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CLIL methodology and vocabulary learning.

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SUPERVISOR APPROVAL

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I, Mg. Escalante Gamazo Marbella Cumandá, holder of the I.D No. 1802917250, in my capacity as supervisor of the research dissertation on the topic: **"CLIL METHODOLOGY AND VOCABULARY LEARNING"** investigated by Mr. Arias Quinga Erick Patricio with I.D No. 1804406278, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorised to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled **"CLIL METHODOLOGY AND VOCABULARY LEARNING"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

TO:

All the fabulous human beings who have been by my side during this process. To begin with, to my mother Gladys who has given all her effort to help me achieve my dreams. Thank you so much for being the best mum. Following that, to my grandmother Esther who has supported me despite the difficulties. Thanks for everything. Last but not least, to my Italian professor Federica Favaro for being my biggest inspiration. I am so grateful to you dear teacher for all the wonderful things you taught me and especially, for inspiring me to be an exceptional teacher like you.

Patricio.

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RESUMEN

CLIL es una metodología actualizada que tiene varias ventajas, entre las que destaca el aprendizaje de vocabulario. En ese sentido, el objetivo principal de este trabajo de investigación fue determinar la importancia de utilizar la metodología CLIL en una clase de EFL para aumentar el aprendizaje de vocabulario de los estudiantes de secundaria. La población de esta investigación involucró a 30 estudiantes de primer y segundo año de secundaria, 15 varones y 15 mujeres de la Escuela Unidad Educativa UK. Sus edades oscilaban entre los 14 y los 17 años. Asimismo, esta investigación tuvo un enfoque cuantitativo así como un nivel descriptivo y transversal considerando que los datos fueron recolectados una sola vez. Además, un cuestionario fue la técnica empleada para recopilar la información. Adicionalmente, la encuesta fue aprobada por varios expertos en la materia y mediante alfa de Cronbach con una confiabilidad de 0,76%. Las cuatro preguntas de investigación se basaron en temas enseñados utilizando la metodología CLIL, descripción general de la metodología CLIL, habilidades del idioma inglés y estrategias y actividades para aprender vocabulario. Después de eso, todos los datos fueron analizados a través de SPSS. Como resultado, se puede concluir que los estudiantes ven CLIL como una metodología fructífera que les ha ayudado a aumentar su rango de vocabulario. Además, se concluyó que el aprendizaje de vocabulario se refiere al mecanismo por el cual las personas aprenden palabras en otro idioma, en este caso, en inglés, luego de la adquisición del idioma nativo, el español. Al final, los resultados revelaron varios datos interesantes. En primer lugar, los alumnos se sienten mucho más motivados cuando aprenden materias con la metodología CLIL. Segundo, el profesor traduce más de la mitad del contenido que se enseña en clase. Tercero, todo el contenido está planificado para objetivos a largo plazo. Cuarto, los estudiantes han mejorado sus habilidades en el idioma inglés gracias a la metodología CLIL. Por último, se demostró que las estrategias más utilizadas por los estudiantes para aprender vocabulario fueron las estrategias de memoria, cognitivas y de activación.

Palabras clave: metodología CLIL, aprendizaje de vocabulario, aprendizaje del idioma inglés, estrategias para aprender vocabulario, comunicación lingüística.

ABSTRACT

CLIL is an updated methodology that has several advantages, among which vocabulary learning stands out. In that regard, the main objective of this research work was to determine the importance of using the CLIL methodology in an EFL class to increase high schoolers' vocabulary learning. The population of this investigation involved 30 first and second-year high school students, 15 males and 15 females from Unidad Educativa UK School. Their ages ranged from 14 to 17 years old. Also, this research had a quantitative approach as well as a descriptive and transversal level considering that the data was collected once. Further, a questionnaire was the technique employed to gather the information. Additionally, the survey was approved by various experts in the field and through Cronbach's alpha with a reliability of 0,76%. The four research questions were based on subjects taught using the CLIL methodology, CLIL methodology overview, English language skills, and strategies and activities to learn vocabulary. After that, all the data was analysed through SPSS. As a result, it can be concluded that students see CLIL as a fruitful methodology that has helped them increase their vocabulary range. Moreover, it was concluded that vocabulary learning refers to the mechanism by which people learn words in another language, in this case, in English, after the acquisition of the native language, Spanish. In the end, the results revealed several interesting facts. First, learners feel far more motivated when learning subjects with the CLIL methodology. Second, the teacher translates more than half of the content taught in class. Third, all the content is planned for long-term goals. Fourth, learners have improved their English language skills due to the CLIL methodology. Lastly, it was demonstrated that the most used strategies by students to learn vocabulary were memory, cognitive, and activation strategies.

Keywords: CLIL methodology, vocabulary learning, English language learning, strategies to learn vocabulary, language communication.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research Background

Different academic papers from all over the world were considered in the present research work to gather information related to how Content and Language Integrated Learning (CLIL) fosters vocabulary learning.

Firstly, Catalán and Llach (2018) develop an investigation that focused on the vocabulary output of CLIL and non-CLIL EFL students after an equal number of hours of English exposure. The objectives were twofold: (1) to ascertain if the CLIL group retrieves a higher number of English words than the non-CLIL group; (2) to determine whether the two groups produce the same or different words. The sample involved 70 Spanish EFL learners in their 8th and 10th year of secondary education. The instrument was a lexical availability task consisting of ten prompts. The data were edited, coded, and subjected to quantitative and qualitative analyses. Findings showed that the CLIL group retrieved a higher number of words than the non-CLIL group.

Equally, Sanad and Ahmed (2018) conducted a research work whose purpose was to examine the effectiveness of content and language integrated learning (CLIL) in developing EFL reading comprehension skills, vocabulary skills and retention among college learners. Participants were 10 students majoring in English language, Alghat college of Sciences and Humanities, Majmaah University, KSA. To collect the information, the investigators prepared and employed two tools; EFL reading comprehension skills pre-post-test and EFL vocabulary pre-post-test which was used as a delayed test too. Data were analysed quantitatively after administering the pre-post tests and the delayed test. The results revealed that the use of the CLIL in developing EFL reading and vocabulary skills and retention among college learners was effective.

Moreover, Bayram et al. (2019) developed a quantitative study whose objective was to examine to what extent CLIL learners differ from non-CLIL learners in terms of

their reading comprehension and vocabulary size (i.e. receptive and productive). Data were gathered from 124 fifth-grade students by means of the reading parts of the Cambridge Key English Test, the 2,000-word frequency-band of the Vocabulary Levels Test, and the adapted version of the Vocabulary Knowledge Scale. Results of the study showed that the CLIL students significantly outperformed their non-CLIL counterparts in reading comprehension, receptive and productive vocabulary knowledge.

