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CLIL APPROACH AND READING COMPREHENSION

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I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: "CLIL APPROACH AND READING COMPREHENSION" investigated by Miss Daniela de Jesús Sánchez López with I.D No. 1724170343, 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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I declare this undergraduate dissertation entitled "CLIL APPROACH AND READING COMPREHENSION" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

God, for filling me with much wisdom during this process. To my father, who is in heaven, for being a light on my path when several obstacles came my way and because I am certain that he is very proud of what I have been able to achieve. To my mother, because she is the person who keeps me on my feet every day as well as for her unconditional care and love. To my sister Inés and nephews, for motivating me to trust more in my abilities and for filling my life with joy.

Daniela

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RESUMEN

La siguiente investigación tuvo como objetivo evaluar la influencia del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) en la comprensión lectora. Un grupo de 23 estudiantes de tercer grado de primaria de la Unidad Educativa Bilingüe "CEBI" fue la población seleccionada para este estudio. Además, se trató de una investigación cuantitativa y pre-experimental. Implicó la aplicación de un pre y post-test utilizando la sección de lectura y escritura de la prueba Cambridge Movers. Además, Ciencias fue la asignatura elegida para estudiar los contenidos durante un tratamiento de 10 sesiones. Con el fin de desarrollar las estrategias de comprensión lectora de los alumnos, se planificaron numerosas actividades previas, durante y posteriores a la lectura. Como resultado, los alumnos progresaron, pasando de una media de 2,05 puntos sobre 10 a una puntuación global de 5,45 puntos también sobre 10 puntos. Además, estos datos mostraban una distribución normal, por lo que se utilizó la prueba de rangos con signo de Wilcoxon para averiguar el nivel de significación entre las variables, utilizando el programa Statistical Package for Social Sciences (SPSS). En conclusión, el nivel de comprensión lectora de los alumnos de tercer curso mejoró tras la aplicación del enfoque AICLE. Los alumnos fueron capaces de aplicar diferentes estrategias de comprensión lectora, entre las que predominaron la lectura para captar lo esencial, la lectura para obtener información específica y la inferencia. Por lo tanto, los alumnos pudieron desarrollar la comprensión literal e inferencial de los textos. Por otro lado, la comprensión evaluativa seguía siendo un reto para los alumnos porque implicaba la aplicación de estrategias de resumen y lectura crítica.

Palabras clave: Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE), enseñanza del inglés, comprensión lectora, estrategias de lectura.

ABSTRACT

The following research aimed to evaluate the influence of Content and Language Integrated Learning (CLIL) in reading comprehension. A group of 23 third-grade elementary students from Unidad Educativa Bilingüe "CEBI" was the selected population of this study. In addition, this was a quantitative and pre-experimental research. It involved the application of a pre and post-test using the reading and writing section of the Cambridge Movers test. Furthermore, Science was the chosen subject to study content during a treatment of 10 sessions. In order to develop students' reading comprehension strategies, many pre, while, and post-reading activities were planned. As a result, students made progress, moving from an average of 2,05 points out of 10 to an overall score of 5,45 points over 10 marks as well. Also, these data showed a normal distribution; thus, the Wilcoxon signed-ranks test was used to find out the significance level between the variables, using the Statistical Package for Social Sciences (SPSS) software. In conclusion, third-graders' reading comprehension level improved after the implementation of the CLIL approach. Students were able to apply different reading comprehension strategies, where reading for gist, reading for specific information, and inferring were predominant. Therefore, students could develop literal and inferential comprehension of texts. On the other hand, evaluative comprehension was still challenging for learners because it involved the application of summarizing and critical reading strategies.

Keywords: Content Language Integrated Learning (CLIL), English language teaching, reading comprehension, reading strategies.

CHAPTER I
THEORETICAL FRAMEWORK

1.1 Research background

This study involves the implementation of the CLIL approach as an innovative and significant way to develop students' reading comprehension. First of all, several academic papers were analyzed to investigate the influence of the CLIL approach to improve reading comprehension skills which included students of different ages and levels. Hence, this research analyzed the objectives, methodologies, and results which determine the way this investigation must be conducted.

Bayram et al. (2019) conducted a comparative research to examine to what extent CLIL and non-CLIL students differ in terms of reading comprehension skills. The authors collected data from a total of 124 fifth-grade elementary students studying at two private schools in Istanbul, Turkey. Both groups took the reading parts of KET (Cambridge Key English Test) as pre and post-test. In addition, pupils were divided into CLIL and non-CLIL groups. The former group worked with the CLIL-based instruction book 'Change', whereas the latter used the 'Project 3' book during 20 class hours weekly. Furthermore, the researchers used the Statistical Package for the Social Sciences (SPSS) 20.0 to assess the results through the normality test of distribution so as to carry out the data analysis. As a result, investigators found out that CLIL students outperformed reading comprehension goals as they got better scores on the KET test than the non-CLIL group.

Ahmed and Gaber (2017) examined the effectiveness of the CLIL approach to help students develop reading comprehension as well as retention skills. The population was 10 eighth-semester students of English language major at Majmaah University in Saudi Arabia. All learners were part of the experimental and control groups as it was a small population. Further, the Reading and Composing Skills Test (RCST) was slightly modified by qualified jury members to measure reading comprehension skills. Subsequently, students revised a 10-lesson teaching module of Content Language Integrated Learning (CLIL) during the experiment. Lessons covered several contents regarding science, geography, politics, environment, business, and even how to plan CLIL lessons. As a consequence, students performed better in the post-test. Finally, experts concluded that the CLIL approach is effective

to promote reading comprehension and retention skills as long as it is supported by an adequate variation of teachers' roles and appropriate techniques to adapt to all students learning styles.

Guntur et al. (2021) identified the effectiveness of CLIL on students' reading comprehension through a quasi-experimental research method. First of all, a multiple-choice test was designed, based on the Indonesian curriculum and college lesson plans with a focus on reading comprehension. The population was 40 students from the State Islamic Institute (IAIN) in Indonesia. Next, learners were divided into experimental and controlled groups where only 20 students were treated using the CLIL approach. Furthermore, investigators used the SPSS 20.0 software to measure the standard deviation and the average score from pre and post-tests. The results proved that there was indeed an increase in the average score of post-tests from the CLIL experimental group which led to the conclusion that the role of the CLIL approach is effective to improve students' academic achievement in reading comprehension.

Islami and Sudarmaji (2020) studied the effect of Content Language Integrated Learning on reading comprehension through a quasi-experimental research, applying a quantitative method. The population was a group of eleventh-grade students who studied at SMA Al-Ijtihad high school in Tangerang, Indonesia. A total of 57 students participated in this investigation in which 29 students were selected for the experimental class, taught under the CLIL approach. On the other hand, 28 students from the control group received conventional instruction. Nevertheless, both groups completed the same pre and post tests. In addition, the authors implemented the statistical calculation IBM SPSS version 24 to gather the different scores from the pre and post tests. Furthermore, results were also analyzed using the minimum completeness criteria (KKM) to determine students' progress in reading comprehension. As a result, researchers found out that scores of the post test were higher in the experimental group, moving from a maximum of 70 to 90, and a minimum ranging from 43 to 55. Although there was not a huge difference in results, investigators concluded that the CLIL approach was more effective than the conventional method because it helped students get a more active learning, and so more interest in applying reading comprehension strategies.

Amurdawati et al. (2020) identified the effectiveness of the CLIL approach on reading skills through a pre-experimental research. Students from third grade in Jetis District, Indonesia were the participants in this project. Researchers used a sample size of 99 students from two elementary schools. Learners were divided into 4 homogeneous groups (A, B, C, and D). All of them were involved in CLIL-based lessons, following the SQ4R learning model steps for reading (Question, Read, Reflect, Recite, and Review). Investigators carried out tests, interviews, and performance observations. These continuous classes helped the inquirers determine that Group A was the least motivated group in terms of reading lessons, while groups B, C, and D demonstrated high enthusiasm. Additionally, results were measured using Coyle's 4C framework (Content, Cognition, Communication, Culture) which were divided into scores over and less than 70% as well as the statistical analysis through paired t-test and N-gain test. In conclusion, third-grade students could effectively master subject contents and improve their reading comprehension skills due to the immersion of the CLIL approach.

Pinto (2018) discerned the impact of designing Content Integrated Language Learning worksheets in nursing and physical therapy students. This study had a qualitative approach, specifically it was an action research method. In addition, the analysis was carried out at Manuela Beltrán university in Colombia with second-semester students from physical therapy and nursing majors. Focus-group interviews and field notes were the principal techniques of this investigation. Also, six CLIL-based worksheets were applied altogether with five reading strategies to ameliorate students' reading comprehension. Fortunately, the use of this material helped students made a strong link between content and language learning. Students not only improved their grammar, lexicon and receptive skills, but also overall content knowledge about their field was learned. In conclusion, the author realized that the implementation of CLIL-based materials had a satisfactory impact in second-semester students' reading comprehension.

Dahik et al. (2017) carried out a mixed methodology with a focus on a descriptive study to find out how the CLIL approach helps in students' reading comprehension strategies. In addition, the article aimed to compare the effectiveness between the CLIL method versus the Direct Method through comprehensible input

activities. Therefore, third-year college students from the English Language Center (CENID) were the population of this study in Babahoyo, Ecuador. Students were divided into two equal groups. The CLIL approach was applied in the former group. Learners practiced several reading comprehension techniques such as predicting, eliciting, summarizing, dictogloss, and others. On the other hand, the remaining group participated in reading activities under the Direct method. The reading strategies for this group were questions and answers, editing, reading aloud, among others. Additionally, the instruments in this research were observation worksheets to compare and contrast students' performance in reading comprehension activities. Finally, the authors discovered that the learners who were part of the CLIL method showed a much better understanding of the topics; therefore, this approach became more appropriate for reading comprehension, whereas the Direct method was useful for communication.

Aguilera et al. (2019) reported the effect of the CLIL approach on the development of learners' reading comprehension through an action research; conducting a qualitative approach and descriptive scope, too. This study was carried out to 21 eleventh-graders (10 male, 11 female) in Tuluá, Colombia. In addition, researchers conducted the investigation in three stages. First, students completed the KET (Key English Test) diagnostic test to identify students' level of reading comprehension, designed for A2 level. Next, the authors applied an eighth-week implementation, combining the soft-CLIL approach, Bloom's taxonomy, and various reading comprehension strategies in lesson plans. Further, researchers collected data to describe teachers and students' perceptions about this approach through interviews, focus groups, surveys as well as using observation grids as instruments. Later, students took another KET paper test to determine if there was a progress. Consequently, 9 students reached the A2 level which is a satisfactory progress comparing to the first time, where only 1 learner could do it. To sum up, investigators concluded that the implementation of the CLIL approach and reading comprehension strategies during pre, during, and after-reading activities. Moreover, students gained more self-confidence to participate in class because they acquired more vocabulary; so, it became easier for them to comprehend reading texts.

