UNIVERSIDAD TÉCNICA DE COTOPAXI

GRADUATE DEPARTMENT

MASTER`S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

MODALITY: RESEARCH REPORT

Theme:

"Content and Language Integrated Learning (CLIL) in Speaking Development"

Research dissertation before obtaining the degree of Master in Applied Linguistics to Teaching English as a Foreign Language.

Author:

Cevallos Galarza Bolívar Maximiliano.

Tutor:

Mena Vargas Nelly Patricia. Mg.

LATACUNGA – ECUADOR|

2022

TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled **Content and Language Integrated Learning (CLIL) in Speaking Development** investigated by Lcdo. Cevallos Galarza Bolívar Maximiliano, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised, and has the requirements, and merits to be submitted for evaluation by the assigned Revision Committee, its presentation, and public defense.

Latacunga, November 2nd, 2022

_____

Mena Vargas Nelly Patricia. Mg.
ID: 0501574297

COMMITTEE APPROVAL

This research dissertation: **Content and Language Integrated Learning (CLIL) in Speaking Development**, has been revised, approved, and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

Latacunga, November 2nd, 2022

_____

Nelson Wilfrido Guagchinga Chicaiza Mg.
ID. 0503246415
Committee president

_____

Wilmer Patricio Collaguazo Vega MBA.
ID. 1722417571
Committee Member 1

_____

José Ignacio Andrade Morán Mg.
ID. 0503101040
Committee Member 2

DEDICATION

I dedicate this work to God who has always has present en mi life, with his blessing and his protection, to every one of my family who has been through this time of preparation and professionalization by my side, so that every day to be better and to move forward, I would like to remember that without the effort, nothing is achieved.

Bolívar Maximiliano.

ACKNOWLEDGEMENT

Special recognition to the coordinator of the master's degree, to the tutor and colleagues with whom I shared this academic experience, to the postgraduates, and to those who made it possible for this cohort to succeed and become better professionals. Finally, I would like to extend my gratitude to the Alma Mater "Universidad Técnica de Cotopaxi"

Bolívar Maximiliano.

AUTHORSHIP

I, Cevallos Galarza Bolívar Maximiliano declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, November 2nd, 2022

_____

Bolívar Maximiliano Cevallos Galarza. Lcdo. Mg.

ID: 0910821669

COPYRIGHT REFUSE

I, Cevallos Galarza Bolívar Maximiliano confer the rights of this graduate dissertation, and authorize its total reproduction or part of it, as long as it is under the regulations of the Technical University of Cotopaxi.

Latacunga, November 2nd, 2022

_____

Bolívar Maximiliano Cevallos Galarza. Lcdo. Mg.

ID: 0910821669

COMMITTEE PRESIDENT'S APPROVAL

I, Nelson Wilfrido Guagchinga Chicaiza Mg., declare that this research dissertation: **Content and Language Integrated Learning (CLIL) in Speaking Development**, has the corrections and comments suggested by the members of the committee in the scientific session.

Latacunga, November 2nd, 2022

_____

Nelson Wilfrido Guagchinga Chicaiza Mg.

ID. 0503246415

UNIVERSIDAD TÉCNICA DE COTOPAXI
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TÍTULO: "Content and Language Integrated Learning (CLIL) in Speaking Development"

Autor: Cevallos Galarza Bolívar Maximiliano

Tutor: Mena Vargas Nelly Patricia. Mg.