Additionally, Reynaert (2019) conducted a research that aimed at measuring vocabulary acquisition gained during a year of CLIL. Participants in the study were students of lower-secondary school (aged 11-15) in the Czech Republic having experienced CLIL instruction in History or Civics. Half of the participants in the experimental group already had one year of CLIL experience prior to the experiment; the second half of the students started with CLIL at the time of the experiment. Both of these groups were compared to one another as well as to a control group with no CLIL instruction. Data collection instruments were created on the basis of standardized Laufer & Nation's vocabulary levels tests. As it turned out, previous experience with CLIL as well as the role of the teacher were essential factors. The study revealed differences in productive vocabulary development in CLIL in terms of a one-to-two-year time frame. Moreover, the role of the teacher appeared to have an undeniable importance. These factors are discussed in terms of language education improvement.

In addition, Huang (2020) developed a research whose objective was to explore the effects of learners' science learning in Content and Language Integrated Learning (CLIL) at one elementary school in Taiwan. This study investigated student perceptions of both the content and language achievement of science learning in CLIL. Therefore, this study adopted used both quantitative and qualitative methods to interpret and analyse the results. It involved 30 learners between 10-12 years old from an elementary school in Taichung, Taiwan. Data collection techniques included graphic organizers, individual interviews, students' self-assessments, and students' tests. Findings displayed that CLIL helped enrich student vocabulary size, foster student science knowledge, and

lead them to expect to learn other subjects in English. Furthermore, they enjoyed the CLIL approach but expressed limited knowledge about the school subjects.

Likewise, Castellano-Risco et al. (2020) planned an investigation whose objective was to explore the impact of exposure on the development of receptive vocabulary knowledge of L2 students in two different types of instructional context - mainstream English as a Foreign Language (EFL) and Content and Language Integrated Learning (CLIL). In order to measure vocabulary size, the 2K and academic version of the Vocabulary Levels Test (VLT; Schmitt, Schmitt & Clapham, 2001) were administered to 138 secondary-school students with different learning backgrounds in terms of language learning approach and amount of exposure to the L2. Findings indicated that the amount of input does not play a pivotal role in the differences between CLIL and EFL learners' receptive vocabulary knowledge, but rather it is the educational context which seems to benefit the CLIL group in terms of vocabulary growth.

Also, Baten (2020) planned a study whose objective was to investigate the productive and receptive vocabulary development in L2 English "and" L2 French of the same group of students "within" a CLIL context. The aim was not to evaluate the benefits of CLIL over non-CLIL, but, instead, to examine whether vocabulary gains in CLIL learning are language-dependent. More specifically, this research included 75 Flemish eight-grade students who had CLIL lessons in both English and French. The results displayed that although the students have a larger English vocabulary, the level of improvement (from pretest to posttest) is not different across the languages. The findings indicate that within CLIL, vocabulary knowledge also develops in languages other than English.

In the same vein, Barberán and Reza (2021) conducted an investigation whose goal was to apply the content and language integrated learning (CLIL) methodology through music and literature to improve the teaching-learning process of the English language of the students from level B1 of Jordan Language School during the first module of the academic period April-August 2020. It had a quantitative approach, and it

was a quasi-experimental study. As part of the results, it was revealed that the teaching-learning process based on the communicative method focuses on the knowledge of grammar and vocabulary to develop oral production skills in a fluent way. Nevertheless, it reduces intervention to writing and reading. By applying CLIL methodology through music and literature, a sequence of integral activities is integrated, which allow the development of the four basic skills of the language, giving added value by including non-linguistic content.

Similarly, Segura et al. (2021) planned a study whose objective was to examine the learning of Foreign Language (FL) vocabulary in pre-primary learners following a soft-CLIL program, as compared to their same age peers following Formal Instruction (FI) of English. Over the course of six months, pre-primary students of two grades, namely 4- and 5-year-old students (N=155), took part in such program, aiming at teaching two curricular preschool units, traditionally taught in the mother tongue (L1), in English in the FL sessions. A longitudinal study was conducted, and students were administered a general vocabulary level pre-test, as well as a target words receptive vocabulary post-test after the two units had been worked on. The focus of the research was on receptive vocabulary acquisition, but age and word frequency effects were also analyzed. Results showed positive tendencies in receptive vocabulary development through soft-CLIL, although not statistically significant. A significant frequency effect was found, indicating that high-frequency words are recalled more easily than lower-frequency ones, but no significant differences were found when comparing learners from the two grades.

Lastly, Sato and Hemmi (2022) investigated the development of L2 English productive skills, vocabulary and critical thinking through CLIL in a university in Japan. This investigation used a pre-experimental pretest-posttest design, in which all students received CLIL instruction for four months undertaking the pretest and posttest. The findings showed that their productive skills improved significantly. The analysis of pretest and posttest scores also displayed the specific areas of productive skills that benefitted from CLIL, such as Task Achievement (speaking and writing), Coherence and

Cohesion (writing), and Grammatical Range and Accuracy (writing). Nonetheless, this study revealed that the degree of improvement was small, and that vocabulary and critical thinking skills did not improve significantly. This study's findings provided empirical evidence for the effectiveness of CLIL itself on L2 development in higher education.

1.2 Theoretical Framework

1.2.1 Independent Variable: Content and Language Integrated Learning

English Language Learning

A professor must be quite skilled in order to teach the English language. In that sense, Cameron (2001) claimed that the person who teaches English to teenagers needs the skills of excellent teachers in managing students and keeping them on task. Therefore, they do not get distracted by different factors. Also, they facilitate students' learning by guiding them. Plus, Linse (2019) pointed out that knowledge of the language, language teaching, and of language learning is fundamental to help students achieve their educative goals. Teachers of young learners require both practical and theoretical knowledge for teaching their students and increasing their quality of learning. If teachers' knowledge is not enough, then, their students' performance will be quite low.

English as a Foreign Language Approaches

Many authors blame learning outcomes not so much on the way the teacher presents the information but on the learning approach. To illustrate that, Fauziati (2008) mentioned that language teaching methods are just like fashions. They come into existence, are used, and are replaced at the end. This reflects the professional spirit of foreign language practitioners who regularly commit to finding more and more effective ways of teaching a foreign language. This provides the impression that improvements in language teaching are the consequence of improvements in the quality of methods, and that new effective language teaching is prepared. The classroom professors and programme designers, hence, have different teaching methods or approaches to choose from to meet the particular needs of the students, the condition of the institution and the educational setting.

Moreover, Matamoros-González et al. (2017) established that each language teaching approach has emerged to give a solution to the needs of society based on the social, economic, and academic demands as well as pedagogical angles featuring

different times. Each approach has been developed with original and common features. Finally, Zuparova et al. (2020) remarked that changes in society over time require a review of the established educational system, oriented mainly to conservative pedagogical experience. General introduction to productive methods of teaching a foreign language can not only help to improve pedagogical activity in this field, but also stimulate the formation of nonstandard professionals capable of creatively refracting knowledge gained in practice.

Content and Language Integrated Learning

The Content and Language Integrated Learning (CLIL) methodology helps learners improve overall and specific language competence. It prepares students for future studies and/or working life. In that sense, Li et al. (2020) indicated that the concept of content and language-integrated learning (CLIL) was first coined as a term in 1994 and became trendy in 1996. It emerged as a major curriculum innovation. CLIL has a dual-focused educational approach in which an additional language is utilised for learning and teaching content and language at the same time. Nowadays, CLIL has spread rapidly and has been adopted widely in many schools all over the world.

