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**TITLE OF THE RESEARCH WORK**

**ANALYSIS OF THE CONTENT AND LANGUAGE INTEGRATED LEARNING USAGE (CLIL) AS AN APPROACH IN ORDER TO IMPROVE THE DEVELOPMENT OF LISTENING SKILL IN STUDENTS AT 8<sup>TH</sup> GRADE OF BASIC GENERAL EDUCATION "A" IN "PENSIONADO AMERICANO" HIGH SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018 – 2019.**

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**ANALYSIS OF THE CONTENT AND LANGUAGE INTEGRATED LEARNING USAGE (CLIL) AS AN APPROACH IN ORDER TO IMPROVE THE DEVELOPMENT OF LISTENING SKILL IN STUDENTS AT 8TH GRADE OF BASIC GENERAL EDUCATION “A” AT “PENSIONADO AMERICANO” HIGH SCHOOL, IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018 – 2019**

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## **AUTHORSHIP**

The content of this research is under the responsibility of the author Jessica María Guaranga Lema, student of the Language Career, with the following theme:

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The contents, thoughts, opinions, analysis and conclusions in this investigation are those of the author.

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*Thanks to trust me*

***Jessica Guaranga Lema***

## **DEDICATORY**

*I would like to dedicate this work to God since with him all things are possible in the life.*

*To my parents and brother who are my strength and inspiration. I would like to let know that they are the most important people in my life. Thus, this achievement is for them.*

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*I love you*

***Jessica Guaranga Lema***

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## RESUMEN


Los enfoques, las técnicas y las estrategias metodológicas se encuentran en una constante actualización con el objetivo de mejorar el proceso de enseñanza y aprendizaje del idioma inglés. Es así que, el Aprendizaje Integrado de Contenidos y Lengua Extranjera es un enfoque innovador que proporciona algunos beneficios para aprender inglés y mejorar las habilidades lingüísticas. Por esta razón, este es un enfoque importante y útil en el campo académico. Por ello, este estudio se enfoca en el análisis del uso del Aprendizaje Integrado de Contenidos y Lengua Extranjera como un enfoque para mejorar el desarrollo de la capacidad auditiva en los estudiantes de 8<sup>vo</sup> grado de Educación General Básica “A” en la Unidad Educativa “Pensionado Americano”. Es importante mencionar que esta investigación se enmarca en el área metodológica y en el enfoque cualitativo en un nivel descriptivo. Además, se utilizó el método etnográfico y la observación directa para recolectar la información necesaria para la elaboración de esta investigación. De esta forma, esta observación permitió al autor identificar el bajo nivel de habilidad auditiva de los estudiantes. Además, fue posible determinar que el proceso utilizado en la clase de Aprendizaje Integrado de Contenidos y Lengua Extranjera tiene algunas dificultades al momento de ser aplicado el enfoque. Así también las actividades usadas en clase no permiten a los estudiantes sentirse motivados puesto que estas actividades no son interesantes ni divertidas para ellos. Es importante mencionar que como fue indicado en el planteamiento del problema la constante exposición de los estudiantes a un contexto fuera de clase en el cual solo se habla español se convierte en un problema para la comprensión en clases. Los resultados de la investigación podrían ser útiles para los maestros para buscar estrategias que les ayuden a optimizar la aplicación de CLIL para mejorar la habilidad de escuchar. Thus, after the observation process applied by the author was possible to identify that, if the processes that involved a CLIL class are followed with the used correctly, this approach is helpful in order to improve the listening development for the students.

**Palabras claves:** Aprendizaje Integrado de Contenidos y Lengua Extranjera, Destreza Auditiva

## ABSTRACT

Methodological approaches, techniques, and strategies are being updated constantly in order to improve the English teaching and learning process. Content and Language Integrated Learning is an innovative approach that provides some benefits for learning English and for improving the language skills. For this reason, it is an important and useful approach in the academic field. This study is focused on the analysis of Content and Language Integrated Learning usage (CLIL) as an approach in order to improve the development of listening skill in students at the 8th level of Basic General Education "A" at "Pensionado Americano" high school. This research frames into the methodological area and in the qualitative approach at a descriptive level. The ethnographic method and direct observation were used to collect the necessary data for the elaboration of the research. This observation allows to identify the low level of listening skill. It was possible to determine that the process used in Content and Language Integrated class has some difficulties when it is applied. Moreover, the activities used in the classroom do not let students feel motivated because they are not interesting and funny. It is important to remark that the exposure to a Spanish context outside the class does not contribute to students' comprehension. The results from the research are useful for teachers in order to look for strategies that help them to optimize the application of CLIL for the improvement of listening skill. After the observation process applied, it was possible to conclude that, if the processes that involve a CLIL class are followed correctly, this approach will be helpful in order to enhance the listening skill.

