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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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CLIL methodology to develop reading skills.

Trabajo de titulación previo a la obtención del título de Magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera
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En mi calidad de Tutor del Trabajo de Titulación "CLIL methodology to develop Reading skills" presentado por Chiluisa Molina Mónica Fernanda, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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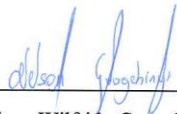
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DEDICATORIA

El presente trabajo de investigación está dedicado a mi querida madre quien ha sido mi ejemplo para seguir, a mi hermano, mi esposo e hijos, ellos han sido mi fortaleza para no desmayar y mi apoyo incondicional en todo momento de mi vida.

Mónica Chiluisa

AGRADECIMIENTO

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Título: CLIL methodology to develop reading skills.

Autor: Mónica Fernanda Chiluisa Molina. Lic**.**
Tutor: Gina Silvana Venegas Álvarez PhD.

RESUMEN

La presente investigación tiene como objetivo general analizar la efectividad de la metodología AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) en el desarrollo de la competencia lectora de los alumnos del Centro de Idiomas del Instituto Superior Tecnológico Vicente León del nivel B1. Un grupo de 30 estudiantes fue la población seleccionada para este estudio. Además, el investigador utilizó una investigación cuantitativa y preexperimental, los instrumentos implicados para la recolección de datos que se utilizaron fueron el pretest, al inicio de la aplicación de la propuesta y el posttest al finalizar la aplicación de la propuesta. Se utilizó la sección de lectura del PET Cambridge test. Durante la intervención en el aula se utilizaron talleres basados en la metodología AICLE, se desarrollaron 5 talleres con base al enfoque AICLE y estrategias de lectura como; predecir, responder preguntas, conectar, hacer inferencias, responder preguntas, y resumir, con el objetivo de desarrollar estrategias de comprensión lectora en los alumnos. El análisis de los datos se realizó mediante Student's T test el programa estadístico de SPSS la cual permitió descartar las hipótesis al determinar la existencia de diferencias significativas entre ambas pruebas. Al final del proyecto los estudiantes mejoraron y alcanzaron un desarrollo significativo de comprensión lectora y vocabulario. Los resultados revelaron que el uso de AICLE tuvo un impacto positivo en el desarrollo de la comprensión lectora, mejoró la comunicación y mejoró la motivación por aprender, por lo que es importante que los docentes utilicen este enfoque en las clases de inglés.

Palabras claves: AICLE, enseñanza del inglés, comprensión lectora, estrategias de lectura.

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MASTER´S DEGREE IN APPLIED LINGUISTICS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE.

Títle: CLIL methodology to develop reading skills.

Author: Mónica Fernanda Chiluisa Molina Lcda.
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ABSTRACT

The present research has as a general objective to analyze the effectiveness of the CLIL (Content and Language Integrated Learning) methodology in the development of the reading skills of students at the language center of the Vicente Leon Technologic Superior Institute at the B1 level. A group of 30 students was the population selected for this study. In addition, the researcher used quantitative and pre-experimental research, the instruments involved in data collection were the pretest, at the beginning of the proposal, and the posttest at the end of the application of the proposal. The reading section of the PET Cambridge test was used. During the classroom intervention, 5 workshops were developed based on CLIL methodology and reading strategies such as predicting answering questions, connecting, making inferences, and answering questions to develop reading comprehension strategies in the students. The analysis of the data was carried out using Student´s T test in the SPSS statistical program, which allowed to discard of the hypotheses by determining the existence of significant differences between the pretest and posttest. At the end of the project, students improved and achieved significant development in reading comprehension and vocabulary. The results revealed that the use of CLIL methodology positively impacted reading comprehension, improved communication, and improved motivation to learn, so teachers must use this approach in the English classes.

KEYWORDS: CLIL, English teaching, Reading Skills, reading strategies,

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Introduction

Due to the widespread use of the English language, the process of learning English becomes a goal for those who feel they require learning and mastering a foreign language as an integral part of their educational journey. Many people use this language in everyday activities such as listening to music in English, making friends around the world using social networks, buying goods elsewhere, using different apps, knowing about different cultures and getting an education abroad.

So, the classroom is an important place to learn and exchange ideas and develop English skills, and teachers need to understand students' desires and the problems they face in English learning using some teaching strategies and methods. Though several factors contribute to the low development of reading skills, students' prior knowledge, loss of interest, and traditional methods that prevent understanding and practicing this skill. CLIL methodology offers an alternative to the traditional teacher center classroom model.

1. Justification

In recent decades teaching English as a foreign language is achieving a boom worldwide. Although the teaching of foreign languages has always been a valued and necessary subject in the educational field. In addition, the teaching of English has never reached the dimensions it has today. Society did not have technological means that would provide communication and interdependence between different communities. Thanks to the emergence of the Internet and the globalization era, geographical and cultural barriers are becoming easier to break, as the phenomenon progresses, a global and intercultural society is being created that requires certain needs, among them intercultural communication as a socializing vehicle. So, the members of society must develop the ability to be competent not only in their native language but also in languages that are more popular around the world to maintain better communication. Richards & Rodgers (2021) mentioned that many investigations have flowed through time because of the exploration of an effective way of teaching a foreign language.

Reading skill plays an important role in the acquisition of a second language.

Reading is a very important part of teaching-learning because it allows the students can acquire vocabulary in context, communicate, support grammatical structures, and permit to the students become more critical. But it is one challenge that many teachers try to carry out to help students to understand what read. That is why, is necessary to find a methodology which facilitates the process. The teacher must evaluate his teaching style and methodology to know whether or not lesson plans provide better opportunities for students. (Hismanoglu, 2000).

The teacher needs to develop reading skills but if there is not an adequate educative process. However, the students are affected in some aspects such as disinterest in their studies, therefore, the necessity to help students to be critical lectors, but this skill is not easy for students because it needs knowing vocabulary and others important aspects like identifying ideas, inferring messages, follow instructions, establish relationships as well. In another hand, learners face old-fashioned ways of teaching. The teacher uses the same topic based on the textbook and he only focused on grammar, all of these aspects are not interesting and cause demotivation to learn. This research presents one of the latest trends in foreign language teaching methodologies to fascinate students' interest and supply their needs, commonly called CLIL – Content Language Integrated Learning. CLIL provides a new vision, about how to deal with the teaching of second languages more effectively, CLIL methodology is much more than a simple linguistic immersion. Coyle et al (2010) define CLIL as an "umbrella" where different methodological approaches for language teaching fall in benefits of bilingual and trilingual education. CLIL is not a new way of teaching a language, nor is it a new way of teaching content, it is an innovative approach that combines both actions. Coyle et al (2010). Stablish that the use of CLIL methodology can reduce reading problems where pair and group work, this is the main strategies used by teachers to help students to develop reading skills. Content and Language Integrated Learning is a cognitively driven approach with a dual focus on language and content learning as students develop reading skills. Indeed "The fact that students around the world are learning English at the same time they are pursuing academic goals in school, makes integrating content and language a wise and efficient way of teaching them together to the extent possible. CLIL offers those of us teaching outside of an English-speaking

environment the opportunity to help our students naturally learn English, using it as they integrate the learning of English as an additional language with content presented and discussed in that language." (Bentley, 2010, pag. 5)

As Bentley rightly comments in the previous quote, the fact that students around the world are studying English at the same time as the integrate content from other subjects is an intelligent and effective way of ensuring that the student learns that language, in addition to acquiring the content of the subject in question and increasing their reading habit.

In the following paragraphs, it will be describing investigations that are related to my research variables: CLIL methodology and reading strategies. These studies were relevant since they provided valuable information concerning the aspects that the research needs to consider conducting this research:

Pinto (2018) developed a qualitative case study and action research to examine the contribution of worksheets based on CLIL and reading strategies to faster reading comprehension in nursing and physiotherapy students in the second semester of Manuela Beltran University in Colombia from physical therapy and nursing majors. Moreover, the data-collection instruments were the field notes and focus groups interview. The participants involved two groups of twenty-five students. One of the groups functioned as the experimental group, while the other worked as the control one. The discoveries demonstrated that CLILL materials have helpful effects on the reading-learning process. They made a strong link between the content and language to increase vocabulary related to their academic program. It was concluded that CLIL benefits language learning because it is focused on the topics that students are interested in, which increases motivation.

Aguilera et al. (2019) guided a study to identify the effectiveness of CLIL methodology in students' reading comprehension, the researcher used action research, a qualitative approach, and descriptive scope. The participants were 21 teenagers from eleven grade, they were 10 males and 11 females in Tulúa, Colombia. The instruments used for data analysis were KET "Key English Test" at the beginning and after the proposal. The first stage was diagnosing to detect the level of reading comprehension for the A2 level. As well as the researcher applied

eight weeks- of implementations using Bolooms' taxonomy and reading strategies in lesson plans, to collect data, from the investigator through the interview, focus groups, surveys, and observation grids. The result showed that the use of CLIL methodology lets satisfactory progress in students. The investigator concluded that CLIL implementation allows students to increase more self-confidence because they acquired more vocabulary, and it makes it easier to understand the reading text.

Amurdawati et al. (2020) guided a study to identify the effectiveness of CLIL methodology on reading skills in students of eighth grade in Jetis district, Indonesia, the researcher used a pre-experimental research quantitative design. The participants were a sample of 99 teenage students from 17 to 19. Students were formed into 4 homogeneous groups all of them were immersed in CLIL lessons. The instruments used for data analysis was test, interviews, and performance observations. The result showed that the use of CLIL methodology lets students master subject contents and improve their level of vocabulary and reading skills.

Dahik et al. (2018) discerned mixed research with a descriptive study in which the investigator finds out how the CLIL approach helps students reading comprehension strategies using a static group comparison design to find out the significant difference between the contributions of CLIL to the student's reading comprehension. The participants of this study were bachelorette-grade students, and the instruments used for data-gathering were reading tests. The results showed that there was a substantial difference between the two types of materials. The learners who used CLIL had better reading outcomes than those who only worked with non-authentic ones. The result of the study also showed that the use of CLIL can improve students' reading achievement in all aspects of reading comprehension. Concluding that appealing materials play a vital role in encouraging students to participate in class.

Hamidavi et al. (2016) carried out a qualitative and descriptive study comparing two forms of language instruction by testing the English reading comprehension of two groups of students in their second year. One group followed a CLIL program, while the other one was the control group and received conventional EFL instruction. This study intends to prove that CLIL programs could make an

important contribution to second language acquisition (SLA) regardless of the content taught. The findings revealed that the learners exposed to the CLIL program had better reading skills and were more motivated toward the target language (English) than the other group of students. This study concluded that reading strategies help learners comprehend reading texts in an easy and meaningful way.

Ramírez & Mena (2021) carried out a quantitative and quasi-experimental research work, the main goal was to evaluate the effectiveness of CLIL in the acquisition of reading comprehension in contrast to the traditional learning of English as a foreign language from students of Riobamba Educative Unit of the first year of the bachelorette. The participants were 60 learners belonging to two groups. The instruments for data analysis were the pre-test and post-test. The result allowed the development of students in reading comprehension and vocabulary was significant. Thus, the research sums up that the use of CLIL text influences reading and vocabulary.

2. Problem Statement

Nowadays one of the most common matters in English classes is low reading levels, thus, it is because students are not used to practicing this important skill. Moreover, the students require adequate strategies that let them comprehend the text, which distresses their performance even in their mother tongue. However, is necessary to consider that reading ensures many positive opportunities like getting information, increasing vocabulary, and the capacity to be critical among other things. Spratt et al. (2011), in their study, mentioned that reading is a receptive skill and has a huge importance since it covers a mayor part of learning and teaching a language. So reading is rather significant in the teaching-learning process.

In Ecuador English learning in superior education is mandatory and the learners need to achieve certain levels of English so they can receive their degree, however, English reading practices are not desirable, students face problems students cannot comprehend the reading text, one important detail that is necessary to take into account the data from EL COMERCIO (2016), mentioned that UNESCO, Ecuador's reading index is low when it is compared to the rest of the world. Even

in their mother tongue, the students showed difficulties to develop reading skills, so the teacher needs to catch their attention. Learner seems to have as low reading skills due to some factors like large classes, indifference to the learning process, and excessive use of grammar classes. Moreover, the monotonous teaching-learning process allows students to lose interest in English classes because many teachers just emphasize grammar without contemplating teaching English in context.

In fact, in Latacunga city at the Instituto Superior Tecnológico "Vicente León", the students do not achieve complete mastery in English reading comprehension, there is a great number of students who have difficulties reading a text and responding appropriately to specific questions in English. In the classroom, students who are unwilling in English class, with short attention spans, do other activities without completing reading ones. Students' attitude towards them is evident, refusing to read in a loud voice or working in pairs or a group. As a result, the communication among students is not good as well. This problem was identified through their low scores on the reading parts evaluation.

Teachers have mentioned the difficulties that students have when they read in English, students struggle with reading activities, present insecurity in pronunciation, and fear making mistakes when reading, in addition, students rarely understand the message of the text when they read. so, it is necessary to use innovative ways that allow them to be more than facilitators of knowledge. That is why, in the search for these new non-traditional or rote strategies, the CLIL (Content and Language Integrated Learning) methodology allows students to learn beyond English grammar to experience the culture of the language based on. So, using this method helps students be prepared for cooperative work, explanations, and natural communication through reading.

For these reasons, this research provides new tools for teachers, since this methodology allows them to motivate to read, comprehend and express themselves through reading, the researcher tries to create significant material to enrich vocabulary and knowledge, among other activities. Helping them to comprehend readings with the appropriation of concepts from other areas such as social, science,

and mathematics as part of the experiential to appropriate knowledge.

3. Hypotheses

H0: content and language integrated learning does not develop the reading skills of English learners.

H1: content and language integrated learning develop the reading skills of English learners.

4. Research objectives

4.1 General objective

To analyze the effectiveness of CLIL methodology of developing reading skills in students of B1 level of the language center of Instituto Superior "Vicente León".

4.2 Specific objectives

- To analyze the theoretical foundation about CLIL methodology in developing reading skills

- To apply the CLIL methodology on students of B1 level English language center students.

- To evaluate the effects of the application of the CLIL methodology on the development of the reading skills of students.

Chapter I Theoretical Framework.