RESUMEN

El proyecto de investigación titulado "EL APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS (CLIL) EN EL DESARROLLO DE LA EXPRESIÓN ORAL" Se basa en la aplicación del Enfoque de un método que se utiliza para la enseñanza de cualquier contenido de diferentes materias en una segunda lengua. Esta técnica incorpora la Enseñanza de Lenguas Basada en el Contenido, que es la integración de la lengua y el contenido, como una herramienta para fomentar la expresión oral, el objetivo de esta investigación fue incrementar y elevar los conocimientos de los docentes sobre lo que significa CLIL y como puede ser usado en las clases de manera correcta e innovadora con los estudiantes de Inglés Nivel B1 del Centro de Idiomas de la Universidad Técnica de Cotopaxi. Se seleccionaron dos grupos de la institución. Alumnos que se encontraban trabajando con material de trabajo habitual de Inglés quienes utilizaban su material de trabajo en clase, pero no se notaba cambios significativos educativos en esta habilidad (Speaking), el proyecto se enfoca en realizar una investigación sobre una de las estrategias para involucrar el aprendizaje integrado de contenidos y lenguas CLIL en el desarrollo de la expresión oral durante clases con el fin de potenciar la habilidad de la expresión oral (Speaking) de los estudiantes. En esta investigación participaron 60 estudiantes, 30 estudiantes pertenecen al grupo de control y los otros 30 al grupo experimental. L a prueba previa y posterior fueron las herramientas elegidas para evaluar el dominio del Speaking en Inglés en ambos grupos. El estudio se llevó a cabo bajo un método cuali-cuantitativo, involucrando el diseño cuasi-experimental debido a que se tomó un pre-test y un post-test. La prueba previa se realizó al comienzo de la solicitud de la propuesta y la prueba posterior se realizó al final de la solicitud de la propuesta. Para evaluar la efectividad de la propuesta se analizaron y tabularon los resultados estadísticos a partir de la prueba T-Students, la cual se aplicó para demostrar que la estrategia de EL APRENDIZAJE INTEGRADO DE CONTENIDOS Y LENGUAS (CLIL) EN EL DESARROLLO DE LA EXPRESIÓN ORAL en el Idioma Inglés a través de estrategias activas de aprendizaje de lenguas extranjeras . En conclusión, es importante implementar estrategias activas de aprendizaje a través de CLIL para fortalecer el aprendizaje, conocimiento y habilidades de los estudiantes para ayudar a desarrollar y mejorar el dominio de la habilidad de habla en Inglés.

PALABRAS CLAVES: Enfoque, Aprendizaje Integrado, Contenido y Lenguas, CLIL, Speaking.

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE

THEME: "Content and Language Integrated Learning (CLIL) in Speaking Development"

Author: Cevallos Galarza Bolívar Maximiliano
Tutor: Mena Vargas Nelly Patricia. Mg.

ABSTRACT

The research project entitled "THE INTEGRATED CONTENT AND LANGUAGE LEARNING (CLIL) IN THE DEVELOPMENT OF SPEECH EXPRESSION" is based on the application of the Approach to a method that is used for teaching any content of different subjects in a second language. This technique incorporates Content-Based Language Teaching, which integrates language and content to promote oral expression. The objective of this research was to increase and raise the teachers' knowledge of what CLIL means and how it can be used in the classes correctly and innovatively with the students of English Level B1 of the Language Centre of the Technical University of Cotopaxi. Two groups were selected from the institution. Students working with the usual English work material and who used their work material in class did not notice significant educational changes in this skill (Speaking). The project focuses on investigating one of the strategies to involve the integrated learning of content and CLIL languages in developing oral expression during classes to enhance the student's oral expression skills (Speaking). In this research, 60 students participated; 30 belonged to the control group and the other 30 to the experimental group. The pre-test and post-test were used to assess both groups' English-speaking proficiency. The study was conducted under a quali-quantitative method involving a quasi-experimental design because a pre-test and a post-test were taken. A pre-test was conducted at the beginning of the proposal application, and a post-test was conducted at the end of the proposal application. To evaluate the proposal's effectiveness, the statistical results were analyzed and tabulated from the T-Students test, which was applied to demonstrate the strategy of THE INTEGRATED CONTENT AND LANGUAGE LEARNING (CLIL) IN THE DEVELOPMENT OF ORAL EXPRESSION IN THE ENGLISH LANGUAGE THROUGH ACTIVE FOREIGN LANGUAGE LEARNING STRATEGIES. In conclusion, it is essential to implement active learning strategies through CLIL to strengthen students' learning, knowledge, and skills to help develop and improve proficiency in English speaking skills.

KEYWORDS: Approach, Integrated Learning, Content and Language, CLIL, Speaking.

INDEX

CHAPTER I.
THEORETICAL FRAMEWORK

CHAPTER II

PROPOSAL

CHAPTER III.

APPLICATION AND VALIDATION OF THE PROPOSAL

LIST OF TABLES

LIST OF FIGURES

LIST OF GRAPHS

INTRODUCTION

The Technical University of Cotopaxi has created a Master program called "**Applied Linguistics to Teaching English as a Foreign Language.**" Where the following research project has been proposed. The investigation **research line** focuses on Education and Communication for human and social development; the Educational Language Proposal is the **subline** which is aligned with the LOES (Ley Orgánica de Educación Superior) Art. 27 Education must promote holistic development within the context of human rights, environmental sustainability, and democracy; it must be participatory, compulsory, intercultural, democratic, inclusive, and diverse, as well as of high quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will foster critical thinking, art, and physical culture, as well as individual and community initiative and the ability to create and work.

