of people* or for their faith. The way of celebrating this holiday is very similar in both countries but there is also much in common.

DETAILS & COMPARE 6. Listen again to the experience related with traveling to the USA and Ecuador and how Christmas is celebrated in both countries. Read the sentences and tick The USA or Ecuador

1. People decorated the city with huge ornaments
2. People danced with colored costumes around the city
3. People sang Christmas carols around the city
4. People drank Rompope with friends and family together
5. People gathered in different places to pray and sing

The USA	Ecuador

STIMULATE & DISCUSS / EVALUATE 1. Watch the video where you will find some details about how people celebrate the Three Kings day in Miami and the King of Kings in Riobamba. Discuss the similarities and differences in class

<https://www.youtube.com/watch?v=Rlbe3HPU9AY>



EVALUATE & GRAMMAR 2. Listen carefully how the simple past and the past continuous tenses are used in a sentence and analyze each example.

TENSE	TIMELINE	USED FOR	EXAMPLE SENTENCE
SIMPLE PAST		1. An action that began and ended at a particular time in the past.	Thousands of people <u>attended</u> the church for the mass.
		2. An action that occurred over a period of time but was completed in the past.	When Carlos <u>lived</u> in Riobamba, he danced in El Pase del Niño for several times.
		3. An activity that took place regularly in the past.	Johnny <u>was</u> a strong believer when he <u>was</u> a child, but today he is more unbeliving.
		4. Past factor generalizations which are no longer true.	El Pase del Niño <u>was</u> less known 5 years ago.
PAST CONTINUOUS		1. Interrupted actions.	I <u>was taking</u> photographs of the parade when the dancer <u>joined</u> .
		2. A continuous state or repeated action in the past.	Elias <u>was feeling</u> anxious before the parade.
		3. Events planned in the past.	The new Prioste <u>was preparing</u> his speech for the big mass in the morning before the program, but something happened with his laptop.
		4. When two actions were happening at the same time, the actions are parallel.	I <u>was recording</u> the virtual transmission <u>while my wife was dancing</u> . What were you doing in that moment? Remember it was the last Saturday at 5pm.

TAKE NOTES AND CLARIFY 3. Watch the video again. Observe carefully what each of the people in the video were doing that day. Select the correct answer.

- | | | | |
|----------------------------------|---|--|---------------------------------------|
| 1. The Three Kings | <input type="radio"/> were feeding
<input type="radio"/> were smiling
<input type="radio"/> were talking | their camels with the audience by phone | |
| 2. Nacho, who is a famous singer | <input type="radio"/> was drinking
<input type="radio"/> was looking at
<input type="radio"/> was singing | some water the choreographies one of his songs | |
| 3. A cheerleading team | <input type="radio"/> was chanting
<input type="radio"/> performing was
<input type="radio"/> cheering on | all their chants their montage the public | when the cameraman recorded the video |
| 4. Minnie and Mickey mouse | <input type="radio"/> were waving
<input type="radio"/> were jumping
<input type="radio"/> were walking | to the kids inside the car alongside the dancers | |
| 5. Children | <input type="radio"/> were eating
<input type="radio"/> were playing
<input type="radio"/> were blowing | Hot dogs video games Bubbles | |
| 6. The Prioste | <input type="radio"/> were talking
<input type="radio"/> were wearing
<input type="radio"/> were having fun | to each other sunglasses and hats with their friends | while onlookers were taking pictures |
| 7. The dancers | <input type="radio"/> were worshipping
<input type="radio"/> were praying
<input type="radio"/> were presenting | the figurine the Hail Mary their choreographies | |
| 8. Monica Olmedo | <input type="radio"/> was commenting
<input type="radio"/> was giving
<input type="radio"/> was giving | on the radio an interview a speech | |

DETAILS & COMBINE 4. Listen to the audio about the differences and similarities between the two festivals. Match the sentences and pay close attention to the connectors.

	People and organizations called "Prioste" were celebrating with a big party.	WHEN	my brother was filming everything on his phone.	
	Thousands of people were enjoying the dances and the colorful costumes.		a famous TV star appeared in the audience.	
	My brother was watching the parade.		A priest was transmitting the mass by Facebook.	
<p>The Three Kings day and the King of Kings day Festivals</p> <p>My brother's experience living the Three Kings Day in Miami, United States of America and in Riobamba, Ecuador. The similarities and differences of these important festivals.</p>				

STIMULATE AND DISCUSS

3. Listen the vocabulary about festivals and fairs.

	MOBILE TOILET CABIN
	FOOD CART
	PEDDLER
	OFFICER
	ENTERTAINMENT STAGE
	ARTIST
	CONCERT SPEARKERS
	CONCERT LIGHTING
	FAIR STANDS
	FUN FAIR PLAYGROUND
	FAIRGROUND UMBRELLA
	STOOL
	FIRST AID STATION
	AMBULANCE

Quantifier	Meaning	Countable	Uncountable
Little	Small, quantity	✗	✓
Few	Small, quantity	✓	✗
A lot of	A large number of quantity	✓	✓
Many	Very numerous	✓	✗
Much	Very, too, a lot	✗	✓

WARM UP

1. Think about the typical things you can find in a festival or a fair. Compare the things you thought with the pictures in this lesson

DETAILS & GLOBAL UNDERSTANDING



2. Listen to the audio and complete the sentences filling the blanks using *There was or There were*



DESCRIBE & DRAW

4. I remember There was and there were different things in the last Riobamba's festival I could attend. Listen to the audio and draw the things you hear. Pay attention in the vocabulary in exercise 3

I remember



EDINBURG

People giant
monigots or dragons that
shoot fire out of their
mouths



People
and dance around the
gigantic bonfires.



People a big
feast and drink a lot of wine
and beer.



People
naked and pay pagan
tributes to their gods.



People big
drums to play war music
wearing costumes



People
naked with torches and in
circles around the village.



Fire Festivals

The Beltane Fire Festival in Edinburg, the
UK and Las Chamizas de San Pedro in
Riobamba, Ecuador

Before de Pandemic caused by COVID-19

--	--

I **used to** travel a lot

DETAILS 1. Listen to the audio about the differences the two festivals. Fill in the blanks using the expression USED To and one of the verbs in the chart below

BUILD	MEET	DRESS UP	PLAY
DRINK	MAKE	GATHER	EAT
WEAR	HIRE	JUMP	RUN

DETAILS AND SELECT 2. Listen to the second part of this audio and select the correct answer for each sentence

- In Edinburg, people used to celebrate this festival on

April, 13	April, 30	April, 3
-----------	-----------	----------
- In Edinburg, people celebrated

The end of summer	The beginning of winter	the end of winter
-------------------	-------------------------	-------------------
- In Riobamba, People used to commemorate

the coldest night of the year	The warmest night of the year	The Spaniard conquest
-------------------------------	-------------------------------	-----------------------
- The celebration in Riobamba used to take place on

July, 28	June, 18	June, 28
----------	----------	----------

RIOBAMBA

People huge
castles full of Fireworks
like catherine wheels or
firecrackers



People
traditional costumes and
dance in troupes.



People
canelazo (a mixture of
alcohol, naranjilla juice and
sugar).



People with
their neighbors and talk
around the warmth of
campfires.



People
village bands to play lively
and traditional country
music.



People
across campfires and have
fun with their neighbors and
families.





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UNIT 3

Our world. Natural disasters

FACT BOX

- Natural disasters cause a lot of damage and millions of economic lost affecting thousands of people.
- Natural disasters can be associated with man-made activities.
- Most of people die because they are not prepared or do not know how to react in case of any natural disaster
- We have experienced different disasters throughout history

AIMS: students are able to:

- Recognize natural disaster types and their characteristics
- Feel conscious about the risks we live every day and be prepared
- Understand general information about disasters
- Find differences and describe nouns comparing them

SUBJECT: Natural science

LANGUAGE:

- A volcanic eruption is worse than...
- A volcanic eruption is more dangerous than...
- The worst volcanic eruption was...
- The most dangerous consequence was...



SCAFFOLDING ACTIVITIES (NOT A WORD!)

- For this scaffolding activity, we seek to share. This activity seeks to increase your interest in this important topic, which we hope will make you more open to learning more about it.
- Think of a vivid anecdote or query about a natural disaster that occurred anywhere in the world at any time that you would like to share with your classmates. In this case, look for details that affected the number of victims, economic losses, present your own arguments and ideas, and prepare a written text to share.
- Receive the written account from one of your classmates and try to analyze in all aspects related to this tragedy.
- Share your conclusions and share your answers. Listen to the comments of other classmates and compare your ideas with those of the person who gave you the paper. Analyze your answers in depth.
- Discuss as a group what should have been done and what was not done.

EXTRA MATERIAL

- **Quizlet:** <https://quizlet.com/511423250/natural-disasters-flash-cards/>
- **Learning apps:** <https://learningapps.org/8826185>
- **Quizizz:** <https://quizizz.com/admin/quiz/5c1a6533de2074001bea37af/natural-disasters>
- **Edpuzzle:** <https://edpuzzle.com/media/610ad7849f427241818f86b8>



MAIN IDEA & INFERENCE 🎧 1. Listen to the information. Circle or highlight the main idea and explain your choice.

GLOBAL UNDERSTANDING AND DETAILS 🎧 2. Listen to the audio again and take notes of key content words or key points in a text. Use your notes to scramble the sentences into the original one.

