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**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA
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ENGLISH LANGUAGE DEPARTMENT

TITLE

**THE CONTENT AND LANGUAGE INTEGRATED LEARNING
ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG
STUDENTS IN NINTH YEAR "B" OF EGB AT MARIETA DE
VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA DURING
THE 2018-2019 ACADEMIC PERIOD**

Thesis as a previous requirement to
obtain the Bachelor's Degree in
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AUTHOR

NATALY PAOLA RODRÍGUEZ ARÉVALO

THESIS ADVISOR

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LIC. KARINA ALEXANDRA CELI JARAMILLO, MG. SC.

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CERTIFICATION

**LIC. KARINA ALEXANDRA CELI JARAMILLO, MG. SC PROFESSOR OF
THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD
NACIONAL DE LOJA.**

CERTIFIES

The present research work **THE CONTENT AND LANGUAGE
INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING
SKILLS AMONG STUDENTS IN NINTH YEAR “B” OF EGB AT
MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY OF LOJA
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the undergraduate student: Nataly Paola Rodríguez Arévalo has been thoroughly
revised and fully analyzed; therefore, I authorize the presentation of the thesis
for the pertinent legal aims.

Loja, March 18th, 2019



Lic. Karina Alexandra Celi Jaramillo, Mg. Sc.
THESIS ADVISOR

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Firma: _____

Número de cédula: 1950013704

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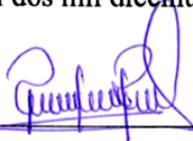
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Firma:



Autora: Nataly Paola Rodríguez Arévalo

Cedula: 1950013704

Dirección: Argelia, calles: Condamine y Teodoro Wolf

Correo electrónico: polarrodriguez-123@hotmail.com

Teléfono: **Celular:** 0997763902

DATOS COMPLEMENTARIOS

Director de tesis: Licda. Msc. Karina Alexandra Celis

Tribunal de grado:

PRESIDENTE: Dra. Msc. Carmen Aurora Ojeda

PRIMER VOCAL: Lcdo. Msc. Jhimi Bolter Vivanco

SEGUNDO VOCAL: Lcdo. Msc. María Patricia Rodríguez

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THE AUTHOR

DEDICATION

Every challenge work needs motivation as well as the guidance of others, especially those who are close to our heart. I dedicate to my sweet and loving parents whose affection, love, encouragement and prayers day and night helped me to achieve this goal. To my dear siblings: Vianey, Antonella, Franklin, and Roger for their encouragement to continue fighting for my goal. To my friends for being with me in the good and bad times of my life. To God for giving me the necessary strength to complete this work.

NATALY PAOLA

MATRIZ DE ÁMBITO GEOGRÁFICO

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MAPA GEOGRÁFICO Y CROQUIS

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“MARIETA DE VEINTIMILLA”



THESIS OUTLINE

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a.TITLE

THE CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES
TO DEVELOP SPEAKING SKILLS AMONG STUDENTS IN NINTH YEAR
“B” OF EGB AT MARIETA DE VEINTIMILLA HIGH SCHOOL IN THE CITY
OF LOJA DURING THE 2018-2019 ACADEMIC PERIOD

b. RESUMEN

El presente trabajo de investigación tuvo como objetivo desarrollar las habilidades del habla a través de las actividades del Aprendizaje Integrado de Contenido y Lengua Extranjera (AICLE) en los estudiantes del noveno año “B” EGB en la Unidad Educativa “Marieta de Veintimilla” de la ciudad de Loja, durante el periodo académico 2018-2019. Los métodos utilizados fueron: científico para el estudio del marco teórico, descriptivo para analizar el objeto de la investigación, analítico-sintético y estadístico para analizar, interpretar y representar información. Hojas de campo y hojas de observación fueron utilizadas para la descripción de las actividades y comportamiento de los estudiantes. Se aplicaron exámenes y cuestionarios a veinte y nueve estudiantes para conocer su nivel en habilidades del habla. Los resultados demostraron que los estudiantes desarrollaron su pronunciación, vocabulario, gramática, comprensión y fluidez. En conclusión, estas actividades desarrollaron las habilidades del habla de los estudiantes permitiendo su participación activa.

ABSTRACT

The present research work aimed to develop speaking skills through Content and Language Integrated Learning (CLIL) activities among students of ninth year “B” of EGB at Marieta de Veintimilla high school of Loja city during the 2018-2019 academic period. The methods used in this work were: the scientific that facilitated the study of the theoretical framework, the descriptive served to analyze the object of the investigation, the analytical-synthetic and the statistical were used to analyze interpret and represent the obtained data. Field notes and observation sheets were used to the description of the activities and students’ behaviours. Tests and questionnaires were applied to twenty-nine students to know their level in speaking skills. The results showed that the students develop their pronunciation, vocabulary, grammar, comprehension and fluency. In conclusion, these activities developed the students' speaking skills allowing their active participation.

c. INTRODUCTION

Speaking skills describe an interaction that serves a primarily social function. Communication is substantially important because it gives the opportunity to transmit, share and communicate ideas, feelings, and thoughts. Apart from this, speaking skills require continuous oral practice into the classroom to increase learners' self-confidence and motivation through different activities such as: pyramid discussions, hot seat and domino games, etc.

There are many aspects that limit the development of this skill. For instance, the incorrect use of grammar, pronunciation, vocabulary, and fluency, owing to speaking skills requires the ability to use appropriate language to understand any message. Additionally, the absence of knowledge shown by students when they are learning a second language all work together to hinder the development of speaking skills.

Consequently, after the observation of students of ninth year "B" of EGB at Marieta de Veintimilla high school, it was found that they faced some problems with spoken production and spoken interaction. Students had trouble interacting with each other, giving personal information, talking about daily routines and expressing ideas, feeling and thoughts, due to the difficulties that students have with grammar, pronunciation, vocabulary, and fluency when they speak.

Taking into account the students' situation, it was necessary to formulate the following research question; how do the content and language integrated learning activities develop speaking skills among students of ninth year "B" of EGB at

Marieta de Veintimilla high school of Loja city during the 2018-2019 academic period?

Due to the fact that, after observing the needs of students in the scope of speaking skills the best option to face these problems is Content and Language Integrated Learning activities. (CLIL) is an innovative approach where students can develop different skills through daily practice, interacting with their surroundings. Also, (CLIL) offers genuine opportunities to interact face to face through the use of new technologies (e.g. internet, video-conferencing, international projects).

To achieve the main purpose of this research work, the specific objectives were established: to look for the theoretical and methodological references about Content and Language Integrated Learning activities to develop the speaking skills; to identify the issues that difficult the development of speaking skills; to design an intervention plan based on CLIL activities to develop speaking skills; to identify the most suitable CLIL activities to develop speaking skills; to validate the results obtained after the application of the CLIL activities to develop speaking skills among students of ninth year "B" of EGB at Marieta de Veintimilla high school of Loja city during the 2018-2019 academic period.

Regarding to the methods used in the research work, they are the following: the scientific method facilitated the study of CLIL and speaking skills, also to develop the phases in the observations before and during the intervention. The descriptive method was useful to describe the different phases of the study and the kind of research used by the researcher. It was also useful to analyze all information about CLIL and speaking skills. The statistical method served to make a quantitative

analysis of the data obtained from the pre-post test and the qualitative data collected from pre-post questionnaire represented in figures and tables. The analytic-synthetic method helped to analyze and interpret the results obtained from the tests and questionnaires. It also was used to make an interpretation of theoretical analysis and draw up the conclusions.

The structure of this research work is detailed as follows. Firstly; the Abstract, which contains the main objective of the research, methods, instruments, population main result and main conclusion. Secondly; the Introduction that includes the contextualization of the central problem, the reasons why the theme CLIL activities to develop speaking skills was chosen, the specific objectives, the methodology and the content of the thesis. Third, the Literature Review involves essential information about CLIL and speaking skills. Next the Materials and Methods, where different methodological elements, instruments and procedures were used to develop the research. After that, the Results which include the interpretation and analysis of the all questions. Finally, the Conclusions through which it is deduced the actual situation of the researched institution and the Recommendations.

d. LITERATURE REVIEW

Content and Language Integrated learning

Costa (2016) determines that Content and Language Integrated Learning (CLIL) is an approach that calls for the integrated teaching-learning of language and content. The term CLIL was introduced in the 1990s, even though many programmes had already been set up all over Europe. It began with the council of Europe Resolution in 1995, which stated that the teaching of a foreign language through other disciplines represents a highly innovative approach. p.45

Papaja (2014) defines that Content and Language Integrated Learning (CLIL) is an innovative approach which refers to educational settings where a language other than the learners' mother tongue is used as the medium of instruction. The other language can be found in use from Kindergarten to tertiary level, and the extent of its use may range from occasional foreign language text in individual subjects to covering the whole curriculum.

Content and Language Integrated Learning is a common term for a number of similar approaches in Europe to teach content subjects through a foreign language. Other terms used are Bilingual Content Teaching, Bilingual Subject Teaching or Content-Based Language Teaching. The term CLIL is now the most commonly used and "it is based on the assumption that foreign languages are the best learnt by focusing in the classroom not so much on language but on the content which is transmitted through language". The freshness of this approach is that classroom "content is not so much taken from everyday life but rather from content. p.2

Papaja (2014) says CLIL lessons and the foreign language becomes the means of learning content. Students feel more motivated to learn the language because they are actually doing something with it, rather than dealing in some of the rather tired phrases and topics that old-fashioned language lessons tend to turn up. The focus is on language acquisition rather than enforced learning, i.e. building up language competency through using it to explore and discuss curriculum topics, leading to more natural and sophisticated communicative skills over time.

CLIL helps with:

- Improving overall and specific language competence.
- Preparing for future studies and/or working life.
- Developing multilingual interests and attitudes.
- Diversifying methods & forms of classroom teaching and learning.
- Increasing learner motivation.
- Integrating language into the broader curriculum..
- Introducing a wider cultural context to content lessons
- Accessing International Certification and enhancing the school profile.

There are other advantages too, which extend outside the classroom, making CLIL relevant within a global context. The rise of the global economy means different countries interact with each other on a daily basis. Even with English as the main language, there is often a need for communicative skills in a second or third language. Besides, some countries have very strict policies regarding the use of regional languages within their borders.

Learning and knowing other languages often promotes feelings of trust and helps in better communication. It's one of the reasons why the European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages. p.3

Content and Language Integrated Learning objectives

Genesse & Hamayan (2016) determine that CLIL objectives are varied, but among the most relevant ones the following can be pointed out: To improve the educational system. To establish the necessary conditions that will allow students to achieve the appropriate level of academic performance in CLIL subjects. To improve students' proficiency in both their mother tongue and the target language, attaching the same importance to each. To develop the intercultural understanding. To develop social and thinking skills.

CLIL advocates affirm that this educational approach improves L1 and L2 development. Prepares students for the globalized world. Increases students' motivation to learn foreign languages. Promotes the learning of a more extensive and varied vocabulary. Enhances students' confidence in the target language. Improves language competence in the target language, CLIL being more beneficial than traditional foreign language teaching courses. Helps develop the intercultural competence. p.106

CLIL Principles

English as Foreign Language Document from Ministerio de Educación (2016) mentions in CLIL (Content and Language Integrated Learning), where learners

have to learn the content and the language simultaneously, there are some basic principles that we have identified in order to use them as guidelines for the creation and implementation of the playing CLIL methodology. These main principles are:

The 4Cs curriculum

Content: the matter of the subject

- CLIL provides learning contexts which are relevant to the needs and interests of learners
- CLIL supports the integration of language into the broader curriculum
- CLIL can be explicitly linked to literacy, forming conceptual and linguistic bridges across the curriculum. This should involve first and second language learning and EAL.

Communication: the language learnt and used

- CLIL involves the use of the language to construct new knowledge and skills
- CLIL offers direct opportunities to learn through language and to make meanings that matter
- CLIL offers genuine opportunities to interact face to face and through the use of new technologies e.g. internet, video-conferencing, international projects.

Cognition: the learning and thinking processes

- CLIL promotes learner progression in both language skills and knowledge construction
- CLIL helps to redefine the curriculum, sharpening the focus on the interconnections between cognition and communication –between language developments and thinking skills.

Culture: the development of intercultural awareness and global citizenship

- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences
- CLIL is an appropriate vehicle for exploring the links between language and cultural identity, examining behaviours, attitudes and values.
- CLIL involves contexts and content which enrich the learners' understanding of their own culture and those of others
- CLIL strengthens intercultural understanding and promotes global citizenship.

p.16

How to Implement the CLIL Method of Teaching in Any Classroom

According to Dumonteil (2019), the CLIL is a fantastic method to empower students of all ages and levels of fluency. By teaching CLIL lessons, you are giving students the tools to grow, acquire and activate cross-disciplinary skills by using a language different from their own.

Rethink Your Syllabus

Incorporate cross-disciplinary themes. A great CLIL syllabus should replicate any traditional subject lesson syllabus. Rather than thinking of yourself as a language teacher, imagine that you're a subject teacher. The main difference is that your students will learn this subject in another language. To this effect, it is important to research the subject matter ahead of time. Do not hesitate to work together with the school's subject teachers for feedback and insight on what the students already know.

Make sure that you highlight key concepts and proper terminology. This will facilitate assimilation and reinforce recently acquired knowledge, hence benefiting their language and subject studies.

Work by themes. If you feel that this may become overwhelming and unsustainable in the long term, fear not! You can use CLIL as a single lesson for one language class you do not have to teach CLIL all the time, but it can instead be part of your varied teaching arsenal. You may rotate between subjects so you only teach the subjects that you are most comfortable with.

This helps to create targeted lessons that are packed with information. The idea is to cover a lot of ground and help students to accumulate as many vocabulary words related to the subject matter as possible. Here are some great theme ideas for teaching art in a foreign language:

- “Whistler’s Mother”: History and analysis of a major work of art
- The art of the Renaissance: Masters and key artwork
- Sketching comics: Key principles and theories
- Symbolism in still-life paintings: Hidden meanings and importance in art
- Contemporary art and dissidence: Li Wei in communist China

As you see, a good CLIL lesson covers a specific topic, concept, movement or theory at length to promote effective learning. Complement it with follow-up assignments, discussions, readings and coursework so students can digest content and conduct their own research.