Theporal and Sundarsingh (2017) remarked the uniqueness and significance of the CLIL approach when imparting reading skills. This was an experimental research which included 58 ninth-grade students from two different school in India. Firstly, researchers decided on grouping average students into the experimental group, and learners with a higher English level into the control group. Then investigators applied a pre-test, a mid-test, and a post-test to analyze students' performance in reading comprehension. Next, the authors implemented an eight-module treatment for the experimental group which intended to teach subject matters for developing reading comprehension skills. On the other hand, the investigators maintained a traditional method for the control group. As a result, students from the experimental group could learn more reading comprehension skills thanks to the use of the CLIL approach.

BinSaran (2021) pointed out the efficacy of the employment of the CLIL approach to develop the acquisition and retention of learners' reading comprehension skills. This descriptive study included the analysis of several investigations regarding the usefulness of the CLIL approach because Saudi EFL college students presented various problems concerning language awareness as well as content knowledge. Also, this paper examined the way other researchers conducted the CLIL approach in their lessons. Consequently, the author established that the CLIL approach strengthened learners' critical thinking for performing reading comprehension. Moreover, the CLIL approach was effective with any people's age and academic level due to the wide range of reading material. For that reason, the researcher concluded that the CLIL approach definitely encouraged students' reading comprehension because the use of texts was key in CLIL lessons.

Theoretical framework

Independent variable: CLIL approach

Language teaching

Language teaching refers to the process of knowledge instruction and construction through the acquisition of a second or foreign language (Maxom, 2009). The main purpose of language teaching is to help learners produce written and spoken language as if they were native speakers. Nowadays, the need of teaching English is more demanding due to the wide range of job opportunities abroad. Hence, a good

teacher must be prepared with several methodological approaches, techniques, and resources to empathize with students and eliminate boredom in the classroom while they are learning a language (Harmer, 2007).

Methods and approaches

Brown (2000) clarified the difference between method and approach based on Edward Anthony's theory in 1963. An approach is defined as a group of assumptions regarding language learning and teaching. On the other hand, a method is considered a systematic process of language supported by an approach. In addition, Richards and Rodgers (2001) supported these ideas with deeper concepts:

- **Approach:** It is an "axiomatic" set of interrelated assumptions, which means that it is something that plainly describes the nature of a subject matter. Based on Anthony's model, an approach is the ensemble of beliefs about language and language learning. So, it gives a clear idea of what skills, contents, and techniques should be taught to learners.
- **Method:** A method is a general plan which orderly presents the sequencing of language materials and resources to accomplish linguistic as well as subject-matter objectives.

Modern teaching methods and approaches

Communicative language teaching: It is an approach in which the objective is to foster communicative competence rather than linguistic competence. The former refers to know they way to produce language for different purposes as well as how to vary language use for spoken communication. Also, teachers work in the classroom as facilitators and monitors to ensure students the confidence to communicate effectively in real-world situations (Richards, 2006). Furthermore, CLT has a functional view of language. It means that not only structures and grammar are important, but also communicative functions play a significant role because they help learners operate structures and develop strategies to use several language functions for real-life communicative purposes (Littlewood, 1981).

Project-based learning: It is a teaching method that expects students to develop projects based on real-world situations. In addition, PBL makes learners adopt beneficial qualities such as analytical and problem-solving skills, responsibility, critical thinking, time management, confidence, among others. This is a good teaching method, especially for young learners because these abilities help them be prepared for college, careers, and citizenship. PBL is an interactive approach where students are highly motivated in group projects that include technology. As a consequence, learners are more concentrated in working actively; therefore, disruptive behavior fades (Larmer et al., 2015). Moreover, the use of laborious projects makes learners master content knowledge because of the implementation of complex skills, creativity, information analysis, and group collaboration. As a result, students will be able to confront future challenges at any life situation (Boss & Larmer, 2018).

Problem-based learning: It is a very specific approach that has its origins in medical education at McMaster university medical school, as a way to promote problem-solving skills instead of applying a memory-based learning (Barrows & Tamblyn, 1980). Hence, PBL is a student-centered approach that focuses on constructing knowledge starting from a real-life problem instead of a disciplinary knowledge. In addition, this approach involves the use of several stimuli, materials, and critical thinking skills to explore information and solve a situation (Boud & Feletti, 1997). Moreover, PBL follows a systematic procedure that starts from encountering the problem without previous exploration, setting out a hypothesis, integrating new knowledge through collaborative work, applying this new content to the problem, and reflecting the whole process (Schwartz et al., 2001).

Content Language Integrated Learning (CLIL)

According to Coyle et al. (2010), CLIL stands for Content and Language Integrated Learning which is a dual approach not only focused on content, but also on language. It is a fusion between subjects or parts of subjects and language simultaneously. Hence, the CLIL approach promotes learning using an additional language that can be considered a foreign or second language. The immersion of another language in education is not something new. On the contrary, the Roman Empire taught children Greek to have an additional language as well as to get more social and work opportunities. However, it was not until 1994 that David Marsh

introduced this term as an educational approach that has gotten success due to the fact it can be adapted to different contexts and applications.

Bentley (2010) noticed that CLIL has many definitions. However, the most relevant said that CLIL is an approach or method that teaches content from the curriculum along with the teaching of a non-native language. In addition, CLIL encompasses different methodologies from both subject and language teaching that also integrate thinking and communication skills. Therefore, the CLIL approach is appropriate for internationalization as well as various bilingual settings.

Furthermore, the CLIL approach could be encouraged through 4 core principles known as the "4C's" which are CLIL's driving forces. These are Content, Communication, Cognition, and Culture. From these components, students will develop some key competencies with the CLIL approach such as communicative competence, digital competence, social and civic competencies, and cultural awareness (Coyle, 2005; Bentley, 2010).

1. Content: It is considered the heart of the CLIL approach. It refers to the subject theme. Content helps determine the learning path and it mainly seeks for progression of knowledge and language skills at the same time. For example, mathematics, art, history, science, geography, ICT (Information and Communication Technology), politics, and philosophy are the most common curricular subjects.

2. Communication: The main focus of this principle is interaction, which goes beyond systematic grammar. Indeed, language use is taken into account, but using language to learn is relevant, too. The main objective of this element is to develop STT (Student talking time) and reduce TTT (Teacher talking time) through several activities that enhance students' spoken language production. Further, learners require communication in CLIL lesson because students need to express ideas, facts, and thoughts about subject content. Even giving feedback is a useful language function in CLIL to promote learners' meaningful interaction.

3. Cognition: This core element has cognitive skills, also known as thinking skills that are the most essential for information processing. According to Bentley (2010), these

skills are divided based on Bloom's taxonomy in LOTS (Low-order thinking skills) and HOTS (High-order thinking skills).

Bloom's original taxonomy

The Bloom's original taxonomy was a classification system which is useful for categorizing learning objectives. This framework was designed by the American psychologist and educator Benjamin Bloom in 1956. The purpose of its creation was to foster educational goals in the curriculum development (Anderson et al., 2001). Hundreds of students in the United States dealt with annual examinations where test items only covered the lowest cognitive skills. For that reason, Bloom created this tool to facilitate teachers to determine the congruence in educational objectives, planning activities, and assessment (Krathwohl, 2002).

Furthermore, the original structure of the Bloom's taxonomy included six key categories based on content and behavior (Anderson et al., 2001; Krathwohl, 2002).

-Knowledge: It refers to content knowledge which is a subtype of factual knowledge. In other words, it is the knowledge of terminology and technical vocabulary as well as specific facts from observation and reliable information sources.
-Comprehension: It involved understanding information through the translation, interpretation, and extrapolation of content knowledge.
-Application: It was the implementation of both knowledge and comprehension in a practical way to solve problems.
-Analysis: It focused on the detailed examination of elements, relationships, and principles.
-Synthesis: It involved the use of existing ideas for the production of a unique plan to examine abstract relations and draw conclusions.
-Evaluation: It referred to internal and external judgements for decision-making.

The revised taxonomy

Anderson et al. (2001) reviewed the modified Bloom's taxonomy, edited by Bloom's colleagues Lorin Anderson and David Krathwohl. There was a need to revise this system due to the longevity of the Handbook which contains valuable theory, but

lacks of the new knowledge, goals, and current changes in education. Therefore, some modifications regarding vocabulary, objectives, and the framework's overall structure were made.

Nowadays, the revised taxonomy covers the following cognitive process dimensions:

Remember: This is the least complex category from the hierarchy. It consists of recovering useful knowledge from long-term memory. Two of the main verbs are recognizing and recalling which consider the four main types of knowledge (factual, conceptual, procedural and metacognitive).

Understand: It refers to the construction of meaning through oral and written communication. It is the replacement of "Comprehension" because some cognitive processes in this category are broader than comprehension. Therefore, this category includes cognitive procedures such as interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

Apply: This category concerns using a procedure in a particular situation. The cognitive process in this stage are executing and implementing.

Analyze: It involves breaking down material to determine possible relations. Hence, this category comprises differentiating, organizing, and attributing.

Evaluate: It implies judging based on criteria and standards. Two important cognitive processes are checking and critiquing.

Create: This is the highest-order thinking skill that consists of reorganizing elements, put them into a whole, and produce a new structure. Generating, planning, and producing are the cognitive procedures in this category.

4. Culture: This principle demands self-awareness in citizenship as well as "otherness" which triggers to raise a sense of being pluricultural in a plurilingual world. In other words, learners should be aware of all their surroundings by understanding different sociocultural backgrounds. For that reason, students need knowledge about other regions and cultures to raise global awareness through real-life purposes like communicating with native speakers worldwide using content knowledge.

Dependent variable: Reading comprehension

English language skills

According to Harmer (2007), the English language is used through four main skills: Reading, writing, speaking and listening. One of the main characteristics is that it is very difficult to separate these skills, or it is seldom to perform one of these in isolation. One of the main reasons is that people employ them for meaningful communication in real life. Therefore, it is the same situation in the classroom environment. Learners integrate all of the skills to use language effectively. For that reason, English language skills are divided into two types: Receptive and productive skills. The former is composed of listening and reading which aim to extract meaning from language discourse, while the latter includes writing and speaking where learners must produce language actively. According to Burns and Siegel (2018), reading and listening were known as passive skills, whereas speaking and writing were active skills. However, this idea was refuted because the four English macro skills are active and reciprocal skills that request interaction, social and cognitive processes.

Reading skill

Spratt et al. (2011) mentioned that receptive skills are listening and reading. They involve responding to text rather than generating it. Even though these skills are not observable because learners cannot observe the actual act of listening or reading, there is a visible response. It can be written, spoken, or non-verbal. For that reason, listening and reading skills include a complete understanding of language at word, sentence, and whole-text levels.

Goodman (2010) established that reading is a precise process. It is concerned with the accurate, detailed, and sequential recognition and identification of letters, words, writing patterns, and larger linguistic units. Moreover, Burns and Siegel (2018) stipulated that reading is the process of decoding symbols and graphics as well as using background to understand meaning. Hence, reading is both a cognitive and sociocultural process considered the most fundamental skill for academic success.