1.1 History and Evolution of learning methodologies.

Throughout history, various teaching-learning methodologies have arisen in the field of language teaching. These have evolved, adapting to the different needs of students and modern society. As in any area of knowledge, we know that science is constantly changing, that it is not static, and particularly in the field of educational sciences, this has led to the emergence of new focuses and approaches to ensure that the teaching-learning processes are increasingly effective.

According to Avazmatova (2021) in the case that concerns, the teaching of foreign languages, we will analyze the main methods used from the 19th century, focused on modern languages, although great changes have arisen from the 20th century. We do not intend to make an exhaustive analysis of each of the methods, but we do mention which have been the main linguistic currents or approaches used over the last two centuries. We will mention what his main contributions have been to the field of language teaching, in this case, the English language. We will highlight their most significant features and what makes them differ from each other.

1.2 Second language acquisition

Scott (2018) an American linguist, has investigated theories on learning a second language for more than 20 years, from there he proposes four hypotheses that are the natural order, the monitor, the affective filter, and the input of understandable data. It should be considered that the author proposes two ways to internalize a second language, the first is acquisition, which is the process in that language is internalized, in a subconscious way and is used to be able to communicate, without being aware that it has internalized. The second way is when learning becomes conscious, that is when semantics are used, rules are internalized and used formally, the correction of the errors that are made begins, and thus the mental representation

of language.

The first hypothesis is called the Natural Order:

Which there is an order of acquisition of the structures and grammatical rules, which can be predicted. The learner of a second language, like the child concerning his mother tongue, acquires forms, rules, and other linguistic elements in a certain order. Many of the errors made during the acquisition process are similar in all students, regardless of their respective mother tongue and the teaching program followed, which shows the existence of similar natural development processes. (Scott, 2018, p.59)

This approach refers to the fact that students acquire grammatical structures without a predictable order, the order in which learning happened in the first language is not related, but there are similarities.

The affective filter hypothesis is that:

The learner's attitude, along with his feelings, mood, and other emotional factors, positively or negatively influences the acquisition process. And of learning. This influence is exerted as a filter that enables, prevents, or blocks the entry of data from the linguistic flow, an element from which the aforementioned processes start. (Scott, 2018, p.59)

According to the author, the disposition of the students, their personality, and their feelings, are part of the factors that influence the acquisition of a second language, the most important so that the learning process does not occur are: anxiety, motivation, and self-confidence. If anxiety is low, you will be more willing to learn, if motivation and confidence are high, your self-esteem will increase, and you will gain confidence to get by in a second language.

The third hypothesis is that of the monitor states that:

Starting from the distinction between the acquisition and learning processes of a second or foreign language, it postulates that the linguistic and grammatical knowledge resulting from formal teaching (learned system) only performs the function of guiding and correcting the formulated statements. (Scott, 2018, p.59)

In this hypothesis, greater clarity is noted in the elements of acquisition and learning, giving priority to language acquisition, since it allows greater fluency and ability to function in everyday situations. The student becomes the monitor of his language and regulates through time, form, and grammatical rules what he has learned in the second language.

The comprehensible content hypothesis posits:

According to this, the learner can only acquire a second or foreign language when he can understand a linguistic flow (input) that contains elements or linguistic structures slightly higher than his current level of competence. The input is understandable thanks to the information provided by the context, the situation, the extralinguistic factors, and the knowledge of the world. (Scott, 2018, p.59)

This approach shows us that more importance is given to the learning element, it refers to the semantic field of language where the intention of the messages that we are going to transmit or the readings that are going to be carried out is acquired. The context and knowledge of the student's world must be considered so that his learning is meaningful, so he appropriates the context to build the rules and grammatical norms of the language.

1.3 Methodologies for Teaching a second language.

Since the eighteenth century, different methodological approaches have been presented for the teaching of English, different pedagogues and teachers have nurtured these methods and have changed them over the years to meet the social changes of humanity. A description of each method will be made in chronological order.

The direct method

Around the 18th century, direct learning theory began. It is called the direct method because it tries to establish a direct connection between the foreign word and the reality it names; in other words, it associates forms of speech with actions, objects, gestures, and situations, without the help of the mother tongue. (Djigunovic and Krajnovic, 2020, p.43)

It was a set of ideas to guide learning. This theory proposed that the learning of a second language should mimic the acquisition of the first. There had to be a lot of conversation in a setting of spontaneous use; translation and analysis of grammar should be avoided. The fundamental aspects of this method were (Djigunovic and Krajnovic, 2020, p.43):

- During classes, only the language being learned is spoken.

- Only vocabulary and phrases related to everyday life are learned.

- You learn to converse through questions and answers between teachers and students. A small number of students per class is maintained.

- Grammar is learned inductively.

- New vocabulary is learned through demonstrations, objects, and photos. The more abstract vocabulary is taught through the association of ideas.

- The importance of speaking and listening is emphasized.

- Emphasis is placed on correct pronunciation and grammar.

The role of the teacher was an evaluator, he presented the vocabulary, and images, among other materials, and expected his students to repeat and infer the grammatical rules from the activities carried out in class, it was expected that the second language would be learned in the same way than the mother tongue, for this reason objects and conversations were presented directly so that students could acquire semantics inductively.

The grammar-translation method

The education system wanted people to learn another language like Latin or Greek. The purpose of learning a new language was not to communicate, but to be an

educated person (Djigunovic and Krajnovic, 2020, p.43). Some characteristics of the method are:

- Classes are taught in the student's native language, and the language being learned is rarely used.

- New vocabulary appears in the form of isolated words.

- There are long explanations about the details of grammar.

- Teachers emphasize the different forms of verbs.

- Reading begins very early in the learning process.

- No attention is paid to the content of the texts, rather they are used as grammar exercises.

- The translation of sentences from one language to another is practiced a lot.

- Pronunciation is not emphasized.

The purpose of this method was:

Pay attention to the assimilation of grammatical rules, for which the presentation of a rule was aided, the study of a list of vocabulary, and the execution of translation exercises. Translation from one language to the other served as the main technique for explaining new words, forms, and grammatical structures, and as the optimal way to master the language in general (Oluikpe, 2019, p.12).

The role of the teacher was simply to guide the material presented, the student was only expected to memorize vocabulary and grammatical structures, leaving aside other language skills such as speech and phonetics.

The audiolingual method

In it, priority is given to spoken language (oral expression and hearing) considering it as a sound system used for social communication. Linguistic correction is sought and the individual learns the new vocabulary by association of the spoken word and the visual image, fundamentally through repetition (Oluikpe, 2019, p.12)

When World War II broke out, the need arose to be able to communicate in other languages. The need to learn them was presented in a short time. Courses emerged

that focused only on conversation, and practically nothing on grammar and translation. The existence of many linguistic and psychological theories served to promote the audiolingual method (Djigunovic and Krajnovic, 2020, p.45). As a result, these rules were established:

- Students are given the new information in dialogue form.

- The acquisition of a language depends on memorizing and imitating.

- Grammatical structures are learned by repetition.

- There is very little explanation of the grammar rules. Each person learns them as their description of the data.

- The vocabulary that is learned has a limit because new words are only learned in the context in which they occur.

- Cassettes and visual aids are widely used.

- Pronunciation is very important.

- Most teachers use the language that students are learning.

- There are prizes for those who progress.

- It is important that students produce sentences without making mistakes.

- There is a tendency to focus more on grammar than on the content of what was said.

The role of the teacher was replaced in many cases by audio and videos that showed how to deal with a particular situation, emphasizing the pronunciation of words, so only what is needed is learned according to the context in which it is going to be taught used, the student learns the vocabulary he needs randomly.

The natural method

According to this approach, English is taught and learned naturally and serves the primary purpose of communication without recourse to the mother tongue. The goal of teaching a second language is related to communication. The student must acquire a wide vocabulary, as quickly as possible, and then increase and refine his command of the structures. In traditional classes, students can't communicate much

because they don't dominate all grammatical structures. Since teachers expect such dominance, students are afraid to speak (Djigunovic and Krajnovic, 2020, p.43). It suggests that all the time in the classroom is used for communicative activities (acquisition) and that reading explanations and doing exercises be outside the classroom, in the language laboratory, or at home (learning). The reason is that this method was designed for students who do not live in the area where the language is spoken. So, the classroom offers the only opportunity for communication in the following way:

- The student must have the opportunity to speak creatively without fear of embarrassment of being corrected in front of peers.

- The student concentrates on listening comprehension.

- Students are allowed to respond in their native language.

- When the learner already understands the second language and feels more comfortable using it, he will respond in the second language and to his liking.

The role of the teacher in this method is to accompany and guide the students so that they learn the second language naturally, where they are exposed to situations in English to appropriate the skills of the language, the teacher looks for tools that allow them to accompany the student's process more closely, allowing the student to gradually gain the confidence to function in English.

1.4 CLIL (Content Language Integrated Learning)

Is a method for teaching a second language in the classroom, from preschool to higher education, this method allows immersion in a second language, It differs from previous methods that focused only on the same skills such as speaking, listening, writing, reading, and phonetics. The CLIL seeks to integrate the contents that we want to teach and the language, but not each one separately, but rather, as its name says, it seeks to integrate this in all the activities (Coyle, Hood, Marsh, 2010, p.12). Providing teachers with tools to teach English as a second language, is the purpose of this project, a few years ago English was learned, intended to be taught as our mother tongue, but without immersion in it, for this reason CLIL is

proposed as the methodology to implement in the classroom.

Dimensions

The CLIL methodology works with 5 dimensions and approaches: culture, learning, environment, content, and language. These dimensions must be considered for students in three factors: the age to which the activity is directed, the socio-linguistic environment, and previous contact with the methodology. The dimensions can be defined as follows (Deswila et al, 2020, p.12):

- Cultural Dimension. It seeks to build and understand interculturality, develop intercultural development skills, learn about other countries, regions, and minority groups, and introduce a broader cultural context.

- Environmental Dimension. It prepares students for internationalization, to have access to certification in the language, and to improve the profile of educational institutions.

- Language dimension. You want to improve your language skills, develop oral communication skills, be able to understand and express yourself in your mother tongue and second language, develop multilingual interests and attitudes, and introduce language immersion.

- Content Dimension. It provides opportunities to study the content through different perspectives, access the terminology of each language and prepare for the future, higher education, and working life.

- Learning Dimension. It complements individual learning strategies and involves different methods and forms of practice in the classroom. Role of the teacher in CLIL.

The teacher facilitates exposure to the topic (input) by challenging the skills of the students. He carefully classifies and adapts his texts to meet the needs of the students, uses the significant process through the assignment of tasks that imply the construction of meanings, the accuracy of the same, and comments to know if it has been understood. It allows the process to occur through the awareness of certain characteristics of the language through the use of implicit techniques such as the clarification of doubts, refutation, or explicit techniques such as the direct

correction of the teacher or peers. Teachers encourage students to respond (output), by interacting with each other in the second language, waiting for reactions and putting writing skills into practice. Use comprehension and production strategies to solve problems through language, understand the content, and be able to communicate.

Elements of CLIL

The importance of including the following elements in the lesson plans of teachers using CLIL (Deswila et al, 2020, p.12): should be emphasized:

- The first element is the content, where teachers need to facilitate the progress of knowledge, the development of skills and understanding of it.

- The second is communication, teachers seek to communicate clearly to facilitate understanding of the language, while students learn to use it.

- Cognition is the third element where teachers need to develop thinking skills in students for the appropriation of concepts (abstract and concrete), comprehension, and language.

- The last element is the culture, in this the teachers need to provide the learning spaces to provide alternative perspectives to the learners.

Benefit of CLIL

Deswila et al. (2020) certify the success of this learning integration emerger the last ten years. Also, the benefits of the implementation of CLIL in the classroom:

- Develops knowledge and intercultural understanding.

- Develop intercultural communication skills.

- Improves language proficiency as well as oral skills communication.

- Develop multilingual interests and attitudes.

- Offer opportunities to study content through different prospects.

- Allows students more contact with the target language.

- Does not require extra teaching hours.

- Diversifies methods and forms of classroom practice.

- Increases the student's motivation and confidence in both the language and the content being studied.

The CLIL methodological approach is close to Teaching Based on the Content-Based Instruction, English across the Curriculum the Curriculum) and Bilingual Education. However, none of these didactic principles can be synonymous with CLIL, because although they share some aspects or initiatives both at a theoretical and practical level, there are also important differences. What characterizes CLIL is the learning of a language through content, and this is precisely where it differs from traditional methods existing in teaching a foreign language.

Theoretical principles of CLIL

From this approach, the need arises to conceptually develop the theoretical principles on which CLIL is based (Deswila et al, 2020, p.15), taking into account that its bases are based on the, already mentioned, model of the 4 Cs:

Content

In traditional teaching, teachers prepare the class around a development logic of the topic the students have been working on. It is the same with the CLIL. Teachers build lessons on everything students already know. In this way, students build their content knowledge as construction of a wall, a row of bricks one on another.

Communication

In the past, students learned a lot of content in class while listening to the teacher's explanations. With CLIL teachers speak much less, as students do not yet know enough of the new language to learn this way. Instead, students study together and work in groups, talking to each other as well as to the teacher, using the new language as much as possible.

Culture

CLIL teachers help students relate what they have learned to the world around them. Students see that it is not just a school subject, but something related to "the real

world."

Cognition

Of course, teachers helped students learn to think hard before the CLIL approach was introduced. They have always asked their students "When?", "Where?", "Which one?", "How many?" and who?" These questions focus on real, concrete, and specific answers. Students learn to answer correctly, so, they develop thinking skills of remembering, repeating, enumerating, and understanding. Thinking skills those described were classified in Bloom's taxonomy as the "Lower order of skills of thought" (LOTS) as early as 1956 (the Taxonomy was revised in recent years by Anderson and Krathwohl). According to the taxonomy, students who practice LOTS, as in the previous questions, they learn to remember and understand the information, and to explain it. They also learn to apply new information in different situations.

The CLIL approach has attempted to enrich these concrete thinking skills by adopting more abstract, complex, and analytical issues. This does not it is only for older or more able students, but for all lessons. A student following a CLIL course has learned to think about questions such as "why what?", "how?" and "what evidence is there?", and so have practiced some of the thinking skills classified by Bloom as "higher order skills" of thought (HOTS). Using HOTS students are encouraged to investigate and evaluate new information and use it to develop something new. It can be useful think of Bloom's taxonomy in terms of learning behaviors:

- Students has to remember a concept before we can understand it.
- Students has understood a concept before we can apply it.
- Students has to be able to apply a concept before we can analyze it.
- Students has to analyze a concept before we can evaluate it.
- students has to remember, understand, apply, analyze, and evaluate a concept before we can create.

