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**Content and Language Integrated Learning (CLIL) to work on students'
reading comprehension skills.**

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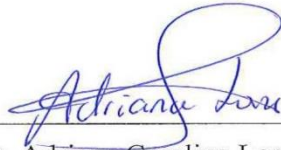
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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**Content and Language Integrated Learning (CLIL) to Work on Students’ Reading Comprehension Skills**”, presented by Irene Anabell Apo Muso, with ID number 1850748078, under the tutorship of Mgs, Adriana Carolina Lara Velarde; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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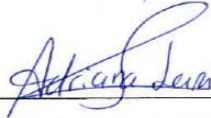
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Riobamba, 8 de junio de 2023



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DEDICATORY

First, I dedicate this work to God, who has given me the strength and wisdom to complete this research. I would like to dedicate this to my family, especially to my dear parents Martha and Luis, who supported me throughout my study. Special thanks to my sisters Kathy, Jeny, and Kerly who motivated me to keep going despite the difficulties. Also, I thank my grandmother Angela, who advised me to study and never give up. Finally, to my boyfriend for all his love and patience. All of them trusted me and motivated me to finish this research.

Anabell. A.

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RESUMEN

Las destrezas receptivas (leer y escuchar) son las destrezas fundamentales en las que se centra el AICLE. Por lo tanto, AICLE ofrece la posibilidad de desarrollar el pensamiento crítico a través de estrategias basadas en el análisis y la comprensión. Por lo tanto, existen diferentes estrategias que permiten desarrollar la competencia lectora. Al respecto, los docentes deben usar estrategias como el parafraseo, inferencia, resumen, predicción, preguntas, mapas, conexiones, entre otras durante las etapas para aprender a leer. En este contexto, se propuso el proyecto titulado ‘‘Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) para trabajar la comprensión lectora de los alumnos’’ fue realizada con el objetivo principal de analizar la efectividad de la metodología AICLE en el desarrollo de la habilidad de comprensión lectora en inglés. Esta investigación presenta un enfoque un enfoque cualitativo y un nivel interpretativo. Asimismo, la investigación adopta una modalidad de campo y documental ya que se recogió los datos en el lugar que sucedió los hechos. También, se recogió información a partir fuentes bibliográficas. Adicionalmente, se aplicó una guía de observación y entrevista, para obtener información relevante sobre la población de estudio, la cual estaba conformada por 17 estudiantes y una docente de ingles del Primer Año de Bachillerato General Unificado ‘’A’’ de la ‘‘Unidad Educativa Camilo Gallegos Toledo’’. Los resultados indican las lecturas CLIL fueron significativas en el desarrollo de la comprensión lectora. Además, se evidencio la necesidad de diseñar actividades de acuerdo al nivel de estudio de los estudiantes. Finalmente, se determinó que es esencial aplicar estrategias de comprensión durante un proceso establecido antes, durante y después para obtener mejores resultados.

Palabras claves: CLIL, comprensión lectora, pensamiento crítico, estrategias

ABSTRACT

Receptive skills (reading and listening) are the fundamental skills on which CLIL focuses. Therefore, CLIL offers the possibility of developing critical thinking through strategies based on analysis and comprehension. Therefore, there are different strategies that allow the development of reading competence. In this sense, teachers should use strategies such as; paraphrasing, inferring, summarizing, predicting, questions, maps, and connections, among others, during the process of learning to read. In this context, the project entitled "Content and Language Integrated Learning (CLIL) to Work on Students' reading comprehension" was proposed with the main objective of analyzing the effectiveness of the CLIL methodology in the development of reading comprehension skills in English. This research presents a qualitative approach and an interpretative level. Likewise, the research adopts a field and documentary approach since the data was collected in the place where the events took place. Also, information was collected from bibliographic sources. Additionally, an observation guide and interview were utilized to obtain relevant information about the study population, which consisted of 17 students and an English teacher from Primer Año de Bachillerato General Unificado "A" at "Unidad Educativa Camilo Gallegos Toledo". The results indicate that CLIL reading was significant in the development of reading comprehension. In addition, the need to design activities according to the level of study of the students was evidenced. Finally, it was determined that it is essential to apply comprehension strategies throughout the process to teach reading " Pre, during, and post-reading" to obtain better results.

Keywords: CLIL, reading comprehension, critical thinking, reading comprehension strategies.

Reviewed by:



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CHAPTER I

1.1 INTRODUCTION

Today, English has become the universal language. According to Ilyosovna, (2020), English is the third most spoken foreign language. Learning a language is fundamental, as it provides personal and professional opportunities because it facilitates fluent and natural communication with people worldwide. Within the process of teaching and learning a language, some relevant methodologies and approaches help to acquire knowledge more appropriately according to the needs of each learner.

One of the viable methodologies for learning a foreign language is CLIL, created by David Marsh in 1994. According to Huilcapi et al., (2021), CLIL is based on cognition, communication, culture, and content, or the 4C. That is, the teacher must activate and guide the learner's previous knowledge so that the student can quickly acquire new knowledge. CLIL is based, on the teaching of English through the main subjects of the curriculum. This allows the learning of L2 naturally, for instance, it encourages critical thinking focusing on the development of productive and receptive skills of the student.

