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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: **CONTENT AND LANGUAGE INTEGRATED LEARNING (C.L.I.L) IN WRITING SKILLS**

Trabajo de Investigación, previo a la obtención del Grado Académico de

Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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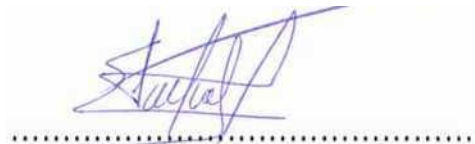**Directora:** Magister Enith Jessenia Mejía Sánchez

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Con un infinito agradecimiento,

quiero dedicar a Dios este trabajo

ya que sin su guía y fortaleza

no hubiera sido posible este logro.

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sueño.

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Mayra Gabriela Pañi Molina

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THEME:
"CONTENT AND LANGUAGE INTEGRATED LEARNING (C.L.I.L) IN WRITNG SKILLS"

AUTHOR: Licenciada Mayra Gabriela Pañi Molina
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EXECUTIVE SUMMARY

The objective of the present research is to establish the impact of implementing Content and Language Integrated Learning (C.L.I.L) in writing skills on third secondary students at Juan Montalvo School. Having in mind that writing skill is a fundamental productive language skill which must be developed and fostered in EFL/ESL classrooms to enable students to produce effective and intended written texts in different social – cultural contexts. An essay- based pretest was applied to determine the students' writing skills before of being intervened. The results shown that there were some weaknesses on this skill because the measurement of students' production was below of required –level according to CEFR writing parameters. After applying the pre-test, C.L.I.L methodology was implemented to enhance students' writing skills. By using the C.L.I.L methodology, students were able to produce more cohesive and coherent texts alongside rich lexicon. This methodology benefits students on the vocabulary, sentence, orthography, writing mechanics level as well as wide understanding of cultural values applied to the writing. At the end of application of C.L.I.L methodology, an essay- based posttest was administered to make a comparative study and establish if there was any difference relating the writing pretests' result. The outcomes drawn from the study demonstrate that students' posttest results were higher in comparison to the pretests averages. Based on the findings, C.L.I.L methodology was suggested to be implemented as a way to enhance and foster writing skills in EFL teaching practices. Complementary, a posttest survey was applied to students in order to know students' insights towards the implementation of the new methodology used. This survey as well as models and theories that adjust to the development of the proposal were resources to sustain it which had as objective to improve the teaching practices in the EFL settings.

Key words: Content and Language Integrated Learning (C.L.I.L), writing skills, productive language skills, written communication, socio-cultural contexts.

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THEME:

"CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN WRITNG SKILLS"

AUTOR: Licenciada Mayra Gabriela Pañi Molina
DIRECTOR: MSc. Enith Jessenia Mejia Sánchez

RESUMEN EJECUTIVO

El objetivo de la presente investigación es analizar la implementación de la metodología del Aprendizaje Integrado de Contenido y Lenguas Extranjeras (AICLE) para el desarrollo de la escritura en el idioma inglés en los estudiantes del tercero de bachillerato de la Unidad Educativa "Juan Montalvo". Teniendo en cuenta que la escritura es una de las habilidades fundamentales del lenguaje; la cual debe ser fomentada dentro de los salones de clase para que los estudiantes puedan desarrollar textos con un determinado propósito dentro de los diferentes contextos socioculturales. Se aplicó una evaluación diagnostica a los estudiantes para determinar las habilidades de escritura antes de ser intervenidos. Los resultados evidenciaron algunas falencias ya que los mismos se encontraban por debajo de los niveles en base a los parámetros del Marco Común Europeo de Referencia de las Lenguas; después de la aplicación de la prueba diagnóstica, se implementó la metodología del AICLE para mejorarla. A través del uso de la metodología del AICLE, los estudiantes fueron capaces de producir textos más coherentes y cohesivos conjuntamente con léxico variado. Esta metodología benefició a los estudiantes no solo en los niveles del vocabulario, oración, ortografía, mecánica de la escritura sino también un amplio entendimiento de los valores culturales. Al final de la intervención, se ejecutó una prueba para realizar un estudio comparativo y establecer si hubo alguna diferencia en relación con los resultados de la prueba diagnóstica, siendo estos a la prueba inicial. Basándonos en los resultados, se sugirió utilizar la metodología del AICLE para mejorar y fomentar la escritura en el idioma inglés. Complementariamente, una encuesta fue aplicada para saber las percepciones de los estudiantes hacia la implementación de la nueva metodología usada. Esta encuesta, así como los modelos y teorías que se ajustan al desarrollo del presente estudio, fueron recursos que sustentan el mismo teniendo, como objetivo, mejorar las prácticas de enseñanza en los salones de clase donde el inglés es enseñado como lenguaje extranjero.

Descriptores: Metodología Aprendizaje Integrado de Contenido y Lenguas Extranjeras (AICLE), habilidades de escritura, habilidades productivas del lenguaje, comunicación escrita.

INTRODUCTION

Writing skill is not commonly developed in the Ecuadorian EFL classrooms because of a generalized idea about its complexity, lack of time, low target language proficiency, and shortage of educative resources. The exclusion of this skill in the EFL lesson plans also springs from the misconception of its inefficiency beyond of people's academic lives. Moreover, the external factors such as: teaching – learning process, methodology used in class, class environment, and didactic materials have contributed to neglect the real importance of writing in both academic and professional fields. Under these circumstances, it is imperative, teachers seek new innovative ways to address this productive skill effectively in the classrooms. Thus, the present research focuses on implementing C.L.I.L to improve and promote writing skills in EFL classrooms.

Chapter I. The problem is introduced and totally explained at this part of the work. The contextualization explores and analyzes the problem globally and locally to provide valid reasons that justify this research. General and specific objectives are posed and the prognosis warns what would happen in the future if it is not addressed correctly on time.

Chapter II. The theoretical framework is illustrated in this chapter basing on some authors' contributions about the two variables under research. The previous studies provide significant insights about the topic and the description of the laws which support the research is in the legal basis. Finally, the hypothesis is established as well as variables signals.

Chapter III. The methodology is described as well as the level and type of research which give an overview the design of this research. Similarly, the population and sample are explained in detail, and the operationalization of the variables is designed. At the end, data collection and analysis processes detail the data organization and instruments used to interpret the study carried out.

Chapter IV: In this chapter, findings and results getting about the two variables under study are presented and the verification of the hypothesis is carried out.

Chapter V. The conclusions and recommendations drawn from the analysis of the data are provided in this part of the work.

Chapter VI. A proposal is presented which holds a six – week scheme of work to implement C.L.I.L in EFL settings to improve writing skills on students and teachers' practices inside the classrooms

CHAPTER I

THE PROBLEM

1.1 Theme of the Problem

Content and Language Integrated Learning (C.L.I.L) in writing skills

1.2 Problem Statement

Writing is part of the productive and communicative language skills and a basic personal daily need to anyone (Nasser, 2016). By means of it, people acquire linguistic and social competence to communicate effectively and with a determine purpose tackling correctly to the audience, develop thinking skills, rehearse language patterns, and be competitive in national and international workplaces (Kilmova, 2013).

According to Coulmas (1999), writing is a complex process of using written symbols to convey ideas and thoughts meaningfully and comprehensibly to others. This ongoing process requires, at least, a basic training in writing mechanics, grammar, and vocabulary. Nevertheless, the development of this skill has become a real challenge for students and teachers since there have been several external factors that have interfered negatively on it. These factors relapse on the teaching – learning process, methodology used in class, class environment, and didactic materials which are intertwined among them.

1.3 Contextualization of the problem

At any context, it is almost impossible neglected the importance of writing for personal and professional development. Javadi-Safa (2018) states that writing is the ability of using a system of written symbols correctly to convey people's ideas, thoughts, and feeling to others. Both non-native and native students struggle with writing all the time. Younes and Albalawi (2015) conclude that one hurdle in the development of writing skill in the target language is "[it] requires conscious effort and much practice in writing conventions, linguistic knowledge, grammar, and vocabulary". Additionally, Fareed, Ashraf, and Bilal (2016) add that "a text […] must be cohesive, logical, clearly structured, interesting, and properly organized with a wide range of vocabulary and mastery conventions in mechanics". All these facts produce a rejection and apathy towards writing.

Producing written text becomes a difficult task for Ecuadorian students. A study carried out by Council British magazine in 2015 reveals that English writing skills in Ecuador were less developed in comparison to the listening and reading. It is because in EFL classrooms, students have more practice on receptive skills rather than productive ones. According to British Council (2015), probable reasons for English writing skill deficiency are scarcity of practicing inside the classrooms, inexperienced teachers, and curriculum guidelines. By 2016, due to all these facts, Ecuadorian government issued a Ministerial Amendments asking to reform the English curriculum where writing skill was considered as an essential curricular tread to be developed gradually from the lower levels to the higher ones (Ministerio de Educación, 2016).

The aforementioned aspects have been a great concern to the different educative districts throughout Ecuador, and Cuenca is not the exception (British Council, 2015). Some studies have shown that most EFL teachers and trainers in Cuenca tend to use traditional methods to instruct writing skills in EFL classrooms. Often, writing is treated as part of grammar practice and filling – in – blanks

exercise which dimishes the real significance of it on real and practical contexts. Moreover, the use of decontextualized and unpurposeful tasks have caused apathy on students because they do not recieve any possitive input regarding writing. The visible results of it are the low performance at this skill which affects directly to their communicative proficiency in the target language which may be evidenced in the standarized tests results (Bernal & Feyen, 2017).

Some barriers for writing skills development at Juan Montalvo School might be textbook and National Guidelines. The contents and strategies do not align to the skills performance criteria from curriculum. Therefore, it may influence negatively on students' production. Moreover, the absence of teachers training definitely affects adversely students' performance. During 2017, there was a new implementation in the English curriculum; Ministry of Education had changed contents, objectives, books, and methodology. All these components were presented in a power point presentation during one hour on December 2016 in each of the public schools being the only support that teachers received about the new material (Ministerio de Educación , 2016). Finally, the English classes shortage at third secondary level at high school from five into three times weekly of forty-minute each class. In 2016, Ministry of Education applied this policy that reduces the opportunities to reach students' writing proficiency in the target language since being a process, it needs certain amount of time to be developed appropriately.

Based on the mentioned factors, the present research concerning CLIL methodology in instructing writing might provide new insights about effective procedures of writing skill development inside of EFL classrooms. Moreover, it might come up with new ideas and meaningful writing activities to foster real - life communicative situations where writing would be used as a tool of communication instead of a compulsory activity. Consequently, this research might change the traditionalist writing approach and encourage students writing acquisition.

1.3.1 Critical analysis
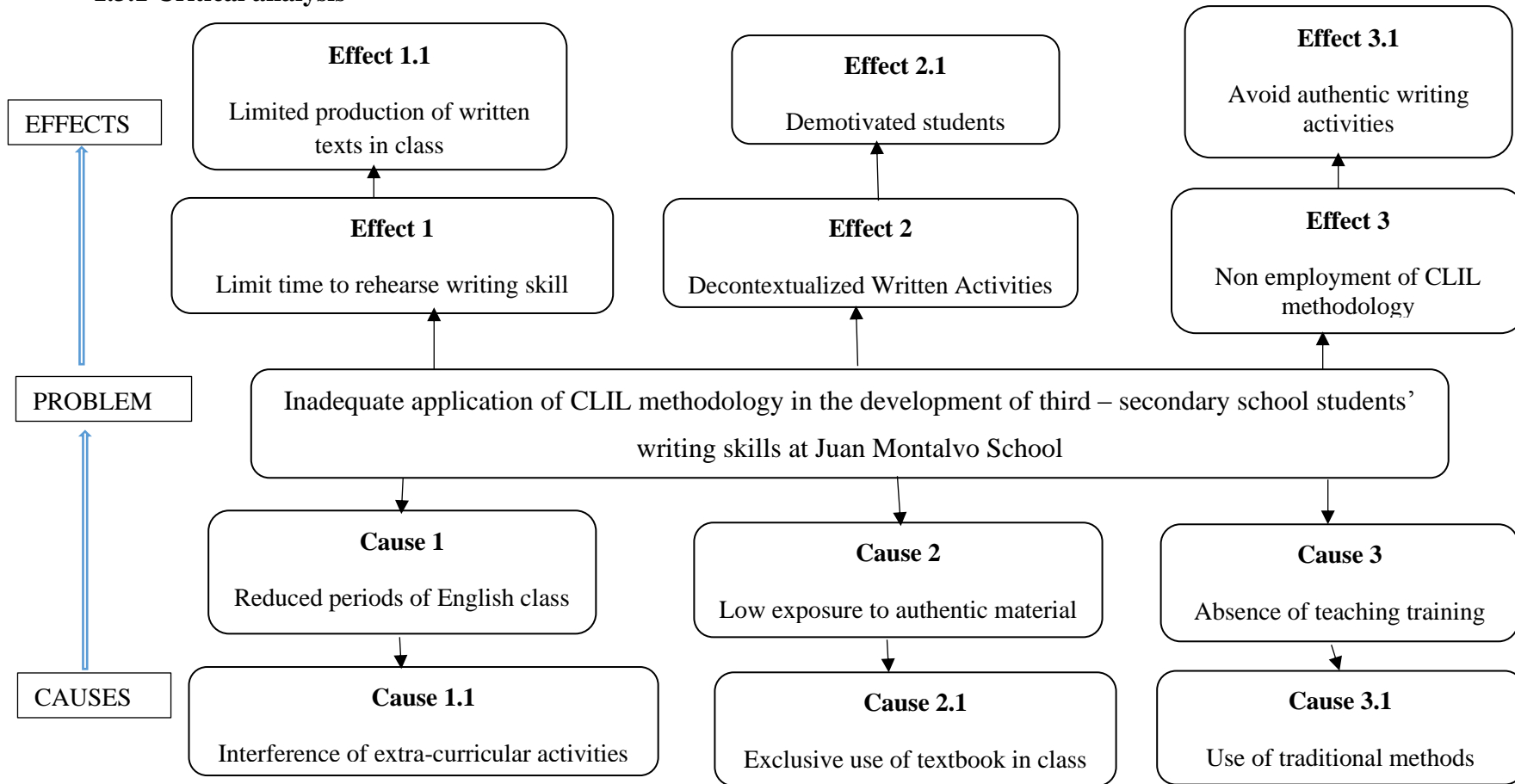
Figure N°1: Problem tree
Source: Direct Research
Elaborated by: Pañi, M. (2019)

The core problem treats in the present research is the inadequate application of CLIL methodology in the development of third secondary students' writing skills at Juan Montalvo School in Cuenca. There are three main causes with their respective effects that have influence directly upon it.

First of all, the reduction of periods of class has generated deficiency in the development of writing mechanics. This reduction is due to two factors. By 2016, Ecuadorian Ministry of Education posed the reduction of English classes at third secondary from five into three periods of class to prioritize other curricula subjects (Espinoza, 2016). Besides, the interference of extracurricular activities posed by Ministry of Education disrupts classes and delays the progress of contents. In order to achieve the set goals at the beginning of the unit, teachers have to omit some topics and generally, it results to be the written activities. According to Ericsson at al., (2007), a person needs at least ten thousand hours of training to master a second language skill and become fluent on it (as cited in Eaton, 2011). As a consequence, it mirrors clearly that this shortage restricts writing skill development and impacts negatively on students' second language performance.

The scarce exposure of authentic materials and the exclusive use of textbooks in EFL classes elicit demotivation on students. Benigno, De Jong and Van Moere (2017) establish that learners can undergo some staticts phases or regressions because of lack of meaningful target language exposure. Having exposed it, it is undeniable that learners need significant input to be able to achieve and develop writing skills properly. On the other hand, the exclusive usage of textbooks in class instead of other authentic resource discourages students to develop writing activities. Generally, English books are grammar – oriented practice; thus, most of time, these activities become tedious and repetitive for students who tend to distract easily. If teachers posed activities which students were familiar with or challenged them; they would be willing to develop them with great pleasure.

Finally, it is worth to highlight that teachers have also been affected along this process. The absence of training courses has caused that teachers are not well–prepared for coping with this new trendy methodology in the classrooms. Teachers are disoriented in applying it, therefore, they prefer continuing using traditional methods because they feel more comfortable and safer. Moreover, another implication of scarcity of training is the avoidance of development of writing in class. Teachers, most of time, ignore how to plan a lesson which tackles writing skill effectively in the EFL classrooms. This avoidance has to do with students' inexperience at these activities and time consuming.

1.3.2 Prognosis

In the case that there was no solution to the inadequate application of CLIL methodology in the development of third secondary school students' writing skills at Juan Montalvo School, there would be negative consequences on both students' written communicative competence and school performance which affect to their personal and professional growth.

If the writing skills continue being interrupted by extracurricular activities, the scares three hours of English classes might not develop it productively in the ELF classrooms which would carry out several difficulties on students' second language communicative competence. Learners will not be able to construct comprehensible texts to convey properly their thoughts. Additionally, students will never put into practice what they have learned since writing is the summary of the other second language learning processes. Moreover, if teachers abuse of the use of non - authentic materials and textbooks in classes, they will kill students' creativity and independency. Finally, if teachers persist without training in new innovative methodologies to instruct English as Foreign Language, especially, writing, they will keep using old-fashioned methodology which will lead a misconception about the writing creating demotivation and reluctance on students to produce authentic texts.

However, if the inadequate application of CLIL methodology in the development of third secondary students' writing skills at Juan Montalvo School is addressed correctly by the implementation of this research both teachers and students may be benefited. On one hand, teachers will be informed and guided throughout their teaching practices. CLIL methodology can improving their classes which would become more meaningful and useful for their students. By this mean, they will be able to develop and tackle correctly the writing skills avoiding students' boredom and frustration. On the other hand, students will boost their self-text production in the foreign language which brings them more opportunities to improve their life style because it has been demonstrated that if writing skill is mastered by people, they will not only improve their academic performance but also guarantee a good job position (Sim, 2010).

1.3.3 Setting of the problem

To what extent does CLIL methodology influence on students' writing skills development in third secondary at Juan Montalvo High School?

1.3.4 Research questions

- ✓ What is students' writing skill level in third secondary at Juan Montalvo School at the beginning of six-week CLIL methodology intervention?
- ✓ What are the variations between the pre-test and posttest writing rubrics grades during CLIL methodology implementation?
- ✓ What are students' final insights towards CLIL methodology after the treatment?

1.3.5 Research delimitation

Content

- ✓ **Field:** Education
- ✓ **Area:** Teaching English as a Foreign Language
- ✓ **Aspect:** Content and Language Integrated Learning (C.L.I.L) in writing skills.
- ✓ **Spatial:** This research is carried out in third secondary level at Juan Montalvo High School in Cuenca city.
- ✓ **Term:** The research is carried out during the development of unit five from the second term in the academic year 2018 (March - April).
- ✓ **Observation Units:** Students, Lesson Plans, English Books, CLIL Activities, writing tasks.

1.4 Justification

The present study is **significant** for educative community because it may provide empirical evidence of the positive outcomes of C.L.I.L methodology in developing writing skills in EFL classrooms. In this way, teachers will improve their work inside of classroom and take it to the next level, basing on students - center approach. Moreover, students will improve their linguistic proficiency at the second language becoming a real language user which ensures students' success in their professional lives. Other language skills will be also **benefited** because writing skills improves critical thinking embracing all the linguistic levels. The study is an important contribution to the Ecuadorian National Curriculum, too since it can provide important information about the development of writing skills in Ecuadorian contexts.

Complementary, the development of this research might benefit to students' **motivation**. The use of CLIL methodology bears advantages to the EFL classrooms

as creating innovating activities for students and lowering affecter filter in class. According to Nieto (2016), implementing C.L.I.L methodology in EFL classrooms affords authentic contexts which aids as a point of reference to guide students in creating their own texts. Additionally, the implementation of it promotes meaningful and holistic learning of the target language since it impacts on other aspects like culture awareness, intrinsic motivation, cross-curricula subject, and independency. The production of different texts in a cross – curricula areas strengthens target language since it provides a great variety of input. All these benefits are reported by several authors Morton (2010), Nikula (2010), Llinares & Whittaker (2010) among others.

This research has **pedagogical impact.** The inexperience of writing development in EFL classrooms is another issue in Ecuadorian contexts; therefore, it is vital to implement new methodologies to address it correctly. C.L.I.L methodology brings an innovative way to instruct students effectively on developing their communicative competence in the second language enabling to interact at any social – cultural context. In addition, C.L.I.L activities support and scaffold students second language performance which might cause positive attitudes towards the language. This methodology might be employed as a guide to support teachers during their daily practice in classrooms.

The **benefits** of this research will be addressed two targets. First, students, teachers, and authorities at Juan Montalvo School. They might evidence students' improvements at their academic proficiency in English subject. On the other hand, it contributes to the current Ecuadorian EFL curriculum. The research will explore the main characteristics and activities of C.L.I.L methodology in classrooms to encourage students to produce authentic texts. Conversely, it may provide some insights about what extent this method is used as a mean of instruction in Ecuadorian EFL classrooms. These facts are relevant since this is the new methodology implemented in the new English Curricular Reform in 2016 (Ministry of Education, 2016).

Finally, the **feasibility** of this study is shown by the active collaboration and support of the authorities, teachers, and students from Juan Montalvo School where the research was carried out. Moreover, it is grounded on sufficient background information provided from previous studies and bibliographic research in the next chapter.

1.3 Objectives

1.3.1 General Objective

To analyze the influence of C.L.I.L methodology in the students' writing skill development at third – secondary at Juan Montalvo School

Specific Objective

1. To diagnose the current students' writing level, through a rubric-based writing following the Common European Framework (CEF) parameters.
2. To implement the C.L.I.L methodology activities in the teaching practice
3. To evaluate the effects of C.L.I.L methodology on writing skills development of the participants by the application of written pretest and posttest.

CHAPTER II

Theoretical Framework

2.1. Research background.

Recent researches on positive effects of Content and Language Integrated Learning (C.L.I.L) in written skill development have been debated lately. While some studies have shown that there is a minimum improvement regarding writing skills, others have concluded on the benefits of it in the development of written competence in the EFL classrooms. As a result, it has become a topic of interest for being researched into educative field.

A comparative cross- study research was developed in Germany by Alexandra Klampfl in 2010 aiming to demonstrate the variation students' writing skill performance of two groups. The results displayed a significant variation in the use of vocabulary and written errors between the two groups of students. Students under the treatment had a better performance at writing in comparison of their counterpart. As a result, the researcher concluded that "the use of C.L.I.L in foreign language instruction might be more helpful than normal instruction" Klampf (2010: 104).

Likewise, the action -research study carried out in Agricultural major at EFL University in Thailand by Charinee Chansri and Puchalee in 2016. Wasanasomsithi presented positive results towards CLIL methodology implementation. Main findings described an increment in performing of writing abilities in both dimensions: process and mechanics as well as content and culture afterwards of treatment. (Chansri & Wasanasomsithi, 2016). Complementary, the medical course study provided insights about students' writing skills and their attitudes towards CLIL methodology. After analyzing data, the results were the following. In the first case, it reported that most student (80%) agreed with CLIL course improved their

writing skills in both fields, within and beyond of sentence level. Regarding to the second aim, it reported all students displayed positive attitudes towards the usage of C.L.I.L methodology in class (Alrabah, Wu 1, Alotaili 1, & Aldaihani, 2017).

The longitudinal cross- study research "*Writing Development Under C.L.I.L Provision*" added more empirical data about the benefits of C.L.I.L application to develop language skill, specifically, writing, in EFL educative environments. The aim of this research was to establish the difference regarding writing competence between a C.L.I.L experimental group and a non- C.L.I.L controlled group. The results after three year of treatment were mostly positive in writing improvement in C.L.I..L students in their micro and macro writing level while in the non- CLIL students were an improvement in accuracy. Additionally, the positive relationship between the learning outcomes and the target language meaningful exposure were demonstrated by this study. Therefore, C.LIL methodology is a good resource to teach a second language in EFL contexts since it is a complement for conventional formal instruction (Gene - Gil, Juan-Garau, & Salazar-Noguera, 2015).

Finally, Lahuerta (2017) concluded in her study that CLIL methodology exerts positive outcomes in written competence inside the bilingual programs because of two main reasons. On one hand, the time of English exposure to learners is enough to provide meaningful input to develop their ZPD (Zone of proximal development) in the target language. On the other hand, the integrative substance, content and language objectives contextualizes the written activities which empower learners to create and produce their own texts. Besides, CLIL is closely related to the principals of Communicative Language Teaching; thus while the academic cross-curricula subject content is developed, the communicative language skills are also performed at the same time creating effective conditions to develop written competence integrative rather than isolated.

2.2 Philosophical foundations

Content Language Integrated Learning (CLIL) methodology is a new and innovative trend to foster learning of a foreign language by means of a cross-curricula subject. In CLIL classes, teachers do not focus on the form of the language but in the content which is immersing in the topics of the cross-curricula subjects to aid students to increase not only in their knowledge about the subject but also in their foreign language skills. In other words, CLIL methodology employs the content of the subject to instruct a foreign language allowing students to acquire a great amount of input and exposure to the foreign language (Coyle, Hood, & Marsh, 2010).

The traces of Content and language Integrate Learning (CLIL) methodology can be dated back by 5,000 years ago in regions known as Iraq nowadays. This methodology emerged as a response to the communicative necessity in the multilingualism communities as a way of surviving. Natives in order to help foreigners used a system of instruction to teach not just the foreign language, but also, their customs and traditions which enabled acquire language skills successful in daily communicative interaction (Meshito, March, & Frigols, 2008).

Some years later, there were some scholars in Europe who felt the necessity to change the way how they instructed their bilingual students in the foreign language, so they designed a system which included everyday language and content of history, geographic, and legislation to be applied in students' contexts (Cummins, 1980). By 1994 in Europe, Dr. David Marsh coined CLIL acronym to refer to Content Language Integrated Learning which had the goal to change conventional bilingual education to support and provide the same opportunities to students who presented low − income in a foreign language (Meshito, March, & Frigols, 2008). At the beginning, CLIL was used to instruct some subjects by means of a foreign language; however, after some years, it shifted and became part of the methodology of Second

Language Acquisition which uses subjects as a context to instruct a foreign language.

Subsequently, education started being more demanding in linguistic part due to consolidation of globalization which was in the mid-1990. As world was evolving, European government desired to provide more opportunities to students in terms of language skill competitiveness in the foreign language. The only form to achieve it was instructed students to be effective bilingual (Meshito, March, & Frigols, 2008, p. 10). By 2005, Dr. Marsh posed to use CLIL methodology in bilingual settings as a duo-focused educative approach to teach a foreign language empathizing both content and language (Perez, 2011).

Recently, this methodology has gained more importance in North America and Latin America since they seek to adapt effective practices to people achieve second language proficiency so that, this practice has been adopted as a mechanism to teach and learn Englaish in both second and foreign language settings. This practice allows both teacher and students to contextualize their learnings and improve their language skills. Besides, it acts as a support for other subjects and vice-versa since teachers create opportunities to students use English actively in the cross-curricula subjects. Thus, while students gain academic knowledge cross-curricula subjects, they acquire and rehearse language skill (Popriore, 2018). Harrop (2012) states CLIL methodology "rests on a number of points based on second language acquisition theories".

