



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS

**CARRERA DE IDIOMAS**

Work presented as requirement for obtaining the Bachelor's Degree of "Licenciado en Ciencias de la Educación, profesor de Idiomas Inglés"

**TITLE OF RESEARCH WORK**

EXPLORATION OF CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ACQUISITION OF SPEAKING SKILLS WITH STUDENTS AT TERCERO DE BACHILLERATO GENERAL UNIFICADO, AT UNIDAD EDUCATIVA "SAN GERARDO", IN SAN GERARDO PARISH, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM OCTUBER 2016 – MARCH 2017.

**AUTHOR:**

Dario Javier Amancha Vargas

**THESIS' TUTOR**

Ing. Luis Machado

Riobamba – Ecuador

2017

## COMMITTEE MEMBER CERTIFICATED



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS  
CARRERA DE IDIOMAS

### COMMITTEE MEMBERS CERTIFICATED

Los miembros del tribunal de graduación del Proyecto de Investigación de título: “EXPLORATION OF CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ACQUISITION OF SPEAKING SKILLS WITH STUDENTS AT TERCERO DE BACHILLERATO GENERAL UNIFICADO, AT UNIDAD EDUCATIVA “SAN GERARDO”, IN SAN GERARDO PARISH, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM OCTUBER 2016 – MARCH 2017”, presentado por Amancha Vargas Dario Javier dirigido por la Ing. Luis Machado, una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en el cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación Humanas y Tecnologías de la UNACH. Para constancia de lo expuesto firman:

MsC. Monica Cadena  
COMMITTEE CHAIR

MsC. Monica Torres  
COMMITTEE MEMBER

MsC. Lucy Pazmiño  
COMMITTEE MEMBER

MsC. Luis Machado  
THESIS TUTOR

## CERTIFICACIÓN DEL TUTOR

Riobamba, 05 de mayo de 2017

### CERTIFICACIÓN

Certifico que el estudiante: **Dario Javier Amancha Vargas**, con cédula de N° 0604697383, egresado de la Facultad de Ciencias de la Educación Humanas y Tecnologías Carrera de Idiomas; Ha realizado el trabajo de investigación con el tema: EXPLORATION OF CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ACQUISITION OF SPEAKING SKILLS WITH STUDENTS AT TERCERO DE BACHILLERATO GENERAL UNIFICADO, AT UNIDAD EDUCATIVA "SAN GERARDO", IN SAN GERARDO PARISH, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM OCTOBER 2016 – MARCH 2017. Habiendo revisado el documento en donde se encontró el 10% de coincidencias en su tesis.

Es todo cuanto puedo informar en honor a la verdad, facultando al interesado hacer uso del presente para el trámite respectivo.

  
Ing. Luis Machado  
**TUTOR**

## AUTHORSHIP

I, Dario Javier Amancha Vargas, students of Language Career, declare that I am the only author of the research named "EXPLORATION OF CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ACQUISITION OF SPEAKING SKILLS WITH STUDENTS AT TERCERO DE BACHILLERTO GENERAL UNIFICADO, AT UNIDAD EDUCATIVA "SAN GERARDO", IN SAN GERARDO PARISH, CHIMBORAZO PROVINCE DURING THE ACADEMIC TERM OCTUBER 2016 – MARCH 2017" ideas and commentaries specified in this document are responsibility of the author.

Riobamba, May 15th, 2017



---

060469738-3  
Dario Amancha

## **ACKNOWLEDGEMENT**

I sincerely thanks to God for giving me health and life for permitting fulfill one of my goals in my life. My gratitude to Universidad Nacional de Chimborazo because at their classrooms and with the support of my professors I have acquired the necessary knowledge and skills for improving my professional life. Also my gratitude to my family (parents) because they supported me in every time to become better in the life. In a very special way, I want to thank to my dear tutor of thesis Ing. Luis Machado for having dedicated his time, knowledge and support to complete the present research and to conclude my university career and my gratitude to teacher Mgs. Elsa Basantes because she supported me with her knowledge and recommendation, too.

Sincerely,

Dario Javier Amancha

## **DEDICATORY**

I want to dedicate this work to God who leads me every day, my family, my teachers and friends for their contribution for fulfilling one more goal in my life because they does not only contribute economically, they give me their emotional, knowledge, and motivational help. All of their support permit me getting my bachelor' degree at Universidad Nacional de Chimborazo.