**Key words:** Content and Language Integrated Learning approach, Listening skill.

  
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## INTRODUCTION

The English language has become one of the most important languages around the world since it is the most spoken language. For this reason, it has been implemented as a subject in educative systems from different countries. At the same time, new methods, approaches, strategies, and techniques have been applied in order to get a better result in the English learning process. Therefore, the Ecuadorian system of education has adopted a new approach which is based on a language driven CLIL approach, where content from other disciplines is used for meaningful and purposeful language use (Met, 1999). CLIL supports the overall curriculum, developing cognitive and social skills needed for other subjects, and reinforcing content covered in other areas. The integration of critical thinking skills as defined in Bloom's Taxonomy and the development of communicative linguistic competences are presented in this proposal as an interdependent process within a CLIL model, where critical thinking skills serve as the mechanism for implementing content, culture, communication, and cognition (Coyle, 2007).

Listening skill is important in the English learning process. It is used by students in every lesson or in any situation. It is a skill that lets students learn new things by listening. Thus, listening is a skill that requires to be practiced in order to improve it. Students could be exposed to a context in which the use of the language is constant. However, there are some cases in which students have problems for understanding what is being said.

The already mentioned factor has been evidenced at the 8th level of Basic General Education "A" at "Pensionado Americano" school in which there are 21 students. This institution is in the city of Riobamba, Chimborazo province. Moreover, this private school has about 2000 students and 3 English teachers.

The research problem is that students have difficulties in order to improve their listening skill in the class. Thus, it could happen by different factors like lack of practice, absence of expose to a context, lack of motivation. Therefore, this investigation provides relevant information about the usage of CLIL as an approach in order to improve listening skill. Naves (2009) states, among many benefits of CLIL, it is important to highlight the increase

of the quantity and quality of exposure to the language. For this reason, this research will use an observation sheet in order to identify how is used CLIL in the class in order to improve listening skill.

This research has been organized in three chapters:

**CHAPTER I:** The referential framework contains the research problem, problem statement, formulation of the problem and the objectives of the research.

**CHAPTER II:** The theoretical framework contains theoretical background regarding the problem to be investigated and theoretical foundation basis.

**CHAPTER III:** The methodological framework contains the research design, type of investigation, level of research, method of research, population and sample, techniques and instruments for collecting data, procedure, schedule, and references.

## CHAPTER I

### REFERENTIAL FRAMEWORK

#### 1.1. RESEARCH PROBLEM

Students at 8th level of Basic General Education “A” at “Pensionado Americano” high school do not have a good level of listening skill in English because they are not involved in real contexts where they can practice it.

#### 1.2. PROBLEM STATEMENT

English is considered a universal language because it is one of the most spoken languages by people. Therefore, most of the countries around the world try to implement English as a subject in their educative systems. However, not all countries get good results. Thus, according to the last report of EF English Proficiency Index 2018 shows a result based on an assessment about English proficiency applied around the world, in which some continents like: Latin America, Africa and Medio Oriente have not an appropriate proficiency level of English. As, EF EPI (2018) has noticed that due to different factors like economy, educative system, lack of technological resources, low salary of teachers, poor methodological strategies, lack of practice and use of the language in different situations the development of listening and speaking skills have become a problem to students.

Shelvy (2019) argues “listening and speaking in English are more difficult and more important for learners to master than reading and writing”. Even though, these skills are important in English learning process. It is a fact that around the world listening and speaking English become the most difficult skills for people when they are leaning English. Since this requires more practice in order to get a good level in these skills. At the same time, it becomes a problem when teachers do not encourage students to practice these skills by means of different techniques or strategies.

According to EF EPI (2018) Ecuador ranks number 65 from 86 within the countries from Latin America with a low level of English proficiency. Overcrowded schools, inadequate training, lack of technological resources due to the low economy in order to improve the conditions of classrooms are factors which have influenced in order to get bad results in English learning process. Thus, EF EPI (2018) has noticed that students who finish their primary school do not have the enough knowledge about English. For instance, they do not have a total development of their listening, reading, speaking and writing skills. Thus, students have problems developing their listening skill, since it is a skill which requires practice. To get the goal, they need to have a class with enough technological resources and communicative activities that help students use the language.

Ecuador is trying to improve its educative system to get better results about English learning. Minister of Education from Ecuador, Vidal (2012) argues that, teaching standards established in Ecuador are used in countries such as Albania, Paraguay, and the United States. Therefore, The Ministry of Education has established some standards for learning English meaningfully. Thus, it involves the implementation of new English teaching methodologies. Therefore, Content Language Integrated Learning in which lessons are focused on teaching content through English language has also been established. Moreover, it lets students develop language skills by the activities along the lesson.