2.2.1 Second Language Acquisition

The second language acquisition (SLA) is a complex conscious process by which an additional language is learned after having acquired and developed the language skills in the   mother tongue (Saville-Troike, 2006). Larsen-Freeman & Long (2014) explains that during this transition, students face problem in both domains, receptive (listenign and reading) as well as productive skills (speaking

and writing) because this process is often decontextualized and non-authenic. Despite teachers strive to instruct it meaningful everyday conext, there are few opportunities especially in class to develop cognitive skills and provide suitable activities connecting to the real world situations. In this kind of settings, students have limited opportunities to use target language daily (Ellis, 2015).

2.2.2. Constructivist theory

Constructivist theory is a basis for CLIL methodology. To Little (2007), constructivism refers to a way how people' personal experiences are the base to form new knowledge and meaning. Following the constructivism theory, students are in charge of their own knowledge by a process of negotiation of new information in the meaning contexts. This concept is grounded in Vygostky' theory of Zone Proximal development (Z.P.D.) which claims that learning process occurs by using it interactively to others. (Yang & Wilson, 2006). Scaffolding concept plays an important role in constructivist theory since it supports construction of new knowledge by segmenting information into small meaningful pieces (Zhang, 2008). Meaningful input is another main constructivist principal (Roberts 2016 & Zhang 2008). It asserts if students receive enough significant exposure to the target language, they will be able to appropriate and use it successfully.

2.2.3. Bilingual Education

Finally, bilingualism contributes to the CLIL methodology foundations. García (2009) defines bilingual education as settings where students are instructed in an additional language different from their mother tongue. Herrera & Murry (2016) argue that bilingual education focuses on dominating academic competences which are according to ELF students' grade – approprite level. To support this objective, they have grounded their foundaments on Cummin's models of SUP/CUP learning proficiency. Besides, Cummins (1980) stated that language competences and knowldege acquiring by learners in their mother tongue can be

transferred to target language since languages usually have several language features in common.

2.3. Legal Basis

The Constitution of the Republic of Ecuador, National Plan for Good living, and the Ministry of Education Agreement are which endorse this proposal.

Educación
Constitución de la República del Ecuador (2018)

Art 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada.

La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive

Art 343.-El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

According to the Ecuadorian Constitution in its Article 26 states that education is a peoples' right throughout their lives and a constitutional right. In this part of the law, education is treated as main mainstream to guarantee people´s equality in the country and their development as human beings. For that reason, the constitution has the duty to invest time and economic resources to implement suitable and effective educative programs to address all people's educative needs and solve them.

On the hand, the Article 28 states that education is for everybody without any exception. Therefore, the constitution has guaranteed the accessibility, permanence, mobility, and egress to all its citizens and residents without any discrimination. This article also mentions about the importance of promoting culture among people. It states that it is a people and communities' right interact among themselves and participate actively in a learning society and the constitution will create opportunities to promote intercultural dialogue in multiple dimensions. Finally, it affirms the public education will be free and secular in all levels at school.

Complementary, in the article 343 is established that the National Educative System will be oriented to develop people's individuals and collective skills which allow meaningful learning and the utilization of knowledge, techniques, learnings, arts, and culture in different contexts. Moreover, as Ecuador is considered a diverse

and multicultural country, the Educative National System has the task of including an intercultural vision according to its geographic, cultural, and linguistic diversity and the respect towards rights of communities, people, and nationalities.

Enseñanza del Inglés:

Plan Nacional del Buen Vivir 2013 – 2017 (2013):

Objetivos Nacionales para el Buen Vivir:

Objetivo 4.- Fortalecer las capacidades y potencialidades de la ciudadanía: **4.8.** i. Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

In order to address the English Teaching in Ecuador topic, National Plan for Good living provides a legal argument to support this research. Among the National Objectives for Good living in the objective 4 which is relates to strengthen citizens' skills and potentialities; subsection 4.8, literal (i) establishes to promote the learning of a foreign language under international accreditation parameters since early education until the superior level al school. Meaning that this requirement must be included and regulated in the national educative curriculum to offer people more opportunities and enable them to be competitive in the national and international job market.

Enseñanza del Inglés en los niveles de Educación Elemental, Media, Superior y Bachillerato:

Ley Orgánica de Educación Intercultural (LOEI) (2011):

Art. 6.- Obligaciones. – La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley. "m) Propiciar la investigación científica, tecnológica y la innovación, la creación artística, la práctica del deporte, la protección y conservación del patrimonio cultural, natural y del medio ambiente, y la diversidad cultural y lingüística", "x).- Garantizar que los planes y programas de educación inicial,

básica y el bachillerato, expresados en el currículo, fomenten el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo"

Acuerdo Nro. MINEDUC – ME – 2016 – 00020 – A (2016)

Art. 2.- Plan de estudios para niveles de Educación General Básica. - Para el nivel de Educación General Básica que se establece el siguiente plan de estudios con sus respectivas cargas horarias sugeridas. La carga horaria en el área de Lengua Extranjera, asignatura de inglés, es en la Básica Elemental y Media es de tres horas por semana, en la Básica Superior y Bachillerato (1-2) es de cinco horas, y en el 3ro. Bachillerato de tres horas semanales. En este currículo se ha propuesto destrezas con criterio de desempeño que inicien el proceso de aprendizaje en el área de Lengua extranjera – inglés.

There are two guidelines inside the educative law which validate this study. First in the Organic Law of Intercultural Education (LOEI), the article 6 exposes the obligation of the government regarding education. The main obligation of the Ecuadorian government is to guarantee and fulfill the educative constitutional rights. Its principles and objectives set previously in this law are oriented to guarantee education to everybody throughout the country. In the literal (m) establishes to promote the scientific and technological investigation and innovation, the artistic creation, sport practices the protection and conservation of cultural, natural, and environmental heritage, and cultural and linguistic diversity to foster people's holistic education. Additionally, in the literal (x) states the fulfilment of the curriculum which guides the plans and programs designed for initial, media, superior, and secondary levels at school. These programs and plans are created to boost students' capabilities and competences to generate practical knowledge and encourage the incorporation of citizen into the job market. Secondly, the Educative Ministerial Agreement 2016 – 00020 – A where it is issued the regulatory hours assigned to English instruction in the different levels at school.

2.4. Key Categories
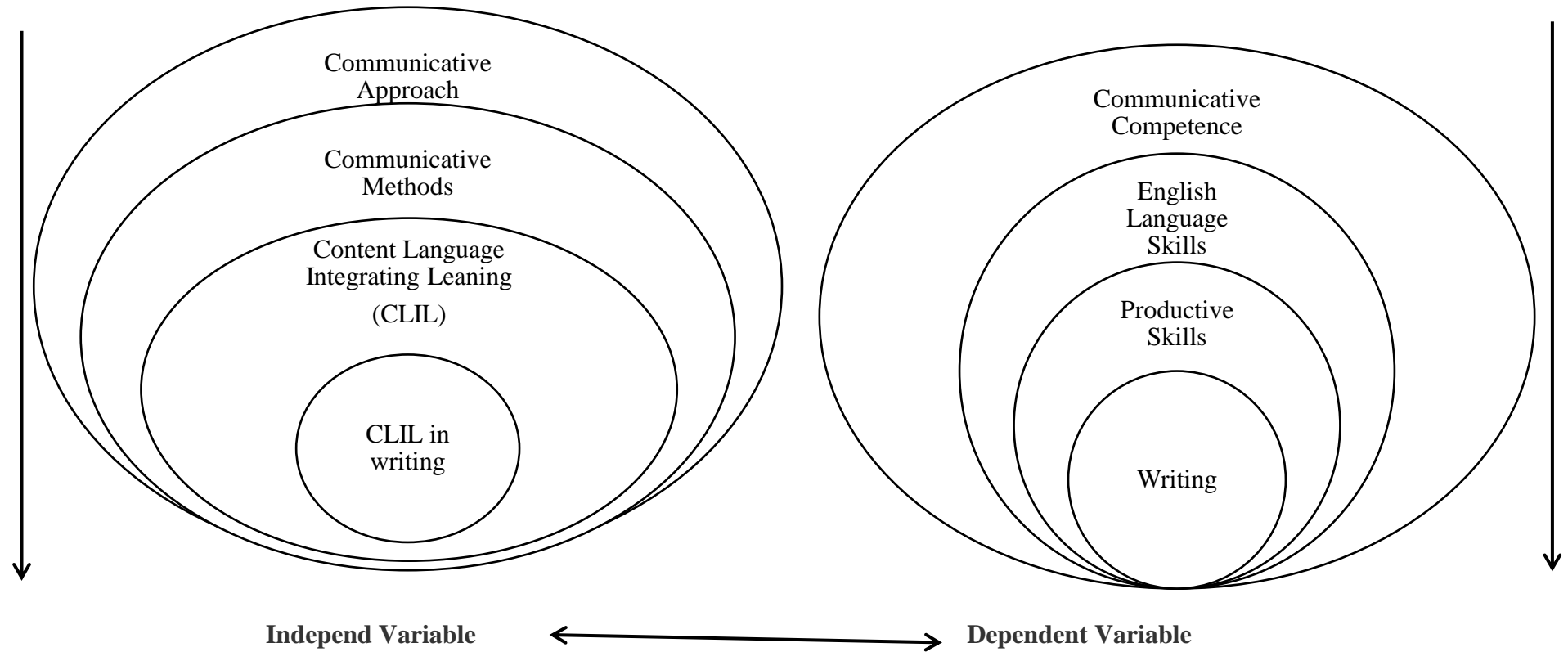
Figure 2.1. Variable super-ordination

Source: Experience
Created by: Pañi. M. (2019)

Figure 2.2. Independent variable interrelated graphic

Content Language Integrated Learning (C.L.I.L) Methodology

Communicative Language Teaching

Communicative approach advantages

Communicative approach disadvantages

The role of the students

The role of the teacher

The role of the instructional materials

Communicative Methods

Old communicative methods

Silent way

Natural way

Suggestopedia

Current communicative methods

Integrated content-based instruction (I.C.B)

Task-based instruction (T.B.I)

Sheltered instruction

Content Language Integrated Learning (C.L.I.L)

C.L.I.L foundations

Consolidation of C.L.I.L

C.L.I.L: an alternative method to teach a foreign language in content

The components of C.L.I.L

Content

Cognition

Communication

Culture

The benefits of C.L.I.L

The constrains of C.L.I.L

C.L.I.L in writing

How to teach writing in C.L.I.L

Demonstrate knowledge about subjects

Be authority

Structured text

Source: Bibliographical research
Author: Pañi, M. (2019).

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Figure 2.3. Dependent variable interrelated graphic

Writing skills

Communicative Competence
- Grammatical competence
- Sociolinguistic competence
- Discourse competence
- Strategic competence

English Language Skills
- The importance of language skills
- Productive language skills
  - Speaking skills
  - Writing skills
- Receptive language skills
  - Listening skills
  - Reading skills

Source: Bibliographical research
Author: Pañi, M. (2019).

Productive Language Skills
- How to teach productive skills
- Productive skills activities
- The process of teaching productive skills
  - Lead –in stage
  - Set the task
  - Monitoring stage
  - Task feedback

Writing
- Writing sub-skills
  - Vocabulary
  - Structural accuracy
  - Orthographic accuracy
- Writing process
  - Generating ideas
  - Focusing
  - Structuring
  - Drafting
  - Evaluating
  - Reviewing
- Types of writing according to its purpose
  - Narrative
  - Descriptive
  - Exploratory
  - Persuasive
- Factors that affect writing

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2.4.1 Independent Variable: Content Language Integrated Learning (CLIL) Methodology

2.4.1.1 Communicative Language Teaching

This second language teaching approach is a constructivist, inductive process by which a learner acquires an additional language mostly in EFL/ ESL environments. Its main objective is to develop the communicative skills instead of grammatical - content memorization. Richards J. C.,(2006) in his book *Communicative Language Teaching Today* defines it as the use of language with determine purposes according to the situation where it is developed. In other words, the communicative approach is not just to know the mechanics and the form of the language but also its function and meaning inside the contexts. (p.9).

On the other hand, Herrera and Murry (2016) in their book *Mastering ESL/EFL Methods Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students* and VanPatten and Williams (2015) state that learning a new language should be a natural process similarly to the acquisition of the first one. Namely, an unconsious process where people go beyond of grammatical structures level and are able to understand and produce in different contexts. For that reason, it is imperative that when people learn a second language they learn to use it as a mean of communication not just at level of grammatical features.

Likewise, Littlewood (1981:1) states that in order to accomplish the communicative objective, English teachers must design activities which lead to encourage and support lively interaction in class, students' self-awareness and language abilities, and low affecter –filter class environment to encourage learners' intrinsic motivation (as cited in Thamarana, 2015). To sum up, the communicative approach is a way in which a foreign language is instructed through and for communicative purposes. (Ministerio de Educación, 2016; Herrera & Murry, 2016).

The communicative approach is based on the following principles (Richards & Rogers, 2001):

1. Meaning is central in this approach; therefore, grammatical points must be presented based on communicative function to enable learners use them effectively in real life contexts.

2. The learners must use the target language functionally and situationally oriented to the different styles, formal or informal communicative process.

3. The activities must be communicative-oriented and present in a context. Some activities are role-plays, problem-solving tasks, games, dialogues, gap information etc. Feedback and scaffolding strategy are essential to support learners' progress.

4. Interaction among learners and foreign language input and intake are mandatory in this approach

5. Four language macro - skills are integrated for communicative purposes because during communication people need all the skills to communicate what they think or believe. Besides, reading and writing skills are worked since the beginning of the instruction.

6. The topics and activities are selected according to students' grade - level, needs, and interests. These activities challenge to learners share information, negotiate meaning and interact to others in different types of group configurations (Richard and Rogers, 2001) as cited in (Firiady, 2018).

7. The activities must be interesting and contextualized to motivate students since intrinsic motivation is essential to encourage students to experiment along with the target language and develop self-correction.

8. Teacher's role shifts to facilitator, moderator, and guide during the process of learning a second language.

9. Error- correction is part of the process and it should be addressed in the group nor individually.

10. Fluency is more relevant than accuracy enabling students to convey their ideas and thoughts despite grammatical failures.

Richards J. C., (2006) states that Communicative language teaching embraces principles such as the objectives of language teaching, activites for promoting second language learning, and the roles of both teacher and learner in classrooms. Discussing the aims of second language teaching, it can be sumarized into one that is developing communicative competence on learners.

2.4.1.1.1.Communicative Approach Advantages

Communicative Approach benefits in different ways to learners. In the first case, it emphasizes the use of language socially where students are challanged to handle with communicative situations. Therefore, if a teacher uses it and creates similar contexts, students are enabled to satisfy real –life communicative necessities in the target language (Richards J. C., 2006). The CLT highlights the social component of the language; thus, it enables learners to convey their opinions and thoughts in an effective way in the target language.

Herein , the way how learner acquires the new language is shifted. The grammatical structures and language accuracy are learned uncounciously and effortless while sudents are attempting to communicaticate to others. Thus, the process of teaching – learning becomes less boring and more relevant and intersting to students because it challenges them to use it contextualized and according to their needs . At this way, learner becomes indepent and more involved in the process of learning. Finally, the fuctions of the language is important because it guides learners in which situations would be used the different structures and vocabulary instead of memorizing isolated words. It makes the language meaningful and useful to learners (Sadoughvanini & Shamsudin, 2013).

2.4.1.1.2 Communicative Approach Disadvantages

As the CLT has its strengths, there are flaws which deserve to be mentioned. Fluency over accuracy is one of them. Hughes (1983) states that it creates innacurate language users. The error – correction strategy is not frequent used during the process of communication; therefore, learners are not aware of their errors and it leads to fossilization of grammatical mistakes making it difficult to be corrected in upper levels (as cited in Sadoughvanini & Shamsudin, 2013).

Another negative side is the difficulty to be implemented in the EFL classrooms because of materials and intsructor. Sadoughvanini and Shamsudin (2013) mention that the lack of equiment, authentic material sources, and native – speaker instructors are the main barriers to implement CLT in ELF classes. Moreover, the large – sized classes preclude the effective use of communicative activities because students tend to cheat teachers using their native language instead of target one as its purpose. These facts aforementioned make a real challenge to foster this approach in EFL classes for both teacher and students.

2.4.1.1.3 The role of students

Kasumi (2015) studies the learners' process in learning and acquiring a new language using this approach and their roles. The importance of students active participation during the process of teaching – learning has been highlighted in the CLT approach. The instruction is student – centered. Therfore, they are in charge of constructing their own knowledge through meaningful interactive tasks along with their pairs because they feel more confortable with them as models to be imitated.

Negotiation is another role of the students in this approach. Students must construct meaning according to the contexts in which is developed. The construction of new knowledge is an attempt to use the language. Based on it,

learners use error- trial to start progressing in the second language learning. As students are deemed the central pillar in the teaching – learning process, activities must be developed around the learner to enable them to internalize the new acknowledge and add it to their previos schemata expanding their understanding (Rouf & Nargis Sultana, 2018).

2.4.1.1.4. The role of the teacher

The teachers' role differes from the students' greatly . In the first case, teachers are not the owners or providers of knowledge to students, but they are the facilitor in the process of constructing the meaning. Teachers are in charge of creating several contextualized activities and providing texts for promoting and facilitating interpersonal interaction inside the classroom to enable learners to excert the target language meaningfully. The CLT activites should be selected according to learners' interests. The environment where the activities are carried out should be arranged in motivating way (Richards J. C., 2006).

Additionally, in based on it, teachers act as monitor of these activites. They are silent observers of the progress of the activities and provide feedback when situations need it letting students to interact freely. The feedback can be done personally or in the total group to advacate students' progress (Larsen-Freeman & Long, 2014).

2.4.1.1.5 The role of the instructional materials

The instructiona materials are directly linked to the syllabus. The contents of the syllabus constrain the the liguistic items regarding to the language elements, the goal for the course, and the language used herein the content. At this stage, materials are employed to achieve all the objectives set in the syllabus. Moreover, throught the materials, teachers can star and monitor the activites of students as well as record their progress in the second language. The complexity of the instructional

materials varies from the easiest that can be managed by anyone to the more complex that requiered well – trained teachers. However, in whatever case, the materials is the main source of input in the target language to students; therefore, it must be based on real and authentic language to support students progress (Richards & Rodgers, 1982).

To be considered a CLT instructional material, it must fulfill with:

1. Facilitating the communicative interaction among the users. It should allow to learners to develop their abilities to negociate, interpret, and express in the target language.
2. Materials shoud be focused in promoting understandable and meaingful communicition instead of grammatical structures. In other words, they must promote fluency over accuracy in teaching – learning process.
3. Enhancing multiple intelligences and students' interests and creativeness should be the millestone to design the materials.
4. The instructional materials should be varied to rehearse different communicative purposes as well as the activities and tasks. These facts prevent students' boreness in the development of the class (Richards & Rodgers,1982).

On the other hand, the authors aforementioned state that the CLT intructional materials should be directed to the following objectives:
1. The materials allow learners have their own pace of progressing in the target language.
2. They enable students to be independent in the process of learning. That is, instructional materials should create options to students can employ their learning styles which fit better to them.
3. Materials should lead learners to use the error - correction strategy and self-progress to evaluate their proficency in the target language.

2.4.1.1.6 Communicative Methods

According to Herrera and Murry (2016), "a method is a body of philosofically grounted and purposively integrated strategies and techniques that constitutes one translation of an approach into profesional practice". (p.184). In other words, the methods are the practical form of the approaches focusing to reach students in an effective way. In the same line of thinking Sadoughvanini and Shamsudin (2013) define a teaching method as a set of practices that teachers use to instruct their students meaningfully and purposefully.

The students' performance will be determined by the method; thus, the activities and works carry out in classes are aligned to the kind of method used to teach as well as the assessment. On the other hand, Hamer (2013) affirms that a method determines not just the type of activites and materials in classes but also the role of the teacher and students as well as the syllabus organization. In a nutshell, a teaching method will set the type of activities designed and material used during the development of clases as well as the the contents and information included in each class which lead a positive or negative result.

The characteristics of a teaching method are
- ✓ The method is aligned to the type of approach used to instruct students in classes.
- ✓ Method is the practical part of the approach.
- ✓ Method is the guide of the strategies used in classes. Strategies depend on the methods they cannot be separated and must be consistent during the teaching learning process (Herrera & Murry, 2016).

2.4.1.2 Communicative Teaching Methods

As it was aforementioned, the teaching method is directly linked to the approach. In this specific case, the methods under the CLT approach are oriented to foster and develop the communicative competence on students (Richards J. C.,

2006). Celce-Murcia (1991) states that "a language cannot be taught. One can only create conditions for learning to take place ". (p. 2). From this point of view, the teachers are who design the activities and situation so as to communication is carried out in the classroom among students. Through these activities and sources, learning is promoted and facilitated to pupils.

Celce-Murcia (1991) also claims that the syllabus must be the combination of semanic and social functions instead just linguistic structures. The classes must be developed in different group configurations to exchange information and pretend to be a real communicative situation where the participants negotiate meaning and help each other providing information that one has and the other lucks. Teacher must provide authentic materials and create suitable real –life situations to train students to face them successfully. Here, the roles of students as well as teacher shift. The classes are student – centered; thus, students are in charge of their learning and teachers suppor them being a source of information.

Díaz – Rico (2014) says that the different methods have evolved according to the different theories and researches carried out along to the years. People have been really interested about improving the ways to enhance second language learning; therefore, many theories have appeared recently which have been directed to increase acknowledge in the following topics:

1. Embeled language in social situations
2. Language fuctions
3. Role of teacher and students in the teaching – learning process
4. The communicative competence over grammatical rules mastering (as cited in Herrera & Murry, 2016)

All that investigation provoked that Communicative methods underwent several changes in their applications and principles.The early communicative methods embrace the silent way, the natural way, and suggestopedia, and the

contemporary are integrated content – based (ICB), task based instruction (TBI), and sheltered instruction (Herrera & Murry, 2016).

2.4.1.2.1. Silent Way

The silent way method is based on the underpinning of learner – centered rather teacher -center. In this method, leaner gains real participation inside the teaching - learning process because learner is who creates and discoveres the language through observing the clues. Teachers do no instruct grammatical items directly but inductively. They design a series of colored cards which has its own code according to the color; students trought the observations will raise their awareness of the target language and appropriate it uncounciously by using it as a means of communication (Richards & Rodgers, 2014).

Teacher will remain in silence to give the chance to learners to be who decide when producing the target language at their own rate. The use of sudents' native language is restricted to encourage learner to use the target language to solve their communicative needs; therefore, the second language becomes a problem – solving activity for students (Herrera & Murry, 2016).

Discovering learning brings some benefits sucha as:
1. Intelectual potency is developed and improved. The exercise to relate and create links between the codes and the language is a challenged activity which

   strengthens the ability of reasoning.
2. There is a change which goes from extrinsic motivation to intrinsic motivation. As learners are the owners of their learning at their own pace, they feel empowered to learn the second language.
3. Trial –error strategy is employed. This fact faster the learning because as long as students use the language, they rise their awareness of the linguistic features and functions

4. Learning for association helps to conserving the memory. Recalling the images to remember the pronuncition of words is a good exercise to store all the information in the long –term memory to use whenever it will be needed (Richards & Rodgers, 2014).

2.4.1.2.2 Natural Way

According to Herrera and Murry (2016), the natural way is a method which establishes a natural order to any language is learned. The order is the creation of a situation where the communicative interaction is carried out in a meaningful way. For, this interaction, teachers must provide signficant and understandable input in the target language, and students' oral production will be produced when they are confident to do so. In other words, the natural way of instruction was the presentation, practice, and production. The time expends in each stage depends exclusively on the learners' understanding and production (Terrell, 1977).

The natural way basis is in four pillars:
1. Production depends on comprenhensible input and intake
2. Language will be developed in stages which will go from the pre production until advanced fluency. Each stage embraces a certain period of time to be developed.
3. The instructional goal should be oriented to reach the communicative competence in the target language.
4. The classroom environment should be lower to the maximum levels trought creation of interactive activities to students feel confident to communicative in the target language freely.

The positive side of this method is that it supports the theory of the silent way where students decide when starting using the target language to convey inside the classrooms. On the other hand, the negative side is that learners spend most time in understanding the input rather than producing. Usually, the order to develop the

language skills was understanding the oral language (listening), oral production (speaking), understanding texts (reading), and producing texts (writing) (Herrera & Murry, 2016).

2.4.1.2.3 Suggestopedia

In the suggestopedia method, the emphasis was the enviroment where the teaching - leaning process was carried out. The ideology of this method was to lower affective - filter in the classroom in order to prompted learners' production because the fear to the second language prevents to learn the new language. Through the personalized setting, learners will acquire a the second language spontaneously and subconsciously (Herrera & Murry, 2016).

The suggestopedia lessons are organized in the following order: (a) teachers arrange the classroom according to the topic planned to the class, decorate the the classroom with pictures regarding the topic and representative objects, bring relaxed music, and arrange the seats in small groups, (b) teachers provide a text in students' mother tongue to ensure understanding of it, (c) teacher provide the same text in the target language after having picked the previous one out. Here is imperative the usage of viual aids to support understanding of the text in the target language. (d) students produce either orally or written (Terrell, 1977).

The most contemporary communicative methods embody integrated content-based instruction (CBI), task – based instrction (TBI), and Sheltered Instruction as they were aforementioned above. The main characteristic of these methods is that the foreign language is instruct through an academic cross –curricula grade –level content. The contextualization used in these methods is the content of the subjects.

2.4.1.2.4. Integrated content-based instruction (ICB)

It is the first one which is grade – level subjects. The target language is used as a vehicle to instruct academic content to students in EFL / ESL classrooms. The benefit is that simultaneously students develop L2 proficiency and academic knowedge and skills in contextualized learning practices. In the CBI activities, the authenticity and the cross – content subject are interwoven and both are around a topic of the class. This fact enables students to develop their personal basic and academic skills for relevant, cognitive demanding processes. (Herrera & Murry, 2016).

2.4.1.2.5. Task – Based instruction (TBI).

The completion of significant tasks is the central part of the teaching –learning process. The main objective of the TBI is to evolve gradually the productive, speaking and writing, languages skills by means of executing communicative tasks. These tasks provide opportunities for using real, meaningful, and purposeful language inside of a functional and natural contexts. According to purposes, tasks are classified into to main groups, communicative and pedagogical. In the case of the communicative tasks, a real life situations is the core for designing them; but the pedagogical tasks are focused on the acccuracy of the language. In combination, they seek to encourage genuine communication inside the classrooms by means of using authentic language among the learners (Millington & Thompson, 2012; Hismanoglu & Hismanoglu, 2011; Camacho-Minuche, *et al*, 2018).