Dario

## ÍNDICE

COMMITTEE MEMBER CERTIFICATED .....	II
CERTIFICACIÓN DEL TUTOR.....	III
AUTHORSHIP .....	IV
ACKNOWLEDGEMENT .....	V
DEDICATORY.....	VI
ÍNDICE.....	VII
RESUMEN .....	IX
ABSTRACT.....	X
INTRODUCTION .....	1
<b>CHAPTER I .....</b>	<b>3</b>
1. REFERENTIAL FRAMEWORK .....	3
1.1. THE PROBLEM RESEARCH .....	3
1.2. PROBLEM DEFINITION.....	3
1.3 FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS .....	4
1.4. OBJECTIVES:.....	4
1.4.1.GENERAL OBJECTIVE.....	4
1.4.2.SPECÍFIC OBJECTIVES .....	5
1.5. JUSTIFICATION .....	5
<b>CHAPTER II.....</b>	<b>7</b>
2. THEORETICAL FRAMEWORK.....	7
2.1. PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM.....	7
2.2. THEORETICAL FOUNDATION.....	7
2.1.1. The CLIL method .....	7
2.1.2. The importance of CLIL Method.....	8
2.1.3. Typical speaking activities include:.....	8
2.1.4. Advantages of CLIL method .....	9
2.1.5. The skills developed in a CLIL:.....	9
2.1.6. CLIL Classroom Practice.....	9
2.2.1. The Speaking Skill.....	10
2.2.5. CLIL activities to develop speaking skills.....	11

<b>CHAPTER III .....</b>	<b>12</b>
3. METHODOLOGICAL FRAMEWORK.....	12
3.1. RESEARCH TYPE.....	12
3.2. RESEARCH LEVEL.....	12
3.3. POPULATION AND SAMPLE.....	13
3.4. PROCEDURE.....	13
3.5. WORK FIELD.....	13
<b>CHAPTER IV.....</b>	<b>15</b>
4. ANALYSIS AND INTERPRETATION OF RESULTS .....	15
4.4. ANALYSIS AND DESCRIPTION OF TALLY SHEET AT THIRD OF BACCALAUREATE.....	16
<b>CHAPTER V .....</b>	<b>21</b>
5. CONCLUSIONS AND RECOMMENDATIONS .....	21
5.4. CONCLUSIONS.....	21
5.5. RECOMMENDATIONS .....	21
6. BIBLIOGRAPHY .....	22
7. ATTACHMENTS .....	24
7.4. TALLY SHEET .....	24



## RESUMEN

Mediante un análisis previo se determinó como problema que los estudiantes del Tercero de Bachillerato General Unificado “A” en la Unidad Educativa “San Gerardo” no tienen la oportunidad para practicar la destreza del habla debido a la metodología utilizada por el profesor, lo cual no les permite desarrollar e improvisar el mismo. Este estudio describe cómo el método CLIL (Aprendizaje Integrado de Contenidos y Lenguas) ayuda a los estudiantes en la adquisición de la habilidad del habla. Se lo ejecutó en el Tercero de Bachillerato General Unificado “A” en la Unidad Educativa “San Gerardo” durante el segundo periodo del año lectivo 2016-2017. El propósito de este trabajo es explorar el método CLIL en la adquisición de la habilidad del habla. Se realizó con una población de diecinueve alumnos de los cuales nueve son hombre y diez son mujeres. El tipo de estudio es cualitativo de nivel exploratorio y el método cualitativo es etnográfico. Como técnica empleada es la observación no participativa ya que los investigadores protagonizan un rol pasivo; el instrumento de colección de datos es una hoja de cotejo. Se concluyó que en el presente año educativo el método CLIL ayuda a los estudiantes a enriquecer sus conocimientos pero no se está aplicado de una manera correcta, y las actividades empleadas por el docente ayudan a desarrollar la habilidad del habla pero no son suficientes.

## ABSTRACT

Through a previous analysis was determined as a problem that Third-year students of unified general High School, Section "A", at the Educational Unit "San Gerardo", they do not have the opportunity to practice the speaking skill because the methodology used by the teacher does not allow them to develop and improve the skill. This study is described as CLIL method (Content and Language Integrated Learning) that help students in the acquisition of speaking skill. It is executed with Third-year students of unified general High School, Section "A", at the Educational Unit "San Gerardo" during the second period of academic year 2016-2017. The purpose of this work is to explore CLIL method in the acquisition of speaking skill. The research was carried out with a population of nineteen students of which nine are men and ten are woman. The type of study is qualitative of exploratory level and the qualitative method is ethnographic. As a technique used is non-participatory observation because the researcher played a passive role; the data collection instrument is a Check sheet. It was concluded that in the present academic year the CLIL method helps students to enrich their knowledge but it is not applied in a correct way, and the activities applied by the teacher help student to develop the speaking skill but it is not enough.



*Enrique Guambo Y.*  
Reviewed by: Enrique Guambo Yerovi  
Language Center Teacher

## INTRODUCTION

English language has become one of the most important languages used to communicate around the world. The Ecuadorian System of Education has adopted a new methodology for teaching English, permitting students to learn a language into a subject such as mathematics, literature, social studies, science, arts, music, general culture and so on. This method allows them to acquire in a natural way the speaking skills, because the most important aim is to communicate with others improving the competences, therefore students can get confidence in practicing their abilities. For them the System of Education applies a new method called CLIL (Content and Language Integrated Learning) method for teaching English.