“Pensionado Americano” is a bilingual high school from Riobamba city at Chimborazo province. This school has about 2000 students and 3 English teachers. It is important to remark that it is a private institution. Therefore, students have all the necessary technological resources. Even though, based on the observation done a long of the teaching practices it was possible to identify some problems that affect de students´ level of listening skill. One of them is that in the context outside Spanish is spoken all of the time. The exposure to unfamiliar topics makes students bored. Consequently, students listening skill is low. Communication is the primary goal every teacher wants to achieve when teaching a foreign language. However, because of the lack interaction between students and the teacher, it is difficult to understand the information from the lesson. This makes that students do not become encouraged in order to improve listening skill.

### **1.3. PROBLEM FORMULATION**

How does CLIL approach help to improve the development of listening skill in students at 8th level of Basic General Education “A” at “Pensionado Americano” high school, in the city of Riobamba, Chimborazo province, during the academic year 2018 – 2019?

### **1.4. GUIDING QUESTIONS**

- How is Content and Language Integrated Learning applied during the lesson by the teacher?
- What kind of CLIL activities are used in order to improve listening skill?
- What is the process to develop listening activities in a CLIL class?

### **1.5. OBJECTIVES**

#### **1.5.1. GENERAL OBJECTIVE**

To analyze the Content and Language Integrated Learning usage (CLIL) as an approach in order to improve the development of listening skill in students at 8th level of Basic General Education “A” at “Pensionado Americano” high school, in the city of Riobamba, Chimborazo province, during the academic year 2018 – 2019.

#### **1.5.2. SPECIFIC OBJECTIVES**

- To recognize what process is applied in order to develop a CLIL lesson.
- To distinguish what CLIL activities are used to enhance the listening skill.
- To identify the process used to develop a listening activity in class.



### 1.5.3. OBJECTIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
<b>Methodology</b>	How does CLIL approach usage help to improve the development of listening skill in students at 8 <sup>th</sup> level of Basic General Education “A” at “Pensionado Americano” high school, in the city of Riobamba, Chimborazo province, during the academic year 2018 – 2019?	How is Content and Language Integrated Learning applied during the lesson by the teacher?	To analyze the Content and Language Integrated Learning usage (CLIL) as an approach in order to improve the development of listening skill in students at 8 <sup>th</sup> level of Basic General Education “A” at “Pensionado Americano” high school, in the city of Riobamba, Chimborazo province, during the academic year 2018 – 2019.	To recognize what process is applied during the lesson.
		What kind of CLIL activities are used in order to improve listening skill?		To distinguish what CLIL activities are used to enhance the listening skill.
		What is the process to develop listening activities in a CLIL class?		To identify the process used to develop a listening activity in class.

## **1.6. JUSTIFICATION**

English has become a universal language around the world. Therefore, teachers from different countries have tried to improve the English learning process by means of the methodology used by them in their classes since this process requires the application of innovative methods, strategies, and techniques in order to get a meaningful learning. Thus, there are some methods that have been used in the English teaching learning process. One of those new methods is Content and Language Integrated Learning. It is one of the newest methods since it consists on teaching subjects like math, science, history, etc by means of a foreign language.

Currently, Ecuador has adopted CLIL approach as a resource in order to improve English teaching in the Ecuadorian educative system and try to overcome some problems that have been present in the English teaching. CLIL provides some advantages in the teaching process for teachers and students. One of these advantages is the development of students' language skills. For instance, it allows teachers to encourage students in order to develop listening, reading, writing and speaking skills.

For the Languages career at Universidad Nacional de Chimborazo, this research is relevant because it provides all the necessary information about CLIL approach importance and the process followed in a class. Moreover, it will help teachers to know what kind of activities could be used in a CLIL class and the process that should be used to develop correctly during a listening activity. Therefore, the main goal of this research is to analyze the CLIL usage in order to improve the development of listening skill.

To the researcher, the development of this research is important since this work is an instrument that will help the investigator to apply correctly CLIL approach in the professional life so as to become a traditional class in an interesting class in which the researcher will be able to teach a subject by means of a foreign language. Teacher and students at the 8th level of Basic General Education at "Pensionado Americano" are the direct beneficiaries of this research, and the indirect is the Languages career and the Universidad Nacional de Chimborazo. This research is feasible because the technological, human and economic resources are available.