Furthermore, Krashen (2004) concluded that reading is a powerful way to develop reading comprehension, grammar, vocabulary, writing, and spelling because some studies determined that reading infers in people's cognitive development. For that reason, there was the fact that folks who read more adopted more creativity and

cultural knowledge as all of them considered reading as a pleasant activity. Consequently, reading is a pleasing skill that encourages cognitive development and literacy, reducing writing apprehension as well. Therefore, it was established that reading is the only path to turn into good readers.

Reading comprehension

Reading comprehension is a strategy that consists of extracting and synthesizing information from texts written in English by using the reader's background and knowledge of the English language (Koda, 2005). According to Krashen (1982), the aim of reading comprehension is basically to make input comprehensible. English language teachers must focus on simplifying language by shortening sentences, providing more high-frequency words, avoiding idioms, and implementing communication and comprehension through the discussion of familiar topics.

Harmer (2007) also described the importance of reading comprehension. One of the main reasons for its significance is that it is useful for language acquisition. It helps students develop vocabulary, reading rate, reading fluency, and overall language. Additionally, reading comprehension expands students' eagerness to keep reading a text for more understanding using cognitive skills. These involve bottom-up and top-down skills. Mikulecky and Jeffries (2007) stated that reading comprehension is basically thinking while reading. Reading comprehension goes beyond recognizing and understanding words. It also encompasses connecting ideas in a text to prove that it makes sense when reading it. Furthermore, reading comprehension has a social and cultural purpose. Learners must be able to work as text users, whose role is to identify the way to use the information appropriately; and text analysts who cultivate their own elucidations by using text ideas.

Levels of reading comprehension

Reading comprehension takes into account three main levels that specify to what extent students are able to read and understand a text. Additionally, the level of learners' reading comprehension highly depends on the difficulty and extension of reading passages (Nation, 2009; Victoria State Government, 2021).

- **Literal comprehension:** It is the most superficial level of reading comprehension. Readers recognize what they saw and read at this stage; hence, it refers understanding the text explicitly. Literal comprehension is commonly identified as "right-there" comprehension because it includes simple questions that most of the time require quoting precise words from the text.

- **Inferential comprehension:** This level makes learners explore prior knowledge from a text to reach a conclusion. Even though it is more complex than literal comprehension, young learners are able to achieve this stage. Also, it is known as "think and explore" comprehension because students must look at certain parts of a text as reference for making inferences, finding out the main idea, identifying the writer's mood, and checking the organization of the passage.

- **Evaluative comprehension:** It involves using the text for other purposes beyond understanding. Learners' opinions are accepted at this point as well as readers can agree or disagree with the text's ideas. Furthermore, several critics to the text can be made for evaluating its content information, language, and even the writer's point of view to compare them with the reader's experiences and points of view regarding the text.

Reading subskills

Spratt et al. (2011) demonstrated that reading does not always encompass identifying all words in a text. Sometimes, reading has particular purposes that need different reading skills. These can go from focusing on certain pieces of information to complete a text, or reading the whole content to get a general understanding.

Reading comprehension is a complex ability that highly depends on the strategies readers use to develop it. There are various reading subskills that help learners process information and fullfil all levels of reading comprehension (Mikulecky & Jeffries, 2007; Spratt et al., 2011).

- **Skimming:** It is also known as "reading for gist" or "reading for general understanding". Skimming involves quick eye movement to focusing only on the most important words within the text. So, it is a quick glance of the text to get the main idea of what it talks about. For that reason, this strategy requires reading the whole content.

- **Scanning:** This is the opposite of skimming. Here, it is not required to read all the text because it aims to find specific information the reader is interested in.

- **Reading for detail:** Meaning is the main goal while using this reading subskill. Readers find links between every single word and sentence to understand particular samples of language use.

- **Inferring:** Readers discover the meaning by deducing the text's grammar, register and style. So, it carries an outer perspective from the writer about the text which means that readers use their imagination and world knowledge to connect the text with ideas that are not specified in it.

- **Deducing meaning from context:** Some information will include vocabulary that the reader is not able to figure it out. However, they try to work out in the meaning of those words by thinking about an external situation where words can fit, without using a dictionary.

- **Predicting:** This subskills promotes the use of prompts before starting reading. For instance, reading newspaper headlines is the fastest way to apply prediction because the title gives a notion of what the text will be about.

- **Summarizing:** It means rewriting with the reader's own words the most important details of the text to learn and memorize information. Readers must start summarizing a paragraph and progressively continue summarizing other text extracts until doing it with a whole passage.

- **Critical reading:** It refers to ask questions about the text and the writer to see if the text comes from a reliable source, has trustable information, and avoids biased content.

Stages of reading

Carter and Longman (1991), identified three main reading phases for students who are learning a foreign language. Reading has a systematic process, so it is easier to develop reading skills.

- **Pre-reading:** This phase is the warm-up or a "before reading" activity which aims to introduce students to specific texts, determine or impart relevant background knowledge, and activate the necessary schemes previous to the next phase. The purpose of text preview with students is to arouse their interest and enable them to

approach the text in a more meaningful and purposeful way. For instance, discussions require you to think about situations and points in the text. Pre-reading also includes talking about authors and text types, examining titles and illustrations, brainstorming ideas, among others.

- **While-reading:** This stage is called "through or during" reading. It helps students develop reading strategies, improve foreign language fluency, and decipher problem passages in texts. Furthermore, it is difficult to think about reading strategies in this phase as it is mostly an individual activity. Consequently, learners have the whole control of the reading. In general, it comprises analyzing unknown and reference words as well as predicting text content.

- **Post-reading:** This phase carries a set of follow-up activities. Its purpose is to check students' reading understanding and, if necessary, leads the student to a deeper analysis of the text. In addition, reading real-world does not aim to memorize or summarize the information, but it encourages to look into another mind and acquire new information. Reading subskills such as skimming and scanning are effective strategies for this stage since they lead students directly into text analysis, class discussion, and exploring deeper branching points in the text.

1.2 Objectives

General objective

- To investigate the influence of the CLIL approach on reading comprehension in third-grade elementary students from Unidad Educativa Bilingüe "CEBI".

Specific objectives

- To evaluate the reading comprehension level of third-grade elementary students from Unidad Educativa Bilingüe "CEBI" before and after the implementation of the CLIL approach.
- To analyze how to implement the CLIL approach to develop students' reading comprehension.
- To explain the effectiveness of the use of the CLIL approach to develop the third-grade students' reading comprehension.

Fulfillment of the objectives

This research project aimed to investigate the influence of the CLIL approach on reading comprehension in third-grade elementary students from Unidad Educativa Bilingüe "CEBI". For that reason, three specific objectives needed to be accomplished so as to carry out this investigation.

First of all, the first specific objective was achieved by applying the reading and writing section of the A1 Movers Cambridge exam as pre and post-test. The exam lasted 30 minutes and it included 6 parts. The pre-test was given before the implementation of the CLIL approach, whereas the post-test was applied after the class interventions to gather data as well as to give an overall evaluation of their level of reading comprehension.

Furthermore, to fulfill the second objective, the bibliographic study was key to find reliable information about the CLIL approach and reading comprehension. Hence, several articles, academic papers, websites, and books were used to investigate trustworthy content concerning the two variables.

Moreover, to achieve the third specific objective, the statistical data analysis was conducted to make the comparison between the results from the pre and post-tests. Furthermore, a treatment that lasted 10 sessions was applied to implement the CLIL approach and analyze if there was a progress in students' reading comprehension. Finally, the scores were analyzed through the use of the SPSS 20.0 software in order to explain the effectiveness of the CLIL approach on students' reading comprehension.

CHAPTER II
METHODOLOGY

2.1 Materials

This research project was carried out by the employment of human, institutional, and technological resources. First of all, third-grade elementary students from Unidad Educativa Bilingüe "CEBI" were the selected population to conduct the investigation. In addition, this study comprised several academic papers, journals, articles, and books to develop the research background as well as the theoretical framework. Another important source was the Reading and Writing section of the A1 Movers exam as a pre and post-test which had 6 parts. It was one of the Cambridge English certifications for young learners (YLE). Moreover, the use of technological resources such as YouTube, supported by a good Internet connection, was useful to develop this investigation. Teaching supplies like a laptop, projector, whiteboard, worksheets, and markers were essential to carry out the class interventions. Finally, the IBM Statistical Package for Social Sciences (SPSS) 20.0 software was implemented to conduct the data analysis based on the pre and post-test results.

2.2 Methods
Research approach

Quantitative approach

This research had a quantitative approach because it involved the collection and analysis of pre and post-test numerical results to evaluate the level of students' reading comprehension before and after the implementation of the CLIL approach. According to Apuke (2017), the quantitative approach deals with the quantification and analysis of variables for retrieving results. In other words, it encompasses the use and examination of numerical data using certain statistical techniques to answer research questions.

Modality

Field research

This research gathered real data from the direct contact with third-grade elementary students from Unidad Educativa Bilingüe "CEBI". Consequently, this field research was helpful to investigate the influence of the CLIL approach on the third-grade students' reading comprehension. As stated by Müller (2021), the main objective of a field research is to observe human interpersonal interaction in a real-life context as well as researchers have instant access into the field the inquiry is going to be developed.

Bibliographic research

This investigation covered a wide range of books from well-known authors, updated articles, journals, and academic papers based on the two variables to analyze how to implement the CLIL approach to develop students' reading comprehension. Cropley (2022) stated that the bibliographic study gathers information from published material to conduct research. It is considered fundamental because it involves a series of steps regarding observation, investigation, interpretation, reflection, and analysis to collect the necessary data to create an overall study.

Type of research

Correlational

This research work was correlational because a hypothesis was formulated to find out the relationship between two variables; in this case, the CLIL approach and reading comprehension. Moreover, a group of 23 students from a bilingual institution was selected to carry out the application of the treatment. Hernández-Sampieri and Mendoza (2018) explained that a correlational research aims to determine if there is a cause-effect relationship among variables through statistical procedures at a quantitative level. For that reason, a correlational research starts with the statement of a hypothesis that must be proved by selecting a group study and applying a treatment.

Research design

Pre-experimental design

A pre-experimental design was implemented because there was not a control group. The experimental group were only the 23 third-grade elementary students from Unidad Educativa Bilingüe "CEBI". In addition, this group took the pre-test and post-test so as to evaluate their level of reading comprehension before and after the implementation of the CLIL approach. According to Best and Kahn (2006), the pre-experimental design is a category of the experimental research which lacks of a control group. It is also known as the one-group pretest-posttest design because the effectiveness of a variable is measured by identifying the difference between pre and post-test scores.

Procedure

In this research procedure, 10 face-to-face interventions were applied to 23 third-grade students from U.E "CEBI". The chosen subject to select the lesson contents was Science. In addition, the pre and post-test sessions lasted 50 minutes, while the rest were 70-minute classes. Furthermore, these interventions were carried out during 7 weeks.

In the first session, the researcher started introducing herself to children. Next, a Power Point presentation was shown to explain main data and the rules for completing the Reading and Writing section of the A1 Movers pre-test. After presenting the instructions, students participated in a true-false activity in order to check understanding and clarify doubts. Later, students took the pre-test which lasted 30 minutes.