Speaking skills are very important in English because this ability is use daily in English classes in order to communicate between teacher-students and students-students, so it is important for expressing the ideas, knowledge and maintaining a conversation. This ability is difficult to practice because many of people cannot pronounce the words well and they cannot maintain a conversation with fluency.

This research was performed in Tercero de Bachillerato General Unificado “A” at Unidad Educativa “San Gerardo” in which there are 19 students. The high school is located in the Chimborazo province, city of Guano, San Gerardo parish. Nowadays, this public institution has about 21 teachers and 345 students.

The research problem is that students do not practice the speaking skill because of the activities used in CLIL method. Also the activities applied by the teacher do not permit students practice this skill in order to communicate. This research explored and got information about how the CLIL method helps students to improve the speaking skill. In addition, CLIL as a new method looked like a medium of communication proposed by the English as a Foreign Language Curriculum (2016) in Ecuador. This problem was chosen because students have problem for communicate in English and when they finished the high school they do not speaking in English, and they believe that learning English is so difficult.

In the research were studied the method and activities that those could help students practice the speaking skill with CLIL method in order to perform English. In addition, this research permitted to clarify the problems and potential possible solutions to improve the use of the CLIL method in developing speaking skill of English language.

This research type was qualitative, exploratory level and the method used was ethnographic. The applied instrument was a tally sheet done by the researcher, permitting to gather the results of how this method helped to students in learning a second language. In Addition, there was feasible because of the provided information by the Unidad Educativa “San Gerardo” and its authorities about the use of CLIL method in developing speaking skills.

The purpose of this research was exploring the how CLIL method helps acquire the speaking skill in the students of Tercero de Bachillerato of Unidad Educativa “San Gerardo”. Moreover, this research helps the teacher at Unidad Educativa “San Gerardo” to improve the methodology and activities used, permitting to involve students in order to use the language for communicate in English. Moreover, this is useful for the researcher for becoming a professional and apply this method in the professional teaching field.

The research has been systematized in five chapters:

Chapter I. – This chapter presents referential framework, problem statement. Also it includes the general and specifics objectives and justification.

Chapter II. - This chapter presents the theoretical aspects of CLIL method in order to develop the speaking skill.

Chapter II.- This chapter presents the methodological framework which presents the design and type of the research, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.

Chapter IV.- This chapter presents the analysis and interpretation of results.

Chapter V.- This chapter presents the conclusions and recommendations of the research.

## CHAPTER I

### 1. REFERENTIAL FRAMEWORK

#### 1.1. THE PROBLEM RESEARCH

**Problem:** Students do not practice the speaking skills because of the methodology used by the teacher then they have difficulty to speak English for communicating.

#### 1.2. PROBLEM DEFINITION

The “San Gerardo” high school is located in the Chimborazo province, city of Guano, San Gerardo parish. It was created in 1980. Nowadays, this public institution has about 21 teachers who 2 are English teacher but one of them is a English teacher and the other one have a History degree, both of them are women. In addition, there are 345 students, the majority of them come from the rural sector and 2 students come from the city. The classrooms are enough to cover the amount of students, there are also 17 students with curricular adaptations associated or not to a disability, so 16 students are in the EGB and 1 student in BGU.

In Tercero de Bachillerato de General Unificado “A” at Unidad Educativa “San Gerardo” there are 19 students, in between them 12 live only with their mothers, 6 with both (father and mother) and 1 with other family members. On the other hand in the academic aspect sometimes they have problems with the teacher’s methodology, because 16 of them do not show interest in practicing English, 2 students try to use English for communicating and 1 has a concentration problem.

The main problem is that students at Tercero de Bachillerato General Unificado “A” do not practice the speaking skill because of the methodology and activities used which does not permit students practice and improve this skill in order to communicate. This research explored and got more information about how the CLIL method helps students to acquire the speaking skill. CLIL as a new method looked like a medium of communication proposed by the English as a Foreign Language Curriculum (2016) in Ecuador.

Also, this research helps the teacher at Unidad Educativa “San Gerardo” to improve the methodology and activities used, permitting to clear her knowledge. Moreover, this is useful for the researcher for becoming a professional and apply this method in the professional teaching field.

### 1.3 FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How does CLIL method helps students to acquire the speaking skill?	Which activities are used for practicing the speaking ability in English?	To explore how CLIL method (Content and Language Integrated Learning) helps acquire the speaking skills in students at Tercero de Bachillerato General Unificado, at Unidad Educativa “San Gerardo”.	To recognize the activities used to develop speaking skills with CLIL method in the students.
		How students react during the CLIL method activities?		To observe how students react during the CLIL method activities.
		which are the benefits of the CLIL method used in students to develop the speaking skill?		To describe the benefits of CLIL method in acquiring speaking skills.