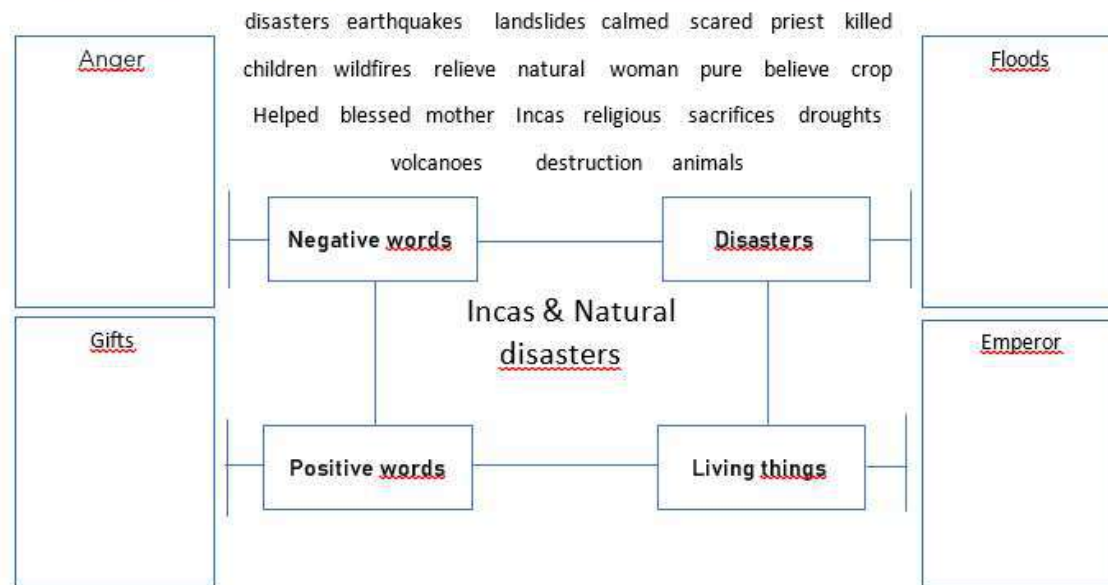
This the	our only our	and we	is have	world home one
everybody's It	<u>it</u>	to	is take care	responsibility of
everything it		to know have		people about
also about them		need to face		People natural information disasters
an because	it	save can	needs	Community emergency plan lives

DETAILS & MAIN IDEAS 3. Decide if the following statements are true (green card) or false (red card). Once the statement has been read out, hold up a green or red card. After each statement, discuss your answers.

- People believed that the ceremonies helped them with their crops
- The emperor and the priest offered beautiful mothers
- The emperor thought natural disaster were messages
- For the Incas, Earth relived his anger killing children
- Natural disasters were peaceful messages
- People didn't have a plan for earthquakes.
- Sacrifices were like presents for the Earth.
- They assassinated woman in ceremonies.
- They did those ceremonies every year.
- Mother Earth was not a God for Incas.



SELECTIVITY & DETAILS 🎧 4. Spider Diagram. Listen to the audio again and write down the words you hear in the diagram. In the word box, there are some, drag and classify them into the correct category. Add your own words.



DETAILS & PREDICT 1. Fill in each (G) guess blank with a word you think completes the sentence, using the words in parentheses as hints. Then listen to the song and write the correct word in the (A) answer blank

- Out where the **(water)**(G) _____ (A) _____ broke
- The bloodwood and the **(dry place)**(G) _____ (A) _____ oak
- Holden wrecks and boiling **(fuel)**(G) _____ (A) _____ oak
- **(Water vapor)**(G) _____ (A) _____ in forty-five degrees

DETAILS & ORDER 2. Number the words in the order you hear them. You have two opportunities. Finally, compare your answers with your classmates and your teacher

WORD	1 st LISTENING	2 nd LISTENING	ANSWER
belong			
come			
fact			
fair			
give			
pay			
rent			
say			
share			
time			

DETAILS & INFERE 3. Read the definitions and try to guess each word. Then listen to the song and write down the actual word used by the songwriter

	GUESS	ACTUAL WORD
1		movement of the body in a rhythmic way
2		the planet where we live
3		to rest during the night usually 8 hours
4		a piece of furniture for sleep or rest
5		On fire

DETAILS & SELECTIVITY 4. Listen to the song and circle the pictures you hear. Select only two pictures related with the stanza. There are two extra pictures



Natural disasters Songs Learn with music



DETAILS & INFERE 5. Song strip connection. Listen to the song and connect the strips using 4 different colored pencils.

What have we done to the world?	That you said was yours and mine
What about flowering fields?	That you pledge your only son.
What about all the dreams?	Look what we've done
What about all the peace	Is there a time?

DETAILS & RESTORE 6. Read the lyrics. One word in each line is incorrect. Underline the words you think are wrong. Then listen and write down the correct words. You can find the words in exercise 7

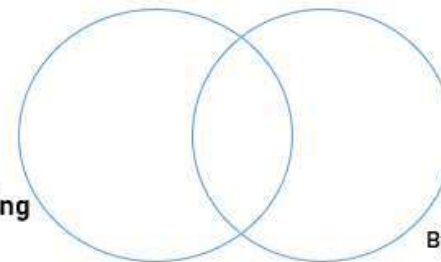
What about surprise?	_____
What about Jane?	_____
What about all the rings	_____
That you said we were to train?	_____
What about killing yields?	_____
Is there a price?	_____
What about all the please	_____
That you said was yours and cry?	_____
Did you ever top to notice	_____
All the food we've shed before?	_____
Did you ever stop to codice	_____
This raining Earth, these weeping shores?	_____

DETAILS & SELECTIVITY 7. Listen to the song and write numbers from 1 to 6 according to the stanza in which each word appears. For example: Sunrise (stanza 1). There are 6 stanzas

fields	crying	gain	mine
look	Sunrise	1	peace
notice	pledge	Earth	rain
things	blood	time	flowering
weeping	dreams	war	stop

DETAILS & SELECTIVITY 8. Compare the two songs. Write similarities between the topics in the middle (overlapping) space, and differences in the outer spaces, after you have listened both.

Beds are burning
By: Midnight oil



Earth song
By: Michael Jackson

Types of natural disasters

DETAILS & SELECTIVITY 1. Listen to the audio and match the natural disasters you hear with the correct picture. Write the name of each disaster according to they are mentioned in the audio











INFERE 2. KWL GRID. After you listened to the audio, in the first column, write what you know; in the second column what you want to know, and in the third column, summarize what you have learned at the end of the unit. Follow the example provided

SCIENCE: What have been the biggest natural disasters in Peru and Ecuador?		
KNOW	WANT	LEARN
<ul style="list-style-type: none"> Manabí, 2016 (Ecuador) 	<ul style="list-style-type: none"> What was the biggest earthquake in Ecuador? 	<ul style="list-style-type: none">

DETAILS & GLOBAL UNDERSTANDING 3. Listen to the audio again and classify the superlative adjectives in the correct column according to each natural disaster. Pay attention into the grammatical rule for Superlative adjectives

	Floods	Earthquake	Hurricane	Wildfires	Drought
the driest the strongest The heaviest the most dangerous the highest the most common the largest the hugest					

Dictate and Global Understanding 4. Listen to the audios about the deadliest natural disasters occurred in Ecuador and Peru. Observe the similarities and differences between the two countries. Fill in the blanks with the missing superlative adjectives. Use the following adjectives: (impressive, devastating, strong, destructive, disastrous, deadly, low, heavy, catastrophic, severe, high, large)

EARTHQUAKES	VOLCANIC ERUPTIONS	TSUNAMIS	FLOODS
 The earthquake of February 4, 1797, with epicenter in Antigua Riobamba (8.3), is historically _____ earthquake in the country.	 _____ and _____ volcanic eruption that has occurred in Ecuador is the Quilotoa volcano in the year 1280, with a category 6 volcanic eruption (VEI 6) throwing a column of 21 km3, similar to that of Krakatoa in 1883.	 January 31, 1906. Equivalent in intensity and extent to the 2010 Chile earthquake. The tsunami waves were _____ and _____ with more than 1500 deaths in Esmeraldas.	 In 1982, _____ rains began to fall and floods swept away houses, crops and roads. More than 300 lives were lost and 80% of the road network collapsed caused by El Niño
 The earthquake of August 13, 1868, with epicenter in the city of Arequipa (9), was _____ and _____ earthquake to have hit Peru in its history.	 In Peru, _____ eruption in the history of South America was the <u>Huaynaputina</u> volcano in 1600 producing 30 km3 of <u>pyroclasts</u> . Its volcanic eruption is category 6 (VEI 6). It caused worldwide havoc	 October 29, 1746. In Callao the sea retreated previously and at least 2 waves entered half an hour after the earthquake, _____ of 10 meters up to _____ of 24 meters, entered up to 4 km.	 The <u>Meganifio</u> of 1891, then called the "Flood of 1891" or the "Alluvions of 1891", was _____ phenomenon to affect Peru in the last 300 years. There were more than two thousand deaths



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UNIT 4

Unit 4

Unreal world

FACT BOX

- Legends are stories that have affected the course of history and have shaped some historical events.
- Their influence is deeply rooted in culture.
- At times, myths, legends and reality blur.
- Legends have acted as drivers of education through their morals and their parallels throughout history.

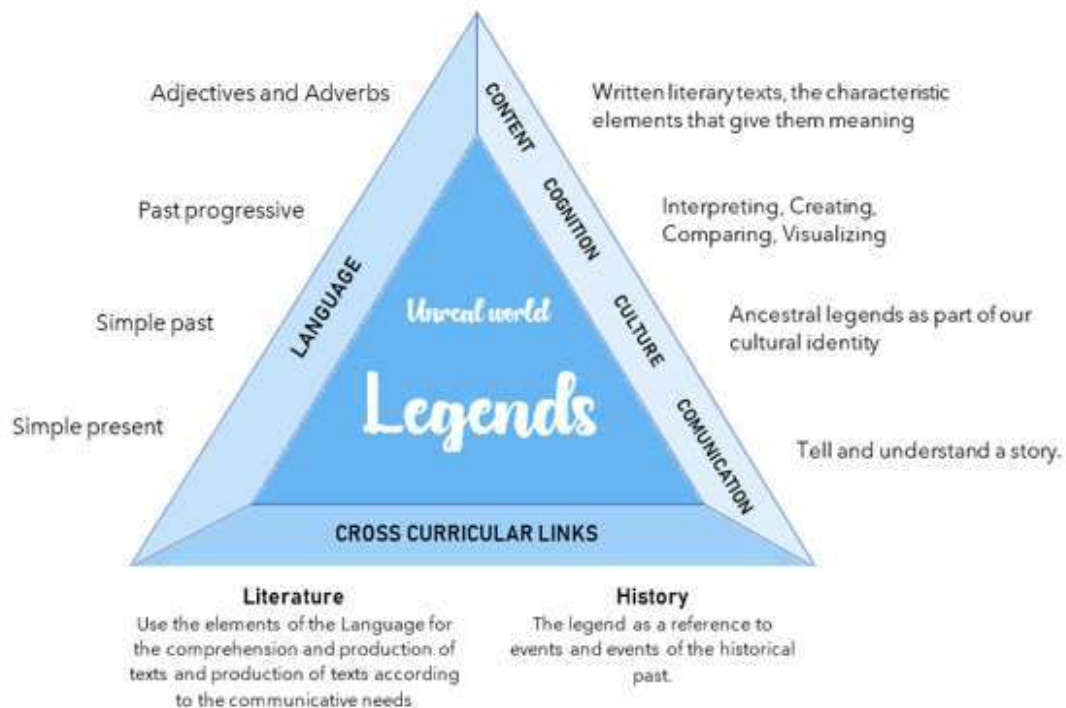
AIMS: students are able to:

- Recognize texts of written literature (legends) and their characteristic elements.
- Participate in discussions about literary texts contributing with information, experiences, and opinions.
- Use literary resources and their creativity to create stories according to their level of proficiency

SUBJECT: Literature and History

LANGUAGE:

- The woman wore...
- The man was walking while...