2.4.1.2.6. Sheltered Instruction

The cross –curricula subject content and language objectives are interwoven to be treated in the same academic lesson in the shetered instruction method. As a result, it may be employed at any grade – level or EFL classroom. The content

treated in this method is not especial, but it is aligned to the national curriculum according to students' grade – level. However, the target language objectives are in concordance to students' proficiency level. The target language is used to carry out the instruction of the subjects.

In order to achieve the academy objectives, teachers adapt and scaffold the subject content to the sudents' language level so as to students can understand both the language and the academic content. The strategies used in this method are hand –on activities, social interaction, cooperative and collaborative learning,visual aids, and guarded vocabulary. These startegies advocate students progress in both language proficiency and academic content learning (Herrera & Murry, 2016: 204).

2.4.1.3 Content and Language Integrated Learning (CLIL) Methodology: CLIL foundations

CLIL is an acronym which stands for Content and Language Integrated Learning. This term was introduced in Europe at the beginning of nineties by Dr. David Marsh. This new trendy methodology is content –driven instruction which support ESL / EFL / ESOL students' instruction in a second language combining the target language and cross-curricula subject. The cross – curricular subject is the contextualization of the language. Here, language and content are interlaced which provide mutual advantages for students (Harrop, 2012: 58).

The advantages described by Harrop (2012) are the acquisition and learning of target language in combination of extra content and the recognition and self-awareness about students and others' cultures. (p.58). CLIL methodology is a dual – focus teaching approach which is grounded on constructivist approach and bilingualism programs principals. In the CLIL approach, teachers do not focus on language forms (grammatical structures) but through content support language skill competences (Meshito, March, & Frigols, 2008).

2.4.1.3.1 Consolidation of CLIL

CLIL methodology has become essential due to globalization and economic forces which have impacted greatly on who learns and which language, in which stage of proficiency and in which manner. However, all seek the same objective to get good results in a short time (Coyle, Hood, & Marsh, 2010). Therefore, it has been imperative to look for effective ways to get it.

Another factor that has influenced the CLIL methodology spreading is migration phenomenon. Governments have been concerned about alien student education. They need a method which adjusts the content – teaching to improve the target language proficiency in different social contexts instead of learning it in terms of grammatical structures. Moreover, these students must be inserted into the formal education to continue their process of formation for which the development of cognition, culture and language awareness are vital skills to be developed. CLIL methodology may support all these requirements in the ELF settings (Meshito, March, & Frigols, 2008).

On the other hand, Cenoza and Hornberger (2008) argue that nowadays the instruction of foreign language has shifted its focus. The focuse is to usage of language in communicative contexts instead of knowing and mastering its form. For that reason, there has been an urge need to find a methodology which contributes to this goal.

2.4.1.3.2. CLIL: an alternative method to teach a foreign language in content

The CLIL methodology aim is to promote foreign language acquisition and simultaneously reinforce cross-curricula content or part of it at the same time (Wolff, 2012). Nowadays, it has become part of the bilingual education in most of the parts of the world. (Dalton-Puffer, 2007). Christiane (2007) states that the

instruction through CLIL covers several educational fields because of its dynamism.

   The reason for using CLIL in bilingual settings is to increase foreign language outcomes and awareness since the difficulty of teaching foreign languages is decontextualization of activities and drill repetions in the EFL classrooms. However, CLIL metodology offers the opportunity to tap students' previous background to use as a milestone in class giving the chance to be the active participants of teaching – learning process. Additionally, the CLIL methodology fosters ELF students' cognitive academic language proficiency in the foreign language and positive actitutes towards it. The cross – curriculum content is the platform to contextualize learning and use authentic materials in class. As long as, authentic materials are used in class, learners are highly motivated and engaged in teaching – learning process (Ruiz de Zarobe & Jimenez, 2009).

   On the other hand, CLIL classes allow students to make a connection between their mother tongue to a foreign language as well as transfering some knowledge from L1 to L2. These facts enable students to rise students' cultural and language awareness as well as learning strategies (Martinez , 2012). Besides, Wolff (2012) states that CLIL is deemed as a ultimate communicative approach. (p. 108). The main difference between CLIL and CLT is authenticity in the materials used.Through CLIL methodology, learners are empowered to participate actively in developing their knowldege and language skills by using the problem solving strategy (Coyle, Hood, & Marsh, 2010).

   Cognitive processes are developed by the CLIL methodology since it promotes high thinking skills (H.O.T.S). As long as, students use these activites, they are more likely to have a meaningful learning (Wolff, 2012). Finally, the main purpose stated in EFL Ecuadorian Curriculum is that students learn to use language as a mean of communication insead of mastering language features. Therefore, CLIL is applied as a mean to pratice and instruct English language in context and

improve communicative competences in students. Through this methodology, studenst have the opportunity to develop their critical thinking skills hollistically (Ministry of Education, 2017).

2.4.1.3.3. The Components of CLIL methodology

Content, cognition, culture, and communication are the framework of CLIL methodology. They are known as the 4Cs which work intervowen to achieve the academic and lingustic goals which are learning and promoting both academic knowledge and language skill proficiency in the second language. These 4Cs guide the design of the CLIL curriculum to be carried out inside the ELF / ESL classrooms. Moreover, as these elements work integratively, they tap it at diverse stages: learning referring to content and cognition, language learning stating communication and culture, and intercultural experiences dealing with culture itself (Coyle, Hood, & Marsh, 2010).

✓ **Content**

According to Coyle, Hood, and Marsh (2010) the content is the central part of the lesson because it is the thematic learning and the academic and language objectives depend on it. At this part of the lesson, it is worth to mention that CLIL methodology is flexible about it. The content presented can be total immersion of the subject or just the topic for contextualizing learning through cross-curricula subjects. In other words, in the EFL classrooms, topics from history, science, social science, geography, etc can be used as topics to introduce the target language meaninfully (Mariño, 2014).

According to Coyle, Hood, and Marsh (2010), the grammatical language objectives are embedded in the academic objectives: thererfore, the topics are the main source to instruct the foreign language meaningfully. Moreover, the content is not the base to acquire knowledge and skills but to create their own knowledge, comprehend and encourage the language skills. Another characteristic of the the

content is that it is linked to the learning and cognitive skills. In order to create their own learning, learners must analyze and draw conclusions from the new content which will be adjusted to the current schemata (Dalton-Puffer, 2007).

✓ **Cognition**

The development of the communicative competence is done by employing a range of critial thinking skills bettter known as Higher Order Thinking Skills (H.O.T). Thinking skills determine the communicative competence quality and its scope going from the basic understanding until the demanding creating. Ministry of Education (2016) asserts that CLIL methodology emphazises the critical skills drawn from Bloom's Taxonomy which helps to students to be critical and independent learner. (p.14). Mariño (2014) asserts that this cognition is implicit in the activities developed in class. Thus, it is crucial that teacher design CLIL activities carefully to support the development students' cognition.

✓ **Communication**

Lenguage and communication are interchangeable terms in the CLIL paradigm. Learners' second language instruction is based on the integration of content and learning in a way that they ensure a genuine communicative interaction addressed to social cultural contexts. Mariño (2014) and Meyer (2010) affirm that interaction is fundamental in the process of learning because it is the ultimate goal in the teaching – learning process.

Language has three main approaches in this paradigm; language is of, for, and through learning (Coyle, Hood, & Marsh, 2010). Language of leraning is defined as the suitable lexico and grammatical structures needed to comprehend a subject. The most difficult stage of this process of CLIL is the language for learning because it is language needed to develop posed activities during the lesson which embraces a great range of vocabluary and grammar to express their ideas. Finally, language through learning is the new learning which is created by the previous ones and the critical thinking skills

✓ **Culture**

Meyer (2010) states that intercultural awareness is a key component in the CLIL methodology because it links students with the global perceptions and helps them be tolerant and appreaciate their own culture and others' to be integral citizens. Coyle (2007) mentions that each language is determined according to the cultural rules and through culture, learner will live a real – life social cultural experience at each lesson . (p.9).

All the principles forementioned should be addressed through the application of CLIL methodology in class to achieve a meaningful learning experience beyond of the academic boundaries but hollistically integrating culture and learning.

2.4.1.3.4.The benefits of CLIL:

The benefits for CLIL methodology are several. As this methodology is based on the principals of communicative language, cognition, and culture through the cross – curricula content, students do not just accomplish the communicative competence in the target language, but also understand and know important cultural aspects about other countries. Thus, not only the intercultural communication is fostered but also acknowledged about oversea places. Another advantage of CIL methodology is to prepare to students to an internalization. Acquiring the target language effectively, EFL students can apply for international certification to study abroad which benefits them profesionally and personally. Moreover, the cultural aspect support them in the inmersion in the foreign country easily because they are aware of certain cultural aspects.

In the terms of the linguistics, both in L1 and L2 language development is widely advantaged. As long as, learners improve their overal language skills in the target language, they become aware of their native language because of transferability. The two languages are developed parallely raising students

multicultural interest. The content is reinforced while a foreign language is learned. Cross – curricula content is presented in different angles which expands students' knowledge in the content and terminology and raise curiosity about the topic preparing students for further studies and professional life. Finally, CLIL enhances variety of learning strategies and methods to diverse the form of teaching practice (Klimova, 2012).

2.4.1.3.5. The constraints of CLIL

Likewise other methodology, it has its weaknesses which preclude to achieve the posed goals in the academic and language levels. The lack of CLIL trained teachers is one difficulty that faces the educative settings. There are limit teachers who can manage and master the target language and the cross –curricula content at the same time. Another barrier is the shortage of suitable material to develop selected CLIL cross – curricula subjects. Most of time, teachers do not have access to meaningful materials due to lack economic resources or teachers' experience which affect negatively to the well development of the class. The sizable EFL classrooms avert a good progress of the lesson. It is difficult to try to solve each students' need because the time is restricted and the resources are limited (Kilmova, 2013).

2.4.1.4. CLIL in writing

Writing is an essential skill inside the educative and professional field for human being because knowing how to produce meaningful and effective texts, people tackle more formally to others letting establish strong and cordial relationship (Gene - Gil, Juan-Garau, & Salazar-Noguera, 2015). Coyle, Hood, and Marshal (2010) affirm that communicative goal is one of CLIL's underpinnings along with culture, cognition, and content being part of the 4Cs pyramid. Perhaps, the main objective to implement CLIL methodology in the EFL classrooms is to develop the global target language communicative competences simultaneouly

along with the content without spending extra time separately (Gene - Gil, Juan-Garau, & Salazar-Noguera, 2015).

Even though, writing skill has been widely recognized as a vital competence for human beings, it has not received much attention inside the classrooms being the last to be worked and addressed. The same case has happened in the CLIL methodology since its development, after having applied this methodology, has been minor and insignificant (Gene - Gil, Juan-Garau, & Salazar-Noguera, 2015). However, some studies carried out by Ruiz the Zarobe (2011) have demonstrate on contrary. He states that, in fact, there is a variation at lexical and syntatic level which evidenced that although not all written areas are benefited, there is a portion which are developed giving the chance to boost (as cited at Gene - Gil, Juan-Garau, & Salazar-Noguera, 2015). Whittaker at al.'s (2011) developed a study which the findings asserted that CLIL methodology have impacted greately at academic registers (vocabulary), and students also tended to produce more cohesive and coherent texts.

On the other hand, according to Wolff (2012), reading comprehension and writing are aims to be reached in the execution of CLIL methodology in EFL settings. The integrate both language skills advocacy one another. Additionally, they bring several benefit to students at content learning and target language acquisition/ process.Once that learners starts reading, they acquire the second language significanty. As long as, students read texts, a great amount of rich input is being provided to them which would be used for further written production.

The main improved writing areas are content, vocabulary, organization, language usage, and mechanics. Vocabulary is the most benefited part since through texts, thousands words are presented in context to be exploited in written texts. Besides, while more academic words are introduced to students, they wil. Intrinsic motivation is another advantaged part. Most of the presented activites are based on authentic material taken from students' backgrounds and interests. This fact

encourages students to check and revise the texts in detail letting them a meaningful learning of words and at the same time to storage in the long-term memory (Dalton-Puffer, 2007).In order to help students to be proficient in writing competence, CLIL methodology suggests that the instruction should be scaffolded in small but significant pieces of information until arriving at a whole (Llinares, Morton, & Whittaker, 2012).

To illustrate this point, learning to write an contrative essay follows some steps before presenting the final work. (1)Students are introduced and acquainted to the concept, parts, and style of an contrastive pararaph by using different inputs. (2) Learn how to write an introduction using different prompts to practice and providing supportive feedback during the process until feeling confident and competent to create one by themselves. (3) A thesis statement is developed through examples. (4) The maind ideas and suppoting details are distinguished by their features and function inside the texts. (5). Then supporting details are created to suport and exemplify the main ideas and expand information about the topic. (6) Finally a conclusion is restated about all the information provided in the final product. After the whole process, the produccion of a text is asked to be developed in the target language.

Finally, Llinares, *et, a.l* (2012) claim that writing skills is a process which not only focuses on the form but also in the meaning and the function of the words. For developing writing under CLIL principles, it is requiered that students write about cross – curricula subject topics This topics are real – life and student – interest based. On the other hand, as it was aforementioned, CLIL text production has its basis on the integrated language skills. (Loranc-Paszylk, 2009).

2.4.1.4.1. How to teach writing in CLIL
In order to develop the writing process using CLIL methodology in EFL settings, Schleppegrell (2014) has posed three stages by which students have had to undergo and make linguistic choices in regard to contexts and audience to produce

relevant written texts (Llinares, Morton, & Whittaker, 2012). In this framework, social context and linguistic structures are presented to comprehend the way in which education outlines language and subsequentlly language creates knowledge. Namely, language is the mixture of functions and forms which are used depending on the social context and the person who is addressed to (Llinares, Morton, & Whittaker, 2012). These three stages go from letting know about the knowledge of the subject studied up to the organization of the text which will be described below.

2.4.1.4.2.Demonstrate knowledge about subject

People should exhibit what they know about the topic using an appropriate register and style. These two aspects are clearly influenced by the social contexts from where the information was taken and developed. The contexts vary from informal to formal; knowing as informal at everyday knowledge and formal, the language learned at school which is a complex process because information is presented in different structures depending on the purpose of the subject. Thus, similarly knowldege is not constructing on the same way; it would vary according to the purpose and social context (Llinares, Morton, & Whittaker, 2012).

✓ **Be authoritative**

Using the suitable register and word choice will pivot on the genre and what is being attempted to communicate to others. To illustrate this point, abstract concepts are not presented and addressed at the same way as the social issues because in the first, language register would be more direct and specific while in the second more argumentative (Llinares, Morton, & Whittaker, 2012).

✓ **Structure text**

At this part, learner should consider the type of audience who the text is addressed to and the type of information included here. The text must be organized and written according to the topics of relevance and the readers' needs. Moreover,

the information should be presented cohesively and consistently not to lead misunderstadings about the topic and be understood (Loranc-Paszylk, 2009).

2.4.2. Writing Skills

2.4.2.1 Communicative Competence

Language is an inherent human beings capacity which allows to self-expression either orally or written. However, the most remarkable charateristic about it is communicative usage which is carried out by a mutual and natural interaction among people (Yano, 2003). The development of successful communicative interaction depends largely on the communicative competence that each of the participants has developed throughout the years in a particular either native or foreign language. Communicative competence is understood as the process of comprehending and using language effectively in diverse authentic social and educative contexts with a determine purpose. Social – cultural parameters of each society restrain the communicative competence. (Saleh, 2013; Bagarić and Djigunović, 2007; Kanjanawasee, Poolsawad, and Wudthayagorn, 2015; Yano, 2003).

Yano (2003) cites several authors who have contributed in the definition and identification of what communicative competence is. Chomsky (1965) separated the concept of grammatical competence and performance. Grammatical competence, according to Chomsky, refers to know the language trough the grammatical paterns which allow to construct several sets of sentences as an inborn function of mind; otherwise, performance is the factual use of these grammatical sentences according to the social contexts in concrete communicative circumstances.

On the other hand, the anthropologist/ethnographer, Hymes (1972) discusses the Chomsky's theory assuring that it lacked of comprehension and production of language based on the different social context where it is performed. What Hymes

asserts is that each language user should manage the ample range of linguistic variations and multi - uses of it. It must be according to each communicative environment giving as result a more complex process where it is necessary to develop both lingusitic competence and the sociolinguistic grammatical rules using in real context. According to Hymes, communicative competence has four purposes; formally posssible event, feasibility, social meaning, and real ocurrence.

While Chomsky and Hymes attemped to defined what communicative competence is in L1, Canale and Swain (1980) were the first in transfering all these concepts to the second language learning (as cited Yano, 2003). For them, foreign communicative competence is a fusion of knowing grammatical patterns and rules and the usage of sociolinguistic language for communicative purposes.

Moreover, this communicative competence is a combination of words and communicative function according to the theory of the discourse to convey accurate messages and be understood by others in the target language. Complementary, they translated the Hymes' four principles into the interaction of grammatical system competence, psycholinguistic system for competence, social –cultural system for competence, and the real performance. All these principles were grouped into the foreign language communicative competence types. These classsification were divided into:

1. Grammatical competence
2. Sociolinguistic competence
3. Discourse competence
4. Strategic competence (Yano, 2003).

✓ **Grammatical Competence**

Currently, it is better known as a linguistic competence because it is related with the accurate knowledge of sentence formation and vocabulary (Saleh, 2013). This knowledge holds language codes, phonological rules, rules of morphology, syntax, sentence – grammar semantic rules, orthography, and lexical items of a

language (Yano, 2003). Additionally, Celce-Murcia et al. (1995) contribute with a wider explanation of the grammar competence. They assert that grammatical competence is communicative elements, sentence structures patterns, morphological inflection, the lexico resources, and orthographic system own of a language. These are key elements to develop oral or written commuication.

✓ **Socioliguistic Competence**

According to Yano (2003), it refers to be aware of all social conventions and codes belonging to a country. These codes influence in the communicative act because they give the meaning to the words. The socialinguistic aspects requiere to employ determined language register to different communicative situations so as to carry out an effective communicative process. It is important to point out that sociolinguistic aspects vary from country to country and even from person to person.

The sociolinguistic competence is the most difficult linguistic item to be acquired in the second language. When a second language learner attempts to use L2 linguistic knowledge in real – life communicative contexts, s/he faces the difficulty of not knowing how to cope with the cultural codes and sometimes it can lead a misunderstading. The reason is because in EFL classrooms, most teacher develop decontextualixed activities which do not prepare students for real communicative purposes (Celce-Murcia et al. 1995),.

✓ **Discourse Competence**

Grammatical rules and language functions are the main characteristics of this type of competence. They are associated to comprenhend how ideas are linked through organizational models and cohesive and transitional language devices to produce a meaningful and well – structured text or messages (Hidalgo & Pérez, 2015).

The bottom –up lexical-grammatical microlevel overlaps with the top - down macrolevel of communicative and sociolingustic in the dicourse competence

which assist in the elaboration of communicative written texts (Celce-Murcia, et al., 1995). Both sociolinguistic and discourse competences are vital to be able to interpret and create texts in particular social contexts. Moreover, these two components play an important role when people have to make inferences or interpret subliminal messages or when the information is not clearly established by the sender (Yano 2003).

✓ **Strategic Competence**

It is related to all the verbal and non – verbal communicative techniques such as self –correction, clarification, discourse marks, etc that are used to overcome language breaks. Language techniques are used to realize a fluent communicative process to easy comprenhension of either oral or written messages. The strategic competence is pivotal because it ensures an effective cmmunicative process (Yano, 2003: 78). Moreover, the strategic competece is not just to know the communicative strategies but also when using them (Celce-Murcia et al. 1995).

In order to be considered communicative competent in the second language, Common European Framework (CEF) in 2001established three elements which measure people's language proficiency according to the international standards. These factors embrace language, sociolinguistic, and pragmatic competences. The criteria employed to measure these three compones are in terms of their application in real social communicative contexts and the academic knowledge about the employement in oral or written messages. Even though, the strategic competence is key to support a successful communicative process, it is not considered as relevant as its countraparts in the CER (Bagarić & Djigunović, 2007).

2.4.2.2.English Language Skills

Knowing what language is and its purpose provide wider insights about the English language and the relevance of learning the language skills. Language is a innate human beings' capabilities used to convey ideas or thoughts to others inside

of social contexts (Husain, 2015). From this point of view, Husain (2015) concludes that English language is a means of communication by which people do not only convey their thoughts and feelings, but also they can access to a rich source of information due to its globalization and wide usage throughout the world.

Kurniasih (2011) affirms that English language has been considered as a lingua franca for commerce and education due to its economic power. Thus, most countries have used it as Second Language (SL) or Foreign Language (FL) with the objective of enabling their population of becoming proficient users. Combining the two concepts, English language is an important skill for human beings to be competent in the globalized world (Husein, 2015:2).Additionally, the aforementioned author defines skill as the capacity of performing something well; however, regarding language, the four language skills are abilities that enable people to understand and create spoken or written language for genuine and successful interpersonal communicative aims.

In order to learn a second language as a mean of communication, students have to deal with these four language skills which should not be used or instructed separately but integrally to achieve the proficiency in the second language (Kasumi, 2015:73). Similary, Klimova (2014) also claims that the language skills fulfill two main roles to accomplish an only one objetive that id to develop everyday communicative competences on people. Describing skills as the target goal, they are developed to be used at each social communicative setting either inside or outside of classroom, and as a mean they are used in exercises and activites which are for rehearsing the foreign language.

2.4.2.2.1. The Importance of Language Skills

As it was aforementioned, the language skills are important to achieve the communicative competence at any language; however, there are other usages by which languages skills are pavitol at any language. One is that it is the central part of any learning process because learners need them in order to understand the

information presented in the different cross – content curricula subject. Academically speaking, language skills are necessary for (Kurniasih, 2011):

1. Comprenhend and use effectively the educative resources
2. Support the development from BICS into CALP to be used in the grade –level subjects
3. Develop commited assigments by interpreting and answering questions using appropriate material
4. Produce well –structured texts and expositions
5. Convey successfully ideas, thoughts, feelings and needs to teachers and authorities
6. Scaffold and support the production of oral or written texts
7. Provide context where real information is exchanged (Kurniasih, 2011).

The four language skills are known as language macro - skills and subdivided according to their communicative purpose having as a result the productive (speaking and writing) and receptive skills (reading and listening), and the form of present the information (spoken and written) (Husain, 2015). The language macro – skills' interlationship is as follow:
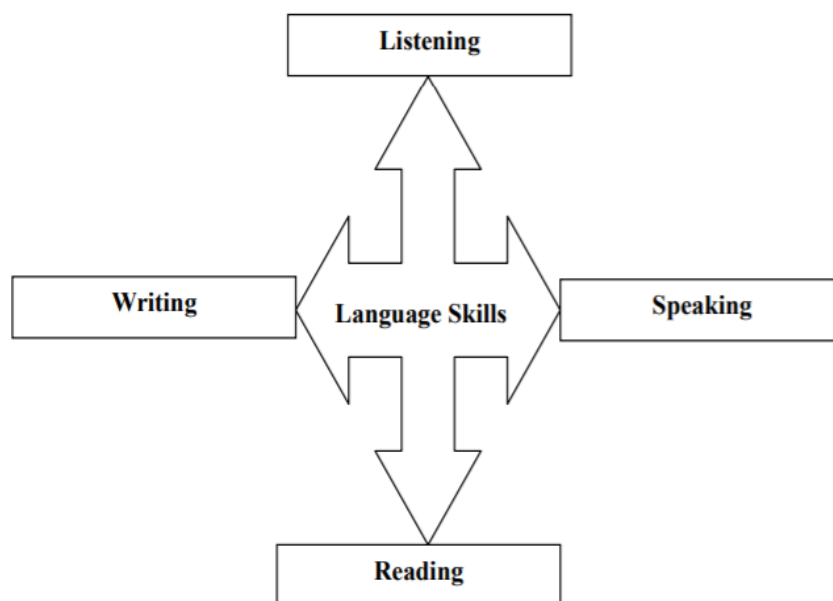
Figura 1: Types of languages Skills: This diagram illustrates the relationship that there is among all Englishlanguage skills in the communicative process. Moreover, it gives a clear idea about how they work interally (Husain, 2015).

2.4.2.2.2. Productive Language Skills

Golkova and Hubackovab (2014) define the productive skills as active skills where the learner is required to produce information in either way: written or spoken. These skills are considered as active because learners, in the speaking part, produce sounds and ,in the written part, produce symbols to transmmit messages. In other words, there are an active participation by students in these two processes.

✓ **Speaking skill**

According to Kaniadewi, Purnawarman, and Sundayana (2017), speaking is part of the four language macroskills which must be mastered by students to be able to interact to others. Speaking is a productive ability where people join words meaninfully to create and emit ideas, thoughts, opinins and feelings on determined topics. Moreover, speaking is an interative complex exercise by which people must think, speak, and understand the conveyed ideas all at the same time in order not to interfere with the flow of the communication. The author emphasizes the three dimentions to take into account in a speaking act: the language mechanics, function, and social cultural norms and rules. (p.15).

✓ **Writing skill**

Writing is considered as one of the most significant productive language skill in the process of learning a second language. According to Nunan (1989), writing is a complex systematic process where it demands the organization and control of two variables at once in order to convey clear and concise ideas about any issue. At the language level, writing requires the control of the content, mechanics, orthography, format, sentence structure, lexico, spelling, and morphology. In the cognitive process is the structure and integrate information

following the cohesive and coherent paragraph (as cited in Sapkota, 2012). Moreover, Sapkota (2012) states that writing helps to have a better understanding of any subject because writing is the act of generate clearer ideas about a topic to extent knowledge about it.

2.4.2.2.3. Receptive skills

According to Golkova & Hubackovab (2014), receptive skills are an essential part of the productive skills because they are integrated one another to be fully developed. The receptive skills are characterized by the act of receiving information and make sense of it to increase knowledge. There are two skills which are part of it, listening and reading.

✓ **Listening skills**

The listening process is an active and concious process where people differentiate sounds, understand a wide range of lexico and grammatical structures, interpret stress and intonation, and infer according to the social – cultural context of sounds. All this process is necessary to transmit and recreate the information about any topic. In order to carry out this process, people who receive the message must interpret the intention of the sender in order not to mislead the message. Interpreting the message is a process of negotiation between the listener and the speaker because when listeners receive the utterances, they must connect what they know and what they hears to draw conclusions and interpretations. (Yildirim & Yildirim, 2016).

✓ **Reading skills**

Several authors have contributed to the definition of the reading. On one hand, Anderston at al. (1985) asserted that reading is a process by which people make meaning of the written words or texts. Wixson, Peters, Weber, and Roeber (1987) added that the reading process embraces the following procedure: readers' background, information of the text, and the context where the it is carried out (as cited PourhoseinGilakjani, 2016).

2.4.2.3.1. Productive skills

Learning a second language involves a complex process which requieres learners are exposed to diverse types of language sources and environments to achieve the communicative competence in the second language. One type of language is where learners are required to receive information and interpret and the another comprises the production of something. The last is known as productive skills because herein, second language learners transmmit information about any topic in either way, written or oral (Harmer, 2007).