Likewise, reading is a fundamental part of the teaching and learning process. This implies that correct reading comprehension allows students to expand their vocabulary and interpret more easily. Besides, it is said that reading comprehension facilitates the development of tasks. Therefore, it improves the student's spelling and grammar. It is necessary that the student not only knows the meaning but also interprets and analyzes what the text is trying to convey (Pradani, 2021). That is why it is necessary to use strategies that help develop reading comprehension since this will lead to success in developing different activities.

The present research work focuses on analyzing the effectiveness of CLIL methodology in the development of English reading comprehension skills of students at 1st "A" Bachillerato General Unificado, at "Camilo Gallegos Toledo" in the city of Riobamba, province of Chimborazo, during the academic period 2022-2023. It provides important information related to different comprehensive strategies. This research was carried out because it was identified that there is a low level of comprehension. The research is relevant because it shows information about the different strategies that should be applied during the process of acquiring the ability to read.

The present research work has been organized into five chapters, which are systematically presented below.

Chapter I Referential Framework. - This contains general information about the introduction, describes the research problem, problem statement, justification, and general and specific objectives of this research.

Chapter II Theoretical Framework. - This contains the theoretical background and foundation based on sources such as books, repositories, theses, and articles that help to support the variables of this study.

Chapter III Methodology Framework. - This presents the approach, modality, type, and level of research. It also describes the population and sample of this study and the techniques, and instruments that helped to collect the data.

Chapter IV Analysis and interpretation of the results. - Presents the results of the analysis.

Chapter V Conclusions and Recommendations. - The conclusions of the results and suggestions for developing the reading skill are presented here.

1.2 PROBLEM STATEMENT

In the teaching and learning process, difficulties arise in the acquisition of new knowledge, especially in the development of reading comprehension. The comprehension of a text helps to succeed in the teaching and learning process because students develop critical thinking. This allows the learner to be a productive person in acquiring new knowledge. Misunderstanding a reading affects the development of the activities to be performed. Consequently, it will generate confusion at the time of performing such activities.

Regarding reading, according to INEC, (2012) in Ecuador, "26.5% of Ecuadorians do not dedicate time to reading, 56.8% of them do not do it for lack of interest, and 31.7% for lack of time" which means that they dedicate between 1 and 2 hours per week. There are several studies where it is determined in Ecuador the people who read are usually young, this is due to the academic environment.

Tiguilá, (2015) affirms that comprehension is based, on the explicit information in the reading. Some students have poor reading levels. That is, these students tend to read without respecting punctuation marks. Therefore, it is difficult for them to understand the information since they do not read fluently, and ideas are mixed up. In addition, they do not perform the intonation and pauses in reading. This leads to school failure.

A low level of reading comprehension was evidenced, in the students of Primero Año de Bachillerato General Unificado in the Unidad Educativa Camilo Gallegos Toledo school, class A, in the city of Riobamba, Chimborazo province. This is due to the fact that students do not have the habit of reading. That is, they do not dedicate their free time to reading; they tend to do other activities such as playing games or watching videos for 3 or 4 hours without a break. They dedicate half an hour or less to doing homework, so they tend to answer with answers without analysis.

Another factor is the lack of decoding of words prevents correct comprehension because students have difficulty relating sounds and letters when reading. As a result, they tend to quickly forget the information they read. In other words, the student will have a poor vocabulary. In addition, poor decoding occurs due to slow reading. In addition, students tend to confuse the sound of similar words. That is, they do not recognize phonemes (Spencer & Wagner, 2018).

On the other hand, the lack of metacognitive strategies leads to failure in the comprehension of a text. That is, performing activities without following the process of pre-reading, reading, and post-reading. On the other hand, pre-reading helps to have a global idea of the text, during reading the student performs a comprehensive reading of the whole

text. Finally, in post-reading, activities based on the reading are carried out. Metacognitive awareness of reading enables learners to monitor and control their reading processes (Babayigit, 2019).

In addition, not using cognitive strategies such as underlining, inferring, summarizing information, taking notes and paraphrasing brings disadvantages to the acquisition of comprehension. That is why, the students of this institution are not able to understand the texts and at the same time are not able to develop the designed activities. For this reason, students often lose interest and engage in other activities. However, using these strategies gives students advantages such as increasing their autonomous learning. That is, putting into practice the knowledge already acquired (Maiwen, 2020).

1.3 PROBLEM FORMULATION

How does reading comprehension develop in English of the students at 1st ‘A’ Bachillerato General Unificado, at ‘Camilo Gallegos Toledo’ in the city of Riobamba, province of Chimborazo, during the academic period 2022-2023?

1.4 JUSTIFICATION

To successfully acquire new knowledge, the learner must understand what he or she intends to learn. In addition, comprehension helps to interpret and create knowledge based on analysis and reflection. In this sense, comprehension helps to develop the learner's linguistic skills.

In this sense, knowing the importance of reading comprehension within the teaching and learning process is essential. Currently, there are a variety of comprehension strategies that help develop this. For instance, paraphrasing, inferring, synthesizing, underlining, and predicting, among others. Therefore, it is necessary to apply these strategies throughout the class. In other words, the teacher should introduce different strategies in all planned activities. It is important to emphasize the stages of teaching reading as pre, during, and post-reading. Also reading levels such as literal, inferential, and critical.