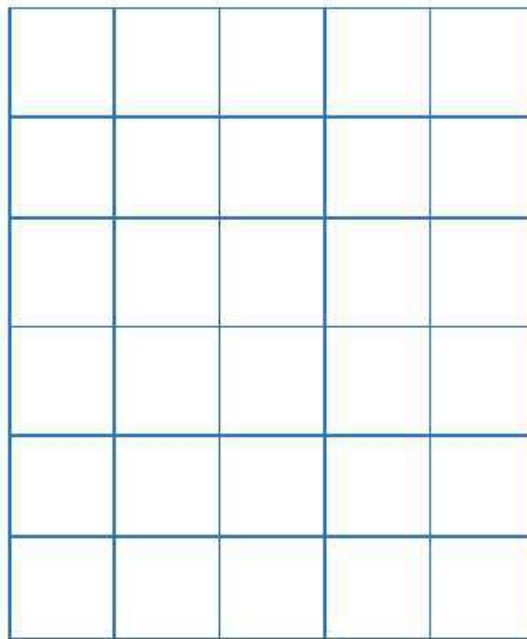
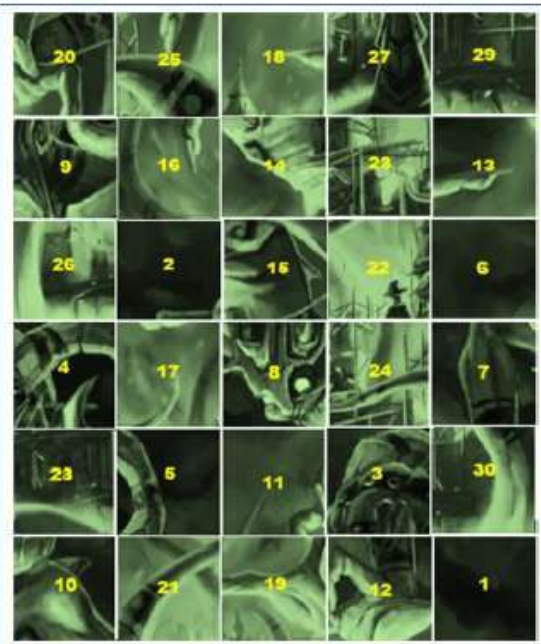


SCAFFOLDING ACTIVITIES (CREATION MYTH)

- In this activity, they should work in groups of 5 students. They will have to create different scenes applying their knowledge of a legend, story or myth or if they wish they can invent one. The important thing in this activity is to add content so that their peers can observe the representation, evaluate and analyze what is being represented and guess what it is about.
- Once the teams are formed, they will be presented with an image or flash card and given the task of making a creation story for it.
- The cards or images must be specific and relate to legends, myths or mysteries, e.g. goblins, fairies, ghosts, etc.
- Players have time to think of a title, then they must write it on a piece of paper without anyone looking at it, they must act out 3 scenes that give their partners clues to guess.
- If any team mentions the title written on the paper, they win 3 points and 1 point for the team that acted it out.
- If no team manages to guess, the team that wrote the title loses 1 point, so they must try very hard to act it out very well. Remember, you can't say a single word!

EXTRA MATERIAL

- Quizlet:** <https://quizlet.com/cr/416711102/legends-flash-cards/>
- Learning apps:** <https://learningapps.org/20440306>
- Quizizz:** <https://quizizz.com/admin/quiz/60a33b7f23ddbc001b161bf0/myths-and-legends>
- Edpuzzle:** <https://edpuzzle.com/media/60a28e2aefd69a413f826972>



DETAILS 1. Listen to the audio about the legend of Cantuña and put the text in order by writing the number next to each sentence. Use the numbers to put the puzzle together and discover the hidden image. Cut each piece

- he learned the arts of masonry from his tutor and friend Friar Jodoco. ()
- His majesty, the king of Spain, wants to build the most beautiful church ever. ()
- I remind you that your other option is been humiliated behind bars. ()
- Cantuña distributed strategically the rest of the Indian workers. ()
- Full of evil intentions, the Spanish lord imposed him a term almost impossible to fulfill. ()
- It was then, when Cantuña's faith was broken, and something twisted came from darkness. ()
- So, what do you say? Do you accept the deal? ()
- Cantuña wasn't intimidated, and accepted the challenge, but something sinister haunted the atmosphere. ()
- The construction of the future church of St. Francis had begun. ()
- there was an Indian called Cantuña. ()
- The church of St. Francis looked so magnificent as nowadays. ()
- who also taught him to write and read. ()
- Cantuña could manage that. ()
- Prying eyes looked from the Tianguis (Bazaar) to the lot destined for the building. ()
- In despair, he asked for help to heaven, for the dawn was near. ()
- He put heart and soul in each stone he placed, but infernal times were coming up ()
- A certain day a lord of the Cabildo (Spanish council) came up with a huge order ()
- So, you are trying to deceive me ()
- The time limit was close, and the building wasn't finished yet. ()
- It's time, give me your soul, Indian. ()
- With my great power I can build this church before dawn's chimes ()
- However, there's still a space to fill ()
- That's it my dear Indian ()
- Why so frightened? I just came to help you. ()
- The only think I ask in return is something really insignificant; your soul ()
- In the dark times of the colony, ()
- Are you going to reject me? ()
- If the job isn't finished before dawn, you'll be sent to prison. ()
- Embraced by the Franciscans, ()
- Realizing his mistake, Cantuña was deeply regretted. ()

Cantuña

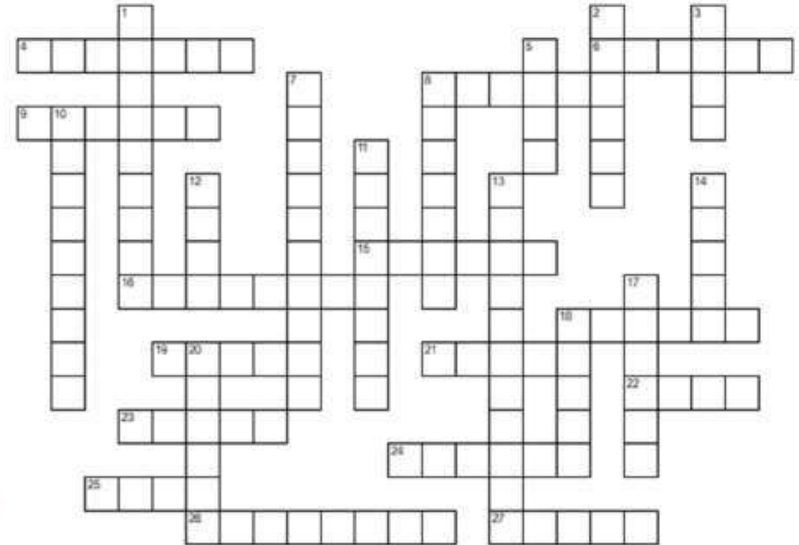


GLOBAL UNDERSTANDING AND DETAILS



2. Listen to the audio again and try to unscramble the secret words. Read the clues and complete this crossword using the hidden vocabulary from the text

Legends in Ecuador



DIANNI LNCOOY SANRCICAFSN IARFR WRTIE ODBIACL ASPIN MEANAG DLOR
 RITESNIS PIYUNG UHRHCC ORWREK NSTEO POSIRN SNAEKSDR IEFGERTDHN MHIEC
 LUSO CEETJR TULIAEMH DLAE RADE GTEETRODR HENVEA METI EEV狄ICE
 DSANAYOW EASCP

Across

4. (of a person) cause (someone) to believe something that is not true, typically in order to gain some personal advantage.
6. dismiss as inadequate, inappropriate, or not to one's taste
8. a group of people of one nationality or ethnic group living in a foreign city or country
9. a building used for public Christian worship
15. relating to or denoting indigenous peoples of North, Central, and South America.
16. wickedness or evil.
18. a person who does a specified type of work or who works in a specified way.
19. a melodious ringing sound, as produced by striking a bell.
21. a member of any of certain religious orders of men
22. the disembodied spirit of a deceased person
23. the dimensions of height, depth, and width within which all things exist and move.
24. be in charge of (a company, establishment, or undertaking); administer; run.
25. the indefinite continued progress of existence and events in the past, present, and future regarded as a whole.
26. at the present time, in contrast with the past.
27. a parliamentary monarchy in southwestern Europe on the Iberian Peninsula

Down

1. feel sad, repentant, or disappointed over (something that has happened or been done, especially a loss or missed opportunity).
2. excessively interested in a person's private affairs; too inquisitive.
3. an agreement entered into by two or more parties for their mutual benefit, especially in a business or political context.
5. Honorary title given to individuals of the first English nobility and to some high officials and those ennobled by the monarchy.
7. afraid or anxious.
8. A corporation or group of people composed of a mayor and several councilors who are responsible for administering and governing a municipality.
10. make (someone) feel ashamed and foolish by injuring their dignity and self-respect, especially publicly
11. giving the impression that something harmful or evil is happening or will happen.
12. used as an affectionate or friendly form of address.
13. a friar; sister; or lay member of a Christian religious order founded in 1209 by St. Francis of Assisi, or of an order based on Franciscan rule.
14. hard solid non-metallic mineral matter of which rock is made, especially as a building material.
17. a building in which people are legally held as a punishment for a crime they have committed or while awaiting trial.
18. mark (letters, words, or other symbols) on a surface, typically paper, with a pen, pencil, or similar implement.
20. a place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death; often traditionally depicted as being above the sky.

Watch the video about this incredible Ecuadorian legend in the following link:

SENTENCE STEAM & THINK, PAIR, SHARE 1. Think of a 'sentence stem' which can be completed in various ways related to the topic. Write the stem on your notebook ten times. compare and discuss your answers with the class. Finally, have a short plenary discussion of some of the groups' answers.