According to Golkova and Hubackovab (2014), the productive skills are pivotal at any language because through it, there is the communication act. Productive skills are constrained by social – cultural norms and rules. These norms and rules are related to what culturally is accepted in terms of communication. All these aspects depend largely on the context where the communication is carried out. However, it is essential to point out that without the productive skills support, productive skills cannot be fully developed and tapped. Writing and speaking are the language skills involved in the group of productive skills.

At any process of process of learning, receptive skills come first and then the productive one because the last is the practical part of the receptive skills. The importance of the productive skills is that they are necessary for both personal and professional people´s lives. At the speaking part, it is needed to express opinions and contribute with ideas about an issue. On the part of the writing, it evidences phisically the students' progress because the production is usually on tangible documents. Moreover, as writing involves a process where physical (hands and eyes) and cognitive (brain) resources are used, it supports the learning process providing and improving new ways to express ideas (Golkova & Hubackovab, 2014).

2.4.2.3.2. How to teach productive skills

According to Riggenbach and Lazaraton (1991 as cited in Golkova & Hubackovab, 2014), in order to teach productive skills in ELF stettings, teacher must promote activites where the communicative competence is reherased. In these kind of actvities, teachers should avoid to push students to be accurate but fluent. Besides, to create a low – affecter filter environment in the classroom so as students feel confident to express themselves without fearing to make mistakes. They stated that all the lessons must be carefully designed beforehand by teachers to ensure students' active participation of the activites. On the other hand, the activities that are in the plans do not have just to be the productive skills, but it must be a combination of productive and receptive ones. Moreover, these activities should be aligned to the objectives of the lesson and students'n particular needs.

Another characteristic of the teaching productive skills is that through the activities communicative competence is encouraged to be developed. Accuracy is important in the part of speaking; however, it is not the core of the speaking activities. This skill should be addressed through a great variety of tasks which encourage students to speak and develop the error – correct trial strategy. On the part of vocabulary and grammatical points should be embedded in the lesson to scaffold and support students' learning outcomes.To tap the similarities and differences between students' mother tongue and the target language is another resource used to motivate students learning the second language. This process could avoid further languages misleading or inferences. Finally, to promote writing, the activities employed should focus on the significant and contextualized production (Sheth, 2016).

2.4.2.3.3. Productive skill activities

Activities should fit to students' academic proficiency level which vary from the less proficiency (pre-production) to more advanced learners (advanced fluency). As long as, students are exposed to the meaningful activities, they will

improve their language profiency faster. Amontg the activities developed in class, these are some suggested to develop the productive skills (Harmer, 2007)

1. Listing words relating to a specific topic
2. Using some phrases or idiomatic expressions in short face – to –face interaction.
3. Taking different roles in a telephone conversation
4. Using games in classroom
5. Labelling pictures or discribing images
6. Filling - in –the – blanks exercises with everyday expressions.

When students are more proficient at the target language, the activities can rise the complexity level. For example, in the role play, stress and more advanced grammatical points and vocabulary can be assessed. All these activities are administered with the purpose of providing appropiated feedback and assessment to students. The feedback is to support students' weaknesses and redirect the learning to the posed objectives at the beginning of the lesson. The assessment, on the other hand, is to register students' progress in the second language.

2.4.2.3.4. The process of teaching productive skills

Hammer (2007) claims that in oder to have a successful productive skills performance, teacher must follow a model which supports performance of them and positive outcomes on the part of students towards to the activities. The process follows to develop productive skills embraces the following steps:

✓ *Lead – in stage*

This is the presentation stage. Teachers engage students to the topic and the activity by introducing it through questions and assumptions. Students are invited to use their imagination and creativity to perform the activity. In order to carry out the activity, teachers can ask students to pretent to take part of the different roles required to realize the activity (Hammer, 2007).

✓ *Set the task*

This is the explanatory stage. Teachers provide information about the task and all the elements involving in it. Moreover, instructions and the different resources used are explained and datailed through examples and modeling strategies. Examples and models are needed to avoid misunderstaings. These two elements are good supporters to developed the activities because they are the reference to lead an indepent production. To clarify any difficulty, a good strategy is also to ask a student re-explains the activities using in his/her own words (Hammer, 2007).

✓ **Monitoring stage**

Having started the activity, teachers should walk around the classroom supervising and assisting the activity whenever students need. Furthermore, through monotoring stage, teachers can identify the students' target language pitfalls which will be addressed individually or in group to avoid futures fossilized mistakes (Hammer, 2007).

✓ **Task feedback**

Hammer (2007) states that the feedback stage is a fundamental part of the developing of the activity because teacher points out not only the negative side but also the possitive one making students feel confident of using the target language. The provided feedback to students should be done in terms of the content and the language to help students.

2.4.2.4.1. Writing skills

Writing skills is one of the most important productive language skill at learning a new language. Huy (2015) states that the concept of writing adjusts to the purpose of it, and he explores some definitions. The author starts pointing out that writing is" complex metacognitive activity that draws on an individual's

knowledge, basic skill, strategies, and ability to coordinate multiple processes. (p. 2).

On the other hand, Ministry of Education argues that the writing process requires several aspects that must be taken into account such as author's intentions, usages of lexicon, text types, and organization. (p. 23). This term refers a way of expression in which people shape their thought, ideas,concerns, etc. using certain tools such as correct use of vocabulary, spelling, text formats, syntax,and grammatical structures (Ragnhild, 2014). The final insight about writing comes from Anjayani (2016) who claims that the goal in the writing is to be able to express ideas about at topic in a sophisticated literary manner which involves the usage of certain type of vocabulary and polishing in the language structure.

2.4.2.4.2. Writing sub – skills

The micro language skills which make up part of written text productions are vocabulary, structural accuracy, and orthographic accuracy. These micro-skills are key to develop the written communicative competence. They must be well – developed to ensure a correct written production (Sheth, 2016).

✓ *Vocabulary*

The lexico is the central part of any language because it expresses people's ideas accurately. Therefore, the development of the vocabulary is pivotal at any language to assure the good development of it. Among the strategies to expand the lexico, there are two which have drawn good results at the writing. One is branstorming which is part of the activation phase strategy. It activates students' previous knowledge about the topic. The dictionary-based activites help students to awareness about the parts of the speech and the significance of the words in determined contexts. The ability of analyzing and drawing conclusions that are developing through this actvity can be transferred to other levels of learning (Sheth, 2016).

✓ *Structural accuracy*

The accuracy is linked to the concept of the perfect writing texts production which is obtained by rehearsing. Students are encouraged to produce their own texts with the aim to produce error –free compositions along with teacher assistance. Feedback and teachers observation are the strategies to promote acuracy in EFL classrooms. Whilst teachers provide feedback to students, they are supporting students' progress at the target language because these commentaries will be applied in the further language productions (Sheth, 2016).

✓ *Orthographic accuracy*

Shet (2016) states that orthographic is a necessary written skill and needed to be fully developed. With teachers' help, students will ovecome this barrier. As a result, teachers have an important role in the developing of the texts; on one hand, they model handwriting and on the other hand, correct the written part proving practice if it is necessary.

2.4.2.4.3. Writing process

According to Sapkota (2012), writing is a complex process which involves a critical thinkig skills. By means of it, people generate ideas and print them in a written way. Hammer (2007) says that the writing process is a procedure by which students join a piece of written information in a coherent and cohesive format to be understandable to others. Besides, Hammer mentions that this process is really complex for people because it demands to exploit higher thinking skills due to the nature of it. The process maintains the final product in a way from backwards to forwards in the stages of the writing process. (p.326). The stages of the written text are

1. Generating ideas
2. Focusing
3. Structuring

4. Drafting
5. Evaluating (Nation, 2009)
6. Reviewing

✓ *Generating idea:* This step is at the beginning of the writing process and students should identify the topic and the purpose of the writing. In order to help students to carry out sucessfully it, teacher should train students by using suitable activities.

✓ *Focusing:* Discovering main ideas and the supporting details are part of the focuse stage. At this stage, students should identify the function and purpose of main idea developed inside the texts. Description of the purpose of the whole text is also done at this stage.

✓ *Structuring:* Ideas in a text can be grouped and ordered in different ways; all depend on the purpose of the text. However, it is worth to mention that as long as, new ideas and concepts start appearing in the process, the structure is shifted. Therefore, the schema depends on the writing process at that time.

✓ *Drafting:* All the activities aforementioned are part of the stage of the pre-writing stage. In the drafting, there is , in deed, the writing itself. In this stage of the writing, the writer must keep in mind the audience, the purpose,and the final insights. Considering these elements, writers start organizing thei clear, consise and precise ideas in a coherent and cohesive format to convey their ideas at any issue.

✓ *Evaluating:* This part of the writing process is where there is an assessment on the drafting to assure that all expressed in the text is comprehensible to others. The basic elements considered to be assessed are the writing mechanics, size of the text, and the organization.

✓ *Reviewing:* It is to go over the text and make sure that everything is included, if not adding more details or delete unnecessary parts.

2.4.2.4.4.Types of writing according to its purpose

As it was mentioned previously, writing is a way to express ourselves to others. As each person has their own objective and need, the information presented will be addressed according to the different goals and purposes. In some cases, people maybe just want to describe and explain a topic, and other cases, they want to inform or persuade about something. Thus, in order to solve these necesities, there are different text with different purposes (Hammer, 2007).

✓ **Narrative writing**

The narrative texts are the easier type of writing. It is related to tell a story event about a fictional or real story where there is an introduction, climax, and conclusion. Moreover, there are certain elements that are part of it such as characters, pot, setting, and point view. The main purpose of this writing is to teach a moral which makes readers reflect (Ragnhild, 2014).

✓ **Descriptive writing**

The descriptive writing is characterized by creating livid imagens of places, people or things through words being thorought in the details. This fact lets the reader to experience a real sensation of the described item or person. The strategies used herein are selecting the object/ person that is going to be described, using adjectives to picture the description, organizing the order of the information, and drawing conclusions about the topic.

✓ **Exploratory writing**

The main purpose of these texts is to inform to the audience about any social issue. This kind of writing is more formal. It is used in reporting scientific articles,

explaining the causes and effect of a social or natural problem, and comparing information. Through it, the information is more understandable to the readers.

✓ **Persuasive writing**

The intention of this text is to try to convince to the audience about the writers' ideas or points of view through using strong arguments. This kind of text can be found in the adverstisements at any storage or service. In order to produce a persuasive text, the writer must master the topic that s/he wants to present.

2.4.2.4.5. Factors that affect writing

Rahma, Thakur and Roscoe (2015) point out facts that influence negatively in the writing production. They say that in ESL/EFL classes writing skills are tackled inside the rigid and constricting parameters which cause rejection on students since they may find it compulsory and uniteresting activity. Therefore, it is necessary that EFL teachers seek new and innovative strategies to fulfill students' writing needs. According to Nation (2009) writing skill should be carefully prepared to work along with the other language skills integrally to get better outcomes. Finally, writing can be eased by using students' background and interests. This fact is supportive since students are willing to write whether the topic is remarkable and well – known by them.

Silva & Matsuda (2001) claims that quite often, teachers requires students write a paper based on book topics. Certain times, learners are not familiar to it which turns it into a nighdream since they are unable to produce it. Besides, teachers concentrate on form rather than content which is unmotivated to students because they make a great effort trying to fulfill the task and feel frustrated at cheking the grade. Consequently, writing becomes to them an adversative task. For that reason, it is highly signifcant teachers instruct learners in context and using authentic materials which address students' backgrounds.

2.5 Hypothesis

Null hypothesis

       Null hypothesis (H0). CLIL methodology does not improve writing skills in third-secondary students at Juan Montalvo School,

       Alternative hypothesis (H1). CLIL methodology improves writing skills in third-secondary students at Juan Montalvo School,

2.6 Research Variables

 Independent variable: CLIL methodology

Dependent variable: Writing skills of third secondary students at Juan Montalvo School

CHAPTER III

MEHODOLOGY

3.1 Research Approach

The present research has its underpinning in the social constructivist paradigm which stresses the importance of people's personal experiences and interactions among themselves (Leavy, 2017). Kivunja and Kuyini (2017) define the social constructivist approach as the construction of knowledge through the subjective interrelationship between people who show clearly that knowledge changes according to ideas exchange and reflections upon people's realities and experiences. The objective is to expand the acquaintance about a determine topic by basing on the results getting from a determine research.

Mackenzie & Knipe (2016) affirm that both qualitative and quantitative methods are required to obtain data and support the results drawn in a reseach. (p.3). According to Bernal (2010), qualitative method is a qualifying and descriptive inductive approach which describes the dynamic and characteristics of a social phenomena in depth inside of a context of study. Complementary, Carrie (2007) asserts qualitative method is used to confirm or disconfirm a hypothesis related to the inquiry of the research question and variables. Beside, by the qualitative method, reachers can explain, describe and interpret the gathered information which contributes with new insights about the inquiry posed at the beginning of the study.

3.2 Basic method of research.

3.2.1. Action Research

Action research is an approach which is addressed to treat educative issues. Young, Rapp, & Murphy (2010) state that action research is a process that is carried

out inside the classrooms with teacher and students' collaboration. This process supports teachers to render their daily practice to be aware of their fawls and test new methods and strategies for improving teaching- learning processes inside the classrooms along to students. (p.2) Through this method, teachers are empowered to make decisions towards the main teaching problems trying to provide empirical evidence to improve their performance in the classrooms and influence positively on students' academic outcomes (Hong & Lawrence, 2011).

3.2.2. Observational

The present research is observational the researcher worked directly to students to identify the effects of CLIL methodology implementation in writing activites. This observation brought possitive outcomes since it provided more widely insights about the study and helped to create recommendations for addressing correctly the problem under study.

3.2.3. Bibliographic

To validate and support this proposal, bibliographic research was used as a millestone and reference to develop the proposal. There was an extensive revision and analysis of bibliographic material and previous studies about the two studied variable to elaborate the theoretical framework.

3.2.4. Quasi-experimental

The proposal has a quasi-experimental approach. Leavy (2017) states that either settings or groups in the quasi-experimetal method are exploited at maximum to get firsthand information; thus the sample does not required to be assigned at randmon. (p.86). In the present study, pre and posttests and written survey were applied to generate data and had a better understanding of the studied phenomena.

At the final stage, the results of pre, posttest were confronted to determine the impact of CLIL methodology on improving writing skills and to know if the outcomes are positive or not. The survey results, on the other hand, contribute to have a better insight about students' experience of using CLIL methodology in class.

3.3. Level or type of research

3.3.1 Primary research

Primary research is defined as information gathered from the original source by using interviews, surveys, tests, field observations, and experiments to people who are directly linked to the phenomena. This data helps to the researcher expand knowledge about the phenomena under study by understanding the problem and its context where is developed (Polkinghorne, 2005). The present research has applied the primary data collection since the collected data was from different quantitative and qualitative methods sources such as: open -ended written questions survey at the end of the treatment and the pre and post -intervention essay tests to get relevant information about the participants of the study.

3.3.2 Descriptive Research

The present research obeys to the principles of the descriptive research because the researcher will describe and present visally the findings after analizing the results of the contrastive – based esssay pre and posttest and the survey reponses after the study application so as to draw the final conclusions about the study (Leavy, 2017).

3.3.3 Correlational Research

The objective of the correlational research is to study the associations that occur between the variables of an study to determine the relationship or outcomes of the

variables interaction (Bernal,2010). Describing the features of correlational research, the study tries to describe and examine the interaction between two varibles, CLIL methodology and writing skills.

3.4. Population and sample

The entire population of the thirds of bachillerato at Juan Montalvo School was 93 students. Those students were separated into three different groups, A – B – C. From that population, the study was applied only in the group "C" so as to examine the impact of CLIL methodology on the development of wriitng skills in EFL classrooms.

As it was aforementioned above, the sample belonged at Juan Montalvo School in Cuenca. It comprised a single group of 30 students from third Bachillerato "C" whose ages varied between 17 up to 19 years old. That group was made up by 18 men and 12 women whose native language is Spanish and English is their second one.

Table 3.1. Reseach Population
General Universe: 93 students

Unit of analysis (sample):	
Third secondary"C" students – English class	
Number of participants	30
Percentage (universe)	32,25%
Percentange (Sample)	100%

Source: Registers of Juan Montalvo School
Elaborated by: Pañi, M. (2019).

The rational of selecting the sample has complied with the foundations of the action research methodology and non-probabilistic sampling method, specifically, the convenience sampling (Bernal, 2010). The convenience sample is practical since the sample is chosen according the objective of the study. The

practicability in the convenience sample brings some advantages such as geographical accessibility, availability, and readiness of the participants for collaborating in the researcher which ease the collection of data and the application of the treatment (Farrokhi & Mahmoudi-Hamidabad, 2012). Because of aforementioned, it was imperative to carry out the study at Juan Montalvo School since the researcher belongs to the staff of the school. This fact facilitates the access to the group under study and collects data to determine the correlational relationship between CLIL methodology and writing skills on third secondary students.

The reason to choose third secondary students have done with the expectations of exit outcomes at this stage posed by Ministry of Education. According to Ministerio de Educación (2016), at this level, students must achieve English language profiency coresponding to B1$^+$ CEFR level. In order to get this level, Ministry of Education has done an enormous effort investing time and economical resources to implement a new English curriculum, books, and methodology. Althought this level is required to graduate from school, there is no a monotoring process to assure the accomplishment of it.

According to Ministerio de Educación (2016) in agreement with Common European Framework, at this stages, students "can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions" (p.62). Additionally, "learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence" (p. 66). Therefore, because of the English language writing skill requirements at the end of third secondary, the research project is feasible to be carried out at this level.

3.5. Operation of variables

Independent Variable: CLIL methodology

Table 3.2. Independent variable operationalization

Conceptualization	Dimensions	Indicator	Items	Techniques Instruments

Content and Language **Integrated Learning** (CLIL) is a new, innovative and content-driven duo-focused **educative approach** applied in the EFL classrooms to teach and learn a foreign language through cross-curricula subject **content.** CLIL methodology takes advantage of the cross-	Educative Approach
	
	Integrated Learning
	
	Content
	
	Communicative Competence
		✓ Grammatical Approach
		✓ Communicative Approach
		▪ Cognitive Approach
		
		▪ Reading/Writing
		▪ Listening/speaking
		
		▪ Cross-curricula subjects
		
		▪ Writing
			1.1.Rubric Criteria
			  ▪ Content
			  ▪ Communicative Achievement
			  ▪ Organization
			  ▪ Language
			1.2 Rubric 0-5 scale
			2.Survey Questionnaire
			2.1. Do the course contents improve your ability and confidence in writing? If so why?
			2.2. Have the CLIL method and activities in the course increased
				1. Pre and Posttests applied to students
				1.1.Validated rubric for assessing B1 writing
				2. Survey
				2.1.Open-ended written questionnaire for students

curricula content to interwove along to the foreign language to improve learners' **communicative competences** and **cognitive skills** in different contextualized school environments. The role of the teacher in the development of this methodology is essential. As teacher is deemed as a facilitator of the knowledge, he/she needs to be trained and had a holistic knowledge about the cross - curricula subjects and at the same	Cognitive Skills	▪ Speaking ▪ Lower thinking skills ▪ Higher thinking skills	your vocabulary and general knowledge about diverse subject – content areas? If it is yes, why? Or why not? 2.3. Have the CLIL instructional materials include in the course helped you ease the writing activity? 2.4. Rank from 1 to 5 to know the level of development of the following writing activities using the chart below:	

1	2	3	4	5
0-20%	20 – 40%	40 – 60%	60 – 80%	80 – 100%

2.4.1. Summarizing and paraphrasing a text
2.4.2. Implementing structures in a text for showing a purpose

| time the foreign language. | | | 2.4.3. Categorizing texts according to their purpose
2.4.4. Editing and correcting your writing
2.4.5 Designing, producing, and creating new writing
2.5. Have you improved your ability to create texts?
2.6. Do you recommend the CLIL method to improve your writing English skills? | |

Source: Direct research

Elaborated by: Pañi, M. (2019)

Dependent Variable: Writing skill of a group of third secondary students at Juan Montalvo School

Table 3.3. Dependent variable operationalization

Conceptualization	Dimension	Indicator	Items	Techniques Instruments
Writing skill is a **productive language skill** which involves a process of using written symbols and language features to communicate comprehensible and clear ideas and thoughts in a written text regarding to an **audience** and purpose. The production of the well-constructed **informational texts** requires that writer	Productive language skill Language features Audience	▪ Writing ▪ Speaking ▪ Word Choice ▪ Syntax ▪ Coherence ▪ Orthography ▪ Cohesion ▪ Formal ▪ Informal ▪ Persuade	1.2.Rubric Criteria ▪ Content ▪ Communicative Achievement ▪ Organization ▪ Language 1.2 Rubric 0-5 scale 2.Survey Questionnaire 2.1. Do the course contents improve your ability and confidence in writing? If so why? 2.2. Have the CLIL method and activities in the course increased	3. Pre and Posttests applied to students 1.2.Validated rubric for assessing B1 writing 4. Survey Open-ended written questionnaire for students

employs the **writing process**.	Purpose	▪ Inform ▪ Entertain ▪ Explain ▪ Argue ▪ Evaluate ▪ Express	your vocabulary and general knowledge about diverse subject – content areas? If it is yes, why? Or why not? 2.3. Have the CLIL instructional materials include in the course helped you ease the writing activity?	
	Informative text	▪ Introduction ▪ Body ▪ Conclusion	2.4. Rank from 1 to 5 to know the level of development of the following writing activities using the chart below:	
	Writing Process	▪ Prewriting ▪ Writing ▪ Revise ▪ Edit ▪ Final writing	1 2 3 4 5 0- 20 – 40 – 60 – 80 – 20% 40% 60% 80% 100% 2.4.1. Summarizing and paraphrasing a text 2.4.2. Implementing structures in a text for showing a purpose	

			2.4.3. Categorizing texts according to their purpose	
			2.4.4. Editing and correcting your writing	
			2.4.5 Designing, producing, and creating new writing	
			2.5. Have you improved your ability to create texts?	
			2.6. Do you recommend the CLIL method to improve your writing English skills?	

Source: Direct research

Elaborated by: Pañi, M. (2019).

3.5. Method of data collection

This action research was carried out at Juan Montalvo School in Cuenca. It is a public school which has an academic period of ten months divided into units of learning of six- week length. People who participated in this research were 30 students at third secondary "C" during the fifth unit of learning (April – May, 2018) during the English classes period. The classes were developed once a week for eighty minutes. The procedure for collecting data were in the following order:

1. Apply a survey to four English teachers in the school,
2. Administer a comparative-essay based pretest to the group of students for individual initial writing skill evaluation.
3. Intervene the group of students by employing CLIL methodology to improve writing skills
4. Apply a contrastive-essay based posttest for individual final writing skill evaluation
5. Administer a survey to students for final insights about CLIL methodology at the end of the intervention.

Before applying all the instruments and writing rubric aforementioned, they underwent a validation process which came from a Master in Teaching English as a Foreign Language colleague who has a great knowledge about the topic under study. Besides, two third secondary students, Jefferson Marin, and Marco Herrera who were recognized as the best students from their promotion by their performance at English subject, helped to assure that instruments were clear and accessible enough for students. They checked and evaluated the instruments and the rubric according to the validation checklist which valued the parameters of clarity, balance, lexicon, and relationship with the skill in criteria from 1 to 4 being 1 the lowest and 4 the highest (see Annex 1).

At the beginning of the research, a survey was applied to four English teachers at Juan Montalvo School to get information about their knowledge of CLIL methodology and its benefits in developing of writing skills in the second language (see, Annex 4).

Next, the pretest and posttest which were an adaptation of an activity from the Ministry of Education B1.2 book were applied at the participants to measure their individual writing skill level at the beginning and at the end of the intervention. (see, Annex 3). Both pretest and posttest applied the same activity which was a timed comparative essay of 100 words length about the advantages and disadvantages of living in Ecuador. To fulfilled successfully the activity, students must accomplish with a set of writing parameters. The rubric employed to score both pre and posttest was an adaptation of CEFR B1 writing level which assured accurate results according to international standards and avoid biased in the research (see, Annex 1).

During the pretest application, the researcher was an observer of the process. At the end of the forty minutes, the essays were collected and scored according to the parameters of the rubric. The results showed an overall picture of students' initial individual English writing skill performance. After that, the teacher – researcher intervened the group by implementing the CLIL methodology to address writing activities during the English classes. In the application, several CLIL techniques were developed such as: scaffolding, group configurations, guarded vocabulary, hand – on activities, culture awareness, and visuals. Moreover, regarding cross-curricula subjects Social Studies, Tourism, and Technology were used to contextualize learning. For the writing process instruction, students worked with different cross -curricula subjects reading materials to get meaningful input and be able to create their own texts improving the general knowledge about the subject and the language skills acquisition at the same time.

After six week of intervention, students were assessed again with the application of the posttest. It had the same tenor as the pretest, and likewise the

posttest was checked using the same rubric with the same parameters used before. Complementary, an open-ended survey (see Annex 5) was applied to students at the end of the intervention to get data about participants' depth insights towards CLIL methodology and its influence in the writing skill development. That survey was made up by six questions which addressed dimension of the research such as improvement and confidence to produce texts, usage of different cross-curricula subjects to write and increase vocabulary, the percentage of different critical thinking skills improvement, and the self-perception of their writing skill improvement (see Annex 8). Finally, researcher took pictures during the development of the implemented writing activities in class in order to evidence both researcher and student' work.

INFORMATION COLLECTION PLAN	
BASIC QUESTIONS	**EXPLANATION**
Why?	The present research was carried out with the objective to analyze the influence of CLIL methodology on the students' writing skill development at third secondary at Juan Montalvo School
People	The studied was developed with the participation of Students of third of secondary at Juan Montalvo School
What aspects?	CLIL methodology and its influence on writing skill development
Who?	The researcher, Mayra Gabriela Pañi Molina
When?	It started during the development of the fifth unit which is in April until the second week in May.
Where?	Data collection was executed at Juan Montalvo School in Cuenca.
How many times?	The data collection was during two specific times. First was before the application of the methodology and second was at the end of the application.

In what situation?	It took part of the regular schedule of English class of the third secondary "C" at Juan Montalvo School
What data gathering techniques?	The techniques applied were: Pre and posttest Survey
What data collection instruments?	Open-ended question survey Adapted Rubric from CEFR (Common European Framework) for writing assessing. Pre and post intervention essays done by students in response to an adapted assignment from the book of the Ministry of Education B1.2 which was to write a comparative essay from 90 to 100 words about the advantages and disadvantages of living in Ecuador following some aligns.

Source: Study's application

Elaborated by: Pañi, M. (2019).

3.6. Data collection and analysis

After getting the results from the instruments used in the research work, the investigator proceeded to interpret them through statistics tables and pies. In order to analyzed it accurately a statistical software called IBM SPSS and a professional statistician were required to obtain trustworthy results that were utilized to prove the posed hypothesis, improvement of writing skills by implementing CLIL methodology.