Considering the above, it was intended to analyze the effectiveness of CLIL methodology in the development of English reading comprehension skills of students at 1st ‘A’ Bachillerato General Unificado, at ‘Camilo Gallegos Toledo’. To begin with, CLIL emerges as an innovative methodology that allows the development of linguistic competencies in foreign languages or L2. That is to say, through this integrated learning of linguistic contents, two subjects are learned at the same time English and another subject. Además, no pretende hacer al alumno mecánico y memorístico, ya que permite un aprendizaje natural del inglés. In addition, it offers students different contexts, such as readings from other subjects that allow them to explore and expand their knowledge and not only learn grammatical rules or verb tenses.

In this regard, this research was timely and necessary to carry out, since it aimed to develop reading skills, which made the student capable of analyzing from various perspectives. This research presented important information on aspects related to the topic,

the importance of CLIL, reading comprehension, the process of teaching reading, cognitive strategies, and metacognitive strategies.

Finally, it is important to mention that this research was carried out successfully since it had the corresponding authorization from the authority of the Camilo Gallegos Toledo Educational Unit. In addition, the students and the English teacher helped in the development of this research since the teacher used CLIL as a teaching methodology in her classes. Likewise, the direct beneficiaries of this study were the students and the teacher of the aforementioned school since through this research they were able to know the possible shortcomings of the students who presented a low level of comprehension. Likewise, this research made it possible to determine possible solutions to the mentioned problem.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the effectiveness of CLIL methodology in the development of English reading comprehension skills of students at 1st "A" Bachillerato General Unificado, at "Camilo Gallegos Toledo" in the city of Riobamba, province of Chimborazo, during the academic period 2022-2023.

1.5.2 SPECIFIC OBJECTIVES

- To Identify the process to teach reading to the students at 1st Bachillerato general Unificado.
- To describe the strategies used to teach reading based on the CLIL methodology.
- To interpret, from the teacher's experience, the strategies used to enhance the student's reading comprehension.

CHAPTER II

2.1 THEORETICAL BACKGROUND

Reading comprehension is one of the essential skills in CLIL methodology. For this reason, there is some research with variables similar to the proposed topic.

At the Universidad Central del Valle del Cauca, "**The Effect of Content and Language Integrated Learning on the Development of English reading comprehension skills**", was conducted by (Aguilera et al., 2019). Its objective is to improve the reading comprehension in the foreign language of 21 students in the eleventh year of Rafael Pombo High School. This research work has a qualitative approach and the data collected are qualitative to analyze the information found. The results show that they did not apply reading comprehension strategies. That is why they presented low levels of comprehension. After applying CLIL strategies. Finally, a significant impact on the development of reading skills was evidenced (Aguilera et al., 2019).

In Universidad Técnica de Ambato, Ecuador: "**CLIL approach and reading comprehension**" done by (Sánchez, 2023). This research aims to analyze the CLIL methodology in the development of reading comprehension in third-grade elementary students of the Bilingual Educational Unit CEBI. This research has a quantitative approach since the researcher collected numerical data for the respective analysis of the pre and post-test. The research concluded that after applying the CLIL methodology during ten sessions, the students obtained an improvement in the literal and inferential comprehension of texts. In addition, the researcher concluded that students continue to have difficulties in developing critical analysis (Sánchez, 2023).

At Kind Saud University, Saudi Arabia: "**Use of Content and Language Integrated Learning (CLIL) for Teaching Skills**" by (BinSaran, 2021). This research aims to evaluate the effectiveness of employing content and language-integrated learning to teach the reading skill to EFL students. This research was developed under the qualitative approach since the researcher made bibliographic sources to collect information to support the topic and to make a contrast after applying the instruments. The results show that this methodology had positive results when trying to develop the understanding of EFL students. This research concludes that there are several types of research where it is corroborated as well as this research, that CLIL is one of the methodologies that develop the comprehension of EFL students (BinSaran, 2021).

2.2 THEORETICAL FOUNDATIONS

2.2.1 ENGLISH AS A SECOND LANGUAGE (ESL)

Nowadays, the English language has become a necessity for communication. Therefore, managing an L2 means expanding academic, professional, and work opportunities. The English language allows you to create relationships with foreign people. However, the moment of learning a language, there are problems due to the diversity of the

students. Currently, there are different methodologies for the learning process to be effective and for the student to have a good performance.

2.2.2 FOREIGN LANGUAGE TEACHING METHODS

Teaching methods refer to the way of teaching, in other words, the teacher applies a method according to the needs of the students to facilitate the understanding and acquisition of an L2. According to Alcalde, (2011), the main foreign language teaching methods are the following.

GRAMMATICAL TRANSLATION METHOD

First of all, it is one of the first teaching methods. To begin with, this method focuses on the traditional way of teaching a foreign language. According to Milawati, (2019), this method focuses on teaching grammatical rules and translating the words of the target language. In other words, learning has difficulties because it is given through repetition and memorization, thus generating in the student a passive role.