Figure 1. *Bloom`s Taxonomy*
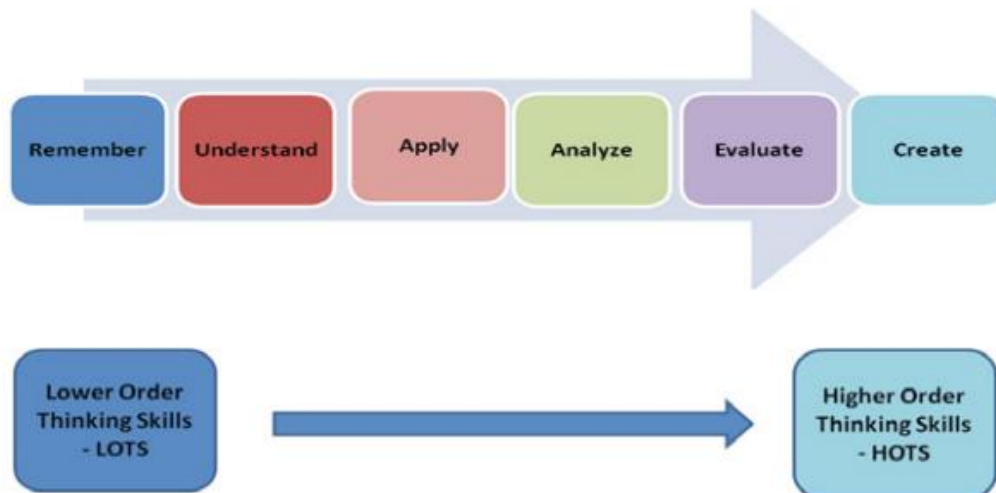
1.5 Reading skill

Comprehension is an essential component in language teaching, the process of making meaning by learning the relevant ideas of a text and relate them to those that already have a meaning, reading comprehension it is the process through which the reader "interacts" with the text. The Reading is a process of interaction between thought and language, where the reader needs to recognize letters, words, and phrases. However, when is read, it is not always possible to understand the message contained in the text. Therefore, by uniting the terms of comprehension and reading, it can be asserted which is a more complex process than identifying words and meanings. Bojovic (2010) reformulates these concepts and considers reading comprehension as the process of meaningful interaction with the text in which the reader builds his meaning based on previous knowledge and the information that the same offers. Reading comprehension depends on factors related to the receiver and to the text itself. This should consider the management of the code, some prior knowledge of the content exposed in the text, the interest on the subject and its active role in the communicative act.

Reading comprehension factors

When we take a look at reading comprehension some factors consolidate the validation of the entire work process academic study carried out in higher education students, such factors to be taken into account are (Bojovic, 2010):

The type of text requires the reader to understand how the author has organized his ideas. Narrative and expository texts are organized differently, and each type has its lexicon and useful concepts. Readers must put different comprehension processes are at play when reading different types of text.

Oral language: an important factor for teachers to consider when training reading comprehension is the oral ability of a student and his reading ability. The oral ability of a student is intimately related to the development of their previous schemas and experiences.

Oral language and oral vocabulary: they form the foundations on which the reading vocabulary is then built, which is a relevant factor for understanding. Therefore, the student lacking a good vocabulary speaking will be limited in developing a meaningful vocabulary broad enough, which, in turn, will limit it in understanding of texts.

A student's attitudes towards reading comprehension can influence their understanding of the text. The student in a negative attitude may have the skills required to successfully understand a text, but its general attitude will interfere with his use of such skills. The attitudes and beliefs that an individual develops about various topics can affect your understanding of them.

The purpose of reading: An individual's purpose in reading influences directly in their way of understanding what they read and determines what they that person will have to attend (selective attention).

Reading comprehension levels.

Regarding the levels of reading comprehension, several studies describe that there are three: the literal level, the inferential level, and the critical level (Abbasi, 2021):

Literal level: It is the level that is related to the explicit information of the text; for example, discriminate aspects related to space, time and characters. It also accounts for how facts and events occur as are set out in the text. Abbasi (2021), refer that the literal reading is related to the surface code, in this state is where the reader analyzes the text syntactically and extract explicit information. This level is important because it is the starting point for carrying out higher order cognitive processes, for example, read between the lines to build a personal interpretation of the writing.

Gòmez and Avila (2009), explain in this regard that: To build this mental model, the reader has to make certain processes and put various skills into play: identify graphemes and transform them into sounds, build a phonological representation, access to its multiple meanings, select a meaning appropriate to the context, assign a syntactic value to each word, work out the meaning of sentences and construct the global meaning of the text, through inferences based on his knowledge of the world.

According to MINEDU (2006), literal understanding, also called understanding text-centered, refers to understanding well what the text says and remember it accurately and correctly. It is basic reading comprehension where the reader decodes words and sentences, and he can paraphrase, that is, he can reconstruct what it is superficially in the text.

At this level, the components of the text are established: the meaning of a paragraph, of a sentence, the identification of subjects, events or objects mentioned in the text, the recognition of signs such as quotation marks or signs of question. This reading level also includes the ability to identify relationships between the components of a sentence or a paragraph, or the literal meaning of a word, phrase, gesture, a sign, etc.

Inferential level: This level is considered fundamental within the reading comprehension processes, involves relating propositions and intertwine them with each other, select and distinguish between main and secondary ideas and, give it a meaning beyond what the text is explaining. Regarding this level, Gòmez and Avila (2009) states that: "Inference is also equivalent to the process of judging, reasoning, deducing, that is, drawing conclusions that do not appear in the text, but can be

extracted based on the information; or induce, that is, extract or enumerate consequences of the given information".

In this same sense, Ramírez and Mena (2021), state that the inferences fulfill a cognitive function, since it allows to enter under the data surface; a communicative function, since it makes it possible to give a new information, establishing a coherent dialogue between sender and receiver and the function behavioral. These functions enhance the adaptive capacity and open the mind to interpret the environment. On the other hand, Garipova and Roman (2016), explain that the deductions that the reader makes, can be logical when they are made conjectures or assumptions that are given from data, that is, that as in the text not everything is explicit the reader must make a lot of inferences that are implicit in the texts.

To explain the above, Garipova and Roman (2016), state that this level can include the following operations:

Infer additional details that the reader conjectures might been included in the text to make it more informative, interesting, and compelling.

Infer main ideas, not explicitly included infer sequences about actions that might have occurred if the text had ended differently.

Infer cause and effect relationships, making hypotheses about the motivations or characters and their relationships in time and place guesses can be made about the causes that led the author to include certain ideas, words, characterizations, actions. Predict events based on an inconclusive reading, deliberately or not. Interpret figurative language, to infer the literal meaning of a text.

In addition, at this level of reading, the reader must do deductive reasoning and extract existing long-term information to generate new information derived from the text. All these actions demand and at the same time promote the cognitive development of the reader.

Critical level: At this level, the reader can make judgments about the read text, accept, or reject it, but with arguments. Critical reading has an evaluative character in which the formation of the reader, his criteria and knowledge of what he read intervenes. Such judgments consider qualities of accuracy, acceptability, and

probability.

For Bojovic (2010), the critical understanding of texts allows the assumption that the discourse does not reflect reality objectively, but rather offers a particular and contextualized view. The critical reader examines the information and knowledge provided by the text from his perspective, discusses it and proposes alternatives. Critical thinking includes "formulating hypotheses, seeing a problem from alternative points of view, raising new questions and possible solutions, and planning strategies to investigate".

In this same sense, the situational model proposed by Pinto (2018) expresses that this level is reached when the reader can withdraw from the writing, and make their arts for the achievement of a new writing.

According to (MINEDU, 2006), the critical level consists of giving a judgment about the text based on certain criteria, parameters, or pre-established questions. In this case, the reader reads the text not to find out, recreate or investigate, but to detect the common thread of the author's thought, detect his intentions, analyze his arguments, understand the organization and structure of the text, if the text has the parts that you need, it is incomplete and if it is consistent.

At this level the reader globally understands the text, recognizes the author's intentions and the superstructure of the text. He takes a stand against what the text says and questions what he knows. The reader can show his ability to explain a fact from different points of view. It is then that it becomes necessary for him to use information of interest to him to answer the questions raised in the text; this information will help anticipate results and consequences of an event, conclude, and extract the message of the text.

The reasons stated in the previous paragraphs are essential to suggest that students must be taught at school, from an early age, to establish a dialogue with the text. Anticipate what will happen, follow clues, symptoms, traces, indications, data that help him formulate hypotheses that he will con eliminate when he is in his reading process; so that he can intuit the author's intentions and relate them to his knowledge to build his own meaning.

Reading Strategies

Reading is a difficult skill that requires constructing an interpretation based on language background, language framework and our experiences. Honig et al. (2013). The author explains that reading not only are premeditated and explicit actions that help readers translate print to meaning but also allows to students keep actively engaged in the process to read, so the strategies benefit learners to be motivated in reading.

According to Honig et al. (2013) the reading strategies are:

Predicting: students use the experience and knowledge to make predictions of the text. So, it sets up expectations based on pictures, illustrations, or prior knowledge about experienced topics. Hence, learners can link the previous knowledge to the clues and predict what is the text about it.

Connecting: the students connect the ideas of the text with their knowledge, experiences, and beliefs to understand what they read, through drawing, making a chart, graphic organizers.

Inferring: the students use their prior knowledge and the information of the text to understand, make conclusions, critical judgments, personal interpretations about the text.

Summarizing: students have opportunity to retain the most important information of the texts and remember specific details. So, the students can use their own proper words to summarize the text.

Self- questioning: This strategy permits to students give the chance to increase their reading comprehension because students ask and answer questions while and after the reading.

Chapter II. Methodology

2.1. Research approach:

To clarify the hypothesis that guide this study, as to whether through the CLIL methodology reading skills improves or not, the research used a quantitative method. Quantitative: since it collects quantified information, subject to statistical analysis, in this case a pretest and posttest to evaluate the students' level of reading before and after the implementation of CLIL methodology. Apuke (2017) stablished that quantitative approach focuses on gathering and analyzing numerical data.

2.2. Types of research:

Pre-experimental research was applied in this work because there was not a control group. There were 30 students of B1 level of language center of Vicente Leon superior institute. To evaluate the level of reading the group took a pretests and posttest before and after of the implementation of the CLIL methodology. Best and Kahn (2006), point out that the pre-experimental research is a study which one group is showing for an action or treatment and measured after that to get the effectiveness of a variable through differences between pre and posttest.

In addition, Correlational research focuses on the statistical relationship between two variables in this case, the CLIL methodology and reading comprehension. Lau (2017) mentions that more specifically, correlational research allows to find out if there is a cause-and-effect relationship between variables trough statistical measures.

2.3 Research context

This research was developed at language center of Instituto superior Vicente Leon located in Latacunga city. This institution has twenty-five years of function, there 1123 students and 93 teachers, who are responsible of students' learning of different careers such as Marketing, Graphic Design, Software, Accountancy, Occupational Health and safety, Gastronomy.

Language center is a complementary unit of the institution, which works in agreement with ELT solutions of Pearson. This company delivers English books, and the English platform for students. The name of the book use for students is Connectivity collections. In additions the English levels are divided in three, A1, A2, B1, according to the Common European Framework of reference, each level is composed for 16 weeks. So, there are around 300 students who are enrolled and distributed in different levels that language center offers.

2.4. Population

This study included the participation of students of B1 level of language center of the Vicente Leon Superior Institute of the period 2022 I. Which started from May to August. The researcher worked with 30 students, 20 female and 10 males. This group of students were assigned because of researcher work´s schedule. The participants were young adults from 18 to 25 years old. All of them established in a middle social class and coming from public institutions.

2.4. Data collection.

Following the quantitative approach, the date collections procedure was ensured with measurable instruments like pretest and posttest. Before the participants are exposed to the intervention or treatment, pre-tests can assist establish a baseline for their knowledge, skills, or attitudes. After the intervention or treatment has been given, the participants' performance or behavior can be compared to this baseline. By assessing changes in participants' knowledge, abilities, or attitudes, post-tests can be used to assess the efficacy of an intervention or treatment (Creswell & Creswell, 2018).

The pretest was the initial and the posttest was the final measurement instrument Reading assessment, was carried out using the Cambridge Preliminary English Test

PET as instrument. The Pretest was achieved with one main purpose, to determine the level that the students present in reading skills.

Once the proposal process was completed, a standardized posttest was applied, in a similar way at the beginning, using the format of the PET test model for reading skills, Pre and posttest evaluations were conducted with a 35 questions quiz divided in 5parts: Three-option multiple choice (5 questions), Matching (5 questions), True-false (10 questions), Four-option multiple choice (5 questions) and Four-option multiple choice cloze (10 questions) all these quantified using a rating scale between 0 and 35 points.

2.5. Intervention

CLIL methodology proposes to immerse in the language and culture of the second language to be taught, through the guides, which were carried out around a global question, in this case it focused on the development of reading skills. In the proposal (annex), the classification of what is intended to be achieved from the CLIL methodology in the third level classroom (B1) was made. The activities were developed in 5 applications-6 classes of 50 minutes from June 7th to June 24th on Mondays and Thursdays. Each guide used different reading strategies such us predicting, connecting, inferring summarizing, and self-questions, all the guides were divided in three parts, the introduction where the teacher leads the moment making a presentation of the topic, and performing a reading. The development that is the moment in which teacher and student work together to appropriate the language and the topic raised. Finally, the practice was carried out, in which the final products show that the students have learned.