According to the RRA (Reglamento de Régimen Académico) emitted by the CES (Consejo de Educación Superior). CHAPTER V about the SECOND LANGUAGE LEARNING. That, Art 80.- Learning a second language. - second language shall be a requirement for graduation in third level degrees, according to the following levels of proficiency, taking as a reference the Common European Framework for Languages: a) For the third technical level, at least level A1 will be required, and for the technological level, at least level A2 will be required. b) For the third-degree level, at least level B1 is required. In postgraduate programs, the IES shall define, under the development of knowledge, the level of proficiency in the second language, if required.

Finally, because it emphasizes the importance of teaching and studying English in higher education, the new higher education policy underscores the topic's relevance. It is framed in a social, cultural, economic, and educational pedagogical setting in order to enhance oral communication on a national and international scale. As a result, this research is critical because it offers an innovative proposal of useful scientific material that makes substantial contributions to enhancing oral expression

growth through the teaching-learning process employing resources by managing English speaking skills.

This study will use didactic tactics to improve speaking skills and boost English language acquisition with B1-level students, while also incorporating CLIL into the classroom. The use of these didactic strategies will assist teachers in achieving the suggested objectives in the English class. Speaking ability is defined as the activity that permits messages to be communicated in a social situation, and its proper development provides students with more options. Different characteristics and factors that make up Speaking Skill determine its outcome. The alternative solution to developing oral language describes its learning styles and proposes an experience-based theory that states: "Within the capacities that people have to learn, some stand out over others due to the hereditary apparatus as much as personal experiences as the ability to learn." (Kolb & Kolb, 2008, p. 129).

Teaching Speaking Skill is a challenge for teachers in the area of English language teaching. One reason may be because, in most cases, the learner has no enough opportunities of practicing this language skill outside the English class. Besides, in some cases, this skill is not given enough time to practice; even the activities are not appropriate for this purpose, which main goal is pushing the learner to communicate, that is a great responsibility for the teacher who must have a range of skills to help the learners develop new speaking strategies "Since ancient times, man has felt the need to communicate in order to survive and evolve" (Barrera, 2008).

Because of its complexity, lack of time, low target language proficiency, and education scarcity, speaking is not usually developed in Ecuadorian EFL English classes. The absence of this skill from EFL lesson plans stems from the belief that it is ineffective outside of people's academic lives. Furthermore, extrinsic variables such as the teaching-learning process, classroom style, classroom environment, and didactic materials have all contributed to the undervaluing of speaking in both academic and professional settings. Teachers must seek new innovative ways to handle speaking is known as productive skills in these conditions, as it demands

some type of language output as a productive skill effectively in classrooms. As a result, the current study focuses on implementing CLIL to promote speaking skill in EFL classrooms.

Students confront a significant problem in meeting educational requirements when it comes to English as a second language, particularly in speaking abilities, which have been regarded as the most difficult to develop for years. This opens the door for different research to provide in many ways solutions to solving this weak aim, consider in this way since many researchers offer outstanding findings, but no one has been acknowledged as a true answer. Perhaps part of the difficulty stems from the conventional techniques employed in our classrooms for years in the same forms for many generations that are something familiar and normally consider to follow the instruction in the same way.

Based on the previous analysis, the **Problem** formulation is that students from the Technical University of Cotopaxi Language Centre in B1 do not have a good speaking English proficiency due to the process or methodology used by teachers are no appropriate to teach speaking skill. On the other hand, CLIL methodology has not been applied in any book content, because all contents focus on grammar and vocabulary. Consequently, the following question came out as a **Research Problem Formulation.**

What is the association between Content and Language Integrated Learning (CLIL) strategies and Speaking Skill in B1 Students at Universidad Técnica de Cotopaxi? Otherwise, the Research questions are presented as follows.

- What Content and Language Integrated Learning (CLIL) strategies can be useful to enhance Speaking Skill?
- What is the English-Speaking Proficiency level in B1 English Students at Universidad Técnica de Cotopaxi?
- How do Content and Language Integrated Learning (CLIL) strategies influence on the enhancement of Speaking Skill?

This research suggests the following **General Objective** that would help to solve the problem. It states as follows: To determine the association between Content and Language Integrated Learning (CLIL) strategies and Speaking Skill in B1 Students at Universidad Técnica de Cotopaxi.

The **Specific Objectives** to be accomplish are listed:

- To recognize the best Content and Language Integrated Learning (CLIL) strategies to enhance Speaking Skill.
- To diagnose the B1 Students' Speaking Proficiency Level at Universidad Técnica de Cotopaxi.
- To suggest Content and Language Integrated Learning (CLIL) strategies that improve Speaking skill.

Table 1. Task system in the specific objectives.