This comparative analysis was done on basis of pretest and posttest scores and the parameters of the writing rubric. As part of the parameters used for statistical procedure, the researcher took into account length, grammar, spelling, and word-choice. Additionally, the gathered data from the application of the post-treatment

survey was analyzed statistically by categorizing and presenting percentages of frequency.

Finally, all the analyzed information provided a clear picture of the variable variations which were described through tables and graphs. The results were used to confirm or disconfirm the hypothesis and objectives posed at the beginning of the work and draw conclusions and recommendations which are in the next chapter.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis result and data Interpretation

This chapter analyzes in detail the results getting from the pretests and posttest assessment addressed to third secondary students at Juan Montalvo School. The writing parameters taken into account to carry out the present research were content, communicative achievement, organization, and language.

Besides, there is an analysis about a survey addressed to teacher to know if they are familiar to the CLIL methodology and its benefits in the daily teaching practice, especially, in developing the writing skills. A survey was also applied to student to know their insights towards the effectiveness and usefulness of CLIL methodology to improve and foster writing skills in classrooms. Through of six questions embracing the survey students provided their opinion about their experience of using this methodology. Finally, the information getting from the survey was a point of reference to get a deep insight about the implementation of this methodology.

In order to interpret and have a better understanding of the processed information, graphs and tables of each answer along with percentages values were elaborated. In the case of the pretest and posttest, the variance is described to show the results of the applied methodology. On the other hand, the survey answers are presented in frequency values. All this information is presented graphically to ease the understanding of it.

The information gathered from the teacher survey is presented in the following chart.

QUESTIONS	YES	%	NO	%
1	2	50	2	50
2	3	75	1	25
3	4	100	0	0
4	1	25	3	75
5	4	100	0	0

The results from the table allowed to concluded that half of teachers at Juan Montalvo School is not acquainted to the CLIL methodology; therefore, they prefer to use old-fashion teaching methods to instruct students. Most teachers relate English language instruction to the other cross – curricula subjects. It permits them to contextualize their teaching. Even though, teachers are aware of the multiple benefits of relating teaching with other subjects, they do not apply it to improve writing skills. The chart clearly evidences that one out of four teachers instructs to their students on writing.

4.1.1   Pre – test and posttest results

For the present research, one class was involved in the process of gathering information. The participants were 30 third secondary students who attended to the regular class at Juan Montalvo School. The intervention was once a week, on Thursday, during eighty minutes in the academic period from April to May 2018. At the beginning to the study, students took a pretest which was comparative - essay based. The pretest gave the information about the students' initial writing skills performance. At the end of the intervention, a posttest was administered to know the students' final writing skill achievement.

The results gotten from the pre and posttest were used to make a comparative analysis and determine if the CLIL methodology improves writing skills. In order to get an accurate data, an adapted writing skill rubric was applied to score both tests and measure students' writing skill performance. The criteria to assess the effectiveness of CLIL methodology were content, language, organization, and communicative achievement in a scale from 1 to 5. One represents the lower

category and 5 the higher. The following chart will describe in detail the scores of pre and posttest.

Table N ° 1. Pre – test results. Individual evaluation.

CRITERIA	CONTENT 5	COMMUNICATIVE ACHIEVEMENT 5	ORGANIZATION 5	LANGUAGE 5	TOTAL
1	1	1	1	1	4
2	3	3	2	2	10
3	4	3	3	2	12
4	2	2	1	1	6
5	3	3	2	2	10
6	2	1	1	1	5
7	4	2	4	1	11
8	1	1	1	1	4
9	4	3	3	2	12
10	5	5	4	4	18
11	3	2	2	1	8
12	4	2	3	1	10
13	3	2	2	2	9
14	2	2	3	4	11
15	4	4	4	3	15
16	5	4	4	3	16
17	3	2	3	2	10
18	4	3	3	3	13
19	4	4	3	3	14
20	1	1	1	1	4
21	4	2	3	2	11
22	2	1	2	3	8
23	1	1	1	1	4
24	4	2	3	2	11
25	3	2	2	1	8
26	3	1	2	3	9
27	2	2	1	1	6
28	1	1	1	1	4
29	4	4	3	3	14
30	4	3	3	3	13
X	3,00	2,30	2,37	2,00	9,33

Created by: Pañi, M. (2019

Table N ° 2. Posttest results. Individual evaluation.

CRITERIA	CONTENT 5	COMMUNICATIVE ACHIEVEMENT 5	ORGANIZATION 5	LANGUAGE 5	TOTAL
1	2	2	2	2	8
2	3	2	2	3	10
3	5	4	4	4	17
4	3	2	2	2	9
5	2	3	2	3	10
6	3	3	2	2	10
7	5	3	4	3	15
8	1	2	1	1	5
9	4	3	3	4	14
10	5	5	5	5	20
11	3	4	4	3	14
12	5	5	4	4	18
13	4	3	4	3	14
14	2	2	3	4	11
15	5	4	4	3	16
16	5	4	4	3	16
17	2	2	3	3	10
18	4	3	3	4	14
19	5	5	4	5	19
20	3	2	3	3	11
21	2	3	3	3	11
22	4	4	3	4	15
23	1	2	1	1	5
24	3	3	2	3	11
25	4	5	4	4	17
26	4	4	5	5	18
27	5	4	4	2	15
28	5	4	5	4	18
29	5	5	5	4	19
30	4	3	3	4	14
X	3,60	3,33	3,27	3,27	13,53

Created by: Pañi, M. (2019)

Table N °3. Comparison between pre – test and posttest in the content criterion. Individual evaluation.

CONTENT	
Pre- test	3,00
Post – test	3,60

Note. From pre-test and post-test using CEFR adaptation rubric.
Created by: Pañi, M. (2019).

COMPARISON BETWEEN PRE -TEST AND POST -TEST
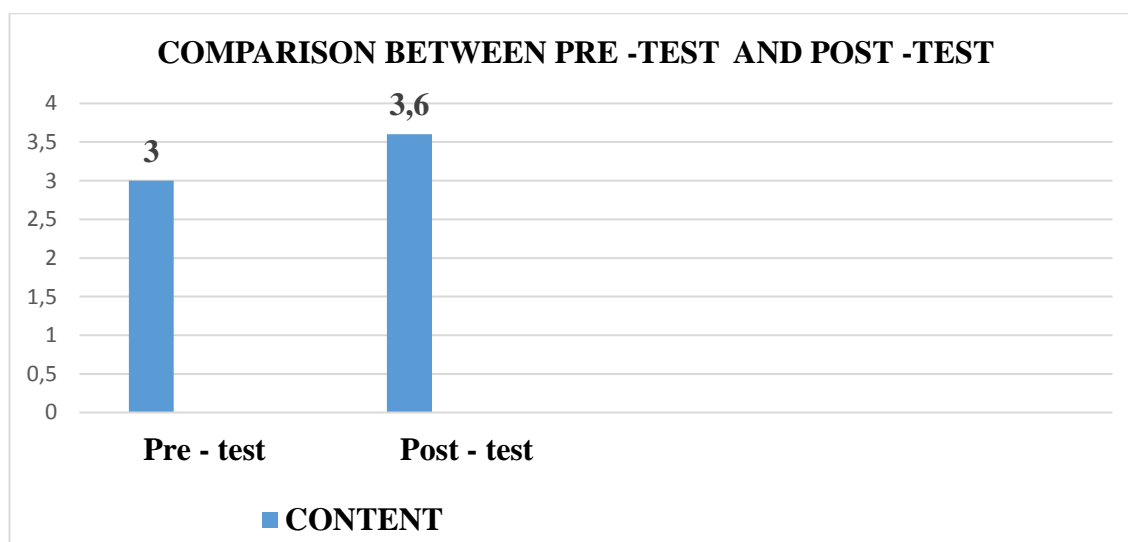
Figure N° 1. Comparison between pre-test and post-test in the content criterion.
 Created by: Pañi, M. (2019).

Analysis and interpretation:

Regarding pre – test content in the writing skill, students obtained 3 out of 5 while in the posttest, there is an increase of 0.6 indicating that students got 3,6 out of 5. This graph showed that students had some irrelevances and omissions in the content before the implementation of the methodology. However, in the posttest, these omissions are rare and the intended message is delivered comprehensibly to the reader.

Table N °4. Comparison between pre – test and posttest in the communicative achievement criterion. Individual evaluation.

	COMMUNICATIVE ACHIEVEMENT
Pre- test	2,30
Post – test	3,33

Note. From pre-test and post-test using CEFR adaptation rubric.
Created by: Pañi, M. (2019)

Figure N° 2. Comparison between pre-test and post-test in the communicative achievement criterion.
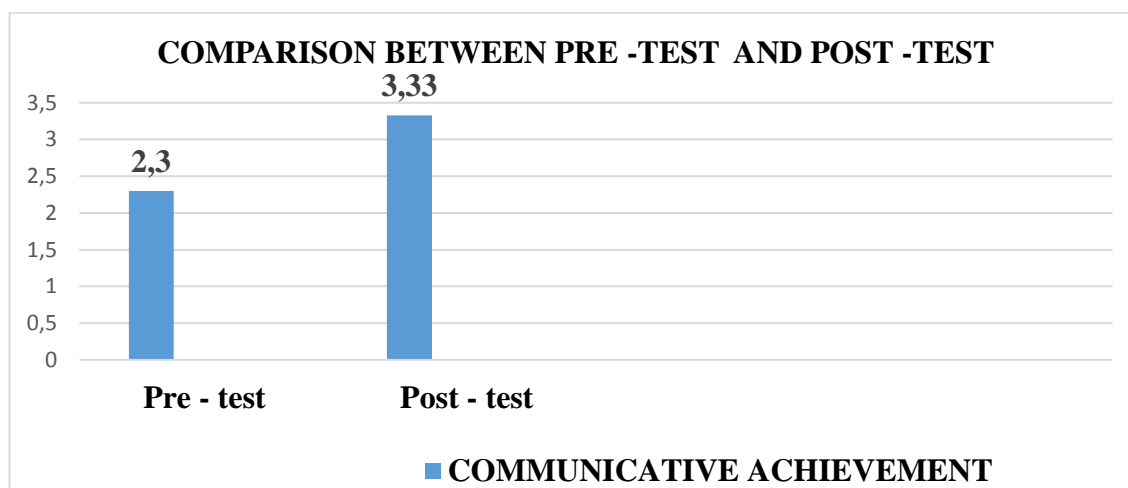**Created by:** Pañi, M. (2019).

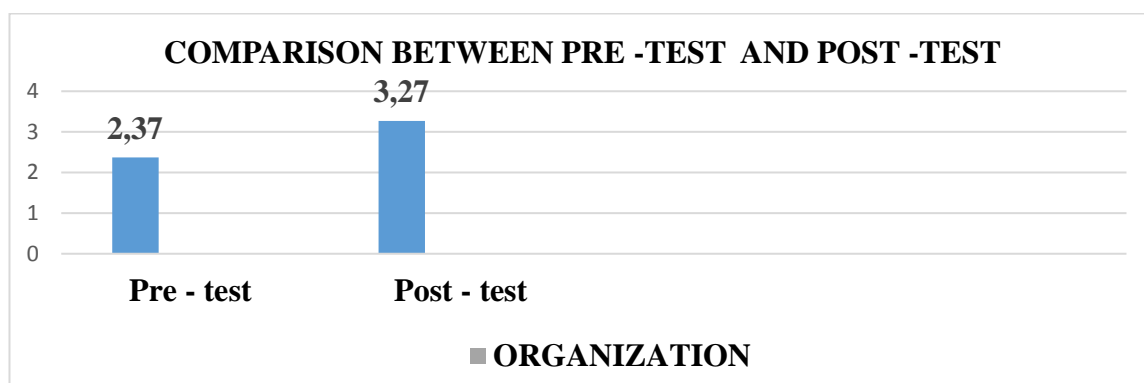**Analysis and interpretation:**

In the communicative achievement pre – test, students achieved 2,3 out of 5 and in the posttest 3,33 out of 5. The CLIL methodology helped students to communicate their ideas coherent and cohesive since they were able to use both simple and complex sentences in the text. Additionally, students could use appropriate writing style to convey written messages straightforward.

Table N °5. Comparison between pre – test and posttest in the organization criterion. Individual evaluation.

ORGANIZATION	
Pre- test	2,37
Post – test	3,27

Note. From pre-test and post-test using CEFR adaptation rubric.
Created by: Pañi, M. (2019)

COMPARISON BETWEEN PRE -TEST AND POST -TEST

■ ORGANIZATION

Figure N° 3. Comparison between pre-test and post-test in the organization criterion.
 Created by: Pañi, M. (2019)

Analysis and interpretation:

The average in the organization pre –test was2,37 and in the posttest was 3,27. Based on the results, it can be said that is difficult for students to connect coherently the written text by using linking words. Additionally, their lexicon is limited. It can be perhaps students do not have knowledge about these connectors which give the flow to the text and their vocabulary is not enough to construct a good paragraph. However, in the posttest, students have a great progress because students are able to use at least basic connectors to make the text understandable and their lexicon have increased.

Table N °6. Comparison between pre – test and posttest in the language criterion. Individual evaluation.

<div align="center">

LANGUAGE

Pre- test   2,00

Post – test   3,27

</div>

Note. From pre-test and post-test using CEFR adaptation rubric.
Created by: Pañi, M. (2019)

Figure N° 4. Comparison between pre-test and post-test in the language criterion.
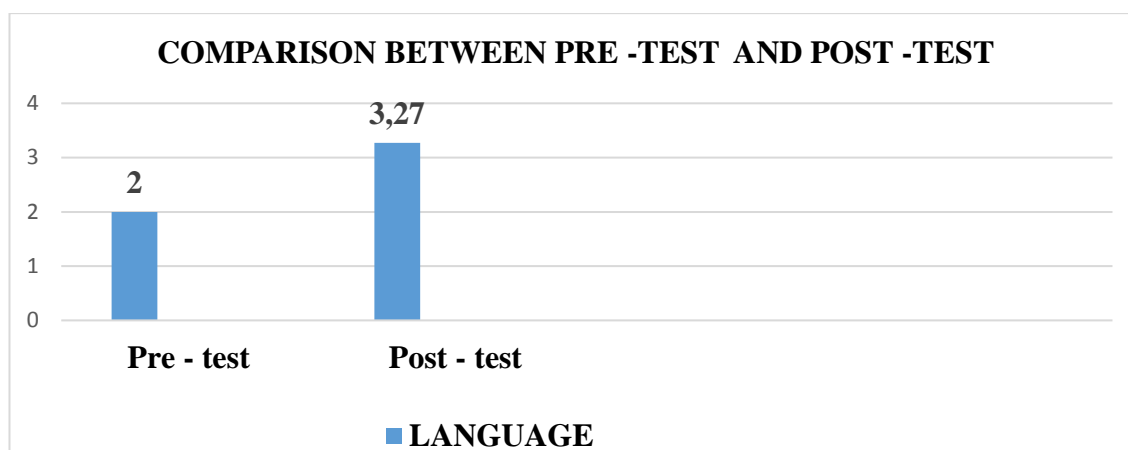 **Created by:** Pañi, M. (2019)

Analysis and interpretation:

In the criterion of language, students in the pre – test obtained 2,00 out of 5 which demonstrates that students even though basic expressions appropriately, the errors interfered in the meaning creating confusion in the written message. On the other hand, the posttest reflected that students, after the intervention, got 3,27 out of 5. That result showed that students can use a control but varied range of

vocabulary. Although the errors continue being in the written text, they do not impede communication.

Survey directed to the students of third secondary at Juan Montalvo School

1. **Table N° 7:** Question N° 1. Do the course contents improve your ability and confidence in writing? If so why?

Alternative	Frequency	Percentage	Percentage Accumulative
No	0	0,0	0,0
Yes	30	100,0	100,0

Created by: Pañi, M. (2019)

Figure N° 5. Question N° 1. Do the course contents improve your ability and confidence in writing? If so why?
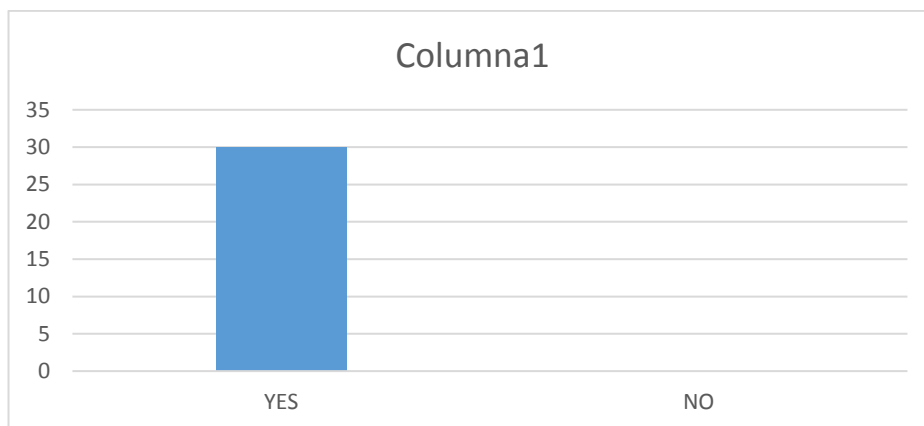
Source: Students survey

Created by: Pañi, M. (2019)

Analysis and interpretation:

Out of 30 students, 100% answered "yes" to the first questions. They report that some reasons of this improvement are the exposure at the target language. Another reason is the rehearsal applied in the classroom. On the other hand, they said that as long as they write it was easier to do by themselves.

Table N° 8: Question N° 2. Have the CLIL method and activities in the course increased your vocabulary and general knowledge about diverse subject – content areas? If it is yes, why? Or why not?

Alternative	Frequency	Percentage	Percentage Accumulative
No	2	6,7	6,7
Yes	28	93,3	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 6. Question N° 2. Have the CLIL method and activities in the course increased your vocabulary and general knowledge about diverse subject – content areas? If it is yes, why? Or why not?
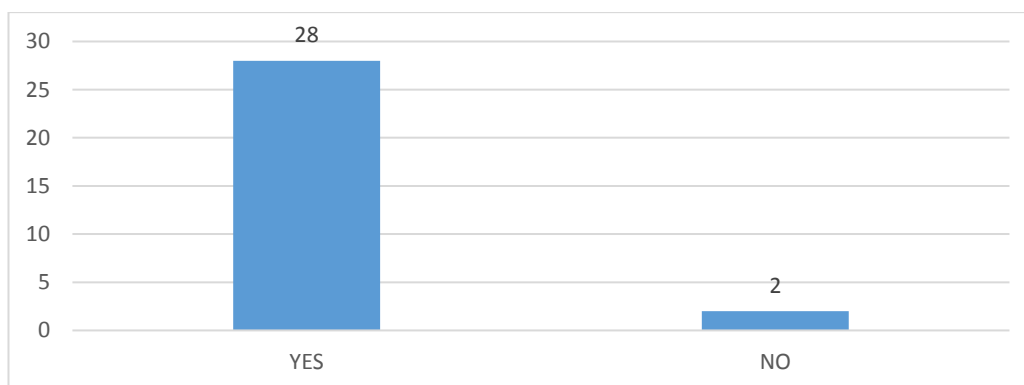
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

Out of 30 students, 28 students answer "yes" to the question if the methodology has increased their vocabulary knowledge which represents 93%

while just 7% did not agree. They said that they have not increased their knowledge about other cross-curricula subjects.

Table N° 9: Question N° 3. Do the CLIL instructional materials include in the course help you ease the writing activity?

Alternative	Frequency	Percentage	Percentage Accumulative
No	4	13,3	13,3
Yes	26	86,7	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 7. Question N° 3. Do the CLIL instructional materials include in the course help you ease the writing activity?
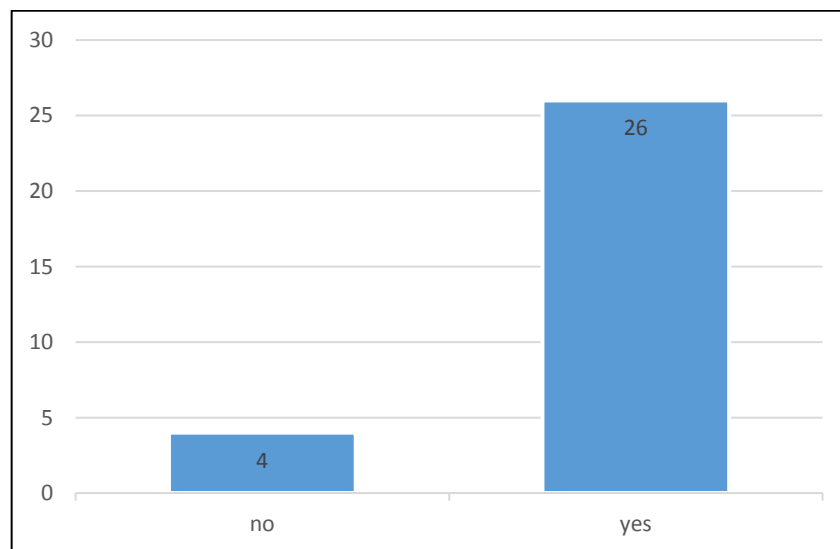
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

Out of the total of 30 students, 87% manifested that the material used in class supported them in the development of their writing task. It was possible due to its diversity and scaffold strategy. However, 13% of the students claimed that the materials are not appropriate to encourage them to write.

Question N° 4. Rank from 1 to 5 to know the level of development of the following writing activities using the chart below:

Table N° 10: Question N° 4. Literal 1. Summarizing and paraphrasing a text

Alternative	Frequency	Percentage	Percentage Accumulative
1	0	0,0	0,0
2	12	40,0	40,0
3	14	46,7	86,7
4	3	10,0	96,7
5	1	3,3	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 8. Question N° 4. Literal 1. Summarizing and paraphrasing a text
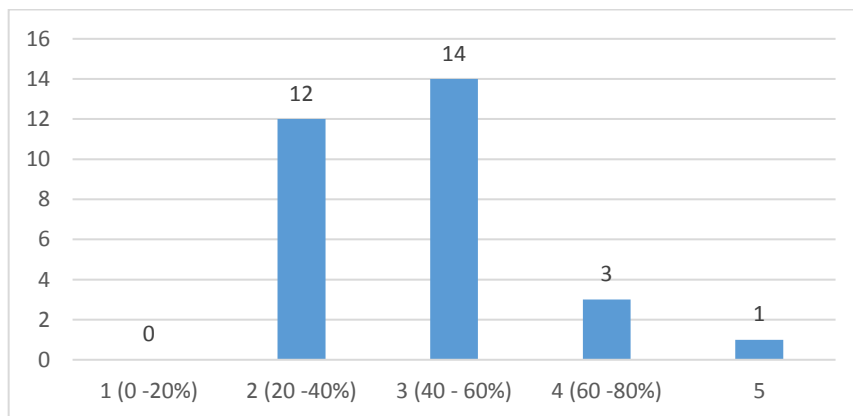
Source: Students survey
Created by: Pañi, M. (2019).

Analysis and interpretation:

Regarding summarizing and paraphrasing a text, 46,7% answered that they had increased in 40% to 60% that cognitive skill while that 40% considered that they had increment just 20 to 40 %. The increment of 60 to 80% was in a 10% and from 80 to 100% represented 3,3%. These results demonstrated that students realized that their cognitive skills were benefited by the usage of this new methodology.

Table N° 11: Question N° 4. Literal 2. Implementing structures in a text for showing a purpose

Alternative	Frequency	Percentage	Percentage Accumulative
1	0	0,0	0,0
2	4	13,3	13,3
3	16	53,3	66,7
4	6	20,0	86,7
5	4	13,3	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 9. Question N° 4. Literal 2. Implementing structures in a text for showing a purpose.

Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

Out of 30 students, 53,3% responded that they had bettered their communicative purpose on a 30 to 40% while in the averages of 20 to 30 and 80 to 100%, there was a population of 13%. As, it showed students have a better performance in trying to convey the purpose of their written messages by knowing the specific vocabulary, grammatical functions, and the appropriate language style.

Table N° 12: Question N° 4. Literal 3. Categorizing texts according to their purpose.

Alternative	Frequency	Percentage	Percentage Accumulative
1	0	0,0	0,0
2	8	26,7	26,7
3	9	30,0	56,7
4	10	33,3	90,0
5	3	10,0	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 10. Question N° 4. Literal 3. Categorizing texts according to their purpose
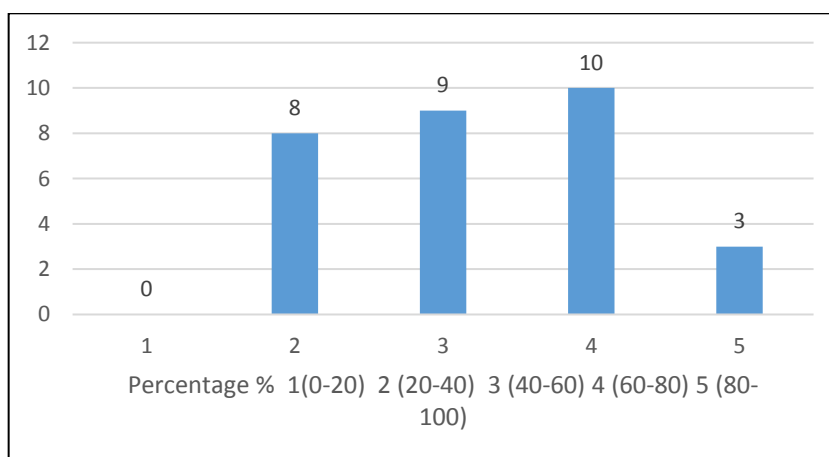
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

According to the results, most students ranked in the category of 40 to 80% in recognizing the purpose of the text representing 33,3% and followed by the previous category of 40 to 60% which represented 30% out of 100%. It means that students perceived that they can write in different styles to convey their ideas clearly and cohesive in diverse social – cultural contexts.

