UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme: CLIL IN SPEAKING SKILLS

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SUPERVISOR APPROVAL

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I, Lcda. Mg Ruth Elizabeth Infante Paredes, holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: **CLIL IN SPEAKING SKILLS** investigated by Miss. Andrea Michelle Tisalema Fiallos with I.D No. 180492096-3, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **CLIL IN SPEAKING SKILLS** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

………………………………….

Andrea Michelle Tisalema Fiallos

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AUTHOR

APPROVAL OF THE HIGH COURT OR DEGREE COURT TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **CLIL IN SPEAKING SKILLS** which is held by Andrea Michelle Tisalema Fiallos undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period 2021-2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

With infinite gratitude, I want to dedicate this work to God, since without his guidance and strength this achievement would not have been possible.

In turn, I dedicate this work to my mother and sister who with their support made this dream possible.

Andrea Michelle Tisalema Fiallos

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Andrea Michelle Tisalema Fiallos

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ABSTRACT

The use of traditional teaching methods in education has been considered for a long time as the only resource for the development of productive skills, the present research work has as a general objective to analyze the influence of the Integrated Learning of Contents and Foreign Languages CLIL in the development of students' oral skills. To know what students need to improve, the speaking part of a preliminary English test (PET) was applied as a pre and post-test. After the pre-test results, the students' overall average revealed that they were below the educational standards, which is why the element is intended to be improved through the Lesson Plan and use a comparison study retrieved with statistical calculations. Thus, some CLIL activities were developed in a syntax class to improve students' speaking skill development. After that, in terms of the students, it was possible to take the post-test and see that the average in the post-test had a significant improvement since a difference of 5.1 was reached, which is a significant figure. Concluding that students had an oral improvement by using CLIL method.

Key words: Teaching methodology, CLIL methodology, oral production, teaching-learning process, speaking skills.

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TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

RESUMEN

El uso de métodos tradicionales de enseñanza en la educación ha sido considerado durante mucho tiempo como el único recurso para el desarrollo de habilidades productivas, el presente trabajo de investigación tiene como objetivo general analizar la influencia del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras CLIL en el desarrollo de las habilidades orales de los estudiantes. Para saber qué necesitan los estudiantes para mejorar la parte oral, un examen PET se aplicó como pre y post test. Después de los resultados de la prueba previa, el promedio general de los estudiantes reveló que estaban por debajo de los estándares educativos, por lo que se pretende mejorar el elemento a través del Plan de lección y utilizar un estudio de comparación recuperado con cálculos estadísticos. Por lo tanto, se desarrollaron algunas actividades CLIL en una clase de sintaxis para mejorar el desarrollo de la habilidad oral de los estudiantes. Luego de eso, en cuanto a los estudiantes, se pudo tomar el post-test y ver que el promedio en el post-test tuvo una mejora significativa ya que se llegó a una diferencia de 5.1 que es una cifra significativa. Concluyendo que los estudiantes tuvieron una mejora oral al usar el método CLIL.

Palabras clave: Metodología de enseñanza, metodología CLIL, producción oral, proceso de enseñanza-aprendizaje, habilidad oral.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Dallinger et al., (2016) led a study that looked at how 1806 German CLIL and non-CLIL eighth-graders developed skills in English and History while controlling a variety of student, classroom, and teacher factors. CLIL classrooms demonstrated greater increases in English listening comprehension but not in general English skills as judged by a C-test, according to the results of multilevel modeling. Despite CLIL students receiving more instruction for three hours a week instead of two, their gains in topic knowledge across a school year were comparable. The findings for English confirmed disparate results. They conclude that CLIL classrooms must devote much more time to attain comparable learning outcomes in the topic subject.

Culture is a key component of CLIL, but science teachers often find it difficult to include it into their teaching. In a state school in Bogotá, Colombia, this study described a CLIL-based pedagogical intervention. Over the course of a year, the first cycle of an action research study included 50 students aged 15 to 19. Students combined content and a vehicular language using technology-enhanced CLIL-based environmental learning projects. Data was collected through questionnaires, teacher's notebook, artefacts, and interviews. The findings showed positive attitudes on students toward CLIL and emphasize the need of explicitly include a cultural component in science education when viewed via the lens of scientific citizenship (Garzón-Díaz, 2018). It was a result of how CLIL can help students to improve their learning and continue using it in other studies to improve different or the same skills.

Pañi (2019) developed a research about Content and Language Integrated Learning CLIL in writing skill on third secondary students at Juan Montalvo school. Before being intervened, the children were given an essay-based pretest to measure their writing abilities. The findings of the pretest revealed flaws in this ability. The CLIL methodology was then used to help pupils improve their writing skill. Students were able to generate cohesive and coherent compositions with a rich lexicon utilizing

this process. Students benefit from this practice in terms of writing sub-skills as well as a broad awareness of cultural values related to writing. An essay-based posttest was given at the end of the CLIL application to allow for a comparison pretests' and posttests' results. Students' posttest results were greater than their pretest averages, according to the findings.

Mukminatien et al., (2020) developed a research aimed to create audio speaking materials for blended learning using the CLIL method. Exploring and identifying needs, building a pedagogical product, and validating it through peer review, practitioner validation, media expert validation, and try-out were the three primary stages of the development procedure. In this investigation, three new ideas were developed: CLIL-Based speaking syllabus including a speaking assessment instrument that includes a speaking prompt and a score rubric, audio materials that can be accessed using Edmodo, and a module for speaking activities The findings indicate that the resources are appropriate for students' communicative needs, as well as being fascinating and important to them. Additionally, pupils are motivated to learn as a result of these activities.

Breustedt (2020) conducted a research that assessed how relevant students consider CLIL (Content and Language Integrated Learning) classes and task-based activities to develop language and content skills particularly in a Supply Chain Management (SCM) course. The study demonstrates the value of CLIL teachers' lesson design and activities as an approach for improving language and subject acquisition. Because it compares the findings of a single set of pupils, the research is quasi-experimental in this regard. Finally, this study sheds light on how CLIL teachers may encourage and motivate students to talk in the classroom by employing the appropriate strategies and techniques to assist them improve their content and language abilities.

Alarcón (2017) led a study that was created with the goal of determining if theme-based instruction had an impact on the development of English language speaking skills in students in the eighth year of General Basic Education at the Unidad Educativa Atenas. As a result, a bibliographic investigation of the aforementioned topics was conducted, as well as a survey of students and English teachers at the

institution, the results of which revealed that this methodology had only recently been implemented, and as a result, the speaking skill has not exploded as one would expect. It was found that theme-based instruction has an impact on the development of speaking skills since this methodology pretends to teach in a natural way by discussing and speaking about topics that are appropriate for students' age, interests, and likes.

1.2 Theoretical framework

Independent variable: Contend and Language Integrated Learning

1.2.1 Teaching of languages

People learn their mother tongue according to what they hear around them, this language can be taught by parents, grandparents, cousins, brothers or others (Painter, 2015). However, we can all learn another language. Thus, teaching additional languages means teaching a second, third, or more languages to students residing in their home countries or in nations to which they have immigrated. With so many languages in the world and so many reasons why students need to learn them, teaching additional languages is both a challenge and an opportunity for educators. While it is true that many people want to speak and write in English, many others also want to learn French, Japanese, Swahili and other languages. Therefore, there are several essential ideas for teaching any language.

Educators should have a good knowledge when teaching a new language, it refers to oral and written language that is understandable, and that is above the current level acquired by the student (Judd, Tan, & Walberg, 2019). This information allows the acquisition of vocabulary and grammar, which, in turn, facilitate a better understanding of the additional information received. More exposure to language is not enough; students need to be aware of the fundamental characteristics of information for it to be useful. Communicative language instruction incorporates activities that prepare students for the natural use of additional language outside the classroom. Language is seen as more than just exercises in grammar and memorizing words. The goal is to train students in language skills that allow them to function on

their own, without the help of their teachers. Students need to learn what language is effective and culturally appropriate in a given context.

Errors in learning additional languages are a natural part of learning, but they must be detected and corrected promptly. Students can practice with each other, detecting and correcting each other's mistakes, under the supervision of teachers. The teacher's mission is not to dominate the classroom (Judd, Tan, & Walberg, 2019). Instead, the teacher can introduce students to real language models (meaningful information), focus on the language forms being studied, use a limited number of controlled exercises to build confidence, and allow students to interact using the language. in natural communicative functions. Thus, the classroom should not be completely student-centered or completely controlled by the teacher; rather, both approaches should contribute to learning. Finally, teachers can also use more techniques, methods and strategies to make students understand better.

Traditionalist methods in language teaching

To understand the reason for the conception of traditionalist methods of language teaching must clearly locate the context in which they arose. Starting in the mid-twentieth century, several assumptions are presented by Skinner (1953),supporting the theories of a behaviorist current initially presented by Pavlov (1930) regarding his studies of conditioned reflexes and supported by studies of empirical psychology conducted by Watson in 1913; the result of these postulates is to place the student as a passive and only receptive entity within the process of teaching-learning that will respond positively or negatively to the stimuli that the teacher can give, and therefore, puts the teacher as main protagonist of the process completely ignoring the student's universe and the way in which it carries out its cognitive development (Dewett, 2010).

Various methods such as the audiolingual method, grammar translation or the direct that were very popular in their time, they stayed in force for so long already that prized to give positive results when the students who followed this method could formulate complete sentences in a foreign language or mainly understand and produce texts in the target language. All these traditionalist methods have as main axis Skinner's

postulates on Operant Conditioning that indicates that the behaviors or in the case of education, the knowledge that is set they are the ones that are repeated the most times.

The principles of the behavioral current of Plavlov and Skinner are later complemented with postulates such as those of Bloom (1956) and Gangné (1985) that will lead to the collective acceptance of behaviorism as a pedagogical model and at the same time comes to consider language teaching as a mechanical process that from repetition can create habits of use of the language that result in communication (Abbott & Wingard, 1981). Later in the same century the Cognitivist current will emerge as a result of a critique of the behaviorist model, this time the postulates refer above all to the internal process that the student performs to result in learning.

I know it goes from seeing language study as the creation of communication habits that are acquired through repetition, to the understanding of all the mental processes that occur so that the student assimilates the language, the variation of meanings, the generalizations and particularities, synthesis, etc. And all the variations that are going to be produced according to the context of the student.

In this framework, students stop being a passive entity and begin to consider themselves as protagonists of their own learning since through the process that he is capable of doing in order to learn can provide a solution to problems that arise; to get to this troubleshooting stage where what is learned can be truly used in a useful way, the learning must be meaningful; that is, the new knowledge that the student acquire they have to be able to relate to those that the student already had so that Ausubel (1983) are truly assimilated and not as a result of the repetition. In this way the student will be able to use this knowledge not only in certain context and situation such as giving the lesson in an English class, if not be able to respond to different problems of daily life as a power buy a coffee in another country (Brown, 2015).