In the second session, the content of the lesson was 'Food chain'. It should be noted that the topics were selected according to the institution's sequence of contents for third-graders. In this lesson, students had to recognize the difference between herbivores, carnivores, and omnivores to classify animals according to what they eat through a Venn diagram. Then the researcher explained the process of the food chain using a Power Point presentation. Later, a text was given to the learners. They had to follow the reading and answer 5 multiple-choice comprehension questions. Finally,

students designed a food chain and prepared a short oral presentation describing the food chain process; this was carried out in groups of 4 people.

The third intervention was about the parts of a flowering plant. In this class, groups of 4 people identified the parts of a plant by discussing and completing a labelling activity. Later, the whole group compared results. Next, the teacher presented a text without its title, so learners had to infer it according to the prior information. After determining the title of the text, students read that passage; subsequently, they worked on a gap-filling activity including terms such as roots, stem, leaves, flower, seeds, and petals. Then the researcher presented two pictures of a rose and a sunflower. Students compared orally if those flowers were similar or different concerning their structure. Finally, third-graders assembled the parts of a flowering plant using cardboard and glue to describe it orally.

During the fourth intervention, students studied the life cycle of a flowering plant. In this lesson, students were able to recognize fruits that have seeds by looking at several pictures. Later, the researcher presented a short video about the life cycle of a plant (seedling, germination, pollination, etc.). Later, a reading passage was given to students in which they had to get the main idea and answer 4 questions. Finally, in pairs, students demonstrated the life cycle of a plant through mimics.

In the fifth session, the lesson content was 'Types of rocks'. At the beginning of the class, students had to look at some pictures of different landscapes where rocks are located as well as using prepositions of place to give answers. Next, students observed flashcards about adjectives to describe rocks (hard, soft, smooth, rough, light, heavy, rigid, flexible). In groups, students had to discuss and write down which adjectives describe rocks best. Subsequently, students read a text about types of rocks (igneous, sedimentary, metamorphic). Regarding post-reading activities, students carried out an information-transfer task. Finally, different rocks were given to each group; therefore, they distinguished which type of rock it was.

The sixth session was about the rock cycle. First of all, students revised previous vocabulary concerning types of rocks. They used play dough to make a certain type of rock. Then students were part of a guessing game to find out the topic. After that activity, students visualized a picture of the rock cycle as reference to put in

order the steps of this process. Later, students compared results before starting the while-reading stage. After reading the text, the whole class were part of a true/false oral activity. At the end, groups of 5 people designed a poster about the rock cycle.

In the seventh session, the topic of the class was 'Fossils'. Learners started assembling a puzzle to discover the content of the lesson. Next, the researcher presented information and vocabulary about fossils. Later, in pair, learners had to match some cards with questions and answers about fossils to check understanding. After that, students read a short passage about fossils. In addition, learners carried out a gap-filling activity. Finally, students acted as paleontologists to walk around the class and find pictures about fossils to describe them.

In the eighth intervention, students reviewed content about living things. The researcher started with a brief warmer where they had to spot 12 differences between two pictures. Later, all learners were part of a scramble word game which consisted in putting letters in order to find out new vocabulary. Subsequently, students looked at a set of pictures. They had to recognize which picture represented a living thing as well as they decided on what elements living things need to live. After the pre-reading activities, learners read a short text about this topic, followed by a multiple-choice activity that involved skimming and scanning strategies. Finally, students distinguished living things from non-living things through a worksheet as well as they explained their answers orally.

During the ninth session, the class content was 'Animal Habitats'. Firstly, the lesson started with a 6-minute warm-up called 'Would you rather'. Two animal alternatives were presented, so students had to select only one. After choosing what animal they would rather be, learners did several workout activities. Later, the researcher placed 5 boxes in some areas in the classroom, which represented 5 animal habitats. Students picked a picture of an animal. Then they had to infer in which box the image must be placed. After the pre-reading activity, students read a passage about habitats. Next, learners scanned the passage to find animal habitats. Subsequently, students classified animals in a worksheet. After that, the researcher presented several pictures to make students discuss about ideas to avoid more endangered animals. Finally, learners worked in pairs to design a propaganda brochure.

In the tenth session, the post-test was implemented. The researcher presented the same instructions from the pre-test application the same exam was given as post-test to compare and analyze the results before and after the treatment. Later, students had time to solve any doubt regarding the test. Finally, learners completed the exam during 30 minutes.

Techniques and tools

The Cambridge Movers test was the quantitative technique for data collection in this research. According to Showkat and Parveen (2017), a test is a method that aims to extract information directly from a population through the elicitation of quantitative data so as to conduct a reliable and valid study. In addition, the questionnaire was the tool used in this research to evaluate third-grade elementary students' reading comprehension level. Furthermore, Roopa and Rani (2012) defined the term questionnaire as a set of printed closed-ended and open questions that have a definite purpose in a research work. One of the advantages of this instrument is that respondents are protected of their identity; therefore, participants will answer honestly due to the fact the information is confidential.

This exam was known as the second out of the three main Cambridge English qualifications for young learners. Since January 2018, this exam adopted up-to-date information regarding existing familiar topics in real-life situations to promote modern updates in language teaching and learning. Moreover, the test expected learners to define language skills to comprehend basic instructions required at an A1 level, according to the Common European Framework of Reference for Languages (CEFR). Hence, the A1 Movers exam contained 3 sections: Listening, Reading and Writing, and Speaking (Cambridge University Press & Assessment, 2022).

Therefore, the 6 parts of the Reading and Writing section of the A1 Movers exam were chosen to evaluate third-graders' level of reading comprehension. This paper included 35 questions that must have been completed in 30 minutes. The first part had 5 questions that encompassed reading definitions and matching them with one of the eight given pictures. In part 2, there were 6 questions in which learners had to infer and select what the second speaker would reply in the conversation. Concerning part 3, students had to complete a gap-filling activity using words represented with

pictures through scanning. Moreover, the last question asked to choose the most appropriate title, using skimming strategies. In part 4, students had to fill in the blanks considering three possible options. Next, part 5 showed a story in which learners needed to complete 7 text extracts with 3 words maximum. Finally, in part 6, students observed a picture to respond 6 questions.

Population

The population was an experimental group from Unidad Educativa Bilingüe "CEBI". There were 23 students who belonged to the third year of elementary level. Within this group, there were 12 females and 11 male students, ranging from ages 7 to 8. In addition, the majority of participants have mestizo ethnicity, but also few students came from the indigenous ethnic group.

Table 1.

Population

Population	Experimental group	Percentage
Female	12	52,2%
Male	11	47,8%
Total	23	100%

Note: Number of students involved in the research.

Hypothesis

Alternative hypothesis

The use of the CLIL approach improves third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI".

Null hypothesis

The use of the CLIL approach does not improve third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI".

Variable identification

CLIL approach (independent variable)

Reading comprehension (dependent variable)

CHAPTER III
RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The implementation of the CLIL approach was effective to develop the third-graders' reading comprehension skills. Significant differences among pre and post-test results were found in this research.

Pre-test results

Table 2.

Pre-test results

Pre-test results							
Average over 10	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6	Pre-test score
points	5,48	3,06	2,18	1,39	0,03	0,13	2,05

Note: General chart of scores obtained in each section of the exam.

Analysis and interpretation

The previous chart shows the average of results obtained by students in each part of the reading and writing section. It is important to mention that all scores are over 10 points. Hence, in the first part, learners got an average score of 5,48 points out of 10. In part 2, the average was 3,06 points. Next, students obtained 2,18 points over 10 in the third part. In part 4, the average grade was 1,39 out of 10. Then the lowest average scores were in parts 5 and 6, getting 0,03 and 0,13 points respectively. As a result, the mean value for the total pre-test score was 2,05 point over 10.

Considering this information, it is evident that third-grade students had a low level of reading comprehension at the beginning of the treatment. Learners had problems while reading sentences and short passages from the test because it was difficult for them to recognize many words and phrases. Hence, pupils did not have a good level of literal, inferential, and evaluative comprehension. In addition, students presented little knowledge about reading strategies such as reading for gist, reading for specific information, reading for detail, inferring, summarizing, and critical reading. Furthermore, all students demonstrated poor reading habits due to the fact that third-

grades have lost a lot of contact with reading material during the Covid-19 pandemic as well as it was difficult to monitor their reading comprehension.

Table 3.

Post-test results

Post-test results							
Average over 10 points	**Part 1**	**Part 2**	**Part 3**	**Part 4**	**Part 5**	**Part 6**	**Post-test score**
	9,13	6,02	7,11	6,96	2,18	1,30	5,45

Note: General chart of final results of each evaluated part.

Analysis and interpretation

Table 3 shows the averages of students' results in the 6 parts of the post-test over 10 points. The highest mean value was in part 1 with 9,13 points out of 10. In part 2, the average was 6,02 over 10 points. In addition, the mean score in the third part was 7,11. Next, the fourth part of the exam had an average of 6,96. Finally, the average scores in parts 5 and 6 were still low; however, results increased to 2,18 points in part 5 and 1,30 out of 10 points in part 6. Therefore, the post-test average score was 5.45.

These results demonstrated that the post-test results increased meaningfully after the implementation of the CLIL approach to improve students' reading comprehension. It was visible that scores improved because students were able to apply reading strategies in sections 3 and 4, specifically skimming and scanning. Nevertheless, students presented a little bit of difficulty in parts 5 and 6 due to the fact that those parts had more emphasis on writing skills rather than reading comprehension. Generally, it was observed that students could recognize high-frequency words rapidly through the association of pictures and vocabulary terms to understand the main idea as well as to answer questions that required specific information. This was achieved because students learned new subject content words and they completed various reading comprehension activities, each one with a particular reading strategy to be reinforced.

Table 4.

Comparative results pre and post-test

Criteria	Pre-test average	Post-test average	Difference
Part 1	5,48	9,13	3,65
Part 2	3,06	6,02	2,96
Part 3	2,18	7,11	4,93
Part 4	1,39	6,96	5,57
Part 5	0,03	2,18	2,15
Part 6	0,13	1,30	1,17
TOTAL	2,05	5,45	3,40

Note: Comparative chart of final results from the evaluated parts.

Analysis and interpretation

The table above compares the pre and post-test averages. First of all, third-graders increased their grades from 5.48 to 9,13 points, getting a difference of 3,65 points in part 1 of the reading and writing section. Second, students doubled the average score in the post-test (from 3,06 to 6,02), obtaining a difference value of 2.96. Additionally, parts 3 and 4 had the highest difference scores. In these extracts, post-test results augmented 4,93 and 5.57 points respectively. On the other hand, parts 5 and 6 had the lowest difference numbers. Elementary students obtained 2,18 out of 10 in the post-test, which meant a difference of 2,15 points. The post-test average score in part 6 was 1,30, whereas the pre-test result was 0,13. Finally, the overall difference score between both exams was 3,40.