*Done by Dario Amancha*

### 1.4. OBJECTIVES:

#### 1.4.1. GENERAL OBJECTIVE

To explore how CLIL method (Content and Language Integrated Learning) helps acquiring the speaking skills in students at Tercero de Bachillerato General Unificado, at Unidad Educativa “San Gerardo”, in San Gerardo parish, Chimborazo province during the academic year 2016-2017.

#### **1.4.2. SPECÍFIC OBJECTIVES**

- To recognize the activities used to develop speaking skills with CLIL method in the students.
- To observe how students react during the CLIL method activities.
- To describe the benefits of CLIL method in acquiring speaking skills.

#### **1.5. JUSTIFICATION**

The present research enriches the field of English Methodology, so it helps to know the activities and the method that could permit students at Tercero de Bachillerato General Unificado develop speaking skill in a better way thought a subject.

This research is important because the majority of students do not know the importance of speaking skills into the English classes. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life. (Qureshi)

Thought the Observation we can find how CLIL method helps students developing the speaking skill. For this analysis was created a Tally sheet in which it determined the three fundamental axes of the present research: students' reaction at moment of using CLIL method, recognize the activities used for developing the speaking skill, and describe the benefits of CLIL method in speaking skill.

The present project has the feasibility in the different aspect: One, the academic feasibility because Universidad Nacional de Chimborazo provides the necessary information about the research and the preparation to develop the research. Another, the human feasibility because Unidad Educativa "San Gerardo" allowed the access to the necessary information and resources for the research developing, also is necessary mention that the research realized his pre-professional training in this institution. Moreover, the economic feasibility because it is self-financed by the researcher.

This investigation will be useful for the researcher for becoming a professional and moreover apply this method in the professional teaching field. Also the direct beneficiaries of the research were the teacher and the students at Tercero de Bachillerato General Unificado and the indirect beneficiaries were the whole institution, the language career, and reader to increase their knowledge about Methodology.



## **CHAPTER II**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. PRECEDENTS OF INVESTIGATIONS REALIZED WITH REGARD TO THE PROBLEM**

After analyzing investigations in the library at Facultad de Ciencias de la Educación. Humanas y Tecnologías of Universidad Nacional de Chimborazo one could have verified a similar research that exists as: **Use of the CLIL method (content and language integrated learning) in the English language reinforcement in the teaching of Ecuadorian history in the octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo Province during the academic period 2015-2016.** Realized by Aguilar Joselyn and Santacruz Blanca in 2016. The object of this research is to determine how the implementation of CLIL method influences in the teaching of Ecuadorian history in the Octavo año "A" at Unidad Educativa Capitan "Edmundo Chiribioga". In addition, the researchers concluded that CLIL method permits students learning not only English and a subject, too. Students showed an enthusiasm and interested to know more information about the language English. And CLIL method help to improve the performance of the students in the foreign learning teaching process, students developed the four macro skills and they felt confidence and improve their English though Ecuadorian History.

#### **2.2. THEORETICAL FOUNDATION**

##### **2.1.1. The CLIL method**

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which a language is used for the learning and teaching process of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. (Coyle, 2011)

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh, 1994)

The CLIL (Content and Language Integrated Learning) method is focused on two parts, the content and the language to teach English improving the competence successfully and developing the four macro skills correctly.

### **2.1.2. The importance of CLIL Method**

According to ECML (European Centre for Modern Language) in 2016 there are a number of reasons why the development of CLIL method is important for teaching English:

Using language classes with subject is a way of administrating the time better. In many countries, teachers choose this method to present subject areas in a foreign or second languages in educational institutions. Some bi- or pluri-lingual school-leaving certificates in terms of employment opportunities and for university entrance in some countries.

Language teaching in educational institutions such as high schools and universities can help learners to acquire these subject literacies, and the development of study skills making progress the language competences, especially at levels B1.

### **2.1.3. Typical speaking activities include:**

According to the Steve Darn (2016) the tasks designed for production need to be subject-orientated, so that both content and language re cycled. Since content is to be focused on, more language support than usual in an English Language Teaching lesson may be required.

- Question loops, questions and answers, terms and definitions, halves of sentences.
- Information gap activities with a question sheet to support.
- Trivia search - things you know and things you want to know.
- Word guessing games.
- Class surveys using questionnaires.
- 20 questions provide language support frame for questions.
- Students present information from a visual using a language support handout.