## CHAPTER II

### THEORICAL FRAMEWORK

#### 2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

CLIL has been investigated for many people around the world in order to present its benefits. There are investigations about CLIL in Ecuador. A research from Universidad Central del Ecuador with the title “Content and Language Integrated Learning method (CLIL) in order to develop written skill in English language in students at eighth grade of Basic General Education of “Institución Educativa Central Técnico” at Quito, in the academic year 2017-2018” done by César Leonardo Pineda Rojas in 2018. The general objective of this research was to analyze the use of the Content and Language Integrated Learning in the written production of the English language of eighth level general education students at Central Técnico at Quito, in the academic year 2017- 2018. This research had a qualitative approach. The conclusion of this research was that the learning environment implies that the teacher must create a pleasant space in the classroom in order to get an interaction among students and teachers. The author’s recommendation was that English teachers from Central Técnico at Quito can work in the execution of the scaffolding characteristic by considering that it is the only key for the development and improvement of written production skills (Pineda, 2018).

Another research study was developed at Facultad de Ciencias de la Educación from Universidad Nacional de Chimborazo. This research was done by Dario Javier Amancha Vargas in 2017 with the title “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 october 2016 – march 2017”. This investigation had as a general objective to explore how CLIL method (Content and Language Integrated Learning) helps to acquire 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. This research had a qualitative approach because it used data that arises from the empirical confrontation between the subject and the object of investigation with emphasis on the interpretation results. The conclusion of this research was that CLIL method benefits students a lot to develop speaking skill. The students improve their knowledge due to the CLIL method is focused in two parts; subject and language. The recommendation of the author was that teacher always has to use the CLIL method because it helps students enrich their knowledge and their vocabulary for retaining it in a permanent way (Amancha, 2017).

## **2.2. THEORETICAL FOUNDATIONS BASIS**

### **2.2.1. Content and Language Integrated Learning (CLIL)**

The term Content and Language Integrated Learning (CLIL) was launched in Europe in the 1990s by a group of experts from different backgrounds, including educational administrators, researchers, and practitioners (Marsh, 2000). Moreover, CLIL has been used as an innovative approach in many schools and high schools from different countries for improving the foreign languages learning.

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, 2002). Therefore, CLIL has become a great approach which allows students to learn different subjects like math, science, history, etc by a foreign language. Besides, it is important to mention because of these factors, teachers are interested in applying this approach to let students learn a subject and a foreign language at the same time.

### **2.2.2. Importance of CLIL**

Learning a foreign language has become very important in our society since it allows to get better opportunities of study, encourage students in class and improve the English learning process. Nowadays some educators have tried to find new methods, approaches,

strategies in order to facilitate the foreign language learning. Therefore, educators look for innovative ways to develop students' language skills.

Boer (2018) argues that, CLIL is an approach used by teachers to teach foreign languages by means of activities which motivate students to be interested to learn a content through a foreign language. Additionally, it tries to challenge students to develop language skills. Therefore, it is important to remark that students should be involved in a comfortable context in which to learn English becomes a funny and interesting experience. Moreover, teacher should look for activities based on CLIL. Those activities have to be focused on developing the student's language skills

### **2.2.3. Characteristics of CLIL**

Content and Language Integrated Learning is not focused on teaching a foreign language by a content. CLIL tries to teach a content by means of a foreign language. Therefore, it allows students to have access to the content through the use of the language. The main methodological purpose is to get more interaction among students in class in order to share knowledge (Pavón, 2011).

Coyle (1999) states, CLIL approach has four pillars or elements into the language learning process which are important in order to get a better language learning process. Those pillars are:

- **The content.** - progression in knowledge, skills and understanding related to specific elements of a defined curriculum.
- **The language.** - using language to learn whilst learning to use language.
- **Learning skills/ thinking skills.** - 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 (Frydrychova, 2012).

Content and Language Integrated Language is an approach that must be applied in a correct way by the teachers along the lesson due to the fact if teachers want to get their students learn significantly, they must plan a lesson in which the four elements of CLIL are involved. Therefore, a CLIL lesson must have a clear and adequate content. It means a content focused on the necessities of the students that lets them learn the foreign language. Besides, in this approach it is important the language that students use in order to interact among teachers and students since one of the characteristics of CLIL is to teach a content through a foreign language. Furthermore, the development of thinking skills is the key in a CLIL lesson because it allows students to be an active participant in the class since through those skills, they will be able to memorize, internalize, test, identify, judge, and design the knowledge that they have learned.

#### **2.2.4. Advantages of CLIL**

Content and Language Integrated Learning is an approach that brings a lot of benefits to students and teachers. It lets students to be in a context in which the use of the language is constant. Another benefit from this approach is that teachers can teach a content like mathematic, history, science and other subjects through a foreign language. Moreover, CLIL is focused on the development of students' skills by means of activities along the class.

In many cases, CLIL can increase students' motivation to learn what the teacher is teaching them. This can enable students to progress quickly and solidly than they would with deliberately separated subjects (ELT, 2010). It lets students get encouraged to learn in an easy and effective way since they are learning by an innovating approach in which they become active participants.