Table N° 13: Question N° 4. Literal 4. Editing and correcting your writing

Alternative	Frequency	Percentage	Percentage Accumulative
1	2	6,7	6,7
2	6	20,0	26,7
3	14	46,7	73,3
4	5	16,7	90,0
5	3	10,0	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 11. Question N° 4. Literal 4. Editing and correcting your writing
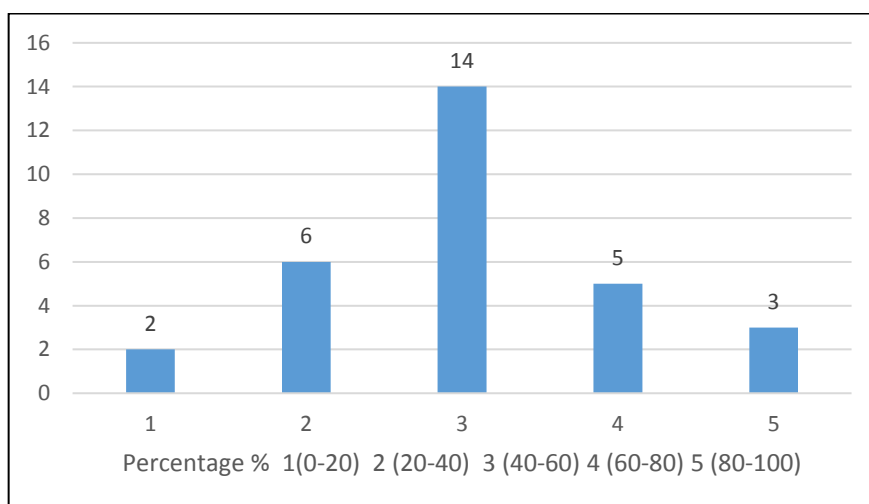
Source: Students survey
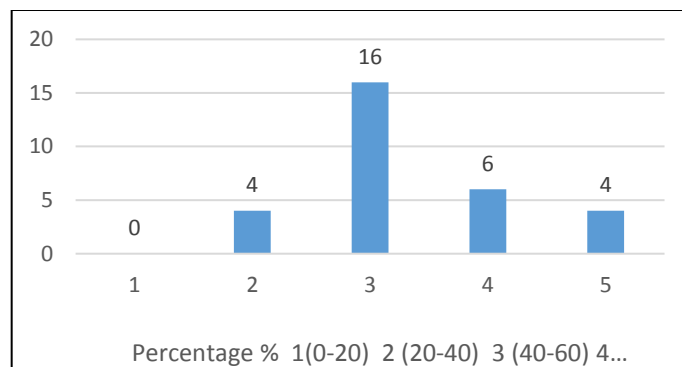**Created by:** Pañi, M. (2019)

Analysis and interpretation:

In the process of writing, according to students' perceptions they had increased their performance. 46,7% out of 100% asserted that their improvement was from 40 to 60% and 20% responded that their advance was just 200 to 40%. These are the higher categories shown by the graph. Explaining according to the numbers almost a half of students can improve their written texts by implementing and following the writing process.

Table N° 14: Question N° 4. Literal 5. Designing, producing, and creating new writing.

Alternative	Frequency	Percentage	Percentage Accumulative
1	1	3,3	3,3
2	7	23,3	26,7
3	10	33,3	60,0
4	11	36,7	96,7
5	1	3,3	100,0
Total	30	100,0	

Created by: Pañi, M. (2019).

Figure N° 12. Question N° 4. Literal 5. Designing, producing, and creating new writing.
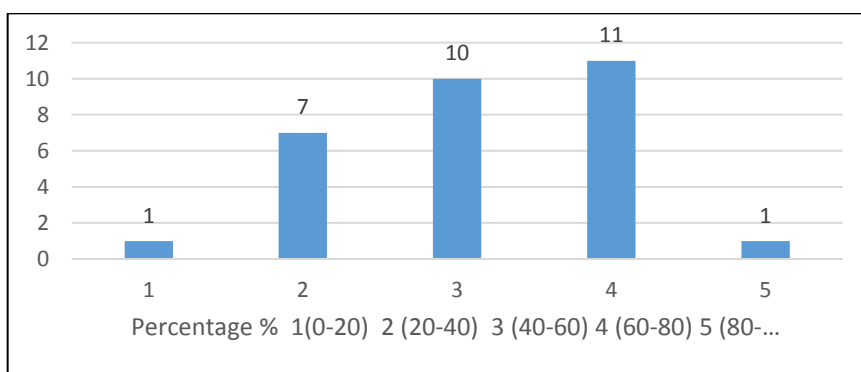
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

In this parameter that is part of the HOT, the answers of the students are that their improvement represented between 40 to 80 percent since 56,6% of students considered they can design and produce texts independently. According their perceptions, they had developed the most higher order thinking skills. Therefore, the outcomes shown by the implementation of CLIL methodology are positive.

Table N° 14: Question N° 5. Has your text improved using CLIL methodology?

Alternative	Frequency	Percentage	Percentage Accumulative
no	4	13,3	13,3
yes	26	86,7	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 13. Question N° 5. Has your text improved using CLIL methodology?
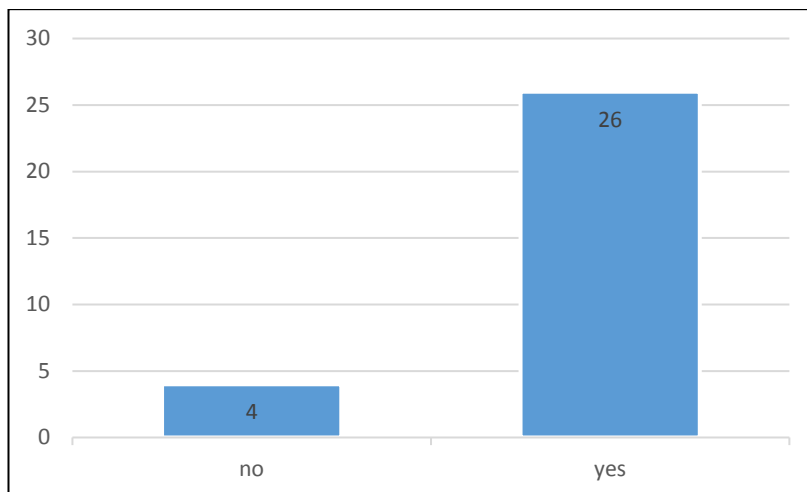
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

Out of 30 students, 26% responded that they saw an improvement in their written texts by the implementation of this methodology, However, 4% out 100% answered that there was not any progress in their texts. The results are positive because most of a half of participants agreed that their paragraphs and written production are better when the instruction is contextualized in known topics.

Table N° 15: Question N° 6. Do you recommend the CLIL method to improve your writing English skills?

Alternative	Frequency	Percentage	Percentage Accumulative
no	1	3,3	3,3
yes	29	96,7	100,0
Total	30	100,0	

Created by: Pañi, M. (2019)

Figure N° 12. Question N° 6. Do you recommend the CLIL method to improve your writing English skills?
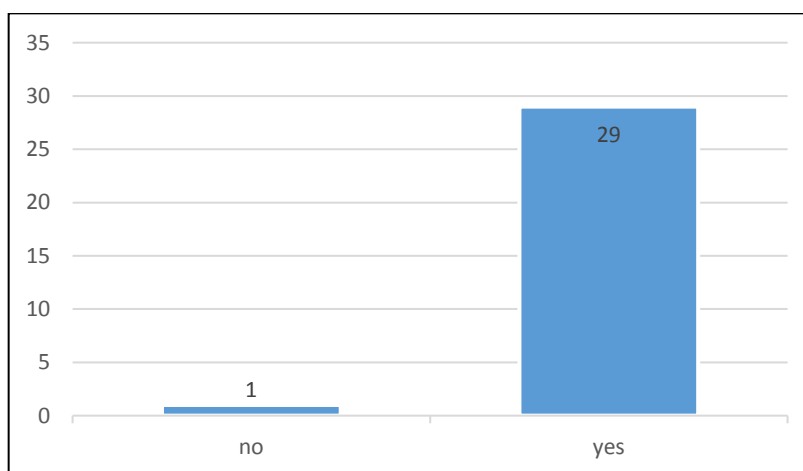
Source: Students survey
Created by: Pañi, M. (2019)

Analysis and interpretation:

In the question 6 where the researcher asked to students if the methodology employed is recommendable to be used for producing texts. 97% out of 100% said "yes" while 3% said "no". As a result, most students felt benefited by using this methodology.

4.2 Hypothesis verification

In order to determine where or not CLIL methodology improves the development of writing skills on third secondary students at Juan Montalvo School. The pre – test and posttest were applied to each student to evaluate their individual writing skill performance. The statistical objective is to do a comparative study between the pre –test and the posttest.

Writing skills development was the measurable variables. These variable used numerical scale; therefore. The paired sample Student T – Test in SPSS was employed to verify the hypothesis. This paired T – Test is used to compare two samples in which one observational sample can be paired to the other observational sample. It starts from the identification of the null hypothesis and the alternative hypothesis described below:

4.2.1 Hypothesis Approach

HO: CLIL methodology does not improve the development of the writing skills on third secondary students at Juan Montalvo School.

H1: CLIL methodology improves the development of the writing skills on third secondary students at Juan Montalvo School.

4.2.2 Variables

Independent variable: CLIL methodology

Dependent variable: Writing Skills

4.2.3 Mathematical model

Statistical test observed:

Where:

$H_0 = Y_1 - X_1 = \mu_1$ **H0**$= \mu_1 = \mu_2$

$H_1 = Y_1 - X_1 = \mu_2$ **H1**$= \mu_1 \neq \mu_2$

μ^1 = media experimental group in the pre-test

μ^2 = media experimental group in the post-test

4.2.4 Specification of the region of acceptance and rejection

The distribution under the null hypothesis of the variable t is a student's t-test in SPSS with $(n_1 + n_2 - 2)$ degrees of freedom.

4.2.6 Decision making

If the ´p´ value of bilateral significance is smaller than or equal to a (0,05). The null hypothesis (H_0) will be rejected, as a result, the alternative hypothesis (H_1) will be accepted.

4.2.7. Selection of level of significance

To verify the hypothesis, this significant level was used: $\alpha = 0.05$

4.2.8 Degree of freedom

For degree of freedom, the following rule was applied:

$$v = n - 1$$

Where

Group

n= average of first and second measurement (30 data).

v = degrees of freedom.

$$v = 30 - 1 = 29$$

4.2.9 Students T – Test in SPSS results-

Through a statistical software, the following results were obtained:

- Analyze for individual evaluation

  T-TEST

  Testval= 0

  Missing = Analysis

  Variables = Pre-test: X / Post –test_ Y

  Criteria = CI (.95).

One-Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Piar 1	X	3,00	30	1,232	,225
	Y	3,60	30	1,303	,238

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 X & Y	30	,559	,001

Paired Samples Test

	Paired Differences			
			Std. Error	95% Confidence Interval of the Difference
	Mean	Std. Deviation	Mean	Lower
Pair 1 X – Y	-,600	1,192	,218	-1,045

Paired Samples Test

	Paired Difference 95% Confidence Interval of the Difference			p. Sig. (2 - tailed)
	Upper	t	df	
Pair 1 X – Y	-,155	-2,757	29	,010

Source: CFER adaptation students pre – posttest assesment

Created by: Pañi. M. (2019)

One-Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 2 X	2,30	30	1,119	,204
Y	3,33	30	1,061	,194

Paired Samples Correlation

	N	Correlation	Sig.
Pair 2 X & Y	30	,465	,010

Paired Samples Test

	Paired Differences			
				95% Confidence Interval of the Difference
	Mean	Std. Deviation	Std. Error Mean	Lower
Par 2 X –Y	-1,033	1,129	,206	-1,455

Paired Samples Test

	Paired Differences			
	95% Confidence Interval of the Difference			
	Upper	t	Df	p Sig. (2-tailed)
Pair 2 X – Y	-,612	-5,013	29	,000

Source: CFER adaptation students pre – posttest assesment
Created by: Pañi. M. (2019).

		Mean	N	Std. Deviation	Std. Error Mean
Pair 3	X	2,37	30	1,033	,189
	Y	3,27	30	1,143	,209

Paired Samples Correlation

	N	Correlation	Sig.
Pair 3 X & Y	30	,440	,015

Paired Samples Test

	Paired Differences			
				95% Confidence Interval of the Difference
	Mean	Std. Deviation	Std. Error Mean	Lower
Pair 3 X – Y	-,900	1,155	,211	-1,331

Paired Samples Test

	Paired Differences 95% Confidence Interval of the Difference			
	Upper	t	Df	p Sig. (2-tailed)
Pair 3 X – Y	-,469	-4,267	29	,000

Source: CFER adaptation students pre – posttest assesment
Created by: Pañi. M. (2019)

One-Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 4	X	2,00	30	,983	,179
	Y	3,27	30	1,048	,191

Paired Samples Correlation

	N	Correlation	Sig.
Pair 4 X & Y	30	,636	,000

Paired Samples Test

	Paired Differences			
				95% Confidence Interval of the Difference
	Mean	Std. Deviation	Std. Error Mean	Lower
Pair 4 X – Y	-1,267	,868	,159	-1,591

Paired Samples Test

	Paired Difference				
	95% Confidence Interval of the Difference				p Sig. (2-
	Upper	t	Df	tailed
Pair 4 X – Y	-,942	-7,990	29	,000

Source: CFER adaptation students pre – posttest assessment

Created by: Pañi. M. (2019).

4.2.10 Final decision

After taking out the degree the freedom, the group was 29 with 0,05 level of significance, p= .000. and according to the values, the posttest *t* is higher than the pre – test showing the rejection region. In other words, the null hypothesis is rejected and the alternative one is accepted meaning that **"CLIL methodology improves the development of writing skills on students of third secondary at Juan Montalvo School"**.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

According to the examined data and the research findings about the implementation of CLIL methodology to improve writing skills on third secondary students at Juan Montalvo School, it drew the following conclusions:

- By mean of the survey addressed to English teachers at Juan Montalvo School, it has been demonstrated that even though most teacher known about this trendy methodology, there are some that did not. Besides, although they are aware of the multiple benefits that it brings to class, they do not use it frequently to rehearsal writing skills. Writing is almost not included in their lessons; therefore, it is not developed. Most of them agreed that it is because of lack of time and the complexity of the skill. They also mentioned that in order to addressed this skill, a great amount of grammar is needed. On the other hand, when they rarely employed writing tasks in their classes, they are out of the context and a book – topic based which discouraged students.

- The low students' performance at this skill is shown on the results of the pre – test which are lower of the required at CFER standards. On the other hand, the improvement in the writing skill performance is demonstrated by the comparative study drawn from the statistical calculations of the individual assessment. By using CLIL methodology in the classroom, students not only improved their writing skills but also their self- awareness about cultural aspects giving a plus in their written production. In addition, they realized how to support their learning using the previous knowledge. One strategy that helped them was scaffolding since it is an inductive process where small pieces of information is easier to handle. Finally, it can be concluded that

students through it improved their receptive as productive skills. These two elements are not separable; therefore, if one skill is increased subsequently the other do.

- The results of the students' survey and their comments demonstrated that students perceived their self – improvement in their writing skill performance as well as cognitive ones. Through the survey, they claimed that CLIL methodology is a good supported which deserves to be recommended to other classes. Moreover, students present clear motivation and meaningful learning by using this new methodology. CLIL methodology shifted the class environment since it makes that students are the owner of their learning and knowledge; teachers, on the other hand, are just a facilitator of learning by supporting their students. This process provoked an active students' involvement in the teaching – learning process.

5.2 Recommendations

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

- Teachers should try to implement new ways to develop meaningful lessons to their students by applying new methods and techniques which support their students learning. They must create the appropriate environment to develop the writing skill freely and autonomous. On the other hand, students should try to involve more in the teaching – learning process. They should push themselves to practice and develop writing skill because it is necessary for their personal and professional live. Moreover, they should ask for support if they find any difficulty in the process.

- Teachers should learn about CLIL methodology since it brings several benefits to the EFL classrooms. Moreover, it is part of the new Ecuadorian curriculum; thus, every single teacher should be familiarized with it to improve their practices at school. CLIL methodology is a good way to contextualized students learning inside of their frame. It is possible because the topics used herein are cross- curricula content. By using it, teacher would get an active participation on the part of students. In addition, the benefits of CLIL are in the development of the cognitive skills, academic skills, and the cultural awareness which lead students to be considered as a person of the XX century.

- Teachers should guide students in the process of CLIL methodology immersion. They should create the necessary material which are focused not only developing the communicative competence but also the cognitive and cultural awareness. Additionally, they should create contexts where the learning process was carried out effectively by monitoring and supporting

students' performance. The group configurations are also important at this stage; therefore, teacher should make sure how to group their students taking into account the students' strengthens and weaknesses. Besides, teachers should plan their activities beforehand to assure the correct development of the class and provide enough supportive activities to achieve the posed goals of the lesson. The activities should be oriented to solve students' needs.

Chapter VI

THE PROPOSAL

6.1 Topic: Designing lesson plans for the implementation of CLIL methodology to improve writing skills in the EFL teaching – learning process at Juan Montalvo School.

6.1.2. General Information

Institution: Juan Montalvo Public School

Province: Azuay

City: Cuenca

Location: Capitán La Valle Ciudadela Calderón

Beneficiaries: Juan Montalvo School's teachers and students

Start date: April 2018

End Date: May 2018

Person in charge: Mayra Gabriela Pañi Molina

6.2. Background of the proposal

The present proposal has been elaborated as essential part of the research study about the benefits that bring the implementation CLIL methodology in the EFL/ESL teaching practices to improve second language acquisition, particularly, writing skill (Coyle, 2007; Coyle, Hood, Marsh, 2010; Dalton-Puffer, 2007). Additionally, the urgent need to solve the lack of the effective teaching instruction in the EFL settings to promote the writing skills as a productive skills and not as part of the grammatical instruction (Sim, 2010 ; Javid & Umer,2014) is another reason for the present proposal. Finally, the lack of information or training on how

to apply CLIL methodology as a mean of instruction in the EFL classrooms has caused rejection towards it (Coyle, Hood, Marsh. 2010).

As a result of the aforementioned issues, writing is the last skill to be instructed after and often it is negleted in the instruction and in most cases, writing" is frequently considered merely part of teaching and learning grammar and syntax" (Javid & Umer 2014). All these facts produce a rejection and apathy towards writing. (Younes & Albalawi, 2015). On the other hand, a study carried out by Council British magazine in 2015 reveals that English writing skills in Ecuador were less developed by student since in EFL classrooms, students have more practice on receptive rather than productive (p.36). Agreeing to Council British (2015), probable reasons for English writing skill deficiency is scarcity of practicing inside the classrooms, inexperienced teachers, and curriculum guidelines. Participants in this research assert that curriculum did not devote enough time to develop it. Besides, they had not had any practice during their training, and teachers did not usually use to include it in their lessons (p. 39).

The results obtained from the research have evidenced that CLIL methodology and activities have advantaged greatly the EFL writing instruction. The positive outcomes have been mirrored on the results of the writing skill performance according to the comparative statistical results between the pretest and posttests. Besides, not only writing sub –skills are benefited but also reading, cross –curricula subject content, cultural aspects because they are interlaced each other.

6.3. Justification

Having in mind that education is the mainstream and inexcusable right for human beings; the present proposal aims to address effectively the English teaching – learning practices in the EFL classrooms using CLIL methodology to improve writing skills on students at Juan Montalvo School. The implementation and application of CLIL methodology's principals and activities in the EFL classrooms have demonstrated the multiple benefits for teaching – learning process (Coyle,

Hood, Marshal, 2010). The benefits are the meaningful and innovative writing activities at classrooms, contextualized learning making it relevant to students, awareness about different cultures including students' own culture, intrinsic motivation on learning the second language, and independence (Nieto, 2016).

Besides, the surveys carried out at school have drawn alarm results which have affected directly to students' second language performance. Even though, teachers are aware about the benefits of CLIL methodology in developing writing, they do not put it into practice. The reasons are lack of time, lack of being addressed in class, shortage of resources, lack students' intrinsic motivation, and the complexity of the skill. For those, reasons, it is imperative to provide a guideline to overcome this difficulty.

6.4. Objectives

6.4.1. General Objective

To design a schema of work for the implementation of CLIL methodology to improve writing skills on third secondary students at public school

6.4.2. Specific Objectives

- To identify the procedure for the implementation of CLIL methodology in EFL teaching practice
- To develop applicable activities for each stage of the teaching – learning process
- To provide teachers a suitable guide for further consultations on how to include CLIL methodology to develop students' writing skills in EFL classrooms.

6.5. Feasibility of the proposal

The feasibility of this work is supported by the theoretical framework presented in the Chapter II and the empirical evidence obtained in this proposal. Both foundations have shown the positive outcomes of including CLIL

methodology in EFL lesson plans to improve English learning, particularly in writing skill in EFL classrooms. Furthermore, the researcher works as English teacher at school which facilitated the application of the proposal. Likewise, the present research has been developed in cooperation and support of the authorities from Juan Montalvo School, English teachers (co -workers), and students. The feasibility is found in the usage of it as a reference to implement CLIL methodology in EFL classrooms. All these aspects have grounded the feasibility of this proposal.

6.6. Conceptual basis

✓ **Lesson Plan:** Okai (2010) describes it as a description of the educative process in which is described the methodology and the assessment processes that should be applied to instruct learner successfully (as cited in Kaseke, Mhute, Musingafi, & Zebron, 2015).

✓ *CLIL methodology* Coyle, Hood, and Marshal (2010) defines CLIL as an innovative dual-focused educative approach which emphasizes the usage a second language as a mean of instruction where both cross –curricula content and second language are acquired and developed. Its flexibility allows it to vary the immersion going from the total immersion to the partial where the topics of the cross-curricula subject content are used as context to develop the target language.

  ✓ *Content:* CLIL content is related not only the knowledge of the topics treated during the lesson and acquiring the language skills but also building their own learning. The process of creating their own learning is done by understanding and developing the language skills which lead a personalized learning (Meyer, 2013).

  ✓ *Communication:* This component refers to the kind of language that is needed to develop and understand the contents, work with the activities, and be able to interact in the teaching – learning process. Moreover, language

used in the class as medium of instruction should be clear enough to ensure a meaningful learning (Meyer, 2013).

✓ ***Culture:*** It is a determinant part of the CLIL methodology because the language is constrained by it. Moreover, being awareness of the cultural aspects expands knowledge and world perceptions which leads to a holistic development of students (Meyer, 2013).

✓ ***Cognition:*** According to Meyer (2013), cognition is the process by which students construct their own knowledge by using a whole cognitive process which goes from the basic understanding to the more complex creating process. These HOT allows students to analyze and draw conclusions to change their current schemata.

✓ ***Productive skills:*** Golkova and Hubackovab (2014) define the productive skills as active skills where the learner is required to produce information in either way: written or spoken.

✓ ***Writing:*** Huy (2015) states that writing is" complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. (p. 2). Anjayani (2016) claims that the goal in the writing is to enable students to express ideas about at topic in a sophisticated literary manner which involves the usage of certain type of vocabulary and polishing in the language structure.

✓ ***Writing process:*** According to Hammer (2007), the writing process is a procedure by which students join a piece of written information in a coherent and cohesive format to be understandable to others.

6.7. Methodology

        The goal of the present proposal is to develop a lesson plan for the implementation of CLIL methodology to improve writing skills on third secondary students in regular English lesson plans at Juan Montalvo for six weeks. The objective on one hand, is to provide a guide for teachers of the principals and activities of CLIL methodology to be applied in the lesson plans to improve their teaching practice inside classrooms; on the other hand, provide support to enable students to develop their written communicative competences meaningfully in EFL settings. The methodologies applied for this process are a combinations of constructivism, communicative approach, integrated content instruction, and task based instruction which were already explained in detail in the chapter two.

6.8. Procedure to implement CLIL methodology in EFL lesson plans

    The steps followed to implement CLIL methodology in EFL settings were under the CLIL – Pyramid which embraces 4Cs to generate an integrative plan. This information can be useful for both the researcher-teacher and teachers in practice (Coyle, Hood, Marsh, 2010).

1. *Stage 1.*

   Step 1: Setting the objectives. At this stage, teacher poses the achievable language and academic outcomes regarding the content.

2. *Analyzing and personalizing the CLIL Context*

   Step1. Teacher must take into account resources, class sizes and school type, CLIL methodology immersion, class environment, national policies, and students' interests.

3. *Unit Planning*

   Step 1: Considering the content. The first step for implementing CLIL methodology is to choose the most appropriate topic to contextualized the

language and academic objectives. The content is the central part of the lesson all the activities and assessment are in based of it; thus, it is selected at the beginning of the lesson.

Step 2: Connecting content and cognition. After selecting the content used in the class as a means of instruction, the activities must be designed in concordance of the desirable outcomes of the lesson. These activities are linked to the thinking skills, problem solving, and creativity which create a bridge between content and cognition to assure that CLIL cognitive level are according to students' level.

Step 3: Communication – Defining language learning and using. Now, teacher should consider three aspect of the language to acquire the new content. First is the language of learning which refers to the vocabulary needed to understand the content of the selected topic and the skills. Then language for learning is the language functions and grammatical structures to accomplished and interacted during the development of the activities. Finally, language through learning is the recycled language to use as a support for developing their thinking skills, the new knowledge, and the second language learning.

Step 4: Developing cultural awareness and opportunities. Designing activities where students have the chance of sharing cultural experiences from different point of view about the topic/content and also investigate it in other cultures. These activities allow students to be aware of their own culture and others'

4. *Stage 4: Preparing the unit*
   Step1: Design and select the activities, materials, resources, and tasks aligned to the elements aforementioned.

5. *Monitoring and evaluating CLIL in action.*

   Step1: Implement the whole process to the teaching practice and evaluate the outcomes recording students second language performance.

6.9. Proposal development

SCHEME OF WORK FOR IMPLEMENTING CLIL METHODOLOGY TO IMPROVE WRITING SKILLS IN THE EFL ECUADORIAN CLASSROOMS.

The proposal is an adaptation Coyle, Hood, and Marshal's (2007) lesson plan from their book*,'' Lesson plans for the use of CLIL methodology in bilingual education''.* That process was carried out throughout a six –week thematic learning unit at school during eighty –minute session each Thursday. It included the whole process and the activities which are interlaced each other to carried out an effective teaching – learning process in the classroom.

List of contents

WEEK ONE

Global Aim: Identify and recognize the parts of an essay

Class 1: **Living a country and a countryside: Advantages and disadvantages.**

Social Studies

Level: third secondary   Timing: 2 lessons

Lesson plan

Aims
✓ To present the content of the lesson
✓ To classify the positive and negative sides of a country
✓ To identify and describe the parts of a comparative essay
✓ To make learners aware and build on the students' background of advantages and disadvantages of the country and countryside
✓ To represent the parts of a comparative essay by drawing and explaining each of them.
✓ To develop students' knowledge of content-related lexis.

Criteria for assessment
Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Understand, recognize and distinguish the parts of an essay
✓ Analyze and classify the advantages and disadvantages of a country and countryside
✓ Construct a comparative chart
✓ Contribute and use academic vocabulary
✓ Collaborate in groups

TEACHING OBJECTIVES	
(*What I plan for teach*)	
Content	*Cognition*
✓ Introduction of the topic / concept and usage of an essay	✓ Enable students to recognize and identify the parts of an essay using pictures and real examples
✓ Parts of an essay	

✓ What is an advantage and a disadvantage? ✓ Features of a country ✓ Word uses for describe positive and negative aspects of a place (adjectives)	✓ Build, understand, and use vocabulary. ✓ Distinguish and differentiate the positive and negative features of a country ✓ Awaken student's curiosity and creativity of the language by using exploratory questions ✓ Solve a puzzle

Culture

Identify the advantages of disadvantages of a country and countryside
Compare with Ecuador
 Be aware of the importance of different things for different countries and show respect.