#### **2.1.4. Advantages of CLIL method**

CLIL is seen not only as an approach to subject and language learning but also in broader educational and even political contexts as a means of understanding, proponents and exponents of CLIL see its advantages in terms of both achieving bilingualism and improving intercultural understanding.

Linguistically, CLIL not only improves overall target language competence, but also raises awareness of both mother tongue and target language while encouraging learners to develop plurilingual interests and attitudes.

Content-wise, CLIL provide opportunities to study content through different perspectives, access subject-specific target language terminology and hence prepare for future studies and/or working life.

Educationally, CLIL adds to a complements individual learners' range of learning strategies while adding diversity and flexibility to existing methods and forms of classroom practice.

CLIL and motivation, Natural use of language can boost a learner's motivation towards learning languages. Language is learnt more successfully when the learner has the opportunity to gain subject knowledge at the same time. (Darn S. , 2006)

#### **2.1.5. The skills developed in a CLIL:**

**Listening** is a normal input activity, vital for language learning

**Reading**, using meaningful material, is the major source of input

**Speaking** focuses on fluency. Accuracy is seen as subordinate

**Writing** is a series of lexical activities through which grammar is recycled.

#### **2.1.6. CLIL Classroom Practice**

The principles of cross-curricular teaching can be found in the 4Cs curriculum (Coyle 1999) which stated that a successful CLIL lesson should combine following principles:

**Content.**- Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

**Communication.**- Using language to learn whilst learning to use language.

**Cognition.**- Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

**Culture.**- Exposure to alternative perspectives and shared understandings which deepen awareness of otherness and self. (Darn S. , 2006)

### **2.2.1. The Speaking Skill**

Brown, (1994); define, “Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information.” Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. (Burns & Joyce, 1997)

Bygate (1987) define speaking as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances.

### **2.2.2. The importance of speaking skills**

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages like Ability to inform, persuade, and direct, to stand out from the rest, to benefit derivatively, Career enhancement and transmit the information correctly. (Gillis, 2013)

### **2.2.4. Communicative competences to enhance in speaking proficiency**

According to Canale and Swain (1980) to become communicatively and get abilities that underline speaking proficiency, a student need to master all of the communicative competence:

**Linguistic competence:** enable to the students to understand and use the structure of English with accuracy and fluency.

**Socio-Linguistic competence:** it is the ability to use the right language in the right time. It implies the understanding of the social and cultural context where the communication takes place.

**Discourse competence:** it is the ability to get together the words, phrases and sentences in a text with cohesion and coherence, establishing links between the previous sentences and those there are coming later.

**Strategies competence:** it is a way how the speakers handle the language to get communicative purposes, it implies the ability to initiate, terminate, maintain, and make easy the communication.

### 2.2.5. CLIL activities to develop speaking skills

According to ECML (European Centre for Modern Language) in 2016 there are some activities for developing CLIL method:

**Cooperating arrangement or cooperative** activities are such in which all learners have the same information and work together to complete a task.

**Interviews** can be motivating especially if they involve personal experience or opinion sharing, a fact which means that learners engage in interactions that interest them.

**Storytelling** is one of the techniques that can be employed with learners at any level to increase their fluency. This is because stories are a good opportunity for learners to practice longer stretches of discourse.

**Sharing experience and stories** can be motivating for tellers if met with prompts and collaboration from their audience.

**Role plays** are another way of promoting speaking. Learners pretend to be in various social contexts and have various social roles. Several examples of role plays, namely telephone conversations and so on.

**Discussions** give learners an opportunity to share their views and are a useful means of training pragmatic and strategic competence and fluency in general.

**Games** can bring excitement in LT but should be used considerately. Playing games for the sake of it can be as meaningless in terms of SLA as teaching grammar for the sake of grammar.

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH TYPE**

The present research is a qualitative approach because it uses data that arise from the empirical confrontation between the subject and the object of investigation with emphasis on interpretation results. The theory was deduced to the essential parts of the investigation about the use of CLIL method for developing the speaking skill. First, the research started with the analysis, explanation of the observation and abstraction using different strategies, with the techniques of the observation in order to establish how the CLIL method helps students practice the speaking skill.

#### **3.2. RESEARCH LEVEL**

This research had an exploratory level, it was consisted in analyze the developing of CLIL method to helps students practice English in order to communicate and also the increase of knowledge about any subject, into the class at Tercero de Bachillerato General Unificado “A” at Unidad Educativa “San Gerardo”.

In addition, all of this information was interpreted to define problems and potentials solutions to get a good use of the CLIL method in developing Speaking skills of English Language.

The ethnographic method was used because it is feasible with the analyzed problem in a directly form with the observable material items, individual behaviors and performances as well as ideas and arrangements that exist only in the education field.

The investigator researched at Unidad Educativa “San Gerardo” because at this high school exists a phenomenon at moment to students learning English because students did not practice speaking skill in a better way. The present research was developed into the academic term October 2016 - March 2017 in which he collected information through an observation.