This methodology pursues repetition and memorization. Students have to repeat five to ten times until they memorize. Thus, it restricts learning. Students are not able to expand their knowledge because of the literal translation of words. The grammar translation method does not develop students' skills because it focuses on following the teacher's orders but not on building their knowledge.

DIRECT METHOD

The direct method was developed by Maximilian Berlitz in the 19th century. It is also known as the natural method. According to Mart, (2013), it consists of the learner learning a foreign language naturally and without translations. That is, the meaning of words is learned through the association of objects or resources that the teacher prepares as support material for the interpretation of meaning. In addition, the direct method establishes a relationship between the object and the word. In short, the direct method does not depend on the mother tongue or the L1.

In addition, this method helps develop all four L2 skills but focuses more on listening and speaking skills. That is, it gives importance to the words that are learned and to correct pronunciation so that the L2 is used throughout the class. For this reason, the direct method develops communication through the spontaneous use of language.

AUDIO LINGUAL METHOD

This method was created in 1964 by Nelson Brooks. To begin with, the audiolingual method aims to develop communicative competence through the learners' oral skills. Also, this method is based on the teaching of linguistic patterns that allow learners to repeat and memorize in order to give automatic and quick answers. However, this method does not work for long-term dialogue, as learners tend to forget the patterns and cannot apply them in real situations (Mart, 2013).

2.2.3 CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

Content and language integrated learning, known by its acronym CLIL, emerged in Europe in the 1990s to improve language skills. This approach is considered an innovative dual approach educational methodology to create a bilingual context (Klimova, 2012). Moreover, it is based on the use of the target language in common subjects. Thus, simultaneous learning of English and the subject matter takes place. The CLIL approach helps learners to apply, integrate and transfer knowledge and encourages more critical thinking. Finally, CLIL offers both teachers and learners effective strategies for a successful teaching and learning process.

According to Cendoya et al., (2008), CLIL methodology, unlike other methods, is learner-centered. To begin with, through content language integrate learning, learning is interactive and autonomous. That is, it allows the student to understand, analyze and create their knowledge, developing an active role, unlike other methodologies in which the student simply listens and repeats. One of the essential aspects of CLIL methodology is the scaffolding based on momentary guidance for the construction of the learner's new knowledge. It is important to highlight the teacher's brief support to identify the student's prior learning and deficiencies and to provide feedback on errors or doubts.

2.2.4 THE PRINCIPLES OF THE CLIL METHOD

There are four fundamental principles: cognition, communication, culture, and content. These principles or better known as the 4Cs are important for the successful implementation of CLIL. Each principle provides different views on the process of foreign language acquisition (Meyer, 2013).

COGNITION

It allows learners to interpret content and formulate questions. In addition, CLIL challenges learners to develop a higher level of thinking. It is based on analysis and reflection, not only on the direct transfer of content. It also promotes the development of cognitive skills. In other words, the content must be easy to understand. In other words, students must be able to know, understand, apply, analyze, evaluate, and create the information. This makes it possible to evaluate the level of cognition achieved in the subjects taught (Meyer, 2013).

COMMUNICATION

Graham et al., (2020) affirm that communication is an essential factor for learning and communicating previous and new content. On the other hand, communication is the main element to successfully acquiring a foreign language, since it is a means to express the ideas of both teachers and students. Communication helps to foster relationships with foreign people in order to improve pronunciation.

CULTURE

It is the study of the culture of the foreign language, contrasting it with the culture of the learner. It includes multiculturalism, as it is closely related to culture, language, and thought. CLIL aims for the learner to interact with different cultures. This intercultural understanding is essential for CLIL because the relationship between different cultures and languages is complex. Communication and cognition in foreign languages are vital to cope in a multilingual global environment.

CONTENT

It is the content taught in each subject. In this sense, the teacher prepares his CLIL class so that the student, through the strategies offered by this methodology, activates the learner's previous knowledge and through the interactions and the respective analysis, is the one who builds his knowledge.

The effectiveness of CLIL is, based on the following factors according to (Tzoannopoulou, 2015).

- Understand the content
- Activate cognitive processing
- Interaction in communicative environments
- Develop language skills
- Increase intercultural awareness

2.2.5 ADVANTAGES OF CLIL

CLIL, unlike other methodologies, has a transversal approach and is flexible. That is, it can use various resources or strategies that involve the acquisition of knowledge. Likewise, CLIL teaches language and content in a meaningful and contextualized way, so learning is natural where content is intact (Solis et al., 2017).

Huilcapi et al., (2021) affirm that the benefits that stand out in the CLIL approach within the teaching and learning process are the following:

- It encourages collaboration and knowledge about culture
- Develop critical thinking skills
- Help create new content.
- Development of language skills.

2.2.6 READING

Reading is a mental and visual process, in which the person reads and tries to interpret, understand, and process the explicit information in a text. In addition, according to Winter, (2019) through reading new knowledge is acquired and related to previous knowledge to reinforce learning. In academia, it is important because the student will remain

in constant innovation with information. In addition, the habit of reading provides benefits such as expanding vocabulary and having more fluent communication. However, an essential aspect when reading is to pay attention to all punctuation marks to effectively interpret the information.