2.6. Data analysis plan

The current research has been developed through a type of quantitative pre-experimental correlational investigation. For this type of analysis, Statistical Product and Service Solution (SPSS) version 25.0 (2017) was used. Garth (2008) emphasizes the importance of internal consistency since the reagents of a test have to be focused on the variables to be measured. The internal consistency shows an Alpha Coefficient for the pre-test of .35 and for the post-test of .11, which suggests that the reliability in both instruments is good.
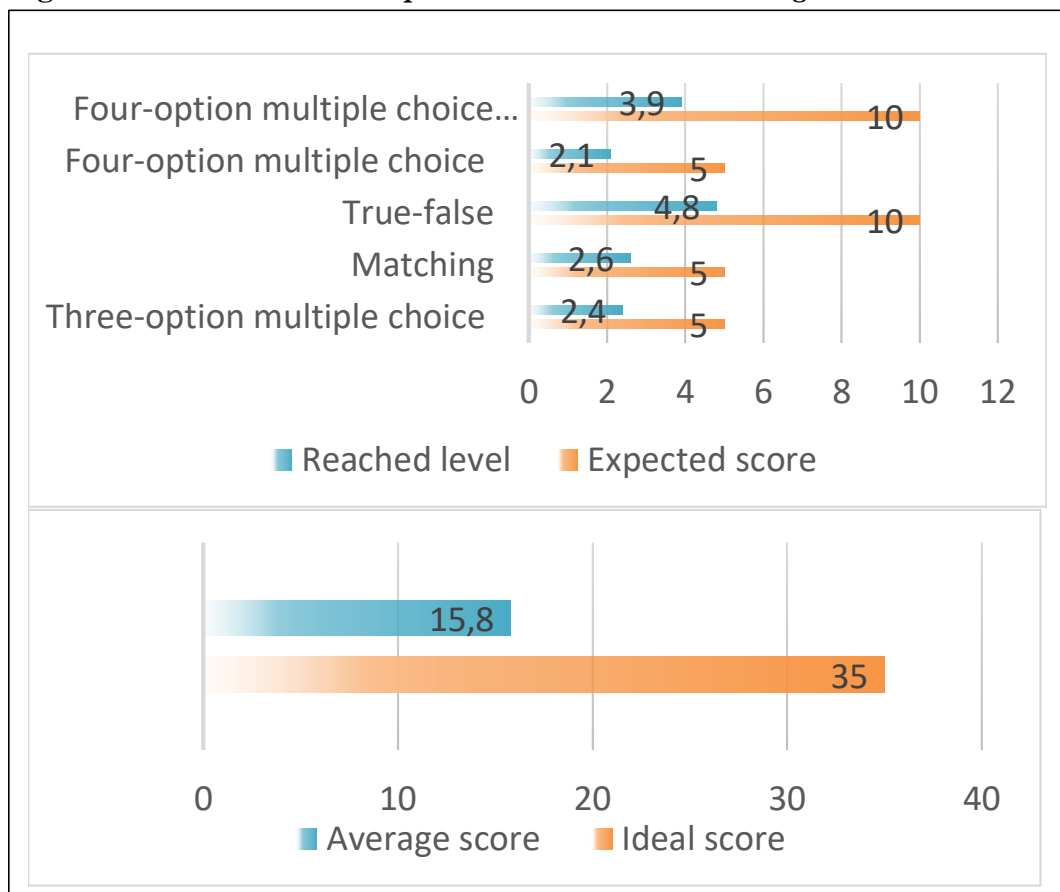
Chapter III. Findings and Discussion

3.1 Findings

Pre-test results

To establish basic conditions for the development of this research, 30 students complete a pretest formed by 5 parts with 35 items displaying the following results:

Figure 2. *Pretest Results-Comparison ideal score and average score*

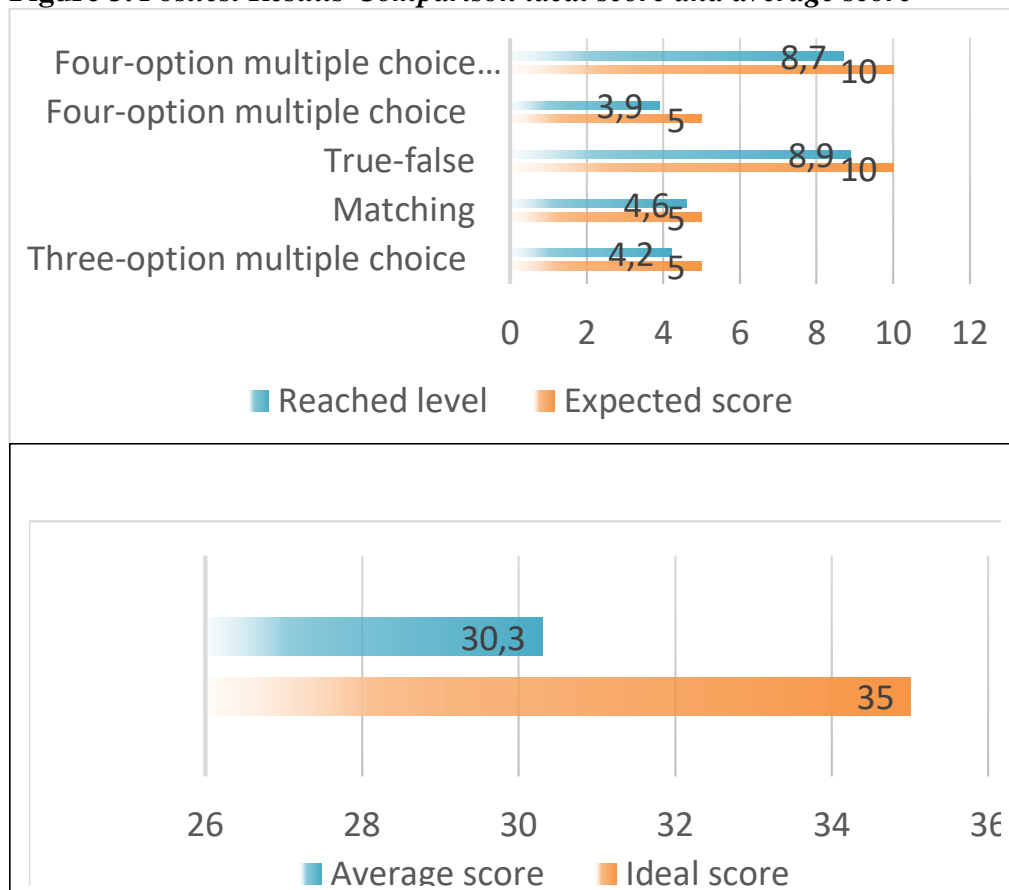**Note:** This graphic represents the Results-Comparison ideal score and average score.

The pretest score average was 15,8 out of 35 points. Part1 Three-option multiple choice got an average score of 2,4 out of 5, part 2 Matching got an average score of 2,6 out of 5 points, part 3 True-false got an average score of 4,8 out of 10, part 4 Four-option multiple choice got and average score of 2,1 out of 5, finally four-option multiple choice cloze got 3,9 out of 10, considering all of them "poor" demonstrating that reading skills need to be reinforced.

Post-test results

The posttest was taken by 30 students participating in the study, producing the following results:

Figure 3. *Posttest Results-Comparison ideal score and average score*

Note: This graphic represents the Results-Comparison ideal score and average score.

The posttest score average was 30,3 out of 35 points. Part1 Three-option multiple choice got an average score of 4,2 out of 5, part 2 Matching got an average score of 4,6 out of 5 points, part 3 True-false got an average score of 8,9 out of 10, part 4 Four-option multiple choice got and average score of 3,9 out of 5, finally four-option multiple choice cloze got 8,7 out of 10, considering all of them "good" showing that the immersion of CLIL methodology help students to develop reading skills.

Pre-test and Post-test score comparison

To stablish a relationship regarding the improvement of reading skills due to the use of CLIL methodology, the following graphics compared scores from the pretest and posttest.

Figure 4. *Comparison pretest and posttest average*
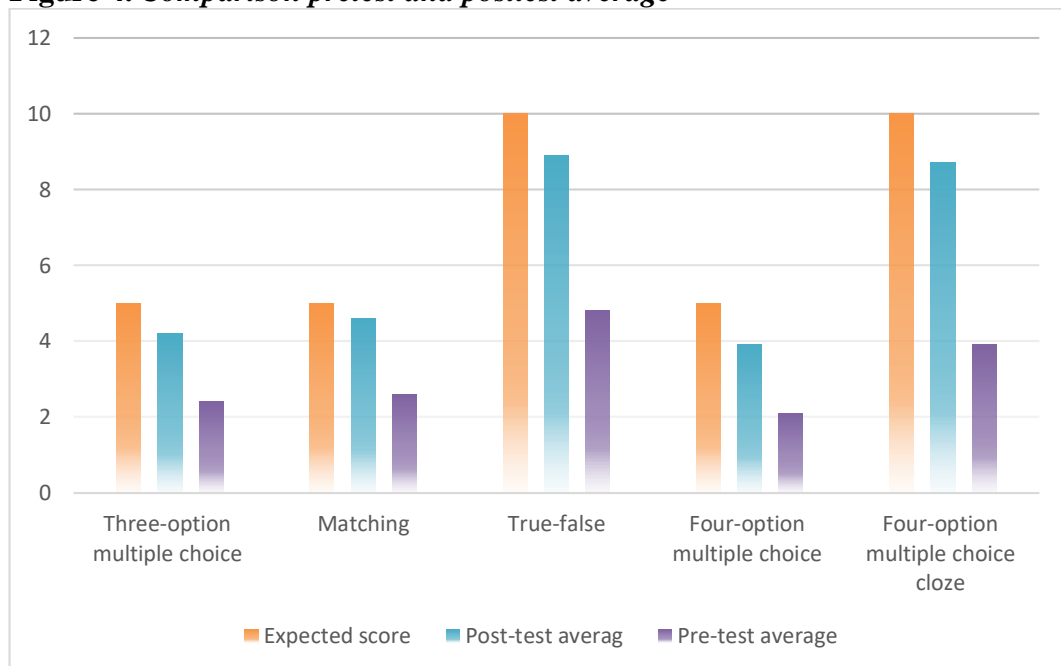
Note: **This graph represents the difference between the score of the pretest and posttest**

Figure 5. *Comparison pretest and posttest average*
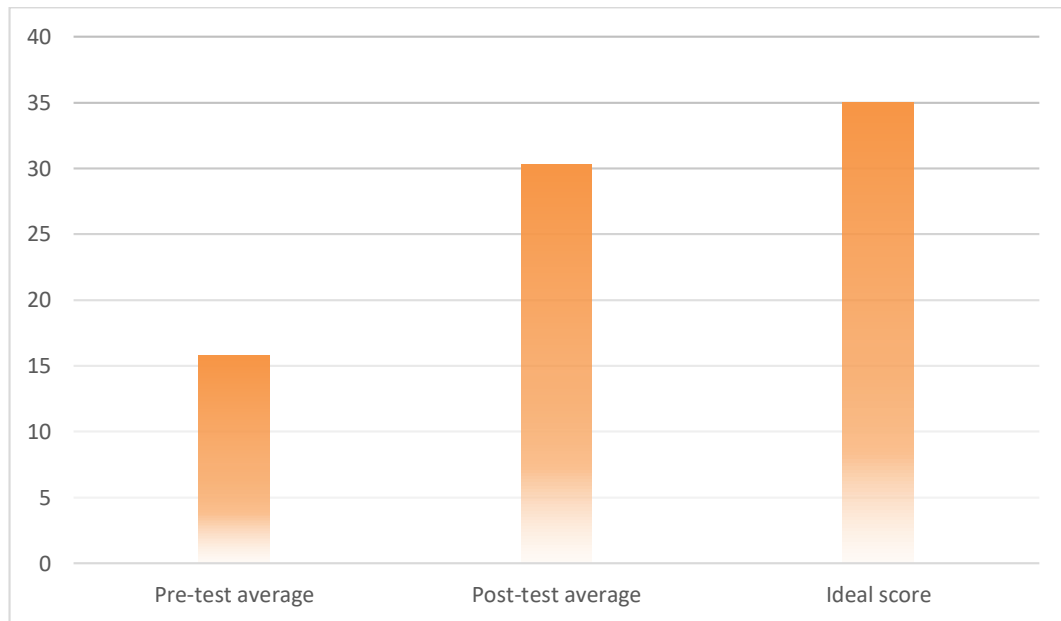
Note: This graph represents the difference between the score of the pretest and posttest.

The difference between the average score of the pretest and posttest reveals an improvement of 14,5 points from 15,8 out of 35 points to 30,3 out of 35 points. Part1 Three-option multiple choice registered an improvement going from 2,4 out of 5 to 4,2 out of 5, part 2 Matching increased the score from 2,6 out of 5 points to 4,6 out of 5, part 3 True-false registered an improvement from 4,8 out of 10 to 8,9 out of 10, part 4 Four-option multiple increased the score from 2,1 out of 5 to 3,9 out of 5, finally four-option multiple choice cloze registered an improvement going from 3,9 out of 10 to 8,7 out of 10, moving from "poor" to "good".

Student's T test

To accept or reject hypothesis H0 or H1 of this research, a Student's-T test for paired samples was employed using the application SPSS, IBM's well regarded data analysis statistics tool obtaining the following results:

***Table 1.* T test**

Statistics of paired samples

	Mean	N	Standard deviation	Std. Error mean
Final Grades Pretest	22,8667	30	2,94470	,53763
Final Grades Posttest	40,2667	30	2,47656	,45216

Paired sample correlations

	N	Correlation	Sig.
Final Grades Pretest & Final Grades Postest	30	,514	,000

Paired samples test

	Matched differences			
	Mean	Standard deviation	Std. Error mean	95% confidence interval of the difference
				lower
Final Grades Pretest - Final Grades Posttest	17,40000	2,69866	,49271	18,40770

Paired samples test

	Matched differences	t	gl	Sig. (bilateral)
	95% confidence interval of the difference			
	Upper			
Final Grades Pretest - Final Grades Posttest	16,39230	35,315	29	,000

Source: Field research through SPSS software.

Final result

With a confidence level of 95%, a significance level of 0.05 and with 29 degrees of freedom, a bilateral significance value of 0.000 has been obtained. Based on the statistical criteria of the T student test for this study, it is considered to accept the alternative hypothesis. This is because the bilateral singularity value or "P value" is 0.000 less than æ = 0.005. The CLIL methodology improve the reading skill in students.

3.2 Discussion

After examining the results obtained from the pre-test applied to students, it is evident in the first instance that the majority of students have low academic levels, their reading levels are low. It could be appreciated according to the means obtained in the pretest 22,86. On the other hand, the results obtained to the means of posttest was 40,26 with a difference of 17,40 %, between them. The percentage was significant.

Nevertheless, when carrying out the contrast of the null and alternative hypothesis, by calculating T-student's using the SPSS statistical software, an approximate value of $0,000 < 0.05$ which means that there was not only a consistent difference between the means but also this difference was significant, thus, the H0 is reflected and the H1 is assumed, which maintains the premise, CLIL methodology improves reading skills. It is considered that implementing CLIL benefits the competitiveness of students as a priority. Being an innovative form of education that responds to current demand and expectations, and the new way of improving more effectively in reading skill.

