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**LANGUAGE**

**TEMA:**

“Content and Language Integrated Learning (CLIL) to activate the writing skill for 9th-grade EGB student at Unidad Educativa "La Salle" in Riobamba city, period 2022-2023.”

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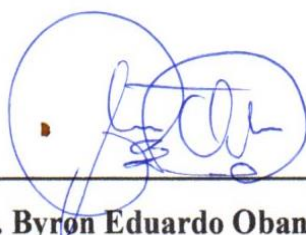
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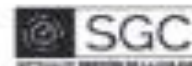
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## **Dedication**

This thesis is dedicated to my beloved parents, whose unwavering love, support, and encouragement have been my greatest source of strength. To my mother, Julia Flores, who has been my guiding light, always believing in me and inspiring me to reach for my dreams. Her wisdom, patience, and endless love have shaped me into the person I am today.

I also wish to dedicate this work to a very special person in my life, my former girlfriend, whose love and companionship have left an indelible mark on my heart. Her support during this journey has meant more to me than words can express, and I am forever grateful for the time we shared.

To all of you, I dedicate this thesis with heartfelt gratitude and love.

*Byron Obando Flores*



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Last but certainly not least, I am profoundly grateful to my parents. Their unconditional love, patience, and belief in me have been the foundation upon which I have built my academic and personal achievements. Their sacrifices and support have made this accomplishment possible, and I dedicate this thesis to them with all my love and appreciation.

***Byron Obando Flores***

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## Summary

Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) es un método que integra la enseñanza de contenidos curriculares con la adquisición de una lengua extranjera, buscando una mejora en el desarrollo cognitivo de los aprendices. El propósito de este estudio fue determinar la efectividad del AICLE en la escritura del idioma Inglés en estudiantes de noveno año de Educación Básica Superior (EGB), para lo cual se empleó un diseño cuasi-experimental, combinando elementos tanto cuantitativos como cualitativos. Se recolectaron datos a través de una variedad de instrumentos, incluyendo pruebas de escritura pre y pos-intervención, y observaciones. Los resultados obtenidos indican que la implementación de actividades AICLE tuvo un impacto parcialmente positivo en el desarrollo de las habilidades de escritura de los estudiantes. Se observó una mejora en los componentes evaluados como son propósito y audiencia, organización y estructura, detalles, y convenciones del idioma, teniendo en cuenta que el componente de organización y estructura tuvo un mayor impacto al comparar el pretest y posttest. Los resultados de este estudio sugieren que el AICLE es una metodológica eficaz que permite mejorar las habilidades de escritura a través de la integración de contenidos curriculares, donde los estudiantes tienen la oportunidad de incrementar su vocabulario y confianza en su capacidad para comunicarse por escrito. El estudio demuestra que el CLIL es un método efectivo para mejorar las habilidades de escritura de los estudiantes, adaptando los diferentes estilos de aprendizaje y ayudando a los estudiantes a desarrollar todas las habilidades del inglés como escritura, habla, lectura, y escucha.

**Palabras claves:** Aprendizaje Integrado de Contenidos y Lenguas, Habilidades de Escritura, Inglés.



### **Abstract**

Content and Language Integrated Learning (CLIL) is an approach that integrates the teaching of subject matter with the acquisition of a foreign language, aiming to enhance the cognitive development of learners. This study sought to determine the effectiveness of CLIL in improving the English writing skills of ninth-grade students. A quasi-experimental design, combining both quantitative and qualitative elements, was employed. Data was collected through a variety of instruments, including pre and post-intervention writing tests and observations. The results indicate that the implementation of CLIL activities had a partially positive impact on the development of students' writing skills. Improvements were observed in assessed components such as purpose and audience, organization and structure, details, and language conventions, with organization and structure showing the most significant improvement when comparing pre and post-tests. The findings also suggest that CLIL is an effective methodology for enhancing writing skills through the integration of subject matter, providing students with opportunities to expand their vocabulary and gain confidence in their written communication. The study demonstrates that CLIL is an effective method for improving students' writing skills by accommodating different learning styles and helping students develop all English language skills, including writing, speaking, reading, and listening.

**Keywords:** Content and Language Integrated Learning, English, Writing Skills.

## Introduction

The present research refers to the topic " Content and Language Integrated Learning (CLIL) to activate the writing skill in 9th-grade elementary school students at "La Salle" School in Riobamba City, in 2022-2023". This research helps to determine the impact of the CLIL approach on writing skills with the population mentioned above. CLIL is defined as a methodological tool that English teachers can use to enhance the learning processes in writing skills and an easy understanding of the language in speaking, listening, and reading, allowing for increased academic performance.

The main characteristic of the problem is the difficulty that students have in learning writing in the English language in an easier way. The difficulties such as lack of concentration, stress, frustration, low academic performance, and minimal understanding in reading, speaking, and listening, among others, where timely attention to the learning needs of integrated learning of content and foreign languages would improve student performance (Rodríguez, 2021).

For this problem, it is necessary to mention its causes. Including the inadequate teaching strategies teachers apply to teach English writing skills to students, and the inadequate or reduced use of technological resources. Furthermore, digital tools allow the optimization in reading, writing, listening, and pronouncing the foreign language since teachers can show students the content more easily. It means teachers can use technological resources such as videos, images, games, and so on. (Parraguez, Chunga, Flores, & Romero, 2017).

This study is carried out with the interest of knowing how the methodologies used by teachers can activate the writing skills of the English language, which can be applied to

increase the learning process of 9th-grade students, considering the reality of cognitive abilities through Content and Language Integrated Learning.

This mixed-method research uses a quasi-experimental design to describe and explain the issue under analysis. Data collection techniques are an observation guide, a pre and post-test, and a didactic guide. These techniques helped to be aware of the problem and analyze it.

## CHAPTER I

### 3.4 Problem

At the national level in Ecuador, CLIL methodology has gained strength since the validity of the National Plan for Good Living. The plan guarantees educational quality and promotes foreign language learning under the parameters of international accreditation, where the curricula were modified according to levels to guarantee educational quality and meaningful learning (Cumbe, 2019).

At the local level at Unidad Educativa “La Salle” in Riobamba City, teachers and students do not have appropriate methodologies for teaching and learning the English language, which generates low interest in foreign language learning. Levels of academic performance such as below basic, basic, proficient, and advanced, and learning needs in writing, reading, pronunciation, and listening skills are not covered since teachers do not use appropriate methodologies consistent with the student's learning conditions. As a result, the lack of proper methodologies does not allow students to improve their English skills.

Ninth-grade students need help to enhance writing skills like grammar, spelling, capitalization, and sentence construction in the English language, generating problems at the moment to write paragraphs correctly. Hence, teachers should apply appropriate methodologies to develop a proper teaching – learning process. CLIL also allows teachers to use appropriate curricular planning promoting students to achieve the desired learning.

### 3.5 Justification

The lack of application of proper pedagogical methodologies used for teachers in English as a Foreign Language becomes a problem for students, thus, teachers should adopt suitable strategies to teach them and provoke meaningful learning. This problem

becomes stressful and tedious in the activation of writing skills since it is impossible to obtain the desired results incurring poor academic performance, inattention, and failure to complete tasks, among others.

This research project is vital since it allows the understanding of how to strengthen writing skills through CLI, to improve students' writing outcomes. The study is also relevant because it serves as a contribution to future research within the English language educational field (Coral & Lleixà, 2019).

On the other hand, it is feasible to implement the CLIL method, which helps students improve their writing skills by providing them with sufficient material to motivate them to practice writing. The teacher should plan carefully and build on the 4Cs (communication, culture, context, and cognition). In addition, the teacher should also look for the right tools and materials to address all levels and learning styles of students. Therefore, it is a challenge for teachers to master the CLIL method, since it has several principles that must be followed, so the teacher needs to prepare themselves for the proper use of CLIL in order to master it correctly to provide quality teaching where the teacher incorporates ITCS and creates new didactic resources based on the students' needs and levels.

Moreover, the beneficiaries of this research project are directly the 9th-grade EGB teachers and students at Unidad Educativa "La Salle" in Riobamba City because the study focused on analyzing the use of CLIL within learning. Significant development of English language writing skills, improving academic performance, and understanding of writing skills are the benefits of using CLIL. The research had an impact and contribution through a methodological guide that was useful inside the educational institution.

### **3.6 Objectives**

#### **3.6.1 *General Objective***

- To determine the impact of content and language integrated learning (CLIL) approach on the writing skill in students of 9th grade at Unidad Educativa "La Salle" of Riobamba city, period 2022-2023.

#### **3.6.2 *Specific Objectives***

- To analyze the teaching practices related to content and language integrated learning (CLIL) approach to boost writing skill in students of 9th grade.
- To evaluate the level of the writing skill in 9th-grade students to get quantitative information.
- To design a methodological guide based on CLIL to enhance the writing skill in students of 9th-grade.

## CHAPTER II

The following section details the research background related to CLIL as a methodology to improve writing skills. This section shows when CLIL appeared, its evolution, previous studies related to this study, its characteristics, 5Cs principles, the teacher's role, its advantages, writing skills issues, and components of writing skills. In conclusion, it provides important information to get a better understanding of CLIL as a methodology for writing skills.

### 4.4 Research background

Ecuador has a huge journey in trying to improve levels of English proficiency by creating curriculums with different proposals such as CRADLE project and Communicative Language. In 2016 a new curriculum appeared called English as a Foreign Language EFL in which CLIL (integrated content and language learning) was proposed as the main character of the methodological core. Although this approach was first mentioned by David Marsh in 1994, the Ministry of Education decided to bear in mind years later for teaching training (Lourdes et al., 2019).

Renau and Marti (2018) claim that CLIL is a dual-focussed approach that involves teaching both content from different subjects and an L2 (Second Language) at the same time. CLIL was coined by David Marsh in 1994. After years in 1999, Coyle proposed the 4Cs principles which were: Content, Communication, Cognition, and Culture. Later, in 2015 David Coyle and Do Cylo proposed 5Cs principles as follows content, communication, cognition, community or culture, and competence.

CLIL is based on a language-driven CLIL approach where content for other subjects is included to get meaningful learning. Critical thinking skills and development of

communicative linguistics competencies are involved within the CLIL model. Critical thinking skills serve as a mechanism for implementing the 4Cs principles (content, culture, communication, and cognition) because they allow students to deepen and express their knowledge and understanding of themselves and others. (Ministry of Education, 2016).