2.2.7 READING COMPREHENSION

Montes et al., 2(014) affirm that reading ability is the capacity to understand what the text is trying to convey both implicitly and explicitly. Reading comprehension is achieved when the student constructs new meanings from the interpretation. For this reason, reading ability is fundamental to success in teaching and learning.

However, reading is not simply reading to accomplish a task. Comprehension involves creativity, reflection, and decision-making. In this case, the student will be able to investigate the topic in greater depth to find relevant information, in order to increase knowledge through information processing and the development of critical thinking.

2.2.8 LEVELS OF COMPREHENSION

Comprehension is the fact, of understanding and analyzing what is explicitly presented in the text. There are three levels, of reading comprehension literal, inferential, and critical (Tavarez & Herrera, 2020).

Literal comprehension. - Focuses on information and ideas that appear explicitly in the text. The teacher encourages the student to recognize details such as characters, titles, and main ideas.

Inferential comprehension. - The learner relates new knowledge to prior knowledge. Additionally, the learner can understand what the students read and deduce implicit information from explicit information.

Critical comprehension. - After reading and analyzing the content, the student makes judgments and opinions. That is to say, the student will be in constant doubt of the information explicitly, so the student will have to investigate, this will help to have a correct criticism.

2.2.9 COGNITIVE STRATEGIES

These are planned activities for the student to learn, understand and remember, consciously or unconsciously. Subsequently, the student organizes the explicit information, to raise the level of comprehension. In conclusion, the student who manages to make correct use of cognitive strategies will have an easier time understanding the text and will be able to perform various activities without making mistakes.

The following are some of the strategies according to (McEwan, 2007).

Connecting cognitive strategy. - Attempts to connect prior knowledge with what the student is reading.

Underlining strategy. - Consists of underlining the most important ideas to remember important information.

Paraphrasing strategy. - Consists of replacing the ideas of other authors with the student's own words.

Inferring strategy. - Deducing causes and consequences after having read the text.

Synthesizing strategy. - It is to interpret the main ideas of the text in the form of a summary.

2.2.10 METACOGNITIVE STRATEGIES

Reading strategies are vitally important in foreign language learning environments. Metacognition allows learners to reflect on their thoughts. Through metacognitive strategies, the learner can predict, monitor, and evaluate the content presented by the text. Within the CLIL approach, reading strategies lead to success or failure in L2 acquisition Faridah et al., (2022) since, with the help of these strategies, the learner is able to regulate their learning. That is, they perform self-planning, self-monitoring, and self-evaluation. In other words, Metacognition, in its most basic form, is the ability to choose and employ appropriate cognitive techniques when necessary.

In the reading process, skimming and scanning strategies should be utilized to improve features of reading such as word-for-word reading, reading aloud, lip movement, translation, and reading for particular information and reading for details alone. These strategies are detailed (Rodríguez, 2020).

Scanning. – It is the process of quickly reading the title, captions, or images to identify specific information such as numbers, names, or dates. Also, it differs from skim reading, as skimming consists of reading quickly to get a general idea of the text. That is, when the teacher gives specific information, the reader must go directly to the specific information where the data is, mentioned and ignore the rest of the information.

Skimming. - Refers to slower reading. That is, paying attention to all of the information presented openly in the text. Furthermore, the reader may use this method to highlight the most significant sections of the text and therefore acquire particular information. Finally, because the learner will be examining each component he or she discovers while reading, this technique encourages the student to acquire complete reading skills.

2.2.11 STEPS TO TEACH READING

According to Babayiğit, (2019), the following steps must be followed to teach reading effectively and comprehensively.

Pre-reading

In this phase, the teacher should activate the student's prior knowledge or pre-teach the difficult vocabulary. In addition, students should give a quick skim through the entire text without reading in depth. That is, pay attention to the title and features such as images, indexes, and subtitles to get a general idea of the text. Hence, a very important factor that should be done ourselves is to ask questions in our mind, to get essential information from the whole text.

Reading

In this phase, a deeper and more analytical reading is done. That is, the student takes notes and underlines the most important parts of the reading to remember the information at the end. In this case, the student locates specific information. Additionally, in this step, questions and concerns are usually suggested, so the student must read slowly and attentively to all the details presented in the text. In addition, when the student does not understand a word, the student can look up its meaning in a dictionary or ask the teacher for help with the correct interpretation.

Post-reading

In the last stage, the student reflects on what the learner has learned. Additionally, the teacher evaluates the student's learning during reading. It consists of gathering as much information as possible to help remember the important parts of the text and organize it logically. The organization of information can be, presented in the form of summaries, maps, paragraphs, tables, questions, etc. At this stage, to complete the activities assigned by the teacher, the student must reread the text to complete them correctly.

CHAPTER III

3.1 RESEARCH APPROACH

This research adopted a qualitative approach because it allowed us to collect real information about the development of reading comprehension through CLIL. The qualitative approach focuses on achieving a detailed description of the phenomena studied. Pathak et al., (2013) affirm that the qualitative approach allows us to understand, comprehend and deepen the participants' perspective to investigate the facts that surround them, delving into their experiences and opinions, thus knowing how they subjectively perceive their reality. That is why this approach lacks numbers. In addition, the approach allowed for analyzing the strategies used by the teacher for the development of reading comprehension.