This study allowed to investigate the effectiveness of the use of CLIL methodology on reading skill in B1 level of language center of Instituto Vicente León through previous statistical analysis. As a result, it demonstrated that there was a positive impact of the CLIL methodology; all students got a better performance in the posttest.

This final result is in concordance with previous studies analyzed in this research, Pinto (2018) who after applying the CLIL methodology confirmed that CLIL methodology helps students understand the text more meaningful and easier way as cognitive skills are implemented throughout their performance. Alike to this research, students able to reinforce lower order thinking skills and develop higher order thinking skills by learning content through persuasive material. So, students can relate their basic knowledge to real situations. Consequently, students become more aware of their reading comprehension.

Bayram et al. (2019) determined that CLIL helps students to improve their reading skills because the subject content provides a variety of text. Also, this research used some reading passages, in this case, related to the community to provide learning

with important content knowledge. For this reason, according to CLIL methodology is characterized by using reading text to provide a more meaningful and realistic understanding.

Amurdawati et al. (2020) mentioned that the CLIL methodology promotes more active learning because it aids students to discuss with each other what they have learned. it's important to mention that communications are heavily emphasized in CLIL lessons, students can interact and exchange opinions and views about the content learned to improve their retention and memory. That is why, students were able to recognize more phrases and words on the final test while completing the reading exercises.

Conclusions And Recommendations

Conclusion

- The revision of theoretical information provides the researcher a clear view before including this methodology in the classes. Thus, CLIL methodology helps students to consolidate the content and language, allows the teachers collects information about how students can develop reading skill and the performance that they could assume with this methodology.

- The purpose of this guide is to supply teachers with resources for research and access to information and to introduce students to CLIL methodology, this methodology with reading strategies allows better understanding of the seconds language without fear.

- Finally, the results obtained in this research in students determined that the reading level improved significantly after the implementation of CLIL methodology, students started with a low level of reading comprehension, then, they increased their content and vocabulary knowledge for the applications of useful reading passages which help students consolidated the learned content and language, encouraging the interaction between them. In fact, it was favorable, due to it became easier for students to understand the reading exam. So, students of B1 level of English language center develop reading skills, who were able to activate their prior knowledge, contextualized the topic and acquire certain vocabulary, predict the reading text and other functions like comparing disagreeing and contrast content and language knowledge.

Recommendations

- It is recommended to make greater use of CLIL methodology to develop reading comprehension, that is why, its necessary that the reading text provide topics focused on this method, they are the key for improving skills. They need to catch the attention and interest. Moreover, this methodology is better alternative to improve communication, motivation, and cultural awareness using English language.

- Motivate teachers and students to use reading as a positive tool in learning the English language through participatory and interactive activities in the classroom, among peers or teacher-student to develop better reading skills so that students leave aside his limitations, his shyness.

- Extend this research to qualitative research to collect and analyze non-numerical data to understand concepts, opinions, and experiences of students and teachers. In this way, carrying out documentary and bibliographic research, exposing and contrasting theories, laws and various criteria related to the variables used.

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Appendices

Appendix 1. Authorization

Latacunga 30 de mayo del 2022

Dr. Giovanni Vizuete

RECTOR DEL INSTITUTO SUPERIOR TECNOLOGICO "VICTORIA VASCONEZ CUVI"

Presente. -

De mi consideración:

Yo, Chiluisa Molina Mónica Fernanda, con cédula de ciudadanía N° 0503725970 en calidad de estudiante del Programa de Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, paralelo Único, Cohorte 2021, de la Universidad Técnica de Cotopaxi, me dirijo a Usted para solicitarle me permita desarrollar mi trabajo de titulación "CLIL methodology to improve Reading skill" con los estudiantes del nivel B1 del centro de idiomas, unidad en la que me desempeño como docente, con la aplicación de pruebas diagnósticas (pre-test and post-test) y aplicación de mi propuesta.

Por la atención que se dé al presente anticipo mis agradecimientos.

Atentamente;
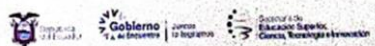
Chiluisa Molina Mónica Fernanda
CI: 0503725970
Docente IST Vicente León

Para Lic. Mónica Chiluisa, Centro idiomas. Vicerrectorado. Se autoriza la ejecución del pedido, siempre y cuando vaya en beneficio institucional.

2022 - 08 - 06

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Test 1

PAPER 1   READING AND WRITING TEST   (1 hour 30 minutes)

READING

Part 1

Questions 1–5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

REGENCY CAMERAS

Buy two films
and get one
FREE

A Buy three films for the price of two.

B Get a free film with every one you buy.

C Films bought here are printed free.

Answer: | 0 | A B C |

1

Lisa!
Yvonne can't go to the
concert tonight. Let me
know as soon as
possible if you'd like her
ticket. If not, I'll offer it
to Marie.
Sally

Who should Lisa contact if she wants to go to the concert?

A Yvonne

B Marie

C Sally

2

Parking Form

Complete and place in lower left-hand corner of windscreen

Car registration ....

Date ....

A Register your car here by filling in this form.

B Put this form in your car windscreen after filling it in.

C Place the completed form at the top of your car windscreen.

3

NOTICES

Boat Trip to Woodley Place

Due to high water levels, this trip will now take place by coach at no extra cost. The pick-up time from the hotel remains unchanged.
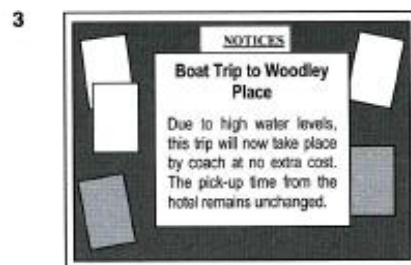
What has changed about the trip to Woodley Place?

A the transport

B the price

C the departure time

4

Mum,
Could you pick up my skirt from the dry cleaner's when you collect your jacket? I'll pay you back this evening.
Thanks.
Sonja

What will Sonja's mother do?

A receive money for the dry cleaning from Sonja tonight

B fetch Sonja's jacket from the dry cleaner's for her

C deliver her own clothes to the dry cleaner's

5

Allow at least two hours for your visit to the castle

A Each tour of the castle lasts less than two hours.

B Two hours is the minimum time recommended for a visit to the castle.

C Visitors are only allowed to spend two hours inside the castle.

Part 2

Questions 6–10

The people below live in London and are all interested in keeping fit.
On the opposite page there are descriptions of eight websites for people wanting to keep fit.
Decide which website would be the most suitable for the following people.
For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.

6 Klara has recently moved to London and enjoys serious running. She is looking for a club where she can take part in competitions.

7 Sami wants to find some ideas for keeping fit at home and communicate online with other people doing the same thing. He doesn't want to have to pay for using the website.

8 Kumiko is a member of a local gym where she goes at least twice a week. She does not get much time to shop, so wants to buy gym clothes and shoes online.

9 Peter loves the outdoors and cycles to different places each weekend to keep fit. He wants a website which will give him suggestions for a range of suitable destinations.

10 Stefano is a student and is looking for a gym where he can keep fit. He wants to pay each time he visits the gym rather than paying a fee to become a member.

FIND THE PERFECT WAY TO KEEP FIT WITH THESE WEBSITES

A **www.activelife.co.uk** This site is perfect for those who like to combine living a healthy lifestyle with enjoying the countryside. Type in the name of the town and you get a list of locations that offer routes for cycling or exploring the area on foot. There is also information on cycling competitions in Britain.

B **www.fitinfo.com** This online shop offers books, magazines, DVDs and software connected to keeping fit. You simply type in the aspect of keeping fit that you are interested in, such as 'keeping fit outdoors', and a super selection is displayed.

C **www.fitnet.co.uk** Steve Amos started this site for busy people wanting to keep fit. Fill in a questionnaire and Steve will create a fitness programme for you. Although Steve's fee is high, you can email him for advice whenever you want. In addition, Steve has designed a range of fitness clothes and footwear, which anyone can order (48-hour delivery).

D **www.NAG.co.uk** The National Athletics Group is a site for people interested in athletics. It allows you to find out where your nearest athletics club is and provides information about races and other athletics events around the country. There is a popular chatroom where athletes exchange suggestions and ideas.

E **www.swavedon.com** Swavedon is a national park with a lake, which offers many different ways of keeping fit in the great outdoors. There are three cycle routes, a jogging track around the lake and several woodland walks.

F **www.fitnessonline.co.uk** This is a free government website that encourages people to keep fit. It gives diet advice, and allows you to work through a fitness programme without leaving your house. It also offers advice on gym equipment to buy and has a chatroom, where you can compare experiences with others.

G **www.fitnessclub.co.uk** This website tells you all you need to know about this chain of gyms, including where your nearest Fitnessclub gym is, how you can become a member and how much the yearly fee is. Advice is given on everything from using a running machine to buying the right equipment. Each gym has a swimming pool and a shop selling gymwear.

H **www.sportsarena.co.uk** This website tells you how you can keep fit at this group of London sports centres. You don't have to be a member – these centres operate a pay-as-you-go system. They all have a pool, squash courts, gym and outdoor tennis courts. The website includes details of locations, opening times and prices.

Part 3

Questions 11–20

Look at the sentences below about a book club.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

---

11   By ordering a book, you qualify to become a member of the International Book Club.

12   Every new member can request a watch from the book club.

13   You can buy a DVD more cheaply when you join.

14   All club books cost half the publisher's price.

15   Each club magazine gives you a choice of over 1,000 books.

16   You get a different choice of books if you order from the website.

17   One special book is recommended every month.

18   You may receive a book that the club has chosen for you.

19   You must pay the postage when sending your application to join the club.

20   You should pay as soon as you receive your books.

International Book Club

Have you ever thought of joining a book club and buying new books through the post? Here at the International Book Club, we already have many members buying books from us by mail.

To join:

You just need to send us your first order from our book list.

Immediate benefits:

- As a special offer, you may choose any reduced-price books from our new members' book list, to the value of £6 in total (plus postage and packing). By doing this, you will save pounds on the publishers' prices.
- Tick the box on your form to order a free watch.
- If you reply within seven days, we will send you another free gift carefully chosen from our book list by our staff.
- Order a DVD from the many on offer in our list, at half the recommended retail price.

When you've joined:

As a member, you'll enjoy savings of between 30% and 50% off the publisher's price on every book you buy, and what's more, they'll come straight to your door. Your free club magazine arrives once a month, to keep you up to date with the latest best-sellers. This means that every year we offer over 1,000 books to choose from. On the Internet, you can find all our titles for the year on our exclusive members' website.

Being a member:

All we are asking you to do while you are a member is to choose four books during your first year. After that, you can decide on the number of books you wish to take.

In each of our monthly club magazines, our experienced staff choose a Club Choice book – a work of fiction or a reference title which they feel is particularly worth buying, and which is offered at an extra-special price. However, if you do not want this book, just say so in the space provided on the form. We will always send the book if we do not receive this.

So, return your application form today, but hurry – it's not every day we can make you an offer like this. To apply to become a member, all you need to do is simply fill in the enclosed form and return it in the postage-paid envelope supplied.

Before you know it, your books will be with you. Please don't send any money now, as we will send you your bill with the books. And remember, you have up to a fortnight to decide if you wish to keep the books you have ordered. You should then either return the books or send your payment.

Part 4

Questions 21–25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Rock Band

Two years ago, our 14-year-old son, Ben, asked us for a set of drums for his birthday. At first, we were very much against the idea because of the noise. 'It's better than watching television or playing computer games in my free time,' Ben argued, 'and it'll keep me out of trouble.' In the end we gave in. 'All right,' we said, 'but you must consider the rest of the family and the neighbours when you play.'

That was just the beginning. Because drums are not the easiest instruments to transport, the other members of Ben's band started appearing at our home with their guitars and other electrical equipment. And so, for several hours a week, the house shakes to the noise of their instruments and their teenage singing.

At least Ben's hobby has been good for our health: whenever the band start practising, my husband and I go out for a long walk. And I must admit that, although their music may sound a little strange, they are a friendly and polite group of young men. I cannot judge their musical skill – after all I didn't expect my parents' generation to like the same music as I did when I was a teenager – but they do play regularly in local clubs for young people.

Our main worry is that they won't spend enough time on their school work because of their musical activities, though this hasn't happened yet. I am always stressing to Ben how important his studies are. But one thing is certain – Ben was right: it has kept him out of trouble and he is never bored.

21   What is the writer trying to do in this text?

    A   complain about her son's friends
    B   give advice to teenagers
    C   describe her son's hobby
    D   compare herself with her parents

22   Why did the writer give Ben the present he wanted?

    A   She wanted to reward him for working hard.
    B   He already had too many computer games.
    C   She knew he would use it sensibly.
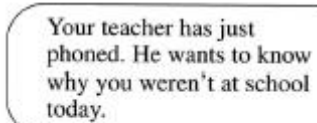   **D**   He persuaded her it would be a good idea.

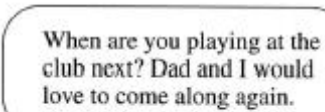23 Why do the band always practise at Ben's house?

    A   It is difficult for Ben to move his drums.
    B   The neighbours don't mind the noise.
    C   Ben's parents enjoy listening to them.
    D   They can leave their equipment there.
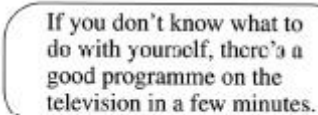
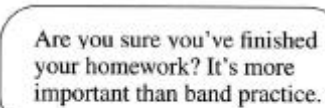24 What does the writer say about the band members?

    A   Their influence on her son worries her.
    B   Their taste in music is different from hers.
    C   They play their instruments well.
    D   They avoid any contact with her.

25 What might the writer say to her son?

A

Your teacher has just phoned. He wants to know why you weren't at school today.

B

When are you playing at the club next? Dad and I would love to come along again.

C

If you don't know what to do with yourself, there's a good programme on the television in a few minutes.

D

Are you sure you've finished your homework? It's more important than band practice.

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

| 0 | **A** most | **B** more | **C** best | **D** better |

Answer:

| 0 | **A** ■ | **B** ☐ | **C** ☐ | **D** ☐ |

Tom Cruise

Tom Cruise is one of the (0) .... successful actors in cinema history. However, life hasn't always been that easy for him. As a young boy, Tom was shy and had (26) .... in finding friends, although he really enjoyed (27) .... part in school plays.