Reinoso (2022) developed a research called Content and Language Integrated Learning (CLIL) to develop writing skills in English whose objective is to find out deeply how CLIL methodology contributed to the EFL improvement and effectiveness in classrooms. A bibliographic review was carried out in this research. The author found out that the lack of knowledge about the application of CLIL and the lack of materials affect students' learning and teachers' performance because the author suggested instructing teachers in the usage of CLIL. Likewise, Reinoso assumed that CLIL methodology is helpful and useful in English learning whether teachers master CLIL appropriately since it provides opportunities to raise students' and teachers' communicative skills.

Chumbay and Quito (2020) conducted a research named Language-Driven CLIL: Developing Written Production at the Secondary School Level. The purpose of this research is to analyze the effect of implementing CLIL to the development of written production focusing on syntax, communicative achievement, content, language, and organization. There were 78 participants divided into experimental and control groups. This research used a mixed method with instruments like an open-ended questionnaire, pretest, and posttest. These ones served to gather essential information. The researchers concluded that Language-Driven CLIL does not help just writing skills but English in general. According to the authors, students significantly improved all writing parameters. Finally, they suggested further research about the usage of CLIL in other English skills such as speaking.



Rong and Madhawa (2021) carried out a research named Analyzing the Effects of CLIL Method in Teaching Business English Writing in China. This research aims to explore the effects of utilizing the CLIL method in teaching English writing in which a pretest and posttest were applied. Before starting the intervention, the researchers carried out a pilot test on students in order to know the reliability and validity of the instruments. Through analyzing and interpreting the collected data, researchers concluded that CLIL methodology raised students' writing skills, thus it should be included in future writing classes by providing adequate training on how to use appropriate CLIL methodology.

Lourdes et al. (2019) state that CLIL assists students to learn a foreign language by integrating study school subjects. At the same, allowing students to generate effective communication tools that permit them expand their vocabulary with native speakers or non-native speakers. CLIL involves different subjects in English learning, it is not just focusing on language or grammar but it focuses on incorporating subjects to learn language. Therefore, the usage of CLIL methodology seems to be pivotal in English teaching-learning since it provides a lot of benefits in all skills such as speaking, listening, reading, and writing. According to the authors, CLIL methodology is beneficial for students when they are learning a new language because it involves various topics based on several subjects, so CLIL is a good methodology for students to learn writing skills and improve other English skills.

## **4.5 Theoretical framework**

### ***4.5.1 Comprehensive learning of content and foreign languages***

Content and Language Integrated Learning (CLIL) is a methodology that promotes bilingual education. It integrates subject matter learning with the development of a foreign

language. In this approach, students acquire knowledge in various subjects like science, history, or math while simultaneously improving their foreign language skills in pronunciation, listening, writing, and reading (Ramos, 2021).

The introduction of Content and Language Integrated Learning (CLIL) in British teaching has led to a renewed emphasis on the communicative approach. This approach stands in contrast to traditional methods that focused on memorizing basic language structures. Linguists have begun to question the effectiveness of these methods in developing true communicative competence. Instead, the communicative approach prioritizes developing this competence, which encompasses the four key skills: reading, writing, listening, and speaking (Guerrero & Carolina, 2023).

Lourdes et al. (2019) in their book *Content and Language Integrated Learning (CLIL)* highlighted that CLIL is a teaching-learning methodology that tries to teach English based on students' lives in order to call students' attention and interest in learning a new language. These authors developed deep research where they found that CLIL was adopted in the 90s in Europe. Later, Latin America intends to apply CLIL methodology in the English curriculum after several proposals or programs. Alegre (2021) infers that CLIL is currently gaining significant importance in the educational system. Hence, many countries adopt this methodology since it is considered innovative and creative by promoting collaborative work and teaching approaches focused on the master class.

CLIL (Content and Language Integrated Learning) is integrated into the plural approaches to language learning as a teaching methodology, where the integration of language and disciplinary content is assumed, proposing a simultaneous understanding of content and a foreign language used as another language of communication, what is intended

to be transmitted is the language itself and its means of understanding it and putting it into practice. Thus, this inevitably leads to expanding and improving the language and developing the skills of pronunciation, listening, reading, and writing, which is why skills and foreign languages are combined (Muhamedjanovna, 2022).

#### **4.5.1.1 CLIL characteristics**

As reported by Reinoso (2022), CLIL is considered an innovative and creative methodology in which students can learn by relating to the English language and other subjects. CLIL provides fundamental characteristics and benefits that teachers must take into account. These are the following:

1. Both language and content are integrated to promote language acquisition.
2. Students' language proficiency is increased.
3. Technology is used in the English teaching-learning.
4. Collaborative and interactive work is stimulated between teacher and student.
5. In CLIL methodology, English is used as a means of communication by integrating language and contents of subjects like arts, maths, and so on.
6. Using CLIL, students are aware of other people's cultures by respecting and immersing in them.
7. Methodological aspects of teaching and learning in English are introduced.
8. CLIL methodology encourages learners to learn a foreign language funnily and interactively.
9. CLIL lessons must be based on the 4Cs principles such as communication, content, cognition, and culture.

10. The students' intrinsic and extrinsic motivation increase when they are learning English.

Reinoso (2022) claimed that CLIL methodology in Ecuadorian educational institutions can bring positive results by promoting language and content acquisition, enhancing language proficiency, integrating new technologies for language learning, fostering collaboration between teachers and students, utilizing English as a learning tool, increasing cultural awareness, and incorporating methodological aspects of teaching and learning in English into various tasks. CLIL methodology appears to be the key to motivating students to learn a new language with enthusiasm.

#### **4.5.1.2 4Cs principles – Content, Communication, Culture, and Cognition**

The 4Cs principles are pivotal for effective Content and Language Integrated Learning (CLIL). Understanding these principles allows teachers to implement lesson plans correctly where both subject-specific knowledge and learning skills work together. According to Coycle et al.,(2010 as cited in Bundy and Porc, 2020) CLIL consists of 4Cs principles which are content, communication, cognition, and culture. Content refers to the materials that teachers use to teach their lessons. Scaffolding and formative assessments are included in CLIL content. Teachers must ensure that the material they are teaching is connected to the students' past knowledge since teachers must use a variety of sources, including articles, films, photos, listening exercises, projects, blogs, library resources, games, research, interviews, and so on.

Communication involves three areas: language of learning, language for learning, and language through learning. In this principle, cooperative learning, visuals, and cognates may be used to get an effective learning-teaching process because they may acquire content

and language at the same time. Also, it helps students get good progression in speaking, interaction, language use, listening, and writing. The third principle, cognition involves thinking skills which are found in Bloom's taxonomy. These skills play an important role in cognitive skills, and they should be applied in the classroom by including student-centered activities for better outcomes. The last principle is culture, it refers to the identity and self or other awareness, history, traditions, food, art, language, and so on. Including culture in the lessons encourages students to make connections between the material and their surroundings. Consequently, students increase their life skills by becoming more tolerant, emphatic, and respectful when teachers apply CLIL in classrooms (Coyle et al., 2010 as cited in Bundy & Porc, 2020).

#### **4.5.2 CLIL Teacher**

From the European methodology, CLIL teachers must master how this methodology works considering the professionalization of skills within the teaching-learning process in some competencies presented below by Alfonso (2019):

1. Ability to integrate content and foreign language.
2. Ability to attend to the diversity of students.
3. Ability to create and design contexts that promote learning.
4. Ability to ensure that the knowledge they transmit in the second language is understood.
5. Ability to ensure that student performance is adequate.
6. Ability to propose situations in which students use the foreign language naturally.
7. Ability to develop good and effective communication strategies based on students' interests and daily life.
8. Ability to link the topics with students' preferences.

9. Ability to master TICs (Information and Communication Technology) since some activities require other resources such as digital technologies. (p. 17).

As claimed by Custodio (2020), teachers who use CLIL teaching methodology as the main tool for students' performance and improvement. They must take into account how it works since it is based on the premise that languages emerge in specific contexts and that learning takes place in diverse cognitive and cultural spaces within classrooms or learning environments, where students learn to increase their knowledge in foreign language, mainly English, in a CLIL methodology with critical thinking funds, where greater emphasis should be placed on writing skills.

#### ***4.5.3 Advantages of using CLIL***

CLIL is a method that is getting stronger for English teaching L2 (Second Language). For that reason, it is important to mention some advantages of using CLIL. Ortiz (2020) in his study named "Assessing the Development of second language syntax in Content and Language Integrated Learning". He found that using CLIL permits students to learn English faster and easier than students who just learn through EFL (English as a Foreign Language) lessons. Furthermore, CLIL students show a higher comprehension of vocabulary, fluency, lexical, and syntactic complexity in written outcomes.

CLIL also helps students to use grammar correctly and use natural communication with others. An example of using grammar correctly is when CLIL students write correctly without grammatical mistakes such as adding -s or -es at the end of the verb when using the third person in singular in present simple or adding -ed to the verb when using regular verbs. This occurs because students learn the content of the second language as they learn in their L1 also known as the mother language (Ortíz, 2020).

Mendoza (2021) conducted a study called “Effects of using content and language integrated learning instruction in English as a foreign language class”, who claimed that in Ecuador there is a great impact of using CLIL. Also, Mendoza highlighted that CLIL helps to improve writing skills since CLIL students provide better written outcomes using grammar and spelling correctly. The reason is that they are provided with disposal lexical and morphosyntactic resources combining the content of L2 with different contexts to understand the new vocabulary. In addition, it is pivotal for teachers to use techniques such as prompts, models of structures, and scaffolding.

Another advantage of using CLIL is that students can write journals more easily. Teachers provide students with new vocabulary and students must write meaningful sentences using the given words in different contexts. Furthermore, teachers teach different topics to expand their acquisition of new vocabulary. It has allowed students to correct common spelling mistakes while writing sentences (Mede, 2019).

#### **4.5.4 Writing skills**

Writing is a complex skill that involves mental work to write well. The writers also need to consider some aspects such as what you want to say, who you're saying it to, and how to structure your message. Also, the writers must select the proper vocabulary and grammar because these writing components are essential for a good meaning (Ministry of Education, 2016).