Other advantages that the use of CLIL approach offers are the development of multilingual interests and attitudes, integrates language into the broader curriculum, introduces a wider cultural context to content lessons and improves overall and specific language competence (Twig Education , 2018).

### 2.2.5. Skills developed in a CLIL lesson

- **Listening.** – it is an input skill very important in language learning.
- **Reading.** – by the used of meaningful material, it is an input skill.
- **Speaking.** – it is focused on fluency and accuracy.
- **Writing.** – are some lexical activities through the grammar used.

### 2.2.6. The six stages of a CLIL lesson

Teachers should follow a process in their classes in order to be focused in the main objectives that they want to achieve with their students. Besides, a process helps teachers develop every activity in a specific order along the lesson. Thus, according to CLIL Magazine (2019), “A typical CLIL lesson has six stages which should be followed by teachers”. Those stages are:

**Beginning of a lesson.** – Teachers should encourage their students since teacher must get students related with the topic of the lesson and activate their prior knowledge.

**Introduce Content.** – In this stage, teacher presents the content that will be studied along the lesson. The content could be related with science, math, history, etc. It is important to remark that, teacher could introduce to students the topic by means of videos, audios, readings and games.

**Instruct students.** – In this stage, teacher provides clear instructions to students in order to develop the activities about the topic taught in the lesson.

**Group work.** – In this stage, the activities in group help to exchange information in order to master this knowledge.

**Individual work.** – The activities in a lesson are important in order to understand the topic in a better way. Teacher should present some individual activities which must be done by students without the help from a peer because it helps to use their own knowledge.

**End of a lesson.** – In this stage teacher should organize an activity which motivates students to use the knowledge that was learned along the lesson. In this way, teacher can verify that the topic has been learned by students.

### **2.2.7. Listening skill**

Listening, as Howatt and Dakin (1974) define, it is the ability that allows students to identify and understand the information that teacher is trying to communicate. Thus, it lets students recognize every aspect about teacher's speech. For instance, students could be able to identify the pronunciation, grammar and the relation between vocabulary and its meaning. It is important to know that when students are learning a foreign language the main objective should be to develop the four language skills. Therefore, in the language learning process students should get a significant content since it lets them to use a foreign language in academic and social situations.

Ellis (1997) argues "language acquisition occurs encompassing the language input and output in education by receiving information through listening and reading skills, and then producing information through speaking and writing skills in real communication situations". Therefore, listening is an important receptive skill in the English learning process since it lets students receive information from another person. Furthermore, this skill allows them to communicate with others because the most important in a conversation is to understand what people are trying to communicate. Hedge (2000) claims, sometimes students use as a strategy their linguistic competence to understand the information instead of listening to every word and try to translate in their first language.

### **2.2.8. Importance of listening**

Remen (2015) states "the most basic and powerful way to connect to another person is to listen". People could receive and give information in a conversation. It is a fact that listening skill is a key in the communication in order to interact among each other. In the same way, in the class students need to listen to their teachers to understand the content and learn new content since if they listen to their teachers, they could ask them questions about the class.



At the same time, it is important to remark that, in order to get good results in the language learning process, it is necessary that students can understand everything about what their teachers are trying to teach them. Therefore, a good idea is to make students interact and apply the four language skills. Nevertheless, most of the time in class they just use their listening skill. It is a fact that to learn in a class, students need to listen each to other. For example, if the teacher is explaining something, but students do not understand what teacher is saying, it will become a great problem to learn new knowledge in the class. For this reason, listening skill is as important as speaking skill; we cannot communicate face to face unless the two types of skills are developed in communication (Anderson, 2003).

### **2.2.9. Process of listening activities**

#### **Pre listening**

The pre-listening stage helps learners to find out the aim of listening and provides the necessary background information (Pospieszńska, 2000). In this stage, teacher presents students the listening that will be listened in the lesson by them. It means teacher provides information about what they are going to listen. It is important to remark that; teacher could apply some activities to make students get familiarized. For instance, teacher can encourage students to discuss the reading related with the recording. Besides teacher could present some pictures to make that students guess what the topic will be by means of a brainstorming, warm up and questions.

#### **While-Listening**

In this stage, students should not be worried to try to listen to every word instead they have to be focused on comprehending the listening to get the general idea. Therefore, teacher assigns students short activities that will be developed during the listening. Those activities have to challenge students to get them interested to listen. For instance, listening for gist, listening for main ideas, making inferences, fill gaps, multiple choice questions and organize pictures are activities that allow students comprehend instead of just listening. An

important aspect in this stage is that the answers from these activities have to be checked immediately by asking students the answers and correcting them.