Similarly, Lo and Lin (2019) argued that Content and language-integrated learning (CLIL) is characterized by using students' additional language (L2) as the mean of instruction for non-language content subjects. In previous decades, this kind of programme has been gaining worldwide popularity, especially in English-as-a-foreign-language (EFL) contexts because of the assumption that it can facilitate L2 learning. The three essential steps on how to integrate language into the content teaching are to outline specific vocabulary, choose structures used to deal with the content desired to be taught, and support learners with spontaneous language structures to face issues that might arise during the class (Lavrysh et al., 2019).

Apart from this, Vázquez and Ellison (2018) claimed that Content and Language Integrated Learning (CLIL) is increasingly widespread in educational schools of all levels and sectors across the European continent. Nonetheless, the demand for CLIL

should not be mistaken for something easy to implement and deliver. As with many an innovation, demand or desire to jump on the bandwagon often outweigh resources, which in the case of CLIL means professors who have appropriate levels of linguistics knowledge in the foreign language and knowledge of the subject. Equally fundamental is the need to adapt teaching methodology to cater for the integrated learning of both content and language. This involves an adjustment in the panorama about the foreign language as a subject to that of a tool in content learning.

Additionally, Coyle et al. (2010) concluded that successful Content and Language Integrated Learning require teachers to engage in alternative ways of planning their teaching for successful learning. CLIL is not language teaching enhanced by a wider range of content. Neither is content teaching translated into a different language (code) from the mother tongue. Two languages are employed to encourage cognitive and language learning in content and language-integrated learning (CLIL), as in any other type of bilingual instruction. Whereas in the bilingual the two languages are always present, in CLIL they may appear together or be used in totally separate situations. Although the relationship between languages is contrasting, in CLIL, where the foreign language is the minority language used, we uphold that the purported benefits of combining both languages should not be underestimated in this type of education (Méndez and Vázquez, 2012).

In a similar vein, Genesee (1994) suggested that the lesson of the immersion programme is the merging of common subjects with language having a more positive influence than separate language learning. Learners in immersion-based learning can show the same abilities even beyond the abilities of native-speaking children in terms of writing or speaking when managed optimally. CLIL combines content with language learning: CLIL learners do not only learn English in their language classes as EFL students do but also receive part of their content instruction in other subjects through the medium of the English language (Beck, 2021).

Also, Mede and Çinar (2018) remarked that after the 2000s, there was an increase in the application of CLIL programmes. Those programmes differed in terms of the intensity of language and content integration. The most common languages used in CLIL programmes in Europe are English, French, and German. Between 2006 and 2009, the ProCLIL project was created, which was financed by the European Union (EU) and involved four countries, namely Germany, Spain, England, and Turkey. The professors, learners and their parents also considered CLIL as a positive instructional tool to help learners with their language development.

In addition to this, Sanad and Ahmed (2017) determined that CLIL combines and integrates both Content Learning and Language Learning. It helps in bringing updated practices into the curriculum. Through employing CLIL, students learn one or more of their school subjects in a targeted language, generally English, but frequently in another second language. Learners are not expected to be proficient in the target language before they begin studying. When they learn the language themes that they are interested in, they learn the language at the same time. Learning such topics and subject matters fosters learning the targeted language. They learn the language they need for studying at the same time as they learn the subject. Both English language professors and professors of the subject can employ the CLIL approach when they teach. Both methods whether utilising English to develop subject learning or using content to develop English language skills will result in the simultaneous learning of content and English.

CLIL Principles

Mehisto, Marsh and Frigols established the basic principles of the CLIL approach. They can also be seen as starting points in lesson planning. In that sense, Verdugo (2011) mentioned that the CLIL approach has five fundamental principles. First, content entails the progression in knowledge, skills and understanding related to specific elements of a defined curriculum. It provides opportunities to study content through different perspectives, which can lead to achieving a deeper understanding of the subject. Using the target language through CLIL may help learners to understand the

subject and its core terminology. This focus on content can prepare students for future studies and/or for their working life.

Second, language emphasises communication and interaction, which improves overall target language competence and develops oral communication skills. Third, learning entails the development of thinking skills which link the formation of abstract and concrete concepts, language and understanding. Fourth, culture is quite a fundamental principle because exposure to alternative perspectives and views helps build intercultural knowledge, awareness and understanding. CLIL can help develop intercultural communication skills as well as learn about other European countries, regions or minority groups. Last but not least, transnational development prepares students for internationalisation and integration because it facilitates access to global communication and international certification.

Versions of CLIL

The Content and Language Integrated Learning (CLIL) approach has two versions. To illustrate that, Baranova et al. (2020) established that soft CLIL is a model that allows partial immersion in the language. It is one of the most effective ways of learning a foreign language by students of non-linguistics specialities. It is customary to distinguish the concepts of partial and full immersion, as full immersion implies being in an environment where everyone communicates exclusively in a determined foreign language, and partial involves the transition to the mother tongue. Partial language immersion fosters the development of intercultural competence, increases the motivation of learners, as well as expands the linguistic panorama.

In the "soft" version of the CLIL approach, learning is controlled by the language itself, and the entire curriculum of the discipline is guided by it. Thus, the specificity of the soft (language led) CLIL technique implies knowledge of the language and its consistent use as a tool for studying the content of the different subjects. Also, it highlights the prevalent role of the linguistic content of special texts and, in particular, the professional terminology and grammatical structures. Furthermore, it supports the

language environment for the possibility of discussing thematic material. Moreover, it increases the level of encouragement to employ the language in the context of the studied thematic module.

Additionally, the types of tasks are designed according to the level of complexity, built with an emphasis on the language content, its understanding, and verification. Its purpose is the subsequent discussion of the studied thematic material. Nonetheless, the teacher must think through the subject content of classes, coordinate it with the structure and requirements of the course and carefully select the material that can complement or already revise the studied within the professional course.

On the other hand, Boyes and Gallagher (2020) pointed out that learners are taught mostly content-based information with a small and supportive number of linguistic skills in the hard CLIL approach. In other words, hard CLIL tends to place their priority almost exclusively on the content, without focusing on language.

CLIL Curriculum

Comprehending how a CLIL curriculum is structured is pivotal because it provides students, professors, school leaders, and so forth with a measurable plan for delivering quality education. In that sense, McDougald (2018) claimed that educators have employed several curricular models in different contexts to achieve CLIL objectives. Institutions need to plan for short, medium, and long-term goals associated with curricular changes because those objectives cannot be achieved overnight. Careful planning in terms of understanding the context, supporting teamwork, and giving enough feedback on implementation procedures are vital for successful CLIL curriculum planning. Feedback can be provided in numerous ways, including through classroom observations, periodic meetings with stakeholders, and focus groups.