Legends

VOCABULARY & DETAILS 2. Spot the Words. Cross out all the words you listen to in the audio and classify them into the different categories. There are 5 extra words

hurt	majesty	dreamy	betrayed
resentment	destruction	deceived	faced
seemed	hidden	fight	desire
harbored	sheltered	shocking	devastating
highest	Gods	erupted	passion

NOUNS	ADJECTIVES	VERBS

Volcano Legends

Of love and love affair

The history of Chimborazo, the Altar and the mama Tungurahua



DETAILS & SELECTIVITY 4. Listen to the audio again and decide if the following statements are real according to this beautiful legend. Read the sentences and tick Yes or No

	YES	NO
The Chimborazo is the highest volcano in Ecuador		
The Tungurahua has always been in love with the Chimborazo		
The word APUS stands for Gods or spirits		
Guagua Pichincha volcano lives far from his mom		
The Altar was the highest volcano with 7,500 mt		

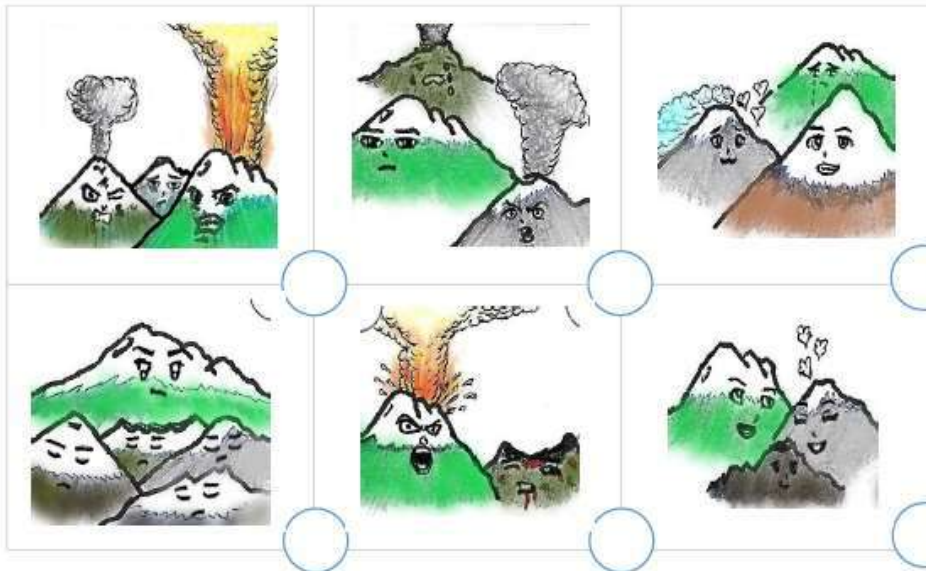
DETAILS & INFERE 5. Listen to the audio again and check the correct information

- The first fight mentioned in the audio involves:
 - The Chimborazo and the Cotopaxi Volcanoes
 - The Chimborazo and the Altar Volcanoes
- The Chimborazo destroyed the Carihuairazo volcano:
 - Because of revenge and fury
 - Because of ambition and power
- The Chimborazo banished his son to Quito to:
 - hurt his mom for her betrayal
 - govern alone and to be the highest
- The last hugest eruption of one of these volcanoes occurred in:
 - 1490
 - 1499

DETAILS & ORDER 3. Our aborigines felt deep respect for our volcanoes, their Gods. Listen to this legend of love and hate. Listen and put the images in the correct order.

TAXONOMY OF BLOOM then discuss some ideas

6. Observe the images related to this topic, answer the questions below, together in plenary.



REMEMBERING

Can you list the volcanoes mentioned in this story?

APPLYING

What elements would you choose to change?

EVALUATING

Can you propose an alternative ending for this story and tell your opinion?

UNDERSTANDING

How would you summarize this legend?

ANALYSING

How would you adapt this story to create a different one?

CREATING

Create your own legend in:

<https://storybird.com/>



PREVIOUS INFORMATION 1. WELCOME

Welcome: Phantoms, Ghost and curses!

Description: Learn about the legend of la Dama Tapada and analyze the similarities with other famous legend La Llorona in order to write your own ghost story. image source:

<https://www.blogitravel.com/2021/03/la-leyenda-de-la-dama-tapada-resumen-personajes-y-moraleja/>

Keywords: curses, women corpses, tragedies, deaths, ghosts, phantoms

BEFORE LISTENING 2. INTRODUCTION

If you were asked what la Dama Tapada is like, how would you describe her? What would her characteristics be? This story tells that in Ecuador in the city of Guayaquil appears from time to time a thin young woman whose face no one has seen, as it is covered with a veil, however others claim that this urban legend is not known its origin, but we can say that these stories are told in the major cities of the country by the 1700s.

Through this quest you will learn the history of the Dama Tapada, its characteristics and how it compares to another famous Mexican legend called the Llorona. Then, with what you learn from these urban stories you will be able to create your own tale.

GIVING INSTRUCTIONS 3. TASKS

The objective of this assignment is to listen to the information provided in the various videos cited in the Process step, take notes on the most relevant facts about the Dama Tapada and the Llorona, and review additional literature in order to make a presentation comparing these two legends.

Once you understand the context of these legends, you must also answer the different exercises prepared (trivia) based on the audios and videos. Finally, in order to prepare your presentation, you will have to analyze the similarities and differences between them and establish your position based on the following question: **Why are the main characters presented as suffering and hate-filled women, demonic entities seeking revenge against men?** In groups of 2 or 3, you will debate the different positions and come to a consensus. The group will present their proposal to the class.

WHILE LISTENING 4. PROCESS

Step 1: Forming your group. Between 2 or 3 students at the most, form affinity groups

Step 2: Group Briefing. Before starting, seek preliminary information in order to activate prior knowledge and learn basic aspects of these famous legends. Read these blogs

- <https://ecuadorianurbanlegendsulvr.wordpress.com/2018/08/16/the-covered-lady/>
- <https://www.donquijote.org/mexican-culture/history/la-llorona/>

Step 3: Finding key information. In order to prepare the presentation in the best way, watch the following videos, take notes and answer the following exercises.

The legend of la Dama Tapada

Source 1: <https://www.youtube.com/watch?v=X3xc-P8AmH8>

Source 2: <https://www.youtube.com/watch?v=shNV7Wlpx6A>

The legend of La Llorona

Source 1: <https://www.youtube.com/watch?v=RR1rLLuUzE>

Source 2: <https://www.youtube.com/watch?v=XycmscH4zw4>

Step 4: Organize your ideas. Complete the graphic organizers and the trivia

Step 5: Set your final thoughts. Discuss your personal conclusions. State an argument to support your position. Conclude with a group consensus.

Step 6: Prepare your group presentation. Read the evaluation rubric carefully. Plan every step you are going to take and practice previously to check and modify any mistake. Don't forget the Guiding question.

Step 7: Present your project to the class. Remember, don't feel nervous.

AFTER LISTENING 5. EVALUATION

The final grade for this project corresponds to trivia and graphic organizers in this sheet (30%) and the presentation will be scored for the 70%. For that reason, it is really important you read the rubric for the presentation before your exposition

AFTER LISTENING 6. CONCLUSION

The importance of a legend is based on the fact that it is a literary form that allows maintaining some ideas and forms of a particular culture, besides, they are able to show the essence of a culture. Legends have part of reality, so we can learn things with them (to know the thoughts of our ancestors, what they feared, why, etc...), they reproduce the culture and maintain its richness.

The Veiled lady & La Llorona

Webquest



GLOBAL UNDERSTANDING TRIVIA

1. I read literary texts for:

- Obtaining information
- Communicating a text
- Following instructions
- Obtaining pleasure in reading

2. The veiled lady attracted the attention of the

- Men
- Children
- Priests
- Drunks

3. The veiled lady is a/an ...

- Mexican legend
- Venezuelan legend
- Colombian legend
- Ecuadorian legend

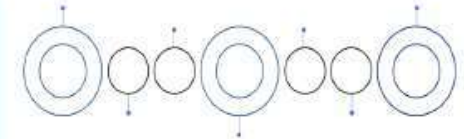
4. The men followed the covered lady because:

- she was very cheerful
- they were drunk
- her delicious perfume
- because of her mysterious beauty.

GLOBAL UNDERSTANDING GRAPHIC ORGANISERS. Take notes while you watch the videos and complete them.

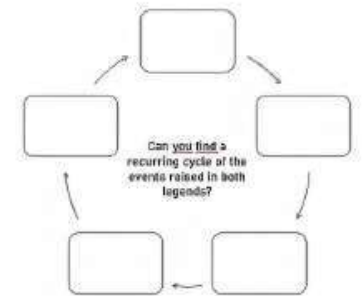
1 CONTINUUM

Take notes about the important events in both legends in chronological order



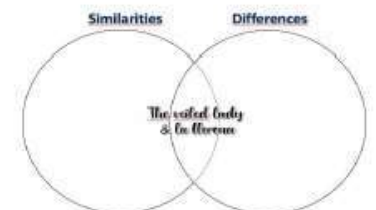
2 CYCLE

Using your notes, find the recurring patterns that are repeated in both legends



3 VENN DIAGRAM

Using your notes, compare the two legends and define similarities and differences between them



Appendix 10. Pre-Test

Placement Test. Módulo CLIL

27 respuestas

[Publicar datos de análisis](#)

Pre Test Part 1

A2 KEY FOR SCHOOLS (CAMBRIDGE) LISTENING SECTION

1. Where will Claire meet Alex?



A



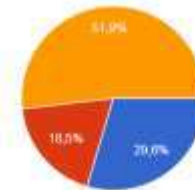
B



C

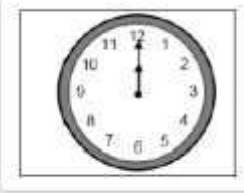
For each question, choose the correct answer.

27 respuestas



● A
● B
● C

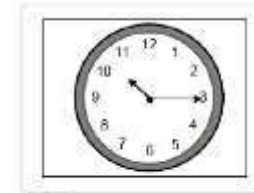
2. What time should the man telephone again?



A



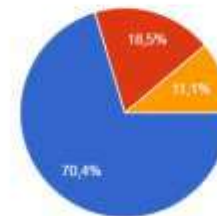
B



C

For each question, choose the correct answer.

27 respuestas



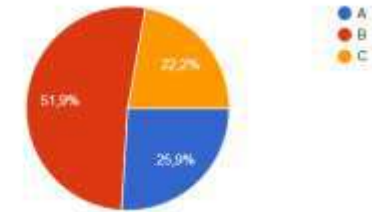
● A
● B
● C

3. When are they going to have the party?

July 18	July 25	July 11
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

For each question, choose the correct answer.