This comparative table showed that there was a significant progress in third-graders' reading comprehension level because post-test average scores are closer to the highest average (10 points) as well as difference scores from the majority of the sections were higher. Thus, the implementation of the CLIL approach was effective to prove that students were able to implicitly apply several reading comprehension strategies such as skimming, scanning, inferring, summarizing, deducing meaning from context, and predicting to solve the exam questions. Moreover, the lesson objectives in CLIL lessons, which were based on higher and lower-order thinking skills, allowed learners to explore more complex subject content; hence, more difficult terms. In addition, the CLIL approach components helped students express and exchange ideas among classmates, especially after reading a text, which involved

agreeing and disagreeing with information, making inferences, identifying what the passage was about, among others.

3.2 Verification of hypotheses

Hypotheses statements

Null hypothesis (H0)

The use of the CLIL approach does not improve third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI".

Alternative hypothesis (H1)

The use of the CLIL approach improves third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI".

Table 5.

Test of normality

	Test of normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Pre-test	,199	23	,018	,922	23	,075
Post-test	,161	23	,127	,863	23	,005

Note: Significance values of pre and post-test results that show the probability distribution between the variables.
a. Lilliefors significance correction

Analysis and interpretation

Table 5 points out two normality tests. In this case, the Shapiro-Wilk normality test was considered because this research worked with a population smaller than 50 people. Accordingly, the last column shows the significance level from both pre and post-test values. The former had 0,075, whereas the latter got 0,005.

According to this normality test, if the p value was lower or equal to 0,05, the data would not follow a normal distribution. In this case, the significance level in the post-test was 0,005. Therefore, values were not normal. Concerning this result, a non-parametric test like the Wilcoxon signed-ranks test had to be applied.

Table 6.

Wilcoxon signed-ranks test

		N	Mean rank	Sum of ranks
Ranks				
Post-test – Pre-test	Negative ranks	0[a]	,00	,00
	Positive ranks	23[b]	12,00	276,00
	Ties	0[c]		
	Total	23		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Note: Comparison of two related samples that present positive, negative ranks, and ties.

Table 7.

Test statistics

Test statistics	
	Post-test - Pre-test
Z	-4,201[b]
Asymp. sig. (2-sided)	,000

Note: Statistical significance from the relationship of two variables.
a. Wilcoxon signed-ranks test.
b. Based on negative ranks

Analysis and interpretation

Table 6 presents the Wilcoxon signed-ranks test to explain whether students lowered, increased or were tied, comparing the results from the pre and post-tests. Consequently, none of the students got lower grades in the post-test, so there were 0 negative ranks. In addition, the 23 third-grade students had a positive performance, that is, there were 23 positive ranks because all of them obtained higher scores in the post-test. Third, nobody was tied in results, so it represents 0 ties. Moreover, the sum of positive ranks was 276,00. Therefore, this chart explains that all participants made progress in their reading comprehension level after the 10 sessions, acknowledging that some students performed better than others.

Table 7 specifies the test statistic values with the 2-sided asymptotic significance that tested the association between the null and the alternative hypothesis. As a result, the p value was 0,000. This significance was notably less than 0,05. Hence, the null hypothesis had to be rejected and the alternative hypothesis had to be accepted in this research. As a consequence, it was proved that the use of the CLIL approach improves third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI".

Table 8.

Wilcoxon hypothesis test summary

	Null hypothesis	Test	Sig.[a,b]	Decision
1	The median of differences between Pre-test and Post-test is equal to 0.	Wilcoxon test of signed-ranks of related samples	<,001	Reject the null hypothesis

Note: Comparison of both significances that determine the rejection of the null hypothesis.
a. The significance level is ,050.
b. Asymptotic significances are presented

Analysis and interpretation

Table 8 shows that the significance level in both statistic tests was lower than 0,005. Relating both samples, the final p values was even less than 0,001. Therefore, the null hypothesis was rejected. The alternative hypothesis in this research stated that the use of the CLIL approach improves third-grade elementary students' reading comprehension from Unidad Educativa Bilingüe "CEBI" because it was evident that all learners obtained significant progress in the post-test results, demonstrating that exam questions were easier to answer after practicing several reading comprehension strategies during CLIL-based lessons.

Discussion of results

This present study aimed to investigate the influence of the CLIL approach on reading comprehension in third-grade elementary students from Unidad Educativa Bilingüe "CEBI". In addition, one of the objectives was to explain the effectiveness of the use of the CLIL approach to develop the third-grade students' reading comprehension through the previous statistical analysis. Consequently, the results proved that there was a positive influence of the CLIL approach in third-graders'

reading comprehension level as all students got a better performance in the post-tests. Thus, this research coincided with other preceding investigations.

Bayram et al. (2019) pointed out that CLIL instruction helps elementary learners improve their reading proficiency because the study of subject content provides a wide variety of reading texts. In the same way, this investigation applied several reading comprehension passages, in this case related to Science, that gave learners significant content knowledge. For that reason, it was analyzed that it is characteristic of the CLIL approach to make use of reading texts to offer a more meaningful and realistic understanding.

Amurdawati et al. (2020) also explained that the CLIL approach contributes to a more active learning in reading activities because this approach encourages students discuss learned content among themselves. Likewise, the communication component was highly emphasized during CLIL-based lessons, especially in the post-reading activities. In this way, students were able to share ideas and opinions about the reviewed content in an interactive way with the aim of increasing their retention capacity. For this reason, the students were able to recognize more phrases and vocabulary in the post-test while carrying out the reading comprehension exercises.

Pinto (2018) determined that the CLIL approach helped students comprehend reading texts in an easier and more meaningful way because of the implementation of cognitive skills throughout their performance. In this research, students were able to reinforce lower-order and develop higher-order thinking skills when studying content through eye-catching material. Hence, learners could relate their background knowledge to a real-life context. As a result, learners became more aware of their reading comprehension performance by reflecting on content and language knowledge.

Additionally, Guntur et al. (2021) described that the cultural element of the CLIL approach offers a wide variety of contexts that give students more perspectives of the world. Thus, it became easier for third-graders to comprehend a text beyond what was written. Students raised awareness in the protection of living things and ecosystems as well as in the proper use of non-living elements during the Science classes. Moreover, post-reading activities were very helpful to increase learners' cultural awareness because pupils worked on several productive activities.

Finally, the previous results demonstrated that the implementation of the CLIL approach was effective in third-graders' reading comprehension because this approach provided different ways to understand a text through content, communication, cognition and culture. For that reason, students' reading performance was visible in the post-tests.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This research work aimed to investigate the influence of the CLIL approach in third-grade elementary students from Unidad Educativa Bilingüe "CEBI". The attained results reached the following conclusions:

- The evaluation of third-grade students' test results determined that the level of reading comprehension improved significantly after the implementation of the CLIL approach. Learners started with a low reading comprehension level. Later, students increased their content and vocabulary knowledge due to the exposure to a variety of reading texts about the studied subject. In addition, the application of communicative-based activities as well as cognitive skills was useful for making reading passages more comprehensible to learners. Also, the majority of activities allowed students consolidate the learned content and language, encouraging more student-to-student interaction as well. In fact, it became easier for students to understand the exam's reading texts. Therefore, third-graders' performance was better in the post-test, moving from an average score of 2,05 points out of 10 to 5,45.

- The implementation of the CLIL approach contributed to the development of third-grader's reading comprehension. The core elements of the CLIL approach and Bloom's taxonomy were substantial to create reading skill-based lesson plans. Students were able to activate prior knowledge, get contextualized on the topic, work out the meaning of certain vocabulary, and predict what the reading passage will be about before reading it. Additionally, learners could easily identify words that were previously learned while reading the text. Furthermore, students performed tasks that made them develop reading strategies, especially reading for gist, reading for specific information and inferring, which became the least difficult for learners. Also, these follow-on tasks were mostly communicative-based; thus, students could work on several language functions such as agreeing and disagreeing, comparing, and contrasting to consolidate both content and language knowledge.

- Finally, the use of the CLIL approach was effective to develop students' reading comprehension. Students were able to apply certain reading strategies after the treatment. Most sections in the exam required learners to apply scanning, skimming, and inferring skills. Hence, students completed the majority of multiple-choice questions that asked learners to look for specific information because students rapidly recognized content and function words throughout a text. In addition, learners could certainly get the general understanding of the text because of the increase of vocabulary range as well as they could determine a title for the text by analyzing prompt pictures. On the other hand, summarizing and critical reading skills were the most difficult for third-grade students because these required the use of writing skills rather than speaking skills. In fact, it was more effective for learners to consolidate knowledge by producing spoken language because learners still have difficulty in written language due to their age.

4.2 Recommendations

Based on the general results, the following suggestions must be taken into account:

- It should be fundamental for teachers to evaluate the level of reading comprehension before and after the application of a treatment through questionnaires to observe which strategies students need to improve. Tests work as indicators to be alert to students who are at risk of not reaching an expected level of reading comprehension.

- It is recommended to make greater use of the CLIL approach in lesson plans to develop students' reading comprehension. For instance, reading texts that provide topics focused on this method are key for improving this skill. In addition, the variety of content promoted by this methodology offers teachers a large amount of supplementary material suitable for activities before, during, and after reading. Moreover, the CLIL approach is a good alternative to rapidly improve other aspects such as student-talking-time, motivation, and cultural awareness by using the target language.

- The CLIL approach was effective in improving the level of reading comprehension. Therefore, it is necessary to train teachers on the use of this

methodology so that content and English language learning are developed together within the institution. Consequently, students will have greater access to reading comprehension activities in various subjects.

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Annexes
Annex 1 – School Approval

Ambato, 27 de septiembre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

De mi consideración:

MSc. Verónica Cristina López Loayza en mi calidad de Rectora de la Unidad Educativa Bilingüe CEBI, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "CLIL approach and reading comprehension" propuesto por la estudiante Daniela de Jesús Sánchez López, portadora de la cédula de ciudadanía N° 1724170343, 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.

MSc. Verónica López Loayza
Rectora Unidad Educativa Bilingüe CEBI
C.I. 1801624022
(03) 37300370
0997027302
vero.ll@hotmail.com

Annex 2 – Pre-test and post-test

UNIDAD EDUCATIVA BILINGÜE "CEBI"

PRE-TEST/POST-TEST

Candidate name: _____

Date: _____

Class: 3rd grade

Time: 30 minutes

Introduction. - This is the Reading and Writing section extracted from the Cambridge English Movers (YLE Movers), also known as A1 Movers.

**Aim:** To evaluate students' reading comprehension level.

Instructions

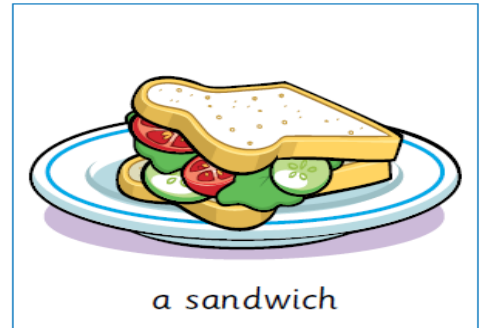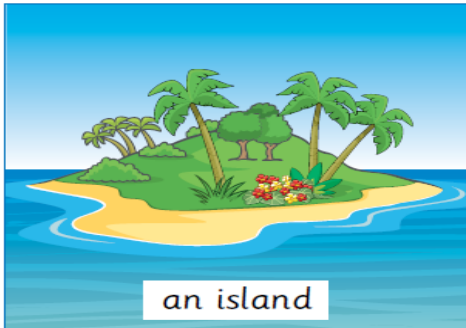- This exam has **6** parts with a total of **39 MARKS**.
- Read questions carefully.
- Answer all the questions in the same paper.
- Use a **pencil** to write your answers.
- Raise your hand if you have a doubt.