### **Post-Listening**

In this stage, students develop activities after listening to the audio. Those activities might be an extension from the pre and while listening or independent activities. Those tasks allow students to analyze the language, grammar and vocabulary involved in the audio (Rixon 1986 and Underwood 1989). There are not a lot of activities in order to develop after listening stage. However, discussions among students about their impressions, creation of dialogues in pair or groups, questions provided by the teacher to encourage the discussion are activities that allow students to use different aspects from the audio listened to.

#### **2.2.10. Listening tasks in CLIL**

Teachers have to bear in mind that when they plan activities or tasks for students, they must be selected according to student's level, age, interest. Therefore, in a CLIL class songs, videos, readings, etc are used as activities in order to motivate students to develop their listening skill. These activities let students get encouraged and listen to get information. It is important to remark that students like this kind of activities because they are interesting and fun for them. According to English Foreign Language Magazine (2016), there are some listening tasks which could be developed in an English class:

**Note taking.** – Students have the chance for taking notes about what they are listening to facilitate the comprehension. In this activity students could use graphic organizers, tables, Venn diagrams, etc.

**Listen and Draw.** - Teachers give clear instructions about the activity. Then, students listen and draw some pictures about the listening already presented by the teacher.

**Listening for detail.** - Students listen to get specific information or details from a reading, audio, video, etc.

**Making inferences.** - Students listen to get information that is not explicitly stated on the track (Pound, 2015).

### **2.3. BASIC TERM DEFINITIONS**

- **Approach.** – It refers to a methodological method, strategy, technique used to help in the development of the teaching and learning process.
- **CLIL.** - Content and Language Integrated Learning is an approach that is focused on the teaching of some subjects like: math, science, history, geography, etc by means of a foreign language.
- **Language Skills.** - It refers to someone's ability to use a language since there are four skills that have to be developed when someone learns another language. Those skills are listening, reading, writing and speaking.
- **Listening skill.** – It is an ability developed in the foreign language learning that allows learner to comprehend what others say.
- **Input.** – It refers to the information that the learners receive and internalize by means of listening and reading skills.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. RESEARCH DESIGN**

This research is focused on analyzing Content and Language Integrated Learning approach usage in order to improve the development of listening skill of students at 8th level of Basic General Education in “Pensionado Americano” during de academic year 2018-2019. Thus, it frames into the English Methodology area since CLIL is an approach used to teach a foreign language.

#### **3.2. TYPE OF RESEARCH**

Qualitative. - The research is focused on how the usage of CLIL enhances the development of listening skill in students at the 8th level of Basic General Education “A” at “Pensionado Americano” high school.

#### **3.3. LEVELS OF RESEARCH**

Descriptive research. - Since it shows a description about how CLIL approach usage, it is a great option in order to improve the development of listening skill in students at 8th level of Basic General Education “A” in “Pensionado Americano” high school.

#### **3.4. METHODS OF RESEARCH**

Ethnographic method. – Through the teaching practice that was done at “Pensionado Americano” high school, it was evidenced the low level of listening skill in students at 8th level of Basic General Education “A” at “Pensionado Americano” high school.

#### **3.5. POPULATION AND SAMPLE**

Population: 21 students since it is a small population, it was not necessary to take a sample.

### **3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA**

For data collection the following technique and instrument was used:

#### **Observation:**

This technique was used to determine how Content and Language Integrated Learning usage (CLIL) approach boosts the development of listening skill.

#### **Instrument:**

An observation guide was used as instrument to collect the data. It contained items based on the specific objectives and the criteria presented in the theoretical framework established in this research. It was applied in English class with students at 8th level of Basic General Education “A”. The objective is to get information about the usage of Content and Language Integrated Learning approach.

### **3.7. PRODECURE**

This research required work field, data collection, analysis of the information. It is important to remark that, this research frames to English Methodology area because of the analysis about the CLIL usage among teacher and students at 8th level of Basic Education of “Pensionado Americano” high school.

Some steps were followed in order to develop this research. Thus, before starting the observation process it was necessary to get the permission in order to perform the research in “Pensionado Americano” located in Riobamba city in the Chimborazo province. The population for this research was chosen so as to analyze how Content and Language Integrated Learning usage help in order to improve the development of listening skill.

An observation guide was developed in order to collect the data. Therefore, it was checked and accepted by the thesis tutor previously in order to apply it. Then, the observation process was developed in 6 classes for one month. Each class had a specific

criterion to be observed. Finally, the information already collected was analyzed and the interpretation of the results was reported in this research.

### **3.8. WORK FIELD**

During the research process it was necessary to be in contact with the authorities of “Pensionado Americano” high school, especially with the teacher and students of 8th level of Basic General Education since it was necessary to explain them what the objectives were, and the activities that were required to carry out the observation.