3.2 RESEARCH MODALITY

It was a field research. It allowed the collection and analysis of the information at the place of the facts. This modality is characterized by the collection of data directly from the subjects investigated or from the reality in which the facts occur. Therefore, (Van de Ven & Poole, (2017) affirm that field research supports the development of this research because it allows identifying the strategies used by teachers to develop a high level of reading comprehension to achieve the objective of analyzing the effectiveness of the CLIL methodology in the development of reading comprehension skills in English of the students of 1st "A" Unified General High School, in the "Camilo Gallegos Toledo" of the city of Riobamba.

In addition, this study adopted the documentary modality. This modality presented relevant information from academic sources such as theses, interviews, magazine articles, books, etc. Finally, this allowed gathering information for, comparing, and criticizing based on synthesis, deduction, and analysis.

3.3 LEVEL OR TYPE OF RESEARCH

This research was interpretative. According to Yanow & Schwartz-Shea, (2009), it consists of analyzing and interpreting the reality of the phenomena in a natural way. That is to say, it allowed us to explain a plural reality and a deep understanding of the variables of the study. In this sense, the type of research allowed us to know how the English teacher used strategies for students to develop comprehension based on readings with different CLIL contexts.

3.4 STUDY POPULATION

The population selected for this study was 17 students and 1 English teacher from Primer Año de Bachillerato General Unificado 'A' at "Unidad Educativa Camilo Gallegos Toledo" in the city of Riobamba in Chimborazo Province, during the academic period 2022

- 2023. This population was selected because it was evidenced that they had a low level of reading comprehension.

3.5 SIMPLE SIZE

Due to the small size of the study population, it is not necessary to take a sample size.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Taking into consideration the specific objectives, the following techniques and instruments were used for data collection.

3.6.1 OBSERVATION GUIDE

An observation guide was used for data collection. According to Baker, (2006), this allows the collection of essential information and the taking of specific notes on the most relevant aspects. In addition, it focuses on the situations or aspects that cause the problem. In other words, the researcher must play an active role during the observation. This instrument made it possible to identify and describe reading comprehension strategies.

3.6.2 INTERVIEW

Another instrument used is the interview. The interview is a beneficial instrument in qualitative research. It consists of a conversation on a given topic (Opdenakker, 2006). At the same time, it serves to clarify doubts. This allowed for obtaining more detailed information since the interviewee exchanged ideas about the experience in the teaching and learning process.

3.7 ANALYSIS AND INTERPRETATIONS TECHNIQUES

For the analysis and interpretation of the information of the qualitative data collected from the study population, the researcher analyzed each of the objectives set out in this research. In this sense, the results obtained in the observation guide were averaged according to a frequency scale. Also, to gather information on the strategies used to develop reading comprehension. Thus, it was possible to obtain concrete results, which made it possible to contrast with the theoretical foundation provided during the bibliographic review. To conclude, the results were compared with different bibliographic sources with topics that included information on the proposed topic.

CHAPTER IV

4.1 RESULTS

The objective of the research focused on analyzing the effectiveness of CLIL methodology in the development of English reading comprehension skills, it was necessary to carry out the application of the instruments, in this case, an observation guide and interview, designed to achieve the specific objectives proposed in this research.

Considering all these aspects, three specific objectives were established: the first objective focuses on identifying the process for teaching students to read. The second describes the strategies used to teach reading from the CLIL methodology. Finally, the third objective aims to interpret, from the teacher's experience, the strategies used to improve student's reading comprehension.

Thus, it was feasible to obtain the following results about the specific objectives:

First, for the specific objective number one: "To identify the process to teach reading"; it was possible to identify through an observation guide the stages involved in the process of reading; 'pre-reading', 'during reading', and 'post-reading'. Finally, after the observation, the following data were obtained.

The first stage consisted of pre-reading activities. Through the observation guide, it was determined that the student's prior knowledge was always activated. In addition, unfamiliar vocabulary was always taught before beginning the reading. This process allowed the student to remember what was previously learned and to connect with the new knowledge. In addition, it allowed a clearer reading with the explanation of the unknown words. According to Warsnak, (2006), it is relevant to activate prior knowledge and teach the meaning of some words within the teaching and learning process, as it allows the learner to build his or her knowledge.

Furthermore, at this stage, it was evident that students rarely paid attention to the titles and elements such as images, indexes, and subtitles, to have a general idea. In each class, five minutes were assigned to review the details of the reading, during which time the students spent talking with their classmates, checking their phones, and doing other activities. In other words, they avoided reading.

Likewise, it was determined that the teacher always formulated questions to predict information, but the students often did not answer because, during the time the activity was assigned to him, the learners did not specify it since they were engaged in extra activities that were not related to the reading. Thus, this problem arose due to the lack of interest and motivation on the part of the students. In other words, these factors negatively affect the development of reading comprehension, since they do not understand the implicit information in the text, resulting in a low level of comprehension (Ahmadi, 2017).