For the present study, researcher had been working during six months which were distributed for the following faces: the field work place, the analytical phase and the informative phase.

### **3.3. POPULATION AND SAMPLE**

The investigator chose this population because at Unidad Educativa “San Gerardo” identify the problem for communicate in students of Tercero de Bachillerato General Unificado when the investigator developed the pre-professional practices. Also in the English as a Foreign Language Curriculum (2016) in Ecuador, students have to reach the B1 level. The class “A” was chosen because there is just one parallel.

The investigator noticed that students feel more comfortable and they have opportunities to practice the English Language with the CLIL method but they do not improve their ability to communicate in a better way, especially in speaking skill. Instead, the quantity of the population for this research did not have great number. The exploration of CLIL method in the developing of speaking skill worked with a teacher and 19 students at Tercero de Bachillerato General Unificado “A”.

### **3.4. PROCEDURE**

The activity of this research project has been divided into: preparatory, field work, analytical and informative. First, the researcher elaborated a tally sheet to know how the CLIL method is developed in order to get students communicate. To this, the researcher chose Methodology as the area of study because it talks about the method. The researcher select this institution with the purpose of exploring the use of CLIL method because they cannot communicate in English language.

### **3.5.WORK FIELD**

To begin into the preparatory part of the project, the investigators determined in his practices that the students of this institution did not practice the speaking skill. For then, the researcher developed the respective documents to Distrito de Educacion Guano-Penipe and the Rector of the Institution Lic. Sonia Monar, to inform about the problem and how it was detected. The tutor of the tercero of BGU and the Rector facilitated information and results of the survey which have been applied for detecting which are the factors for students cannot communicate in the English classes. There was no problem to apply the instrument. Also the researcher had

access to all the required documentation because he developed his practices in the educational institution therefore had access to academic records of students.

The researcher was involved into the class like observers to analyze if the CLIL method helps students to practice speaking skill and he took passive role because he did not participate in the activities and he just was observing and collecting information. The students were active because the class was useful with activities in which all of them had to participate and communicate between them. Some of them had problem because they did not have a great amount of vocabulary.

The information was collected from the facts that he observed and documented in a tally sheet that was developed for three reasons; the first to recognize the activities used to develop speaking skills with CLIL method in the students. Second, to observe how students react during the CLIL method activities. The third to describe the benefits of CLIL method in acquiring speaking skills. Participants for this investigation had been the authorities since they have provided the opening for development, concluded with the collection of data the second and third weeks of March. A participatory observation had developed in which information had collected through a tally sheet which concluded despite students can practice the speaking skill, they prefer taking a passive role into classes. Within the analytical phase it was detailed that the data were taken through the not participatory observation and was applied from the instrument of the tally sheet the data were registered through descriptive records by the researcher. Finally the researcher with all the information collected in the analytical phase, he finished the final report the four weeks of March and with this he concluded the research.



## **CHAPTER IV**

### **4. ANALYSIS AND INTERPRETATION OF RESULTS**

The research work was developed at third of bachelor of Unidad Educativa “San Gerardo”, in order to explore how the CLIL method (Content and Language Integrated Learning) helps students developing the speaking skill.

With the data obtained, applied observation guide. It was applied on March 17<sup>th</sup>, 22<sup>nd</sup> and 24<sup>th</sup> for 3 hours every day in Tercero de BGU “A” at Unidad Educativa “San Gerardo”. The observation helped to analyze how CLIL method (Content and Language Integrated Learning) helps students acquiring speaking skill.

#### 4.4. ANALYSIS AND DESCRIPTION OF TALLY SHEET AT THIRD OF BACCALAUREATE

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>TO RECOGNIZE THE ACTIVITIES USED TO DEVELOP SPEAKING SKILLS WITH CLIL METHOD IN THE STUDENTS.</p>	<p>The activities used for developing the speaking activities with CLIL method were: close questions, cooperative group and visual information activities.</p>	<p>The activities used were close questions, cooperative group, and visual information. In which students could develop speaking skill for communicating among them but in a little percentage because when they are in work groups the majority of them were talking in Spanish, the type of question are yes or no question and they do not produce a long sentences.</p> <p>With visual information students feel motivated developing this activity but they did not permit acquire the speaking skill successfully. Moreover, there are not enough activities in order to perform the speaking skill. In addition, the activities was focus in the subject part and they have to</p>	<p>The CLIL (Content and Language Integrated Learning) method is focused on two parts, the content and the language to teach English improving the competence successfully and developing the four macro skills correctly in order to communicate useful into the classes. For them, the use of open and close questions, interviews, discussions, information gap, trivia search, class surveys, word guessing, visual information, games, role plays, and cooperative groups are the most common activities in which the CLIL method can helps students developing and improving the speaking and writing skills.</p>