(28) .... he had finished High School, Tom went to New York to look for work. He found employment as a porter, and at the same time he (29) .... drama classes. In 1980, the film director Franco Zeffirelli (30) .... Tom his first part in a film. Ten years later, he had become (31) .... successful that he was one of the highest-paid actors in Hollywood, (32) .... millions of dollars for (33) .... film.

Today, Tom (34) .... appears in films and is as (35) .... as ever with his thousands of fans from all around the world.

26	**A** worry	**B** problem	**C** fear	**D** difficulty
27	**A** making	**B** holding	**C** taking	**D** finding
£0	**A** While	**D** During	**C** After	**D** Until
29	**A** prepared	**B** waited	**C** attended	**D** happened
30	**A** suggested	**B** offered	**C** tried	**D** advised
31	**A** so	**B** such	**C** too	**D** very
32	**A** paying	**B** earning	**C** winning	**D** reaching
33	**A** another	**B** all	**C** each	**D** some
34	**A** yet	**B** ever	**C** already	**D** still
35	**A** popular	**B** favourite	**C** preferred	**D** approved

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Key

Test 1

READING

Part 1

1 C   2 B   3 A   4 A   5 B

Part 2

6 D   7 F   8 C   9 A   10 H

Part 3

11 A   12 A   13 A   14 B   15 B   16 B   17 A   18 A
19 B   20 B

Part 4

21 C   22 D   23 A   24 B   25 D

Part 5

26 D   27 C   28 C   29 C   30 B   31 A   32 B   33 C
34 D   35 A

WRITING

51

S A M P L E

Candidate Name

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

PET Paper 1 Reading and Writing Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Reading:
Mark ONE letter for each question.
For example, if you think **A** is the right answer to the question, mark your answer sheet like this:

0   A B C D

Part 1	Part 2	Part 3	Part 4	Part 5
1 A B C	6 A B C D E F G H	11 A B	21 A B C D	26 A B C D
2 A B C	7 A B C D E F G H	12 A B	22 A B C D	27 A B C D
3 A B C	8 A B C D E F G H	13 A B	23 A B C D	28 A B C D
4 A B C	9 A B C D E F G H	14 A B	24 A B C D	29 A B C D
5 A B C	10 A B C D E F G H	15 A B	25 A B C D	30 A B C D
		16 A B		31 A B C D
		17 A B		32 A B C D
		18 A B		33 A B C D
		19 A B		34 A B C D
		20 A B		35 A B C D

Continue on the other side of this sheet ➡

PET RW 1   DP491/389

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Appendix 3. Proposal

PROPOSAL

Justification

The proposed proposal consists of the implementation of guides that consist of the combination of text, either support or dialogues and techniques based on CLIL to obtain a better development of reading skills. In this order of ideas, the techniques are conceived as a pedagogical resource in the English class, and it is a valid form of literature capable of directing its content beyond simple entertainment stories. This means that the interpretive work is immersed and therefore teaching and learning processes can be developed.

On the other hand, it is important to highlight that the use of readings, as a didactic resource, makes the learning of vocabulary and concepts in the subject of social studies a simpler process, considering that 3rd level students until now are identifying the learning process through CLIL. In addition to the above, an innovative aspect of CLIL is that it presents activities throughout important topics. This allows the proposal not only to be limited to the presentation of content, but also to practice, so that students can internalize and reinforce the learning of each topic.

Description of the proposal

The presentation of the proposal will be specified in more detail, in which the characteristics, themes, number of sessions, among other aspects, can be appreciated.

The reading activities were carried out in 6 applications (5 sessions of 50 minutes) in the third level English class.

In the same way, an objective will be determined in each session (which will be written in each class plan) to specify what is to be achieved at the learning level with the development of each session.

Proposal objectives

CONTEXT	• Prepare students for globalization through teaching of other languages. • Access to international certification, under the parameters of international institutions such as the British Council. • Improve educational profiles since CLIL reflects a metalinguistic education.
CONTENT	• Present different perspectives of study, using historical modules where the texts are used in different languages. • Prepare for future studies, using ICTs (Information and Communication Technologies) to provide access to international information. • Skills for work in life, prepare students in academic studies so that they learn in their future studies. • Access a specific topic of knowledge in another language.
LANGUAJE	• Improve the objective of language as competence through immersion in a quality language with the CLIL. • Development of oral communication skills offering a wide range of communication routes. • Deepening the awareness of the development of both languages, the mother tongue and the one taught by CLIL, through the school curriculum where the institutions provide more than 50% of it in the second language. • Acquire self-confidence in the language learned by participating in different scenarios that allow immersion in the language. • Introducing the learning and use of another language, combining activities to achieve language learning achievements that allow them to function in it.
LEARNING	• Increase learning motivation, through CLIL the confidence that students may have lost through other teaching methods will be recovered. • Use various activities that can be used in the classroom, for students who have language difficulties. • Develop individual learning strategy, rely on other teaching areas such as social studies, which may be of interest to the student more than the language itself.
CULTURE	• Build intercultural knowledge, understanding and tolerance, learn about other cultures and their characteristics. • Development of intercultural communication skills, development of projects with the help of students from other nations. • Learn about nearby countries or regions, which seeks for students and teachers to share resources and teaching and learning objectives.

One aspect to highlight in what is proposed is that it was developed based on the four principles of the CLIL approach (content, cognition, communication, and culture).

PRESENTATION OF THE SUBJECT.

QUESTION: What do you know about communities?

GLOBAL ACHIEVEMENT: Know how communities are similar and different.

LEVEL: Third

OBJETIVES
• Investigate students' prior knowledge about what a community is.
• Present what a community is and who belongs to it.
•Help students understand that they can learn in a second language.
• Help students understand that keeping track of new words is important.
• Contribute to the learning of our classmates, working in groups and presenting topics based on what has been learned.

EVALUATION CRITERIA
• Understand what community is.
• Identify who is part of the community and their functions.
• Classify the characteristics of the people who are part of the community.
• Build vocabulary that allows to talk about communities.

CONTENT	COGNITION
• Introduction to the topic. • What is a community? • People who are part of the community. • Actions carried out in the community.	• Provide students with opportunities to learn concepts and apply them in different contexts. • Allow students to identify the similarities and differences of a community. • Promote knowledge about the characteristics of the communities. • Build and use new vocabulary. • Encourage student curiosity through creative use of language and questioning**.**

CULTURE
• Identify the communities, the people who belong to them and the actions that are carried out there. Comparing with the communities to which the student belongs.   • Raise awareness of the importance of communities in development Social.   • Understand that you can learn, no matter what language you speak.

COMUNICATION

LANGUAGE OF LEARNING VOCABULARY:	LANGUAJE FOR LEARNING	LANGUAJE A THROUGH LEARNING
Communities' adjectives, actions, adverbs… Past tense Present tense Quantifiers	• Challenge each other with questions like: What do you know about…? You may tell me something about…? • Classification : know the characteristics of the communities and who are part of it. • Compare and contrast: the differences and similarities of the communities to which they belong and met.	• Distinguish the language needed from the activities carried out. • Withhold language from the teacher and student. • Make use of the explanations of the pairs. Register, predict and learn new words.

LEARNING OUTCOMES

• Demonstrate understanding of the concept of community and what makes it up.
• Distinguish the similarities and differences of the communities.
• Know who part of the communities and their functions is.
• Write descriptive texts about who is part of the community.
• Classify the given information.
• Be able to establish a relationship between the images and the concepts learned.
• Interpret visual information.
• Use language creatively.
• Ask and answer questions with interrogative question.
• Use a record of the new vocabulary learned in class.
• Move through exhibits on the appropriate topic.

GUIDE 1.

SKILL: READING.

Strategies: predicting

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: remembering and identify the ways of life of communities using images as support.

TEACHING LEARNING ACTIVITIES
INTRODUCTION: students need to look at the pictures and use the prior language and their proper experiences to make predictions and discuss the following questions.   https://jamboard.google.com/d/1OC25GzJqoW9own8MNKWDalch4vrO8ofK klrW9EGYyZA/edit?usp=sharing   How did travel people?   Which are the advantages and disadvantages?   **DEVELOPMENT:** students need to read the text about The Amish people   **PRACTICE:** In pairs the students complete the reading comprehension questions, then check in the whole class.   In the same groups Students prepare an explanation about way of life of other groups.
HOW TO EVALUATE
• The teacher reviews group and individual work.   • Peer interaction   • Active Participation activities.   • Explanation (language used, use of a sequence in the description).

CONTENT	COGNITION
• Understanding forms of life of a group of people	Learners will be using various Cognitive Skills and will develop both LOTS & HOTS • Making conclusions about the end of the text • Recognizing and naming the main parts of a text • Recognizing the importance of a story • Explain the

CULTURE

- Gaining an understanding of history
- Establishing respect for communities of different parts of the world

COMMUNICATION: USE OF LANGUAGE	
LANGUAGE FOR THE TEACHER: • Let's start. • Let's organize the room. • Let's listen. • Let's read to the time. • Let's organize the images. • What you know about…? • You can tell me…? • Where did it happen…? • What do you think of…? • Tell us what happened…	**LANGUAGE FOR** **LEARNERS** • The story begins… then… after… at the beginning… finally… • I think that… • Can you help me. • I do not know. • What does it mean…? • In the story Hector…

RESOURCES

Projector for everyone to see the reading.

Reading imagens.

TIME

50 minutes

NOTES

Students can make some interventions in Spanish, if they do not know the words in English, the teacher can tell them how to say them so that they can continue the presentation. They can use dictionaries to support vocabulary. If they make a mistake in the order of the sequence, their partners can collaborate in the construction of the same.

READING MATERIAL

1 Read the text.

Tick the subjects that are mentioned in the text.

transport ☐   religion ☐   education ☐   language ☐   politics ☐   money ☐

The Amish – a people from the past?

The Amish are a religious group of people who believe in living separately from the modern world. They live in Canada and the USA in small farming communities of about 300 people. In total, there are about 80,000 'Old Order Amish'. These people do not drive cars or fly in aeroplanes, but simply drive horses and carts. As a result, their communities are small and close, and their children do not usually move to another area when they grow up. They stay and marry someone from the community. Family values and traditions are very important to the Amish. At home, they speak a very old-fashioned version of German, although they also speak English when it is necessary.

They wear very simple clothing. The men wear wide black hats, plain trousers and shirts. After they marry, the men grow beards. The women, and even the little girls, wear bonnets (a kind of old-fashioned hat) and long dresses. They make their living from farming, using old traditional methods. Their houses do not have electricity or telephones.

Their children finish school at about the age of 12 or 13; after that they learn from working on their farm. All other children in the USA must attend school for another four years.

Many people do not understand the simple and slow way of Amish life. But the Amish believe that modern society is too stressful and materialistic. They feel that their lifestyle is a true reflection of their religious beliefs.

2 Answer these questions.

1 How many people live in a typical Amish community?

2 How do the Amish travel?

3 Which languages do they speak?

4 When do Amish children finish school?

5 Find two adjectives that the Amish use to describe modern society.

3 What do you think of the Amish way of life? Think of some advantages and disadvantages.

GUIDE 2.

SKILL: READING

Strategy: Inferring

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: To describe the characteristics of the different types of communities through a mind map.

TEACHING LEARNING ACTIVITIES
INTRODUCTION: We will read about the different types of communities in Ecuador. This reading is done individually.
DEVELOPMENT: The teacher and students will choose a community with which an example will be made.
PRACTICE: Each student will make a mind map in which they will describe the different types of Ecuadorian communities.

INSTRUMENTS TO EVALUATE
• The teacher reviews the individual work.
• Students will make a list of characteristics of each community.
• Participation in the proposed activities.
• Complete the format with the instructions given.
• Review of the use of grammar and coherence in writing.

COMMUNICATION: USE OF LANGUAGE

TEACHER´S LANGUAGE:	STUDENTS´ LANGUAUAGE
• Let's start.	•He / she is…
• Let's organize the room.	•I think that…
• Let's listen.	•Can you help me.
• Let's look at this chart.	•I do not know.
• Let's organize our ideas.	•What does it mean…?
• What you know about…?	
• You can tell me…?	
• What do you know…?	
• What do you think of…?	
• What it's like…?	

CONTENT	COGNITION
• Understanding about communities in Ecuador	Learners will be using various Cognitive Skills and will develop both LOTS & HOTS
• Introduction to the importance of communities in Ecuador	• Making differences between communities in Ecuador
	• Recognizing and naming the main the different communities.

	• Recognizing the importance of communities in Ecuador

CULTURE
- Gaining an understanding the parts in a story
- Establishing respect for communities in Ecuador
- Understanding the importance of communities in Ecuador

RESOURCES

Reading images, pencils, eraser.

TIME

50 minutes

NOTES

Students can write words in Spanish and ask how to write them. You can tell how it is written by spelling, so we will reinforce other skills. Individual writing feedback should be given to each child.

READING MATERIAL

What indigenous groups are there?

There are a number of indigenous groups that live in Ecuador, so the following list gives a bit of information about several of the main groups:

- **Kichwa**

  The Kichwa group is the largest indigenous community in Ecuador, with a population nearing 100,000 people. Many members of this community live in the highland region of the country and speak Kichwa as their first language and use Spanish as their second language. Their language comes from the Incan Quechua language, but they are a distinct cultural group.

- **Siona**

  The Siona people, though small in number, have a fairly large territory, stretching between the Aguarico & Cuyabeno Rivers in Ecuador in the Cuyabeno Wildlife Reserve.

- **Huaorani**

  This is one of the most well-known indigenous ethnic groups living on the banks of the Rio Napo in Ecuador's Amazon rainforest. The population is estimated around 2,500, spread between a score of settlements in the region. While some sub-groups prefer to remain isolated from modern society, in the past century much of the population has become acculturated to parts of the Western world. Throughout the community, traditional practices are maintained, such as hunting with a blow pipe.

- **Achuar**

  With a population of around 6,000 members, the Achuar communities follow a similar narrative to many others in the Ecuadorian Amazon – up until the 20th century, they were largely uncontacted, but as tourism to the region picked up, their culture has had to adapt to visitors to the region. They now work with the tourism industry to help conserve their culture, protect their lands, and share their experiences with interested travelers.

Source: Taken from https://www.sachalodge.com/es/indigenous-communities-of-the-ecuadorian-amazon/

GUIDE 3.

SKILL: READING.