Good luck!

PART 1

5 questions

Look and read. Choose the correct words and write them on the lines. There is one example.

an island

a sandwich

a driver

a band

tea

a city

a field

a nurse
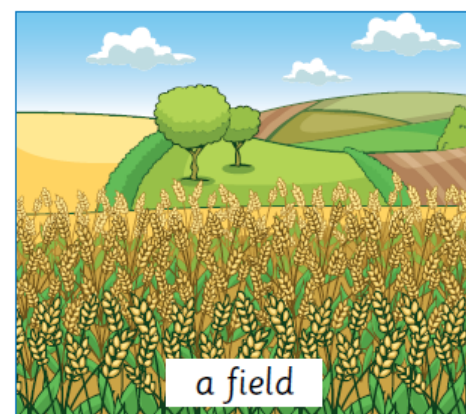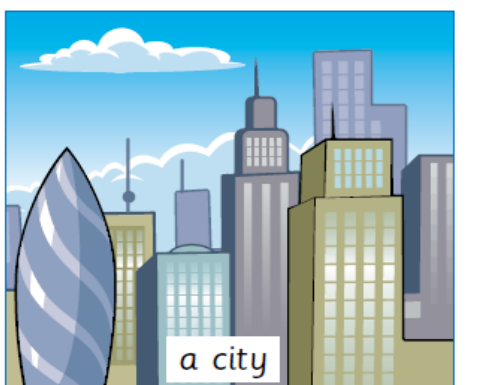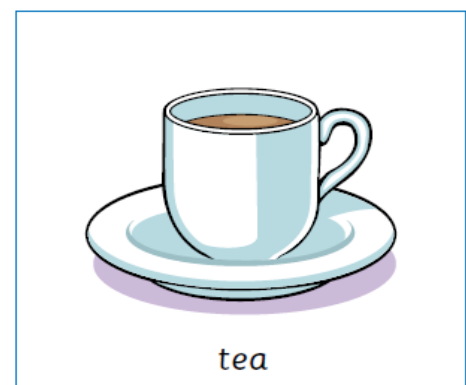
Example

The people in this sometimes sing or play guitars.   **.....a band.....**

Questions

1 This person helps people who
aren't well in hospital.   ....

2 Some people put milk or lemon in this drink.   ....

3 There are lots of cars, buses and people
in this busy place.   ....

4 You can put cheese or meat between
bread to make this.   ....

5 This is part of a farm where you often
 see vegetable plants.   ....

PART 2

6 questions

Read the text and choose the best answer

Example

Paul:	What did you do last night, Daisy?
Daisy:	A I watched television.
	B I'm watching television.
	C I don't watch television.

Questions

1 Paul:	Did you see the film about pirates?
Daisy:	A Yes, so do I.
	B Yes, it was great.
	C Yes, that's him.
2 Paul:	Which was your favourite pirate in the film?
Daisy:	A I liked it best.

B She was a pirate.

C Ben Bluebeard.

3 Paul: Was he the one with long, curly hair?

Daisy: A No, he hasn't.

B Yes, that's right.

C He's got one.

4 Paul: I like films which are funny.

Daisy: A Me too.

B It's all right.

C Do they?

5 Paul: How about going to see 'Treasure Train' at the cinema? That's very funny.

Daisy: A It's nice.

B What a good idea!

C Fine, thank you.

6 Paul: Let's ask Fred to go with us.

Daisy: A OK, we can phone him.

B OK, that's Fred's.

C OK, he can ask us.

PART 3

6 questions

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school ....**library**......... .
Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (**1**)........................... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (**2**)........................... first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (**3**)........................... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (**4**)........................... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (**5**)........................... girl in the class!'

Example

library

website

frightened

hopping

address

surprised

cleverest

bounce

ideas

(**6**) **Now choose the best name for the story. Tick one box.**
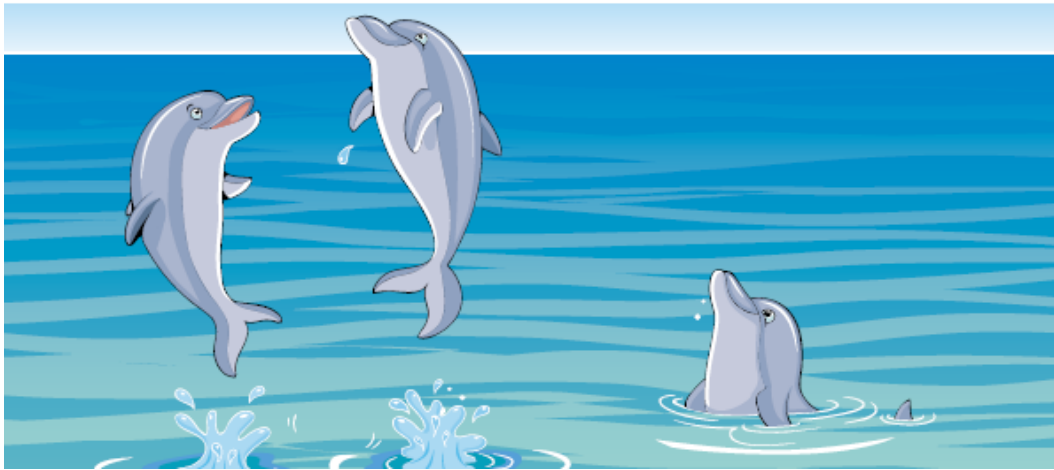
Paul's favourite bear ☐

Jane's new teacher ☐

A lesson about animals ☐

PART 4

5 questions

Read the text. Choose the right words and write them on the lines.

Dolphins

Dolphins are part ....**of**............... the whale family. They are smaller .... most whales and they have small teeth. Dolphins are very clever animals. They learn things very .... and a dolphin can make noises to 'talk' to another dolphin. Dolphins live with their families. They like to play in the water and to jump .... of the water and back in again. A lot of people .... sail boats say that dolphins like to be near people. They come very near to boats and sometimes they .... with the boats for days.

Example   in   **of**   by

1	then	that	than
2	quick	quickly	quickest
3	out	from	up
4	which	what	who
5	swam	swim	swimming

PART 5

7 questions

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.
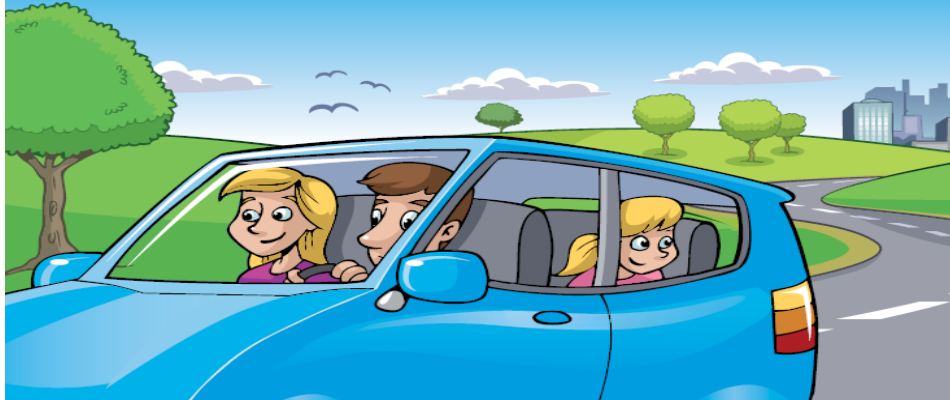
Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm. In the car, last Saturday, the family talked about the farm. 'It's so quiet there!' Daisy's Mum said. 'I like working outside!' her father said. 'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in ....**the**....... .....**city**...... .

Daisy's family went to the ....**countryside**................ by car every weekend.

Questions

1 Daisy's mother liked the farm because it was a .... place.

2 Daisy enjoyed working with .... on the farm.

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too. 'Oh dear!' Daisy's mum said. 'It's very noisy here today.' 'And I can't work outside in this rain,' Daisy's father said. 'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

3 There were some .... outside the house when they drove into the farm.

4 Daisy's dad didn't want to .... in the wet weather.

5 Daisy told .... to go and have tea with her grandmother.

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables. After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was .... after all her work outside.

7 Grandfather said Daisy was the .... in her family!

Look and read and write

Examples

The dog is playing in some ....water...............

What's the mother wearing? ....a purple shirt..........

Complete the sentences.

1 The boy on the bike is wearing grey ....

2 One dog is brown and one dog is ....

Answer the questions.

3 What's the girl in the black skirt doing? ....

4 Where are the flowers? ....

Now write two sentences about the picture. 5

.... 6

....

Annex 3 – Lesson plans

Lesson Plan 1

Teacher: Daniela Sánchez

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI Group: 23 students Date: October 31st, 2022 Time: 50 minutes Topic: A1 Movers (pre-test)			
Aim: To evaluate students' reading comprehension level through the A1 Movers test.			
Objectives: Students will be able to: • Identify the 6 parts of the A1 Movers reading test. • Recognize instructions before completing the exam.			
Time	**Activity**	**Interaction pattern**	**Tools and materials**
20 minutes	The teacher greets students and introduces herself. Students visualize a Power Point presentation about the A1 Movers reading parts on which they will be evaluated. Students look at certain instructions they must follow while completing the exam. The teacher asks some questions to	Whole class	Projector Power Point slides 'True and False' signs

	check students' understanding before taking the test. Students must say 'True' or 'False'.		
30 minutes	Students complete the A1 Movers reading section (pre-test).	Individual	Paper (tests) A1 Movers sample test https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf Pencil

Lesson Plan 2

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 1st, 2022 **Time:** 70 minutes
Content: Food chain **Communication:** • **Vocabulary:** carnivores, herbivores, omnivores, producers, consumers, sun, plants. • **Grammar.** – Simple present, Passive voice in present • **Language functions:** describing, comparing, contrasting. **Cognition:** • **Cognitive skills:** understanding, creating **Culture:** • Students raise awareness on the diets of different animals (including their pets).
Lesson objectives: By the end of the lesson, students will be able to: • Recognize the difference between herbivores, carnivores, and omnivores. • Classify animals according to what they eat. • Describe how animals obtain their food using the food chain. • Design a food chain.