Focus on Tasks in the Classroom

Like the traditional monolingual classroom, CLIL promotes collaborative work and the acquisition of multidisciplinary, task-based skills.

This gives students a clear purpose and the motivation to learn and complete the task to the best of their ability. It also rewards their ability to use their own personal knowledge to succeed in the classroom. Better yet, CLIL encourages the acquisition of oral and practical skills rather than the theory through real-life activities.

Great CLIL activities promote teamwork and encourage students to become key participants in the classroom. Activities, in this respect, are fantastic tools of learning in CLIL because they integrate language and content, and they promote learning by doing. This helps students to communicate key concepts in the target language in real-time and in real situations.

Some great CLIL activities include:

- **Presentations:** One student takes the center of the stage to introduce to the rest of the classroom a tangential theme related to the subject you have been discussing. Encourage them to use graphics, images and multimedia material, and to prominently write keywords on the blackboard so their fellow classmates can take notes.
- **Role-plays:** Students impersonate major figures and stakeholders to give life to a concept or theme they have learned in the classroom. Ask them to prepare the reenactment ahead of time by working together to write and memorize a mini-play around this theme. Recap by letting the class interact with student-actors to ask questions about the subject matter.

- **Science experiments:** These are fantastic tools to help your students discover science, chemistry and biology, and have fun along the way! Ask a subject teacher from your school to come and supervise if you are unsure about certain elements, and do not forget to pre-teach important concepts and words so students know what to do during the experiments.
- **Cooking classes:** What better way to motivate students and strengthen the bonds between teachers and learners than food? An essential part of culture, society and language, food helps to bring the class together and cooking is where it all starts. Start by selecting a recipe and discuss it in class ahead of time. Then ask students to compete and make their own versions of the recipe. They can customize presentations, add different spices and mix together ingredients that inspire them. Then recap in class and ask students to discuss, taste and compare their productions.

The end goal is to de-compartmentalize knowledge between subject and language classes, so students can apply new information to their entire school curriculum, and even outside the classroom!

Choose the Right Moments to Give Feedback

Feedback and motivation is at the heart of any language class. After all, errors are opportunities to teach and learn! However, minimal feedback and maximum positivity are essential parts of CLIL.

The goal is to boost your students' ability to communicate while also allowing them to focus on learning subject lessons. Along the way, you will build their

positive vibes for the target language and culture. So, the best strategy is to aim for communication rather than accuracy when your students speak.

Concretely, you do not want to interrupt students during activities, even when their language may not be completely accurate. This will break the flow of the activity and may even cause students to lose their confidence. Rather, take notes and try to recap each activity by giving students language and content related feedback. So that this benefits all the students, try to give feedback before the entire class rather than to students individually.

Ask for feedback from students, monitor results and adjust accordingly. Implementation varies from classroom to classroom, so it is up to you to take the pulse of the class and reshape your CLIL syllabus and activities.

Teach Grammar in Context

To correct this, make sure that students learn grammar in context based on the topics they study and through constant exposure to the language. Revise and recycle grammar periodically to let students observe the language. This allows them to pick up grammar, syntax and conjugation naturally so that they can use it throughout class sessions. When introducing grammar, include charts, documents and pictures that demonstrate a use of the rule prominently.

You could also present some authentic materials, such as newspaper articles or documentary clips that use the grammar while also teaching something related to a subject. Have students read or watch and try to pick up on any patterns, or anything that seems different (if you are teaching a new topic). Then, discuss the vocabulary

or grammar lesson you have in mind. After that, watch the video again and allow students to piece together the meaning of the language lesson you have discussed.

Rather than having students do cut and dry grammar exercises, grade their usage of grammar in context. Ask students to produce their own work by writing an article, participating in a debate, creating a web page with text and pictures or creating a radio broadcast featuring news, interviews and various recordings from fellow students discussing the subject. After they have completed this, you can focus on correcting and providing feedback on grammar usage in particular.

Content and Language Integrated Learning Activities

Strawbridge (2019) determines that one major advantage of activities for CLIL is that they require a wide range of vocabulary words. CLIL activities also provide an opportunity to engage with target language culture, which is a crucial element of this foreign language teaching methodology. The most important are:

Loop or domino games

These can be used to revisit content vocabulary. They develop accuracy and intensive listening skills.

Procedure: share out a set of dominoes. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner then reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino. (Spratt, Pulverness, & Williams, 2011).

Pyramid discussion

This is negotiating activity where learners work together to select a set of items from a list. The activity develops speaking skills, collaboration and production of content vocabulary.

Procedure: Choose items from a subject you have taught, e.g. famous paintings. Display pictures of the ten paintings or their titles on the board. Explain that the school is going to hang copies of them in the corridors. However, they can only hang five of them. Individually, learners choose the five they would like the school to display. Each learner then pairs up with another learner and they agree on the five paintings they want to hang. The pairs then form groups, agree again on which five to hang. Groups give feedback on their choices and the paintings which are chosen most often are displayed. As a follow-up, the learners could then Google the names of the paintings to find out more information about them. (Spratt, Pulverness, & William, 2011).

Hot seat

This is an oral activity to develop communicative fluency, questioning skills and reporting of accurate content facts

Procedure: A learner sits at the front of the class in the role of a character (historical, political, artist, musician, etc.). The other learners take turns to question the character in the hot seat. (Spratt, Pulverness, & Williams, 2011).

CLIL Advantages

Learners' advantages of adopting a CLIL approach include:

- Learners to new concepts through studying the curriculum in a nonnative language.
- Improve learners' production of the language of curricular subjects.
- Improve learners' performance in both curricular subject in the target language
- Increase learners' confidence in the target language and the L1
- Provide materials which develop thinking skills from the start.
- Encourage stronger links with values of community and citizenship.

Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways

to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

A speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. For example, a learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language; using grammar structures accurately; assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives; selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as

vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

Speaking Skills

Speaking skills are necessary to initiate or improve relationship, get things we want, negotiate the best price, conduct business, meet people, function in teams, and learning new things. The more effective is the communication, the better the outcome. Good, solid oral communication skills allow us to move through life with self-confidence and a feeling of accomplishment. (Young & Travis, 2017, p.11)

According to English as Foreign Language Document from Ministerio de Educación (2016), EFL curriculum recognizes the importance of listening and speaking as skills essential in the communicative competence of English language learning, although this does not disregard the permanent, ongoing relationship between speaking skills and reading and writing skills. p.18

English as foreign language document from Ministerio de Educación (2016) explains that speaking skills are divided in Spoken Production, and Spoken Interaction.

Spoken production

Spoken production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2.

Studies have shown that in young children, inhibition is low and the tendency to imitate is high. Thus, in EGB, learners will start on their journey of spoken production through songs, tongue twisters, and chants. As learners develop more cognitive and social skills, they will engage in more direct forms of spoken production, such as can be developed in short dialogues, role plays, and speeches.

Spoken production is also closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Spoken interaction

Spoken interaction comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the role of group work as well as the social element of group work, which augments confidence and motivation; problem-solving; participation in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouragement of linguistic creativity and expression. Tasks involving spoken interaction must be carefully scaffolded and the language graded in order to meet the production needs of the learners.

Spoken interaction as conceived in this sub-thread includes both verbal and non-verbal communication. Communication strategies (e.g. asking for clarification and paraphrasing what was said), along with the function of language in various communicative situations (i.e. online interaction, phone, presentations), can be considered the backbone for using language as a social construct in spoken

interaction. Learners should therefore participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies.

Components of speaking skill

According to Syakur (1987) there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension: For speaking skills, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar: It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary: One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Pronunciation: Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency: Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. p.5

How to improve English speaking skills

Gartland & Lal, (2018) mention that many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills.

Find an English-speaking conversation partner

First of all, it is important to find native speakers to practice with. Students who are living around many English speakers may be able to find informal opportunities to chat with neighbors and local business people. Joining a club or a volunteer organization can be a great way to get to know people informally. If that is not an option, consider hiring a private tutor. A lot of students find and meet with tutors online via tools like Skype or Google Hangouts

Record your conversation practice

Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the

conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

Practice with music and movies

Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way. By unconsciously imitating the singer, you will learn to pronounce phrases the way native speakers do. One good song for ESL or EFL students is “Tom’s Diner” by Suzanne Vega because it uses simple language to describe everyday scenes and actions. Movies are a much better choice for learning English. You will learn vocabulary, idioms, slang, pronunciation, and listening by watching movies. Be sure to use my movie technique when you do this!

Additionally, the materials and methods, consist of the design of the research, materials used during the intervention, methods and instruments and the population who participated in the application of this research work. Then, the results have information that were obtained from the application of the pre and post tests and pre and post questionnaires are classified into tables and figures. Each result has a coherent analysis and interpretation.

The discussion part, includes the major findings of the research, the meanings behind the results, and reasons why the findings are relevant. Thereafter, the conclusions, in this part report the findings and the growth students had when the intervention plan was concluded. These interpretations were redact considering the

results collected from the pre and post tests and pre and post questionnaires applied to students. Finally, the recommendations, are suggestions as a model for possible future researchers. p.8

e. MATERIALS AND METHODS

Materials

For the development of this research work three kinds of resources were used. The first one is human resources, which involved the researcher who applied and executed the intervention plan, 29 students of ninth year “B” of Basic Education and the English teacher who supported the researcher in controlling students’ discipline and reinforcing students with learning problems. The second one is material resources, which included teacher’s book A1.2, paper to print flashcards, assessments sheet, rubrics and planning. Finally, technical resources used to develop the research were a computer to type all the information, internet to search information and a flash memory to save all the searched information.

Design of the research

The present research work was based on Action Research, which was carried out in order to understand, to evaluate and then to change a situation. This study is an educational research that will allow the researcher to apply a variety of activities, with the purpose of developing the speaking skills.

According to Herrera (2016), action research in education involves finding immediate solutions in the teaching-learning environments. The main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research allowed the researcher to study aspects in the problematic situation, analyze and reflect on the results that were derived from the application of the Content and Language

Integrated Learning in order to develop speaking skills among students of ninth year “ B” at Unidad Educativa Marieta de Veintimilla.

Methods

The following general methods were applied during this research:

The scientific method facilitated the study of Content and Language Integrated Learning and speaking skills. It also developed the phases in the observations before and during the intervention.

The descriptive method was useful describing the different phases of the study and kind of the research used by the researcher and also was useful to analyze all information about Content and Language Integrated Learning and speaking skills.

The statistical method served to make the quantitative analysis of the data obtained from the pre and post test and qualitative data collected from pre and post questionnaire represented in figures and tables.

The analytic-synthetic helped to analyze and interpret the results obtained in the tests and questionnaires. It also was used to make an interpretation of theoretical analysis and draw up conclusions.

Techniques and Instruments

To collect the data tests and questionnaires, a rubric, field notes, and an observation sheet were designed and applied at the beginning, during and after the application of the intervention plan.

Tests

One kind of test was used. A pre-test that contained open-ended and multiple choice questions to collect student’s answers. The same pre-test was used to apply

an oral test in order to diagnose the level of the students' knowledge about speaking skills at the beginning of the intervention plan. The test consisted on five questions: the first, second and third were a multiple choice question to evaluate vocabulary, comprehension, and pronunciation. The two last questions were open-ended to evaluate fluency and grammar. Finally, a rubric was used to evaluate the students' level in speaking.

Questionnaire

A pre and post-questionnaire consisted in five multiple choice questions were applied to collect qualitative information about students' feelings towards Content and Language Integrated Learning (CLIL) in order to know if students noticed positive or negative changes in speaking skills through CLIL activities.

Field Notes

The researcher recorded a description of the events, activities, and people (e.g., what happened). Also the practitioner recorded the participants' behaviors, attitudes and feelings toward the treatment to develop the speaking skills.

Population

The students of ninth year "B" of Basic Education of the Unidad Educativa Marieta de Veintimilla participated in the development of this action research. The number of participants was twenty-nine students between boys and girls. They were between thirteen to fourteen years old. The students received five hours of English per week with a certified English teacher.

f. RESULTS

The first objective was achieved through the theoretical and methodological references about Content and Language Integrated Learning activities and speaking skills, information obtained from different online books. It helped the researcher to design and apply the intervention plan and to develop speaking skills.

The second objective was accomplished with the application of the pre-test. The results helped the researcher to diagnose the students' level in speaking skills.

The third objective was accomplished through the elaboration of the intervention plan carried out throughout two months. It consisted of eight lessons based on three steps: activation, connection and affirmation.

The fourth objective was fulfilled by the application of Content and Language Integrated Learning activities during the intervention plan and with pre-post questionnaires results.

The fifth objective was achieved with the post test results which allowed to verify the student's improvement in speaking skills and the effectiveness of Content and Language Integrated Learning activities.