27 respuestas

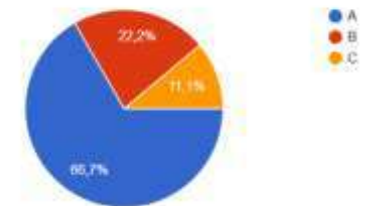


4. What was the weather like at the picnic?

		
<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

For each question, choose the correct answer.

27 respuestas



5. How much are the shorts?

£5

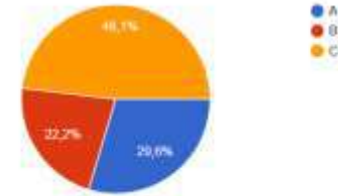
£15

£20

A
 B
 C

For each question, choose the correct answer.

27 respuestas



Pre Test Part 2

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



<http://youtube.com/watch?v=BcLbuiZAwHE>

Dates of jobs: *

(6) 15th June - 20th

Dates of jobs:

27 respuestas:



For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



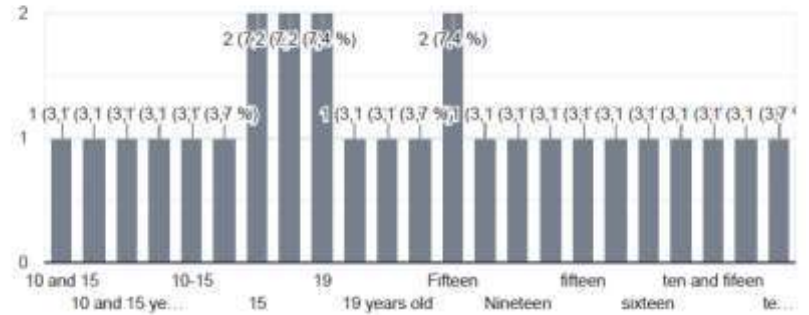
<http://youtube.com/watch?v=BcLBUjZAwHE>

Staff must be: *

(7) years old

Staff must be:

27 respuestas



For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



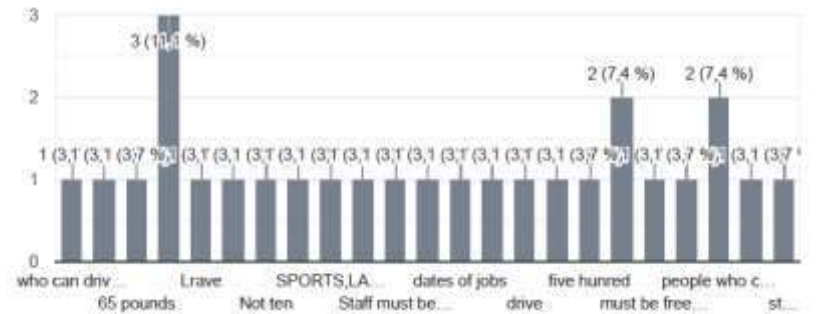
<http://youtube.com/watch?v=BcLBUjZAwHE>

Staff must be able to: *

(8)

Staff must be able to:

27 respuestas



Pre Test Part 3

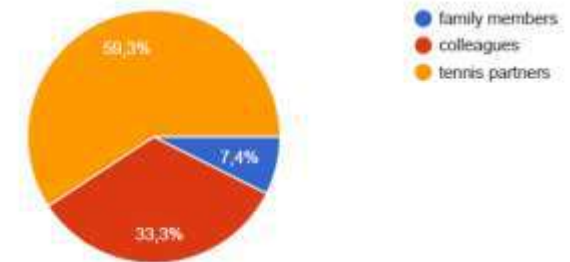
Who has already decided to go with Robert? *

Marca solo un óvalo.

- family members
- colleagues
- tennis partners

Who has already decided to go with Robert?

27 respuestas



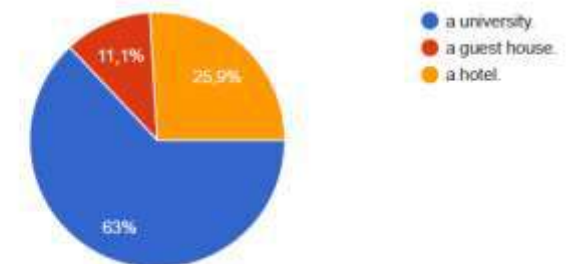
They'll stay in: *

Marca solo un óvalo.

- a university.
- a guest house.
- a hotel.

They'll stay in:

27 respuestas



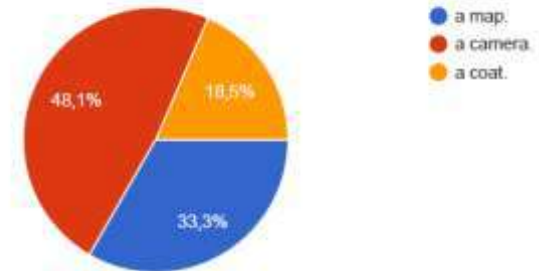
Laura must remember to take: *

Marca solo un óvalo.

- a map.
- a camera.
- a coat.

Laura must remember to take:

27 respuestas



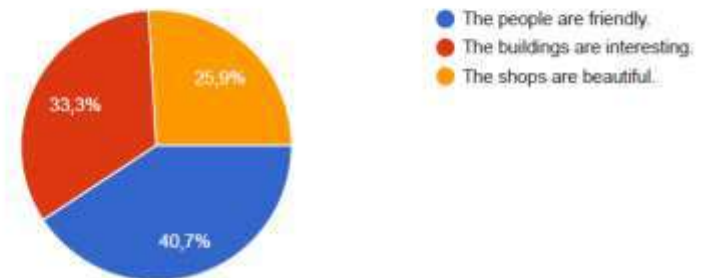
Why does Laura like Dublin? *

Marca solo un óvalo.

- The people are friendly.
- The buildings are interesting.
- The shops are beautiful.

Why does Laura like Dublin?

27 respuestas



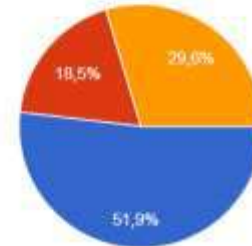
Robert's excited about the trip to Dublin because: *

Marca solo un óvalo.

- he can't wait to go to the music festival.
- he loves the food there.
- he wants to go to a new art exhibition.

Robert's excited about the trip to Dublin because:

27 respuestas



- he can't wait to go to the music festival.
- he loves the food there.
- he wants to go to a new art exhibition.

Pre Test Part 4

You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it? *

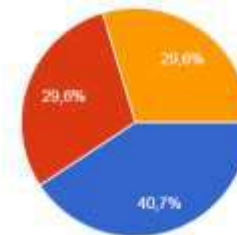
<https://drive.google.com/file/d/1ezABhpE9Gwbn3oMJ-cpKja2oFKgumZSR/view?usp=sharing>

Marca solo un óvalo.

- It's fast.
- It was cheap.
- It'll be easy to repair.

You will hear a woman talking to her friend about why she's bought a motorbike. Why did she buy it?

27 respuestas



- It's fast.
- It was cheap.
- It'll be easy to repair.

You will hear two friends talking about going to University. What subject is the man going to study? *

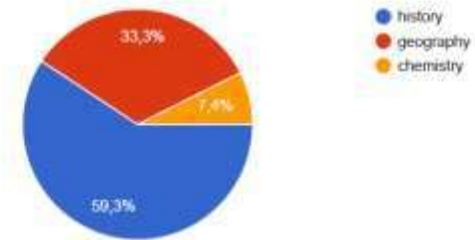
<https://drive.google.com/file/d/1FIUG2hRBNbXPAnTwdtWak24GOCdZpjsR/view?usp=sharing>

Marca solo un óvalo.

- history
- geography
- chemistry

You will hear two friends talking about going to University. What subject is the man going to study?

27 respuestas



You will hear two friends talking about a photograph. What's the photograph of? *

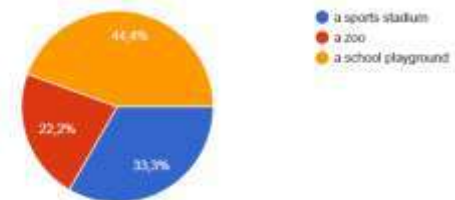
<https://drive.google.com/file/d/13icm0jWJ8SG9xomBPvTj8LSCuqp8vN47/view?usp=sharing>

Marca solo un óvalo.

- a sports stadium
- a zoo
- a school playground

You will hear two friends talking about a photograph. What's the photograph of?

27 respuestas



You will hear a woman talking to a friend on the phone. Why's she upset? *

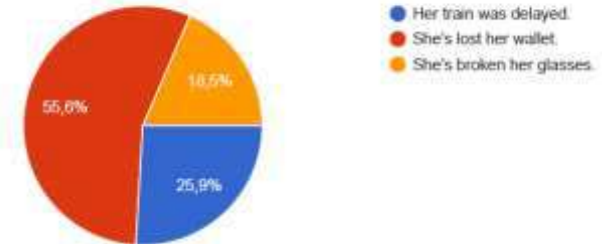
https://drive.google.com/file/d/10vBlV_3LQ6TLMu4LfbJXaMLb-NukCA-p/view?usp=sharing

Marca solo un óvalo.

- Her train was delayed.
- She's lost her wallet.
- She's broken her glasses.

You will hear a woman talking to a friend on the phone. Why's she upset?

27 respuestas



You will hear a woman talking to her friend, David, about something she's bought. What has she bought? *

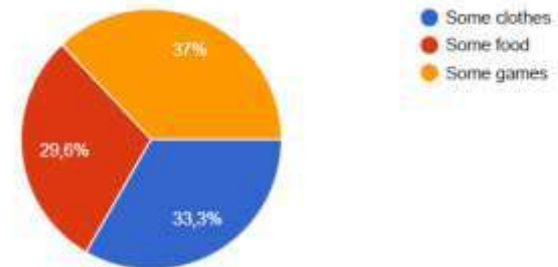
<https://drive.google.com/file/d/1qU4NdQ4uT8caS-QyTU4UZ00T1u2wJsUw/view?usp=sharing>

Marca solo un óvalo.

- Some clothes
- Some food
- Some games

You will hear a woman talking to her friend, David, about something she's bought. What has she bought?