Writing is one of the most important skills when people are learning a new language because it allows people to communicate opinions, ideas, or beliefs in a written way. Written language tends to be formal or informal. Likewise, writing must be clear and precise, which means that writers must organize information with clarity, precision, connection, and

cohesion to convey a good message. For writing understandable information, it is pivotal to pay attention to the grammar structure and acquired vocabulary (ELbashir, 2023). Therefore, writing skills play an important role in learning a foreign language since it involves different components (punctuation, capitalization, spelling, and vocabulary) which are crucial for getting good writing.

Writing is one of the four English skills, it is considered a complex process that follows rules such as word choice, coherence, correlation, and grammar. These rules are necessary to express clear information or meaning since choosing the proper word allows readers to catch the meaning. In addition, written language is a way of communication and interaction among people since there are written and spoken forms of interaction. On the other hand, writing is known as a productive skill because it is produced during the learning process. Before writing, students learn to master receptive skills to move on to productive skills. During this process, the teacher's feedback is crucial for writing improvement (Raudatus, 2020). Thus, writing skills must be learned and improved since well-written data evidences how much writers know about the language they are learning.

#### ***4.5.5 Issues in Learning English Writing Skills***

Writing is a challenging skill that students face every day in different situations. Taha (2022) mentioned that teaching writing skills is vital for English teachers because it teaches students to write well and to be prepared for future opportunities. However, students struggle with writing skills since they do not master grammar, spelling, and vocabulary. The lack of vocabulary is a major problem for English students because they have trouble to use appropriate words for writing a good message. Therefore, writing is pivotal in students' lives to get good performance, so teachers must pay attention to the components such as grammar, spelling, and vocabulary to help students to improve their ability in writing.



Taha (2022) stated some challenges faced by students in writing. These challenges are the following. First, students have trouble with vocabulary. Vocabulary is fundamental in constructing sentences and writing assignments, tasks, reports, or papers. Second, students have limited knowledge of grammar structures because they do not use verb tenses properly. Using proper grammar and vocabulary, students can avoid making many mistakes in writing. Also, they can reduce anxiety when they are learning to write simple or complex sentences. Thus, it is recommended that students use electronic dictionaries to face these challenges because it helps students with limited knowledge of grammar and vocabulary. Both ones are important for writing a meaningful and understandable meaning.

Writing is the manifestation of any language; it shows how learners know about the language they are learning. Writing skills are crucial for getting good communication. Nevertheless, there are some writing issues people face. According to ELBashir (2023), the major issues are word choice, sentence structure, spelling errors, capitalization, grammar, and cohesiveness. Even some students cannot differentiate whether type of writing is formal or informal. For that reason, teachers must revise what students write such as emails, letters, reports, blogs, essays, and paragraphs to provide feedback in students' enhancement.

Students have many issues in writing improvement. The common issues are mentioned by some authors are spelling, grammar, syntax, vocabulary, usage of words, capitalization, punctuation, and type of writing. Consequently, teachers should focus on enhancing these problems using appropriate activities and methodologies such as CLIL.

#### 4.5.5.1 Components of English writing skill

English writing skills are formed by a set of rules that govern the correct functioning of a specific language. These rules must be clearly stated for their optimization when interpreting a specific language (Rivera, 2020).

The following are some components of writing skills:

- Grammatical skills. It means having the ability to write sentences using the correct grammar rules, in this way, people can communicate with others clearly and meaningfully (Borsellino, 2023).
- Spelling. It means the correct arrangement and choice of letters to form words. Learning skill requires numerous and peculiar spelling forms. It is notoriously complex in writing English because its vocabulary is composed by many words derived from other languages (Nordquist, 2019).
- Syntax. It refers to use the correct position of tenses, words, and phrases to create a well-formed sentence. When writing English texts is necessary to take into account the structure to write a sentence. (Palgrave Macmillan, 2023)
- Compositional skills. It refers to the ability to organize words to produce a meaningful message. Storytelling or writing beautiful prose are examples of compositional skills because in those texts how are organized determines a clear message (Baker, 2011).
- Revising and editing. This process refers to the ability to revise the text and correct mistakes or make changes if it is necessary for the structure, organization, misspelling, grammar, or content to create a meaningful text (Borsellino, 2023).

The components of English writing skills are crucial for effective communication and learning. Teacher aid plays a significant role in helping students develop assertive and meaningful written communication. Different textual typologies, like familiarization with texts, imitation, paraphrasing, and free composition, are essential for enhancing English language skills in writing. These activities encourage creativity and skill development. Additionally, having a specific model or approach can make developing and controlling writing activities in English easier. It's all about practice and guidance to improve your writing skills (Peñaranda, 2023).

#### **4.5.5.2 Correction of English writing skills**

Students feel demotivated when their written work is crossed out, underlined, and corrected excessively, as this means their writing could be better. Usually, many written works are complete with errors, but even in these cases, corrections and crossing out will have a demotivating effect (Bonilla, 2019).

To avoid correction problems, teachers can tell their students that they will focus on correcting grammar, spelling, and vocabulary errors in particular texts. This technique has two advantages:

- Students will focus on specific aspects.
- Reduces correction by the teacher.

**Another technique is the use of written symbols:**

- S = Spelling
- T = Tense error
- P = Punctuation
- G = Grammatical error
- WW = Wrong Word

- C = Capitalization
- Prep = wrong preposition, etc.

Estrada (2020) mentioned that when teachers apply one methodology, English classes must be developed based on these four main axes of work:

1. Teachers rate an absence of presentation of grammatical structures of the target language, postponing many courses on linguistic issues for tutoring moments.
2. Exclusive use of English in the classroom to generate written communications.
3. Promote the constant verbal and written use of terms and communications in English.
4. Correction techniques should be focused on fundamentally correcting writing and pronunciation.

Raudatus (2020) indicates that quality writing is linked to the writer's thoughts and ideas. Writers need to start by paying close attention to the writing process since it consists of several steps such as planning, drafting, editing (reflecting and revising), and the final version. Focusing on the writing process, writers will convey a good meaning to the readers.

First, planning refers to thinking about the three main issues. In this step, writers must consider the purpose of their writing and what they want to produce. Also, they must review the information, the usage language, the type of text, the content structure, and the sequence of facts and ideas they want to choose and include. This stage of writing is pivotal to helping readers to understand the meaning of the writing. Second, drafting consists of developing the first attempt to capture ideas on the paper, and writers must not be worried about capitalization, punctuation, grammar, and spelling mistakes since they write what comes to their minds. Third, editing is the third phase which includes reflection and revision. Both are important in the editing phase because reflection implies checking the grammar,

spelling, mechanics of writing, and the information if there is well-organized, while revision is the process of reorganizing the ideas that the writers have already written in the draft. It consists of correcting spelling and grammar mistakes, checking coherence and cohesion, and adding extra information when necessary to create clear and understandable meaning.

Finally, the final version deals with changes that writers see necessary, and they create their final version. It differs significantly from both the original outline and the first draft due to alterations made during the editing phase (Raudatus, 2020). In conclusion, the writing process is imperative to become a good and successful writer because it allows to generate well-written.

## **CHAPTER III**

### **Methodology**

This chapter explains the types of research methods and data analysis employed. This section also details the data collection methods such as observations, pretest and posttest, and the data analysis techniques such as documentary and statistical analysis that were utilized to achieve the research objectives.

#### **3.1. Deductive method**

The deductive method is considered a logical process that derives from general ideas to specific ones. According to Molina (2022), the deductive method explores theories to give logical information based on what researchers are exploring. It begins with general data to draw specific conclusions based on observable evidence.

Deductive reasoning is a structured approach that can be very effective in academic writing. For that reason, in this study, the deductive method was used to progress from general ideas to specific conclusions by understanding the specific problem which is the improvement of writing by means of CLIL (Bhandari, 2022).

#### **3.2. Research design**

A quasi-experimental design was utilized to carry out this research due to the interventions and obtained information through documents. According to Gopalan et al. (2020), quasi-experimental studies in education look for existing situations where some students experience a new treatment while others don't, even if not randomly assigned, quasi-experimental research designs can strengthen our understanding of how those interventions truly affect student outcomes. Similarly, quasi-experimental is used when units are assigned to intervention conditions in a nonrandom assignment such as by administrative

decision, self-selection, legislative mandate, or some other nonrandom process (Reichardt, 2019). Additionally, this study used some instruments such pre-test and posttest to gather data. Stratton (2019) mentioned that both the pretest and posttest belong to a quasi-experimental design. It means that a new treatment is experimented by selecting a group of students, and first having the group participate in a pretest based on the dependent variable. Next, the students participate in a new method to improve their pretest results. The posttest results are then compared to the pretest results. If the results of the post-test are higher than those of the pre-test, it is assumed that the applied method was successful.

### **3.3. Research Focus**

The general field of study is Education. There are large topics to research by teachers in this field. However, this research was interested in researching the effectiveness of the CLIL methodology. Therefore, the research focus was how CLIL influences in activating English writing skills in students of 9<sup>th</sup>-grade EGB at Unidad Educativa “La Salle”.

To carry out this research, an intervention was proposed where the independent variable (CLIL) was manipulated to verify whether it had a positive or negative effect on the dependent variable (writing skills). The intervention was carried out after observations. It was developed through a didactic guide, which was delivered to the teacher, and lasted 8 weeks with 24 hours of classes, since the students received 3 hours of English in superior basic education.

### **3.4. Type of research**

This research employed both quantitative and qualitative approaches. The qualitative approach involved gathering evidence to describe and understand the phenomena being studied, using observation. On the other hand, quantitative focuses on phenomena that can

be measured in quantities and analyzed using statistical techniques (Sánchez, 2019). For that reason, in this study, data was collected using pre and post-tests.

#### **3.4.1. *Mixed Method***

This study is a mixed method because it used both quantitative and qualitative procedures for data collection. The quantitative part, pretest, and posttest were utilized to participants' writing performance before and after the intervention. Whereas the qualitative part, observations were carried out to analyze the teaching practices related to content and language integrated learning (CLIL) approach to boost writing skills in students of 9th grade.

### **3.5. Techniques and instruments for data collection**

Data collection consists of techniques and tools used in research to gather information that is processed quantitatively and qualitatively. It aims to collect field data needed to answer the research questions or verify whether objectives were achieved. Qualitative instruments identify the objective of the research, acquire data, evaluate the quality of the data, interpret, analyze, and draw conclusions about all environmental stimuli that need to be estimated to be useful or ineffective for research. Quantitative research uses test instruments. For the disclosure of facts to be turned into data, the instruments utilized for data collection, analysis, and study of the problem under investigation must be of high quality in the sense that they must be valid and reliable (Sukmawati et al., 2023).