The observation was done while teacher and students were doing activities as a normal day in the class. The observation resource was applied from May 22th to June 21st. A qualitative analysis was done in order to elaborate the final results.

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION OF RESULTS**

**4.1. ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE**

<b>OBJECTIVES</b>	<b>ITEMS</b>	<b>ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS</b>	<b>CONTRAST WITH THE THEORY</b>
<p>To recognize what process is applied during the lesson.</p>	<ul style="list-style-type: none"> <li>• Teacher makes students become engaged with the lesson.</li>   <li>• Teacher presents the topic that will be studied in the lesson by means of videos, audios, readings and games.</li> </ul>	<p>Students were not engaged with the lesson because the activities were not interesting for them.</p> <p>There was a misunderstanding about the topic because videos, audios, games were rarely used to introduce the topic in the class.</p> <p>There were interesting</p>	<p>CLIL Magazine (2019) argues, a CLIL lesson has six stages which should be followed by teachers in order to get better results in learning process. Thus, the first stage is that at the beginning of a lesson teacher must get students related with the topic of the lesson and activate their prior knowledge by means of interesting activities.</p> <p>CLIL process involves that teacher should introduce content that will be studied a long of the lesson by means of videos, audios, readings and games.</p> <p>The theory about process used</p>

	<ul style="list-style-type: none"> <li>• Teacher provides clear instructions to students in order to develop the activities.</li> <li>• Information about the topic is shared through different tasks or activities among students.</li> <li>• Tasks and activities are organized by the teacher in order to make students develop it without any help.</li> </ul> <ul style="list-style-type: none"> <li>• At the end of the lesson teacher verifies if students have understood the lesson.</li> </ul>	<p>individual and group activities that allow students share information about the topic and internalize their own knowledge in an individual way. However, sometimes the instructions given to develop those activities were not clear for students. Therefore, they barely understood what to do.</p> <p>Because of the time at the end of the lesson it was rarely checked if students understood the topic or not.</p>	<p>in a CLIL lesson states that teacher must provide clear instructions to students in order to develop activities about the topic taught in the lesson. Consequently, group activities to exchange information in order to master students' knowledge can be developed correctly by the students. Besides, teacher can present some individual activities which must be done by students without the help from a peer because it helps to use their own knowledge.</p> <p>Activities done at the end of the lesson are important since those help teachers motivates students to use the knowledge that was learned a long the lesson. Therefore, it could not be avoided because of its importance (Magazine,2019)</p>
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<p>To distinguish what CLIL activities are used to enhance the listening skill.</p>	<ul style="list-style-type: none"> <li>• Teacher develops an activity that lets students take notes whereas they listen.</li> <li>• There is an activity that allows students draw what they have listened.</li> </ul>	<p>Sometimes activities that were not focused on a CLIL lesson to enhance listening skill were used in the class. Therefore, there were rarely carried out activities that let students take notes. For this reason, students seldom used graphic organizers to summarize any information.</p> <p>This kind of activities were rarely used in the class due the students' age. They do not like do activities like that.</p>	<p>English Foreign Language Magazine (2016) claims that, teachers must bear in mind that when they plan activities that let students get encouraged and listen to information, they could choose CLIL activities. Thus, according to this magazine the most relevant CLIL activities that could be used are:</p> <p><b>Note taking.</b> – It consists on students have the chance for taking notes about what they are listening by means graphic organizers, tables, Venn diagrams, etc.</p> <p><b>Listen and Draw.</b> - Teachers give clear instructions to students about this activity. Then, students listen and draw some pictures about the listening already presented by the teacher.</p>
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	<ul style="list-style-type: none"> <li>• Teacher organizes an activity in which students listen in order to get specific information.</li> <li>• There is an activity that allows students to infer about what they are listening.</li> </ul>	<p>This activity was not developed appropriately because the recording was not used to work on this task. Students rarely had the chance to listen for specific information.</p> <p>Questions to get information that was not explicit in the recording were rarely used to help students make inferences about what they already listened to.</p>	<p><b>Listening for detail.</b> - Students listen to get specific information or details from a reading, audio, video, etc. Thus, it must be used to encourage students get specific information.</p> <p><b>Making inferences.</b> – It helps students listen to get information that is not explicitly stated on the track (Pound, 2015).</p>
<p>To identify the process used to develop a listening activity in class.</p>		<p>The development of listening activity in the class was affected since the stages to develop it were seldom followed because different factors in the class. Therefore, it was difficult to get that students listen to for comprehending.</p>	<p>Pospieszyńska, M. (2000) argues that, if teachers want that students develop a meaningful listening skill, it is necessary to follow a process in order to allow them to practice their listening skill by a set of stages. For this reason, three stages to develop a listening activity has been proposed. Those are:</p>