Pre Test Results

Objective two: To identify the issues that difficult the development of speaking skills among students of ninth-year "B" of EGB at Marieta de Veintimilla high school during the 2018 – 2019 academic period.

a. Table 1

Pre-test Scores of the Ninth Year Students in Speaking Skills

| Students 'code | G /2 | P /2 | F /2 | V /2 | C /2 | Total /10 |
|----------------|------------|------------|------------|------------|------------|--------------|
| UEMV 001 | 0.0 | 1.5 | 1.5 | 1.5 | 0.5 | 5.0 |
| UEMV 002 | 0.0 | 0.5 | 0.5 | 0.0 | 0.5 | 1.5 |
| UEMV 003 | 0.5 | 1.5 | 0.5 | 1.0 | 0.0 | 3.5 |
| UEMV 004 | 0.5 | 0.0 | 0.0 | 1.5 | 0.5 | 2.5 |
| UEMV 005 | 0.5 | 2.0 | 1.5 | 0.5 | 1.0 | 5.5 |
| UEMV 006 | 0.0 | 1.5 | 0.0 | 0.5 | 0.5 | 2.5 |
| UEMV 007 | 0.0 | 1.0 | 0.5 | 1.0 | 1.0 | 3.5 |
| UEMV 008 | 0.0 | 1.5 | 1.0 | 1.0 | 0.5 | 4.0 |
| UEMV 009 | 0.0 | 1.5 | 0.0 | 1.0 | 0.5 | 3.0 |
| UEMV 010 | 0.0 | 2.0 | 0.5 | 0.5 | 0.5 | 3.5 |
| UEMV 011 | 0.0 | 2.0 | 0.0 | 0.5 | 0.0 | 2.5 |
| UEMV 012 | 0.0 | 2.0 | 0.5 | 1.0 | 0.5 | 4.0 |
| UEMV 013 | 0.0 | 2.0 | 0.0 | 1.0 | 1.0 | 4.0 |
| UEMV 014 | 0.0 | 1.5 | 1.5 | 0.5 | 0.0 | 3.5 |
| UEMV 015 | 0.0 | 2.0 | 0.5 | 1.5 | 1.0 | 5.0 |
| UEMV 016 | 0.0 | 1.5 | 0.0 | 1.0 | 0.0 | 2.5 |
| UEMV 017 | 0.0 | 1.0 | 1.0 | 1.0 | 0.5 | 3.5 |
| UEMV 018 | 0.0 | 2.0 | 0.0 | 0.5 | 0.5 | 3.0 |
| UEMV 019 | 0.0 | 2.0 | 0.0 | 1.0 | 1.0 | 4.0 |
| UEMV 020 | 0.0 | 1.5 | 0.0 | 0.5 | 0.5 | 2.5 |
| UEMV 021 | 0.0 | 1.5 | 0.0 | 1.0 | 0.0 | 2.5 |
| UEMV 022 | 0.0 | 2.0 | 1.5 | 1.0 | 1.0 | 5.5 |
| UEMV 023 | 0.0 | 1.5 | 1.5 | 0.5 | 1.0 | 4.5 |
| UEMV 024 | 0.5 | 1.5 | 1.0 | 1.0 | 1.0 | 5.0 |
| UEMV 025 | 0.0 | 1.0 | 0.5 | 1.0 | 1.0 | 3.5 |
| UEMV 026 | 0.5 | 2.0 | 0.5 | 0.5 | 0.5 | 4.0 |
| UEMV 027 | 0.0 | 0.5 | 0.0 | 0.5 | 0.0 | 1.0 |
| UEMV 028 | 0.0 | 2.0 | 0.0 | 1.0 | 1.0 | 4.0 |
| UEMV 029 | 0.0 | 1.5 | 0.5 | 0.5 | 1.0 | 3.5 |
| Mean | 0.1 | 1.5 | 0.5 | 0.8 | 0.6 | 3.5 |

Note. UEMV= Unidad Educativa “Marieta de Veintimilla”; 001 =Students’ code; G = Grammar; P= Pronunciation; F= Fluency; C= Comprehension; V= Vocabulary

b. Interpretation and Analysis

According to the results in Table 1, students obtained a total score of 3.5/10 in speaking skills, which corresponds to failing level (see grading scales on p.116). These results indicate that students had difficulties with the different components of speaking, such as pronunciation, grammar, fluency, comprehension and vocabulary. The highest mean score of 1.5/2 was for pronunciation. This means that

students listened and understood what the speaker said, but they had problems differentiating the correct pronunciation between can and ca not.

The lowest mean score of 0.1/2 was for grammar, which demonstrates that students' difficulties with the placement of "some" and "any", into a yes/ no questions and using grammar structure to formulate a sentence correctly.

It was noticeable that students had difficulties when expressing their ideas, feelings and thoughts fluently and using an appropriate vocabulary because had limitations using grammar structures to form question with "some" and "any", pronouncing "can" and "ca not". Also, students had difficulties to comprehend the questions to give a clear answer.

Cunningham (2012), describes that speaking skills as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation, context includes physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, where, why and in what ways to produce language.

Comparison of the Pre and Post Questionnaire Results

Objective four: To identify the most suitable Content and Language Integrated Learning activities to develop speaking skills among students of ninth year "B" of EGB at Marieta de Veintimilla High School during the 2018-2019 academic period.

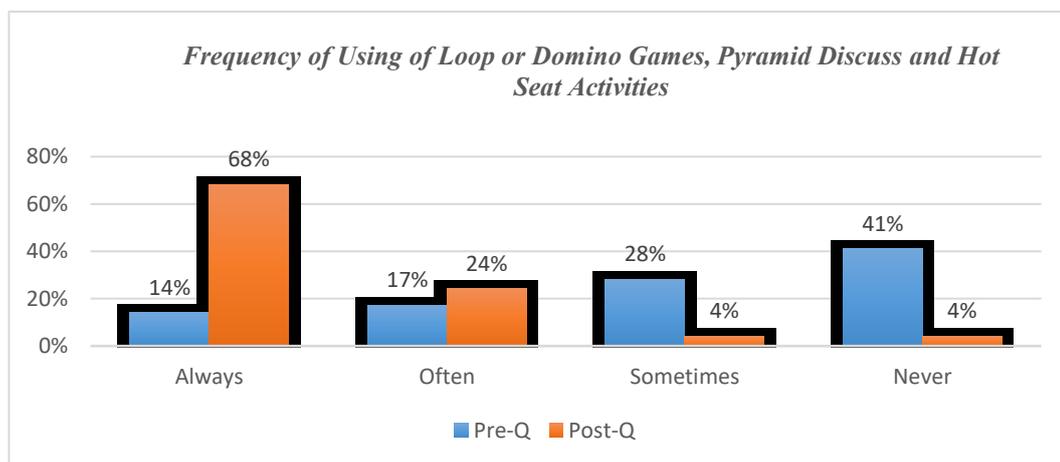
Question 1: How often does the Teacher use activities such Loop or Domino Games, Pyramid Discussion and Hot Seat?

a. Table 2

Frequency of Using of Loop or Domino Games, Pyramid Discuss and Hot Seat Activities

| Options | Pre-Questionnaire | | Post-Questionnaire | |
|-----------|-------------------|-----|--------------------|-----|
| | F | % | f | % |
| Always | 4 | 14 | 20 | 68 |
| Often | 5 | 17 | 7 | 24 |
| Sometimes | 8 | 28 | 1 | 4 |
| Never | 12 | 41 | 1 | 4 |
| Total | 29 | 100 | 29 | 100 |

b. Figure 1



c. Interpretation and Analysis

As can be appreciated in Table 2 the results indicate that 41% of students answered they never use activities such as Loop or Domino Games, Pyramid Discussion and Hot Seat to develop speaking skills. This means, the activities implemented in the class do not give students the opportunity to improve

pronunciation, grammar, fluency, vocabulary and comprehension; which affects students to produce the language fluently. However, after the intervention plan 68% of students responded that they always using CLIL activities in class. This indicates they increased their participation, interaction and relationship each other. Strawbridge (2019) affirms that “one major advantage of CLIL activities is that they require a wide range of vocabulary words. CLIL activities also provide an opportunity to engage with target language culture, it is a crucial element of this foreign language teaching methodology”.

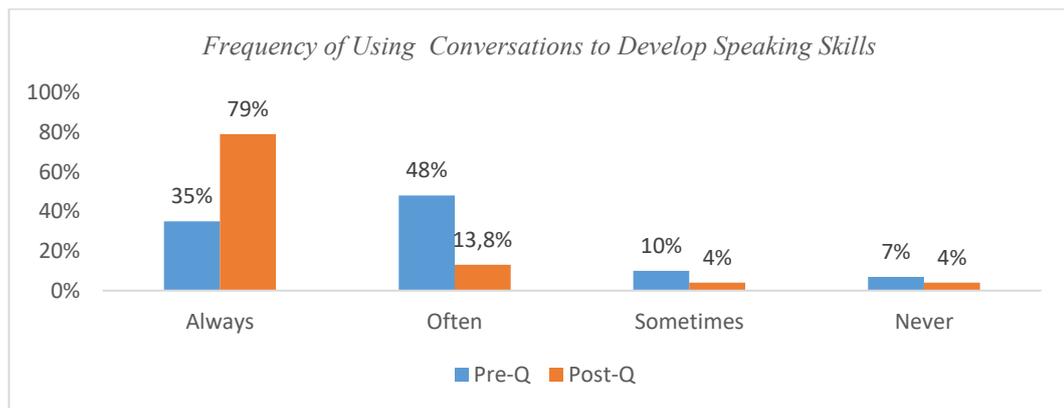
Question 2: How usual do you make conversations to develop speaking skills using Content and Language Integrated Learning activities?

a. Table 3

Frequency of Using Conversations to Develop Speaking Skills

| Options | Pre-Questionnaire | | Post-Questionnaire | |
|-----------|-------------------|-----|--------------------|-----|
| | F | % | f | % |
| always | 10 | 35 | 23 | 79 |
| Often | 14 | 48 | 4 | 13 |
| Sometimes | 3 | 10 | 1 | 4 |
| Never | 2 | 7 | 1 | 4 |
| total | 29 | 100 | 29 | 100 |

b. Figure 2



c. Interpretation and Analysis

According to the results in Table 3 indicate that 48% of students answered that they often have conversations to develop speaking skills. This indicates, students have little practice to speak fluently and correctly, using an appropriate vocabulary so these are not leading them to improve their speaking skills. After the intervention plan 79% of students commented that they always practice English interacting in groups or in pairs in order to produce the language. Gartland & Lal (2016) mention that “many students master the principal points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. However, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing”.

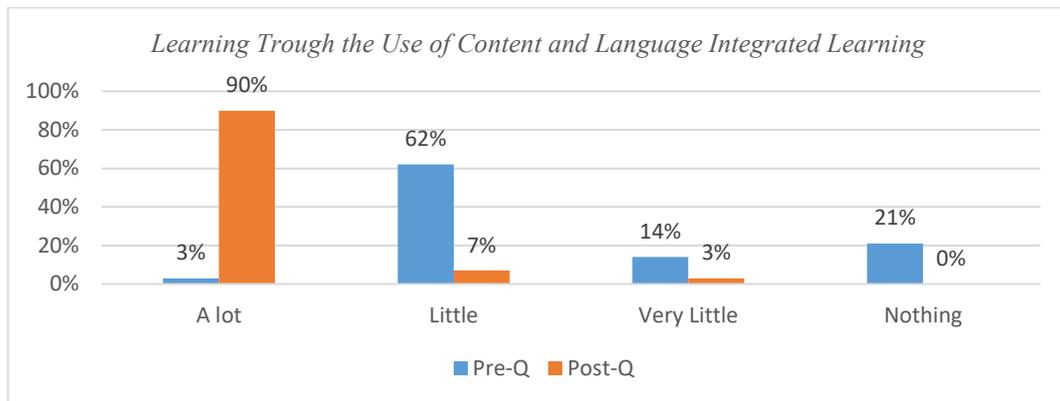
Question 3: How much do you learn through the use of Content and Language Integrated Learning activities (Loop, Pyramid Discussion and Hot Seat)?

a. Table 4

Learning Through the Use of Content and Language Integrated Learning Activities

| Options | Pre-Questionnaire | | Post-Questionnaire | |
|-------------|-------------------|-----|--------------------|-----|
| | F | % | f | % |
| A lot | 1 | 3 | 26 | 90 |
| Little | 18 | 62 | 2 | 7 |
| Very little | 4 | 14 | 1 | 3 |
| Nothing | 6 | 21 | 0 | 0 |
| Total | 29 | 100 | 29 | 100 |

Figure 3



c. Interpretation and Analysis

The information obtained from Table 4, shows that 62% of students think that they learn a little using Loop, Pyramid Discussion and Hot Seat activities. This means, students are not totally familiar with CLIL activities so they consider that these activities do not help them develop speaking skills. But after the intervention 90% of students' opinion changed. They have the opportunity to increase their participation and confidence at the moment to speak. Dumonteil (2019) determines “the principles of CLIL, namely dual-focused education, using language across the curriculum and making content of the most important aspect. Unlike traditional language teaching strategies, CLIL promotes education through construction rather than instruction”.

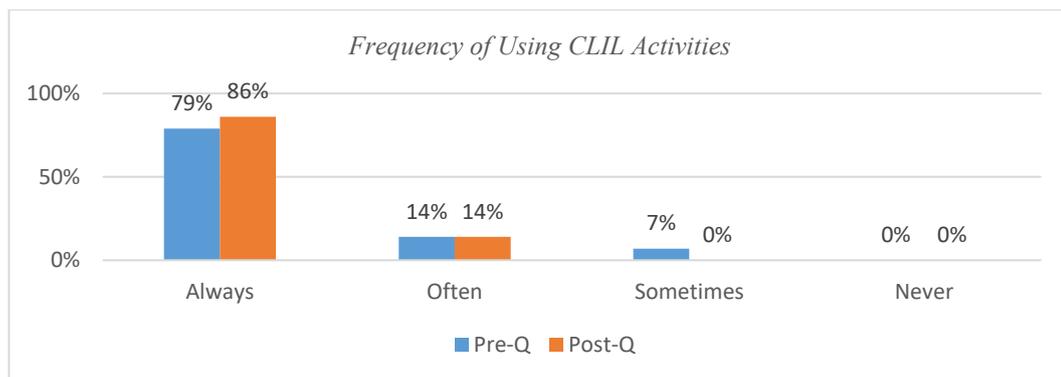
Question 4: How often do you think that the teacher should use Content and Language Integrated Learning (Loop, Pyramid Discussion and Hot Seat) activities to develop speaking skills?

a. Table 5

Frequency of Using CLIL Activities

| Options | Pre-Questionnaire | | Post-Questionnaire | |
|-----------|-------------------|-----|--------------------|-----|
| | F | % | f | % |
| Always | 23 | 79 | 25 | 86 |
| Often | 4 | 14 | 4 | 14 |
| Sometimes | 2 | 7 | 0 | 0 |
| Never | 0 | 0 | 0 | 0 |
| Total | 29 | 100 | 29 | 100 |

Figure 4



c. Interpretation and Analysis

The results in Table 5 show that 79% of students answered the teacher always should use CLIL activities. This means, students think that these kinds of activities allow them to share their ideas or feelings to increase their confidence and motivation, when talking about anything. After the intervention 86% of students considered that these activities helped them through permanent interaction and

daily conversations to speak fluently. According to the National Curriculum Guidelines from Ministerio de Educación (2014) “CLIL involves using language in the here and now to construct new knowledge and skills. It offers direct opportunities to learn through language and to make meanings that matter and offers genuine opportunities to interact face to face and express ideas or information”.