These postulates of the cognitivist current would come to be sustained with the studies of Piaget (1952) who will stipulate that thought and language are develop separately since intelligence begins to develop from the birth, as well as the stages of cognitive development of a person that mark the moment when an individual can learn to speak after having reached a level of cognitive development, this theory will lead to the birth of several other postulates regarding how to learn a language. This new

current of teaching will be complemented with the statements of Vigotsky (1978) who emphasizes the importance of the social character of the language and the fact that your main goal is communication.

From this moment on there will be a radical change to the way of teaching in general, in which the student is the only protagonist of the process while the teacher and the contents remain at a subordinate (Cornejo, 2012).Traditionalist language teaching methods were used by several years and although some of them appeared to be effective in their time, none succeeded develop in students a genuine mastery of production skills that could be verified through spontaneous communication in the foreign language, by less not generally for all students or most of them; but nevertheless, of the criticisms of the mistakes that were made in each of them, they achieved establish recommendations to improve them which could give rise to the methods modern language teaching.

1.2.2 Modern methods for teaching languages

The dictionary of the Royal Academy of the Spanish Language defines a method as the procedure that is carried out on a regular basis or that is followed in the science to find the truth and teach it. In the case of language teaching, seen the birth of various methods, as Thonrbury (2010) postulates that the development of eleven language teachers has not been a flat and linear process but a spiral in which the same dimensions and the same objectives have been pursued differently (Adair,2010). Moving on from traditionalist methods, which in many cases despite the antiquity, continue to be applied by various teachers, even the most recent developments that are gaining ground in the language area due to the constant need to innovation, the fact is that all these methods seek to respond to the needs of a student who requires the management of foreign languages as a competence essential for today's world of work.

There are numerous ways for teaching languages, some of which are well-known and others which are unknown. First, CLIL Content and Language Integrated Learning is a method of teaching both the subject and the language through learning content in a second language. (Šulistová, 2013). Furthermore, it may improve memory retention by establishing links between scientific presentation and real-world examples

and personal experiences, putting things into context and allowing for increased neural representation in people's mind. Students can bring the numbers or stats that are being presented into context by using brightly colored visuals. It is more likely that the student will believe and fully comprehend what is being taught if they can not only hear but also see what is being taught. It allows the pupil to relate to the subject in a different way.

Based on the postulates of Vygotsky, who emphasizes the social importance of language, a new current is derived, the current socio-constructivist holds that all learning is intimately linked to a social interaction where the acquisition of new knowledge is directly related to this interaction. Within the framework of this trend, the conception of the teaching-learning process in the classrooms it will also change since at first the role of the student was passive and the teacher was the protagonist, in Cognitivism the student was the protagonist and the teacher had almost no importance, but in Socio-Constructivism it will be seen for the first time a horizontal pedagogical model in which both the student and the teachers play a leading role in the teaching-learning process.

This owes to Vygotsky's theory that they are going to position the teacher as a guide who will lead students towards their zone of proximal development (ZPD) (Palacios, 2010). "The difference between the level of tasks that are implemented with the help of the adults and the level of tasks that can be developed through activities that are independent, determines the area of potential development of the child. What the child can do today with help, you can do it tomorrow by yourself. " (Palacios, 2010). This results in the understanding in the new stream that for the learning takes place, the student must necessarily have interaction with another person of superior knowledge and that is where the teacher's role makes sense.

The teacher who performs the role of guide, leading the student to mental processes each time higher and in turn, the leading student in charge of relating the new knowledge with your previously acquired knowledge to give solution to real life problems, all this in a social framework where the objective main is interaction with other people; in this sense the Constructivist current marked a change in the history of teaching that has resulted in the modern foreign language teaching methods that are

applied to this day and that have been shown to have good results in the development of skills responsive and productive English language learners, as the focus communicative or task-based method.

1.2.4 Computer assisted language learning (CALL)

The use of a computer in the language learning process is referred to as CALL (Computer-Assisted Language Learning). There are many various topics that can be taught by CALL systems in the trend of learning language, such as grammar, speaking and pronunciation, writing, and other essential abilities. It can also provide feedback, which is an important aspect of any pedagogical approach. CALL has ushered in a revolution in language instruction. Before the advent of technology, traditional methods of language learning were unable to meet the demands and expectations of language learners for effective communication. Furthermore, with the lack of software programming and a plethora of other tools that could help learners improve their language skills quickly, learning became difficult and time-consuming (Derakhshan, Salehi, & Rahimzadeh, 2015).

1.2.6 Content and language integrated learning (CLIL)

Coyle, Hood and Marsh (2010) define CLIL as a two-dimensional educational approach in which an additional language is used for teaching both language and content. This means that in the teaching-learning process there is a double approach, both in content and in language. Each is related with another, even if the emphasis is greater on one or the other at a given moment (Porras, 2013). Another definition provided by expert authors on the subject, is that CLIL is a dual educational approach (Marsh & Wolff, Diverse Contexts – Converging Goals: CLIL in Europe, 2012).

According to Marsh and Wolff (2012), three essential aspects must be highlighted in this general definition of CLIL. Most importantly, CLIL should not be seen simply as a language learning teaching approach (Frigols-Martín, 2012). This approach focuses on both language learning and the content of the subject studied. The intention is not simply that, through the teaching of subjects through a foreign language, linguistic competence in that language can be improved, but that the

approach is oriented both to content learning and to language learning. Secondly, it is just as important that the CLIL framework, content, and language are learned in an integrated way. As an example, the case of subjects such as history or geography. Both involve the learning of language and content and both are related to each other, they are treated as a whole, at least in Primary Education contexts.

Thus, we see that the objective of CLIL is the integration of both learning, as in the previous case, of language and content. And finally, considering the given definition, it is worth mentioning that in CLIL language is both a means of learning and a content. According to Frigols-Martín, (2012) CLIL is a way of learning languages but rarely a way of teaching languages. This means that the teaching of the language plays a fundamental role as long as it is carried out in conjunction with the authentic teaching-learning of the content. The essence of CLIL is integration. CLIL is a technique for teaching and learning content as well as language. Integration is at the heart of CLIL. This integration has two goals in mind:

Content classes include language instruction. For example, math, history, geography, programming, science, civics, and other subjects. This entails reorganizing data in a way that makes it easier to comprehend. CLIL techniques include the use of charts, graphs, drawings, hands-on experiments, and the elaboration of fundamental concepts and vocabulary. Second, Subject-specific content is employed in language-learning sessions. Working with other subject teachers, the language teacher combines vocabulary, terminology, and texts from those other topics into his or her classes. Students learn the language and discourse patterns they need to grasp and utilize the subject (Frigols-Martn, 2012).

The dual approach, which yields benefits in both subject and language at the same time, marks a shift in both content and language teaching technique. The concept of a three-pronged strategy, in which content and language goals are pursued by executing advanced cognitive-level comprehension, generally referred to as thinking skills, has exacerbated this disparity. CLIL helps students develop to a more advanced level of learning in general, as we indicated in the preceding section. This threefold technique is illustrated in the following diagram (Frigols-Martn, 2012).

To grasp CLIL and how to connect subject and language education, we must first identify the various components that make up the approach and how they are related. A reference framework that integrates four blocks explored within a context has been designed for this purpose. These blocks form the foundation for developing CLIL-based curricula. Content, communication, cognition, and culture are the four categories (Coyle, Hood, & Marsh, 2010).

Communication: It is necessary to acquire a language that is relevant to the learning context, to learn it through that language, and to reconstruct the content and cognitive processes associated with it. Such language must be clear and easy to understand. Learning cannot take place without interaction in the learning environment. When the learning situation is conducted in a foreign language, this has ramifications. As a result, the language is utilized to study while also learning to use it in a conversational manner (Coyle, Hood, & Marsh, 2010).

Cognition: Learning and thinking are two aspects of cognition. CLIL must challenge students to build new knowledge and abilities through reflection and participation in both higher and lower order thinking in order to be effective. CLIL isn't about passing on information from an expert to a beginner. CLIL aims to provide people the freedom to construct their own interpretations and to challenge them (Coyle, Hood, & Marsh, 2010).

Content: The focus of the content is not only on acquiring knowledge and skills, but also on students developing their own knowledge and skills, it is a personalized learning. The entire strategy throughout the learning path is initially guided by the content. The substance of the lesson should enhance students' knowledge, abilities, and comprehension of certain themes in the curriculum (Coyle, Hood, & Marsh, 2010).

Culture: In order to enhance international understanding, it is necessary to study in a different language. This feature involves multicultural elements in the project planning, such as providing the context of the information across cultures. This allows students to be exposed to a variety of perspectives and shared information, which helps them become more conscious of one another and of themselves. All of this is depicted in the diagram above (Coyle, Hood, & Marsh, 2010).

Frigols-Martín (2012) associates the four CLIL components in the following way. CLIL focuses on the backdrop (content) rather than the form. Long-term application of such concepts is unlikely to be aided by repeating linguistic patterns or remembering terminology or facts. People typically need to connect new information with their existing knowledge, abilities, and attitudes in order to gain new knowledge and skills. Making meaning of things, on the other hand, is a personal as well as a societal process (culture). New knowledge and abilities are also created through personal analysis and reflection, as well as cooperative learning (cognition), which is accomplished through a communicative process (communication). It is critical to experiment with new knowledge and the skills necessary to use that knowledge in a relevant context in order to retain knowledge over time.

Going deeper into the part on learning a language using CLIL, it is crucial to remember that cognitively challenging content must be integrated with the usage and learning of the language. Coyle, Hood and Marsh (2010) developed a Language Triptych that explains how to connect subject and language learning goals. The pamphlet explains how to evaluate language demands in CLIL settings and defines the many forms of language demand that affect CLIL. The triptych complements, rather than replaces, the grammatical progression. He encourages students to use the language by analyzing the vehicular language employed in CLIL from three perspectives: the language of learning, the language for learning, and the language via learning.

Language is a tool for communication and learning that can be defined as "learning to use the language," or "language learning and language using" (Marsh, 2012). Three types of language learning should be addressed within CLIL for this purpose: The first is the learning language, which is made up of the subject's core lexicon and grammar. Second, there is the language for learning: this is the language that students will need to operate on the subject in real-life situations. Third, language as a means of learning: this is based on the idea that effective learning requires the active engagement of language and cognition. Students require the language to help them and to allow them to advance their mental processes when learning new material and progressing in their language acquisition (Coyle, Hood, & Marsh, 2010).