In the second stage, the students carried out reading activities. The teacher presented readings on history, science, and biology. In this phase, students often performed deep and analytical readings. The duration of this activity was 20 minutes, and the student, under the teacher's direction, read the text. Unfortunately, correct deductions were often made while reading. That is, since the information was not clear, there were problems in locating specific

information. So, important or unclear parts were often noted or underlined, resulting in a lack of understanding. Hence, it is necessary to perform a deep and analytical reading, implementing different strategies such as paraphrasing, inference, prediction, and synthesizing, among others, to facilitate comprehension and codify the information in a better way, developing high reading comprehension.

Likewise, questions were always asked about the reading. The questions asked by the teacher were: what is the reading about? Is everything understood? What is the message of this reading? What is the main idea of the reading? In this stage, students often responded voluntarily, but only when the teacher called their names. Thus, it was possible to determine that the causes were embarrassment, shyness, lack of decoding words, and lack of interest. This is why, when they found unknown words in the reading, they did not ask for the meaning, but looked for them in the translator. According to Ramírez & Mayorga, (2021), this aspect is important because by asking questions, learning will not be momentary but critical and analytical.

In the third stage, the students carried out activities after reading. It was determined through the observation guide that student learning was always assessed through activities. (Wahjudi, 2010) mentions that developing high comprehension involves subjective activities with deep analysis. In addition, he mentions that these should be according to the level of the student accompanied by a small complexity. In this sense, it was identified that post-reading activities varied according to the content involved in the CLIL methodology. Moreover, the information was rarely collected to recall the most important parts.

Unfortunately, the activities to develop understanding were not adequate because they were designed objectively. Usually, the teacher handed out worksheets with multiple-choice questions, in which students chose only one answer, either correct or not. On the other hand, the teacher always provided them with feedback on the activities they performed. As a result, the activities were not appropriate to develop critical thinking due to the level of study of the students. Also, tasks such as summaries, maps, debates, and predictions should be carried out so that the student has interactive and motivating activities.

According to the specific objective number two: "To describe the strategies used to teach reading based on the CLIL methodology". Currently, there are methodologies to teach an L2 among them the CLIL, which is the teaching of English through other subjects. The activities applied during the stages to teach reading "Pre reading" "during" and "post Reading" were not adequate because there were some deficiencies in the process. In the first stage, strategies such as prediction were not applied to predict information. In the second stage, the activities were too basic for the level of study. In the last stage, students never reflected on the new knowledge. Also, the strategies were often applied in the pre-and post-reading activities, as they focused only on the during reading.

The students did not correctly apply some strategies, for example, paraphrasing which involved analyzing and rewriting the ideas of other authors in their own words. In this case, they copied the ideas beginning, middle, and end. Consequently, did not develop a good understanding due to incorrect usage. Likewise, the inference implied the interpretation of what the text implicitly dealt with. These aspects had a negative influence on the process of developing critical thinking.

In addition, Jiménez, (2013) affirms that the adequate use of strategies to teach reading is essential to develop high reading comprehension because, through reading comprehension, students develop linguistic skills so that they can interpret textual discourses. Likewise, it is necessary to implement previous knowledge, attitudes, and experiences for this cognitive process such as understanding the meaning of a text.

According to specific objective number three: ``To interpret, from the teacher's experience, the strategies used to enhance the student's reading comprehension``, for this purpose an interview with ten questions was designed and applied virtually through the Zoom platform to the English teacher Patricia Silva. The following information was gathered in the interview:

During the lessons, when the students do not understand a word, the teacher uses gestures and body movements to try to get the students to interpret the meaning. On the other hand, the teacher mentioned that reading comprehension is not only based on the concentration of the text but also on the visual attention paid by the teachers. Chowdhury & Ara, (2021), affirms that the previous explanation of words or expressions helps the reader directly in the comprehension of the whole reading. At the same time, it helps in learning new vocabulary to create fluent, accurate, and spontaneous reading.

Besides, it mentioned that it is essential to activate the students' prior knowledge because this implies having a wide vocabulary. Consequently, when performing this step in the class as a starting point, facilitates reading comprehension and helps to connect the previous knowledge with the new knowledge in order to acquire the new knowledge in a better way. This is very relevant since it allows the construction of the learner's autonomous learning (Warsnak, 2006).

Subsequently, it was commented the teacher uses different strategies to develop comprehension such as paraphrasing, summarizing, inferring, predicting, and describing, among others. In this regard, paraphrasing consists of stating the ideas of other authors in the words of the person who is reading. In addition, it was mentioned that the strategy of summarizing helps to be concise, taking into account the main and secondary ideas of the reading. Subsequently, it was mentioned that one of the best strategies that have positively benefited the growth of reading skills is interpretation. Rodriguez, (2021) affirms that the strategies allow understanding the text from various approaches since each person tends to analyze it differently. That is, they must be carried out to create a unique argument and at the same time the coherence of the text.

Finally, the professor mentioned that the steps to teach reading are pre-reading, reading during reading, and post-reading. Therefore, the pre-reading or first stage is the task performed before starting a reading. For example, in this stage knowledge is activated. Meanwhile, in the during or second stage, strategies are applied to develop comprehension and thus facilitate the understanding of the context through active participation during reading. Finally, in the post-reading or last stage, activities are carried out to evaluate the student's learning (Babayiğit, 2019).