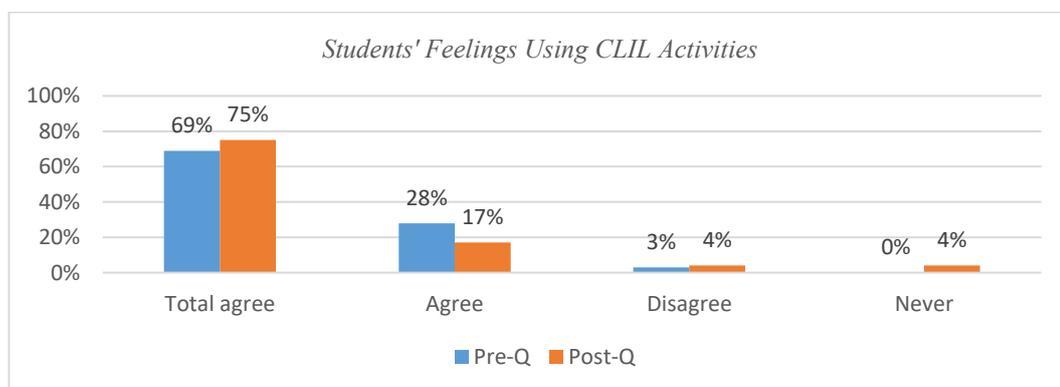
Question 5: How do you feel, when the teacher uses Content and Language Integrated Learning activities (Loop, Pyramid Discussion and Hot Seat) to develop speaking skills?

a. Table 6

Students’ Feelings Using CLIL Activities

| Options | Pre-Questionnaire | | Post-Questionnaire | |
|----------------|-------------------|-----|--------------------|-----|
| | F | % | f | % |
| Total agree | 20 | 69 | 22 | 75 |
| Agree | 8 | 28 | 5 | 17 |
| Disagree | 1 | 3 | 1 | 4 |
| Total disagree | 0 | 0 | 1 | 4 |
| Total | 29 | 100 | 29 | 100 |

Figure 5



c. Interpretation and Analysis

As it can be appreciated in Table 6, the results showed that 69% of students total agree with the use of Content and Language Integrated Learning. This means that students feel comfortable using those activities and have the predisposition to develop their speaking skills. However, after the intervention was noticeable that students were satisfied with the implementation of these activities. According to National Curriculum Guidelines from Ministerio de Educación (2014) “CLIL increases students’ motivation to learn foreign languages, promotes the learning of a more extensive and varied vocabulary, enhances students’ confidence in the target language, improves language competence in the target language. CLIL being more beneficial than traditional foreign language teaching courses”.

Post test Results

Objective five: To validate the results obtained after the application of the Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period.

a. Table 7

Post-test Scores of the Ninth Year Students in Speaking Skills

| Students 'code | G /2 | P /2 | F /2 | V /2 | C /2 | Total /10 |
|----------------|---------|---------|---------|---------|---------|--------------|
| UEMV 001 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 002 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 10.0 |
| UEMV 003 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 10.0 |
| UEMV 004 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 005 | 1.0 | 2.0 | 2.0 | 2.0 | 1.5 | 8.5 |
| UEMV 006 | 1.5 | 2.0 | 0.5 | 1.5 | 2.0 | 7.5 |
| UEMV 007 | 1.0 | 2.0 | 2.0 | 2.0 | 1.5 | 8.5 |
| UEMV 008 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 009 | 0.0 | 2.0 | 0.0 | 1.0 | 0.5 | 3.5 |
| UEMV 010 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 011 | 1.0 | 2.0 | 2.0 | 1.5 | 2.0 | 8.5 |
| UEMV 012 | 1.0 | 2.0 | 2.0 | 1.5 | 2.0 | 8.5 |
| UEMV 013 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 014 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 015 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 10.0 |
| UEMV 016 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 017 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 018 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 9.0 |
| UEMV 019 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 020 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 9.0 |
| UEMV 021 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 022 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 023 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| UEMV 024 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 10.0 |
| UEMV 025 | 1.5 | 2.0 | 2.0 | 1.5 | 2.0 | 9.0 |
| UEMV 026 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 10.0 |
| UEMV 027 | 1.0 | 2.0 | 0.5 | 1.5 | 0.5 | 5.5 |
| UEMV 028 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 9.0 |
| UEMV 029 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 9.5 |
| Mean | 1.4 | 2.0 | 1.8 | 1.9 | 1.9 | 9.0 |

Note. UEMV= Unidad Educativa "Marieta de Veintimilla"; 001 =Students' code; G = Grammar; P= Pronunciation; F= Fluency; C= Comprehension; V= Vocabulary

b. Interpretation and Analysis

The Results in Table 7 present the mean score students gathered, 9/10, which corresponds to the excellent level (see p. 116). The highest mean score of 2/2 was for pronunciation. This means, students understood what the speaker said in a dialog then, they can pronounce words properly. The lowest mean score 1.4/2 that students obtained was for grammar, which demonstrates that students had difficulties with the placement of quantifiers into a yes/ no questions and in using grammar structures to formulate a sentence correctly.

In conclusion the application of Content and Language Integrated Learning activities was effective, Students produced the language correctly, this means they pronounce words correctly and fluently, using suitable vocabulary, interact among them, and increase their participation and motivation in class. However, they have some problems at the moment to use grammar rules correctly.

Cunningham (2012) determines that speaking skills is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving.

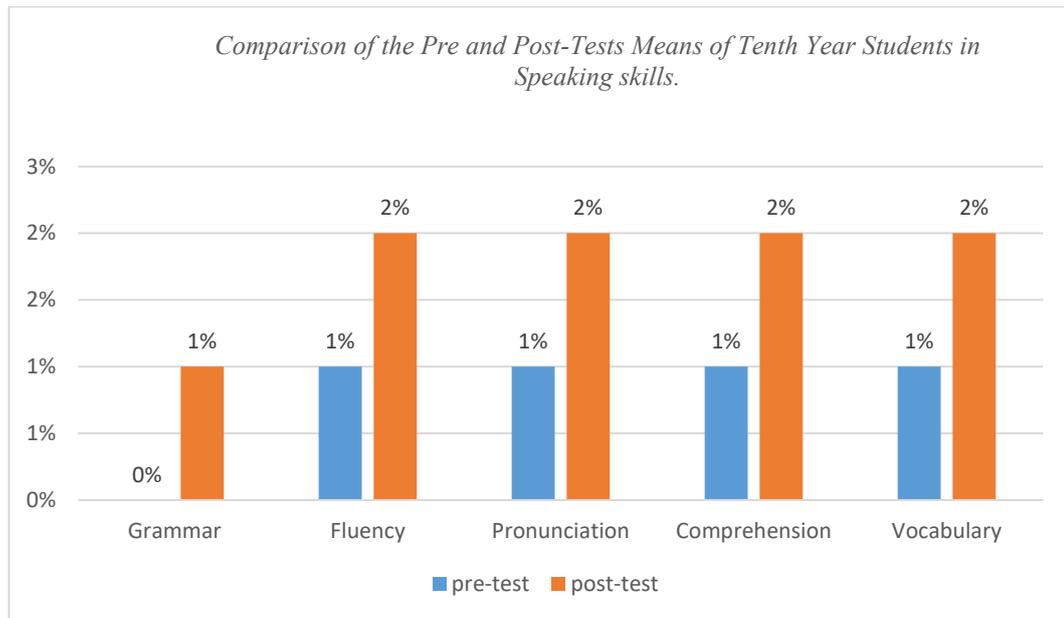
Comparing Pre and Post-Tests Means

a. Table 8

Comparison of the Pre and Post-Tests Means of Tenth Year Students in Speaking skills.

| | Pre-test /10 | Post-test /10 |
|----------------------|-------------------------|--------------------------|
| Grammar | 0.1 | 1.4 |
| Fluency | 0.5 | 1.8 |
| Pronunciation | 1.5 | 2.0 |
| Vocabulary | 0.8 | 1.9 |
| Comprehension | 0.6 | 1.9 |
| Total | 3.5 | 9.0 |

b. Figure 6



c. Interpretation and Analysis

The data gathered from the Table 8 and the Figure 7, indicate that Content and Language Integrated Learning activities (Loop, Pyramid Discussion and Hot Seat) applied during the development of this research work had positive results, students developed their speaking skills, which is demonstrated by the difference between the pre-test score mean of 3.5/10 and the post-test score mean of 9/10. Students through CLIL activities had the chance to share ideas or opinions easily, fluently and pronounce words properly, using adequate vocabulary. Also students increased their comprehension when, they asked question or answered. But most of students could not use quantifiers in a sentence.

g. DISCUSSION

The implementation of Content and Language Integrated Learning (CLIL) activities to develop speaking skills among students in ninth year “B” of EGB at Marieta de Veintimilla high School in the city of Loja during the 2018-2019 academic period caused progress in students’ speaking skills. Students pre-test mean score was 3.5/10. But after the intervention plan, post test score mean was 9/10. Genesee & Hamayan, (2016) say that CLIL advocates affirm that this educational approach improves L1 and L2 development. Prepares students for the globalized world. Also, increases students’ motivation to learn foreign languages. Promotes the learning of a more extensive and varied vocabulary. Enhances students’ confidence in the target language and improves language competence in the target language, CLIL being more beneficial than traditional foreign language teaching courses. Helps develop the intercultural competence. p.28

The indicators about speaking skills tested were fluency, grammar, pronunciation, comprehension and vocabulary. Through the results of the pre-test it was noticeable that students had difficulties speaking fluently when expressing their ideas, feelings and thoughts. They could not use appropriate vocabulary, also they struggled using grammar structures to form questions, in pronunciation students could not produce sounds correctly. Finally, students had difficulties comprehending questions in order to give a clear answer.

When the intervention plan started, students were a little uncomfortable working with CLIL activities, they did not have the confidence to talk about any topic.

During the process students were adapting to speaking more often and motivated to interact with their classmates and teacher. At the end of the intervention students felt motivated working with Hot seat, Pyramid discussion and Loop activities.

Additionally, during the intervention, it was evident some strengths and difficulties that helped and stopped the students' progress. The difficulty was controlling discipline when they work in groups also the size of the classroom which was not adequate and strengths, the students showed a great level of collaboration and organizing when they spoke about any topic and students find it really motivating to work CLIL activities.

Finally, it is important to mention that the students who worked with the CLIL activities showed a difference between the beginning and the end of the intervention in the results of the tests and questionnaires applied to the students. However, the integrated content and language learning activities contributed to improve the pronunciation, grammar, fluency, vocabulary and comprehension of the students, which allowed them to develop speaking skills.

h. CONCLUSIONS

The issues that hinder the development of speaking skills among students in ninth year “B” of EGB were pronunciation and grammar. Students had difficulties pronouncing the new vocabulary correctly and they could not comprehend, ask or answer questions using grammar structures. Also, students had problems talking about their ideas fluently and using appropriate vocabulary.

The application of Content and Language Integrated Learning activities helped students to reduce their limitations when speaking. These CLIL activities helped students avoid pronunciation mistakes, by using grammar rules correctly and expanding their vocabulary to interact with each other fluently. Also these activities increased students’ interaction and confidence when they shared their ideas with each other.

At the end of this research work, it was noticeable that CLIL activities had a positive effect on students’ speaking skills. Students became more interactive and active speakers in conversation. Students improved their pronunciation, fluency, vocabulary, comprehension and grammar through daily practice.

i. RECOMMENDATIONS

Teachers should apply new and innovate activities, such Content and Language Integrated Learning activities to teach in an engaging and interesting way in order to encourage students to actively participate in class.

Teachers should constantly use CLIL activities in class to help students to produce the language since these activities increase students' confidence and motivation. Also these activities help students to avoid their mistakes when speaking about their ideas, feelings or thoughts.

It is advisable for teachers to continue using CLIL activities, which enable students to develop speaking skills, it also provides them with opportunities to share their opinions in a clear, precise and fluent manner and avoid grammatical or pronunciation errors.

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k. ANNEXOS



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME:

**THE CONTENT AND LANGUAGE INTEGRATED
LEARNING ACTIVITIES TO DEVELOP SPEAKING
SKILLS AMONG STUDENTS IN NINTH YEAR “B” OF
EGB AT “MARIETA DE VEINTIMILLA HIGH
SCHOOL IN THE CITY OF LOJA DURING THE 2018-
2019 ACADEMIC PERIOD**

Thesis project previous to obtain the
Bachelor's Degree in Sciences of
Education, English language specialization

AUTHOR:

NATALY PAOLA RODRÍGUEZ ARÉVALO

LOJA-ECUADOR

2018

a. THEME

THE CONTENT AND LANGUAGE INTEGRATED
LEARNING ACTIVITIES TO DEVELOP SPEAKING
SKILLS AMONG STUDENTS IN NINTH YEAR “B” OF
EGB AT MARIETA DE VEINTIMILLA HIGH SCHOOL
IN THE CITY OF LOJA DURING THE 2018-2019
ACADEMIC PERIOD

b .PROBLEM STATEMENT

Background

The present research work will be carried out at Marieta de Veintimilla High school during the academic period 2018-2019. This high school was founded on February 24th, 1947, by Professor Marieta Cueva, this great founding event was verified with the arrival of this young teacher with just 15 years of age who worked at Mr. Melchor Benítez's house, Marieta Cueva was a devoted teacher, who worked tirelessly for twelve consecutive years, and with the help of all the residents of the Motupe neighborhood, especially Mr. Amador Veintimilla, who joined their efforts and got land in which a school was built. During the first institutional years the school only offered, primary education for the female sex. However, since 1952, this became a Fiscal School.