Dalton-Puffer (2011) states that the wonderful new that CLIL contributes to pedagogy in general is the combination of language and topic instruction; nevertheless, what is important is that students are able to develop much deeper cognitive skills and enhanced as a result of this method, making them protagonists of their own learning. The CLIL-main Compendium's objectives can be described as follows: Develop your ability to communicate across cultures, prepares for internationalization by allowing students to explore topics from a variety of perspectives, allows access to subject-specific terminology or language, improve your target language's worldwide competence, develop your ability to communicate verbally, in the classroom, he or she uses a variety of teaching methods and procedures, and boost motivation among students.

1.3 Dependent variable: Speaking skills

1.3.1 Language

Language is a tool for expressing oneself. It allows us to communicate our thoughts, ideas, feelings, and emotions to others. Richards and Schmidt (2013) defined language as a system of human communication that consists of the systematic organization of sounds or their written representation into bigger entities. Morphemes, words, phrases, and utterances are only a few examples. It can also refer to non-human communication mechanisms such as bees' language and dolphins' language. We use language for a huge variety of things, from writing letters and notes, until gossiping with our friends, chatting, giving speeches, and talking to ourselves in the mirror. However, when you think about it, there are a number of repeating functions that are generally served, despite the many varied ways we use language. Some appear to be so mundane as to go overlooked as functions, while others are loftier and nearly abstract. The crucial thing to remember is that they are all of similar value linguistically (Lieb, 2021).

Language does not discriminate, regardless of the social weight we assign to particular purposes (Alshami, 2019). In order to communicate, pupils at a higher level of language are expected to expand the breadth and complexity of the language they use and understand. They continue to expand their vocabulary and grammatical expertise, as well as their conceptual understanding of how language works, in order

to build, analyze, and evaluate arguments on a variety of themes related to course content and the target language culture or cultures. Language acquisition consists of two modern language courses language initio and language mastering that are offered in a number of languages, and a classical languages course that is offered in many languages (International-Baccalaureate, 2018).

Furthermore, due to the nature of language study in the latter, the classical languages handbook contains special goals for classical learning. Language acquisition courses such as language initio and language mastery are aimed to equip students with the essential skills and intercultural knowledge to communicate effectively in a setting where the language learned is spoken (Lieb, 2021). This approach helps the student to go beyond the classroom, broadening their worldview and cultivating respect for cultural variety. Students' linguistic talents are developed in the two modern language courses, language initio and language mastery, through the development of receptive, productive, and interactive skills as specified in the syllabus subject section. The classical languages course focuses on the study of classical languages, literature, and culture of the language studied (International-Baccalaureate, 2018).

1.3.2 Language skills

According to Rivers (2018) learning a foreign language, when skillfully taught in appropriate circumstances, provides a new perspective, gradually broadening the horizon of the learners by adding a new means of contact and a new cultural trend, and gradually increasing the sense of pleasant accomplishment. One of the most significant components of learning a language is developing a set of abilities that, once acquired, can be applied in a professional setting. Because they incorporate some senses, this set of abilities is the most specific and necessary when teaching a language.

Al-Jawi (2010) indicates that there are four crucial skills to learn when acquiring a language. Listening, speaking, reading, and writing are the four language skills. According to the author, the main reason for separating and addressing these skills is to underline their importance and to allow teachers to focus on their education and work with them in a healthy manner. Some language skills are missed during school training, resulting in inadequate and insufficient exposure; research shows that

listening and communicating are not taking into account and poorly understood in some countries. These abilities are typically regarded as passive. Furthermore, language skills are also classified into three groups which are receptive skills, productive skills and interactive skills.

International-Baccalaureate (2018), states that students' receptive skills include the ability to comprehend and assess a wide range of written and spoken authentic personal, professional, and mass media texts, as well as basic literary aspects such as theme, story, and character. They dissect arguments, separating essential points from supporting facts and justifications. To determine meaning, they employ a variety of methods. Second, when applying productive skills, students present and develop their ideas and opinions on a variety of themes, both verbally and in writing. They use explanations and examples to build and support arguments. They speak and write extensively and purposefully to address a variety of communicative requirements, including describing, narrating, comparing, explaining, persuading, justifying, and assessing.

Finally, students demonstrate some capacity to shift style or emphasis in interaction skills by initiating, maintaining, and closing oral dialogues. They employ a range of tactics to keep talks and discussions flowing on a variety of themes related to course material and the target language's culture. Negotiating meaning and encouraging dialogue are skills that students have mastered (International-Baccalaureate, 2018).

1.3.3 Productive skills

According to Djigunović (2006), when a person begins to study a foreign language, he or she is exposed to all linguistic groups both consciously and unconsciously. The sharing of knowledge generated by a language user, whether in spoken or written form, is referred to as effective skills or called productive skills. There would be no successful skills without the assistance of helpful people. This theoretical background applies to any language under study. Both abilities are inextricably linked, and one cannot exist without the other. When learning a foreign language, it is common for receptive skills to come first, followed by the practical

application of productive ones. The end outcome will be incomplete if one of them is missing a learning mechanism.

Productive skills can be demonstrated by participating in a variety of activities, depending on the level of the learner. The results for elementary and intermediate learners can begin with composing texts for a range of purposes and giving oral presentations on themes of interest. They create descriptive texts and personal letters; they compare things, tell anecdotes, give thorough accounts, and express their views and opinions on abstract or cultural issues (International-Baccalaureate, 2018).

Students can convey and develop their ideas and opinions on a number of themes at higher levels, both orally and in writing. They use explanations and examples to build and defend their arguments. They describe, narrate, compare, explain, persuade, justify, and evaluate in length and with purpose in order to address a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying, and evaluating (International-Baccalaureate, 2018).

As a result, exposure to hearing and reading activities is required to build mastery and competence in natural production. As a result, even if language skills are divided into groups, they must be trained in order to get the desired results for students and teachers. There are other abilities that need to be developed as well, but they will be introduced to learners gradually while they learn the new language; however, it is vital to begin with the fundamentals (Gallardo, 2021).

1.3.4 Speaking skill

Speaking involves the creation of auditory messages through the mouth, tongue, glottis, and vocal cords, among other articulatory organs of language. Speaking, in other terms, is the act of articulating sounds and words in order to convey information. To create the sounds of the words, each code employs vowel and consonant phonetic combinations. Then, as part of a language's lexicon and according to the syntactic limitations of each lexical word's role in a sentence, such words are utilized in their own semantic character. (Kelly & Harmer, 2001).

Brown (2004) emphasizes the necessity of honing speaking micro and macro abilities in order to achieve a thorough and correct growth of the main skill. Micro-

skills in speech refer to abilities at the sentence level. Phonemes, morphemes, words, collocations, fluency, and phrasal units are among the tiniest bits of language they produce. Speaking macro-skills, on the other hand, are skills at the discourse level. They concentrate on more complicated aspects including correctness, discourse, style, intonation, cohesiveness, verbal communication, and nonverbal communication, among others. The phrase "verbal communication" can be used to describe both writing and speaking as effective skills. When it comes to speaking, this word is commonly referred to as oral communication.

Ferguson and Terrion (2014) state that speaking skill is described as the ability to communicate meaning from one entity or group to another by the use of a mutually understood system of signs, symbols, and semiotic principles. Oral communication, in other terms, is the process of communicating information through the exchange of words in a mutually understood language. determine that oral communication refers to any sort of interaction between people that involves the use of words and includes both speaking and listening. This process can be carried out in person or via technology such as phones, cellphones, laptops, or VOIP systems such as Skype, Zoom, Google Meets, among others (Levis, 2018).

Triwittayayon and Sarobol (2018) state that, in order to have an effective oral interaction, he specifies five factors that all discussion participants must consider. The first is about substance, and it states that the information communicated during the speaking process must be significant, intelligible, relevant, clear, and succinct for all participants. The second is about organization, which indicates that there must be an introduction, development, and conclusion of concepts in the global message. The third consideration is grammar, which stipulates that the message should contain as few errors as feasible. Word choice and order, as well as grammar structures, must be considered by the speaker. The fourth point is about pronunciation, and it emphasizes that, while there are many different accents, all of them are correct, it would be easier for everyone in the conversation to understand if they tried to use a standard accent. The last one is about fluency. It refers to a speaker's ability to speak for an extended period of time without pauses or interruptions. To be understood by everyone, the perfect discourse must flow naturally and continuously (Levis, 2018).

Discourse management: The ability to organize topics and turns throughout a conversation, as well as to fix any communication breakdowns, is referred to as discourse management. Initiating and maintaining topics, making eye contact, taking turns, being polite, watching and responding appropriately to nonverbal behaviors are all skills that must be used and coordinated when carrying on a conversation. Individuals must keep track of their own contributions throughout discussion while also considering their conversational partner's stated and implicit reactions, intents, and knowledge. According to the existing literature on language use and conversational skills in individuals with ASD too. The ability to contribute new information to topics introduced by others, shift topics appropriately, provide turns for others within conversation, take turns appropriately, and repair conversational items are all important (Austin, 2013).

Furthermore, discourse management refers to the ability to create long-form written and spoken pieces, such as discussions. Discourse management, for example, is frequently used as a criterion in formal evaluations of spoken and written language. We employ a variety of methods in the classroom to create effective speech, including cohesion and coherence, paralinguistic tools, various communication functions, and conversational principles. Some of these, such as aspects of cohesion and functions, can be explicitly taught. Others improve their discourse management skills through activities including guided and free talk, roleplaying, theatre, and presentations (Admin, 2019).

Grammar and vocabulary: Due to there is a combining of words into a context, grammar and vocabulary are two crucial factors in the language learning process. Grammar and vocabulary are taught as two separate areas, but they can be connected through four aspects: knowledge, accuracy, fluency, and flexibility, according to his paper Grammar and vocabulary: Showing the Connections. This section of the exam, first in Grammar, assesses the accuracy of previously learned structures. Because currently studied structures have not yet been internalized, students' grades should not be influenced by a lack of control of them. Form, word order, verb tense, subject-verb agreement, subject omission, and so forth are all important considerations. In terms of vocabulary, the exam assesses how well a student utilizes terminology correctly, with enough diversity and appropriateness for the level

and interlocutor. Students should be able to apply previous levels' terminology (Hunston, Francis, & Manning, 1997).

Pronunciation: This is the development of substantial sound in two senses. It is first and foremost utilized as part of a formal linguistic code, as well as to obtain significance in the sense of use. As a result, we should discuss pronunciation in terms of speech activities. When people speak straightforward English, good pronunciation is essential (Kline, 1989). Furthermore, plain words would be more accessible and would aid listeners in understanding the content. Word stress, intonation, intelligibility, and phonology are also components of pronunciation (segmental, suprasegmentally features) (Dalton & Seidlhofer, 1994).