		focus on the other macro skills, and they practice the speaking skill but in a little percentage.	According to the British Council (2015) the tasks designed for production need to be subject-orientated, in which students have the capacity to develop the four macro skills not only focusing in grammar or just in the subject parts in order to students can learn.
TO OBSERVE HOW STUDENTS REACT DURING THE CLIL METHOD ACTIVITIES.	Most of the students feel comfortable at moment to learn English with the CLIL method activities.	Students feel comfortable and safe at moment to develop the English classes with CLIL method. In addition, the topics were about Ecuadorian history in which they were interesting to know. Nevertheless, some of the students get confused in the activities because their vocabulary word are unknowing and complicated for understanding it about the topic exposed, so it is difficult to communicate, too.	According to ECML (European Centre for Modern Language) (2016), Combining language classes with subject learning is a way of using time more efficiently in which it makes a comfortable environment because the CLIL method focus in teaches a subject to students participated in real situations depending on the cultures. Learners can choose to present subject areas in one of the foreign or second languages they study in school in which they take some previous knowledge permitting to develop classes in a good way.

	<p>Combining language classes with subject students felt motivated.</p>	<p>Combining the English class with a history subject in which students could felt more motivated to practice the speaking skills because they could learn more about the history in which they could interchange information practicing with the CLIL method activities. In addition, they have the facility to comprehend the topic easily because they have a history classes in Spanish, too.</p>	<p>According to Dain S. (2006) CLIL method focus in making motivation classes and, natural use of language can encourage a learner's motivation towards learning languages. Language is learnt more successfully when the learner has the opportunity to gain subject knowledge at the same time because it is not focusing in transmit just the knowledge, it is focus in developing a comfortable environment in which students can participate in the classes. Therefore, the application of the CLIL method is more complete because students can make a comparison between the native cultures with other ones.</p>
--	---	---	--

<p>TO DESCRIBE THE BENEFITS OF CLIL METHOD IN ACQUIRING SPEAKING SKILLS.</p>	<p>The students did not performed the language competence correctly.</p>	<p>Students could not put in practice the four language competence while they were developing the speaking activities in order to improve the language competences. CLIL method make students communicate with cohesion, accuracy, but they could not improve all of the competences significantly because they need constantly practice and students also needed to focus on the other skills too.</p>	<p>Language teaching in schools and universities helps learners to acquire these subject literacies, and the development of study skills is an important part of making progress in language competences such linguistic, socio-linguistic, discourse and strategy competences for improving the macro skills and taking a good level. Also this method works in the four macro skills in order to learners take levels B1 at moment finish the high school. Therefore, if students cannot perform or develop the four language competences, it can be difficult students develop the four macro skills correctly with the application of CLIL method.</p>
	<p>The method developed the speaking skill in order to get at level B1.</p>	<p>Every moment that students practice the speaking skill, they could not improve the ability to develop the speaking skills because they have to practice the others three macro skills, too.</p> <p>They had the possibility to get the B1 level at the final period of the education but it cannot possibility because of the activities are the same in the different classes and</p>	

		they cannot improve more easily and the time is not enough to perform the speaking skill in a better way.	
	The method enriched the content of language learning and the teaching for making more interesting and efficiently.	Students learned more about the history subject while learned English in which it permit students learned about the culture of Ecuador, but not improving speaking skills in a better way because the activities used focusing in the others macro skills, too.	<p>According to Marsh (1994) and Coley (2011) Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. It means that students not only learn an English language, they can obtaining or learning about any subject content such as history, math, science, social studies, general culture and so on.</p> <p>Enriching the content of language learning and teaching makes it more interesting and more challenging because CLIL increase the potential cognitive growth.</p>

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.4. CONCLUSIONS**

- The activities used by the teacher are limited for students to develop the speaking skills with CLIL method. The activities performed were questions, cooperative groups and visual information so it is not enough to improve this skill.
- The students reacted satisfactorily when they use the CLIL method to learn English because they learned English and at the same time they learned history subject, so it permits students felt comfortable and motivated for learning English.
- CLIL method benefits students a lot for acquiring speaking skills. The students enrich the knowledge due to the CLIL method focused in two parts; subject and language. But students cannot develop speaking skill appropriately in order to get B1 level in speaking skills because the time and the activities are not enough to perform it.

#### **5.5. RECOMMENDATIONS**

- The teacher must take some courses for improving and updating their knowledge and application about the use of CLIL method. So that they will be able to help students practice more because it permits them improving their ability for speaking English.
- The teacher has to use the CLIL method for teaching because students feel interested in any specific topic using this method making the classes more motivated and successful.
- The teacher always has to use the CLIL method because it helps students enrich their knowledge and their vocabulary for retaining in a permanent way.