4.2 DISCUSSION

The results showed that the strategies implemented through the CLIL methodology played a very important role in the development of students reading comprehension. The use of paraphrasing, inference, and prediction as strategies had a significant impact on reading skills. However, these strategies would have more positive results if subjective and objective activities, according to the level of the study, were implemented during the process.

Moreover, when applying comprehension strategies, it is essential to take into account the three stages of reading instruction: after reading, before reading, and after reading. That is, the teacher must design different activities for each stage. It is worth mentioning that the tasks were not adequate, which may cause a low level of comprehension. On the other hand, the contribution provided by readings with varied content was evident, since it was not only based on learning English.

Furthermore, reading comprehension is considered essential in the teaching and learning process since it implies that the student, through comprehension, develops a deep analysis, thus generating critical thinking. Therefore, the teacher must activate prior knowledge before starting to read, then develop activities that involve comprehension, and finally the evaluation of learning.

In summary, the strategies through CLIL helped develop students' reading comprehension. However, it is important to implement varied strategies and design subjective and objective tasks to achieve better results.

CHAPTER V

5.1 CONCLUSIONS

The process of teaching reading consists of three important stages to develop comprehension. The first stage consists of activating the student's prior knowledge and teaching unfamiliar vocabulary. In the second phase, activities are developed by applying comprehension strategies. In the last stage, the knowledge and skills learned are evaluated. In this phase, the teacher gives feedback on the doubts that exist during the development of the activities.

Although the application of varied strategies for comprehension was not evident, it is important to highlight that their implementation strengthens the acquisition of new knowledge. Moreover, prediction, debates, summaries, maps, and questions are strategies that also help to develop high comprehension. However, these were rarely applied.

Throughout the teacher's experience in the teaching and learning process, a multitude of comprehension strategies exist. One of them, inference allows students to obtain better results in the development of reading comprehension. That is, through inference, the student is able to deduce the implicit text in the reader's own words.

5.2 RECOMMENDATIONS

It is recommendable to identify the process for teaching reading, pre-reading, reading, and post-reading with the purpose to provide students with proper tasks for each stage. In addition, the activities developed should be in line with the student's level of studies. the implementation of strategies during all stages will foster the development of comprehension.

It is advisable to make use of different comprehension strategies such as inference, paraphrasing, summarizing, or prediction, among others, during the process of teaching reading to develop the student's critical thinking and increase their autonomous learning.

It is necessary to implement comprehension strategies such as paraphrasing, summarizing, inference, prediction, and description, among others, in CLIL readings. Also, subjective and objective activities must be designed. Also, take into account the application of strategies within the activities during the reading process.

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ANNEXES

OBSERVATION GUIDE



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS

OBSERVATION GUIDE

Objective: To analyze the effectiveness of CLIL methodology in the development of English reading comprehension skills of students at 1st ‘A’ Bachillerato General Unificado, at ‘Camilo Gallegos Toledo’ in the city of Riobamba, province of Chimborazo.

Author: Irene Anabell Apo Muso

Objective 1. • To Identify the process to teach reading to the students at 1st Bachillerato general Unificado.					
Indicators	Always	Often	Seldom	Never	Observations
Before Reading					
The learner's prior knowledge is activated.					
Unfamiliar vocabulary is pre-taught before classes begin.					
Students pay attention to the title and elements such as images, indexes, and subtitles to get a general idea of the text.					

The teacher asks questions for the student to predict information about what the text is about.					
During Reading					
Students perform a deeper and more analytical reading					
Students take notes and underline the most important parts.					
The learner is able to locate specific information					
Teachers answer the students' questions.					
When the student does not understand a word, look up the meaning in a dictionary or ask the teacher for help to interpret it correctly.					
After Reading					
Students reflect on what they have learned.					
The teacher evaluates the student's learning through activities.					
Students collect all the information to remember the important parts.					
The information is presented in the form of summaries, maps, paragraphs, tables, questions, etc.					

The teacher provides feedback on the activities that the student performed.					
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➤ **PHOTOGRAPHS**





INTERVIEW



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Objective: To analyze the effectiveness of CLIL methodology in the development of English reading comprehension skills of students at 1st ‘A’ Bachillerato General Unificado, at ‘Camilo Gallegos Toledo’ in the city of Riobamba, province of Chimborazo.

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Objective 3. -To interpret, from the teacher’s experience, the strategies used to enhance the student's reading comprehension.

1. What do you do when students don't understand a word?
2. Do you activate prior knowledge before starting the reading?
3. What strategies do you use to develop reading comprehension?
4. Have you used the inference strategy?
5. Do you consider that the inference strategy develops reading comprehension?
6. Have you ever used the paraphrase strategy?

7. Do you know what the paraphrase strategy is?
8. Have you ever used the summarizing strategy?
9. Do you know the steps to teach reading?
10. Based on your teaching experience, which strategy do you think develops better the reading comprehension and why?

➤ **LINK TO THE TEACHER'S INTERVIEW**

<https://drive.google.com/file/d/10HhF1FltGqrmnZYDhtcWe66PJUPg-2c/view?usp=sharing>