Communication

Language of learning	*Language for learning*	*Language through learning*
✓ Key vocabulary of the lesson Essay, advantages, disadvantages, adjectives, Introduction, thesis statement, main ideas, secondary ideas, ✓ Conclusion, arguments, statistics, facts secondary ideas…	✓ Asking each other questions ✓ Use of wh + questions for information, ✓ Comparing and contrasting the advantage and disadvantage of a country ✓ Ordering the paragraphs ✓ Classify the features for each paragraph	✓ Identify and distinguish the language needed to carry out the activities ✓ Retain and remember the language revised and register it in the notebook or in the material provided. ✓ Use peer work

LEARNING OUTCOMES
(***What learners will be able to do by the end of the lesson***)

By the end of the lesson, students will be able to:

✓ Demonstrate understanding of the concept and the parts of an essay and the advantaged and disadvantages.

✓ Distinguish the parts of an essay

✓ List words for describing

✓ Classify information

✓ Engage in a reading activity

✓ Use reading strategy; scanning

✓ Complete a comparative chart

Lesson plan: Teachers' notes

UNIT4: Class 1: Recognize the advantages and disadvantages of a country/countryside to identify and recognize the parts of a comparative essay.

Lesson 1 and 2

TEACHING / LEARNING ACTIVITIES

Warm up: Divide the class into two groups. Play the hangman game to discover the words: essay, country / countryside, advantages, disadvantages. After discovering the words, teacher adds the word introduction, arguments, and conclusion to the list. Ask students to define the terms in their own words and share with their partners. (15 min)

Previous Knowledge:

Activity1: Teacher shows a picture to students and ask to answer in pairs the following questions. (10 min)

✓ What do you see?

✓ What are the good and bad things about this picture?

✓ List four good / four bad things about the picture

✓ Do you find any advantages and disadvantages from these places?

✓ Would you like being here? Why? Provide three reasons.

At the end, students will share with the whole class their answers. Teacher will take advantage of it and address the topic of the class by asking What is the topic of the class? Register the answers and explain them in detail.

Activity 2: Teacher cuts into four parts three different comparative essays. The four parts are the introduction, two body paragraphs, and the conclusion. Divide the class into groups of three and distribute a set of cut paragraphs to each group. Ask to the groups to arrange the paragraphs coherently and paste them in a separable sheet to present. When they finish, teacher will ask students to share their ideas to the wholes class. After each presentation ask students if they agree or not if not give reasons (15 min).

Presentation: Brainstorming: Teacher will ask the main features of each of the paragraphs and write the answer on the board which is divided into the three parts. According to the characteristics, teacher will group the information into the three parts. Ask students to categorize each column with different names (10 min).

Construction: Teacher will read again the characteristics of each column and explain the main features of each of the column and give extra information about each of them. (10 min)

Activity 1: Provide students the three paragraphs in disorder and ask them to read independently and order using the numbers from 1 to 4 according to the explanation provided (10 min).

Consolidation: Ask students to represent by a drawing the parts of the comparative essay and explain each of the parts. Besides, they explain what a comparative paragraph is (10 min).

Extended activity:

Explain with their own words what an essay is and list its parts (15 min).

INSTRUMENTS FOR ASSESSMENT	
Portfolio	Anecdotal records
Observation	Structured activities

Questioning

SCAFFOLDING TIPS

- ✓ Breaking tasks into significant small steps

- ✓ Provide the meaning of words and phrases

- ✓ Giving constructing feedback

- ✓ Providing word banks and glossaries for input and output of content language.

- ✓ Allowing students use L1 to support the learning

RESOURCES

Markers, board, picture of a place, three comparative essays, the essays in disorder, glue, sheets, dictionary, colors, copy.

1.

Essay #1
Advantages and disadvantages of living abroad

To sum up, even though living in a strange place may be hard at first, in time one can adjust to it. In my opinion, if a person has an opportunity to go to a well-developed foreign country, he or she should benefit from this opportunity for his or her future.

As we know, today there are about six billion people in the world. All of them live in different countries and have diverse cultures. Some countries have become well developed, while others haven't as yet. For this reason, some people want to go to well-developed foreign countries to live more comfortably and earn more money. Living in a foreign country has many advantages, but it also has some disadvantages.

On the other hand, it may be difficult for people to adapt to their new surroundings. If they live alone, they miss their families and countries. Sometimes they may feel isolated, frustrated, and lonely. In addition, if someone can't speak the language yet, he or she may face communication problems. What is more, there is discrimination in some countries. Foreigners aren't easily accepted in these places.

One of the main advantages of living in a foreign country is that people can enjoy better financial opportunities. For example, they may get a good job and a high salary so they can buy what they want and have a better lifestyle. For example, they may benefit from well-developed education and health systems. Moreover, one is given the chance to learn and become fluent in another language through everyday use. For instance, people can participate in lots of social activities thus improving their communicative skills. Finally, they become more independent by having to deal with difficult situations on their own.

Essay # 2

Advantages and Disadvantages of Living in the Country

The disadvantage of this development is the distance that is put between family members. If a person moves away it is true that air travel and devices such as skype mean that communication and contact can be maintained. However, it is likely that a person will only be able to return one or two times a year during holidays, and speaking on skype or via email is not the same as face-to-face contact.

These days many people choose to live or work in other countries, which has been made possible because of the convenience of air travel and modern communications. I believe that this has more benefits than drawbacks.

Despite this, there are significant advantages it can bring to people's lives. Firstly, it means that people have the opportunity to see other parts of the world and the way people live. For example, people from the West often go to work in Asia or the Middle East and visa-versa. This enriches many people's lives as they get to learn about other languages, traditions, cultures and different ways of working from their own country. In addition to this, on a wider level it may also benefit other countries. If someone moves abroad for work, it is usually because their skill is required there. To illustrate, nurses and Doctors often move to work in hospitals in other countries when there is a shortage, so this is very valuable to the place they move to.

I would therefore argue that although there are disadvantages of the current trend to live and work abroad, they are outweighed by the advantages. It can enrich people's lives and lives of the people in the countries that they move to.

Essay # 3

Advantages and Disadvantages of Living in the Country

Living in the country is often the secret dream of certain city-dwellers. However, in reality it has its advantages and disadvantages.

In conclusion, it can be seen that the country is more suitable for some than others. In contrast, it is often the best place for those who are retired or who have young children. However, young, single people who are following a career and who want some excitement are better provided for by life in the city.

On the other hand, there are certain drawbacks to life outside the city. Firstly, because there are fewer people, one has a smaller number of friends. Furthermore, entertainment, particularly in the evening, is difficult to find. Furthermore, the fact that there are fewer shops and services often means that there are fewer employment opportunities. What is mor, one may have to travel long distances to work elsewhere, and this can be extremely expensive.

There are many advantages to living in the country. First of all, one is much closer to nature and can enjoy more peace and quiet. In addition life in the country is much slower and people tend to be more open and friendly. A further advantage is that there is much less traffic, and as a result it is a much safer place to bring up children.

NOTES

✓ All the instruction must be scaffolded in order to support students' knowledge.

✓ Teacher is just a guide.

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WEEK TWO

Global Aim: Identify, recognize, and write an introductory paragraph using all its elements

Unit 4. Class 2: **The advantages and disadvantages of electronic devices: Technology**

Level: third secondary   Timing: 2 lessons

Lesson plan

Aims
✓ To introduce the concept of technology as well as parts of the introductory paragraph
✓ To recognize the advantages and disadvantages of the technology
✓ To classify the introductory paragraphs in a comparative chart about advantages and disadvantages.
✓ To be aware of the positive and negative sides of technology.
✓ To underline the specific details
✓ To justify different points of view
✓ To compose an introductory paragraph
Criteria for assessment
Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Identify the concept of technology as well as parts of the introductory paragraph
✓ Recognize the advantages and disadvantages of the technology
✓ Classify the introductory paragraphs in a comparative chart about advantages and disadvantages.
✓ Distinguish the positive and negative sides of technology.
✓ List the specific details
✓ Justify different points of view
✓ Compose an introductory paragraph

TEACHING OBJECTIVES	
(What I plan for teach)	
Content	***Cognition***
✓ Define terms ✓ Know the benefits of technology ✓ Identify the damages of technology ✓ Explain the parts of the introductory paragraph	✓ Analyze the features of the different paragraphs ✓ Classify the advantages and disadvantages of technology ✓ Reflect the paragraphs ✓ Create an introductory paragraph

Culture
✓ Create awareness of the damage and benefits of technology in our society ✓ Know the place where I live ✓ Make a critical judge about Cuenca

Communication		
Language of learning	***Language for learning***	***Language through learning***
✓ Introduction – catchy – thesis statement – statistics - personal experience – real fact – hook ✓ Words related to technology ✓ Sentences	✓ Asking and answering questions ✓ Comparing and contrasting ideas ✓ Describing objects ✓ Justifying answers ✓ Stating facts and opinions	✓ Word and sentence – level feature of written language ✓ Organization of the introductory paragraph ✓ Argument an introductory paragraph

LEARNING OUTCOMES
(What learners will be able to do by the end of the lesson)
By the end of the lesson, students will be able to: ✓ Differentiate the benefits and damages of technology ✓ Explain the parts of the introductory paragraph ✓ Define terms

- ✓ Analyze the features of the different paragraphs
- ✓ Classify the advantages and disadvantages of technology
- ✓ Create an introductory paragraph

Lesson plan: Teachers' notes

Unit 4. Class 2: The advantages and disadvantages of electronic devices: Technology

Lesson 1 and 2

TEACHING / LEARNING ACTIVITIES
Warm up: Play the bingo game with the words: introduction – catchy – thesis statement – statistics - personal experience – real fact – hook. Write the list on the board and numbered each word. Ask students draw a chat with five spaces and select five words from the provided list. Then, teacher will take out the numbers and students will check if they have them. In the case that they have, they will make a check until complete the five selected words. When they have the words, they will say bingo.
After three times playing bingo, teacher will ask students get in groups of four people and give them short examples of each word; thus they have to match the word with the example. (15 min)
Presentation:
Activity 1: In the same groups of four people, teacher will give them three different introductory paragraphs. In the groups, students will analyze and look for the differences and the similarities using a Venn Diagram chart. Teacher will draw a big Venn Diagram on the board and register the answers (10 min).
Activity 2: Teacher will ask to the whole class the following questions and elicit the students' answer (5 min).
✓ How are the three paragraphs related?
✓ What is the main idea of the paragraphs?
✓ Is there any similarity among the paragraphs? If yes, what are they?
✓ What do they think the paragraph talks about?

Connection:

Activity 1: In the same group of students, teacher will ask to divide the paragraphs into two points. After splitting the paragraph, they reason they answers (5 min).

After the teacher listens to the answers, s/he will explain the differences about the three paragraphs and their usage using the Venn Diagram and the provided answers in the previous exercise.

Teacher will explain the three hooks for introductory paragraphs that can be elaborated to the essay. Besides, the thesis statement will be also explained in detail and how to write it. When the teacher finishes explaining, s/he will build an example alongside students (20 min).

Activity 2: Using their introductory paragraphs, differentiate the introductory paragraph and the thesis statement by underline with two different colors: red for introductory paragraph and blue for thesis statement (5 min).

Consolidation:

Activity 1:

Students will work in pairs. Teacher will provide a handout to be completed. That handout had to create an introductory paragraph for each of the topics given. (15 min).

Activity 2:

In the same pairs, teacher asks students to build an introductory paragraph using any given introductory paragraph model to the topic. Advantages and disadvantages of living in Cuenca.

Extended Activity: Homework: Write three different introductory paragraphs for the topic: Advantages and disadvantages of living in a city. Use a catchy introduction with the hook and the thesis statement.

INSTRUMENTS FOR ASSESSMENT	
Portfolio	Anecdotal records
Observation	Structured activities
Questioning	Rubric

SCAFFOLDING TIPS
✓ Breaking tasks into significant small steps
✓ Doing practical demonstrations as a guide for students
✓ Provide the meaning of words and phrases
✓ Giving constructing feedback
✓ Providing word banks and glossaries for input and output of content language.
✓ Relating subjects with personal experience
✓ Allowing students use L1 to support the learning
RESOURCES

Markers, whiteboard, copies, colors, pen (blue - red)

1. **Bingo card**

Bingo	1	2	3	4	5

2. **Venn Diagram**

TOPIC

TITLE   TITLE   TITLE
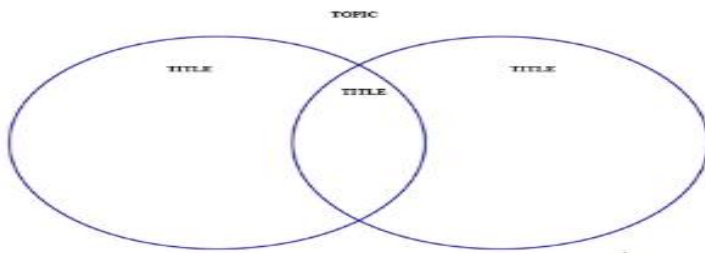
3. **Introductory Paragraph**

Example #1

There are many different types of essays that students will be expected to write throughout their academic career. The same goes for students that are learning English as a second language or foreign language. Teachers assign certain essays to students because they feel it gives the student a chance to practice their writing skills to the fullest, while it gives teachers a great medium through which they can evaluate their students' learning. Out of all the different essays that are possible for a teacher to assign, one that serves both native English speakers and English learners well is an advantages and disadvantages essay

Example #2

College students should already have experience with this kind of essay and they will, therefore, get a much more complicated question that requires research, planning and thought. In addition to this, English learners who are university students should also be given an example by their teacher that's appropriate for their age and level. For instance, international students might respond well to something like *"What's an advantage and disadvantage of studying abroad during college?"*

Example #3

Nowadays tourism generates a significant portion of national income for many countries, but it has certain drawbacks too. This essay will examine the advantages and disadvantages of tourism and provide a logical conclusion.

Practice 1
Read the following introductions. In each of them, underline the topic sentence and circle the thesis statement.

Mobile phones have transformed the lives of nearly everyone on the planet in the last few years. They have changed the way we communicate with each other and they have brought many benefits in business, education and our personal lives. However, there are several serious disadvantages to mobile phones, concerning health, social communication and technical issues.

With the growth of the internet we can see different programs or films, and we can share comments, videos or photos with our friends or family. We have the possibility to do courses, or we can make an appointment to see the doctor. While we can buy almost everything online, the growth of online shopping has not really improved our life because the disadvantages outweigh the advantages.

The future is a mystery to everyone. Some people say that the future is bright because modern technology will soon be able to solve all problems in our society. Other people think that modern technology makes it impossible to feel good about the future.

NOTES

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WEEK THREE

Global Aim: Identify and distinguish the main ideas and secondary ideas from a paragraph.

Unit 4: Class3. **Describe the advantages and disadvantages of a touristic place:**
Management: Tourism

Level: third secondary   Timing: 2 lessons

Lesson plan

Aims
✓ To introduce the new concepts of about tourism and main and secondary ideas
✓ To predict the content of the text by reading the title
✓ To giving reasons about the advantages and disadvantages of tourism in a place by analyzing the text
✓ To identify the introductory paragraph
✓ To construct meaning from unknown words
✓ To write an introductory paragraph
✓ To be aware the advantages and disadvantages of the technology in our lives
Criteria for assessment
✓ Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Introduce the new concepts of about tourism and main and secondary ideas
✓ Predict the content of the text by reading the title
✓ Giving reasons about the advantages and disadvantages of tourism in a place by analyzing the text
✓ Identify the introductory paragraph
✓ Construct meaning from unknown words
✓ Write an introductory paragraph
✓ Be aware the advantages and disadvantages of the technology in our lives
TEACHING OBJECTIVES (*What I plan for teach*)

Content	Cognition
✓ Introduce the new concepts about main ideas and secondary ideas and tourism ✓ Understand the characteristics of the tourism in a place ✓ Understand the concept of main idea and secondary ideas	✓ Analyzing the text ✓ Identify the introductory paragraph ✓ Construct meaning from unknown words ✓ Complete a chart ✓ Classify by categories

Culture
✓ Appreciate the touristic places ✓ Awareness about taking care of touristic places ✓ Comparing with our national touristic places

Communication

Language of learning	Language for learning	Language through learning
✓ Main idea / secondary ideas/ supporting details/ statistics/ examples/ anecdotes/ fact/ opinion	✓ Expressing opinions ✓ Agreeing or disagreeing Answering questions	✓ Differentiate the main ideas and secondary ideas from a paragraph ✓ Recognize their structure and features. ✓ Write main ideas and secondary ideas.

LEARNING OUTCOMES (*What learners will be able to do by the end of the lesson*)
✓ Differentiate the main ideas and secondary ideas from a paragraph ✓ Recognize their structure and features. ✓ Write main ideas and secondary ideas. ✓ Express opinions ✓ Agree or disagree other opinions

> ✓ Answer questions

Lesson plan: Teachers' notes

Unit 4: Describe the advantages and disadvantages of a touristic place: Tourism

Lesson 1 and 2

TEACHING / LEARNING ACTIVITIES
Warm up: **Activity 1:** Split the class into groups of three students. After that, teacher will give a set of words with some words and definition which must be matched with the correct word. The words are main idea / secondary ideas/ supporting details/ statistics/ examples/ anecdotes/ fact/ opinion (5 min). **Activity 2:** Ask students share their answers to the whole class. Ask the class to verify the answers or correct them giving their reasons (10 min). **Presentation:** **Activity 1:** In the groups, teacher will provide a text about the advantages and disadvantages of tourism. Teacher will ask students read the text and identify the introductory paragraph with its two parts. Besides, in each group, students will agree to underline five words that they do not understand (10 min). After reading, students will share with the class the words. Students along with the teacher will define the unknown words (10min). **Activity 2:** Teacher will ask students comprehension questions about the text (5 min). ✓ What is the topic of the text? ✓ What are the advantages of the touristic places? ✓ What are the disadvantages of touristic places? ✓ How does the second paragraph start? ✓ How does the third paragraph start? **Activity 3:**

Ask students to underline the first sentence of the second and third paragraph and then compare with the rest of the sentences. The answers will be completed in a comparative chart to establish the relationship between the main ide and the secondary ideas (10 min).

Connection:

Teacher will ask students to share their charts about the sentences. Teacher records the answers on the board, and then explain and clarify what a main idea is and what a secondary idea is.

List the ideas and features for each of the ideas and write one main idea and two secondary ideas along with students' ideas about the advantages of living in Cuenca (10 min).

Activity 1:

Teacher will ask students read again the text and classify the main ideas in a chart where the categories are the following: fact / opinion/ statistics / examples / anecdotes. Besides write the main idea (10 min)

Consolidation:

Activity 1:

Ask students to provide an example of a main idea and four secondary ideas using any of its times at the topic disadvantages of studying at Juan Montalvo School (10 min).

Extended Activity:

Teacher will provide a small reading about the advantage and disadvantages of living in city and ask students copy the main ideas with two supporting details to make a summary of 50 – word length (30 min).

INSTRUMENTS FOR ASSESSMENT		
Portfolio	Anecdotal records	Third – party writing
Observation	Structured activities	
Questioning	Rubric	

SCAFFOLDING TIPS
✓ Breaking tasks into significant small steps

- ✓ Doing practical demonstrations as a guide for students
- ✓ Provide the meaning of words and phrases
- ✓ Giving constructing feedback
- ✓ Providing word banks and glossaries for input and output of content language.
- ✓ Relating subjects with personal experience
- ✓ Allowing students use L1 to support the learning

RESOURCES

Markers, board, copies, glue

Main idea: the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about.

Secondary idea: They are linked to the main idea since it depends on it, and help clarify the thinking that will develop. They are generally descriptive details, examples and illustrate the main idea.

Statistics: The practice or science of collecting and analyzing numerical data in large quantities, especially for the purpose of inferring proportions in a whole from those in a representative sample.

Supporting details: It is additional information that explains, defines or proves the main idea.

Example: A thing characteristic of its kind or illustrating a general rule.

Anecdote: A short amusing or interesting story about a real incident or person

Fact: A thing that is known or proved to be true.

Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge.

2. **Comparative Chart**

Main idea	Secondary Ideas

3. **Classifying chart**

Main Idea:

Secondary ideas				
Facts	**Opinions**	**Examples**	**Statistics**	**Anecdotes**

Essay on Advantages and Disadvantages of Tourism

Some countries are known for their culture and heritage. Tourism becomes their main occupation. Tourism can also be a problem if not managed well. It has been recorded that most countries get its part of GDP from tourism. Tourism is not a simple or straightforward task Tourism is just having its own pros and cons. It creates jobs and gives a boost to the economy. But, it should also be restricted to some extents.

The advantages of tourism are well – recognized around the world. First, economically, it brings money and this is the main reason why it is promoted. Income generated from tourism is then used in the private and public sector. Moreover, International connections are highly promoted. It also promotes cross- culture of both the international and local authorities. It also promotes tourism of a particular region which has its own importance. Additionally, it provides incentives to build up infrastructures such as road, railway networks and local medicines. Finally, It provides opportunities for jobs like in hotels, bars, restaurants and staffing; thus, tourism provides workers with 1 out of 12 jobs for every worker.

However, there are some cons. There are so many environmental damages when tourist allowed to explore it. Even if they act responsibly but some of them may damage the environment. Also, hey can have a cultural clash as a tourist may lack respect and that is not good for the locals. On the other hand, Job creation would be seasonal. Tourism is for a limited season so the jobs and economy boost boosts. In addition, the flow of money can only be diverted to tourism and other areas of development can be left behind. Finally, Local business of that area would be affected as many of the tourist agencies are owned by foreign companies.

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WEEK FOUR

Global Aim: Compose two comparative paragraphs

Unit 4: **Class 1: Advantages and disadvantages in a countryside**: **Social Studies**

Level: third secondary   Timing: 2 lessons

Lesson plan

Aims
✓ To identify the adjectives
✓ To differentiate the advantages and disadvantages of the countryside
✓ To describe the countryside
✓ To use descriptive words to talk about preferences
✓ To differentiate the advantages and disadvantage paragraph
✓ To construct two paragraphs: one advantage and another disadvantage
✓ To respect and appreciate the positive things about the countryside

Criteria for assessment
Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Identify the adjectives
✓ Differentiate the advantages and disadvantages of the countryside
✓ Describe the countryside
✓ Use descriptive words to talk about preferences
✓ Differentiate the advantages and disadvantage paragraph
✓ Construct two paragraphs: one advantage and another disadvantage
✓ Respect and appreciate the positive things about the countryside

TEACHING OBJECTIVES	
(*What I plan for teach*)	
Content	*Cognition*
✓ Describe the countryside	✓ Categorize the words
✓ Identify the main features of a countryside	✓ Describe places
	✓ Define the adjectives
✓ Recognize the features of a place	✓ Underline the adjectives

✓ Identify the adjectives and the correct usage in a sentence	✓ Solve the worksheet
✓ Distinguish two comparative paragraphs.	✓ Edit a work
	✓ Classify the words
	✓ Analyze a text

Culture

✓ Develop respect for the countryside

✓ Recognize the positive side of a countryside

✓ Encourage appreciate the countryside

Communication

Language of learning	*Language for learning*	*Language through learning*
✓ List of adjectives to describe a place and a person	✓ Expressing opinions	✓ Edit a work
✓ List of connecting words ideas	✓ Agreeing or disagreeing	✓ Organize and interpret information
✓ Countryside	Answering questions	✓ Skim texts
✓ Advantages/ disadvantages		✓ Locate the information
		✓ Write the comparative paragraphs
		✓ Describe a place

LEARNING OUTCOMES
(*What learners will be able to do by the end of the lesson*)

By the end of the lesson, students will be able to:

✓ Edit a work

✓ Organize and interpret information

✓ Skim texts

✓ Locate the information

✓ Write the comparative paragraphs

✓ Describe a place

✓ Express opinions

✓ Agree or disagree opinions

✓ Answer questions

Lesson plan: Teachers' notes

Unit 4: Unit 4: **Class 1:** Advantages and disadvantages in a countryside.

Lesson 1 and 2

TEACHING / LEARNING ACTIVITIES
Warm up:
Categorizing: Ask students to draw a chart and divide into two columns: (1) people, (2) places. Then **t**eacher will write a list of twenty adjectives on the board and ask students place each adjective where they were more appropriated.
Tall, safe, dangerous, happy, large, expensive, beautiful, handsome, smart, modern, comfortable, kind, cheap, bad, calm, noisy, outgoing, shy, clean, patient. After five minutes, teacher ask students share their answer with the class and they will confirm if the answers are correct or not. If not, they will correct (5 min).
Activity 2:
Ask students if they know what these words are for; record the students' answers. In the case the students do not known, give examples using realia such as: the pen is blue, and small; the class is big, etc.
Ask students how they call the words that describe things/ people / places (10 min). At the end teacher will provide a list of most common adjectives for describing places.
Presentation:
Activity 1: Work in pairs. Teacher will give a short essay to each group about the advantages and disadvantages about the living in a countryside that was used at class 1. Use juts the two body paragraphs. Ask students to underline all the adjective that they can find in five minutes. (5 min)
Activity2:
Read in pairs and understand the text by answering a handout sheet (15 min).
Connection:
Activity 1:
Base on the body paragraph, teacher will ask what the two paragraphs are about.
✓ Which is the positive paragraph?
✓ Which is the negative paragraph?

✓ How do they recognize each of them?

✓ What are the part of each of the paragraphs?

✓ What is the main ides and secondary ideas?

Using students' answers, teacher explains how to construct two comparative paragraphs. Besides, explain the use of the adjectives in the sentences; the correct order.

 What the main features for each of the paragraphs are.

 Construct a small sample of two of the paragraphs along with students' ideas (15 min)

Activity2:

Give a worksheet to classify the paragraphs if they are advantages or disadvantages according to their characteristics. (10 min)

Consolidation:

Teacher will provide a list of comparative connectors to students to ease their production

Activity 1

Teacher will ask students to write two paragraphs one for advantages another for disadvantages of living in Ecuador (15 min).

Activity 2:

Ask students exchange the paragraphs with their partners and they read the paragraph. After reading each, they try to correct or improve their partner's paragraphs (5 min).

Extended Activity:

Teacher will give to students ta picture of a place and ask students to write a short description about these place by using the adjectives (30 min)

INSTRUMENTS FOR ASSESSMENT		
Portfolio	Anecdotal records	Third- party writing
Observation	Structured activities	
Questioning	Rubric	
SCAFFOLDING TIPS		

- ✓ Breaking tasks into significant small steps
- ✓ Doing practical demonstrations as a guide for students
- ✓ Provide the meaning of words and phrases
- ✓ Giving constructing feedback
- ✓ Providing word banks, glossaries, sentences support and language frames for input and output of content language.
- ✓ Relating subjects with personal experience
- ✓ Allowing students use L1 to support the learning

RESOURCES

Pen, copies, markers, board.

1. List of adjectives

Adjectives chart

Appearance Adjectives	Color adjectives	Condition adjectives	Time adjectives
adorable, beautiful, clean, drab elegant, fancy, glamorous, handsome, long, magnificent, old-fashioned, plain, quaint, sparkling, ugly	red, white, blue, purple, black, green, orange, yellow, purple, pink, gray, orange, brown, silver, gold, metallic.	clever, easy, helpful, careful, important, powerful, shy, wrong, uninterested, famous, dead, alive, rich, gifted	old, young, short, quick, fast, long, old-fashioned, modern, late, early, swift, ancient, brief.