The management carried out by Dr: Vicente Granda to the Provincial Direction of Education, to obtain the Resolution of Creation of the Educational Establishment managed to get positive results in January 4th, 2018.

Currently Marieta de Veintimilla high school has 1200 students and 54 teachers, in order to provide a quality education and warmth

Current situation of the research problem

According to Papaja (2014) Content and Language Integrated Learning refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language It can provide effective opportunities

for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings." This approach involves learning subjects such as history, geography, managerial skills/concepts or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and helping children develop a positive attitude towards themselves as language learners.

According to Young & Travis (2017) speaking skills are at the heart of student's learning. Students need to be confident communicators and active listeners. Speaking skills are crucial in learning English.

One goal of the Ecuadorian Curriculum for English as Foreign Language for General Basic Education and Bachillerato is to develop speaking skills. Speaking is an important skill, it give the opportunity to transmit, share and communicate ideas, feelings and thoughts.

Speaking skills is an act of making vocal sounds so speaking means to converse or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address

However, in local schools, there are a series of problems to develop speaking skills, due to several factors. The mains problem found in educational institutions, is the low level in the development the speaking skills and little interest at the

moment of learning and the short time that a teacher has for the development of the class.

Therefore, it is necessary to begin to apply the Content and Language Integrated Learning activities in appropriate way to achieve the objectives proposed by the Ministry of Education and those of the institution, because the Content and Language Integrated Learning activities gives the opportunity to improve the student's skills in an active way, making the students learn. Finally, the Content and Language Integrated Learning activities to develop speaking skills is an important aspect for student's growth in the field of English learning and it is the teacher's obligation to find a way to encourage the students to achieve the development of these skills, exploiting all the oral competence of the student.

Research problem

Considering the previous mentioned elements, it is essential to research the following problem:

HOW DO THE CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR "B" OF EGB AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD?

Delimitation of the research

Timing

This research will be carried out during the 2018 – 2019 academic period.

Location

The present project will be developed at Marieta de Veintimilla High school, which is a public school located in the city of Loja at Chuquiribamba Avenue and Laguna de Yambo.

Participants

The participants of this research work will be the students of ninth-year “B” at Marieta de Veintimilla High school afternoon section, who are all about twelve to thirteen years old; there are thirty-six students, twenty-two boys and fourteen girls, the certified teacher and the researcher.

Subproblems

- What theoretical and methodological references about Content and Language Integrated Learning activities are adequate to develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- What are the issues that difficult the application of Content and Language Integrated Learning activities among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- What are the phases of Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- Which Content and Language Integrated Learning activities are implemented to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- How effective was the application of the Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?

c. JUSTIFICATION

The present research project is focused in the Content and Language Integrated Learning activities in order to develop speaking skills. Therefore, this work will be carried out through an intervention plan at Unidad Educativa Marieta de Veintimilla among students in ninth year “B” of EGB during the 2018-2019 academic period. This project will solve the problems that students have.

There are a lot of problems when students try to understand or communicate their ideas, messages, thoughts or feelings that is why this project looks for the way to develop the oral expressions.

The development of the speaking skills will help students to interact in an active way inside and outside the classroom forming students capable of understanding and interpreting messages.

This research work is relevant because, it will help learners to develop the speaking skills applying the Content and Language Integrated Learning activities, due to it will allow learners exchange ideas, opinions, and also will help learners to acquire some ways to have a meaningful communication among them. Also, with this approach the students will be able to give correct response rather than by making mistakes orally.

Additionally this research project will be useful for the researcher because it will give the opportunity to gain practice and learn more from the experience. It is also an important aspect because nowadays it is essential to have a professional view in relation to the students’ reality about English as a foreign language.

Finally, the development of this research is considered as a requirement for the student to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization established in the regulations of the Facultad de la Educación, el Arte y la Comunicación of the Universidad Nacional de Loja.

d.OBJECTIVES

General

- To develop speaking skills through Content and Language Integrated Learning activities among students of ninth year “B” of EGB at “Marieta de Veintimilla” high school of Loja city during the 2018-2019 academic period.

Specifics

- To look for the theoretical and methodological references about Content and Language Integrated Learning activities to develop the speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- To identify the issues that difficult the development of speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla high school during the 2018 – 2019 academic period
- To design an intervention plan based on Content and Language Integrated Learning activities to develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?
- To identify the most suitable Content and Language Integrated Learning activities to develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?

- To validate the results obtained after the application of the Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period

e. THEORETICAL FRAMEWORK

Content and Language Integrated learning

Papaja (2014) defines that Content and Language Integrated Learning (CLIL) is an innovative approach which refers to educational settings where a language other than the learners' mother tongue is used as the medium of instruction. The other language can be found in use from Kindergarten to tertiary level, and the extent of its use may range from occasional foreign language text in individual subjects to covering the whole curriculum.

Papaja (2014) determines that Content and Language Integrated Learning is a common term for a number of similar approaches in Europe to teach content subjects through a foreign language. Other terms used are Bilingual Content Teaching, Bilingual Subject Teaching or Content-Based Language Teaching. The term CLIL is now the most commonly used and "it is based on the assumption that foreign languages are the best learnt by focusing in the classroom not so much on language but on the content which is transmitted through language". The freshness of this approach is that classroom "content is not so much taken from everyday life but rather from content.

As mentioned previously Papaja (2014) with the expansion of the European Union, diversity of language and the need for communication are seen as central issues.

- Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders.
- With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.
- Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education

Content and Language Integrated Learning objectives

Genesse & Hamayan (2016) determine that CLIL objectives are varied, but among the most relevant ones the following can be pointed out: To improve the educational system. To establish the necessary conditions that will allow students to achieve the appropriate level of academic performance in CLIL subjects. To improve students' proficiency in both their mother tongue and the target language, attaching the same importance to each. To develop the intercultural understanding. To develop social and thinking skills.

CLIL advocates claim that this educational approach improves L1 and L2 development. Prepares students for the globalized world. Increases students' motivation to learn foreign languages. Promotes the learning of a more extensive and varied vocabulary. Enhances students' confidence in the target language. Improves language competence in the target language, CLIL being more beneficial than traditional foreign language teaching courses. Helps develop the intercultural competence.

What are the benefits of CLIL

Genesse, Hamayen (2016) introduce learners to new concepts through studying the curriculum in a nonnative language.

Improve learners' production of the language of curricular subjects.

- Improve learners' performance in both curricular subject in the target language
- Increase learners' confidence in the target language and the L1
- Provide materials which develop thinking skills from the start.
- Encourage stronger links with values of community and citizenship.
- Make the curricular subject the main focus of classroom materials.

We know from research that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary education: more confident using the target language as well as their L1; more sensitive to vocabulary and ideas presented in the target language and in the L1; they have a more extensive and varied vocabulary; they reach higher levels of English than those reached in ELT courses. In secondary schools, CLIL usually leads to better language proficiency and has positive effects on L1 proficiency. In addition, learners' subject knowledge is about the same as if taught in L1. Brain research shows that in CLIL, learners are more cognitively active during the learning process.

The CLIL Learner

According to Papaja (2014) "in CLIL, the learner's role as a foreign language learner and as a concept learner merge". This means the learner and acquires content subject and a new language at the same time. Papaja compares this process to first

language acquisition when a child learns a new language together with the underlying concepts. In second language learning the learner acquires the concepts through a second language. In CLIL the more complex the content is, the more advanced language skills are required. Although content and language integrated learning are parallel processes in a CLIL classroom, there is a view that content of the content subject can serve as a kind of scaffold for the language learning process. A lot of parents worry that their children who learn subjects in a foreign language may have problems. When looking at the CLIL classroom which will be fully presented in the empirical part of the book this view is not true. In most cases “the CLIL learner processes the content more deeply whereas the mother-tongue learner processes the content in a more shallow way” Lamsfub-Schenck (2002:191). As a result, the CLIL learner in comparison to the mother-tongue learner is more successful at school.

It should be also mentioned that the CLIL learner develops a type of linguistic proficiency “which is characterized to a large extent by speech acts which belong to formal language registers”. (Marsh and Wolf, 2007).

As mentioned previously Papaja (2014) CLIL learners develop a kind of academic competence. Cummins calls it Cognitive Academic Language Proficiency (CALP) and claims that “learner use of language related to academic and not to everyday content makes the learner develop a type of linguistic proficiency which is characterized to a large extent by speech acts which belong to formal language registers”

As far as content is concerned, in many cases it is a complex one, however, learners prefer to work with this kind of content because they are able to identify with it. The learners can easily identify with the content which makes them more involved and motivated.

The next feature of the CLIL learner is that during the process of learning he/she becomes more aware of the language. According to Van Lier (1995:11), "language awareness can be defined as an understanding of the human faculty of language and its role in thinking, learning and social life. It includes an awareness of power and control through language, and of the intricate relationships between language and culture". James and Garrett (1991:3-20) distinguish between five domains as far as language awareness is concerned: cognitive domain, performance domain, affective domain, social domain and power domain.

National Curriculum Guidelines from Ministerio de Educación (2014) the cognitive domain includes the development of an awareness for patterns, contrast, categories, rules and systems. This domain is very well developed in CLIL learners.

As they are considered to be bilinguals, it can be stated that "CLIL learners have a high cognitive sensitivity for language structure which helps them in learning languages" (Wolf, 2007a:9).

National Curriculum Guidelines from Ministerio de Educación (2014) explains the performance domain which comprises an awareness for language processing and for language learning is also well developed in CLIL learners. Bilinguals have a highly developed capacity for language processing in all its forms. The same can

be said about CLIL learners who are able to participate in conversation in both languages (Cummins, 1984).

The affective domain which relates to the development of attitudes, attention, curiosity, interests and esthetical feelings is also highly developed in CLIL learners. They develop positive attitudes, curiosity and interest to a very high degree which helps them to learn languages and content easily

The social domain which relates to the development of an understanding for other languages, a tolerance for minorities and their languages seems to be well developed in CLIL learners. Some of them often live simultaneously in two cultures – the family culture and the culture of the environment. Unfortunately, there is still not much research with respect to the development of tolerance in CLIL learners

National Curriculum Guidelines from Ministerio de Educación (2014) explains The power domain which relates to the ability of understanding language with respect to its potential to influence and manipulate others has not played a role in research on bilinguals or CLIL learners (Wolff, 2007). What is known is that the learners acquire an understanding of the language potential and they are able to use this potential in order to understand in what way others can be influenced or manipulated. CLIL learners who are often classified as bilinguals seems to have a highly developed potential for language learning which they can use with a greater degree of flexibility in instructed language learning situations.

To sum up, CLIL learners in general are better language learners because they process the foreign language more deeply and learn it more proficiently. They are also better content learners, because they process content more deeply in the foreign language and finally, they are well prepared for their future professions.

The CLIL teacher

According to Papaja (2014) teacher quality and teacher competence are concepts that are often referred to and frequently applied in different educational contexts. Papaja identifies two sets of qualities that characterize a successful professional teacher: professional characteristics and professional competences. Professional characteristics and professional competences. Professional characteristics include professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competences include knowledge and understanding of learners and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competences also entail skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role. Medley (1982) distinguishes between three dimensions of teacher quality: teacher effectiveness (the degree to which a teacher achieves desired effects upon students) teacher competence (the extent to which a teacher has the knowledge and skills) and teacher performance (how a teacher behaves in the process of teaching).

Papaja (2014) determines that CLIL type provision "the teachers are required to teach one or more subjects in the curriculum in a language other than the usual language of instruction and what is more teach that language itself". Teachers involved in CLIL recognize the need to change established needs which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL context means that it is not only the teacher's linguistic competence which is of importance, but also that of the learners. This leads directly to the notion of methodological shift. The main

characteristic of this shift lies in the movement from teacher-centred to learner centred methods.

It is also very important for those teachers who know that their linguistic skills are limited to adapt their content and methods accordingly. This is where code switching and preparation become crucial (Marsh, 2001). It is very important to remember that “being able to use a L2 does not mean being able to teach in L2 in a given situation” (Hall, 2001:120). If a CLIL teacher is to teach extensively in the L2 it is essential that she/he has sufficient command of the language. A CLIL teacher requires:

- Language/Communication: sufficient target knowledge and pragmatic skills for CLIL and sufficient knowledge of the language used.
- Theory: comprehension of the differences and similarities between the concepts of language learning and language acquisition.
- Methodology: ability to identify linguistic difficulties, ability to use communication/ interaction methods that facilitate the understanding of meaning, ability to use strategies for correction and for modelling good language usage.

The 4Cs curriculum

According to National Curriculum Guidelines from Ministerio de Educación (2014) in developing the rationale for introducing CLIL into the curriculum it may be helpful to consider the benefits to teachers and learners in relation to four specific dimensions: These four dimensions (4 Cs) form a conceptual framework; revisited, which connects content, cognition, communication and culture. Culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion.

Content: integrating content from across the curriculum through high quality language interaction.

Cognition: engaging learners through higher order thinking and knowledge processing.

Communication: using language to learn and mediate ideas, thoughts and values

Culture: interpreting and understanding the significance of content and language and their contribution to identity and citizenship.

According to National Curriculum Guidelines from Ministerio de Educación (2014) the following descriptors summarise the essential reasons why the CLIL approach is appropriate to current curriculum reform. The reasons are classified under the overarching heading of the 4 Cs Conceptual Framework (Coyle 2005). The descriptors are produced in this format for ease of reference to support teachers in making the case for CLIL within the curriculum and may be helpful in informing discussions with senior leadership teams in schools.

Content

CLIL provides learning contexts which are relevant to the needs and interests of learners

CLIL supports the integration of language into the broader curriculum

CLIL can be explicitly linked to literacy, forming conceptual and linguistic bridges across the curriculum. This should involve first and second language learning and EAL.

Cognition

- CLIL promotes learner progression in both language skills and knowledge construction
- CLIL helps to redefine the curriculum, sharpening the focus on the interconnections between cognition and communication –between language developments and thinking skills.

Communication

- CLIL involves using language in the here and now to construct new knowledge and skills
- CLIL offers direct opportunities to learn through language and to make meanings that matter
- CLIL offers genuine opportunities to interact face to face and through the use of new technologies e.g. internet, video-conferencing, international projects.