On the other hand, in speaking exams, students must communicate intelligibly, which means that even if the speaker has a strong or unfamiliar accent, a non-EFL will be able to understand them. Individual sound pronunciation, word and phrase stress, and intonation are also included in the phonological aspects. One syllable stands out from the others in words with two or more syllables because it is pronounced louder and more clearly. Finally, stress can be employed to convey critical information (Cambridge, 2020).

Interactive communication: this is a critical criterion because students must learn and generate language in a situation where they may gradually communicate using topics that interest them, such as how to begin and end a conversation, greetings, suggestions, feelings, likes, and dislikes, and so on. Information regarding how students deliver a message is provided by interactive communication (smooth flow of speech). It also assesses students' ability to correct for communication disruptions by employing techniques, as well as their ability to initiate and maintain speaking (Ilbay, 2018).

Keep in mind the following characteristics: First, there is a pausing hesitation which are too long, unfilled pauses, chopped language. Second, tactics including circumlocution, self-correction, rephrasing, mimicking, clarifying, eliciting further information, comprehension checks, and confirmation checks can be used (Cambridge, 2020).

1.3 Objectives

1.3.1 General objective

To analyze the influence of Content and Language Integrated Learning in the students' speaking skills development at third semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" program.

1.3.2   Specific objectives

- To establish the components of the Content and Language Integrated Learning methodology.

- To identify the students' level in speaking skills through a pre-test and post-test in students of the third semester at "Pedagogía de los Idiomas Nacionales y Extranjeros" program.

- To determine how Content and Language Integrated Learning methodology develops students' speaking skills.

CHAPTER II

2. METHODOLOGY

Within this chapter the methodology used throughout the process of this research will be specified. Some aspects related to the process and other elements used to obtain the required data and analyze whether the dependent variable has any influence on the independent variable will also be mentioned.

2.1 Resources

2.1.1 Population

This research was developed with the participation of 37 third-semester students who were studying Linguistics II, a subject that is part of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at "Universidad Técnica de Ambato". The 37 students who took part in this project are young adults from 19 to 26 years old, 7 men and 30 women.

Table 1 Population

Population	Experimental Group	Percentage
Male	7	19%
Female	30	81%
Total	37	100%

Source: Direct research.
Author: Tisalema, A. (2022).

2.1.2 Instruments

2.1.2.1 Direct teaching method

The most prevalent method of instruction is direct teaching. It happens when a teacher uses whatever means they want to address the class, communicating information to all of the pupils at once. Although the lessons are well-organized, and this method is good for teaching specific information and skills, the style of this sort of instruction might hinder creativity (Zohar & Aharon-Kravetsky, 2005).

2.1.2.1 Test teaching test approach and instruments

TTT (test, teach, test) is a teaching approach in which students execute a task or activity without the assistance of the teacher. The teacher next plans and presents the target language depending on the issues identified. The students are then given another work to do in order to practice the new language (Admin, 2019).

This research was carried out at Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato. People who participated in this research were 37 students at third semester during the Linguistics II classes. The classes were developed once a week for sixty minutes. The procedure and instruments that I used for collecting data were in the following order:

1. Administer the B1 Cambridge test speaking part as a pretest to the group of students for individual initial speaking skills evaluation.

2. Intervene the group of students by employing CLIL methodology to improve speaking skills.

3. Apply the B1 Cambridge test speaking part as a posttest for individual final speaking skill evaluation.

4. Determiner the students for final insights about CLIL methodology at the end of the intervention.

Before applying all the instruments and speaking rubric, they underwent a validation process which came from my thesis tutors who has a great knowledge about the topic under study, helped to assure that instruments were clear and accessible enough for students. She checked and evaluated the instruments and the rubric.

At the beginning of the research, the Cambridge Pet exam was applied as a pretest and post-test. It has 4 parts divided into two individual and two collaborative tasks. This exam was applied by the guide of the tutor who told to the authors the level of exam that students could take to measure their individual speaking skill level. Virtual courses were used to conduct the test, which included Zoom, various recording applications, and a social networking site. These tests are useful for tracking students'

progress in proving or refuting the study premise. Furthermore, the rubric for this exam, which was obtained from Cambridge.org, was critical in terms of properly testing students. The grades range from 1 to 5, with 5 being excellent, 4 representing excellent and ok, 3 representing ok, 2 representing ok and poor, and 1 representing the lowest or worse grade. It is simple to determine the pupils' level and what they need to improve based on the results collected. As a result, having a rubric to determine a student's level is critical. In addition, the rubric identifies the area that will be developed. Both pretest and posttest applied the same activity which was a speaking part which contains four parts: Part 1general questions, Part 2 (A) learning a language (B) at a party, Parts 3 and 4 Work and relaxation. To fulfilled successfully the activity, students must accomplish with a set of speaking parameters.

During the pretest application, the researcher was an active participant and listener of the process since she had to take notes and gave the students grades according to the parameters of the rubric. At the end every pair intervention was twelfth minutes. The results showed an overall picture of students' initial individual English-speaking skills performance. After that, the teacher – researcher intervened the group by implementing the CLIL methodology to address speaking activities during the Linguistics II classes. In the application the CLIL components were developed: content, communication, cognition and culture. Moreover, regarding cross-curricula subject, syntax was used to contextualize learning. For the speaking process instruction, students worked with different cross -curricula subjects reading materials to get meaningful input and be able to create their own speeches improving the general knowledge about the subject and the language skills acquisition at the same time.

After six weeks of intervention, students were assessed again with the application of the posttest. It had the same tenor as the pretest, and likewise the posttest was checked using the same rubric with the same parameters used before. Finally, researcher took pictures during the development of the implemented speaking activities in class in order to evidence both researcher and student' work.

2.1.3 Procedure

Following the direct teaching method, in the first day of class, the researcher introduces herself. Then, present to students a pre-test and explained what they had to

do. All this process took 60 minutes; students took the first test in pairs through breakout rooms on zoom. The research was carried out in six weeks with a total of two days per week with one hour each one. The first thirty minutes, the researcher used lesson plans to reinforcement of what they were watching in classes of Linguistics II. The second 30 minutes, used to supervise the learning. Finally, students took the post-test with the same instructions and questions that the pre-test previous tested, it lasts 10 - 12 minutes. Furthermore, all the data collected during this process from the pre-test and post-test was analyzed and tabulated to be presented in tables and figures with an explanation in each one.

2.2 Methods

2.2.1 Research Approach

This research was based on a mixed approach, that is, qualitative-quantitative because it is necessary to explore in depth the causes and effects that cause a certain situation or problem, in addition, all the information. Hernández, et al., (2010), argue that all research work is based on two main approaches: the quantitative approach and the qualitative approach, which together form a third approach. Therefore, the qualitative method to carry out and collect the information of the theoretical framework, and the quantitative because it is the use of a specific statistical method to analyze and interpret the information collected from the tests, with the data then verify the hypothesis.

2.2.2 Experimental research

In experimental research, an independent variable is manipulated to observe the relationships, effects and consequences it causes on the other variable (Hernández et al., 2013). Experimental research is carried out with a scientific approach, where one variable is held constant, while the other variable is measured as the subject of the experiment. Therefore, CLIC was used in the classroom to develop the speaking skills of the students. Additionally, a speaking pre-test was applied to find out their level of speaking, then the treatment and finally a post-test. All the data was collected, analyzed and the hypothesis was verified through the use of statistical tools.

2.2.2.1 Research design

The experiment for this study was prepared by the author taking into account the class in which the students were going to be at the time of the application of the experiment, that is, a linguistics class with the theme of Syntax. The selected class plan was approved by the tutor of this thesis since it is a class plan of a university teacher, and the same template is given by the Ministry of Education in Ecuador. Moreover, this was modified for each class that was taught for 6 weeks.

2.2.3 Field research

Jáñez (2008) points out that field research is an operational "Application of the scientific method in the treatment of a system of variables and their relationships, enriching a specific field of knowledge" (p. 124). The field modality in this research was a systematic and coordinated analysis of problems that arise in a reality in order to describe, and understand them to explain their causes and effects.

2.2.4 Bibliographic research

This research used bibliographic research, which contributed to build the theoretical framework and gather information about the problem under study based on the information that exists in books, theses, manuals and even on the internet. Thus, this helps the two variables "CLIC" and "speaking skills". Reza (1997) states that bibliographic research refers to the fact that the researcher acquires the information needed mainly through documents. In other words, these documents already exist and are: Books, newspapers, magazines, statistics, theses, published research, among others.

2.2.5 Method of data analysis
2.2.5.1 Regression analysis method

Sykes (1993) states that rregression analysis is a statistical method for determining the relationship between two or more variables. Typically, the researcher is trying to figure out what causes one variable to affect another. Thus, this type of methodology is based on quantitative research since we use numerical data to obtain statistical analysis. To know statistically what the results were, some programs were used such as excel and the SPSS

program and several of its commands were used to obtain statistical bar graphs, linear graphs, and others.

2.2.5.2 Hypothesis testing method

This method is used to see if a certain argument or conclusion holds true for the given data collection. It enables the data to be compared to alternative hypotheses and assumptions. It can also help predict how business actions will affect the company. To know if the hypothesis was rejected or approved, the Wilcoxon signed Ranks test was used (Herreras, 2005).

2.2.6 Level or type of research

2.2.6.1 Exploratory level

This research had an exploratory level because it was necessary to collect information that allows knowing, analyzing and diagnosing the current situation in which the procedures and activities were carried out. The explanatory research works as a preliminary investigation in which it was important to have a first contact with the subject under investigation, they are studies that are not very closed and very flexible (Merino et al., 2015).

2.3 Hypothesis

Alternative hypothesis

Ha: Content and Language Integrated Learning influence in the students´ speaking skills.

Null hypothesis

H0: Content and Language Integrated Learning does not influence in the students' speaking skills.

2.4 Variable identification

Content and Language Integrated Learning (Independent)

Speaking skills (Dependent)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter displays the results obtained from the pre and post-test that were applied to third-semester students in the subject Linguistics II as part of "Pedagogía de los Idiomas Nacionales y Extranjeros " program. The part taken from the test was the speaking paper of the PET. Tables and figures are presented so that the results are clearly seen and an explanation and interpretation of the data is also included for better understanding.