27 respuestas



Pre Test Part 5

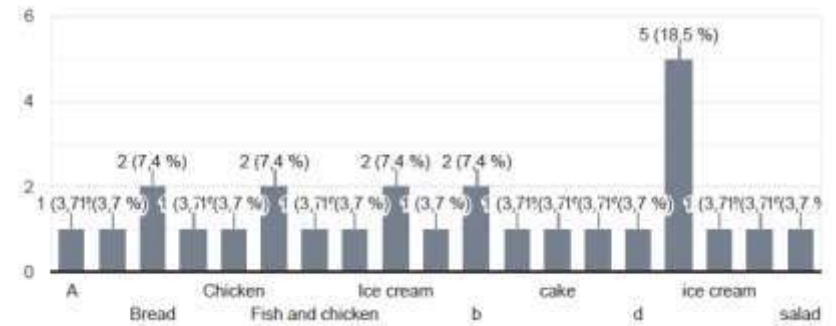
Barbara:

Food

- A: bread
- B: cake
- C: cheese
- D: chicken
- E: fish
- F: fruit
- G: ice cream
- H: salad

Barbara:

27 respuestas



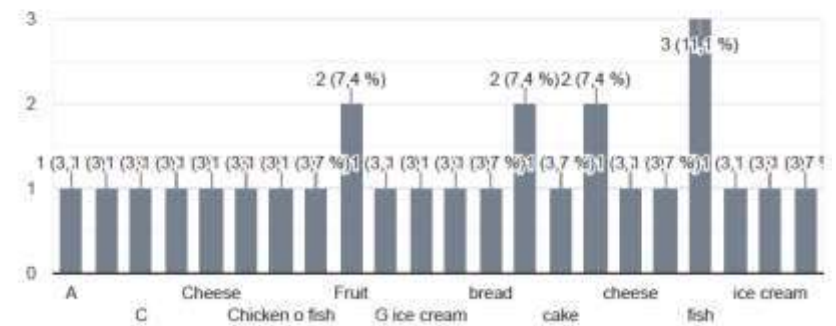
Simon:

Food

- A: bread
- B: cake
- C: cheese
- D: chicken
- E: fish
- F: fruit
- G: ice cream
- H: salad

Simon:

27 respuestas



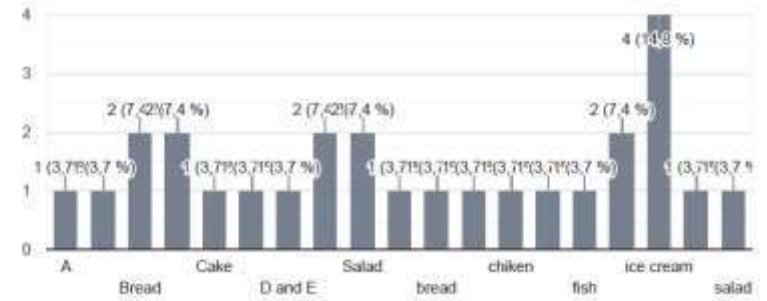
Anita:

Food

- A** bread
- B** cake
- C** cheese
- D** chicken
- E** fish
- F** fruit
- G** ice cream
- H** salad

Anita:

27 respuestas



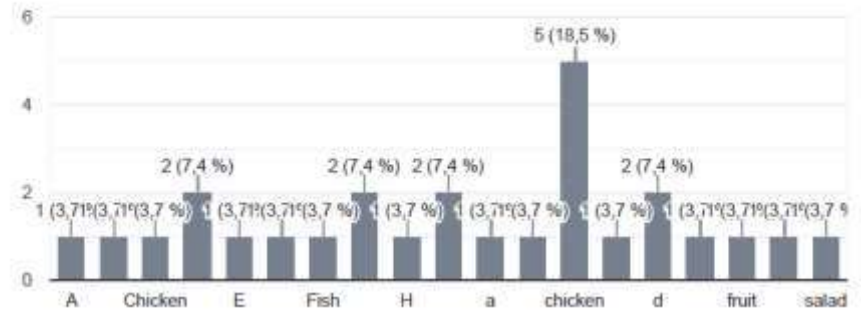
Peter:

Food

- A** bread
- B** cake
- C** cheese
- D** chicken
- E** fish
- F** fruit
- G** ice cream
- H** salad

Peter:

27 respuestas



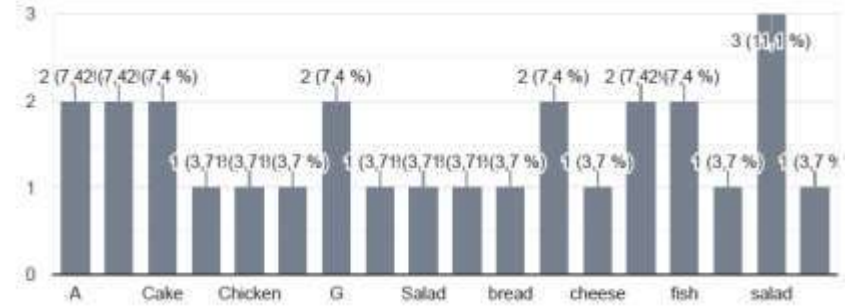
Michael:

Food

- A bread
- B cake
- C cheese
- D chicken
- E fish
- F fruit
- G ice cream
- H salad

Michael:

27 respuestas



Appendix 11. Post Test

Post Test. Módulo CLIL
 27 respuestas
[Publicar datos de análisis](#)

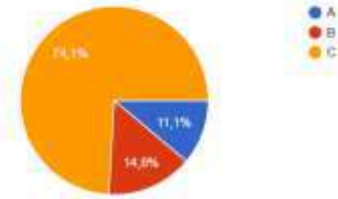
Post test. Part 1

A2 KEY FOR SCHOOLS (CAMBRIDGE) LISTENING SECTION

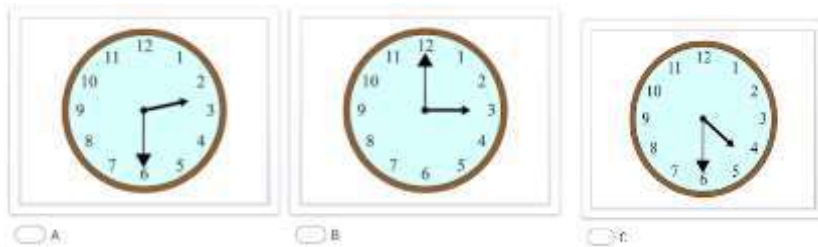
1. What is Julia going to do tonight?



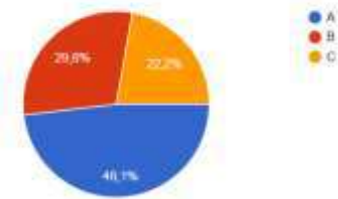
For each question, choose the correct answer.
 27 respuestas



2. What time does the art lesson start?



For each question, choose the correct answer.
 27 respuestas

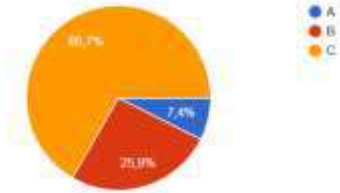


3. What will Cloe do on Saturday?



For each question, choose the correct answer.

27 respuestas

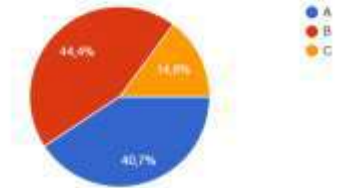


4. How much will the girl pay for the cinema ticket?



For each question, choose the correct answer.

27 respuestas

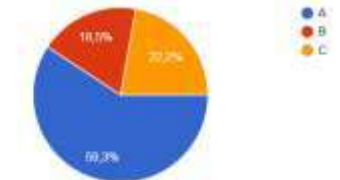


5. Who will meet Peter at the airport?



For each question, choose the correct answer.

27 respuestas



For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



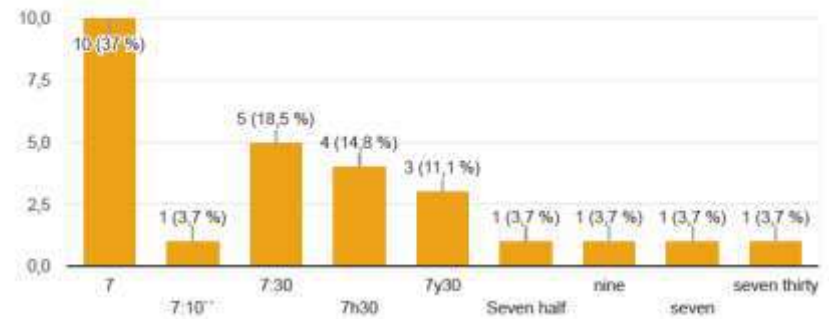
http://youtube.com/watch?v=-oeXmJhD5_8

Time to arrive at school *

Time to arrive at school: a.m.

Time to arrive at school

27 respuestas



For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



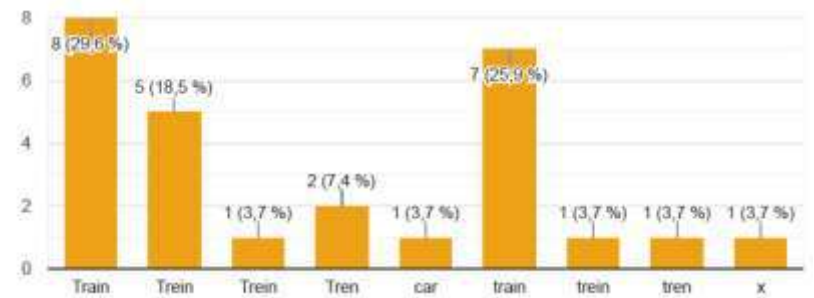
http://youtube.com/watch?v=-oeXmJhD5_8

Travel by: *

Travel by:

Travel by:

27 respuestas



For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking to a group of students about summer jobs.



http://youtube.com/watch?v=oeXmJhD5_8

Bring: *

Bring:

Bring:

27 respuestas



Post test Part 3

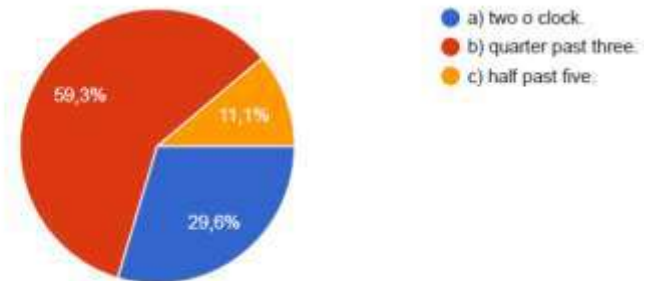
Anie saw a film at: *

Marca solo un óvalo.