Culture

- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences
- CLIL is an appropriate vehicle for exploring the links between language and cultural identity, examining behaviours, attitudes and values
- CLIL involves contexts and content which enrich the learners' understanding of their own culture and those of others
- CLIL strengthens intercultural understanding and promotes global citizenship

Content and Language Integrated Learning Activities

Loop or domino games

These can be used to revisit content vocabulary. They develop accuracy and intensive listening skills.

Procedure: share out a set of dominoes. One learner reads the definition on the first domino, the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. This second learner then reads the definition on their domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used. The final definition matches the word at the top of the first domino. (Spratt, Pulverness, & Williams, 2011).

Pyramid discussion

This is negotiating activity where learners work together to select a set of items from a list. The activity develops speaking skills, collaboration and production of content vocabulary.

Procedure: Choose items from a subject you have taught, e.g. famous paintings. Display pictures of the ten paintings or their titles on the board. Explain that the school is going to hang copies of them in the corridors. However, they can only hang five of them. Individually, learners choose the five they would like the school to display. Each learner then pairs up with another learner and they agree on the five paintings they want to hang. The pairs then form groups, agree again on which five to hang. Groups give feedback on their choices and the paintings which are chosen most often are

displayed. As a follow-up, the learners could then Google the names of the paintings to find out more information about them. (Spratt, Pulverness, & William, 2011).

Hot seat

This is an oral activity to develop communicative fluency, questioning skills and reporting of accurate content facts.

Procedure: A learner sits at the front of the class in the role of a character (historical, political, artist, musician, etc.). The other learners take turns to question the character in the hot seat. (Spratt, Pulverness, & Williams, 2011).

Oral Communication (Speaking)

Young & Travis (2017) determines that communication is necessary to initiate or improve relationship, get things we want, negotiate the best price, conduct business, meet people, function in teams, and learning new things. The more effective is the communication, the better the outcome. Good, solid oral communication skills allow us to move through life with self-confidence and a feeling of accomplishment.

English as foreign language document from Ministerio de Educación (2016) explains that speaking skills is divided in Spoken Production, and Spoken Interaction.

According to English as Foreign Language Document from Ministerio de Educación (2016) expresses that EFL curriculum recognizes the importance of listening and speaking as skills essential in the communicative competence of English language learning, although this does not disregard the permanent, ongoing relationship between speaking skills and reading and writing skills.

Spoken production.

According to English as Foreign Language Document from Ministerio de Educación (2016) spoken production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. The focus on fluency over accuracy will also increase learners' self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2 (Krashen, 1985).

Studies have shown that in young children, inhibition is low and the tendency to imitate is high. Thus, in EGB, learners will start on their journey of spoken production through songs, tongue twisters, and chants. As learners develop more cognitive and social skills, they will engage in more direct forms of spoken production, such as can be developed in short dialogues, role plays, and speeches. Spoken production is also closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Spoken interaction.

English as Foreign Language Document from Ministerio de Educación (2016) explains that spoken interaction comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the role of group work as well as the social

element of group work, which augments confidence and motivation; problem-solving; participation in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouragement of linguistic creativity and expression. Tasks involving spoken interaction must be carefully scaffolded and the language graded in order to meet the production needs of the learners.

Spoken interaction as conceived in this sub-thread includes both verbal and nonverbal communication. Communication strategies (e.g. asking for clarification and paraphrasing what was said), along with the function of language in various communicative situations (i.e. online interaction, phone, presentations), can be considered the backbone for using language as a social construct in spoken interaction. Learners should therefore participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies.

Components of speaking skill

According to Syakur (1987), determines that there are at least five components of speaking skill concerned with: comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension: For speaking skills, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar: It is the student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary: One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Pronunciation: Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency: Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

How to improve English speaking skills

Gartland & Lal (2016) mention that many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don't forget that listening is

the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

Find an English-speaking conversation partner

First of all, it's important to find native speakers to practice with. Students who are living around many English speakers may be able to find informal opportunities to chat with neighbors and local business people. Joining a club or a volunteer organization can be a great way to get to know people informally. If that isn't an option, consider hiring a private tutor. A lot of students find and meet with tutors online via tools like Skype or Google Hangouts.

Record your conversation practice

Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

Practice with music and movies

Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way.. Movies are a much better choice for learning English. You'll learn vocabulary, idioms, slang, pronunciation, and listening by watching movies. Be sure to use my movie technique when you do this!.

f. METHODOLOGY

Design of the Research

The present research project will be based on the Action Research, which will be carried out in order to understand, to evaluate and then to change a situation, at the time Research is conducting in improve educational practice. This study is an educational research that will allow the researcher to study and set a variety of activities, with the purpose to develop the speaking skills.

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Herrera (2016) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action Research will allow the teacher candidate to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application the Content and Language Integrated Learning in order to develop speaking skills among students of ninth year B at Unidad Educativa Marieta de Veintimilla.

Methods

The following general methods will be applied along the Research:

The scientific method

This method will facilitate the study of Content and Language Integrated Learning activities to develop speaking skills in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. (Ritche, 2014)

The descriptive method

It will be useful to describe the different stages of the study and the kind of the research used by the researcher. It will serve to analyze the object of the investigation. (Royet, 1995)

The statistical method

This method will be used to make the quantitative statistical analysis of the data obtained from the pre-post test and pre-post questionnaire and the qualitative data from observation sheet and field notes. (Florence, 2018)

The analytic-synthetic method

This method will be used to analyze and interpret the obtained results through the tests and questionnaires. It also will be used to make the interpretation of the data, theoretical analysis and draw up the conclusions. (Cellucci, 2013)

Techniques and instruments

Pre/Post test

One kind of test will be used. A pre-test the five information questions, will be used to collect student's answers, in order to diagnose the level of the students, knowledge about speaking and listening, at the beginning of the intervention plan. The researcher will calculate the mean to compare the pre and post-test result pretest-posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of speech acts that students have; and, at the end to measure the performance of speaking and listening acts achieved by the students after the intervention plan designed in this research project with the activities applied by the teacher candidate in order to

make a pretest-posttest comparison of the cognitive dimension of the performance the speaking skills of the participants (students of ninth-year B at Unidad Educativa “Marieta de Veintimilla”).

Observation

Through the observation sheet the researcher will observe the students’ performance during the lesson. It also will be used to determine what has happened in the class and then analyze and reflect upon the findings when the plan ends.

Questionnaire

A questionnaire with five questions of multiple-choice questions will be applied. Questionnaires will be given to the participants to answer questions related to their abilities to speaking and listening.

A pre and post-test questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Nonparticipant observation

In nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study.

Macfarlan (2013) Non-participant Observation involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed.

Observation sheet.

During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance the speaking skills. This observation will have 10 items that describes accurately and comprehensively the relevant indicators about the oral communication.

Participant observation

In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately and actively during all process in order to develop the speaking skills. The instrument of this participant observation is the field notes.

Field notes

The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to develop the speaking skills

Population

The students of 9th year of Educación General Básica will be who participate in the development of the intervention plan. The participants of the research will be 36 students 22 boys and 14 girls. They are between twelve and thirteen years old. The students receive five hours of English per week with a certificate teacher.

Intervention and Observation Plan

The content and language integrated learning in the development the speaking skills among students of ninth year "B" at Marieta de Veintimilla high school of

Loja city during the 2018-2019 academic period

Objective

To develop speaking skills among students of ninth^{year} “B” at Marieta de Veintimilla high school of loja city during the 2018-2019 academic period.

Introduction

The intervention plan is designed based on a lesson plan model that contains three stages. Activation (before), Connection (during), and affirmation (after). The intervention plan is a two month course program that will prepare students of 9th year, to speak in a spontaneous manner and with correct fluency, grammar, vocabulary, comprehension and pronunciation through the Content and Language Integrated Learning to encourage students to enjoy every English class through:

- Role playing the topics studied.
- Power point presentations
- Dialogs
- Audio CD (listening)
- Games
- Tongue twister
- Song
- Debates

Also, it includes eight lessons with a set of short funny scripts, which are based on the topic students are studying. Each lesson is developed considering three steps:

Activation

Herrera (2015) in the activation phase explains, some activities will be done to identify the students' prior knowledge such as cultural and linguistic that permits teachers to make their instruction more relevant to learners using the speaking skills. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students are performing these tasks, the teacher listens and documents background knowledge. The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new concepts, vocabulary, and processes to be taught.

Connection

Herrera (2015) in the connection phase states, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole group instruction, pairs and small groups. Learners will have experiences for interpreting the curriculum and applying learning to real world issues

Affirmation

Herrera (2015) in this phase describes, the students will be recognized their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirms the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom.

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INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA

INSTITUTION : Unidad Educativa Marieta de Veintimilla **PARTICIPANTS:** 9th EGB “B”
TEACHER : Lic William Ludeña **SCHOOL YEAR:** 2018-2019
TEACHER CANDIDATE: Nataly Rodriguez **TOPIC** : Amazing abilities

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” OF BGU AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|---|---|---|
| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end of the lesson students will learn how to talk about multiple intelligences | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Multiple intelligences • Modal verb Can • Useful expression such as quickly, easily and very well <p>Key vocabulary</p> <ul style="list-style-type: none"> • Musical Intelligence • Visual/spatial Intelligence • Interpersonal Intelligence • Logical/Mathematical Intelligence | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and points out the objective of the lesson 1. Then, teacher candidate activates prior knowledge using brainstorming about multiple intelligences. • After that T. presents the Audio script and gives some tips to focus on specific information and ignore the rest • Finally, teacher uses mind maps to teach new words and teacher candidate emphasizes the correct pronunciation of the modal verb can / kən/ | <ul style="list-style-type: none"> • Worksheet • Audio CD • Students' book • Teacher's book |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Verbal Intelligence • Kinesthetic Intelligence | <p>and can't /kænt/ in order that the students repeat and practice and gives the instructions the speaking about the abilities to develop the fluency.</p> <p>Connection</p> <ul style="list-style-type: none"> • First of all, teacher candidate gets students in pairs in order to talk about their abilities and multiple intelligences to increase learners' self-confidence. Also students get in groups and develop some exercises in the students' book to continue learning and producing. • Finally Teacher candidate forms groups to develop an extra activity about Can and Can't <p>Affirming</p> <ul style="list-style-type: none"> • Students listen the Audio script and use the specific information to make inferences about multiple intelligences. • Then, use the following expressions: quickly, easily and very well to describe actions. • After complete the extra activity about Can and Can't and Finally, students talk about their abilities to engage in more direct forms of spoken production with short dialogues | |
| <p>MONITORING PLAN: Data source 1: Pre- test, Pre-questionnaire Data source 2: Assessment sheet</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME: : November 19th to November 23rd, 2018</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Young, K. (2017). Oral Communication, Illinois, Waveland press

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INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA

| | | | |
|---------------------------|---|---------------------|---------------------------|
| INSTITUTION | : Unidad Educativa Marieta de Veintimilla | PARTICIPANTS | : 9 th EGB “B” |
| TEACHER | : Lic: William Ludeña | SCHOOL YEAR | : 2018-2019 |
| TEACHER CANDIDATE: | Nataly Rodríguez | TOPIC | : Unique people |

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|---|---|---|
| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end of the lesson Learners will be able : | | |
| <ul style="list-style-type: none"> • To Compare people’s abilities • To compare people’s attributes abilities. | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE /NEEDED |
| <ul style="list-style-type: none"> • Comparative form of long adjectives and superlative form of long adjectives • Useful Expression: I think and To my mind <p>Key vocabulary</p> <ul style="list-style-type: none"> • Adjectives related to physical description • Irregular adjectives (good/bad) | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and points out the objective of the lesson 2. • Next, teacher candidate activates prior knowledge using brainstorming about attributes and abilities to increase learners ‘confidence. | <ul style="list-style-type: none"> • Audio CD • Students’ book • Projector • Power point presentation |

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| | <ul style="list-style-type: none"> • After that teacher presents the Audio script to complete the students' book. • After, explains the Comparative form of long adjectives and superlative form of long adjectives using some slides. • Finally, teacher gives the instructions the speaking about some artists to interact within a group in order to assure experience in diverse communication situations in which learners can apply the various communication strategies. <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gets students in groups in order to develop an extra activity about comparative form of long adjectives and superlative form of long adjectives to increase learners' self-confidence. • Next, teacher candidate gets pairs in order to talk about abilities and attributes about some artists to increase spoken interaction • Finally, students get in groups and develop some exercises in the students' book <p>Affirming</p> <ul style="list-style-type: none"> • Students listen the Audio script and use the specific information to complete the students' book. • Then, students use the following expressions: I think and to my mind to express opinions. • After that complete the extra activity about comparative form of long adjectives and superlative form of long adjectives. | <ul style="list-style-type: none"> • Worksheet |
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| | <ul style="list-style-type: none"> Finally, students debate about attributes and abilities of some artists using comparative and superlative to engage in more direct forms of spoken production with short dialogues. | |
| MONITORING PLAN: Data source 1: Assessment sheet Data source 2: Debate | | |
| SUPPORT : Coaching and guidance from Thesis Project Advisor | | |
| DATE /TIME : November 26 th to November 30 th , 2018 | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Young, K. (2017) .Oral Communication, Illinois, Waveland press

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INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA

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|---------------------------|---|---------------------|---------------------------|
| INSTITUTION | : Unidad Educativa Marieta de Veintimilla | PARTICIPANTS | : 9 th EGB “B” |
| TEACHER | : Lic: William Ludeña | SCHOOL YEAR | : 2018- 2019 |
| TEACHER CANDIDATE: | Nataly Rodríguez | TOPIC | : Outstanding People |

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
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| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end of the lesson students will learn how to use “because” to give reasons and answer the question why | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Use because to give reasons • Vocabulary about mental and physical activities | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and points out the objective of the lesson 3. • Next, teacher actives prior knowledge using flashcards about mental and physical activities. • Then, teacher explains the use because to give reasons and answer the question <i>why</i> using some slides to increase the accuracy, when interacting with other people. | <ul style="list-style-type: none"> • Flash cards • Students’ book • Projector • Power point presentation • Worksheet • Teacher’s book |