This study utilized quantitative and qualitative techniques and instruments to identify the problem and its evolution. For qualitative research, observation was used while quantitative, pre and posttest were used. Both instruments were utilized to gather, analyze, and interpret data. Through the interpretation of the information, the findings and conclusions were drawn. Furthermore, quantitative research is interested in investigating



how and why phenomena under study vary, while qualitative intends to ask how and why through established questions (Abuhamda et al., 2021)

### **3.5.1. Techniques**

#### **3.5.1.1. Observation.**

The observation is a technique to collect data. It consists of observing the research subject depending on the needs of the study. Likewise, the observation can be carried out with participant observation or no participant observation. (Hassan, 2019).

Observations are based on the identification of a location or site where you can study your central phenomenon. Researchers use observation to record the material context, learners and teachers, activities taking place, participants' interactions with each other, and actions during an act of learning. Active observation is by using senses such as sight and hearing. Generally, qualitative researchers begin with general observations about events of interest and then zoom into the information they need to answer the research questions (Creswell & Creswell, 2018).

#### **3.5.1.2. Statistical Analysis.**

Statistical analysis is an important technique in quasi-experimental design. Through statistical analysis, the data can be analyzed to make conclusions taking into account the relationship between variables which are CLIL and writing skills (Duan et al., 2024).

To analyze the impact of the CLIL method on writing skills, the study conducted pre- and post-test assessments and subjected the scores to descriptive and statistical analysis. This involved calculating means and percentages for the writing scores in both tests to establish a baseline and measure the overall change in writing performance. The results of the analysis are presented in tables and Figures, offering a clear overview of the changes in

writing scores. Statistical analysis gives life to the quantitative data obtained in the pretest and posttest by giving meaning to the numbers. Descriptive analysis, which belongs to statistics, attempts to describe the relationship between the CLIL method and writing skills, providing meaningful data (Ali & Bhaskar, 2016).

Concerning qualitative data, an observation guide was used with several items to assess how the teacher implemented the CLIL method, developed activities, and assessed students. The observation guide followed a sequential analysis: first, the introduction, then the activities, and finally assessment. To analyze the gathered qualitative information, statistical analysis was also used. This allowed to count how many observations the study carried out and to calculate how often the items were repeated, either agree, totally agree, disagree, or totally disagree. The item with the most repetitions was selected and presented in tables, which allowed to describe the data on how the classes were developed before and during the intervention, and how the teacher mastered and applied CLIL in the classroom using a didactic guide.

### ***3.4.2. Instruments***

#### **3.4.2.1. Observation Guide.**

To collect the information to analyze and comprehend the research problem. This study used an observation guide as an instrument to collect data which was elaborated bearing in mind the specific objectives. The observation involved the researcher as a non-participant observer. It means that the researcher did not give classes to students directly. Additionally, the observation helped to observe how the teacher applied the CLIL method in classroom by using a didactic guide provided by the researcher during the intervention. According to Arnold (2019), an observation guide is defined as an outline provided to future

teachers to support and back up their observations to obtain a systematic description of the social facts that appear in a specific field chosen for study.

The observation guide was created by taking into account the first specific objective as follows 1) to analyze the teaching practices related to content and language integrated learning (CLIL) approach to boost writing skill in students of Ninth grade. The observation guide contains several indicators such as (1) the teacher uses the appropriate content based on the students' level and culture, (2) the teacher uses daily examples to introduce new knowledge, (3) the teacher applies grammatical or idiomatical connections between L1 and L2 to enhance learning processes. (4) the teacher uses didactic material from other subjects adapted to English. (5) the teacher introduces readings or audios to assess students' comprehension. (6) the teacher promotes real and creative activities to apply writing skill such as paragraphs, emails, etc, (7) the teacher promotes English communication through different activities inside the classroom, (8) the teacher speaks in English almost the time inside the classroom, (9) the teacher applies feedback to assess how well students have understood the new knowledge, (10) the teacher uses different tools and techniques to assess students' language skills based on their participation. These indicators are divided into three categories: Integrate Content and Language, activities applied, and assessment. Similarly, the observation guide has four items on an ordinal rating scale. Totally agree, agree, disagree, and totally disagree are the items which were set. Besides, a section of remarks was placed in the observation guide where the researcher drew and took notes of events or situations that occur during the intervention and observation.

### **3.4.2.2.Pre and Posttest.**

A test is a measurement instrument or assessment tool that helps teachers to know about students' abilities, knowledge, or performance (Brown, 2000). In this study, the test helps to measure students' written outcomes considering correct and incorrect outcomes.

Pretest and posttest are used in evaluating the impact of interventions on participants' attitudes or perceptions related to the study variables. Administering both tests allows researchers to identify the problem being addressed (through the pre-test) and assess the effectiveness of the intervention (through the post-test). This comparison helps isolate the impact of the intervention itself (Stratton, 2019). Hence, in this research, a pretest was administered to 33 students from ninth grade of superior basic education at Unidad Educativa "La Salle" in order to know the students' writing level. It was necessary to have a point of reference at the English level and start analyzing how the CLIL can help students in writing improvement.

To develop the pre and posttest instruments, the second specific objective was used as follows (2) to evaluate the level of the writing skill in 9<sup>th</sup>-grade students to get quantitative information. The tests were composed by one question related to writing skills in which students had to write an-email inviting her/his friend to go to vacation. The indicators to grade were organization and structure, purpose and audience, details or supporting information, and language and conventions. These indicators were written on the paper, so students could know what aspects would be measured.

Both tests used a rubric which was elaborated by using the information in *Assessing Writing for Cambridge English Qualification: A guide for teachers*. It consists of four criteria with items on a rating scale from 1 to 5. The rubric was pivotal to grade writing level and

verify the writing improvement in students of ninth grade using CLIL method. Likewise, the rubric was developed taking into consideration the Common European Framework of Reference for Languages (CEFR) A1 level, since students of ninth grade belonged to this one.

### **3.5. Population and Sample**

#### ***3.5.2. Population***

The total population was integrated by four English teachers and 350 young EFL learners at Unidad Educativa “La Salle” located in Riobamba City, Chimborazo Province, whose ages were between 11 and 18 years old.

#### ***3.5.3. Sample***

The proposed study was developed with one English teacher and 33 students of Ninth-grade EGB students aged between 13 and 14 years from Unidad Educativa “La Salle” school. The sample was composed by 19 girls and 14 boys with A1 English level proficiency. Despite the students come learning English for several years; they struggle with English proficiency, especially in writing and speaking skills. According to the Ministry of Education (2016), students who are in ninth-grade EGB superior must have an A1.2 English level; however, not all students do not achieve the A1.2. level yet. This is because not all students belonged to the same institution and had the same teacher from the beginning, as a result of these changes, students were affected in the level of English because some institutions have a lower level, and the teaching methodologies change according to the teacher. For that reason, the CLIL methodology was suggested to the teacher in order to obtain good and efficient results in English, especially in writing skills achievement.

## CHAPTER IV

In this chapter, the acquired results are shown about the impact of CLIL approach on the writing skill in students of ninth grade at Unidad Educativa “La Salle” of Riobamba city, 2022-2023 school year. The results were analyzed and interpreted using instruments such as an observation guide to analyze the teaching practices related to content and language integrated learning (CLIL) approach to boost writing skills in students of 9th grade, and pretest and posttest to evaluate the level of the writing skill in 9th-grade students to get quantitative information. These instruments were implemented to gather crucial data about the effectiveness of CLIL in English writing skills. Likewise, the obtained outcomes allowed to verify whether general and specific objectives were achieved. The results are organized as follows (1) observation guide analysis, and (2) pre and post-test analysis. They are presented in tables and Figures to get a better understanding of them.

### ANALYSIS AND DESCRIPTION OF RESULTS

#### 4.4. Descriptive analysis of results

Thematic and statistical analysis were used to present the information obtained, since they served as the basis for the descriptive analysis. The findings are based on the objectives in order to determine if the objectives were reached. Similarly, the information was obtained through the application of an observation guide and the pre and posttest.

#### 4.5. Observation Guide Results Analysis

The observation guide was applied in order to analyze how ninth-grade teacher implemented a content and language integrated learning approach to foster students' writing competence. The observation analysis intends to know if the teacher was implementing the CLIL method correctly with elementary students to boost writing skills since students

struggle in English writing. Hence, eight observations were conducted during the intervention to collect data properly. The analysis of the observations is shown in the tables below.

**Table 1**

*Integrate Content and Language.*

Indicators	Totally Agree	Agree	Disagree	Totally Disagree
<b>Integrate Content and Language</b> <ul style="list-style-type: none"> <li>Teacher uses the appropriate content based on student's level and culture.</li> </ul>		X		
<ul style="list-style-type: none"> <li>Teacher uses daily examples to introduce new knowledge.</li> </ul>			X	
<ul style="list-style-type: none"> <li>Teacher applies grammatical or idiomatical connections between L1 and L2 to enhance learning processes.</li> </ul>		X		
<ul style="list-style-type: none"> <li>Teacher uses didactic material from other subjects adapted to English.</li> </ul>			X	

Table 1 shows how the teacher integrated content and language in classroom. Some items were considered during the observations such as totally agree, agree, disagree, and totally disagree. According to the observation guide, agree means that the teacher did while disagree means that the teacher did not.

Based on agree items, the teacher used the appropriate content based on student's level and culture, and the teacher applied grammatical or idiomatical connection between L1 and L2 to enhance learning processes. Firstly, the observer could notice how the teacher selects and adapts content to match the students' language proficiency and cultural background, ensuring the content is understood by students avoiding complex vocabulary or grammar, and matching the content to students' abilities and age. Similarly, the teacher chose meaningful content related to students' cultural experiences and interests. Reinoso

(2022) emphasized that CLIL method increases cultural awareness and promotes content acquisition whether the teacher applies it properly. Despite the positive observations, the teacher did not always integrate the new knowledge with students' level and culture during all lessons, leading to difficulties to students in understanding and applying the new vocabulary. Also, the teacher did not adapt content to students according to their learning style since the content was taught in the same way for all students. Alfonso (2019) claimed that the teacher must attend diversity of students adapting the content adequately to stimulate and motivate them to learn a new language.