- a) two o'clock.
- b) quarter past three.
- c) half past five.

Anie saw a film at:

27 respuestas



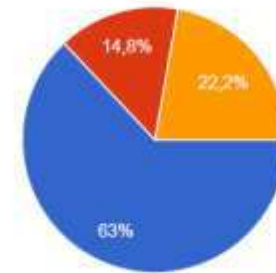
The film was about: *

Marca solo un óvalo.

- a) a sports start.
- b) some animals.
- c) history.

The film was about:

27 respuestas



- a) a sports start.
- b) some animals.
- c) history.

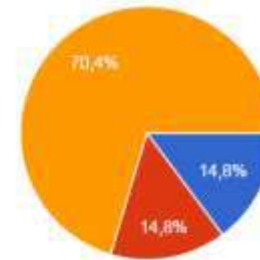
Annie thought the film *

Marca solo un óvalo.

- a) was too long.
- b) wasn't very interesting.
- c) needed better actors.

Annie thought the film

27 respuestas



- a) was too long.
- b) wasn't very interesting.
- c) needed better actors.

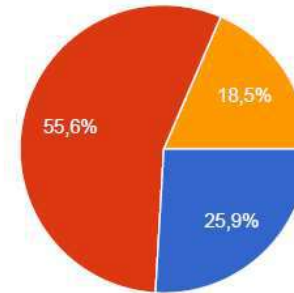
Annie's favorite film *

Marca solo un óvalo.

- a) makes her laugh.
- b) is a true story.
- c) is very exciting.

Annie's favorite film

27 respuestas



- a) makes her laugh.
- b) is a true story.
- c) is very exciting.

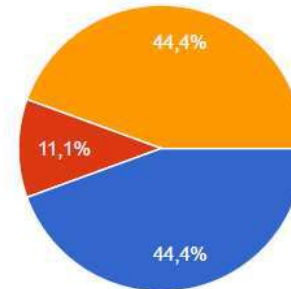
Annie prefers to watch films *

Marca solo un óvalo.

- a) at a cinema.
- b) on her laptop.
- c) on TV.

Annie prefers to watch films

27 respuestas



- a) at a cinema.
- b) on her laptop.
- c) on TV.

Post test Part 4

You will hear a teacher talking to her her class. *

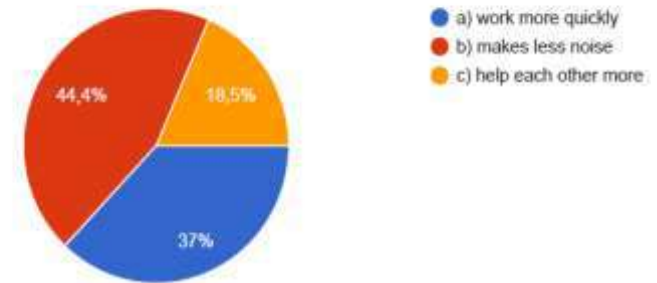
<https://drive.google.com/file/d/1ptUMNCeNcBIZYdkHJaHdI7TgywmbppH2/view?usp=sharing>

Marca solo un óvalo.

- a) work more quickly
- b) makes less noise
- c) help each other more

You will hear a teacher talking to her her class.

27 respuestas



You will hear two friends talking about their day. What have they just done? *

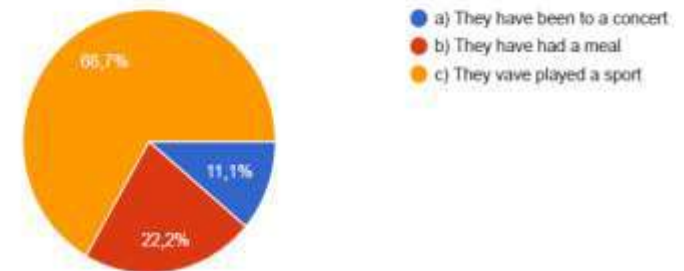
https://drive.google.com/file/d/1TaCKd5z3cb04b48_4oPmQ866j0SR3Dk1/view?usp=sharing

Marca solo un óvalo.

- a) They have been to a concert
- b) They have had a meal
- c) They vave played a sport

You will hear two friends talking about their day. What have they just done?

27 respuestas:



You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again? *

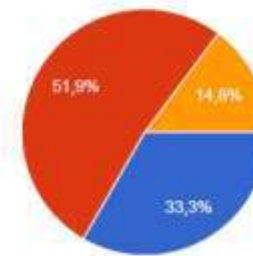
<https://drive.google.com/file/d/17YyG0wT3AroNEXvrxkOl3-v99Ukw00ke/view?usp=sharing>

Marca solo un óvalo.

- a) She made too many mistakes.
- b) She did the wrong work.
- c) She forgot to do some of it.

You will hear a teacher talking to one of his students called Sarah. Why must Sarah do her homework again? *

27 respuestas



- a) She made too many mistakes.
- b) She did the wrong work.
- c) She forgot to do some of it.

You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag? *

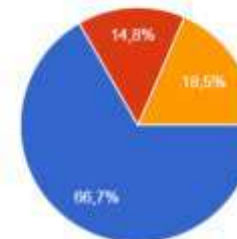
https://drive.google.com/file/d/1JYFaqITfg-g37ZW0aKdkZM6_bP1D0kt/view?usp=sharing

Marca solo un óvalo.

- a) The size was right.
- b) The price was right.
- c) The color was right.

You will hear a girl, Lara, talking about shopping. Why did Lara buy the bag? *

27 respuestas



- a) The size was right.
- b) The price was right.
- c) The color was right.

You will hear a man talking to his daughter before she goes out. What's the weather like today? *

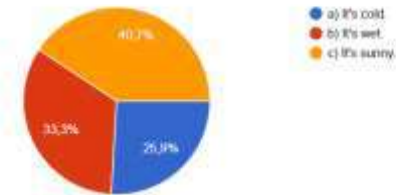
<https://drive.google.com/file/d/1P7vB3709pn8TuyxdJEK3UxtWOXeZ5EmC/view?usp=sharing>

Marca solo un óvalo.

- a) It's cold.
- b) It's wet.
- c) It's sunny.

You will hear a man talking to his daughter before she goes out. What's the weather like today?

27 respuestas



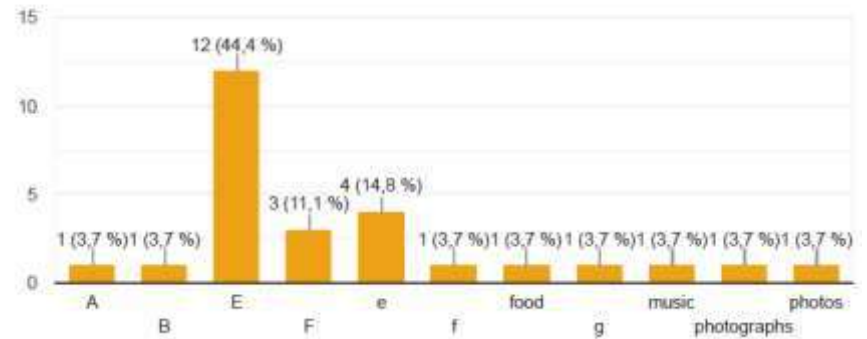
Post test Part 5

Anton:

- a. **clothes**
- b. **food**
- c. **lights**
- d. **music**
- e. **photographs**
- f. **posters**
- g. **tickets**

Anton:

27 respuestas

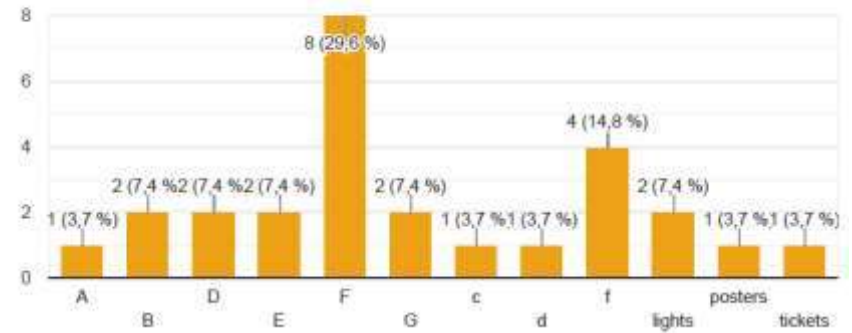


Emma:*

- a. clothes
- b. food
- c. lights
- d. music
- e. photographs
- f. posters
- g. tickets

Emma:

27 respuestas

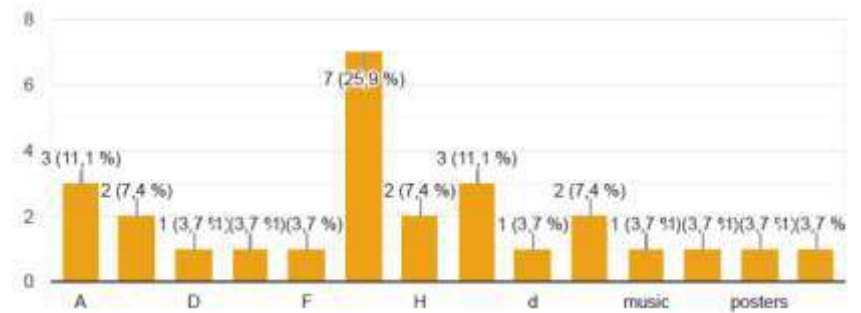


Karl:*

- a. clothes
- b. food
- c. lights
- d. music
- e. photographs
- f. posters
- g. tickets

Karl:

27 respuestas

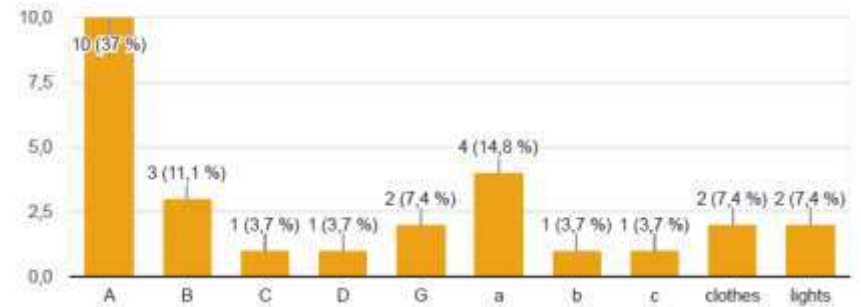


Sarah:*

- a. clothes
- b. food
- c. lights
- d. music
- e. photographs
- f. posters
- g. tickets