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| <p>Key vocabulary</p> <ul style="list-style-type: none"> Words related to mental and physical activities, and multiple intelligences | <ul style="list-style-type: none"> Finally, Teacher candidate presents the Audio script to complete the students' book to infer or predict the correct information <p>Connection</p> <ul style="list-style-type: none"> First, teacher candidate gets students in pairs in order to talk about mental and physical activities in order to develop skills of interaction and finally, students get in groups and develop some exercises in the students' book to continue learning and producing <p>Affirming</p> <ul style="list-style-type: none"> Students use the expression "because" to give reasons. After that talk about their mental and physical activities. Finally S. will be able to complete the activities in students' book | |
| <p>MONITORING PLAN: Data source 1: Assessment sheet Data source 2: Conversation</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : December 4th, to December 7th, 2018</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Young, K. (2017). Oral Communication, Illinois, Waveland press

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INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA

INSTITUTION : Unidad Educativa Marieta de Veintimilla
TEACHER : Lic: William Ludeña
TEACHER CANDIDATE: Nataly Rodriguez

PARTICIPANTS: 9th EGB “B”
SCHOOL YEAR: 2018-2019
TOPIC: It’s a piece of cake

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” OF EGB AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|---|--|---|
| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end the lesson, students will be able to use idioms and colloquial expressions in informal conversations. | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Colloquial expression Key Vocabulary • It’s a piece of cake! • Get out of here! • It’s mind-blowing | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and points out the objective of the lesson 4. • Then, actives prior knowledge, asking question about colloquial expression to increase the learners’ self-confidence. After that presents the colloquial expression, using slides. • Finally, teacher candidate gives the instructions the speaking using colloquial expression to | <ul style="list-style-type: none"> • Audio CD • Students’ book • Projector • Power point presentation • Teacher’s book |

| | | |
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| | <p>develop the skills interaction, creativity and confidence.</p> <p>Connection</p> <ul style="list-style-type: none"> • First, students listen the Audio script and use the colloquial expressions in a correct way in order to infer the answers. • After that teacher candidate get students in pairs in order to talk using the colloquial expressions. Finally, students get in groups and develop some exercises in the students' book to continue learning and producing • Affirming • First, students listen the Audio script and use the specific information to make inferences about their multiple intelligences. Next, students complete the students' book • Finally, students talk with a classmate using the colloquial expressions. | |
| <p>MONITORING PLAN: Data source 1: Conversation Data source 2: Assessment sheet</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : December 11th to December 14th, 2018</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Papaja, K. (2014) . Young, K. (2017) .Oral Communication, Illinois, Waveland press

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INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA

INSTITUTION: Unidad Educativa Marieta de Veintimilla

PARTICIPANTS: 9th EGB “B”

TEACHER : William Ludeña

SCHOOL YEAR: 2018-2019

TEACHER CANDIDATE: Nataly Rodriguez

TOPIC : The food pyramid

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|---|--|--|
| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end the lesson students will learn how to talk about food preferences and express agreement | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Vocabulary • Countable nouns and Uncountable nouns • Use some and any <p>Key vocabulary</p> <ul style="list-style-type: none"> • Words related to food Expressions • Veggies/Yummy | <p>Activation</p> <ul style="list-style-type: none"> • First, teacher candidate introduces the topic and point out the objective of the lesson 1. • Next, T. actives prior knowledge using a video about healthy food. Then, present the Audio script and give some tips to classify words according to categories or groups to remember vocabulary to increase the spoken production. After that use slides to teach new words to increase the spoken interaction. | <ul style="list-style-type: none"> • Worksheet • Audio CD • Students’ book • Power point presentation • Projector • Teacher’s book |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> Finally, teacher candidate gives the instructions the speaking about food preferences in order to prepare the students to interact. <p>Connection</p> <ul style="list-style-type: none"> Teacher candidate gets students in pairs in order to talk about healthy food and food preferences to interact and develop skills of speaking. Then, students get in groups and develop an extra activity about the food pyramid. Next, teacher candidate gives the instructions to develop the exercises in the students' book to continue learning and producing. Finally teacher candidate forms groups in order to develop an extra activity about uncountable and countable nouns <p>Affirming</p> <ul style="list-style-type: none"> First, students listen the Audio script and use the specific information to classify words according to categories or groups. Next, students use me too or me either to express things in common. Then, use me too for affirmative statements Use me either for negative statements and complete in a correct way the extra activity about healthy food and countable and uncountable nouns. After that, talk about their food preferences and finally complete the students' book | |
| <p>MONITORING PLAN: Data source 1: Assessment sheet Data source 2:Conversation</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : December 18th to December 22nd , 2018</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Papaja, K. (2014) . Young, K. (2017) .Oral Communication, Illinois, Waveland press

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INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA

INSTITUTION : Unidad Educativa Marieta de Veintimilla

TEACHER : Lic: William Ludeña

TEACHER CANDIDATE: Nataly Rodriguez

PARTICIPANTS: 9th EGB “B”

SCHOOL YEAR: 2018-2019

TOPIC : Healthy recipes

RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD?

GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency.

LEARNING OBJECTIVES: By the end the lesson, students will learn how : To talk about ways of cooking, and units of measurement

| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
|--|--|--|
| <ul style="list-style-type: none"> • Quantities:Question and answer • Imperatives <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Food quantities, measurement words and containers, and ways of cooking Expressions Hold on a second | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and point out the objective of the lesson 2.Next, prior knowledge using a video about healthy recipes to prepare the students about new vocabulary. • Then, T presents the Audio script to complete the students’ book and infer or predict the correct information. Finally T. gives the instructions to the complete listening activity. Finally, teacher | <ul style="list-style-type: none"> • Worksheet • Audio CD • Students’ book • Power point presentation • Projector |

| | | |
|--|--|--|
| | <p>uses slides to teach new words which will be used to practice.</p> <p>Connection</p> <ul style="list-style-type: none"> • First, students get in groups and develop an extra activity about the imperatives. • Then, teacher candidate gives the instructions to develop the exercises in the students' book. • Finally teacher gets students in groups in order to talk about a favorite recipe. <p>Affirming</p> <ul style="list-style-type: none"> • First, students listen the Audio script and use the specific information to complete the activity about quantities. • Next, use me too or me either to express things in common. Use me too for affirmative statements and use me either for negative statements. • Then, complete in a correct way the extra activity about quantities of oatmeal bars. After that talk about quantities of their favorite recipe. • Finally, complete the students' book | |
| <p>MONITORING PLAN: Data source 1: Assessment sheet Data source 2: Dialog</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : January 2nd to January 4th, 2019</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Young, K. (2017). Oral Communication, Illinois, Waveland press

**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA

INSTITUTION : Unidad Educativa Marieta de Veintimilla

TEACHER : Lic: William Ludeña

TEACHER CANDIDATE: Nataly Rodriguez

PARTICIPANTS: 9th EGB “B”

SCHOOL YEAR: 2018-2019

TOPIC : Eating well

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|--|---|--|
| GOAL: By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end of the lesson students will learn to describe how to make a healthy recipe. | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Use first, next, after that, then and finally • Key vocabulary • Words related to food groups and quantities | <p>Activation</p> <ul style="list-style-type: none"> • First, teacher candidate introduce the topic and point out the objective of the lesson 3.Next, actives prior knowledge using brainstorming about how to make healthy recipe. • Then, uses slides to teach new words to motivate the students to use them during the interaction with a partner. | <ul style="list-style-type: none"> • Students’ book • Worksheet • Songs • Teacher’s book |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> Finally, Teacher candidate gives the instructions the speaking about how to make a recipe to increase the spoken interaction. <p>Connection</p> <ul style="list-style-type: none"> Teacher candidate gets students in pairs (Role play) in order to talk about how to make a healthy recipe. Then, teacher gives the instructions to develop the exercises in the students' book to continue learning and producing and Finally, teacher candidate presents a song to increase spoken production <p>Affirming</p> <ul style="list-style-type: none"> First, students complete the students' book. Then, they talk about their favorite healthy recipe and finally, they sing a song | |
| <p>MONITORING PLAN: Data source 1: Assessment sheet Data source 2:Conversation</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : January 8th, to January 11th, 2019</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Young, K. (2017). Oral Communication, Illinois, Waveland press

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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA

INSTITUTION : Unidad Educativa Marieta de Veintimilla
TEACHER : Lic: William Ludeña
TEACHER CANDIDATE: Nataly Rodriguez

PARTICIPANTS: 9th EGB “B”
SCHOOL YEAR: 2018-2019
TOPIC : It’s finger-licking good!

| RESEARCH PROBLEM: HOW DO CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD? | | |
|---|--|---|
| GOAL By the end the intervention plan students will be able to develop speaking skills through the use of: comprehension, grammar, vocabulary, pronunciation, and fluency. | | |
| LEARNING OBJECTIVES: By the end of the lesson students will learn: To use idioms and colloquial expressions in informal conversations. | | |
| CONTENTS | IMPLEMENTATION PLAN | RESOURCES AVAILABLE / NEEDED |
| <ul style="list-style-type: none"> • Idioms and Colloquial Expressions Key Vocabulary • It’s finger-licking good. • It’s not my cup of tea. • It makes one’s mouth water. • Hold on a Second • Yummy! | <p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces the topic and point out the objective of the lesson 4.Next, actives prior knowledge, using flash cards about colloquial expression. • Then, teacher presents the colloquial expression, using slides. After that, gives the instructions to complete the listening activity to infer the correct answers. | <ul style="list-style-type: none"> • Audio CD • Students’ book • Power point presentation • Projector • Teacher’s book |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Finally teacher candidate gives the instructions the speaking to increase the spoken interaction and also presents a tongue twister to increase the spoken production. <p>Connection</p> <ul style="list-style-type: none"> • First, students listen the Audio script and use the colloquial expressions in a correct way. • Next, teacher candidate gets students in pairs in order to talk using the colloquial expressions and • Finally, students get in groups and develop some exercises in the students' book <p>Affirming</p> <ul style="list-style-type: none"> • Students listen the Audio script and use the specific information to make inferences about multiple intelligences. • Next, use colloquial expressions. Then complete the students' book. • Finally, Students talk with a classmate using the colloquial expressions and practice with the tongue twister. | <ul style="list-style-type: none"> • Tongue twister • flashcards |
| <p>MONITORING PLAN: Data source 1: Post-test, Post questionnaire Data source 2: Assessment sheet.</p> | | |
| <p>SUPPORT : Coaching and guidance from Thesis Project Advisor</p> | | |
| <p>DATE /TIME : January 14th , to January 18th , 2019</p> | | |

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education, 1(3). Papaja, K. (2014) . Young, K. (2017) .Oral Communication, Illinois, Wavelan

Organization and Management

Resources

Human

- The teacher candidate
- The 9^{no} year” B” of Basic Education afternoon session
- The thesis advisor

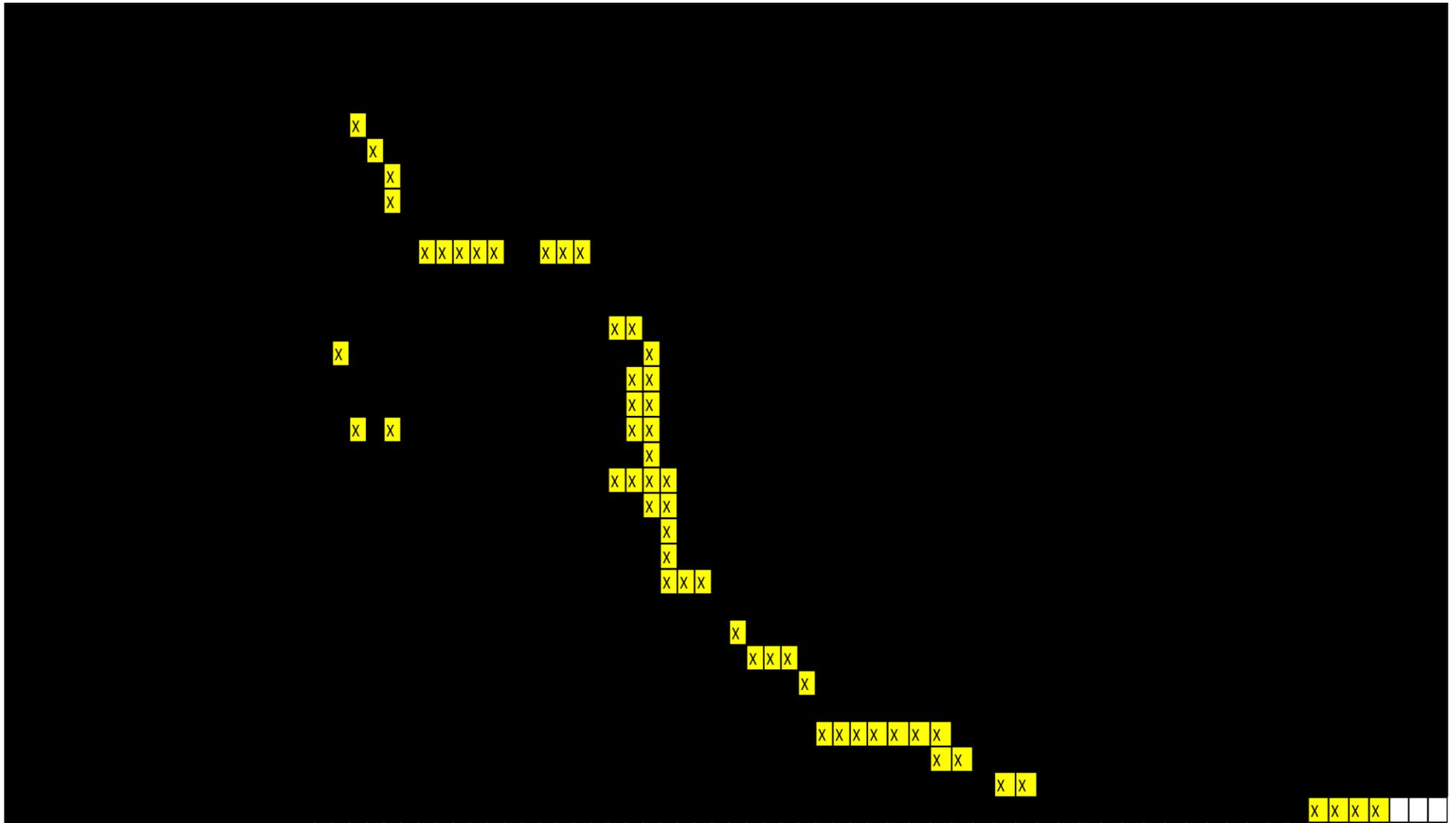
Material

- Flash cards
- Book
- Sheet of paper
- Mp3 player
- Charts
- Notebook

Technical

- Computer
- Projector
- Printer

g.TIMELINE



h. BUDGET AND FINANCING

| Resources | Cost |
|---|-------------|
| Internet connection | 24.00 |
| Print of reports. | 50.00 |
| Print of the project | 50.00 |
| Print of the final report and thesis | 50.00 |
| Unexpected expenses | 40.00 |
| TOTAL | 214.00 |