Secondly, the observer evidenced how the teacher used the students' existing linguistic knowledge as a requirement for acquiring the new language. For example, the teacher identified grammatical similarities and differences between L1 and L2 to teach students how their mother tongue and second language are connected or disconnected. By comparing grammatical features and idiomatic expressions, the teacher could facilitate transfer of knowledge from L1 to L2, and the teacher could explain how grammar rules vary between both languages easily to prevent confusion. Finally, integrating content and connecting grammar and idiomatic phrases between L1 and L2 can be effective in learning a new language and can help to gain a deep understanding of language usage. According to Ortiz (2020), when students learn the content of L2 as they learn in their L1, they improve their grammar and communication skills.

Based on the disagree items, the teacher used daily examples to introduce new knowledge, and the teacher used didactic material from other subjects adapted to English. The observer evidenced that the teacher did not use real examples to teach new content and introduce new knowledge since most of the examples were taken from the English book instead of creating new ones. Similarly, the teacher did not take materials designed for



teaching other subjects like art, math, history, and science to transform them into English language learning resources. For example, the teacher did not adapt a math problem to reinforce reading comprehension exercises, or the teacher did not use a history timeline to practice English tenses and sequencing. So, the teacher failed to incorporate other subjects in English teaching-learning to help students reinforce and acquire the new language. Ramos (2021) reported that the CLIL method integrates different subjects like science, history, or math to enhance foreign language skills in writing and reading; for that, the teacher must use CLIL in the classroom.

**Table 2**

*Activities applied.*

Indicators	Totally Agree	Agree	Disagree	Totally Disagree
<b>Activities Applied</b>		X		
• Teacher introduces readings or audios to assess student's comprehension.				
• Teacher promotes real and creative activities to apply writing skill such as paragraphs, email, etc.		X		
• Teacher promotes English communication through different activities inside the classroom.			X	
• Teacher speaks in English almost the time inside the classroom.			X	

Table 2 indicates that the teacher introduced readings or audios to assess students' comprehension, and the teacher promoted real and creative activities to apply writing skill in paragraphs and emails. When the teacher explained to students the new knowledge, she usually used readings or audios. It helped students understand and comprehend what the teacher was explaining most of the time. The activities were developed using collaboration groups and visual aids to assist students in being more independent in English activities.

According to Coycle et al., (2010 cited in Bundy & Porc, 2020), CLIL activities should be based on the principles of the 4Cs, which are communication, content, cognition, and culture, so the activities will be learner-centered allowing learners to be aware of their learning. Student-centered comprises autonomous learners who unconsciously create an environment where they participate actively, not just the teacher. Schildkamp et al. (2020) indicated that teachers should use a variety of didactic resources in which CLIL methodology gets implemented in the classroom, and they use didactic resources homogeneously implementing the four principles of CLIL to increase the efficiency of this methodology.

In addition, the teacher also promoted creative writing skills, for instance, students were asked to write a novel describing their holidays in one paragraph where their imagination flows without being afraid to make grammar mistakes using taught content and vocabulary. The observer could evidence how some students used appropriate words and connectors to write. These students were paired with students who had trouble in writing to look for improvement and achievement.

Furthermore, this table shows how the teacher did not promote English communication through different activities inside the classroom, and how the teacher spoke in Spanish most of the time leaving out English sounds. The teacher's limited focus on oral communication within the classroom hindered students' ability to communicate effectively when speaking. This issue stemmed from the teacher's preference for using Spanish instead of English during lessons. Consequently, students' proficiency in listening and reading, essential components of language acquisition, remained underdeveloped. Semiun et al. (2014) evidenced that if the teacher uses English in the classroom, they provide English input in students. However, the teacher did not use it adequately. As a result, their overall

English skills, particularly in writing and speaking, known as productive skills were adversely affected. Taha (2022) emphasized the importance of English teachers instructing writing skills, as it not only helps students develop strong writing abilities but also prepares them for the future. Therefore, teachers must utilize the English Language as the primary medium of instruction to facilitate comprehensive skill development.

**Table 3**

*Assessment*

<b>Indicators</b>	<b>Totally Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Totally Disagree</b>	<b>Observation</b>
<b>Assessment</b>		X			
<ul style="list-style-type: none"> <li>Teacher applies feedback to assess how well students have understood the new knowledge.</li> </ul>					
<ul style="list-style-type: none"> <li>Teacher uses different tools and techniques to assess student's language skills based on their participation.</li> </ul>			X		

Table 3 reveals that the teacher applied feedback to assess how well students understood the new knowledge. Once the teacher finished teaching the new content, she often provided feedback. It helped her to know how much knowledge the students did not acquire and acquired. The teacher used peer assessment to evaluate students' work and to help students feel more comfortable by receiving students' comments and feedback. Double et al. (2019) manifested that instead of using a teacher's assessment, the teacher should use peer assessment since it is the most effective one. In peer assessment, students act as assessors and are assessed to support academic performance. Thus, using other ways of feedback generates better results among students since the feedback is also given by other

students providing improvement in English learning and performance. Similarly, it allowed students to learn from one another, develop critical thinking skills, and gain a deeper understanding of the subject matter.

It also displays that the teacher did not use different tools and techniques to assess students' language skills based on their participation. It was evidenced that the teacher did not tailored to the different ways of assessment in which students could demonstrate their progress in different language skills. The teacher just focused on summative and peer assessment instead of working on formative assessment. Schildkamp et al. (2020) indicated that formative assessment is closely linked with feedback. It also guides and evidences students' learning and achievement. Formative assessment could be beneficial since it focuses on assessing student progress. In this way, the teacher could have known students' strengths and weaknesses and could have incorporated other assessment tools covering all different learning styles. It is important to mention that not all students learn in the same way because some students are better at productive skills than receptive skills and vice-versa.

Moreover, providing peer assessment could be effective but if the teacher just works with the same type of assessment, the teacher may not be able to provide individualized feedback to students. Also, the teacher may not know what linguistic skills students face the most. Regarding evaluating students' linguistic skills based on their participation, the teacher should employ a variety of assessment tools and techniques such as: oral, written, listening, reading assessments, and self-assessment to support and cover all students' abilities. Duque-Aguilar (2020) claimed that foreign language tests must be designed to address specific language learning needs, such as speaking, listening comprehension, reading, and writing. It is also important for language teachers to continuously analyze the effectiveness of their

assessment methods, especially in local contexts where tests are the primary means of evaluation. It means that the teacher should introduce different kinds of assessments in order to support and cover all students' abilities.

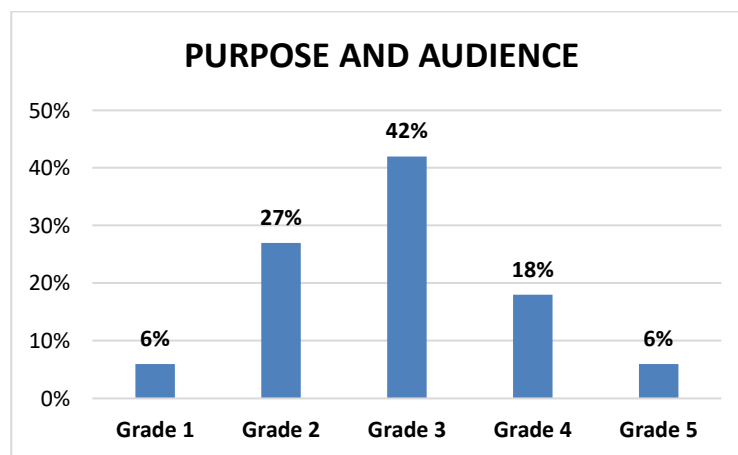
To sum up, through the observation guide at the beginning, the observer noticed that the teacher used other methodologies to teach the English Language. Then, the intervention was carried out by asking them to use CLIL inside the classroom and giving the teacher a didactic guide to follow. During the observations, it was evidenced that the teacher failed of using the CLIL method in the classroom due to the lack of preparation in applying CLIL as teaching method. Therefore, CLIL was not appropriately used and applied to EFL students. At the end of the observations, it was assumed that the teacher preferred using traditional methods because the teacher considered it easier than the CLIL method. Additionally, it was evidenced that using conventional methodologies in the instruction of English does not allow the students to progress.

#### **4.6 Pre-test and Post-test Results Analysis**

The pretest and posttest results allowed to evaluate the level of the writing skill in 9th-grade students to get quantitative information at Unidad Educativa "La Salle". Similarly, a rubric was used which consisted of a performance rating and descriptions. The rating had 5-point scale such as exceeds expectations, very good, good, regular, and needs improvement. Each rating scale has a description based on the writing indicators as follows purpose and audience, organization and structure, details and supporting information, and language and conventions. The rubric was necessary to grade students' performance and verify whether students improved or not in writing skills by implementing CLIL method. In addition, the pre- and post-test analyses are presented in column charts and tables to provide a better understanding of outcomes.

**Table 4***Purpose and Audience Pretest Results*

Grade scaling 5/5	Frequency	Percentage %
Grade 1	2	6%
Grade 2	9	27%
Grade 3	14	42%
Grade 4	6	18%
Grade 5	2	6%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>		<b>2,91</b>

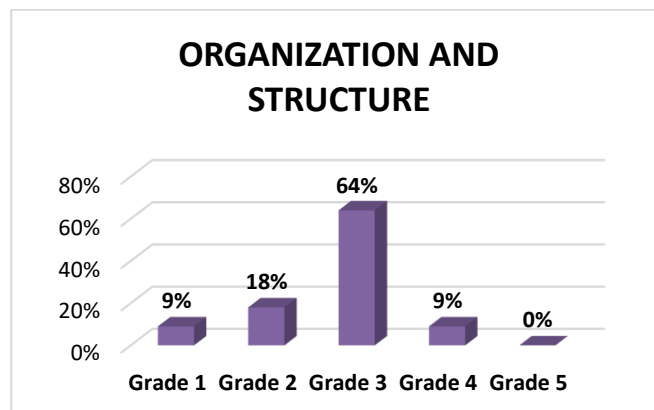
**Figure 1***Purpose and Audience (PA) Pretest Findings*

**Description 4.** Figure 1 illustrates the results of the pretest for purpose and audience.

It shows that 42% of ninth-grade students received a grade of 3 out of 5, while 6% earned the lowest score of 1. Similarly, 6% of students achieved the highest score of 5. These results indicate that students encountered challenges in writing an email invitation in terms of addressing purpose and audience. Additionally, Table 4 displays the average performance of students in purpose and audience, with a mean score of 2.91 out of 5.