Sarah:

27 respuestas

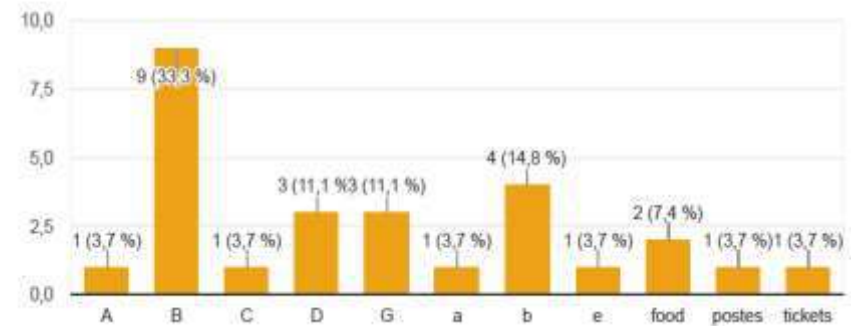


George:*

- a. clothes
- b. food
- c. lights
- d. music
- e. photographs
- f. posters
- g. tickets

George:

27 respuestas



Appendix 12. Screen captures of a CLIL class stages

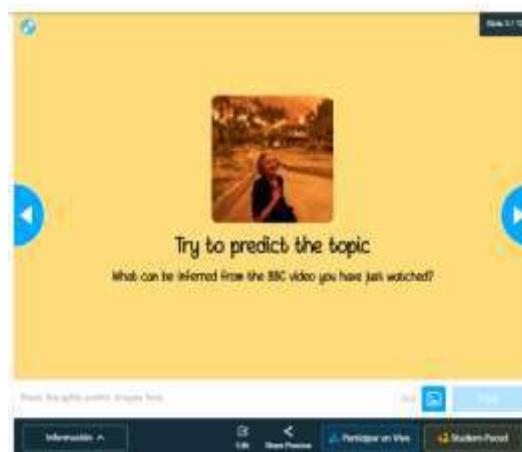
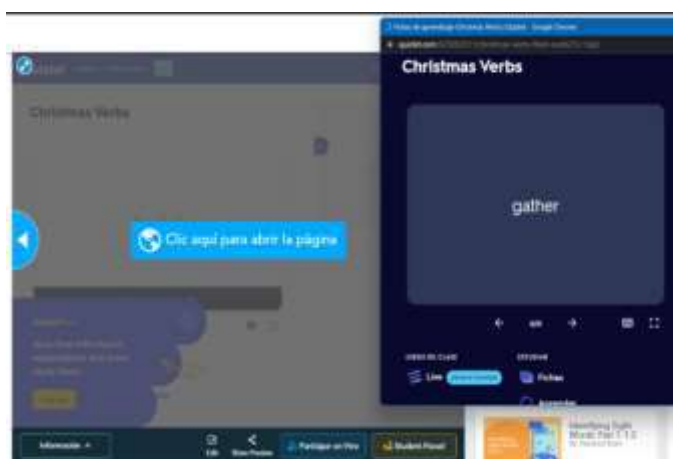
Stage 1 (Activating)

The screenshots illustrate the following stages of the CLIL class:

- Mentimeter Poll:** A poll titled "Observe the picture and try to predict the topic for this class" with a text input field and a "Submit" button.
- Music Introduction:** A slide titled "CLIL MODULE LESSON 1" with the text "TO ANALYZE HOW IMPORTANT IS MUSIC IN OUR LIVES AND WHAT IT STANDS FOR. WHAT'S MUSIC?" featuring a woman listening to music.
- Image Gallery:** A vertical strip of small images showing various cultural scenes.
- Dancing:** A large image of a man and a woman in traditional attire dancing.
- VR Environment:** A virtual reality view of a city street at night with people and lights.
- Quiz Question:** A question titled "Pregunta 1 / 1" asking "What can be inferred from this audio?" with three multiple-choice options:
 - A. Fire festivals are an exclusive Ecuadorian tradition celebrated in Guano.
 - B. Fire festivals are a dangerous experience for people who like the adrenaline.
 - C. Fire festivals are really common around the world.



Stage 2 (Key vocabulary review)



Stage 3 (Guiding Understanding)

Identify music styles? Match the graphics with the appropriate music genre. Ask your teacher for help:

Write down the specific information for each singer. Pay attention into the prepositions of place and time. After you have done:

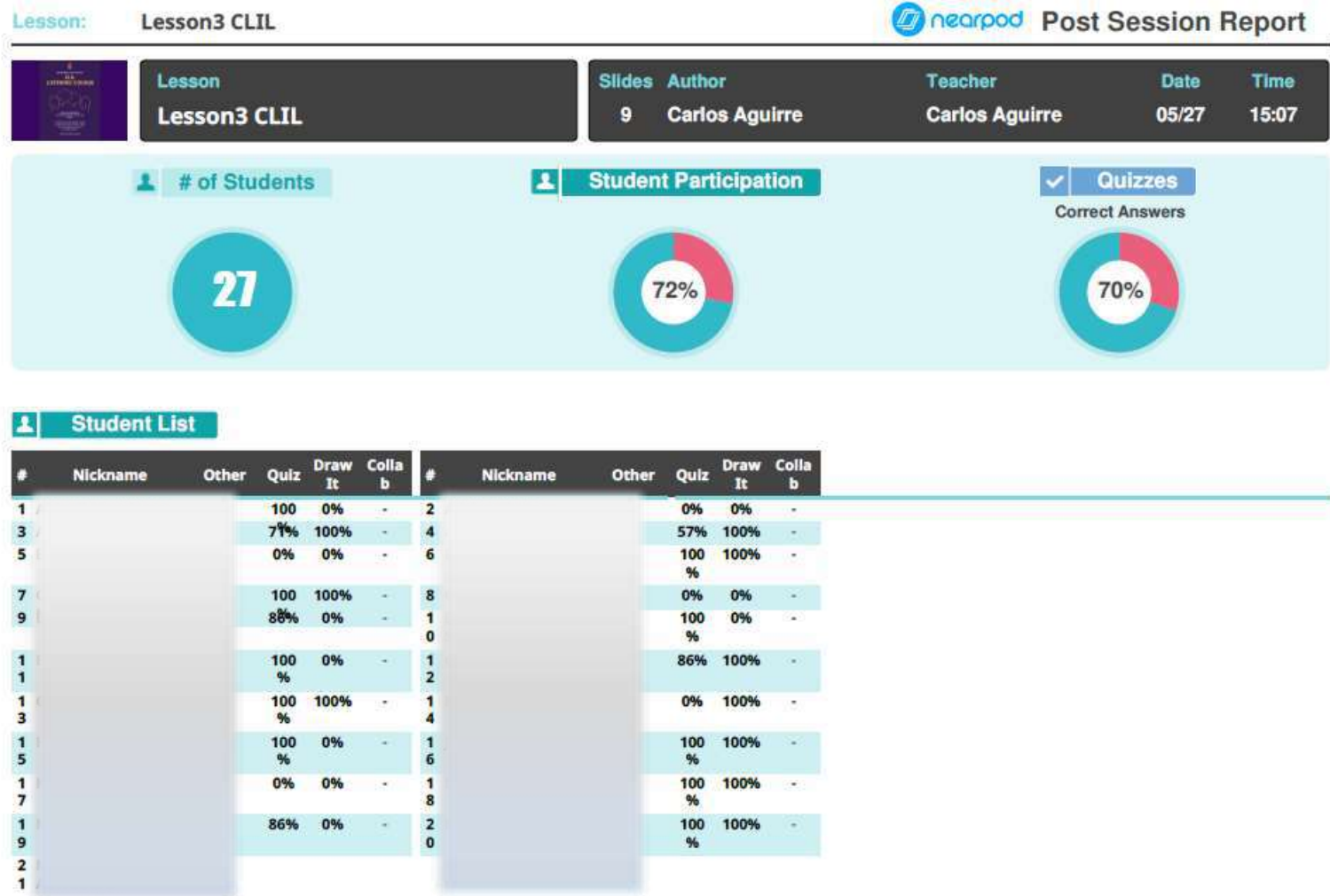
SIMPLE PRESENT	PRESENT CONTINUOUS
1. Habits. General Actions or Situations <ul style="list-style-type: none"> I listen to Ecuadorian music every day. Paulina Tamayo usually practices three times a day. 	1. Actions in progress "now / around now" <ul style="list-style-type: none"> I can't understand you. I am listening to my new CD. Paulina Tamayo is signing autographs at the moment.
2. Facts, permanent situations or states <ul style="list-style-type: none"> I have all of Paulina Tamayo's albums. Paulina Tamayo lives in Quito with her family. 	2. Temporary actions or situations <ul style="list-style-type: none"> I am writing a biography about Julio Jaramilla this week. Paulina Tamayo is living in the U.S.A for this month.
3. With Stative verbs <ul style="list-style-type: none"> I love Pasillo songs. Paulina Tamayo seems younger. 	3. Changing or developing situations <ul style="list-style-type: none"> New artists are dabbling in Ecuadorian rhythms. Ecuadorian music is expanding to other countries.
4. Future timetable events <ul style="list-style-type: none"> The Ecuador tour ends in November each year. Paulina Tamayo's concert starts next Saturday at 8 p.m. 	4. Future actions that are decided <ul style="list-style-type: none"> I'm meeting Paulina Tamayo tomorrow night. Paulina Tamayo is visiting Argentina next month.

Stative Verbs: **(Sense)** hear, see, smell, look, seem, sound, **(Opinion)** believe, consider, like, love, hate, prefer, think, etc. **(Possession)** have, own, belong, etc. **(Also)** Agree, be, depend, need, mean, remember, realize, want, etc.



Appendix 13. Screen capture of a virtual class



Appendix 14. Nearpod class report







Lesson: Lesson3 CLIL

05/27/2021		[Redacted]
05/27/2021		[Redacted]
05/27/2021		[Redacted]

✓ Quiz [No optional instructions entered]



Date	Nickname	Other	Response	Correct
Ecuadorian music is expanding to other countries.				
05/27/2021	[Redacted]		True	
05/27/2021	[Redacted]			
05/27/2021	[Redacted]		False	
05/27/2021	[Redacted]		True	