STRATEGY: SELF-QUESTIONARY.

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: To discriminate right and wrong statements

TEACHING LEARNING ACTIVITIES
INTRODUCTION: The teacher makes a brainstorming using the phrase "healthy food" and students give his ideas
DEVELOPMENT: the students need to read the text presented by teacher. Healthy food
PRACTICE: in groups or individually, students need to answer the questions about reading.

INSTRUMENTS TO EVALUATE
• The teacher reviews group and individual work.
• Peer interaction
• Participation in the proposed activities.
• Questions and answer

COMMUNICATION: USE OF LANGUAGE

TEACHER´S LANGUAGE:	STUDENTS´ LANGUAUAGE
• Let's start.	• To start… then…
• Let's organize the room.	• I think that…
• Let's listen.	• Can you help me?
• Follow the steps.	• I do not know.
• How do you think it is…?	• What does it mean…?
• You can tell me…?	• You must do the next
• What happened…?	step…
• What do you think of…?	
• Tell us what happened…	

CONTENT	COGNITION
• Understanding about nutrition.	-Making differences between healthy and unhealthy food
• Introduction to the importance of eat health.	-Classify the food pyramid and naming the advantages and disadvantages of food.

CULTURE
• Gaining an understanding nutrition
• Recognizing the importance eat healthy

RESOURCES
Reading, pencils, eraser.

TIME

50 minutes classes
NOTES
The students can make some interventions in Spanish, if they do not know the words in English, the teacher will support the explanation step by step that the students will expose, in case they get confused. A previous dramatization should be done as a review
  Healthy Eating Food keeps us healthy and help us grow. Food provides us with energy to be able to function throughout the day. By eating a balanced diet, your body obtains the fuel and nutrients it needs to function properly. Your body needs minerals to make hormones, build bones and regulate your heartbeat. Water flushes out toxins, transports nutrients to cells and performs other vital bodily processes. **Carbohydrates** Bread, rice and potatoes are examples of carbohydrate rich foods. These foods give us plenty of energy. You should try and eat a lot of carbohydrates each day. As well as energy, carbohydrates provide us with fibre, iron, B vitamins and calcium. **Fruit and Vegetables** Fruit and vegetables provide us with vitamins and minerals essential for keeping us healthy as well as fibre which is important for digestion. A diet high in fibre can also reduce your risk of heart disease, stroke and some cancers. Try to eat at least five portions of fruit and vegetables a day. Remember that potatoes do not count as a portion of vegetables. **Dairy** 1. Dairy products are great sources of protein and calcium and are found in milk, cheese and yogurt. Protein helps our bodies to grow or repair themselves. Protein builds, maintains, and replaces the tissues in your body. Your muscles, organs, and immune system are made up mostly of protein. Calcium helps to keep our bones and teeth strong. We should eat between two or three portions of dairy foods a day. Source: https://sendat.academy/students/wp-content/uploads/sites/20/2020/06/Reading-comprehension-pack-Healthy-eating.pdf

GUIDE 4.

SKILL: READING.

STRATEGY: connecting.

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: To perform a dramatization based on the reading presented (The witches from Ibarra).

TEACHING LEARNING ACTIVITIES	
INTRODUCTION: There will be presented a dramatization, which will allow students to listen and work as a team. **DEVELOPMENT:** Work is done in groups and the reading is taken as a basis to choose the characters. **PRACTICE:** Each student will have a character to represent. The presentation will take place in the classroom.	
INSTRUMENTS TO EVALUATE	
• The teacher reviews group and individual work. • Peer interaction • Participation in the proposed activities. • Dramatization •Self-assessment	
COMMUNICATION: USE OF LANGUAGE	
TEACHER´S LANGUAGE: • Let's start. • Let's organize the room. • Let's listen. • Follow the steps. • How do you think it is…? • You can tell me…? • What happened…? • What do you think of…? • Tell us what happened…	**STUDENTS´ LANGUAUAGE** • To start… then… • I think that… • Can you help me? • I do not know. • What does it mean…? • You must do the next step…
CONTENT • Understanding about myths in Ecuador • Introduction to the importance of myths in Ecuador	**COGNITION** Learners will be using various Cognitive Skills and will develop both LOTS & HOTS -Making differences between myths and stories in Ecuador -Recognizing and naming the main parts of a myth.
CULTURE • Gaining an understanding the parts in a myth	

• Recognizing the importance of myths in Ecuador
RESOURCES
Reading, pencils, eraser.
TIME
80 minutes (2 classes)
NOTES
The students can make some interventions in Spanish, if they do not know the words in English, the teacher will support the explanation step by step that the students will expose, in case they get confused. A previous dramatization should be done as a review
READING MATERIAL

The Witches from Ibarra

This legend took place in the city of Ibarra, also known as The White City, where all the houses and shops are painted white. There are many places to visit and there is also a lot of Ecuadorian history. If you go way up high, close to the Ibarra Park, there is an old Ceibo tree that was planted after the 19th century earthquake. The city <u>inhabitants</u> say that its branches had walked an entire block. The nights were peaceful. The moon was <u>bright</u>, but it could not reflect the shadows passing by. Who looked at Ibarra asleep? Who had the privilege of <u>gazing</u> at its very white walls in the moonlight? Who passed on a low-level flight as if they were night birds? Who would sit near the bells of the Cathedral to look at the green tiles and the tops of the trees?

Old people in the city say that years ago they could see people flying in the sky. These people had the shape of women in very long, thick dresses. They used to scream, laugh, and sob in the early hours scaring people. Unlike a typical image of a witch, these creatures

had long white starched dresses. They were very rigid, so when flying close to a roof over the street, they scratched it. Some people who did not believe in them and made fun of these witches, ended up turned into mules or roosters.

Apparently, this happened to Rafael Miranda, a recognized doctor from Ibarra. People said that Dr. Miranda one day disappeared without a trace. His friends looked for him everywhere and his family were desperate. Time passed and all his family and friends kept looking for him, until something strange happened. One afternoon, an acquaintance of Dr. Miranda was walking in the park, close to the big Ceibo tree, he observed a man with a hoe (a shovel-like digging tool).

This man was a complete mess, his clothes were very dirty clothes and his hair was untidy, as if the wind had blown hard around him. As the observer got closer to the ragged man, he recognized Dr. Miranda! He took the doctor home to his family, and after prodigious cures he returned to his normal state because he had been crowing and shaking his head like a rooster at all times.

The witches used to give people a potion called "Tardón". It was a drink that with a single sip one ended up talking nonsense or unconscious. Politicians and local famous people were victims of the witches. It took a really long time to realize that they drank "Tardón". They were attached to wooden chairs. They could smell brandy (one of the ingredients of this secret potion). When they woke up and tried to get up, they realized that they were dirty and stinky; they also discovered that were alone in the forest. Others woke up eating inexplicable things. Some people had the opportunity to come back home. They felt happy but they also

ended up with a certain degree of madness, and others are still missing.

This story was also used by many people as an excuse. One day, Juan José Mejia, a popular dentist from Carchi and Imbabura, said that the witches had been after him to avoid explaining to his wife about a three-day party he had been at. When they asked him why he had not arrived at the house, he answered without any doubt: "I was walking around the park and suddenly I got tied to the leg of a bed. I do not remember what else happened but when I was conscious again I saw many witches hiding in the other room, so I escaped".

"From town to town and from beam to beam, without God and without Mary Saint"

GUIDE 4.

SKILL: READING.

STRATEGY: SUMMARIZING

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: Reconstruct a story through note taking.

TEACHING LEARNING ACTIVITIES
INTRODUCTION: The teacher will explain the activity and present the reading **DEVELOPMENT:** The teacher reads the story aloud, the students take note of key words and then, in groups, reconstruct it. **PRACTICE:** Each student with their notes reconstructs the story in groups.
INSTRUMENTS TO EVALUATE
• The teacher reviews the individual work. • Students will take notes. • Interaction with peers. • Participation in the proposed activities. •Self-assessment
COMMUNICATION: USE OF LANGUAGE

TEACHER´S LANGUAGE:	STUDENTS´ LANGUAUAGE
• Let's start. • Let's organize the room. • Let's listen. • This person is... • Let's organize the ideas. • What you know about…? • You can tell me…? • Where is it located…? • What do you think of…? • Tell us how it is…	•He or she is… •I think that… •Can you help me? •I do not know. •What does it mean…?

CONTENT	CONGNITION
• Understanding about stories dictation. • Introduction to the importance of dictation in English.	Learners will be using various Cognitive Skills and will develop both LOTS & HOTS • Making understanding in story dictation • Recognizing and naming the main parts of a story.

CULTURE

- Understanding the importance of dictation
- Establishing respect for stories in Ecuador.
- Understanding the importance of stories in Ecuadorian culture.

RESOURCES

Annotation lists, Paper, Pencil

TIME

40 minutes

NOTES

Students can make some interventions in Spanish, to ensure a better description, the annotations can be requested to better reconstruct the story.

READING MATERIAL

The Lady with the Veil

A long time ago Ecuadorian people talked a lot about The Lady with the Veil, nobody really knew what she looked like, but everybody was fearful of her and no one wanted to meet up with her.

The story tells about a girl with a sculptural model like body, but nobody has actually seen her face because she wears a veil covering it. She dressed very elegantly and always carried a black umbrella. She used to wear a long black dress with black gloves in her hands.

Some people say that when there is a handsome man close to her, she starts to expel the scent of perfume that makes men crazy about her and they start following her everywhere.

According to the people interviewed they said that the fragrance coming from the Lady with the Veil is seductive and it bewitches all men who smell it. By using this fragrance, the Lady in the Veil guides

the men where nobody can see, hear or help them, especially to dark places where the lights are not working.

Then when the Lady in the Veil and the man chosen by her are so far away nobody can see them, she remains standing across from him and lifts her veil to uncover herself to him. Immediately, the Lady in Veil emanates a putrefied smell of a decomposing body. When the man finally sees her, he immediately has a heart attack and dies. A lot of men have been found lying dead from a heart attack on the streets, very few of them have been found still alive.

There are a few people who have been saved from the Lady in the Veil after seeing her face. However, most of the men that have escaped from her are living in Psychiatric Centres because they suffered such terrible mental problems after having seen the Lady's face.

The men living in the Psychiatric Centres do not receive visits from women as they immediately start to shouting for help when they see one next to them, they are fearful that the Lady in the veil will visit them.

Source: Taken from
http://142.93.18.15:8080/jspui/bitstream/123456789/521/1/2.pdf

GUIDE 5.

SKILL: READING.

Technique: Prediction

WHAT DO YOU KNOW ABOUT COMMUNITIES?

OBJECTIVE: To predict the end of a story through the use of vocabulary and grammar learned

TEACHING LEARNING ACTIVITIES
INTRODUCTION: The teacher will present an Ecuadorian legend without the final part of it. The reading will be read aloud, all students accompanied by the teacher will do the reading so they will listen and practice the pronunciation.   **DEVELOPMENT:** Students in groups will brainstorm and make a prediction of the final paragraph of the legend   **PRACTICE:** One student of the group will read the final paragraph aloud.
INSTRUMENTS TO EVALUATE
• The teacher reviews group and individual work.   • Students will make a final paragraph of the legend.   • Participation in the proposed activities.   • Use the grammatical tense correctly.   •Self-evaluation
COMMUNICATION: USE OF LANGUAGE

TEACHER´S LANGUAGE:	STUDENTS´ LANGUAUAGE
• Let's start.	• He/she does…
• Let's organize the room.	•I think that…
• Let's listen.	•Can you help me?
• Let's organize the ideas.	•I do not know.
• Tell us what you do in…	•What does it mean

CONTENT	COGNITION
• Understanding about stories in Ecuador • Introduction to the importance of stories in Ecuador.	Learners will be using various Cognitive Skills and will develop both LOTS & HOTS • Making an understandiof in Ecuadorian stories • Recognizing stories as a part of Ecuadorian Culture. See Bloom's Wheel for cognitive learning tasks

CULTURE
 • Understanding the importance of stories in Ecuadorian culture.

RESOURCES

Projector
Notebook
Pencil

TIME

40 minutes

NOTES

Students can make some interventions in Spanish, if they do not know the words in English, the teacher can tell them how to say them so that they can continue their writing. They can use dictionaries to support vocabulary.

READING MATERIAL

María Angula

This legend is considered a horror story because the main character, María Angula, stole something creepy from a graveyard. Can you predict what it was?

Once upon a time, there was a teenage girl named Maria Angula. She was fourteen years old, and she had a very strong character. She didn't like to be bossed around. Her mother was a street vendor, she offered food such as rice with beans, roast beef, and "Tripa asada" which was a famous Ecuadorian dish prepared with sausages made of viscera.

One day, Maria's mother asked her daughter to go to the store to buy sausages and viscera for the next day. As Maria Angula had a willful character, she decided to ignore her mother's request as she wanted to be with her friends. She also used her mother's money and bought some candy to share with her friends!

As the day passed, Maria Angulo realized she did things wrong. Her behavior was not appropriate, and she feared her mother would ground her. For that reason, Maria decided to go home. While walking, she had a feeling of worriedness, and she decided to go to Quito's graveyard. This cemetery was awful! She decided to stay there until early night.

When the night arrived she went inside the cemetery and took some viscera from recently dead bodies. She was very scared but she had to be strong. When the plan was done, she decided to go home. When Maria Angula arrived home she greeted her mom. Obviously, her mother was upset because she had disappeared all the afternoon. Maria said: "Hi, mom. I am sorry I am late. Here are the sausages and viscera you asked for."

Maria was worried thinking her mother would ground her. She knew she was wrong because her attitude was not the right one. Fortunately, her mother did not ground her. She felt relieved and wanted to go to bed immediately. Maria was in the bedroom and her mom was outside selling food, which is a very common practice in Ecuador. Some people sell food, snacks, ice cream, and more in their garage or patio. That specific night the food in Maria's mom business was a huge success! They sold every single sausage (and viscera!).