**Table 5***Organization and Structure Pretest Results*

<b>Grating scale (5/5)</b>	<b>Frequency</b>	<b>Percentage %</b>
Grade 1	3	9%
Grade 2	6	18%
Grade 3	21	64%
Grade 4	3	9%
Grade 5	0	0%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>	<b>2,73</b>	

**Figure 2***Organization and Structure (OS) Pretest Findings*

**Description 5.** Figure 2 presents the outcomes of the pretest for organization and structure. It reveals that 64% of ninth-grade students scored 3 out of 5, while 9% received the lowest grade of 1 and the other 9% got 4 achieving the highest grade. Similarly, 18% obtained a grade of 2 out of 5. These findings highlight the challenges students faced in establishing a clear and effective structure for organizing an email. While many students demonstrated some understanding by earning grades of 3 and 4, the fact that no student achieved a grade of 5 indicates the need for improvement. Table 5 further presents the

average student performance in organization and structure, with a mean score of 2.73 out of 5.

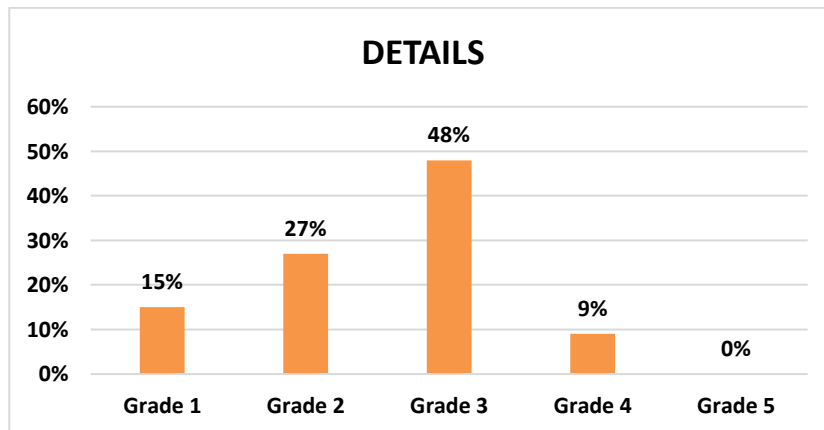
**Table 6**

*Details Pretest Results*

<b>Grade scale (5/5)</b>	<b>Frequency</b>	<b>Percentage %</b>
Grade 1	5	15%
Grade 2	9	27%
Grade 3	16	48%
Grade 4	3	9%
Grade 5	0	0%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>	<b>2,52</b>	

**Figure 3**

*Details (D) Pretest Findings*



**Description 6.** Figure 3 shows that 48% of ninth-grade students scored 3 out of 5, 9% received a grade of 4 being the highest score in details and supporting information. 27% and 15% belong to students who achieved the lowest grade between 1 and 2. These results indicated that students had trouble providing relevant details and using supporting information when writing emails to their friends since they used irrelevant and confusing



information. Additionally, table 6 illustrates the average student performance in details or supporting information, with a mean score of 2.52 out of 5.

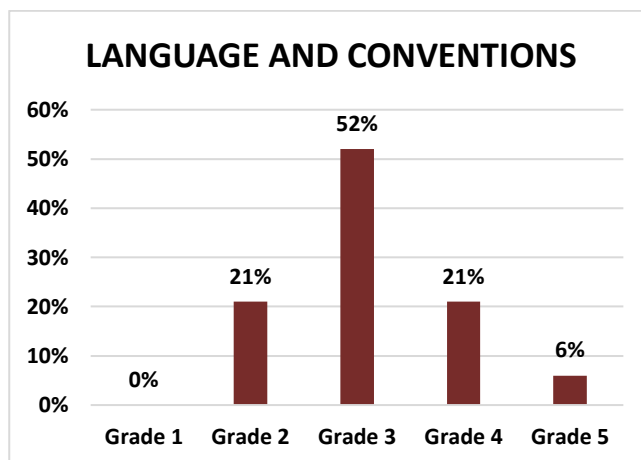
**Table 7**

*Language and Conventions Pretest Results*

<b>Grating Scale (5/5)</b>	<b>Frequency</b>	<b>Percentage %</b>
Grade 1	0	0%
Grade 2	7	21%
Grade 3	17	52%
Grade 4	7	21%
Grade 5	2	6%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>	<b>3,12</b>	

**Figure 4**

*Language and Conventions (LC) Pretest Grades*



**Description 7.** The language and conventions result from the pretest are depicted in Figure 4. It shows that 52% of ninth-grade students received a grade of 3 out of 5, while 6% achieved the highest score of 5 in language and conventions. Additionally, 21% of students received a grade of 2 out of 5, and another 21% received a grade of 4 out of 5. These findings indicate that some students struggled with spelling, grammar, capitalization, and

punctuation, while others demonstrated minor errors in language and conventions. Besides, table 7 provides a detailed breakdown of the information shown in Figure 4, revealing that the average grade among students is 3.12 out of 5.

**Table 8**

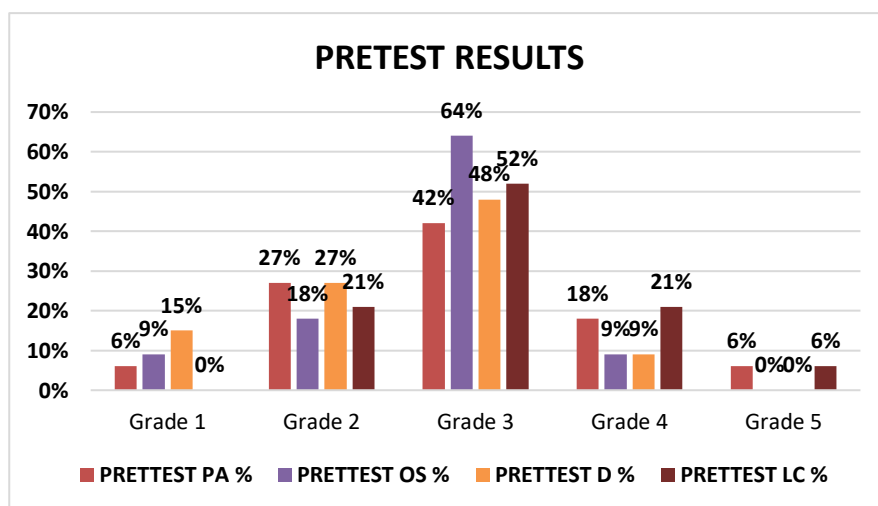
*Pretest Results of Writing Skills*

Grating scale (5/5)	PA		OS		D		LC	
	F	%	F	%	F	%	F	%
Grade 1	2	6%	3	9%	5	15%	0	0%
Grade 2	9	27%	6	18%	9	27%	7	21%
Grade 3	14	42%	21	64%	16	48%	17	52%
Grade 4	6	18%	3	9%	3	9%	7	21%
Grade 5	2	6%	0	0%	0	0%	2	6%
<b>Total of students</b>	33	100%	33	100%	33	100%	33	100%
<b>Means (5/5)</b>	2,91		2,73		2,52		3,12	
<b>Total mean (20/20)</b>					11,28			

*Note.* **PA** = Purpose and Audience, **OS** = Organization and Structure, **D** = Details, **LC** = Language and conventions, **F** = Frequency.

**Figure 5**

*Grades of Pretest Results about Writing Skills*



*Note.* **PA** = Purpose and Audience, **OS** = Organization and Structure, **D** = Details, **LC** = Language and conventions.

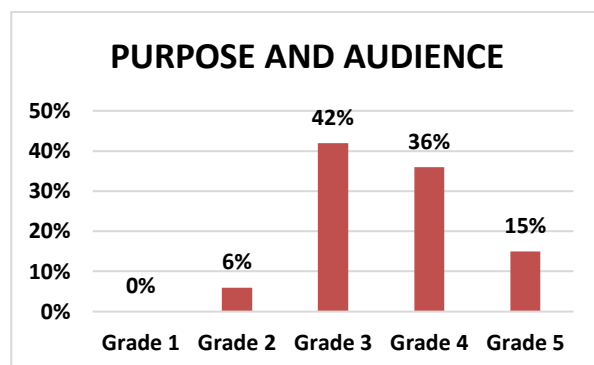
**Description 8.** Figure 5 provides a comprehensive representation of all the quantitative data obtained from the pretest. It displays the distribution of percentages across different rating scales, with the highest percentages concentrated in the 3 and 2 ratings, while the lowest percentages correspond to grades 5, 4, and 1. Additionally, table 8 offers a detailed breakdown of the student averages, showcasing the highest mean of 3.12 out of 5 in language and conventions, and the lowest mean of 2.52 in details.

The following section presents a detailed analysis of the post-test results obtained after the eight-week intervention. This analysis aims to evaluate the effectiveness of the intervention by implementing CLIL as a methodology for enhancing English writing skills. Through examining the post-test data, the aim is to determine the extent to which participants demonstrated an improvement in writing.

**Table 9**

*Purpose and Audience Posttest Results*

<b>Grating scale (5/5)</b>	<b>Frequency</b>	<b>Percentage %</b>
Grade 1	0	0%
Grade 2	2	6%
Grade 3	14	42%
Grade 4	12	36%
Grade 5	5	15%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>	<b>3,61</b>	

**Figure 6***Purpose and Audience (PA) Posttest Grades*

**Description 9.** Figure 6 provides a comprehensive overview of the post-test results in the indicator of purpose and audience. The data reveals that 42% of students achieved a grade of 3, representing a significant portion, while 36% attained a grade of 4 out of 5. Moreover, the Figure showcases the outstanding performance of 15% of students who excelled with a perfect grade of 5 out of 5 for purpose and audience, while 6% of students scored 2 out of 5 obtaining the lowest grade. These findings serve as a piece of evidence of the students' progress in purpose and audience since there has been partial improvement in this indicator among students when composing an email to invite their friends on holiday. On the other hand, table 9 shows the average of students with a mean of 3, 61 out of 5.