Data were collected from 37 students who participated in the interventions using the Contend and Language Integrated Learning approach to develop speaking skills. The tables and figures show the four assessment scales of the rubric, grammar and vocabulary, discourse management, pronunciation and interactive communication, which serves to give an overall grade in the pre- and post-test (Cambridge, 2020). In addition, the averages of the grades obtained in each assessment scale are detailed to facilitate the analysis in the tests.

Lastly, a normality test was performed using the statistical program SPSS to determine the inferential statistics to be used in this study. After this, it is observed that the data do not follow a normal distribution. Hence, the Wilcoxon's Nonparametric Two Related Samples Test was applied to validate the hypotheses, accepting or rejecting them (Herreras, 2005).

3.2 Pre-test and post-test grammar and vocabulary assessment scale

Table 2 Pre-test and post-test grammar and vocabulary assessment scale

Results	Pre-test	Post-Test	Difference
Average	2.5	3.9	1.4

Source: Direct research.
Prepared by: Tisalema, A. (2022).

Figure 1 Pre-test and post-test grammar and vocabulary assessment scale
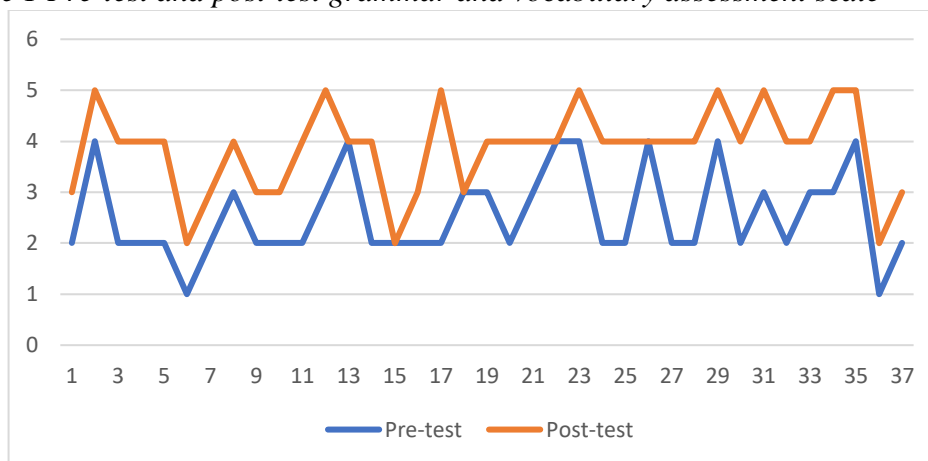
Source: Direct research.
Prepared by: Tisalema, A. (2022).

Analysis and interpretation

Following the TTT approach (Admin, 2019), the PET exam's Speaking segment was given to 37 students as a direct teaching method, and it consisted of four parts that were used to assess their level of speaking using four different scales of the official rubric. The average of the grammar and vocabulary assessment scale in the pre-test was 2.5, while it was 3.9 in the post-test, with a difference of 1.4 points. The blue line represents the pretest results, while the orange line represents the post-test findings.

The average has risen, and it is obvious that using CLIL aids in the development of vocabulary and grammar in order to convey meaning. Students employed suitable terminology and showed good command of simple grammatical forms (Hunston, Francis, & Manning, 1997). This grammar and vocabulary assessment table shows the huge improvement that students have since they had the lowest grade in the pretest and the highest difference of averages between pre and post-test.

3.3 Pre-test and post-test discourse management assessment scale

Table 3 Pre-test and post-test discourse management assessment scale

Results	Pre-test	Post-Test	Difference
Average	2.7	3.9	1.2

Source: Direct research.
Prepared by: Tisalema, A. (2022).

Figure 2 Pre-test and post-test discourse management assessment scale
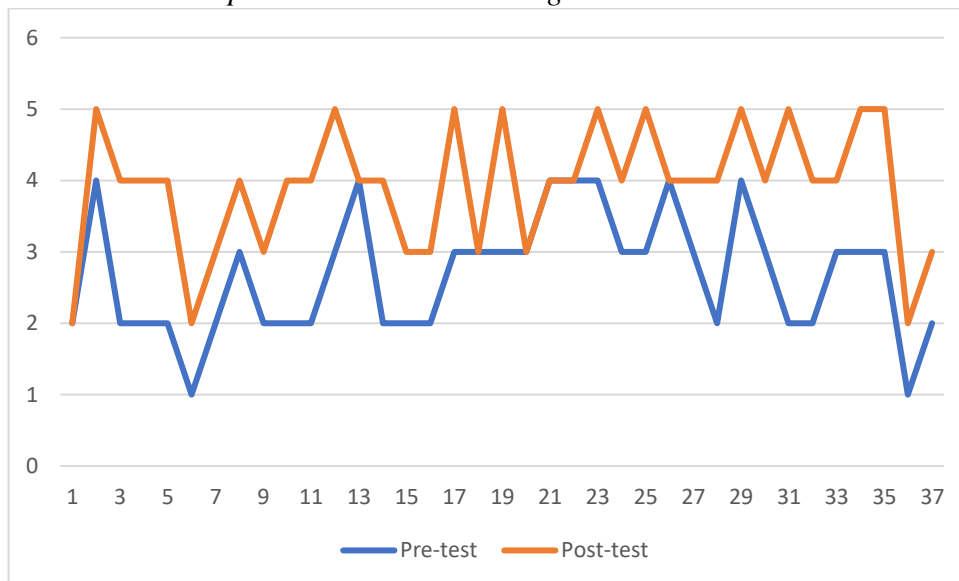
Source: Direct research.
Prepared by: Tisalema, A. (2022).

Analysis and interpretation

Table 3 illustrates the averages of the pre-test and post-test when referring to the assessment scale of discourse management in students. Students received an average of 2.7 points in the pre-test, and an average of 3.6 points in the post-test, indicating a 1.2-point improvement in language development.

Students' discourse management improved as seen by the data, which demonstrates that longer sentences are employed despite hesitancy, contributions are largely relevant, and fundamental cohesive devices are used. As a result, the students were able to speak with cohesion and coherence, utilizing cohesive resources, vocabulary, grammar, and discursive indicators. Furthermore, the language used was improved since it was suitable, and discourse markers were employed to give the conversation more significance (Austin, 2013).

3.4 Pre-test and post-test pronunciation assessment scale

Table 4 Pre-test and post-test pronunciation assessment scale

Results	Pre-test	Post-Test	Difference
Average	2.8	4.0	1.2

Source: Direct research.
Prepared by: Tisalema, A. (2022).

Figure 3 Pre-test and post-test pronunciation scale
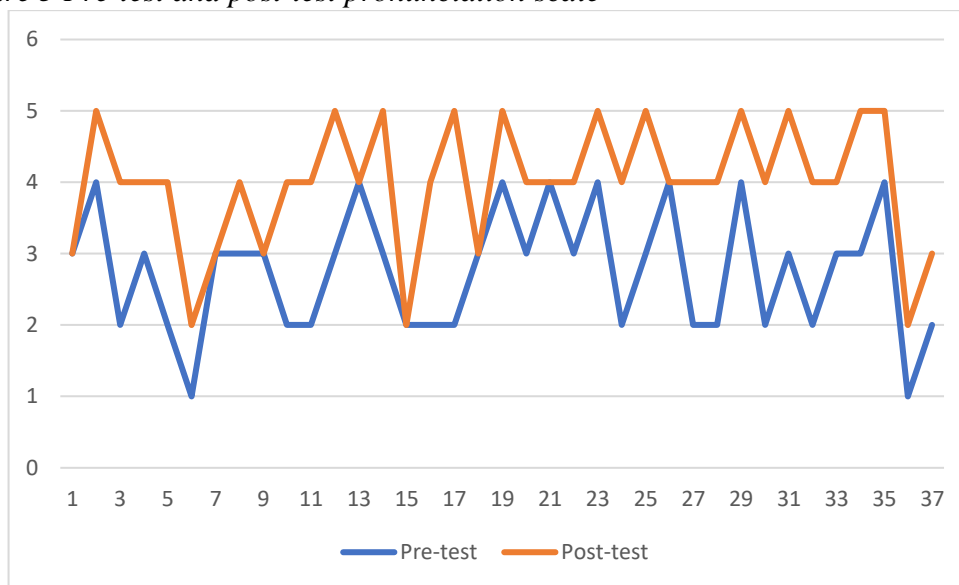
Source: Direct research.
Prepared by: Tisalema, A. (2022).

Analysis and interpretation

Ton table 4 in can be seen that the pre-test and post-test findings are displayed in relation to the pronunciation assessment scale. The pre-test yielded an average of 2.8 points, whereas the post-test yielded 4.0 points. The kids' pronunciation has improved significantly, with a score rise of 1.2 points.

There were some minor pronunciation issues at first, but the statistics demonstrate that after treatment, the pupils' pronunciation improved. Thus, students' production of English sounds, phonemes, word stress and others had an impact. The post-test line demonstrates that the pronunciation is mainly understandable and that, similar to the other averages, the majority of students had a significant improvement while a few others remained at their previous levels (Dalton & Seidlhofer, 1994).

3.5 Pre-test and post-test interactive communication assessment scale
Table 5 Pre-test and post-test interactive communication assessment scale

Results	Pre-test	Post-Test	Difference

Average	2.8	4.1	1.3

Figure 4 Pre-test and post-test interactive communication assessment scale
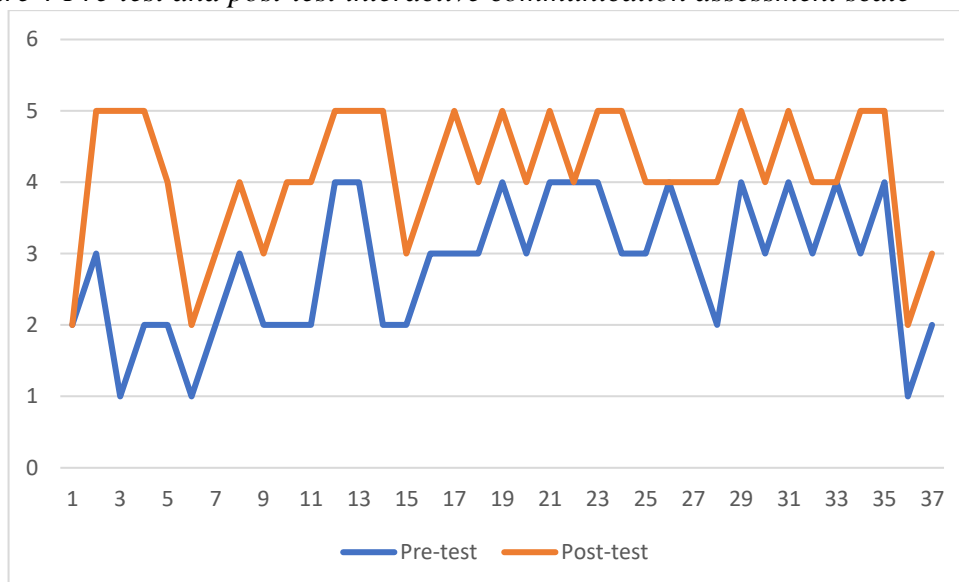
Analysis and interpretation

The results of the pre-test and post-test for the interactive communication evaluation scale are shown in Table 5. The pre-test had an average score of 2.8 points, whereas the post-test had an average score of 4.1. The average difference was 1.3 points, indicating that the pupils' interactive communication has improved.