Later that night, Maria was hanging out in her room and she could not stop thinking about the awful thing she had done! Maybe there was another alternative, but she decided to do it anyway. Later, alone in her room, she kept on thinking about the terrible thing she had done. At midnight, when she was finally falling asleep there

Appendix 4. Lesson Plans

DIDACTIC SEQUENCE PLANNING CLASS 1			
Name of the Institution	Instituto Superior Tecnológico "Vicente León"		
Teacher's Name:	Lcda. Mónica Chiluisa		
Area:	Foreign Language	**Subject:**	English
Year / Grade:	Third level	**Class:**	A
Vital Situation:	Foreign Language teacher needs to know if students identify the main ideas of the readings to complete the comprehension exercises using CLIL methodology.	**Methodology:**	Teaching Sequence /CLIL
		Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology	**Macro-operator:**	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask will check the pictures presented and choose the 3 things that they are worried about the most. Remember the importance of purpose.	
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.	
DEVELOPMENT:	**Enunciation**	Students will read the story article and complete the **competition** activity.	
	Modeling:	Students will read and rearrange the story according to the pictures.	
	Simulation:	Students read alone the story again to check their vocabulary.	
	Exercise:	Students create a draft of the story to be narrated.	

	Demonstration:	Students will narrate the story using the images they got from the reading.
CLOSURE:	Synthesis:	Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved
	Homework:	THERE WON'T BE HOMEWORK IN THIS CLASS. Rehearsal from SPELLING for the contest that will take place at the end of the partial.

OBSERVATIONS:

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)
Material: Student's Book and Workbook, Page 22
The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent.
In case of any connectivity problem, the representative must inform the tutor in advance.
This week there will be a space for a rehearsal for the spelling bee contest.

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

DIDACTIC SEQUENCE PLANNING CLASS 2			
Name of the Institution	Instituto Superior Tecnológico "Vicente León"		
Teacher's Name:	Lcda. Mónica Chiluisa		
Area:	Foreign Language	**Subject:**	English
Year / Grade:	Third level	**Class:**	A
Vital Situation:	Foreign Language teacher needs to know if students identify the main ideas of the readings to complete the comprehension exercises using the CLIL methodology.	**Methodology:**	Teaching Sequence / CLIL
		Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology	**Macro-operator:**	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask students to think about the things that make them laugh and sharethem with the class. Remember the importance of purpose.	
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.	
DEVELOPMENT:	**Enunciation**	Students will read alone the article and underline the vocabulary unknown.	
	Modeling:	The teacher and students will choose a community with which an example will be made.	
	Simulation:	Students take out the specific ideas to be inserted in the mind map	
	Exercise:	Each student will make a mind map in which they will describe the different types of Ecuadorian communities.	
	Demonstration:	Students will present the mind map in front of the class.	

CLOSURE:	Synthesis:	Conclude and summarize the main points covered during class time.Retake the purpose of the class with the students and verify if it was achieved
	Homework:	Students will complete the activities from the book related to the reading discussed during the week. Rehearsal from SPELLING for the contest that will take place at the end of the partial.

OBSERVATIONS:
Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)

Material: Student's Book and Workbook, Page 22
The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent.
This week there will be a space for reha rehearsal for the spelling bee contest.

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

DIDACTIC SEQUENCE PLANNING CLASS 3			
Name of the Institution	Instituto Superior Tecnológico "Vicente León"		
Teacher's Name:	Lcda. Mónica Chiluisa		
Area:	Foreign Language	**Subject:**	English
Year / Grade:	Third level	**Class:**	A
Vital Situation:	Monica Chiluisa Foreign Language teacher needs to know if students identify the main ideas of the readings to cmplethe comprehension exercises using CLIL methodology.	**Methodology:**	Teaching Sequence / CLIL
		Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology	**Macro-operator:**	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask students to think about a legend they know and write the topics on a paper. Students read their topics. Remember the importance of purpose.	
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.	
DEVELOPMENT:	**Enunciation**	Students will listen to the teacher about what is a legend and why it is important in communities.	
	Modeling:	The teacher and students will read aloud for students to check vector vocabulary and pronunciation	
	Simulation:	Students underline the unknown vocabulary and the main idea of each paragraph	
	Exercise:	Students in groups select the character for each of them.	
	Demonstration:	Students will choose the characters to be represented and perform the dramatization in class	
CLOSURE:	**Synthesis:**	Conclude and summarize the main points covered during class time.Retake	

		the purpose of the class with the students and verify if it was achieved
	Homework:	Students will complete the activities from the book pag.34 Rehearsal from SPELLING for the contest that will take place at the end of the partial.

OBSERVATIONS:
Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) Material: Student's Book and Workbook, Page 22 The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent. This week there will be a space for a rehearsal for the spelling bee contest.

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

	DIDACTIC SEQUENCE PLANNING CLASS 4		
Name of the Institution	Instituto Superior Tecnológico "Vicente León"		
Teacher's Name:	Lcda. Mónica Chiluisa		
Area:	Foreign Language	**Subject:**	English
Year / Grade:	Third level	**Class:**	A
Vital Situation:	Monica Chiluisa Foreign Language teacher needs to know if students identify the main ideas of the readings to cmpletethe comprehension exercises using CLIL methodology.	**Methodology:**	Teaching Sequence /CLIL
		Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology	**Macro-operator:**	Relive
		Specific Process (Operator):	Structure Match
		Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:			
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask students to think about the things that make them angry and share them with the class. Remember the importance of purpose.	
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.	
DEVELOPMENT:	**Enunciation**	Students will listen to the teacher about the activity to be developed.	
	Modeling:	The teacher asks students if they know about the legend "the lady with the bell"	
	Simulation:	Students listen to the teacher and take notes.	
	Exercise:	Students in groups check their notes and reconstruct the legend.	
	Demonstration:	Students choose one member of the group to read the legend in front of the class	
CLOSURE:	**Synthesis:**	Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved	

	Homework:	THERE WON'T BE HOMEWORK IN THIS CLASS. Rehearsal from SPELLING for the contest that will take place at the end of the partial.

OBSERVATIONS:

Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018)
Material: Student's Book and Workbook, Page 26
The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent.
This week there will be a space for a rehearsal for the spelling bee contest.

DEVELOPED BY:		REVIEWED BY:		APPROVED BY:	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

DIDACTIC SEQUENCE PLANNING CLASS 5				
Name of the Institution	Instituto Superior Tecnológico "Vicente León"			
Teacher's Name:	Lcda. Mónica Chiluisa			
Area:	Foreign Language		**Subject:**	English
Year / Grade:	Third level		**Class:**	A
Vital Situation:	Monica Chiluisa Foreign Language teacher needs to know if students identify the main ideas of the readings to cmplethe comprehension exercises using CLIL methodology.		**Methodology:**	Teaching Sequence / CLIL
			Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology		**Macro-operator:**	Relive
			Specific Process (Operator):	Structure Match
			Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:				
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask students to think about the things that make them laugh and sharethem with the class. Remember the importance of purpose.		
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.		
DEVELOPMENT:	**Enunciation**	Students will listen to the teacher about the activity to be developed.		
	Modeling:	The teacher asks students if they know about the legend "the lady with the bell"		
	Simulation:	Students listen to the teacher and take notes.		
	Exercise:	Students in groups check their notes and reconstruct the legend.		
	Demonstration:	Students choose one member of the group to read the legend in front of the class		
CLOSURE:	**Synthesis:**	Conclude and summarize the main points covered during class time.Retake the purpose of the class with the students and verify if it was achieved		

	Homework:	THERE WON'T BE HOMEWORK IN THIS CLASS. Rehearsal from SPELLING for the contest that will take place at the end of the partial.
OBSERVATIONS:		
Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) Material: Student's Book and Workbook, Page 25 The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent. This week there will be a space for a rehearsal for the spelling bee contest.		

DEVELOPED BY:		**REVIEWED BY:**		**APPROVED BY:**	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

DIDACTIC SEQUENCE PLANNING CLASS 6				
Name of the Institution	Instituto Superior Tecnológico "Vicente León"			
Teacher's Name:	Lcda. Mónica Chiluisa			
Area:	Foreign Language		**Subject:**	English
Year / Grade:	Third level		**Class:**	A
Vital Situation:	Foreign Language teacher needs to know if students identify the main ideas of the readings to complete the comprehension exercises using the CLIL methodology.		**Methodology:**	Teaching Sequence /CLIL
			Competence:	Valorative
Purpose:	Students will develop reading skills through the CLIL methodology		**Macro-operator:**	Relive
			Specific Process (Operator):	Structure Match
			Thinking Level:	Notional
DIDACTIC SEQUENCE OF THE CLASS:				
BEGINNING	**Motivation:**	**Cognitive Dissonance:** Ask students to think about the things that make them sad and sharethem with the class. Remember the importance of purpose.		
	Framing:	**Class Guidelines:** Show respect and pay attention constantly. **Mending Actions:** At the end of the class, the student should summarize part of the class to motivate constant attention. Extra work is proposed by the teacher since it is a commitment of both, the teacher and the students.		
DEVELOPMENT:	**Enunciation**	Students will listen to the teacher about the activity to be developed.		
	Modeling:	The teacher reads an Ecuadorian story "Marìa Angula" without the concluding paragraph		
	Simulation:	Students listen to the teacher and take notes.		
	Exercise:	Students in groups check their notes and brainstorm about the possible ending of the legend.		
	Demonstration:	Students choose one member of the group to read the concluding paragraph they invent for the legend		
CLOSURE:	**Synthesis:**	Conclude and summarize the main points covered during class time. Retake the purpose of the class with the students and verify if it was achieved		

	Homework:	THERE WON'T BE HOMEWORK IN THIS CLASS. Rehearsal from SPELLING for the contest that will take place at the end of the partial.
	OBSERVATIONS:	
	Bibliographic Reference: Editorial Santillana, Richmond Publishing, S.A. de C.V. (2015), Achievers B1+.UNITED KINGDOM. (2018) Material: Student's Book and Workbook, Page 28 The active participation of the students during the class will be taken into account, this means that if the student does not participate, they will be taken as absent. This week there will be a space for a rehearsal for the spelling bee contest.	

DEVELOPED BY:		**REVIEWED BY:**		**APPROVED BY:**	
TEACHER:	Lcda. Monica Chiluisa	NAME:		NAME:	
Signature:		Signature:		Signature:	
Date:		Date:		Date:	

Appendix 5. Pictures
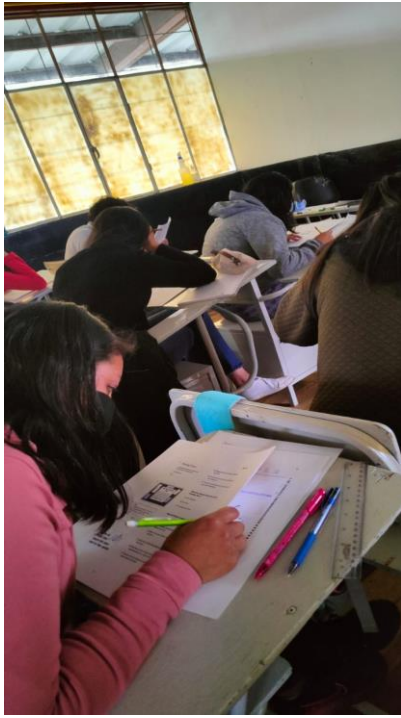
Appendix 6. Analysis

MONICA_CH_ TESIS BORRADOR 2 sin hojas1

4% Similitudes	**7%** Texto entre comillas / 0% similitudes entre comillas / < 1% Idioma no reconocido

Nombre del documento: MONICA_CH_ TESIS BORRADOR 2 sin hojas1.pdf **ID del documento:** 4bff8c29a4dff1f20b859fdaee1f014062e67bdd **Tamaño del documento original:** 705,07 kB	**Depositante:** GINA SILVANA VENEGAS ÁLVAREZ **Fecha de depósito:** 27/7/2023 **Tipo de carga:** interface **fecha de fin de análisis:** 27/7/2023	**Número de palabras:** 10.444 **Número de caracteres:** 69.901

Ubicación de las similitudes en el documento:

Fuentes principales detectadas

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1		**bdigital.uexternado.edu.co** https://bdigital.uexternado.edu.co/bitstream/handle/001/1233/CBA-Spa-2018-Ciil_and_reading_strateg...	2%		Palabras idénticas : 2% (157 palabras)
2		**doi.org** | Teachers' attitudes, perceptions and experiences in CLIL: a look at content a... https://doi.org/10.14483/udistrital.jour.calj.2015.1.a02	< 1%		Palabras idénticas : < 1% (42 palabras)
3		**doi.org** | FOREIGN LANGUAGES TEACHING TO ECONOMICS STUDENTS WITH THE IMP... https://doi.org/10.32843/2663-6085/2020/24-1.14	< 1%		Palabras idénticas : < 1% (24 palabras)
4		**scholar.google.com** | Journal of Innovation in Educational and Cultural Research - G... https://scholar.google.com/citations?user=CStosOoAAAAJ	< 1%		Palabras idénticas : < 1% (23 palabras)

Fuentes con similitudes fortuitas

N°		Descripciones	Similitudes	Ubicaciones	Datos adicionales
1		**www.frontiersin.org** | Frontiers | Content and Language Integrated Learning Imple... https://www.frontiersin.org/articles/10.3389/feduc.2022.867447/full	< 1%		Palabras idénticas : < 1% (35 palabras)
2		**www.researchgate.net** | (PDF) FLIPPED CLASSROOM AND CLIL TO TEACH ENGLISH AN... https://www.researchgate.net/publication/340123017_FLIPPED_CLASSROOM_AND_CLIL_TO_TEACH_EN...	< 1%		Palabras idénticas : < 1% (28 palabras)
3		**www.scielo.org.co** | Language and Teaching Methodology Features of CLIL in Univer... http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412020000100040	< 1%		Palabras idénticas : < 1% (19 palabras)
4		**www.cambridgescholars.com** https://www.cambridgescholars.com/resources/pdfs/978-1-5275-4701-8-sample.pdf	< 1%		Palabras idénticas : < 1% (18 palabras)
5		**doi.org** | Implementación de herramientas de control de calidad en MYPEs de confe... https://doi.org/10.15381/idata.v20i2.13955	< 1%		Palabras idénticas : < 1% (16 palabras)

Fuentes mencionadas (sin similitudes detectadas)
Estas fuentes han sido citadas en el documento sin encontrar similitudes.

1. https://journal.unnes.ac.id/sju/index.php/jpe/article/view/40544/16805
2. https://www.tktcambridge.com/wp-content/uploads/
3. https://www.researchgate.net/publication/261213403_Reading_Skills_and_Reading_Comprehensi
4. https://revista.utb.edu.ec/index.php/rpa/article/download/2420/2028
5. https://students.shu.ac.uk/lits/it/documents/pdf/analysing_data_using_spss.pdf