Feeling adjectives: lazy, jealous, sad, angry, clumsy, embarrassed, grumpy, fierce, nervous, obnoxious, scary, worried, defeated, repulsive, brave, gentle, happy, kind, proud, thankful, eager.

Size adjectives: big, large, huge, colossal, small, short, tiny, teeny, massive, little, miniature, immense, tall, fat, skinny, thin, gigantic

Shape adjectives: wide, narrow, curve, deep, round, skinny, flat, chubby, high, low, shallow, square, crooked, broad, hollow, steep

Sound adjectives: noisy, loud, whisper, melodic, hissing, quiet, raspy, voiceless, deafening, thunder, scream, faint, screeching

Here are some adjectives categorized in groups. Remember that adjectives can make a conversation or story much more interesting. Make sure that you don't use them too much because this might make it bored.

2. Connectors

ADDITION	COMPARISON	CONTRAST	TIME
further furthermore moreover n addition additionally then also too besides again equally important first, second finally, last	similarly comparable in the same way likewise as with equally just as ... so too a similar x another x like	however nevertheless on the other hand on the contrary even so notwithstanding alternatively at the same time though otherwise instead nonetheless conversely	meanwhile presently at last finally immediately thereafter at that time subsequently eventually currently in the meantime in the past
RESULT	**SUMMARY**	**EXAMPLE**	**PLACE**
hence therefore accordingly consequently thus thereupon as a result in consequence so then	in short on the whole in other words to be sure clearly anyway on the whole in sum after all in general it seems in brief	for example for instance that is such as as revealed by illustrated by specifically in particular for one thing this can be seen in an instance of this	there here beyond nearby next to at that point opposite to adjacent to on the other side in the front in the back

633 × 721

144

3. The comparative essay about advantages and disadvantages of living in the countryside

The advantages and disadvantages of living in the countryside

Living in the countryside has a lot of advantages, but also many disadvantages.

As the advantage we can consider the fact that the country is less polluted and the traffic isn't so heavy. You are fit and you don't need to worry about your health condition, because in the countryside the air and water are so clean. In the country there are many plant species. There aren't any huge blocks of flats, modern skyscrapers or bothersome traffic jams. In the country you are free to admire the breathtaking landscapes such as huge meadows, peaceful hills or forests. You can enjoy walking in the forest and picking mushrooms or hunting. Another advantage is that you may easily build a big house and the garden, because charges for ground are much lower than in the suburbs. Moreover, living in the countryside is cheaper than it is in the city, so you probably may afford many other things, because the prices are lower. What is more, you can invite your friends to the barbecue organized in your garden. It would be great! The other positive side is the safety. In the rural area the crime rate is much lower. There aren't a lot of housebreaks and the possibility of burglary is also lower. In the countryside people usually and keep eyes on neighbour's estates. They always react when something strange is happening. Country life is very peaceful and silent. You will enjoy the feeling of peace.

However, there are a lot of positive aspects of living in the country side, there are also some disadvantages. Living in the country is slower. People don't need to hurry and have a lot of time. People in the country don't have to work so many hours as they do in the city. On the other hand, they don't earn so much money. Moreover, there aren't such interesting things to do during free time. The unemployment rate is also much higher than in the city. The problem may be also the communication. If you don't have your own car, you may have problem how to commute to work. The same problem concerns the access to the hospitals, schools, police stations and shops, which are usually located far from the village. Last of all, there are some dangers connected with country life such as heavy snowfall or rainfall.

To sum up, I think that living in the country may have a lot of advantages such as fresh air, breathtaking landscapes and comfort, but a lot of people decide to stay in the city, due to the fact that the life in the town is easier. The easy access to shops and other institutions are the great advantage.

4. Worksheet

WORKSHEET

NAME: _____

COURSE: _____

List three advantages of living in the countryside.

1._____

2. _____

3. _____

2. List three disadvantages of living in the countryside

1. _____

2. _____

3. _____

3. Write true or false to the following statements:

a. In the countryside, there are much traffic _____

b. People is healthy in the countryside _____

c. In the countryside, people work more than eight hours _____

d. In the countryside, people is rich _____

e. The employment is low _____

4. Underline the correct answer

a. Living in the countryside is   cheap   expensive

b. Water in the countryside is   dirty   clean

c. Living in the countryside is   fast   slow

d. In the countryside, things are   boring   interesting

e. The countryside is   dangerous safe

5. Where would you like to live in the countryside or in s big city? Why? Answer in twenty words.

_____
_____

NOTES

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WEEK FIVE

Day 1

Global Aim: Identify and create a concluding paragraph

Unit 4: Class. **Advantages and disadvantages of live in a city: Social Studies**

Level: third bachillerato   Timing: 2 lessons

Lesson plan

Aims
✓ To create awareness about the city-life
✓ To know the advantages and disadvantages about the city-life
✓ To know new vocabulary related to introductory paragraph and the city –life
✓ To create a concluding paragraph
✓ To present the parts of the essay
✓ To explain the parts of the essay to the class by creating a poster in groups

Criteria for assessment
Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Create awareness about the city-life
✓ Know the advantages and disadvantages about the city-life
✓ Know new vocabulary related to introductory paragraph and the city –life
✓ Create a concluding paragraph
✓ Present the parts of the essay
✓ Explain the parts of the essay to the class by creating a poster in groups

TEACHING OBJECTIVES	
(What I plan for teach)	
Content	*Cognition*
✓ Identify and recognize advantages and disadvantages of the city life	✓ Match the paragraphs with the concluding sentence
✓ List vocabulary about the concluding sentences and city –life	✓ Verify information
	✓ Analyze and classify information
✓ Parts of the concluding paragraph	✓ Construct a concluding paragraph

✓ Revise the parts of a comparative essay	✓ Create a poster ✓ Present and explain the parts of the comparative essay

Culture	

✓ To create the self –awareness about the country – life

✓ To compare with the students' own culture to set the differences

✓ To create respect for culture of others

Communication		

Language of learning	*Language for learning*	*Language through learning*
Concluding sentences ✓ Restate ✓ Summarize ✓ Main points ✓ Advantages / disadvantages	✓ Expressing ideas orally ✓ Agreeing or disagreeing a point ✓ Answering and asking questions ✓ Comparing and contrasting information ✓ Stating facts and opinion	✓ Writing a concluding paragraph including all the parts ✓ Draft a concluding sentence ✓ Interpret information ✓ Scan the information ✓ Review information

LEARNING OUTCOMES (*What learners will be able to do by the end of the lesson*)

At the end of the lesson, students will be able to:

✓ Writing a concluding paragraph including all the parts

✓ Draft a concluding sentence

✓ Interpret information

✓ Scan the information

✓ Review information

✓ Express ideas orally

✓ Agree or disagree a point

✓ Answer and ask questions

✓ Compare and contrast information

Lesson plan: Teachers' notes

UNIT4: Unit 4: Class. Advantages and disadvantages of live in a city   **Social Studies**

TEACHING / LEARNING ACTIVITIES
Warm up:
Activity 1
Slip the class into groups of three students. Provide three paragraphs without the concluding paragraphs. Provide the three concluding paragraph separately. Ask students to match the paragraphs with the concluding paragraphs (10 min).
Activity2:
Ask students why they match at that way the paragraphs. Listen to and confirm if not, correct their answers (5 min).
Presentation:
Activity 1
Ask students to read again the three concluding paragraphs and complete a main map (10 min).
Connection:
Activity1:
Ask students to share their answer and record them on the board. Ask them to reflect the main points of the las paragraph of the essay by asking the following questions:
✓ Why is it at the end of the essay?
✓ What is the topic of it?
✓ What is the main idea of it?
✓ What are the secondary ideas of it?
Next, teacher will explain the concluding paragraph and along with students to construct one. Besides, teacher will provide a list of words that introduce the concluding paragraph (15 min).
Activity 2:

Teacher will give a handout to students to write three different concluding paragraphs for each of the topic given (15 min).

Consolidation:

Activity 1.

In the groups, teacher will ask students to make a collage with the parts of the essay and their main characteristics (10 min).

Activity 2:

Ask students to present orally their work to the class (10min)

INSTRUMENTS FOR ASSESSMENT	
Portfolio	Speaking rubric
Questioning	Structured activities
Presentation	

SCAFFOLDING TIPS

- ✓ Breaking tasks into significant small steps
- ✓ Doing practical demonstrations as a guide for students
- ✓ Provide the meaning of words and phrases
- ✓ Giving constructing feedback
- ✓ Providing word banks, glossaries, sentences support and language frames for input and output of content language.
- ✓ Relating subjects with personal experience
- ✓ Allowing students use L1 to support the learning

RESOURCES

Copies, cardboard, glue. Tape, colors, markers.

1 Paragraphs from exercise one without the concluding part

2. Main map
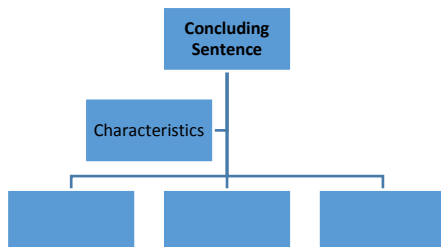
4. Worksheet

Read the following conclusions and find if a conclusion is a restatement, a recommendation, or both.

To sum up, I think that mobile phones are useful. However, they can also cause a lot of problems, so we must not use them too much.

☐ A restatement ☐ A recommendation ☐ Both

To sum up, although shopping online is an easy, cheap and useful way of shopping, we have to be careful to use only safe and secure websites. On balance, I believe that while shopping online is a good way to shop, but if you have the opportunity to buy it in the shop, it is better because you can try on what you want to buy. That way, you are sure to get what you really want.

☐ A restatement ☐ A recommendation ☐ Both

I
n my view, online shopping has many advantages and a few disadvantages. On the whole, I believe that if you are careful and use services like PayPal, you will be safe from getting cheated.

☐ A restatement ☐ A recommendation ☐ Both

In my opinion, therefore, cars have more advantages than disadvantages. The disadvantages of cars are serious, but with better cars in the future, these problems will become smaller and we will be able to continue enjoying the freedom cars give us.

☐ A restatement ☐ A recommendation ☐ Both

To sum up, I agree that eating out can lead to eating too much fast food. However, in general there are more advantages than disadvantages to going to restaurants. Just be careful what you choose!

☐ A restatement ☐ A recommendation ☐ Both

So you can see there are many reasons to visit this restaurant. Food, price, location – there is not a single disadvantage with going there. Try it for yourself!

☐ A restatement ☐ A recommendation ☐ Both

Your turn
Write a conclusion for your discursive essay. What type of conclusion is it—a restatement, a recommendation, or both?

Your Conclusion

_____

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WEEK SIX

Global Aim: Create a comparative essay following the writing process

Unit 4: Class: 1. **Living abroad: Advantages and disadvantages   Social Studies**

Level: third secondary   Timing: 2 lessons

Lesson plan

Aims
✓ To identify the elements of the writing process
✓ To define the writing process
✓ To compare two paragraphs to identify the advantages and disadvantages of living abroad
✓ To express likes or dislikes of living abroad
✓ To create a self- awareness about other's culture
✓ To appreciate the difference that there are between Ecuador and others countries
✓ To deduce the order of the writing process

Criteria for assessment
Teacher, peer, and self- assessment process will be carried out to evidence how well students:
✓ Compare two paragraphs to identify the advantages and disadvantages of living abroad
✓ Express likes or dislikes of living abroad
✓ Create a self- awareness about other's culture
✓ Appreciate the difference that there are between Ecuador and others countries
✓ Deduce the order of the writing process

TEACHING OBJECTIVES	
(*What I plan for teach*)	
Content	*Cognition*
✓ Define the writing process	✓ Dictate the information
	✓ Take notes
	✓ Draw conclusions

Identify the advantages and advantages of a paragraph ✓ Draft, write, and edit a paragraph	✓ Match the correct information ✓ Solve a quiz ✓ Construct an essay ✓ Apply the writing process

Culture
✓ To appreciate the differences between Ecuador and other's cultures ✓ To create a self-awareness to other's culture

Communication		
Language of learning	*Language for learning*	*Language through learning*
✓ Outline ✓ First draft ✓ Revising ✓ Editing ✓ Final draft ✓ Abroad	✓ Expressing ideas ✓ Formulating questions ✓ Checking answers ✓ Asking for clarification	✓ Outline, write, and edit ✓ Peer evaluation ✓ Word –sentence level features ✓ Skim a text ✓ Classify information

LEARNING OUTCOMES (*What learners will be able to do by the end of the lesson*)
At the end of the lesson, students will be able to: ✓ Outline, write, and edit ✓ Peer evaluation ✓ Word –sentence level features ✓ Skim a text ✓ Classify information ✓ Express ideas ✓ Check answers ✓ Ask for clarification

Lesson plan: Teachers' notes

UNIT4: Unit 4: Class: 1. Living abroad: Advantages and disadvantages   Social Studies.

<div align="right">

Lesson 1 and 2

</div>

TEACHING / LEARNING ACTIVITIES
Warm up:

Warm up:

Activity 1: Reading race

Teacher will paste the definition of outline, first draft, revising/ editing/final draft on different parts of the wall in the classroom.

Split the class into groups of four people.

The game: in the groups, students will select two people who are going to go through to class to read the definition and dictate to their partners. The other two students in the group will be the secretaries. The runners cannot use either pen or cellphone to copy the definitions. The secretaries will write the words: outline – first draft – revising – editing – final draft on a sheet and wait on their seats to listen to their partners (10min).

As a whole class, go over the definitions and explain them (10 min).

Presentation:

Activity 1:

Provide the pictures of outline – first draft – revising – editing – final draft to the students and ask them put in the sequence that they consider that is correct according to the definitions and tips (10 min).

Teacher ask students to share their ideas with the whole class. Students will read their sequence and reasoning their answers (10 min).

Connection:

Activity 1

Teacher will go over the answers and explain the sequence that should have been. Students will check and correct if their sequence is not correct.

Teacher will explain the process of writing and what students should do at each stage. (15 min)

Activity 2:

In the groups, teacher will give students a handout with a quiz of the writing process (10 min).

Consolidation:

Activity 1:

Ask students to construct in the groups a short essay about the advantages and disadvantages of living abroad using the introduction, two body comparative, and conclusion. Besides ask students to follow the writing process (15 min) and grade themselves using the checklist. The essay will be hand in to the teacher.

INSTRUMENTS FOR ASSESSMENT		
Portfolio	Anecdotal records	Structured activities
Observation	Rubric	Questioning

SCAFFOLDING TIPS

- ✓ Breaking tasks into significant small steps
- ✓ Provide the meaning of words and phrases
- ✓ Giving constructing feedback
- ✓ Providing word banks, glossaries and sentences support for input and output of content language.
- ✓ Relating subjects with personal experience
- ✓ Allowing students use L1 to support the learning

RESOURCES

Copies, tape, pictures, markers, board

1. **Definitions**

2. **Definition matching**

THE WRITING PROCESS

STAGE	DEFINITION	TIPS FOR THE WRITER
Prewriting	Brainstorm ideas and organize your topic.	★ Think about what you want to say. ★ Talk about your ideas with a friend to find a main idea. ★ Use a list or web to organize your ideas.
Drafting	Create a rough copy of your writing.	★ Write your ideas in order. ★ Read your work out loud and note places where you stumble. ★ Ask a friend for his or her feedback.
Revising	Improve your writing.	★ Try out different beginnings and endings. ★ Use quotes or add dialogue. ★ Include descriptive words. ★ Add detail to develop important parts.
Editing	Proofread your work.	★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation. ★ Reread to see if each sentence makes sense. ★ Ask a friend to proofread your work.
Publishing	Create a clean final copy.	★ Type your writing or copy it neatly onto new paper. ★ Think of an interesting title. ★ Share your writing.

3. **Worksheet**

Name: _____

Writing Process Quiz

1. Put the following steps of the "writing process" in order:

   a. _____   revising

   b. _____   drafting

   c. _____   editing

   d. _____   pre-writing

   e. _____   publishing

2. You are given the writing topic of "sports" by Mrs. Beard. Answer the following concerning the essay you will write:

   a. Decide on a narrowed topic. My topic would be:

   _____

   b. My audience for this essay would be: _____

   c. The purpose of this essay would be to: _____

   _____

3. What is peer editing? _____

   _____

4. An example of a graphic organizer to use for brainstorming is:

   _____

5. In the **drafting stage** of the writing process, a _____ draft is written. This is a "messy" form of the proposed essay.

4. **Checklist**

Writing Checklist	Me	Peer
The **introduction paragraph** introduces the issue/ problem, with a clear opinion.		
Body paragraph 1 is the other side/opposite opinion		
Body paragraph 2 is my side/my opinion.		
The **conclusion** includes a restatement and reason for my opinion.		
Each body paragraph has a **topic sentence**.		
Each body paragraph has at least **three major sentences** that support the topic sentence.		
Each body paragraph has **appropriate linking words**. • Linking major ideas: *firstly> secondly>thirdly> finally*		
Correct **spelling**, **full stops** at the end of every sentence, and **capitalization**.		
There is **only one** subject+ verb(s) in a sentence. • Incorrect: *My relatives they eat and talk in a restaurant every day.* • Correct: *My relatives eat and talk in a restaurant every day.*		

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ANNEXES

Annex 1: Checklist Validation

Validation checklist

Follow the criteria to score the rubric:

1= **Not acceptable**: The item needs significant modifications

2= **Below Expecations:** The item needs some modifications

3= **Meet expectations:** There are no necessary modifications in the item, but the item may be improved by some changes.

4= **Exceeds Expectations:** Modificacions are not needed in the items

Note: For the items that do not meet the expectations, please use the observations part to recommend revisions.

Thank you for your collaboration

Criteria	Description	Score				Observation
		1	2	3	4	
Clarity	The items are consise and precise The participants can understand what is being scored There are not subjectivity in the parameters that are being scored. All the pareameters are significant for the study.					
Balance	The items do not have bias. The marking does not lead to a determined marking point. The items are established uisng neutrality.					

Lexico	The words used in the rubric are understandable and simple. There are not sophisticated terms which may create confusion The use of technical language is limeted					
Relationship witht the skill	The considered parameters are enough to establish an improvement on the skill The number of parameters are sufficient to mark the improvement on the skill The parameters are appropriate to get the purpose of the study.					

Adapted from J. White & M.Simon (2016)

Annex 2: Rubric to assess the essay

B1	5	4	3	2	1
Content	All content is relevant to the task. Target reader is fully informed	The content presents the intended message. Few circumlocutions are present. Target reader is most of the time informed.	Minor irrelevances and/ or omissions and some circumlocutions may be present. Target reader is on the whole informed.	Irrelevances and misinterpretations of the task may be present. There are constant circumlocutions Target reader is minimal informed.	Content is totally irrelevant. Target reader is not informed.
Communicative achievement	Uses the conventions of the communicative task to hold the target reader's attention and communicate	Uses the conventions of the communicative task are frequently but not all the time to hold the target reader's attention and	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Produces text that communicate simple and complex ideas in simple ways and inconsistent for the audience.	Produces text that communicative simple ideas in simple ways.

	straightforward ideas.	communicate straightforward ideas.			
Organization	Text is generally well-organized and coherent, using a variety of linking words and cohesive devices. The text is concise and fulfilled the required words.	Text is generally organized and organized . Use of the connectors help to make the text flow logically. The text is close to the number of words required.	Text is connected and coherent, using basic linking words and a limited of cohesive devices. The text has the half of the required words.	Text is somewhat connected and coherent using, high-frequency linking words. The text is shorter than requested words.	Text is connected using, high-frequency linking words. The leght of the text is too far below the number of words required.
Language	Uses a range of everyday vocabulary appropriately with occasional inappropriat	Uses a range of everyday vocabulary most of the time appropriately with	Uses a range of everyday vocabulary generally appropriately with occasionally	Uses basic everyday vocabulary appropriately. Uses simple grammatical forms with a	Uses basic vocabulary reasonably appropriately. Uses simple

e use of less common lexis. Uses a range of simple and complex grammatical forms with a good degree of control. Errors do not impede communication	occasionally misused certain lexis. Uses frequently simple and complex grammatical forms with a good degree of control. Errors are noticeable, but they do not impede communication.	overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined	degree of control. Errors may create confusion and impede meaning	grammatical forms with some degree of control. Errors impede meaning

Adaptation from University of Cambridge

ESOL Examinations

Annex 3: Pre and Posttest Instruments

INSTRUMENTS

PRE AND POSTTESTS

Adaptation from the book of the Ministry of Education B1.2

Write an informative essay from 90 to 100 words about the advantages and disadvantages of living in Ecuador. Include:

a. A topic sentence stating the main point of the paragraph

b. Supporting sentences with details and specific examples

c. Logical, coherent thoughts that are developed in order.

d. A concluding idea that summarizes the main points of the paragraph.

_____

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Annex 4: Survey applied to teachers

UNIVERSIDAD TÉCNICA DE AMBATO

Survey directed to English Teachers in Juan Montalvo School

This survey is addressed to English teachers which allows to know the impact of CLIL and its benefits in the writing skills. I would appreciate if you could answer the following questions for the research work *"CONTENT AND LANGUAGE INTEGRATED LEARNING (C.L.I.L) ON WRITING SKILLS"* in order to collect information about it. This work is previous to obtaining the Master's Degree in Teaching English Language. It is not necessary to write your name. This test is anonymous.

Instructions: Please, tick only one option.

1. Do you know the CLIL teaching method which has been implemented by Ministry of Education?

    Yes ☐   NO ☐

2. Do you relate your English teaching practice with other subject-content area?

    Yes ☐   NO ☐

3. Do you think writing skill and English knowledge would improve if they were related to other-subject content areas?

    Yes ☐   NO ☐

4. Do you think students would feel motivated to write if topics were related to other-subject content areas?

    Yes ☐   NO ☐

5. Do you think students could develop their cognitive skills if we integrated the four skills in class?

    Yes ☐   NO ☐

Annex 5: Survey applied to students after the intervention

UNIVERSIDAD TÉCNICA DE AMBATO

Survey directed to the third secondary students in Juan Montalvo School

This survey is to measure the impact of CLIL methodology in the EFL classroom, so I would appreciate if you could answer the following questions for the research work *"CONTENT AND LANGUAGE INTEGRATED LEARNING (C.L.I.L) ON WRITING SKILLS"* in order to collect information about it. This work is previous to obtaining the Master's Degree in Teaching English Language. It is not necessary to write your name. This test is anonymous.

 INSTRUCTIONS: Please circle only one option.

1. Did the course contents improve your ability and confidence in writing? If so why?

    Yes   NO

_____

2. Have the CLIL method and activities in the course increased your vocabulary and general knowledge about diverse subject – content areas? If it is yes, why? Or why not?

           Yes   NO

_____

3. Did the CLIL instructional materials include in the course help you ease the writing activity?

    Yes   NO

4. Rank from 1 to 5 to know the level of development of the following writing activities using the chart below:

1	2	3	4	5
0 – 20%	20 – 40%	40 – 60%	60 – 80%	80 – 100%

1. Summarizing and paraphrasing a text   _____
2. Implementing structures in a text for showing a purpose   _____
3. Categorizing texts according to their purpose   _____

4. Editing and correcting your writing   _____

5. Designing, producing, and creating new writing   _____

5. Has your writing skill proved by using CLIL methodology?

     Yes   NO

6. Do you recommend the CLIL method to improve your writing English skills?

     Yes   NO

Annex 6: Expert Instruments Validation

INSTRUMENTS

PRE AND POSTTESTS

Adaptation from the book of the Ministry of Education B1.2

Write a descriptive paragraph from 90 to 100 words about the advantages and disadvantages of living in Ecuador. Include:

a. A topic sentence stating the main point of the paragraph

b. Supporting sentences with details and specific examples

c. Logical, coherent thoughts that are developed in order.

d. A concluding idea that summarizes the main points of the paragraph.

In my opinion it is a good explanation about the components of the paragraph.

I also would like to suggest that in the future the indication to evaluate the paragraph be with an easier Vocabulary, where is possible that the student analyze and comprehend it in a clear way.

No more for today Comite.
I hope my suggestions help you in something

Bye.

Mariamita

Annex 7: Students' Validation

Validation checklist

Follow the criteria to score the rubric:

1 – Not acceptable: The item needs significant modifications

2 – Below Expecations: The item needs some modifications

3 – Meet expectations: There are no necessary modifications in the item, but the item may be improved by some changes.

4 – Exceeds Expectations: Modificacions are not needed in the items

Note: For the items that do not meet the expectations, please use the observations part to recommend revisions.

Thank you for your collaboration

Criteria	Description	Score 1	2	3	4	Observation
Clarity	The items are consise and precise The participants can understand what is being scored There are not subjectivity in the parameters that are being scored. All the pareameters are significant for the study.			X		
Balance	The items do not have bias. The marking does not lead to a determined marking point. The items are established uisng neutrality.				X	
Lexico	The words used in the rubric are understandable and simple. There are not sophisticated terms which may create confusion The use of technical language is limeted			X		The words "thoughts" and "Sumarites" could make confusion for many students
Relationship witht the skill	The considered parameters are enough to establish an improvement on the skill The number of parameters are sufficient to mark the improvement on the skill The parameters are appropriate to get the purpose of the study.				X	

Adapted from J. White & M.Simon (2016)

Annex 8: Pictures
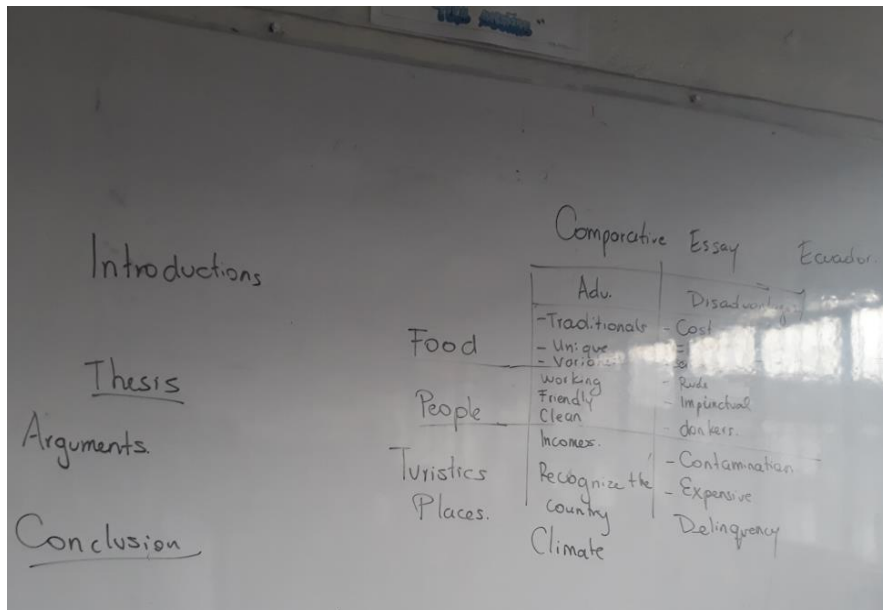
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