CLIL Stages

It is quite essential to follow due process for delivering classes using the CLIL approach. In that vein, Coyle et. Al (2010) defined four main stages in the process of implementing CLIL lessons. To begin with, stage 1 focuses on a shared vision for CLIL. It involves those interested in CLIL in the institution such as language teachers, subject teachers, managers, and so forth. Second, stage 2 analyses and personalises the CLIL context. This stage requires those responsible for the CLIL programme to construct a model for CLIL that grows from the vision shared in the previous stage. They can add the local situations such as school type and size, environment, teacher supply, national policies, current issues, and so forth.

Third, stage 3 focuses on planning and preparing a unit. There are four steps at this stage, related to the 4Cs: Content, Cognition, Communication, and Culture. Step 1, considering content; step 2, connecting content and cognition, analysing, and selecting the thinking skills, problem-solving and creativity which connect with the content; step 3, communication, defining language learning and using, and providing the proper language scaffolding; and step 4, developing cultural awareness and opportunities. Finally, stage 4 highlights the importance of monitoring and evaluating the unit. Hence, it supervises the development of a unit and evaluates the processes and outcomes that are fundamental to the teaching and learning process. In other words, this stage focuses on understanding classroom processes as they evolve to gain insights which inform future planning.

CLIL Assessment

Assessment plays a relevant role in the learning process because it determines whether the goals of education are being met. In that regard, Massler (2011) highlighted that CLIL assessment differs from regular assessment. It needs to account for the goals and objectives of two different subjects, including knowledge, competencies, skills, attitudes, and behaviour, for both language and content as compared to one subject in the case of conventional teaching due to the dual focus on language and content.

1.2.2 Dependent Variable: Vocabulary Learning

Language Communication

Language communication is fundamental for humanity because it allows people to share ideas, thoughts, and feelings with one another. To begin with, Rabiah (2018) pointed out that language is a means of communication between members of the community in the form of symbols of sound produced by the speech organ. Language is also a tool of self-expression and served as a tool to show their identity too. Through language, we can display our perspective, our understanding of the matter, the origin of the nation and our state, our education level, and even our character. Language becomes a mirror of us. For communication to go well with both, the sender and receiver must have to master their language to interact with others.

To add on, According to Prelock and Nelson (2012), language entails a set of abstract symbols, a lexicon, and a grammar that specifies syntax and discourse structures for combining symbols to represent an infinite variety of concrete and abstract meanings and to achieve communicative functions. Language must be encoded into and transmitted through physical symbols that can be understood by others who know the same language. Language may be expressed and understood phonologically through speech, orthographically through writing, or gesturally through sign language. Any form of symbolic communication that employs words is considered verbal, whether or not it is spoken.

By comparison, communication can be nonverbal as well as verbal. Communication involves the co-construction of meaning by interacting partners who use gaze, no symbolic gestures, facial expression, physical proximity, tone of voice, and other forms of paralinguistic modulation such as intonation to enrich linguistic meanings and convey the emotional tone of the message, or to communicate without verbal symbols.

Lexis

Lexis is quite important when students are learning English because it includes all the vocabulary the language possesses. In that regard, Caro and Mendinueta (2017) advocated that lexis is one essential component of language and language development. Limited lexical knowledge can lead EFL students to frustration, confusion, and demotivation. To reach a higher level of development in the four basic communication skills, writing, speaking, reading, and listening, learners ought to have the support of lexis that allows them to do so. One of the factors affecting the ongoing development of communicative competence is neglecting the systematic teaching of lexis. Furthermore, Spratt et al. (2011) claimed that lexis refers to individual words or sets of words. To illustrate that: tree, get up, first of all, all's well that ends well, and so on, i.e., units of vocabulary which have a specific meaning.

Vocabulary learning

It can be difficult when students want to acquire new vocabulary. To illustrate that, Gu (2019) pointed out that vocabulary learning is a notoriously challenging, long-lasting, and fundamental task when someone is acquiring a second language. Conscious efforts in learning vocabulary strategically may make the learning process more efficient, effective, and even more pleasant.

In a similar situation, Baskin et al. (2017) concluded that vocabulary learning is the basis of the language learning process. Vocabulary learning strategies need to be employed for vocabulary learning to happen effectively. The utilisation of vocabulary learning strategies helps vocabulary learning and increases student performance. Each learner employs a particular procedure in line with their own requirements.

Also, Ajisoko (2020) indicated that vocabulary cannot be separated from other facets of English language learning. Vocabulary is the basic component that must be mastered by students to develop other language proficiencies like listening, speaking, reading, and writing. To have good English proficiency, the students must have a wide range of vocabulary.

Likewise, Alhuwaydi (2022) argued that learning vocabulary is a critical problem in learning English as a Foreign Language (EFL). For a learner to speak, write, read, or listen in English, they must have good use of vocabulary to better understand and communicate in that target language. Nonetheless, the development of EFLVL may be hindered by several barriers such as demotivation, lowered interaction, and decreased engagement, as it is widely claimed that students learn vocabulary in class for exams and grades, but rarely keep that vocabulary for the long term.

Moreover, Afzal (2019) remarked that proficiency in the English language depends on the knowledge of its vocabulary possessed by second and foreign-language students and even native speakers. Though developing vocabulary is crucial, it poses various issues, especially, for non-native speakers of English. Learners with a low vocabulary range display weak academic performance in different courses related to language skills, linguistics, literature, and translation.

In addition, Rohmatillah (2017) mentioned that vocabulary plays a decisive role in language learning. Furthermore, vocabulary is a significant skill for learning to read, speak, write and listen. Without plentiful vocabulary, people cannot communicate and express their feeling both in form of spoken and written optimally. The more people master vocabulary the more they are able to speak, write, read and listen as much as they want.

In the same way, Alsalihi (2020) acknowledged that an essential element in English as a foreign language (EFL) learning is vocabulary. There is an enormous priority on learning the new words' meanings from books or even inside classrooms. Furthermore, it is a major part of language teaching as well as being crucial to the student. However, there is a gigantic challenge in vocabulary instruction due to the weak confidence of professors in selecting the suitable practice in teaching vocabulary or they are sometimes unable to specify a suitable time for it during the teaching process.

Equally, according to Leong et al. (2019), in the English language, sentences are made up of a list of words defined as vocabulary, to convey meaning and to be understood by other English language users. To get fluency, vocabulary use needs to be mastered by the students. Hence, vocabulary learning is one of the most fundamental language abilities in English language learning.

Correspondingly, Kabocha and Elyas (2018) determined that one of the most fundamental aspects to be taken into consideration is that without enough vocabulary, English language learners cannot understand written texts; nor can they convey messages to other users. To sum up, language learners cannot communicate effectively without vocabulary.

In a similar vein, according to Gu (2018), learning vocabulary in a second language is a conspicuously long and demanding task. We began the whole process of language learning by learning the most fundamental words and phrases, and we never stop developing our vocabulary even at the highest level. There is always something new to learn. The demanding nature of the task makes strategic learning crucial, in the sense that the appropriate choice and deployment of strategies can make a huge difference in determining if vocabulary learning becomes an efficient or inefficient, and even a pleasant or frustrating experience for the students. Strategic learning is a deliberate, dynamic and iterative process for solving a learning issue, boosting the learning speed, or making the learning process efficient, effective, and pleasant.