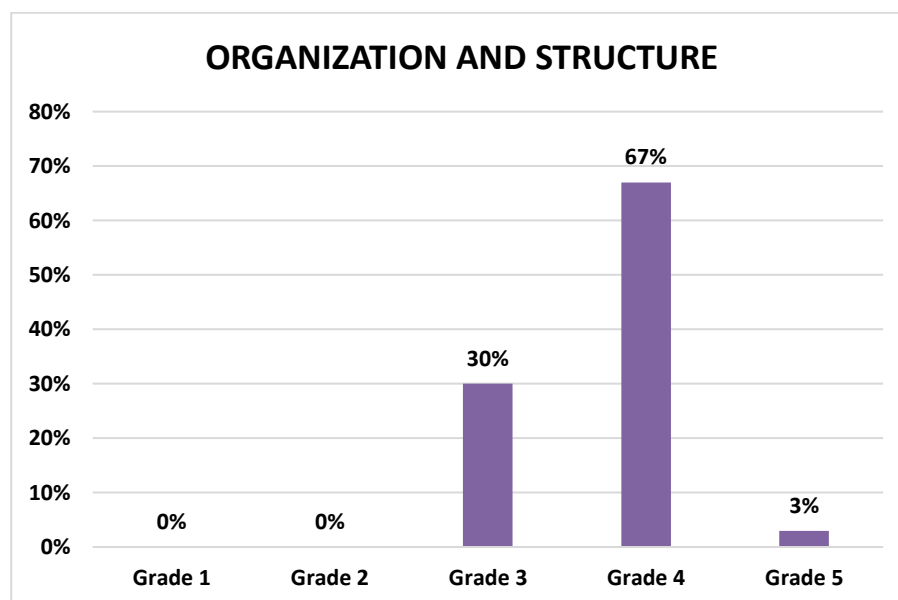
**Table 10***Organization and Structure Posttest Results*

Grating scale (5/5)	Frequency	Percentage %
Grade 1	0	0%
Grade 2	0	0%
Grade 3	10	30%
Grade 4	22	67%
Grade 5	1	3%
<b>Total of students</b>	<b>33</b>	<b>100%</b>

Mean (5/5)	3,73
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**Figure 7**

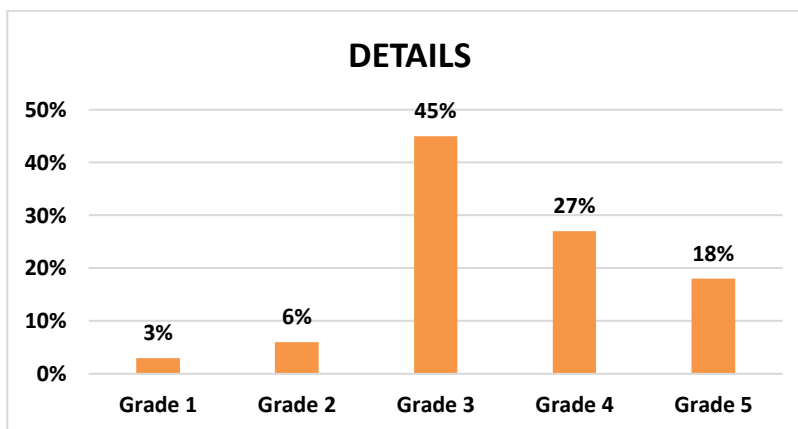
*Organization and Structure (OS) Posttest Grades*



**Description 10.** The data presented in Figure 7 provides a comprehensive insight into the post-test results, specifically focusing on the organization and structure of the students' emails. This Figure serves as a valuable indicator within the rubric designed to assess the students' writing skills. The results highlight that the majority of students, precisely 67%, demonstrated a proficiency level worthy of a grade of 4. Additionally, a small percentage, 3% of students, achieved the highest grade, 5 out of 5, in organizing their emails to maintain a clear structure. These results present a significant improvement in the students' ability to use well-organized information and establish a clear structure in their emails. On the other hand, table 10 presents the mean of the students in organization and structure which is 3.73 out of 5. It also shows the total number of students and the frequency of student ratings.

**Table 11***Details Posttest Results*

<b>Grating scale (5/5)</b>	<b>Frequency</b>	<b>Percentage %</b>
Grade 1	1	3%
Grade 2	2	6%
Grade 3	15	45%
Grade 4	9	27%
Grade 5	6	18%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means (5/5)</b>	<b>3,52</b>	

**Figure 8***Details (D) Posttest Grades*

**Description 11.** Figure 8 shows the results of a posttest for ninth-grade students in details. It indicates that 45% of students received a grade of 3 out of 5, while 27% achieved a grade of 4. Additionally, 18% of students scored a 5 which is the highest, while 3% scored the lowest with a grade of 1, and 6% scored a 2 out of 5. The Figure indicates that there has been an improvement in students' ability to provide details in an email, since some students

received the highest score of 5, and most students achieved a score of 3, indicating progress in their writing skills. Likewise, table 11 presents the average of students in writing details and information, with a mean of 3.52 out of 5, thus indicating the same results as Figure 8.

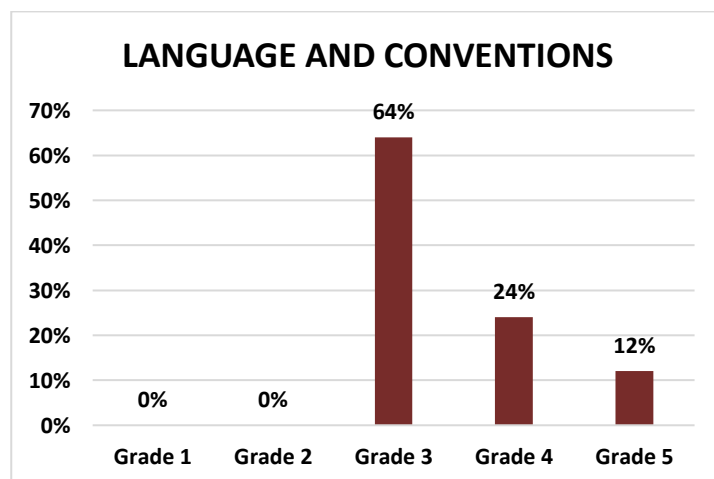
**Table 12**

*Language and Conventions Posttest Results*

Grating scale (5/5)	Frequency	Percentage %
Grade 1	0	0%
Grade 2	0	0%
Grade 3	21	64%
Grade 4	8	24%
Grade 5	4	12%
<b>Total of students</b>	<b>33</b>	<b>100%</b>
<b>Means</b>	<b>3,48</b>	

**Figure 9**

*Language and Conventions (LC) Posttest Grades*



**Description 12.** Figure 9 displays the results of a posttest for ninth-grade students in the indicator Language and convention set in the rubric to grade writing skills when students write emails. The data reveals that 64% of students achieved a score of 3 out of 5, while 24% attained a score of 4 out of 5, and 12% earned a perfect score of 5 out of 5. Notably,

the highest scores of 4 and 5 indicate a strong command of language and conventions. However, there is a limited number of students earning these top scores since the majority of students received a score of 3 out of 5. Despite these outcomes, students indicate an improvement in using appropriate language with minor errors in spelling, grammar, capitalization, and punctuation, acquiring a mean of 3,48 out of 5.

**Table 13**

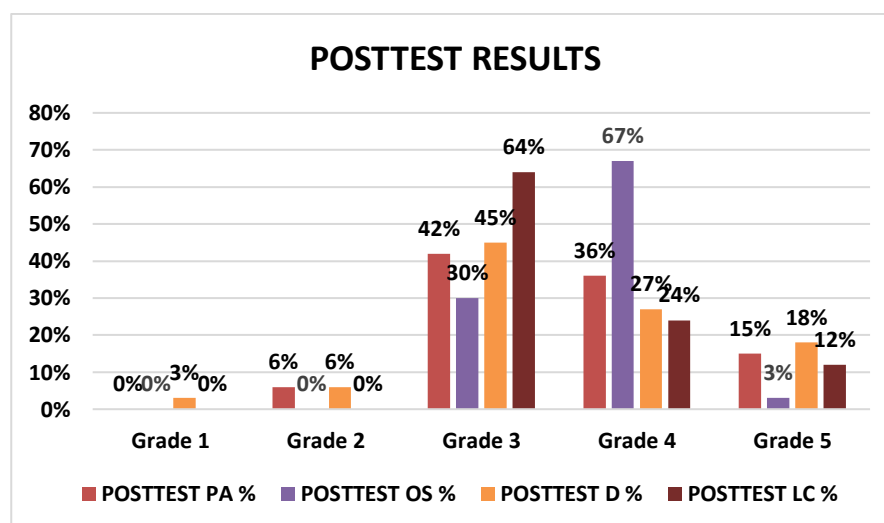
*Posttest Findings for Writing Skills*

Grating scale (5/5)	PA		OS		D		LC	
	F	%	F	%	F	%	F	%
Grade 1	0	0%	0	0%	1	3%	0	0%
Grade 2	2	6%	0	0%	2	6%	0	0%
Grade 3	14	42%	10	30%	15	45%	21	64%
Grade 4	12	36%	22	67%	9	27%	8	24%
Grade 5	5	15%	1	3%	6	18%	4	12%
<b>Total of students</b>	33	100%	33	100%	33	100%	33	100%
<b>Means</b>	3,61		3,73		3,52		3,48	
<b>Total mean (20/20)</b>					14,34			

*Note.* PA = Purpose and Audience, OS = Organization and Structure, D = Details, LC = Language and conventions, F = Frequency.

**Figure 10**

*Posttest Results of Writing Skills by means CLIL*





**Note.** PA = Purpose and Audience, OS = Organization and Structure  
D = Details, LC = Language and conventions

**Description 13.** Figure 10 provides a comprehensive representation of all the quantitative data obtained from the protest. It presents the distribution of percentages across different rating scales, with the highest percentages concentrated in the 3 with 42% in LC, 30% in OS, 45% in Details, and 64% in PA; 4 with 24% in LC, 67% in OS, 27% in Details, and 36% in PA ; and 5 with 12% in LC, 3% in OS, 18% in Details, and 15% in PA, while the lowest percentages correspond to grades 1 with 3% in Details, and 2 with 6% in PA and Details. In addition, table 13 offers a detailed breakdown of the student averages, showcasing the highest mean of 3.73 out of 5 in organization and structure, and the lowest mean of 3,48 in language and conventions.