The financing of the expenses derived from the present research work will be assumed by the researcher author. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

ANNEXES

Annex 1: Observation sheet



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ENGLISH LANGUAGE DEPARTMENT

OBSERVATION SHEET

1. INFORMATION DATE

2. CLASS DEVELOPMENT

| OBSERVATION SHEET | | | | | |
|----------------------------------|---|------------|--------------|-------------------------------------|---------|
| Observation #: | Date/Time: | | | Role of the researcher: | |
| Topic: | Participants: Students of Ninth year" B "of EGB & The researcher | | | Nonparticipant observer | |
| Objective of the session: | | | | Duration of the observation: | |
| Things to be observed | Levels of Acceptability | | | | Remarks |
| | Perfectly acceptable | Acceptable | Unacceptable | Totally unacceptable | |
| Grammar | | | | | |
| Vocabulary | | | | | |
| Comprehension | | | | | |
| Pronunciation | | | | | |
| Fluency | | | | | |

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES

| | | | | | |
|---------------------------------------|-----|--|-------------|--|------------|
| Lesson | | | | | |
| Activity | | | | | |
| Objective: | | | | | |
| Materials: | | | | | |
| Timing: | | | | | |
| Procedure: | | | | | |
| Grouping: | | | | | |
| Do students interact into the class? | yes | | For a while | | Not really |
| Are they develop the speaking skills? | yes | | No | | |
| Do they make an effort? | yes | | No | | |
| Comments | | | | | |

Annex 3: Pre and Posttest & Scoring Guide (Rubric)



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COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE TEST / POST TEST

Student's Code:

Date:.....

You have 20 minutes to solve the following questions. Concentrate, read and analyze carefully. Good luck.

1. Choose the correct option to complete the sentences about multiple intelligences.(2p vocabulary)

a. Logical-Mathematical Intelligence

These people are good with numbers. They can do calculations quickly. They can **solve / speak/ pain problems** using logic.

b. Musical Intelligence

These people are good at music. They can **sing / learn / speak** and play musical instruments. They can learn using songs and melodies.

c. Interpersonal Intelligence

These people can interact with others easily. They can understand other people's emotions. They can **sing/speak/pain** in public

d. Verbal Intelligence

These people are good with words. They can write beautiful poems. They can **solve/learn/speak** languages easily. They can tell funny stories

2. – Identify the expressions on the left in the text .Then, match them with their function (2p comprehension)

- | | |
|-----------------------------|---------------------------------------|
| a. Hello | ---- 1 Ask for general information |
| b. I hope you're doing well | ---- 2 Send greetings to other people |
| c. How is school going? | ---- 3 Greet your partner |
| d. Please say hello to | 4 Express your good intentions |

3. – Listen to the dialogue and underline the correct answer can or can't. Then pronounce the answers (2p pronunciation) Can Can't / kən/ /kænt/

- a. She **can/ can't** sing.
- b. We **can/can't** dance.
- c. They **can/can't** play soccer.
- d. I **can/can't** jump high

4. – Choose the correct idioms in the word bank then, complete the sentences. After that explain in your own words what is the meaning and in what context each idiom is used. (2p fluency)

It's a piece of cake! • Get out of here! • It's mind-blowing!

- a. Use _____ to express that something is really easy.
- b. Use _____ when you talk about something that is wonderful!
- c. Use _____ to express that you can't believe something.
- d. It's not my cup of tea _____

5. Put the words below in the correct order about the use of some and any.(2p grammar)

a. Q: pears /there / are/? **A:** aren't/ No,/ there /any.

b. Q: delicious/ is /this /soup. It /what's /in? **A:** chicken/ some/there /is / is /some/ spinach, / and potatoes /there/ there /are/some.

c. Q: thirsty/I'm /very /fridge? /Is /there /water any /in /the **A:** No, any/ there/ isn't.

Juice /But / orange / there is some

d. Q Have/ got you/ tomatoes/any? **A:** aren't/ No,/ there /any.

.....
Students Signature

Test Scoring Guide (Rubric)

1. - Circle the correct answer.2p

- a. solve (0.50)
- b. sing (0.50)
- c. speak (0.50)
- d. learn (0.50)

2. – Identify the expressions on the left in the text .Then, match them with their function (2p)

- 1. C (0.50)
- 2. D (0.50)
- 3. E (0.50)
- 4. B (0.50)

3. - Underline the correct answer can or can't. Then pronounce the answers

(2p) pronunciation

- a. She can sing. (0.50)
- b. We can't dance. (0.50)
- c. They can play soccer. (0.50)
- d. I can jump high (0.40)

4. - Choose the correct idioms in the Word Bank. Then read aloud the sentences 2p fluency

- a. Use it's a piece of cake to express that something is really easy. (0.50)
- b. Use it's mind-blowing when you talk about something that is wonderful! (0.50)

c. Use get out of here to express that you can't believe something. (0.50)

d. It's not my cup of tea-It's not my cup of tea. (0.50)

5. Put the words below in the correct order about the use of some and any.2p

1 Are there pears? **A:** No, there aren't any. (0.50)

2 **Q:** This soup is delicious. What's in it? **A:** There is some chicken, there is some spinach, and there are some potatoes. (0.50)

3 **Q:** I'm very thirsty. Is there water in the fridge? **A:** No, there isn't any. But there is some orange juice (0.50)

4. **Q** Have you got any tomatoes? **A:** No, there aren't any. (0.50)

Oral Test Scoring Guide (Rubric)

| Indicators | Bellow average | Good | Satisfactory | Excellente |
|----------------------|--|---|--|--|
| Grammar | Students was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes | Ss was able to express their ideas and responses fairly well but makes mistakes with their tenses | Ss was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses | Ss was able to express their ideas and responses with proper sentence structure and tenses |
| Vocabulary | Weak language control; basic vocabulary choice with some words clearly lacking. | Good language control; good range of relatively well-chosen vocabulary. | Adequate language control; vocabulary range is lacking | Excellent control of language features; a wide range of wellchosen vocabulary |
| Pronunciation | Ss was difficult to understand,quiet in speaking, unclear in pronunciation | Pronunciation was good and did not interfere with communication | Ss was slightly unclear with pronunciation at times, but generally is fair | Pronunciation was very clear and easy to understand |
| Fluency | Speech is very slow,stumbling,nervous and uncertain with response,except for short or memorized expressions.Difficult for a listener to understand | Speech is mostly smooth with some hesitation caused primarily by rephrasing and groping for words | Speech is slow and often hesitant and irregular.Sentences may be left uncompleted but student is able to continue | Speech is effortless and smooth with speed that comes close to that of a native speaker |
| Comprehension | Student had difficulty understanding the questions and topics that were being discussed | Student was able to comprehend and respond to most of the questions and topics that were being discussed. | Student fairly grasped some of the questions and topics that were being discussed. | Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease. |

| QUESTIONS | Excellent 2p | Good 1.50p | Satisfactory 1p | Below Average 0.50p |
|--|---------------------|-------------------|------------------------|----------------------------|
| Choose the correct option to complete the sentences about multiple intelligences.(2p vocabulary) | | | | |
| Identify the expressions on the left in the text .Then, match them with their function (2p comprehension) | | | | |
| Listen to the dialogue and underline the correct answer can or can't. Then pronounce the answers (2p pronunciation) | | | | |
| Choose the correct idioms in the word bank then, complete the sentences. After that explain in your own words what is the meaning and in what context each idiom is used. (2p fluency) | | | | |
| Put the words below in the correct order about the use of some and any.2p (grammar) | | | | |

Annex 4. Pre and Post Questionnaire



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE / POST QUESTIONNAIRE

1. INFORMATIVE DATA

STUDENT'S CODE: _____ **DATE:** _____

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

1.-How often does the teacher use activities such Loop or domino games, Pyramid discussion and Hot seat?

Always ()
Often ()
Sometimes ()
Never ()

2.- How usual do you make conversations to develop speaking skills using Content and Language Integrated Learning activities?

Always ()
Often ()
Sometimes ()
Never ()

3. How much do you learn through the use of Content and Language Integrated Learning activities (Loop or domino games, Pyramid discussion and Hot seat)?

A lot ()
Little ()
Very little ()
Nothing ()

4.- How often do you think that teacher should use Content and Language Integrated Learning activities (Loop or domino games, Pyramid discussion and Hot seat) to develop speaking skills?

| | |
|-----------|-----|
| Always | () |
| Often | () |
| Sometimes | () |
| Never | () |

5. – How do you feel, when the teacher use Content and Language Integrated Learning activities or techniques (Loop or domino games, Pyramid discussion and Hot seat) to develop speaking skills?

| | |
|----------------|-----|
| Total agree | () |
| Agree | () |
| Disagree | () |
| Total disagree | () |

Annex 5: Research Matrix

RESEARCH MATRIX

THEME: THE CONTENT AND LANGUAGE INTEGRATED LEARNING ACTIVITIES TO DEVELOP SPEAKING SKILLS AMONG STUDENTS OF NINTH YEAR “B” OF EGB AT MARIETA DE VEINTIMILLA HIGH SCHOOL OF LOJA CITY DURING THE 2018-2019 ACADEMIC PERIOD?

| PROBLEM | OBJECTIVES | THEORETICAL FRAMEWORK | METHODOLOGICAL DESIGN (ACTION RESEARCH) | TECHNIQUES AND INSTRUMENTS |
|---|--|---|---|---|
| <p>General How do the content and language integrated learning activities develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla high school of loja city during the 2018-2019 academic period?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about Content and | <ul style="list-style-type: none"> • To develop speaking skills through Content and Language Integrated Learning activities among students of ninth year “B” of EGB at “Marieta de Veintimilla” high school of Loja city during the 2018-2019 academic period. <p>Specific</p> <ul style="list-style-type: none"> • To look for the theoretical and methodological references about Content | <p>INDEPENDENT VARIABLE Content and Language Integrated Learning</p> <ul style="list-style-type: none"> • Content and Language Integrated Learning • Objectives • CLIL learner • CLIL teacher | <p>Preliminar investigation</p> <ul style="list-style-type: none"> • Observing the English clases • Stating background of the research problem • Describing the current situation • Locating and reviewing the literature • Creating a methodological | <ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaire • Field Notes |

| | | | | |
|---|---|---|--|--|
| <p>Language Integrated Learning activities are adequate to develop speaking skills among students of ninth year “B” at Marieta de Veintimilla High school during the 2018 – 2019 academic period?</p> <ul style="list-style-type: none"> • What are the issues that difficult the development of Content and Language Integrated Learning activities among students of ninth-year “B” of BGU at Marieta de Veintimilla High school during the 2018 – 2019 academic period? | <p>and Language Integrated Learning activities to develop the speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period?</p> <ul style="list-style-type: none"> • To identify the issues that difficult the development of speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla high school during the 2018 – 2019 academic period | <ul style="list-style-type: none"> • 4Cs Curriculum focus Communication • CLIL activities <p>DEPENDENT VARIABLE Oral COMPETENCE</p> <ul style="list-style-type: none"> • Oral communication • Spoken production • Spoken interaction • Components of speaking skills • How to improve English skills | <p>framework for the research</p> <ul style="list-style-type: none"> • Designing an intervention plan <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring student’s performance according to the intervention plan. • Presentation of the research findings • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report. | |
|---|---|---|--|--|

| | | | | |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • What are the phases of Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period? • Which Content and Language Integrated Learning activities are implemented to develop speaking skills among students of ninth-year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period? | <ul style="list-style-type: none"> • To design an intervention plan based on Content and Language Integrated Learning activities to develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period? • To identify the most suitable Content and Language Integrated Learning activities to develop speaking skills among students of ninth year “B” of EGB at Marieta de Veintimilla High school during the 2018 – 2019 academic period? | | | |
|---|--|--|--|--|

| | | | | |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • How effective was the application of the Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” of BGU at Marieta de Veintimilla High school during the 2018 – 2019 academic period? | <ul style="list-style-type: none"> • To validate how effective was the application of the Content and Language Integrated Learning activities to develop speaking skills among students of ninth-year “B” at Marieta de Veintimilla High school during the 2018 – 2019 academic period | | | |
|---|---|--|--|--|

Annex 6. Grading Scales

Oral Communication

| Quantitative score range | Qualitative score range |
|---------------------------------|--------------------------------|
| 10 | Superior |
| 9 | Excellent |
| 7-8 | Average |
| 5-6 | Below average |
| 1-4 | Failing |

Content and Language Integrated Learning

| Quantitative score range | Qualitative score range |
|---------------------------------|--|
| 81-100 | High level of Content and Language Integrated Learning activities acceptance |
| 61-80 | Expected level of Content and Language Integrated Learning activities acceptance |
| 41-60 | Moderate level of Content and Language Integrated Learning activities acceptance |
| 21-40 | Unexpected level of Content and Language Integrated Learning activities acceptance |
| 01-20 | Low level of Content and Language Integrated Learning activities acceptance |

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