To add on, Binti Robani (2014) claimed that vocabulary is a centre part of language ability and generates the foundation for learning how well scholars speak, read, write, and listen. It is without a doubt that vocabulary is seen as a key to all language skills since it covers all lexical items learners need to know to meet their numerous educational and general needs. In other words, someone with a limited vocabulary range will never be able to speak, write, read or understand a language optimally.

Finally, Nematollahi et al. (2017) argued that vocabulary learning is one of the crucial matters in second language learning. There is a vast body of investigation in this area which has been done by famous researchers all over the world, but still, there is no specific solution for extending lexical knowledge in the best way.

Strategies and activities to learn vocabulary

Learning strategies play a pivotal role when students desire to learn new vocabulary words. In that sense, Schmitt (1997) divided strategies to learn vocabulary into four main groups. First, memory strategies mean linking the learners' learning of new words to mental processing by relating what is already known, to the new words. This covers an ample range of activities, as follows: studying words with a graphic description of their meaning, drawing words' purposes, relating words to a personal experience, connecting the words via their coordinates, relating the word to its antonyms and synonyms, employing semantic maps, employing new vocabulary in a sentence, asserting words together in a storyline, the spelling of a word, studying the sound of a word, saying a word aloud while studying, imaging word form, underlining initial letter of a word, configuration, using keyword plan, paraphrasing the meaning, parts of speech, using cognates, learning the words of an idiom together, and utilising physical action.

Second, cognitive strategies enable the foreign language student to manipulate the language material in direct ways. For instance, through reasoning, analysis, note-taking, summarising, synthesising, outlining, and reorganising information to develop stronger schemas (knowledge structures), practising in naturalistic settings, and practising structures. Third, metacognitive strategies consist of selective attention and self-initiation activities. Learners who use selective attention activities identify which words are fundamental for them to learn and are pivotal for adequate comprehension of a determined passage. Students using self-initiation strategies use various means to clarify the meaning of vocabulary items. Last but not least, activation strategies include those activities through which the students employ new vocabulary in different contexts. For instance, learners may set sentences employing the words they have just learnt.

Nevertheless, it is crucial to highlight that reasoning, using new words learnt in class to create sentences and paragraphs, employing semantic maps, and studying words with a graphic description of their meaning benefit more students to learn vocabulary in a CLIL context.

1.3 Objectives

General objective

To determine the importance of using the CLIL methodology in an EFL class to increase students' vocabulary learning.

Specific objectives

To conceptualise the fundamental theory of CLIL methodology.

To analyse the essential theory of vocabulary learning.

To identify the strategies and activity students have been exposed to learn vocabulary within the CLIL methodology.

1.3.1 Fulfilment of objectives

A process was followed to achieve the aforementioned objectives. To begin with, a deep revision of academic papers such as journals, articles, and investigations was carried out to conceptualise the fundamental theory of the CLIL methodology and vocabulary learning. After that, a survey based on the theoretical framework was created and approved by experts in the area. Then, it was applied to high schoolers. Next, the data were analysed through Statistical Package for Social Science (SPSS). Further, the findings were interpreted in order to identify the strategies and activities students employ to learn vocabulary. Moreover, the gathered information aided determine how important CLIL methodology is for learners to learn new words. Finally, it is pivotal to mention that it was found that the most used strategies were memory, cognitive, and activation.

CHAPTER II

METHODOLOGY

2.1 Materials

It was essential to employ various human and technological resources to develop the current research work. To begin with, human resources included first and second-year baccalaureate students from Unidad Educativa UK School. Moreover, several academic papers, journals, and articles were employed to develop the theoretical framework and to create the survey. Additionally, this study used Google Forms to gather the data. Lastly, the SPSS (Statistical Package for Social Science) software was employed to illustrate and analyse the findings of the current investigation.

2.2. Research Approach

This research was carried out using a quantitative approach considering that data were collected through a survey in order to get percentages. After obtaining the data, analysis and interpretation were executed to describe the phenomenon. In that sense, Rahman (2020) pointed out that the quantitative findings are likely to be generalised to a whole population or a sub-population because it involves a larger sample which is randomly selected by the researcher. Furthermore, this approach focuses on the positivist paradigm of measuring variables.

2.3. Research Modality

The current research work had a field modality because the researcher went to the institution to gather relevant information for the investigation. The investigator described the phenomenon in its real conditions. In that regard, according to Burgess (2002), the investigator is engaged in a variety of tasks. An essential feature of this work involves monitoring the research process and the research design. Moreover, techniques will need to be required for gathering, storing, retrieving, and analysing the information as well as checking the reliability and validity of that data.

2.4. Level or type of research

The current investigation had a descriptive, and non-experimental level. To begin with, it was descriptive considering that a revision of several bibliographies such as academic papers, and journals was effected to describe the CLIL methodology and vocabulary learning. To illustrate that, Nassaji (2015) claimed that the goal of descriptive research is to describe a phenomenon and its features. This investigation is more concerned with what rather than how or why something has happened. Hence, it describes the phenomenon in its natural state. Likewise, it was non-experimental because the researcher did not experiment with anything or apply any treatments.

2.5. Instruments

A survey created by the researcher and validated by five experts in the educational field and through Cronbach's alpha with a reliability of 0,76% was the instrument employed in the current research. In that context, four research questions were delimited; In what extent have subjects taught in English influenced high schoolers' learning?, How do teachers manage CLIL methodology?, In what extent has the CLIL methodology improved students' English language skills?, and What are the strategies and activities students use to learn vocabulary? To clarify that, Fink (2003) pointed out that surveys are systems whose purpose is to gather data from or about people to describe, contrast, or explain their attitudes, knowledge, and behaviour. An optimal survey includes the following features: specific and measurable objectives, reliable and valid instruments, correct analysis, and accurate reporting of findings.

The questionnaire contained 5 multiple-choice questions whose options were science, maths, language, and social studies. By comparison, the next fifteen questions used the Likert scale. The options were: never, rarely, sometimes, often, and always. In that sense, Yaddanapudi and Yaddanapudi (2019) claimed that the language of the questions, the type of questions employed, the order in which they are arranged and many other details, all impact the results of the survey. Hence, it is pivotal that the questionnaire was designed meticulously and validated previously.

2.6. Population

The present research work involved 30 first and second-year baccalaureate students from UK School, within the Ecuadorian system. It was only necessary to use a single group of participants. The group was formed by 15 women and 15 men. Their ages ranged from 14 to 17 years old. These participants were selected because they have been immersed in the Content and Language Integrated Learning (CLIL) methodology for a long time considering that their institution applies the methodology mentioned previously.

Table 1

Population

Population	Participants	Percentage
Male	15	50%
Female	15	50%
Total	30	100%

Note: The following data was taken from the first and second-year high school students at Unidad Educativa UK School.