**Table 14**

*Comparison Between Pretest and Posttest Results*

INDICATORS	PRETEST	POSTTEST
<b>Purpose and Audience (5/5)</b>	2,91	3,61
<b>Organization and Structure (5/5)</b>	2,73	3,73
<b>Details (5/5)</b>	2,52	3,52
<b>Language and Conventions (5/5)</b>	3,12	3,48
<b>TOTAL MEAN (20/20)</b>	11,28	14,34

**Description 14.** Table 14 reflects the comparison between pre and posttest results in the intervention of the CLIL method to enhance writing skills, in which the assessed indicators were purpose and audience (PA), organization and structure (OS), details (D), and language and conventions (LC). Likewise, these indicators were evaluated by utilizing a rubric (Annex 3) in which each indicator was described considering its rating scale from 1 to 5, giving a total of 20 points.

The analysis of post-test revealed that students achieved an average score of 11,28 out of 20 summing all indicators out of 5. While pretest findings students showed that learners reached a mean of 14, 34 out of 20. It means that students partially enhanced their writing skills when writing an email invitation by means of CLIL method.

The pre and posttest findings were analyzed and described by using systematic analysis. In the pretest, it was evidenced that students struggled to master PA with an average score of 2,91 since students could not address the email to their friends suitably leaving out the main purpose of it; OS with an average of 2,73 because students faced organizing the content they wrote making the structure unclear; D with a mean of 2,52 since students could not write or give suitable details in the email due to the lack of vocabulary; finally, LC with an average of 3,12 out of 5 in which students had trouble to master spelling, grammar, punctuation, and capitalization properly, so their emails were confusing and ambiguous. LC was the highest score in the pretest with a mean of 3,12.

In the post-test, the students got higher scores than pretest. In PA, students acquired an average of 3,61 out of 5 which demonstrated that students were able to write based on the correct audience and purpose of the email, it was about inviting her or his friend to go on holiday. In OS, students reached an average of 3,73 out of 5 being the highest score in the post-test. Here, students improved their abilities to organize their ideas, thoughts, and opinions to provide an excellent and understandable structure where readers cannot feel confused. In Details, learners could describe the activities, events, and locations where they planned to go on holiday. Students were partially enhanced in giving details to their friends when writing an email using specific and concrete words and achieving an average score of 3,52 higher than the pretest. Finally, in LC, students moderately improved their abilities in spelling, grammar, punctuation, and capitalization since they could write their email without

many errors; however, despite their achievement in LC, students continued facing in grammar due to the lack of vocabulary, lack of knowledge in verb tenses, word order, and sentence structure.

To sum up, students displayed an improvement when the posttest findings were analyzed because they knew how to write an email and what aspects they must master to write it well. Taha (2022) stated that students who could not write properly suffered with vocabulary and grammar. He also mentioned that without sufficient vocabulary and limited knowledge of grammar, it is difficult to acquire good writing. Additionally, students also showed that they increased their language conventions because they enhanced spelling, capitalization, grammar, and vocabulary. Despite the grammar was the most challenging skill they struggled with; they indicated an achievement in language conventions utilizing CLIL methodology. According to Ortíz (2020), CLIL assists students in grammar helping them write sentences without many sentence structure mistakes. The reason is that students learn the content of the second language L2 as they learn in their mother tongue L1. Besides, Mede (2019) indicated that CLIL is advantageous in writing improvement since teachers teach different topics to increase students' vocabulary and they can use it suitably in writing simple sentences. Therefore, the CLIL method moderately improved students' writing skills allowing them to obtain more vocabulary and understand the organization and structure of an email.

## CHAPTER V

This chapter presents the conclusion of the research based on the findings from the pretest, posttest, and observation guide. The pretest and posttest were utilized to assess students' writing skills. Meanwhile, the observation guide was implemented to analyze teaching practices associated with the Content and Language-Integrated Learning (CLIL) approach. The research findings contribute to an understanding of the effectiveness of CLIL in enhancing students' writing skills. This section also shows the recommendations for implementing CLIL adequately.

### 5.1. Conclusion

All indicators showed improvement from pre-test to post-test. The most significant improvements were observed in Purpose and Audience, Organization and Structure, and Details. However, Language and Conventions showed the least improvement.

The most significant improvement was observed in Organization and Structure, with the score increasing from 2.73 to 3.73 out of 5. This reveals that they have made great progress in structuring their writing and organizing their ideas. Additionally, the scores for Purpose and Audience increased from 2.92 in the pretest to 3.61 in the posttest, showing notable improvement. Furthermore, the score for Details rose from 2.52 to 3.52 in the posttest, indicating achievement in providing detailed information. However, the least improvement was observed in Language and Conventions, with a gain of only 3.48 points. This indicates that although students improved in spelling, capitalization, and punctuation, they still struggled with grammar, sentence structure, word order, and verb tenses. This difficulty with grammar could be attributed to a lack of vocabulary, particularly in verbs.

Therefore, language and conventions require more focused instruction to address these issues effectively.

Furthermore, the analysis shows that the intervention was successful in enhancing students' writing skills by using CLIL as a methodology. However, it also highlights the importance of continued focus on language and conventions to promote improvement in writing skills.

Overall, the analysis also demonstrates that CLIL effectively enhanced students' writing skills being a helpful methodology for students since it comprises 4Cs, which must be applied in the lessons. The 4Cs (communication, context, cognition, and culture) intend to involve all different students' learning styles and likes. For that reason, CLIL is a good methodology that the teacher should use inside the classroom to teach a second language L2 and cover all English skills (writing, speaking, reading, and listening). Therefore, it is fundamental that teachers are well-prepared to use the CLIL before implementing it in the EFL classroom.

## **5.2. Recommendations**

To enhance English language acquisition, teachers are advised to incorporate the CLIL methodology. This method supports comprehensive language development by including speaking, listening, reading, and writing skills. By establishing an immersive classroom environment using diverse tools and techniques, teachers can facilitate a dynamic and engaging learning process. It is important to maximize English exposure, so teachers are recommended to primarily use English during instruction in order to accustom students to the language. In addition, it is vital to integrate English with other subjects such as art or

math to capture student interest and accommodate diverse learning styles. Similarly. Acknowledging the unique learning paths of each student and using a variety of assessment tools are essential for effectively evaluating and addressing to individual needs and progress, which also involves providing meaningful feedback.

To fully harness the potential of CLIL, further research into its impact on all language skills is recommended. Although this study centered on writing, it is crucial to further explore the effects of CLIL on speaking, listening, and reading to determine its overall effectiveness. By comparing the development of these skills, teachers may gain valuable insights into the most effective CLIL implementation strategies. Such knowledge will empower teachers to customize their instruction to maximize student outcomes in all language domains.

## APPENDIX

### Appendix 1. Observation Guide

<ul style="list-style-type: none"> <li><b>Objective #1:</b> To analyze the teaching practices related to content and language integrated learning (CLIL) approach to boost writing skill in students of Ninth grade.</li> </ul>					
Indicators	Totally Agree	Agree	Disagree	Totally Disagree	Observation
<b>Integrate Content and Language</b> Teacher uses the appropriate content based on Students' level and culture.		X			
<ul style="list-style-type: none"> <li>Teacher uses daily examples to introduce new knowledge.</li> </ul>			X		
<ul style="list-style-type: none"> <li>Teacher applies grammatical or idiomatical connections between L1 and L2 to enhance learning processes.</li> </ul>		X			
<ul style="list-style-type: none"> <li>Teacher uses didactic material from other subjects adapted to English.</li> </ul>			X		
<b>Activities Applied</b>					
<ul style="list-style-type: none"> <li>Teacher introduces readings or audios to assess students' comprehension.</li> </ul>		X			
<ul style="list-style-type: none"> <li>Teacher promotes real and creative activities to apply writing skill such as paragraphs, emails, etc.</li> </ul>		X			
<ul style="list-style-type: none"> <li>Teacher promotes English communication through different activities inside the classroom.</li> </ul>			X		
<ul style="list-style-type: none"> <li>Teacher speaks in English almost the time inside the classroom.</li> </ul>			X		
<b>Assessment</b>					
<ul style="list-style-type: none"> <li>Teacher applies feedback to assess how well students have understood the new knowledge.</li> </ul>		X			
<ul style="list-style-type: none"> <li>Teacher uses different tools and techniques to assess students' language skills based on their participation.</li> </ul>			X		

## Appendix 2. Pretest – Posttest

## PRETEST – POSTTEST

Student's code: \_\_\_\_\_

Grade: **9th**

English Level: **A1.2.**

Indicators:

- 1. Organization and structure**
- 2. Purpose and audience, details**
- 3. Supporting information**
- 4. Language and conventions.**

**PURPOSE: To verify your writing skills and search for improvement by applying**

**CLIL methodology.**

**THEME: Write an email inviting your friend to go to vacation.**



## Appendix 3. Writing Skills Rubric: Email Invitation to a Friend

Criteria	Exceeds Expectations (5)	Between 3 and 5 Very good (4)	Good (3)	Between 1 and 3 Regular (2)	Needs Improvement (1)
Purpose and Audience	The email clearly and effectively invites the friend to go on the trip. The tone and language are highly appropriate for the audience.		The email invites the friend to go on the trip, but the tone or language may not be fully appropriate for the audience.		The email does not effectively invite the friend to go on the trip, or the tone and language are inappropriate for the audience.
Organization and Structure	The email is well-organized, with a clear introduction, body, and conclusion. Transitions between ideas are smooth and logical.		The email has an identifiable structure, but the organization or transitions between ideas may be unclear at times.		The email lacks a clear organizational structure, and the transitions between ideas are confusing or absent.
Details and Supporting Information	The email includes relevant and specific details to support the invitation, such as the trip's location, dates, and activities.		The email includes some details to support the invitation, but they may be limited or lack specificity.		The email lacks sufficient details to support the invitation, or the details provided are irrelevant or confusing.
Language and Conventions	The email uses precise and engaging language, and it is free of errors in spelling, grammar, capitalization, and punctuation.		The email uses appropriate language, but there may be some minor errors in spelling, grammar, capitalization, or punctuation.		The email contains significant errors in spelling, grammar, capitalization, or punctuation, which interfere with the reader's understanding.

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