In this table, you can see that there has been a significant improvement since the average exceeds 4 points, and it can be also seen in the graph that numerous students received the highest score, which is 5 points, as determined by the rubric utilized. It means that some students are excellent with their interactive communication it means that they could create cooperative conversations according to the situation stablished by the Pet exam (Ilbay, 2018).

3.6 Pre-test and post-test average and difference

Table 6 Pre-test and post-test average and difference

Results	Pre-test	Post-Test	Difference
Average	10.8	15.9	5.1

Source: Direct research.
Prepared by: Tisalema, A. (2022).

Figure 5 Pre-test and post-test average and difference
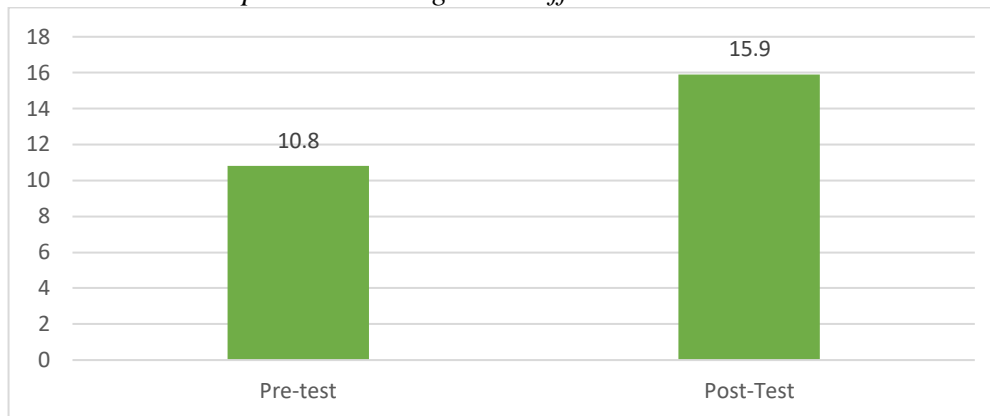
Source: Direct research.
Prepared by: Tisalema, A. (2022).

Analysis and interpretation

Table 6 displays the average of the results from the pre-test and post-test. The pre-test average was 10.8, but after giving the treatment to the third-semester students, the average was 15.9 points, indicating a considerable improvement. It's worth noting that these are out of a possible total of 20 points. The results demonstrate a 5.1 difference, indicating that the pupils' speaking ability has improved as a result of the program.

It can be seen from these results that at the beginning of this study the students did not have a good level in the development of speaking and its branches. In addition, a great difference can be observed in the results of the pre-test and post-test and the average of their difference. In other words, the CLIL method has helped to improve the 4 scales established in the rubric taken from Cambridge and the students have improved remarkably and it was showed following the regression analysis method (Sykes, 1993).

3.7 Verification of hypotheses

3.7.1 Hypothesis statement

Null hypothesis (H₀)

Content and Language Integrated Learning does not influence in the students' speaking skills.

Alternative hypothesis (Ha)

Content and Language Integrated Learning influence in the students´ speaking skills.

3.7.2 Test of Normality
Table 7 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,143	37	,054	,937	37	,036
POSTTEST	,212	37	,001	,899	37	,003
a. Lilliefors Significance Correction						

Source: Direct research.
Prepared by: Tisalema, A. (2022).

3.7.3 Wilcoxon signed Ranks test
Table 8 Wilcoxon signed Ranks test

		N	Mean Rank	Sum of Ranks
	Negative Ranks	0[a]	,00	,00
	Positive Ranks	36[b]	18,50	666,00
Posttest – Pretest	**Ties**	1[c]		
	Total	37		

a. Post-test < Pre-test
b. Post-test > Pre-test
c. Post-test = Pre-test

Source: Direct research.
Prepared by: Tisalema, A. (2022).

3.7.4 Test Statistics[a]

Table 9 Test Statistics[a]

	Posttest – Pretest
Z	-5,243[b]
Asymp. Sig. (2-tailed)	,001

a. Wilcoxon Signed Ranks Test.
b. Based on negative rank.

Source: Direct research.
Prepared by: Tisalema, A. (2022).

Following the hypothesis testing method, the negative ranks (a) are set to zero, positive ranks (b) are equal to 36, and ties (c) are set to one after using the SPSS program and the Wilcoxon signed Ranks test. Following that, there is a 0.00 intermediate rank and an 11.00 middle rank. 0.00 and 18.50 are the two results of the mean rank. The asymptotic meaning related to the hypothesis has a value of 0.001 in the following table concerning the statistical test. The null hypothesis is rejected, and the alternative hypothesis is accepted, because this value is lower than the reliability range (0.05). This demonstrates that the treatment used, namely Content and Language Integrated Learning influence in the students' speaking skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

According to the results of the Wilcoxon signed Ranks test, it can be concluded that the CLIL methodology benefits the speaking skill development of the students from third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Technical University of Ambato. It can be proved when comparing the averages of the pre-test and the post-test since the results showed an increase of 5.1 points comparing the tests averages.

Grammar and vocabulary, discourse management, pronunciation and interactive communication were improved and determined in this project by the guide of the Cambridge rubric parameters and the results of the pre-test. These 4 areas were developed using the CLIL method in a linguistics class with the syntax topic and using a designed lesson plan which helped to have good results in this experiment.

The CLIL method used in a syntax theme was helpful since a lot of activities could be developed taking into account syntax rules, structures, categories and sentence phrases in order to have a real class and having an improvement on each area. The improvement was from 1.2 to 1.4 points in the 4 speaking the areas.

According to the results achieved, it is concluded that the application of the CLIL method made possible to develop the teaching process of a foreign language. Therefore, it is considered that it contributes favorably to the speaking skills of the English language, since various curricular contents can be integrated with the language in order to ensure that students develop interest in the language and at the same time reinforce their knowledge and speaking skills.

4.2 Recommendations

Based on the finding of the research, the researcher would like to pose some suggestions for English teachers in practice, students, novice teachers, and other researches.

The in-depth study of this research topic is recommended since knowing this methodology helped in large part to improve the average of the students. Teachers should try to implement new ways to develop meaningful lessons to their students by applying new activities with the CLIL method which support their students learning. They must create the appropriate environment to develop their writing, listening and reading skills too by taking some important ideas of this study.

The use of a lesson plan was a great help, so teachers should use this instrument to improve the spoken English in students to improve English language learning. Teachers should learn about CLIL methodology since it brings several benefits to the EFL classrooms. Moreover, it is part of the new Ecuadorian curriculum; thus, every single teacher should be familiarized with it to improve their practices at school. CLIL methodology is a good way to contextualized students learning inside of their frame.

It is important to understand that not all students learn in the same way so there could be a significant improvement in the majority of students and a few others can stay in their levels, that's why it is important to apply different activities taking into account students' needs and using CLIL since it is a complete method used for everyone.

It is necessary to choose different topics such as morphology or pronunciation in order to apply the CLIL method and use it for more than the time estimated in this study. It could be helpful to have better results in the development of students speaking skills. Moreover, students can learn in a better way a difficult subject and make it easy to understand.

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ANNEXES

Annex 1: School Approval

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18/10/2021

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los idiomas nacionales y extranjeros
Facultad de Ciencias Humanas y de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los idiomas nacionales y extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Content and Language Integrated Learning in speaking skills**" propuesto por el estudiante Tisalema Fiallos Andrea Michelle, portador de la Cédula de Ciudadanía 1804920963, estudiante de la Carrera de Pedagogía de los idiomas nacionales y extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Firmado electrónicamente por:
SARAH JACQUELINE IZA PAZMINO
....
Lic. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Pre and Post-test.

Sample Test 2018

Examiner booklet

Confidential

Contents

Part 1

General questions

Part 2	**Parts 3 and 4**
1A Learning a language	1 Work and relaxation
1B At a party	

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ………… and this is ………… .
To Candidate A	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

1A Learning a language

Interlocutor	Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. **A,** here is your photograph. It shows **people learning a language.** *Place Part 2 booklet, open at Task 1A, in front of candidate.* **B,** you just listen. **A,** please tell us what you can see in the photograph.
Candidate A 🕑 *approx. 1 minute*	………………………………………….… **Back-up prompts** • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At a party

Interlocutor	**B,** here is your photograph. It shows **people at a party.** *Place Part 2 booklet, open at Task 1B, in front of candidate.* **A,** you just listen. **B,** please tell us what you can see in the photograph.
Candidate B 🕑 *approx. 1 minute*	………………………………………….… **Back-up prompts** • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

Part 3

Interlocutor   Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates   ....
🕐 *approx. 2–3 minutes*

Interlocutor   Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor   *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**

- **Do you prefer to relax with friends or alone? (Why?)**

- **Is it important to do exercise in your free time? (Why?/Why not?)**

- **Is it useful to learn new skills in your free time? (Why?/Why not?)**

- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

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Activities to help the man relax
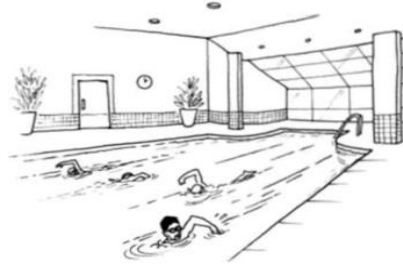
Annex 3: Speaking Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	• Shows a good degree of control of a range of simple and some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	• Produces extended stretches of language with very little hesitation. • Contributions are relevant and there is a clear organisation of ideas. • Uses a range of cohesive devices and discourse markers.	• Is intelligible. • Intonation is appropriate. • Sentence and word stress is accurately placed. • Individual sounds are articulated clearly.	• Initiates and responds appropriately, linking contributions to those of other speakers. • Maintains and develops the interaction and negotiates towards an outcome.
4	*Performance shares features of Bands 3 and 5.*			
3	• Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	• Produces extended stretches of language despite some hesitation. • Contributions are relevant and there is very little repetition. • Uses a range of cohesive devices.	• Is intelligible. • Intonation is generally appropriate. • Sentence and word stress is generally accurately placed. • Individual sounds are generally articulated clearly.	• Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	*Performance shares features of Bands 1 and 3.*			
1	• Shows a good degree of control of simple grammatical forms. • Uses a range of appropriate vocabulary when talking about everyday situations.	• Produces responses which are extended beyond short phrases, despite hesitation. • Contributions are mostly relevant, despite some repetition. • Uses basic cohesive devices.	• Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	• Initiates and responds appropriately. • Keeps the interaction going with very little prompting and support.
0	*Performance below Band 1.*			

Annex 4: Lesson Plan Template.