## 6. BIBLIOGRAPHY

- Aguilar Joselyn and Santacruz Blanca (2016). *Use of the CLIL method (content and language integrated learning) in the English language reinforcement in the teaching of ecuadorian history in the octavo año "a" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo province during the academic period 2015-2016*. Universidad Nacional de Chimborazo. Retrieved from: <http://dspace.unach.edu.ec/bitstream/51000/1779/1/UNACH-FCEHT-TG-IDIOMAS-2016-000016.pdf>
- Burn and Joyce. (1997). Retrieved from <http://files.eric.ed.gov/fulltext/ED523922.pdf>
- Bygate (1987) retrieved from: <http://files.eric.ed.gov/fulltext/ED523922.pdf>
- Canale, R. & M. Swain. 1980. *Theoretical Basis of Communicative Approach to Second Language Teaching and Testing*. Applied Linguistics I.
- Coyle. (2008). *Content and Languge Integrated Learning - Motivating Learners and Teachers*. Retrieved 11 08, 2016, from <http://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcoyle.pdf>
- Coyle. (2011, 04 01). *Teacher Education and CLIL Methods and Tools*. Retrieved 11 06, 2016, from <http://www.cremit.it/public/documenti/seminar.pdf>
- Darn, S. (2006). *Content and Language Integrated Learning*. Izmir University of Economics, Turkey. British Council. Retrieved 11 08, 2016, from <http://files.eric.ed.gov/fulltext/ED490775.pdf>
- Darn, S. (n.d.). *Content and Language Integrated Learning (CLIL)*. Retrieved 11 08, 2016, from 2006: <https://www.teachingenglish.org.uk/article/content-language-integrated-learning>
- European Centre For Modern Language. (2016). *Content and Language Integrated Learning CLIL*. Council of Europe. Retrieved on June 17<sup>th</sup>, 2016 from: <http://www.ecml.at/Thematicareas/ContentandLanguageIntegratedLearning/tabid/1625/language/en-GB/Default.aspx>
- Gillis, G. (2013, 10 17). *The Importance of Speaking Skills*. Retrieved 11 15, 2016, from <http://www.geraldgillis.com/importance-speaking-skills/>
- Gomez, Santiago (2014). *CLIL: A way to promote basic listening and speaking skills through multiple intelligences based lessons*. Manizales University. Retrieved



from:<http://ridum.umanizales.edu.co:8080/jspui/bitstream/6789/2034/1/PROYECTO%20FINAL.pdf>

Marsh, D. (1994). *Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.* Retrieved 11 08, 2016

Marsh, D. (2012). *Content and Language Integrated Learning (CLIL) A Development Trayectory.* Retrieved 11 11, 2016, from [helvia.uco.es/xmlui/bitstream/handle/10396/8689/2013000000658.pdf?...](http://helvia.uco.es/xmlui/bitstream/handle/10396/8689/2013000000658.pdf?...)

Qureshi, I. A. (s.f.). *The Importance of Speaking Skill for EFL Learners.* Alama Iqbal: Department of English, Alama Iqbal Open University, Pakistan.

Solcova, Petra. (2011). *English Language and Literature and Teaching English Language and Literature for Secondary Schools.* Masary University. Retrieved from: [https://is.muni.cz/th/329367/ff\\_m/THESIS\\_Solcova\\_text.pdf](https://is.muni.cz/th/329367/ff_m/THESIS_Solcova_text.pdf)

Savignon, Sandra. (1983). *Communicative competence: Theory and Classroom Practice*, MA: Addison-Wesley.

## 7. ATTACHMENTS

### 7.4. TALLY SHEET



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y**  
**TECNOLOGÍAS**  
**LANGUAGE CAREER**

### TALLY SHEET

**Objective:** To explore how CLIL method (Content and Language Integrated Learning) helps acquire the speaking skills.

ACTIVITIES		Yes	No										
Activities use for developing the speaking skill with CLIL method.	Questions												
	Interviews												
	Discussions												
	Information gap												
	Trivia search												
	Class surveys												
	Word guessing												
	Visual information												
	Games												
	Role plays												
Cooperative activities													
<b>DATE</b>		<b>TOTAL</b>											
<b>FREQUENCY</b>		<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>N</b>
Students feel comfortable and produce useful the speaking activities with CLIL method.													
The method helps students improve the language competence correctly.													
Combining language classes with subject													

students feel motivated.													
The method enriches the content of language learning and teaching for making more interesting and efficiently.													
The method develops the speaking skill in order to make progress in language competences, especially at level B1.													

**Indicator:** A = Always

S = Sometimes

N = Never

**Source:** Observation guide directed to students of Third of Bachelor at Unidad Educativa “San Gerardo”

**Done by:** Dario Amancha

**Signature**