	<p><b>Pre listening:</b> Students get information about the topic of the audio that will be listened in the lesson by means of organizing pictures, brain storming, warm up.</p> <p><b>While listening:</b> Teacher assigns students short activities such as fill gaps, multiple choice questions in order to comprehend the audio instead of translating every word.</p> <p><b>Post listening:</b> Teacher encourages students to develop activities like discussion about impressions, creation of dialogues in pairs, questions about the audio in order to recognize grammar and vocabulary involved in the audio.</p>	<p>Organizing pictures, brainstorming, and warmups were seldom used. Therefore, students had problems to get information about what they were going to listen.</p> <p>The main problem was the lack of audio resource since the teacher had to read the script of the conversation several times in order to help students get the main information and develop this activity. Therefore, it was difficult that student analyze the language, grammar and vocabulary.</p> <p>Activities like discussions or creation of dialogues were hardly used since most of the time questions about the topic were commonly used to check the students' comprehension because it was a fast activity which it did not require a lot of time.</p>	<p><b>Pre-listening.</b> This stage helps learners to find out the aim of listening and provides the necessary background information by means of some activities (Pospieszyńska, 2000).</p> <p><b>While listening.</b> In this stage students develop activities after listening to the audio. Those tasks allow students to analyze the language, grammar and vocabulary involved in the audio (Rixon 1986 and Underwood 1989).</p> <p><b>Post listening</b> stage, students should not be worried to try to listen to every word instead they have to be focused on comprehending the listening to get the general idea. Therefore, teacher assigns students short activities that will be developed during the listening.</p>
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Done by: Jessica Guaranga

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- The process used in Content and Language Integrated class in order to develop the lesson was a few traditional since it has some difficulties because of the lack of activities that help to develop it correctly, unclear instructions and the lack of concentration of students.
- Some activities chosen and used in the lesson do not enhance students' listening skill since they are not commonly used in a CLIL class. Therefore, students did not find them funny and interesting.
- The process established by the standards of CLIL approach in order to develop a listening activity in class was not totally developed since, one or two stages from a listening activity in a CLIL class were avoided because of different factors like lack of the time or miss of the recording resource.

#### **5.2. RECOMMENDATIONS**

- Teacher should follow the process for the Content and Language Integrated Learning class since it helps to achieve the objectives previously proposed. Therefore, funny and interesting activities should be used in each step and clear instructions have to be given to facilitate the development of the CLIL process.
- Teacher should use note taking, listen and draw, making inferences as CLIL activities bearing in mind students' interests and ages in order to make learning meaningful.
- The listening activity in a CLIL class should follow pre listening, while listening and post listening stages since it contributes to make this activity contribute to make more systematic and organized.

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## ANNEXES



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**  
**CARRERA DE IDIOMAS**

**Description:** This instrument in order to collect data is elaborated by the researcher according to Theoretical Framework. It is composed by 14 indicators which depend on the specific objectives established for the research.

<b>Objective 1: To recognize the process followed by teacher during lesson.</b>			
<b>INDICATORS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
Teacher makes students become engaged with the lesson.		<b>X</b>	
Teacher presents the topic that will be studied in the lesson by means of videos, audios, readings and games.	<b>X</b>		
Teacher provides clear instructions to students in order to develop the activities.		<b>X</b>	
Information about the topic is shared through different tasks or activities among students.	<b>X</b>		
Tasks and activities are organized by the teacher in order to make students develop it without any help.		<b>X</b>	
At the end of the lesson teacher verifies if students have understood the lesson.		<b>X</b>	



<b>Objective 2: To distinguish the CLIL activities are used to enhance the listening skill.</b>			
<b>INDICATORS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
Teacher develops an activity that lets students take notes whereas they listen.		<b>X</b>	
There is an activity that allows students draw what they have listened.			<b>X</b>
Teacher organizes an activity in which students listen in order to get specific information.		<b>X</b>	
There is an activity that allows students to infer about what they are listening.	<b>X</b>		
<b>Objective 3: To identify the process used to develop a listening activity in a CLIL class by the teacher.</b>			
<b>INDICATORS</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>
<b>Pre listening:</b> Students get information about the topic of audio that will be listened in the lesson by means of organizing pictures, brain storming, warm up.	<b>X</b>		
<b>While listening:</b> Teacher assigns students short activities such as fill gaps, multiple choice questions in order to comprehend the audio.		<b>X</b>	
<b>Post listening:</b> Teacher encourages students to develop activities like discussion about impressions, creation of dialogues in pairs, questions about the audio in order to recognize grammar and vocabulary involved in the audio.		<b>X</b>	

Done by Jessica Guaranga