2.7. Procedure

First of all, the theoretical framework was created by reviewing various academic papers, and journals. After that, the operationalisation of variables was developed with the following dimensions: subjects taught in English using the CLIL methodology, CLIL methodology overview, English language skills, and strategies and activities to learn vocabulary. All the questions in the questionnaire were obtained from the theoretical framework. Additionally, the first questions were multiple-choice. By comparison, the next fifteen questions used the Likert scale. Next, the survey was validated by five experts in the field. Then, the survey was applied through Google Forms. Finally, all the data were analysed and interpreted through SPSS (Statistical Package for Social Science).

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis

This section presents the findings of the data collected from the survey to answer these four research questions: In what extent have subjects taught in English influenced high schoolers' learning?, How do teachers manage CLIL methodology?, In what extent has the CLIL methodology improved students' English language skills?, and What are the strategies and activities students use to learn vocabulary? The following information helped to contrast with related investigations from other authors.

Table 2

Subjects taught using English

Items	Frequency	Percentage
I have learnt English the most in my [a]...... class.		
Science	2	6,7
Maths	1	3,3
Language	26	86,7
Social Studies	1	3,3
I have had more vocabulary difficulties when I learn about [a]...		
Science	14	46,7
Maths	4	13,3
Language	11	36,7
Social Studies	1	3,3
I feel more motivated in my [a] .... class.		
Science	5	16,7
Maths	6	20,0
Language	8	26,7
Social Studies	11	36,7

My teacher promotes more communication in my ª....... class.

Science	2	6,7
Maths	6	20,0
Language	15	50,0
Social Studies	7	23,3

My teacher promotes more oral interaction (conversations and group discussions) with my classmates in my ª.... class.

Science	3	10,0
Maths	4	13,3
Language	13	43,3
Social Studies	10	33,3

Note: The frequency from questions 1 to 5 was obtained instead of the mean because the questions did not use the scale of Linkert. By comparison, they had 4 multiple-choice options.

a = subject taught using the CLIL methodology

Findings indicated that students have learnt English the most in their language class with 86,7%. Therefore, it can be deduced that grammar, idioms, colloquialisms, and so forth have played a significant role in learning the target language. Moreover, learners found the science class more challenging than the other subjects when learning vocabulary with 46,7%. Therefore, it can be deduced that complex scientific vocabulary is not as simple as terminology related to language, maths, and social studies. Further, students felt more encouraged in their social studies classes with 36,7%. Thus, it can be inferred that history and current social issues are far more amusing for them. Additionally, learners claimed that their teacher fosters more communication in the language subject with 50,0%. In that case, it can be assumed that it is easier to employ the lexicon of the language subject rather than one of science, maths, and social studies. Lastly, high schoolers mentioned that their teacher advocates more oral interaction such as conversations and group discussions in the language sessions with 43,3%. Thence, it can be inferred that the tutor prefers to make students discuss topics concerned with the language sphere.

Table 3

CLIL methodology overview

Items	Mean
My teacher translates the content of the subjects into Spanish.	**2,53**
My teacher focuses more on grammar and vocabulary rather than the contents of Maths, Science, Language, and Social Studies.	3,30
I develop a project at the end of each term.	**3,47**
I do not only learn the language, but I also learn about the English culture.	3,17
I work cooperatively with my classmates in class. For instance, you and your group are given an assignment and work together to accomplish it. Everyone has responsibilities. Therefore, success is dependent on the work of everyone in the group.	3,93

Note: The table represents the mean obtained from questions 6 to 10 in the survey.

Results demonstrated that more than half of the content taught in classes is translated into Spanish with a mean of 2,53. Hence, it can be inferred that learners are not used to complex terminology. That is the reason why their teacher translates the content to facilitate learning. that Also, students are more immersed in the soft version of CLIL because their lessons are not focused on the content of the subjects, but on grammar and vocabulary with a mean of 3,30. Therefore, it can be assumed that the curriculum expects students to dominate grammatical structures and vocabulary. Moreover, learners develop a project at the end of each term, which reflects that goals are planned for the long term because things cannot be achieved overnight with a mean of 3,47. In addition, English culture is learnt by students with a mean of 3,17. Thus, it can be surmised that the institution really cares about preparing students to get used to the English culture when they go abroad. Last but not least, learners work cooperatively most of the time with a mean of 3,93. Thence, it can be inferred that the teacher is just a learning facilitator and students are the ones who work together to find solutions.

Table 4

English language skills

Items	Mean
I have improved my reading skill by reading texts about Maths, Science, Language, and Social Studies during my school life.	3,97
I have improved my writing skill by writing paragraphs about Maths, Science, Language, and Social Studies during my school life.	3,90
I have improved my listening skill by listening to audios about Maths, Science, Language, and Social Studies during my school life.	3,73
I have improved my speaking skill by talking about Maths, Science, Language, and Social Studies during my school life.	3,77
I have learnt more vocabulary due to my Maths, Science, Language, and Social Studies during my school life.	3,93

Note: The table represents the mean obtained from questions 11 to 15 in the survey.

Results displayed that students have improved their reading skills a lot by reading texts about Maths, Science, Language, and Social Studies with a mean of 3,97. Thence, it can be assumed that high schoolers have improved their performance in reading due to the variety of topics of the different subjects. Additionally, learners claimed that their writing skill got better due to writing paragraphs about Maths, Science, Language, and Social Studies with a mean of 3,90. Thus, it can be deduced that they have written a lot of paragraphs for each subject. As a result, they comprehend very well the writing process. By comparison, listening was the least upgraded skill with a mean of 3,73. This can be caused by the lack of exposure to different accents perhaps. In addition, students' speaking skill has improved due to talking about Maths, Science, Language, and Social Studies with a mean of 3,77. Hence, it can be inferred that students have been exposed to many situations in which they have had to argue their points of view about the different topics of the subjects. Finally, high schoolers have learnt more vocabulary due to their Maths, Science, Language, and Social Studies classes with a mean of 3,93. Therefore, it can be deduced that the vast variety of terminology from each subject has been quite fruitful to help them learn new words.

Table 5

Strategies and activities to learn vocabulary

Items	Mean
I can relate information to a specific word when I use synonyms. For instance, beautiful – nice.	4,03
I can relate information to a specific word when I use antonyms. For instance, enormous – small.	3,77
I can summarise texts of my subjects in English.	3,93
I can identify the main ideas when I read a text.	3,80
I use the new words that I learn in my subjects when I write paragraphs.	3,93

Note: The table represents the mean obtained from questions 16 to 20 in the survey.

Findings showed that within the memory strategies, it is easier for students to relate information when they employ synonyms with a mean of 4,03. In contrast to that, it is more complex for them to learn new words when they use antonyms with a mean of 3,77. Hence, it can be assumed that similar terminology is simpler than opposite stuff when relating information. Moreover, learners dominate the cognitive activity of summarizing texts of the subjects taught in English with a mean of 3,93. Additionally, within the metacognitive strategies, students are able to identify the main ideas of a text with a mean of 3,80. Therefore, it can be assumed that it is easy for them to find the most important ideas and keywords to sum up different texts. In the last instance, students learn more vocabulary by employing activation strategies such as writing paragraphs with a mean of 3,93. Thus, it can be assumed that using the new words in paragraphs helps them activate what they have learnt previously.