CLIL LESSON PLAN **SUBJECT:**	CLASS:	DATES:	TEACHER:

OBJECTIVE:	LEARNING OUTCOMES:		CONTENT:
	Know: Be able to:		

COMMUNICATION	COGNITION	CULTURE	PROCEDURE
Vocabulary: Structures: Functions		Be aware of:	

RESOURCES	ASSESSMENT

Elaborated by: Cumbe Dorys PUCESA 2015

Annex 5: Experimental Design

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de trabajo de graduación o titulación previo a la obtención del Título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros Mención: Inglés.

Theme: CLIL IN SPEAKING SKILLS

Author: Andrea Michelle Tisalema Fiallos.

Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2022

TABLE OF CONTENTS

INTRODUCTION

The CLIL Method (Content and Language Integrated Learning) or CLIL methodology, for its acronym in English, refers to any situation in which the subjects and contents or part of them, are taught through a foreign language with dual focus objectives, these being the learning of the content and simultaneously learning a foreign language (Frederighi, 1992). This approach involves learning topics such as history, geography or others, through additional language. It can be very successful in improving the learning of languages and other subjects, and development in young people. A positive 'yes' attitude can 'towards themselves as language learners (Abbott & Wingard,2016, p. 54).

The CLIL method is a dual approach educational method as mentioned above since in this method an additional language is used for teaching and the learning of both the content and the language, that is to say that unlike the traditionalist methods for education the objectives are not only focused on the content and not only in language, but the achievement of one has an influence directly in the domain of the other by being intertwined, even if some of them need to be the teacher emphasizes one or the other at a certain moment, the majority of time a balance will be sought. Integrated Learning of Foreign Languages and other Curricular Content involves studying subjects such as history or natural science in a language other than one's own. CLIL is very beneficial for both the learning other languages (French, English, ...) as for the subjects taught in those languages. CLIL's emphasis on the "resolution of problems" and "knowing how to do things" makes students feel motivated by be able to solve problems and do things even in other languages (Stren, 2013, p.112).

By proposing language as a tool to learn, communicate and solve problems of a content completely foreign to grammar, pronunciation, Using the language itself, there is an unconscious process of motivation. First of all, already that is the way you learn a language in real life, you learn by listening, reading, writing, speaking every day in the language in such a way that the process is more natural and makes the student feel more comfortable, and secondly the student needs to use the language if he wants to master the content in such a way that regardless of their fears, mistakes they may make

or shame, they have to force yourself to master it and continue to advance with the contents of the program.

For this reason, in order to achieve the objectives of the current investigation that involves the use CLIL metodology and speaking skills, it was necessary to carry out 6 lesson plans on students of the third semester from "Pedagogia de los Idiomas Nacionales y Extranjeros".

GENERAL OBJECTIVE

- Design CLIL lessons at Linguists II to promote speaking skills.

SPECIFIC OBJECTIVES

- Developed lesson plans with a focus on the use of the CLIL methodology for speaking skills.
- Apply different designs of lesson plans in classrooms.
- Evaluate the post-test application.

SCOPE OF THE EXPERIMENT

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF HOURS	SPEAKING SKILL	ACTIVITIES
N.-1	Syntax Introduction	Syntax rules	1	Grammar and Vocabulary	- PPT presentation. - Online practice activities.
N.-2	Sentence Structure	Structural ambiguity Det – N – V – Det – N	1	Discourse Management	- PPT presentation. -Online practice activities.
N.-3	Syntactic Categories	Rules, concepts and examples.	1	Pronunciation	- PPT presentation. - Online practice activities.
N.-4	Lexical Categories and Functional Categories	Noun (N) Verb (V) Preposition (P) Adjective (Adj) Adverb (Adv) Determiner (Det) Auxiliary (Aux)	1	Interactive Communication	- PPT presentation. - Online practice activities.
N.-5	Noun Phrase	Rules, concepts and examples with hierarchical diagrams.	1	Grammar	- PPT presentation. - Online practice activities.
N.-6	Verb Phrase	Rules, concepts and examples with hierarchical diagrams.	1	Vocabulary	- PPT presentation. - Online practice activities.

Author: Tisalema

LESSON PLAN 1

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

CLIL IN SPEAKING SKILLS

Lesson Plan 1

Tisalema Fiallos Andrea Michelle

CLIL LESSON PLAN SUBJECT: SYNTAX	CLASS: 3RD LEVEL "A"	DATES: 22/11/2021	TEACHER: Tisalema A.

OBJECTIVE:	LEARNING OUTCOMES:	CONTENT:
To analyze sentences structures and make them grammatically correct.	Know: Syntax Be able to: Write and recite correct sentences by following syntax rules.	**Syntax explanation**

TEACHER ACTIVITIES	COMMUNICATION	COGNITION	CULTURE
Download the documents and do the activities according to what the teacher asks: https://n9.cl/1bh59 **WARM UP:** Writing sentences- complete the sentences: (worksheet 1) *ask 3 students for their answers and check them. **DEVELOPMENT** *Explain what is syntax about by using the warm up sentences. *make student to listen to two words and copy them in their notebooks. *1. The President nominated a new Supreme Court justice.* *2. "President the new Supreme Justice Court a nominated."* * ask students which of them is well written? *Explain: why is the second sentence ungrammatical? * Explain grammatical relations of a sentence, such as subject and direct object. (use worksheet 2) **WRAP UP:** ask student to correct sentences and analyze the correct syntax way with students (worksheet 3)	**VOCABULARY**: Syntax Ungrammatical grammatical **STRUCTURES**: Subject–Verb–Object **FUNCTIONS**: **Giving opinion**: I think that is was incorrect because ………… **Describing**	Checking sentences Understanding some syntax rules. Correcting sentences	**BE AWARE OF**: Any speaker of any human language may make and comprehend an endless number of sentences.

RESOURCES	ASSESSMENT
Internet, Zoom, Worksheets, Lesson Plan.	

Homework: Homework in pairs: ask students to write 5 sentences each one by starting with the phrase or sentence that they want and repeat the first part to the whole sentences similar to the warm up activity and ask them to get in pairs and exchange the sentences with a partner and record an audio telling the 5 sentences of the chosen partner. Pag 77 book Introduction to language. (Worksheet 4)

Source: Cumbe, D. (2015)

Prepared by: Tisalema (2022)

LESSON PLAN 2

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

CLIL IN SPEAKING SKILLS

Lesson Plan 2

Tisalema Fiallos Andrea Michelle

CLIL LESSON PLAN SUBJECT: SYNTAX	CLASS: 3RD LEVEL "A"	DATES: 29/11/2021	TEACHER: Tisalema A.

OBJECTIVE:	LEARNING OUTCOMES:	CONTENT:
To analyze different syntactic structures.	Know: Syntax Be able to: Recognize the ambiguity of some phrases.	**Syntactic structures (ambiguity)**

TEACHER ACTIVITIES	COMMUNICATION	COGNITION	CULTURE
Download the documents and do the activities according to what the teacher asks. https://n9.cl/c6pjk **WARM UP:** ask students to look at the picture and sentence and analyze it (Worksheet 1) *ask 2 or 3 students what do they think about that? **DEVELOPMENT** *The teacher analyzes the sentence with students taking into account the syntactic ambiguity explanation. *Ask students to do the activity (worksheet 2) and ask to students what they find ambiguous in each sentence and what are their meanings. Correct them if it is needed. **WRAP UP:** ask student to write an ambiguous sentence taking into account the syntactic ambiguity (worksheet 3)	**VOCABULARY**: Syntactic ambiguous Structural ambiguity **STRUCTURES**: Different structures **FUNCTIONS**: **Giving opinion**: I think that this picture represents_____.	Checking sentences Understanding some syntactic structures Analyzing sentences.	**BE AWARE OF**: A sentence could have different meanings.

RESOURCES Internet, Zoom, Worksheets, Lesson Plan.	ASSESSMENT
Partner activity Homework: ask students to analyze the structural ambiguity of some sentences and they have to choose one sentence and record and audio saying only one of the sentences and the meanings of the chosen sentence. Send the audio to your partner and analyze if you agree or disagree with him or her.	

Source: Cumbe, D. (2015)

Prepared by: Tisalema (2022)

LESSON PLAN 3

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

CLIL IN SPEAKING SKILLS

Lesson Plan 3

Tisalema Fiallos Andrea Michelle

<table>
<tr><td colspan="2">**CLIL LESSON PLAN**

SUBJECT: SYNTAX</td><td>**CLASS:** 3RD LEVEL "A"</td><td>**DATES:** 06/12/2021</td><td colspan="2">**TEACHER:** Tisalema A.</td></tr>
</table>

OBJECTIVE:	LEARNING OUTCOMES:		CONTENT:
To analyze different syntactic structures.	Know: Ambiguity Be able to: Use the template that gave the correct word order for English.		**Syntactic structures (template)**

TEACHER ACTIVITIES	COMMUNICATION	COGNITION	CULTURE
Download the worksheets here: https://n9.cl/r1d21 **WARM UP:** ask students to listen the sentences and ask them if they know the meaning of some difficult words. (Worksheet 1) *Show the sentences to students and ask them if the sentences are grammatically or ungrammatically. Make them notice that even if they don't know some meanings they can know if the sentence is correct or not. **DEVELOPMENT** *Explain the template order function Det—N—V—Det—N and give some examples. My cousin has a dog. My father wrote an article. Your sister bought a cellphone. *Make a simple tree diagram to see the parts and subparts of a sentence. (worksheet 2). * Ask students to write 3 sentences using the template that gave the correct word order for English. Det—N—V—Det—N (worksheet 3) and ask for examples **WRAP UP:** ask student to create a tree with one of their sentences (worksheet 3)	**VOCABULARY**: Syntactic ambiguous Structural ambiguity **STRUCTURES**: Det—N—V—Det—N **FUNCTIONS**: **Giving opinion**: I think that is is grammatically (ungrammatically), because___.	Checking structures. Understanding some syntactic structures. Analyzing sentences.	**BE AWARE OF**: Correct word order for English.

RESOURCES	ASSESSMENT
Internet, Zoom, Worksheets, Lesson Plan.	