Time	Activity	Interaction pattern	Tools and materials
5 minutes	**Activating prior knowledge:** Students look at some pictures about animals. They must say what those animals eat. *E.g. lion. What does the lion eat?* *-Meat*	Whole class	Pictures Whiteboard Scotch tape
15 minutes	Students complete a Venn diagram. They must classify the animals according to the food they eat. In pairs, students check answers and verify if the animal is an herbivore, carnivore, or omnivore.	Individual Pair-work	Worksheets Pencil

	E.g. What is a cow? *-It's an herbivore*		
10 minutes	**Pre-reading:** Students observe a food chain. They listen to the teacher's explanation on how a food chain works. **Language:** Simple present and sequencers Students order some food chains orally. *E.g. Which is the producer?* *-The grass*	Whole-class	Slides (Food chain pictures) Projector
5 minutes	**While-reading:** Students read a text about Food chains.	Individual	Reading worksheet and answer key: http://files.comprehension-worksheets.com.s3.amazonaws.com/themes/free-life-science-reading-comprehension-food-chains.pdf
35 minutes	**Post-reading activities:** Students complete 5 multiple-choice comprehension questions about the text. Then the whole class check answers. In groups of 4, students design their own food chain. Learners prepare a presentation to describe their food chain. Each group presents their work in front of	Individual Group-work	Worksheets Cardboard Markers Colors Pencils Scotch tape Cards (sequencers)

	the class. Learners can use the following sequencers given by the teacher: *First, then, next, finally, etc.*		

Lesson Plan 3

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI
Group: 23 students
Date: November 7th, 2022
Time: 70 minutes

Content: Parts of a flowering plant
Communication:
- **Vocabulary:** colors, shapes, sizes, types of flowers (roses, tulips, sunflowers), root, stem, leaves.
- **Grammar.** – Present tense of be, Simple present (have/has)
- **Language functions:** describing, comparing, contrasting, giving opinions
Cognition:
- **Cognitive skills:** understanding, analyzing, evaluating, creating
Culture:
- Students raise awareness on the role of roots, stems, and leaves for flower's nutrition and reproduction.

Lesson objectives:
By the end of the lesson, students will be able to:
- Identify the parts of flowering plants.
- Compare the parts of two different flowering plants.
- Select the most attractive flowering plant.
- Assemble a flowering plant.

Time	Activity	Interaction pattern	Tools and materials
15 minutes	**Warm-up:** Tooty-ta Dance song for kids **Activating prior knowledge:** Students look at two different flowering plants. They must identify their color, shape, size, etc.	Whole class	Projector Music video 2 flowering plants **Tooty-ta dance song for kids:** **https://youtu.be/ea4TVg0_8Dk**
10 minutes	**Pre-reading:** In groups, students complete a labelling	Group-work Whole-class	Posters (flowering plants) Vocabulary cards Scotch tape

	activity about the parts of the flowering plant. Students present their results on the board. Everybody compares answers. Students look at a text. They must infer what the title of the text is.		63	
10 minutes	**While-reading:** Students read a text about the parts of a flowering plant.	Individual	**CLIL reading worksheet and answer key:** **https://bit.ly/3TbiSuy**
35 minutes	**Post-reading activities:** Students complete a gap-filling activity after reading the text. Students look at two different flowering plants (e.g. rose and sunflower). They must compare the parts of both flowers. Students decide on which flower is more attractive for them. Individually, students Assemble the parts of a flowering plant. Finally, all students observe their work on the wall to present its parts. **Language use: Present simple** *E.g. This flower has roots, a stem, leaves, etc.*	Individual Whole-class	Paper Glue Cardboard Pencil Scotch tape

Lesson Plan 4

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 8th, 2022 **Time:** 60 minutes	

Content: Life cycle of a flowering plant
Communication:
- **Vocabulary:** fruits, parts of a flowering plant (root, stem, leaves)
- **Grammar.** – Simple present, gerunds
- **Language functions:** describing, comparing, contrasting.

Cognition:
- **Cognitive skills:** understanding, applying

Culture:
- Students raise awareness on the role of roots, stems, and leaves for flower's nutrition and reproduction.

Lesson objectives:
By the end of the lesson, students will be able to:
- Recognize fruits that have seeds.
- Demonstrate the life cycle of a plant through mimics.

Time	Activity	Interaction pattern	Tools and materials
15 minutes	**Warm-up:** Tongue twister **Activating prior knowledge:** Students look at some fruits. They must say if those fruits have seeds or not.	Whole class	Realia
15 minutes	**Pre-reading:** Students watch a video about the life cycle of a plant.	Whole-class	**Video: Life cycle of a plant** **https://youtu.be/ib5uiLMM2wY** Projector Speakers
10 minutes	**While-reading:** Students read a text about the life cycle of a plant.	Individual	**CLIL reading worksheet and answer key** **https://pin.it/1GqXarO**
20 minutes	**Post-reading:** Students answer reading for gist		

	questions about the text In pairs, students role-play and demonstrate the process of the life cycle of a plant.	65	

Annexes:

Tongue twister:

A snake sneaks to seek a snack.

www.sharingourexperiences.com

Lesson Plan 5

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 14th, 2022 **Time:** 70 minutes	

Content: Types of rocks
Communication:
- **Vocabulary. -** Adjectives: hard, soft, smooth, rough, light, heavy, rigid, flexible
- **Grammar.** - Prepositions of place (under, on, next to, in, behind, between, etc.).
- **Language functions:** Describing a material, agreeing, disagreeing.

Cognition:
- **Cognitive skills:** Understanding, applying, analyzing

Culture:
- Students raise awareness on the several uses of rocks for building material and creating cosmetics, cars, road, etc.

Lesson objectives:
By the end of the lesson, students will be able to:
- Discuss about rocks.
- Sketch a type of rock.
- Distinguish types of rocks.

Time	Activity	Interaction pattern	Tools and materials
15 minutes	**Warm-up:** Simon says **Activating prior knowledge:** **Game:** Where are the rocks? Students look at some pictures. They must point out where the rocks are as well as saying the specific location. *E.g. The rocks are under the sea.*	Whole class	Projector Slides (Power Point)
15 minutes	**Pre-reading:** Students look at several flashcards that include	Whole-class Group-work	Projector Slides (Power Point) Papers Pencil

	adjectives to describe rocks. In groups, students discuss and write down which adjectives describe best a rock. *E.g. "I think rocks are not flexible. Rocks are rigid".*		
10 minutes	**While-reading:** Students read a text about types of rocks.	Individual	**Reading adapted from:** https://www.k5learning.com/ worksheets/reading-comprehension/4th-grade-4-reading-rocks.pdf
30 minutes	**Post-reading:** Students identify the three types of rocks. Students complete an information-transfer activity. In groups, students check answers. Students draw a type of rock based on the previous information. In groups, each of them receives a particular rock. They must distinguish which type of rock it is.	Whole-class Individual Group-work.	**Information-transfer worksheet** Adapted from: : https://www.teacherspayteach ers.com/Product/Types-of-Rocks-Fill-in-or-Printable-Chart-Worksheet-4492712 Pencil Colors Papers Rocks (realia)

Annexes:

Reading passage:

ROCKS

Are all rocks the same? No way! Rocks can be different shapes, sizes, textures, and colors. There are 3 different types of can affect what a rock looks and feels like. The three types of rocks are sedimentary, igneous, and metamorphic.

Sedimentary rocks are a **mixture of dirt, rocks, mud, shells, rocks** and other materials that are under oceans and other bodies of water. These types of rocks feel **grainy**, like sand. Sometimes sedimentary rocks will have plant or animal imprints!

The second type of rock is the **igneous rock**. These rocks are created from **magma** that cools and hardens. Igneous rocks have **glass crystals** filled with **minerals** in them. They do not usually have layers, and are **very smooth**.

The third type of rock is the **metamorphic rock**. These rocks are subjected to **intense heat** and **pressure**. Metamorphic rocks are **hard and smooth**, like igneous rocks.

Text adapted from: https://www.k5learning.com/worksheets/reading-comprehension/4th-grade-4-reading-rocks.pdf

Information-transfer activity:

Name: _____

Find and complete the information in the text.

Type of rock	How does this rock form?	Characteristics
Sedimentary rock		

Igneous rock	69	
Metamorphic rock		

Lesson Plan 6

Teacher: Daniela Sánchez   **Subject:**
Science

Level: 3ʳᵈ grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 21ˢᵗ, 2022 **Time:** 70 minutes
Content: The rock cycle **Communication:** • **Vocabulary:** types of rocks (igneous, sedimentary, metamorphic) • **Grammar.** – Passive voice *E.g. (A sedimentary rock is formed)* • **Language functions:** Agreeing, disagreeing, giving opinions, describing **Cognition:** • **Cognitive skills:** Remembering, analyzing, creating **Culture:** • Students raise awareness on the importance of rocks in natural systems and human lifestyle.
Lesson objectives: By the end of the lesson, students will be able to: • Revise the three types of rocks. • Organize the stages of the rock cycle • Design a poster about the rock cycle.

Time	Activity	Interaction pattern	Tools and materials
10 minutes	**Warm-up:** Freeze dance **Activating prior knowledge:** ✓ Students recognize pictures of the three types of rocks. ✓ Students must copy the form of one of those rocks using play dough.	Whole class	**Freeze dance** https://youtu.be/2UcZWXvgMZE Projector Slides (Power Point) Play dough
15 minutes	**Pre-reading:** ✓ Students play a guessing game to find out the topic.	Whole-class Group-work	Projector Slides (Power Point) Worksheets Glue Scissors

	✓ Students look at a picture of the rock cycle. ✓ In groups, students put in order the steps of the rock cycle using the previous picture as a guide. ✓ Students compare their results.		
10 minutes	**While-reading:** ✓ Once the text is in order, students read it individually.	Individual	**Reading adapted from:** https://www.ducksters.com/science/rocks.php
35 minutes	**Post-reading:** ✓ Students participate in a true/false activity. ✓ In groups, students design a poster about the rock cycle. Each group presents it in front of the class.	Whole-class Individual Group-work.	Pencil Colors Cardboard Markers Project Slides (Power Point)

Annexes:

THE ROCK CYCLE

Rocks are **constantly changing** in what is called the rock cycle. It takes millions of years for rocks to change. Here is an example of the rock cycle describing how a rock can change from igneous to sedimentary to metamorphic over time.
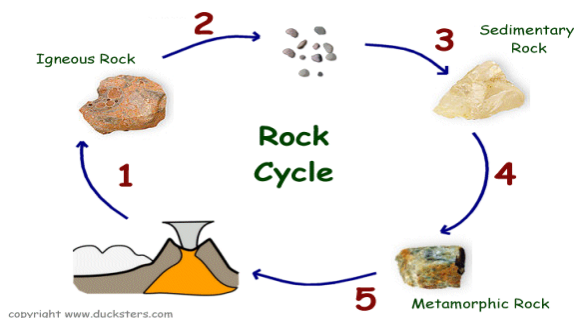
Slowly this sediment rock **gets covered with other rocks** and ends up deep in the Earth's crust.
Next the **rock is broken up** into **small pieces** of sediment by the weather, or a river, and other events.
Melted **rock or magma** is sent to the earth's surface by a **volcano**. It cools and forms an igneous rock.
When the pressure and heat get high enough, the sedimentary rock will **metamorphose** into a **metamorphic rock** and the **cycle will start over again.**
As sediment builds up and hardens over years, a **sedimentary rock** is formed.