3.2. Discussion

Research question 1: In what extent have subjects taught in English influenced scholars' learning?

Baranova et al. (2020) pointed out that CLIL is a model that increases the level of motivation due to employing the target language in the context of different thematic modules. In that regard, it was found that high schoolers feel quite motivated when learning English with the CLIL methodology. Particularly, they feel more encouraged in their language and social studies classes because they address topics of social interest. On the other hand, it can be deduced that they do not feel far motivated in their maths and science classes because they use numbers and complex terminology. Moreover, Verdugo (2011) claimed that within the CLIL methodology, language develops oral communication skills. In that sense, findings demonstrated that oral interaction such as conversations and group discussions is definitely promoted in language and social studies classes. In that vein, it can be inferred that it is easier for high schoolers to talk about current social topics and language rather than complex issues related to maths and science.

Research question 2: How do teachers manage CLIL methodology?

Coyle et al. (2010) established that CLIL is not content teaching translated into a different language (code) from the mother tongue. However, results demonstrated that the teacher translates more than half of the content taught in the different subjects, which is striking considering that the institution where the research was conducted is a bilingual institution. Moreover, McDougald (2018) claimed that schools need to plan for short, medium, and long-term goals because those objectives cannot be achieved quickly. In that vein, it was found that students develop a project at the end of each term for every subject they take, which demonstrates that teachers definitely plan for long-term goals.

Research question 3: In what extent has the CLIL methodology improved students' English language skills?

Genesee (1994) suggested that students who are immersed in the CLIL methodology can demonstrate the same abilities even beyond the abilities of native speakers in terms of writing or speaking when managed optimally. In that regard, it was found that learners have improved their English language skills. First, students improved their reading skill by reading several texts about maths, science, language, and social studies. Additionally, they improved their writing skill by producing paragraphs. Moreover, their listening skill experienced improvement due to listening to audios about the previously mentioned subjects. In addition, they improved their speaking skill by talking about topics related to their subjects taught in English. Finally, high schoolers learnt more vocabulary due to the content of the subjects.

Research question 4: What are the strategies and activities students use to learn vocabulary?

Schmitt (1997) divided strategies to learn vocabulary into memory, cognitive, metacognitive, and activation. In that vein, it was found that students employ them all to learn new words. Nevertheless, it is fundamental to highlight that memory, cognitive, and activation strategies were the most used by high schoolers. To begin with, within the memory strategy, learners relate words to their synonyms and antonyms, employ new terminology in a sentence, and paraphrase, among others. Moreover, within the cognitive strategies, students summarise, synthesise, outline information, and so forth. Lastly, within the activation strategies, they write sentences using the new terminology they have just learnt. On the other hand, the metacognitive strategy was the least used one. In other words, it was found that it is still challenging for students to identify which words are crucial for them to learn and to get the main idea of a determined passage.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

- After reviewing the fundamental theory of the Content and Language Integrated Learning (CLIL) methodology, it can be concluded that CLIL is a fruitful method that aims at teaching subjects such as science, language, social studies, and so forth to students through a foreign language.

- It can be concluded that vocabulary learning in a foreign language refers to the mechanism by which folks learn words in another language after the acquisition of the native language.

- High schoolers have employed various strategies and activities to learn vocabulary. Firstly, they used memory, cognitive, metacognitive, and activation. Proof of this, they have used different activities such as relating information to synonyms and antonyms, summarising texts, identifying the main idea, and employing new vocabulary when writing paragraphs to learn new terminology. Nevertheless, memory, cognitive, and activation strategies are the most used. To illustrate that, relating information to a specific word using synonyms was the most used activity. On the other hand, the metacognitive strategy was the least used one. In that sense, relating information to a certain word by using antonyms was the least used activity.

4.2. Recommendations

- A deep review of the theoretical foundation of the Content and Language Integrated Learning (CLIL) methodology ought to be conducted by professors to be more prepared when delivering a class.

- It is important to review the fundamental theory of vocabulary learning in order to deliver a class optimally.

- Memory, metacognitive, and activation strategies should carry on being used to support students' vocabulary learning. However, it is required to pay extra attention to the cognitive strategy considering that it is the least used. Moreover, diversification of activities to learn vocabulary should continue being employed in the different classes.

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ANNEXES

Annexe 1: Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 29 de octubre de 2022

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

Yo María Paula Naranjo en mi calidad de directora académica de la Unidad Educativa "UK School", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "CLIL methodology and vocabulary learning" propuesto por el estudiante Erick Patricio Arias Quinga, portador de la Cédula de Ciudadanía 1804406278, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente

....
Lcda. María Paula Naranjo
Directora académica de la Unidad Educativa "UK School"

Annexe 2: Operationalisation of variables

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
INDEPENDENT CLIL Methodology It stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language.	Subjects	● English learning ● Issues ● Motivation ● Communication ● Oral interaction	Survey	Structured Questionnaire	1 2 3 4 5
	Overview	● Content ● Soft and hard CLIL ● Projects ● Culture ● Cooperative work	Survey	Structured Questionnaire	6 7 8 9 10
DEPENDENT Vocabulary Learning Vocabulary learning in a second language (L2) is the process by which people learn words in another language after the acquisition of the first language (L1, also called "native language" or "mother tongue").	Skills	● Reading ● Writing ● Listening ● Speaking ● Vocabulary	Survey	Structured Questionnaire	11 12 13 14 15
	Strategies and vocabulary	● Synonyms ● Antonyms ● Summary ● Main ideas ● New words			16 17 18 19 20

Note: Operationalisation of variables about CLIL methodology and vocabulary learning by Arias (2022).

Annexe 3: instrument validation

1. Mg. Lorena Parra

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION

ITEM	Clarity in writing style Yes	No	Internal Coherence Yes	No	Induction to the answer (Bias) Yes	No	Appropriate Language Yes	No	It measures what it stated in the objectives/research questions Yes	No	Observations
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		
11	✓		✓		✓		✓		✓		
12	✓		✓		✓		✓		✓		
13	✓		✓		✓		✓		✓		
14	✓		✓		✓		✓		✓		
15	✓		✓		✓		✓		✓		
16	✓		✓		✓		✓		✓		
17	✓		✓		✓		✓		✓		
18	✓		✓		✓		✓		✓		
19	✓		✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		
21	✓		✓		✓		✓		✓		

General Aspects	Yes	No	Observations
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential Way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: _Lorena Parra._   ID: 1803103520   Date: 30 - 11 - 2022

UNIVERSIDAD TECNICA DE AMBATO
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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

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Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

2. Mg. María Paula Naranjo

UNIVERSIDAD TECNICA DE AMBATO
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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		