Homework: Record yourself telling me 5 real life sentences using the template that gave the correct word order for English. Det—N—V—Det—N.

Source: Cumbe, D. (2015)

Prepared by: Tisalema (2022).

LESSON PLAN 4

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

CLIL IN SPEAKING SKILLS

Lesson Plan 4

Tisalema Fiallos Andrea Michelle

CLIL LESSON PLAN SUBJECT: SYNTAX	CLASS: 3RD LEVEL "A"	DATES: 13/12/2021		TEACHER: Tisalema A.

OBJECTIVE:	LEARNING OUTCOMES:	CONTENT:
To Inspect different syntactic categories.	Know: Syntactic structures Be able to: Recognize the syntactic category of some sentences.	**Syntactic categories**

TEACHER ACTIVITIES	COMMUNICATION	COGNITION	CULTURE
Download worksheets here: https://n9.cl/8g63fq **WARM UP:** ask students complete the chart according to the lexical categories (Worksheet 1) *ask students for answers. **DEVELOPMENT** *The teacher explains noun phrases structures. * Teacher explains verbal phrases. * Students develop NP and VP https://acortar.link/gLmuq4 *Teacher explains a little bit about prepositional phrases. **WRAP UP:** ask students to do the activity. https://acortar.link/Npv1bh	**VOCABULARY**: Noun Phrase Verb Phrase Prepositional Phrase **STRUCTURES**: NP, VP, PP **FUNCTIONS**: **Giving opinion**: The category is ……………	Checking words Understanding Syntactic categories Writing sentences correctly.	**BE AWARE OF**: A sentence could NP, VP, PP.
RESOURCES Internet, Zoom, Worksheets, Lesson Plan.	ASSESSMENT		
Homework: Write sentences using the words of worksheet 1m, they have to be grammatically correct. Record yourself reading the 8 sentences. (Worksheet 2)			

Source: Cumbe, D. (2015)
Prepared by: Tisalema (2022)

LESSON PLAN 5

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

CLIL IN SPEAKING SKILLS

Lesson Plan 5

Tisalema Fiallos Andrea Michelle

CLIL LESSON PLAN SUBJECT: SYNTAX	CLASS: 3RD LEVEL "A"	DATES: 20/12/2021		TEACHER: Tisalema A.

OBJECTIVE:	LEARNING OUTCOMES:		CONTENT:	
To identify the linguistic items.	Know: Syntactic structures Be able to: Create tree diagrams in a good way.		**Phrase structure**	

TEACHER ACTIVITIES	COMMUNICATION	COGNITION	CULTURE
Download Worksheets here: https://n9.cl/i92pi **WARM UP:** ask student to write in the zoom chat NP, VP, PP. *Ask few students to read their sentences. * Correct them if it is necessary. **DEVELOPMENT** *The teacher explains students' Linguistic items (Syntax-phrases) and the correct phrase structure. (worksheet 1). *Show the trees to students and explain a little bit. (worksheet 1) **WRAP UP:** students listen to some sentences and they have to write them and create the tree diagram for each sentence (worksheet 2)	**VOCABULARY**: Syntactic Tree diagram **STRUCTURES**: Subject–Verb–Object **FUNCTIONS**: **Giving opinion**: I think that this is ……………………………..	Checking sentences Understanding some syntactic structures Analyzing sentences.	**BE AWARE OF**: A sentence could have different meanings.

RESOURCES Internet, Zoom, Worksheets, Lesson Plan.	ASSESSMENT
Homework: ask students to write two sentences and create the tree diagram and record their voices describing each sentence and each tree orally. (Worksheet 3).	

Source: Cumbe, D. (2015)

Prepared by: Tisalema (2022)

LESSON PLAN 6

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
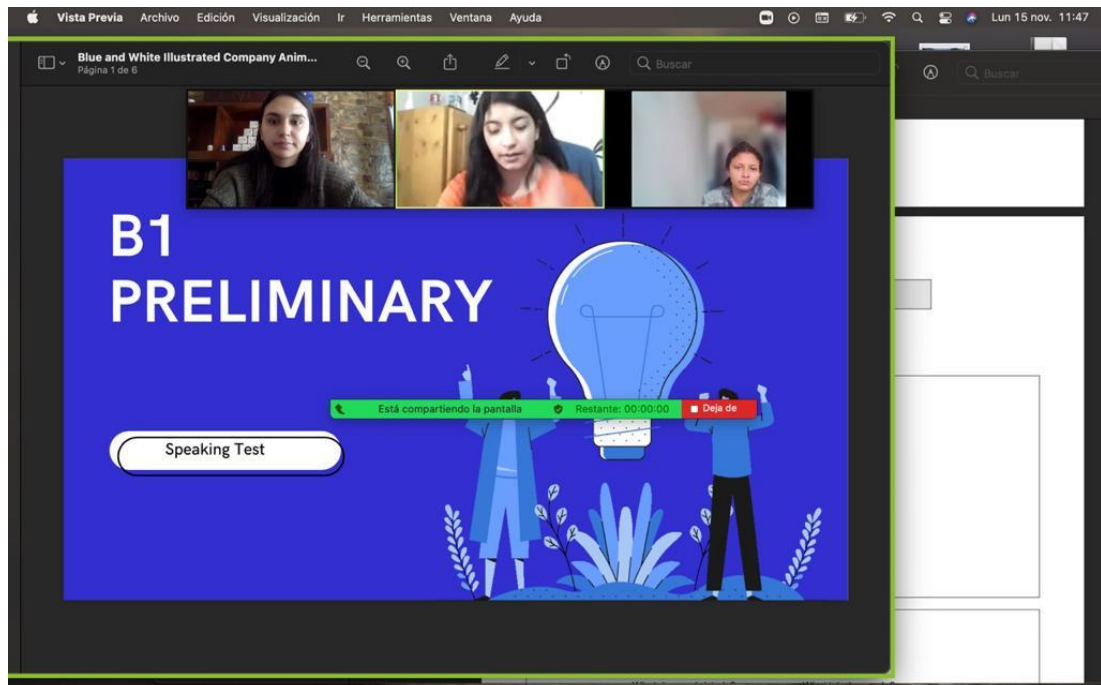
CLIL IN SPEAKING SKILLS

Lesson Plan 6

Tisalema Fiallos Andrea Michelle

CLIL LESSON PLAN **SUBJECT: SYNTAX**	**CLASS:** 3RD LEVEL "A"	**DATES:** 06/01/2022		**TEACHER:** Tisalema A.

OBJECTIVE:		**LEARNING OUTCOMES:**		**CONTENT:**	
To analyze different syntactic structures and phrases.		Know: Syntax Be able to: Create diagram trees with different sentences structures.		**Syntactic rules**	

| **TEACHER ACTIVITIES**	**COMMUNICATION**	**COGNITION**	**CULTURE**
Download worksheets here: https://n9.cl/v6g7r **WARM UP:** Ask some students to say phrases and the others have to say if each sentence is NP, VP, PP, ETC. *Correct them if it is necessary. **DEVELOPMENT** *The teacher starts by showing students a reading and they have to underline the sentences they find there. (worksheet 1) *Ask students to develop their own diagram trees with the underlined sentences and give them more explanation about syntax (transformational rules). **WRAP UP:** ask students to write a paragraph about their sexual orientation describing it in 80 words *Pairs activity: Exchange your writing with a partner and underline the sentences (worksheet 2)	**VOCABULARY**: Transformational rules **STRUCTURES**: Different rules and structures **FUNCTIONS**: **Giving opinion**: I think that THIS IS A SENTENCE BECAUSE	Checking sentences Understanding some syntactic rules Analyzing sentences. Writing a paragraph.	**BE AWARE OF**: Sentence could have different structures.
RESOURCES Internet, Zoom, Worksheets, Lesson Plan.	ASSESSMENT		
Homework: choose two sentences of your partner writing and create two tree diagrams with the last explanations. Record yourself reading your paragraph with the correct grammatical rules.			

Source: Cumbe, D. (2015)
Prepared by: Tisalema (2022

Annex 6: Evidences

Student's classes

Source: Pre-test
Author: Tisalema (2022)
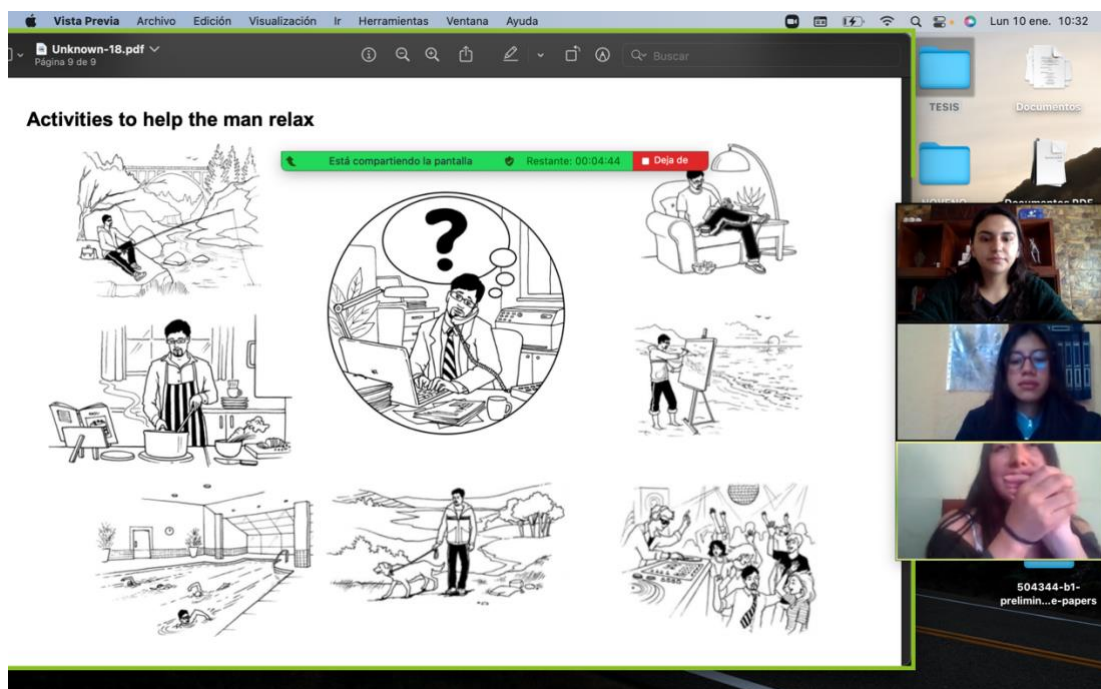
Source: Post-test
Author: Tisalema (2022)

Annex 7: Urkund report

Curiginal

Document Information

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