Text adapted from:

Answer key:

Melted **rock or magma** is sent to the earth's surface by a **volcano**. It cools and forms an igneous rock.
Next the **rock is broken up** into **small pieces** of sediment by the weather, or a river, and other events.
As sediment builds up and hardens over years, a **sedimentary rock** is formed.
Slowly this sediment rock **gets covered with other rocks** and ends up deep in the Earth's crust.
When the pressure and heat get high enough, the sedimentary rock will **metamorphose** into a **metamorphic rock** and the **cycle will start over again.**

Lesson Plan 7

Teacher: Daniela Sánchez   **Subject:**
Science

Level: 3rd grade.

| **School:** Unidad Educativa Bilingüe CEBI |
| **Group:** 23 students |
| **Date:** November 22nd, 2022 |
| **Time:** 70 minutes |

Content: Fossils
Communication:
- **Vocabulary:** fossil, paleontologist, fossil layers, rock prints, fossil remains, mountainsides
- **Grammar.** – Simple present, Present tense of be.
- **Language functions:** Agreeing, disagreeing, giving opinions, describing
Cognition:
- **Cognitive skills:** Remembering, understanding, creating
Culture:
- Students raise awareness on the importance of studying paleontology.

Lesson objectives:
By the end of the lesson, students will be able to:
- Define what fossils are
- Discuss about fossils
- Simulate being paleontologists for describing fossils.

Time	Activity	Interaction pattern	Tools and materials
10 minutes	**Warm-up:** Floor is lava song. **Activating prior knowledge:** ✓ In groups, students assemble a dinosaur fossil jigsaw puzzle to find out the topic of the class.	Whole class Group-work	**Floor is lava song:** https://youtu.be/wbNAiN8FTfc **Puzzle:** https://www.kidspuzzlesandgames.co.uk/puzzle-sheets/dinosaurs-puzzle-sheets/dinosaur-fossil-jigsaw-puzzle
30 minutes	**Pre-reading:** ✓ The teacher presents information about fossils. ✓ In pairs, students match some cards with questions and	Whole-class Pair-work Individual	Projector Slides (Power Point) Matching cards

	answers about fossils. ✓ Students work on a vocabulary matching activity		
10 minutes	**While-reading:** ✓ Students read a short passage about fossils.	Individual	**Reading comprehension worksheet:** https://www.teachervision.com/fossils/all-about-fossils
20 minutes	**Post-reading:** ✓ Students complete a gap-filling activity. ✓ Students simulate being paleontologists. They must walk around the class and find fossils. ✓ Later, students describe characteristics about fossils.	Individual Whole-class	Worksheets Fossil pictures Scotch tape

Pair-worksheet

WHAT ARE FOSSILS?	Fossils are remains of plants and animals from the past.
WHAT IS A PALEONTOLOGIST?	A paleontologist is a scientist who studies fossils to learn about the past.
HOW FOSSILS ARE FORMED?	When a dead organism is buried, the shell or animal's bone is turned to

	stone, making a fossil.
CAN YOU FIND A FOSSIL ANYWHERE?	It depends. Sometimes, you can even find a fossil on mountainsides.

Vocabulary matching activity

Name: _____

Match the words with the correct picture.

Rock prints

Mountainsides

Fossil layers

Fossil remains

Paleontologist

Reading text :

Name _____ Date _____

All About Fossils

Fossils are rock prints of plants or 1. _____ . These prints were made millions of 2. _____ ago. Plants and animals got buried under layers of dirt 3. _____ mud. Pressure turned the layers to 4. _____ .

Fossils are often 5. _____ far from where they formed. As time passed, the 6. _____ crust moved. Fossils of ancient sea animals are even found on mountainsides!

Write the correct word on each line. Use these words.

earth's
found
animals
rock
years
and
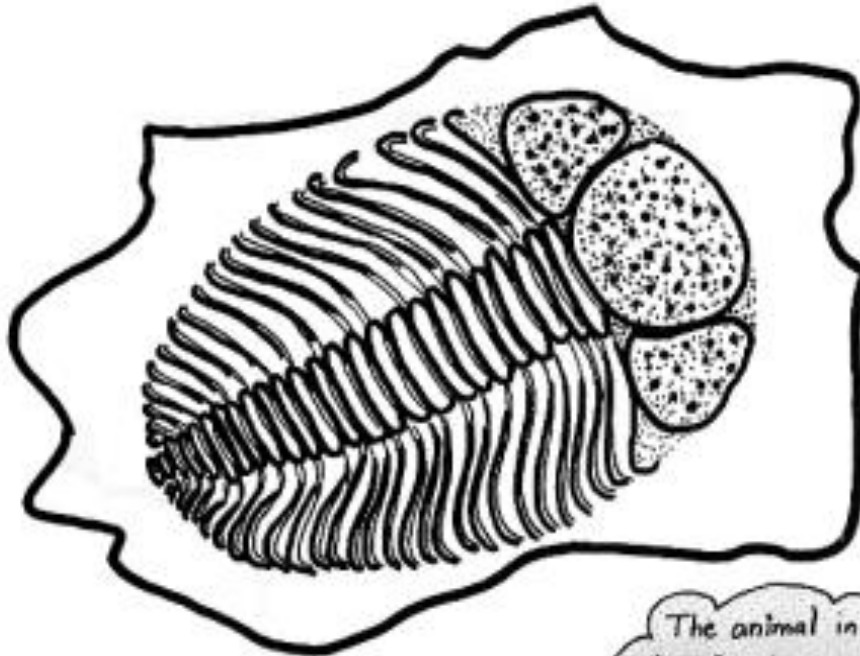
The animal in this fossil is a **Trilobite.**

⊙ TeacherVision

Lesson Plan 8

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 28th, 2022 **Time:** 70 minutes
Content: Living things **Communication:** • **Vocabulary:** living things, non-living things, air, water, sunlight, plants, animals, etc. • **Grammar.** – Simple present. • **Language functions:** inferring, comparing and contrasting **Cognition:** • **Cognitive skills:** Remembering, understanding, analyzing **Culture:** • Students raise awareness on keeping living things alive and healthy.
Lesson objectives: By the end of the lesson, students will be able to: • Recognize living things. • Infer what living things need to live. • Distinguish living from non-living things.

Time	Activity	Interaction pattern	Tools and materials
15 minutes	**Warm-up:** Spot the difference game Students look at a picture. They must find 12 differences. **Activating prior knowledge: Word scramble game** Students must unscramble letters to find out words related to living things.	Whole class	**Picture (spot the difference)** https://img.jagranjosh.com/images/2022/October/17102022/Spot-12-Differences-in-35-Seconds.jpg **Power point presentation** **Words:** rai= air ntspla=plants sorpen= person malani=animal awetr=water
25 minutes	**Pre-reading:** ✓ Students look at a set of pictures. They must name them orally and recognize if it is a living thing.	Whole-class	Projector Slides (Power Point) Board Markers Reward: Stickers

	✓ The whole class decides on what elements living things need to live.		
10 minutes	**While-reading:** ✓ Students read a short text about living things	Individual	**Reading comprehension worksheet:** https://en.islcollective.com/english-esl-worksheets/grammar-topic/do-or-does/reading-living-things/131042
20 minutes	**Post-reading:** ✓ Students complete a multiple-choice activity while skimming and scanning information ✓ Students distinguish living things from non-living things through a worksheet. ✓ Finally, students explain their answers to the teacher.	Individual	**Worksheet:** https://www.k5learning.com/free-preschool-kindergarten-worksheets/science/plants-animals/living-things https://www.k5learning.com/worksheets/kindergarten/science/living-things-a.pdf

Lesson Plan 9

Teacher: Daniela Sánchez

Subject: Science

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI **Group:** 23 students **Date:** November 29th, 2022 **Time:** 70 minutes
Content: Animal habitats **Communication:** • **Vocabulary:** artic, desert, forest, jungle, ocean, wetland, air, food, water, shelter, etc. • **Grammar.** – Simple present, modal verb (should/shouldn't). • **Language functions:** providing examples, giving ideas, agreeing, disagreeing. **Cognition:** • **Cognitive skills:** Understanding, evaluating, creating **Culture:** • Students raise awareness on alternatives to protect animals from captivity and other dangerous situations.
Lesson objectives: By the end of the lesson, students will be able to: • Recognize animal sounds • Classify animals according to their habitat • Determine solutions to reduce the number of endangered animals. • Design a propaganda brochure

Time	Activity	Interaction pattern	Tools and materials
15 minutes	**Warm-up:** Would you rather game **Activating prior knowledge:** Students listen to a sound. They must guess which animal makes that sound.	Whole class	**Would you rather game:** **https://youtu.be/wQ9yjLvcd yw** **Cellphone** **Animal sound effects**
10 minutes	**Pre-reading:** ✓ The teacher places several boxes around the class. Each box represents a habitat.	Whole-class	Boxes Printed pictures (animals)

	✓ Students pick randomly a picture of an animals. ✓ Students move around the class to put the animal in the box it belongs to. Students can discuss themselves on where the animal should be placed.		
10 minutes	**While-reading:** ✓ Students read a passage about habitats	Individual	**Reading comprehension worksheet:** **Adapted from:** https://www.teacherspayteachers.com/Product/Habitats-Lessons-and-Differentiated-Reading-Passages-4919685
35 minutes	**Post-reading:** ✓ Students scan the text and paint the vocabulary about habitats (e.g. desert, jungle, ocean, etc.) ✓ Students complete a worksheet. They must classify animals according to their habitat. ✓ Students look at some pictures of endangered animals. Students think about ideas to avoid this problem by using the modal verb should. *E.g. Dolphins should not make performances.*	Individual Whole-class Pair-work	**Worksheet:** https://es.liveworksheets.com/ya1424670pq Glue Scissors Cardboard Colors Markers Pencil Visual aids (Power Point, pictures)

	✓ In pair, students design a propaganda brochure to persuade people to protect animals from extinction.	81	

Lesson Plan 10

Teacher: Daniela Sánchez

Level: 3rd grade.

School: Unidad Educativa Bilingüe CEBI
Group: 23 students
Date: December 8th, 2022
Time: 50 minutes
Topic: A1 Movers (post-test)

Aim:
To evaluate students' reading comprehension level through the A1 Movers test.

Objectives:
Students will be able to:
- Review the 6 parts the A1 Movers reading test.
- Revise instructions before completing the exam.

Time	Activity	Interaction pattern	Tools and materials
20 minutes	**Warm-up:** Just dance video ✓ The teacher presents once again the 6 parts of the reading and writing sections of the exam. ✓ The teacher	Whole class	**Warm-up: Just dance video** https://youtu.be/a1zQ1xOjZnk

81

	provides the same instructions before completing the post-test ✓ Students use this time to ask questions regarding the test.		82
30 minutes	✓ Students complete the A1 Movers reading section (post-test)	Individual	Paper (tests) A1 Movers sample test https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf Pencil

Annex 4 – Urkund report

Ouriginal
by Turnitin

Document Information

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