General Aspects	Yes	No	Observations
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential Way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: _María P. Naranjo_ ID: 1801913722 Date: Nov/28th/22

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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

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3. Mg. Dorys Cumbe

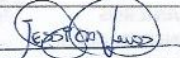**UNIVERSIDAD TECNICA DE AMBATO**
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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
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UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	X		X			X	√		X		
2	X		X			X	X		X		
3	X		X			X	X		X		
4	X		X			X	X		X		
5	X		X			X	X		X		
6	X		X			X	X		X		
7	X		X			X	X		X		
8	X		X			X	X		X		
9	X		X			X	X		X		
10	X		X			X	X		X		
11	X		X			X	X		X		
12	X		X			X	X		X		
13	X		X			X	X		X		
14	X		X			X	X		X		
15	X		X			X	X		X		
16	X		X			X	X		X		
17	X		X			X	X		X		
18	X		X			X	X		X		
19	X		X			X	X		X		
20	X		X			X	X		X		
21	X		X			X	X		X		

General Aspects	Yes	No	Observations
The instrument has clear and precise instructions to answer the questionnaire	√		
The items allow to accomplish the objective of the research.	√		
The items are distributed in a logical and sequential Way	X		
The number of items is enough to collect data. If not, suggest the items to be included.	X		

APPLICABLE	X	NOT APPLICABLE	

Validated by: Mg Dorys Cumbe   ID: 1803694869   Date: 12/02/2022

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Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

4. Mg. Jessica Veloz

UNIVERSIDAD TECNICA DE AMBATO
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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

CHECKLIST VALIDATION

ITEM	Clarity in writing style Yes	No	Internal Coherence Yes	No	Induction to the answer (Bias) Yes	No	Appropriate Language Yes	No	It measures what it stated in the objectives/research questions Yes	No	Observations
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		

General Aspects	Yes	No	Observations
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential Way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Jessica Veloz   ID: 1803362647   Date: Nov/28th/2022

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FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
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Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

5. Mg. Xavier Sulca

CHECKLIST VALIDATION

ITEM	Clarity in writing style Yes	No	Internal Coherence Yes	No	Induction to the answer (Bias) Yes	No	Appropriate Language Yes	No	It measures what it stated in the objectives/research questions Yes	No	Observations
1	✓		✓			✓	✓		✓		
2	✓		✓			✓	✓		✓		
3	✓		✓			✓	✓		✓		
4	✓		✓			✓	✓		✓		
5	✓		✓			✓	✓		✓		
6	✓		✓			✓	✓		✓		
7	✓		✓			✓	✓		✓		
8	✓		✓			✓	✓		✓		
9	✓		✓			✓	✓		✓		
10	✓		✓			✓	✓		✓		
11	✓		✓			✓	✓		✓		
12	✓		✓			✓	✓		✓		
13	✓		✓			✓	✓		✓		
14	✓		✓			✓	✓		✓		
15	✓		✓			✓	✓		✓		
16	✓		✓			✓	✓		✓		
17	✓		✓			✓	✓		✓		
18	✓		✓			✓	✓		✓		
19	✓		✓			✓	✓		✓		
20	✓		✓			✓	✓		✓		
21	✓		✓			✓	✓		✓		

General Aspects	Yes	No	Observations
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential Way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Mg. Xavier Sulca   ID: 1802447518   Date: 01-12-2022

UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION
UNIDAD DE INTEGRACION CURRICULAR

Signature:		Email: y sulca @ gmail.com
Place of work:	Universidad Técnica de Ambato	Academic degree; Magister

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

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Annexe 4: Survey

Link

https://docs.google.com/forms/d/e/1FAIpQLSf8Uh5DyjEj61LBq50_M1hKa1-kp_kCRfbEZ7yBIux8E-HKBQ/viewform?usp=sf_link

Questionnaire

CLIL methodology and vocabulary learning

Estimados estudiantes, la siguiente encuesta se usará para el estudio denominado "CLIL methodology and vocabulary learning" (La metodología CLIL y el aprendizaje de vocabulario). La información obtenida a través de este instrumento será tratada con estricta confidencialidad. Gracias por su participación libre y voluntaria.

He leído el párrafo anterior y estoy dispuesto a participar en la encuesta voluntariamente.

( ) Sí

( ) No

E-mail

_____

Gender

( ) Male

( ) Female

( ) Other

Socio-economic class

( ) Lower-class

( ) Middle class

( ) High class

Ethnicity

( ) Mestizo

( ) White

( ) Afro-Ecuadorian

( ) Indigenuos

( ) Other

Nationality

_____

Age

_____

A. Subjects taught using the CLIL methodology

1. I have learnt English the most in my …… class.

( ) Science

( ) Maths

( ) Language

( ) Social Studies

2. I have had more vocabulary difficulties when I learn about…

( ) Science

( ) Maths

( ) Language

( ) Social Studies

3. I feel more motivated in my ………… class.

( ) Science

( ) Maths

( ) Language

( ) Social Studies

4. My professor promotes more communication in my ……. class.

( ) Science

( ) Maths

( ) Language

( ) Social Studies

5. My professor promotes more oral interaction (conversations and group discussions) with my classmates in my …. class.

( ) Science

( ) Maths

( ) Language

( ) Social Studies

B. CLIL methodology overview

6. My professor translates the content of the subjects into Spanish.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

7. My teacher focuses more on grammar and vocabulary rather than the contents of Maths, Science, Language, and Social Studies.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

8. I develop a project at the end of each term.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

9. I do not only learn the language but I also learn about the English culture.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

10. I work cooperatively with my classmates in class. For example, you and your group are given an assignment and work together to accomplish it. Each individual

has responsibilities. Therefore, success is dependent on the work of everyone in the group.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

C. English language skills

11. I have improved my reading skill by reading texts about Maths, Science, Language, and Social Studies during my school life.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

12. I have improved my writing skill by writing paragraphs about Maths, Science, Language, and Social Studies during my school life.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

13. I have improved my listening skill by listening to audios about Maths, Science, Language, and Social Studies during my school life.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

14. I have improved my speaking skill by talking about Maths, Science, Language, and Social Studies during my school life.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

15. I have learnt more vocabulary due to my Maths, Science, Language, and Social Studies during my school life.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

D. Strategies and activities that students have been exposed to learn vocabulary

16. I can relate information to a specific word when I use synonyms. For example, beautiful – nice.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

17. I can relate information to a specific word when I use antonyms. For example, enormous – small.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

18. I can summarise texts of my subjects in English.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

19. I can identify the main ideas when I read a text.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

20. I use the new words that I learn in my subjects when I write paragraphs.

( ) Never

( ) Rarely

( ) Sometimes

( ) Often

( ) Always

Annex 5: Urkund report

Document Information

Analyzed document	Research work for urkund.pdf (D156111055)
Submitted	2023-01-17 08:15:00
Submitted by	
Submitter email	earias6278@uta.edu.ec
Similarity	5%
Analysis address	cristinadjordanb.uta@analysis.urkund.com