Objectives	Activities
Specific objective 1: To recognize the best Content and Language Integrated Learning (CLIL) strategies to enhance Speaking Skill.	Analyze literature referring to Language Integrated Learning (CLIL)
Specific objective 2: To diagnose the B1 Students' Speaking Proficiency Level at Universidad Técnica de Cotopaxi.	A questionnaire and some surveys were applied in order to diagnose students' English speaking level.
Specific objective 3: To design Content and Language Integrated Learning (CLIL) strategies booklet that improve Speaking skill.	Choose the best strategies in order to design a Booklet containing "**Content and Language Integrated Learning (CLIL) strategies**" to enhance Speaking Skill. This booklet will have Lesson plans and activities.

Elaborated by: Cevallos, B (2021).

The research problem has gone through three stages, as detailed in the table below:

Table 2. Stages in the research problem.

Stage	Description
Stage 1. **Traditional Teaching**	"The teaching process is a continuous activity of asking questions and solving them," says Harvard University professor Bruner (1982). Traditional college English instruction places teachers in the spotlight all of the time, relying heavily on class knowledge and overemphasizing their position. It stifles students' creativity and personality while ignoring their initiative and potential, leaving them in a passive position. The following are the major drawbacks of traditional teaching methods: Single-mode instruction is used. The teacher is at the core of the instructional process, which emphasizes structure and completion while providing little opportunities for students to think. In class, students are oblivious to what is being taught to them, and teachers are unable to intervene. Students are listeners and put the teacher as the center. The knowledge is limited; the resource is scarce; the learning is passive but the knowledge is well-formed and departed from real life. The main experience is insufficient or lack of subjective experience, which will restrict the effectiveness of learning strategy teaching.
Stage 2. **Active**	North (2000) defines 'social moderation' as 'the process whereby a group of raters establish a common understanding of a set of standards by discussion and training' (p. 566). One possible role of the CEFR is to assist this process. At its core are scales that define second language (L2) proficiency in three broad bands (in ascending order: A, B, C), each of which is subdivided to yield six levels (A1, A2; B1, B2; C1, C2). A global scale describes overall communicative proficiency at each level (Council of Europe, 2001); overall proficiency is then summarized in relation to five communicative skills – Listening, Reading, Spoken Interaction, Spoken Production, and Writing (p. 24).
Stage 3. **Critic**	CLIL (Content Integrated Learning for Foreign Languages) is a paradigm for integrating language learning with cultural and cognitive factors such that language acquisition acts as a catalyst for student growth. Those characteristics make this methodology adequate to implement a way of innovative teaching where the students from the Language Centre in the UTC, improve speaking skills in English real performance.

Elaborated by: Cevallos, B (2021).

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Research background

When teaching English as a second language, it is critical to use Content and Language Integrated Learning (CLIL). According to Cruz (2021) in the study "CLIL Approach and the Fostering of "Critical Skills" Towards a Global Sustainable Awareness." This study was conducted at a primary school in Portugal, and it aimed to develop 21st-century learning skills such as critical thinking and creativity. A mixed-method approach was used in the research, which analyzed both qualitative and quantitative data. Action research methodology is defined as a complex process requiring active in-practice research with the goal of improving that practice, fostering its strategies and resources, as well as the environmental relations that happen within the lecture room. According to the findings, in European countries, these resources continue to influence how teachers implement their practices and, in some cases, even hinder them from promoting more active and engaging strategies based on the learners' true needs and interests.

Palma (2020) directed a study called *"Content and Language Integrated Learning in Public Schools".* The primary goal of the study was to determine each teacher's knowledge and grasp of CLIL. This study was conducted in a public institution, and ten female teachers between the ages of 25 and 45 took part in it. The instructors' education is at the third level of superior education. The investigation employed was inductive since it focuses on genuine evidence and expertise; yet, the technique used in this study was survey-based research methodology with the scaling method used to measure instructors' answers. According to the data, instructors have a

limited awareness of the elements and ideas linked with this educational strategy. This misunderstanding has an influence on the responsibilities that professors must play in order to implement CLIL into their present teaching practice. Based on the findings, it is feasible to infer that CLIL is scarcely used by instructors, and its implementation is limited to the rules provided in the teacher's handbook.

Another study by Delliou (2016) titled "Developing the speaking skills of students through CLIL". The primary goal is to investigate the impact of CLIL on speaking development. The approach employed in this research was experimental; 30 kids from a primary school in Greece were chosen, 15 of them were assigned to the control group and the other 15 to the experimental group; this CLIL research was conducted for two months. The results demonstrate that CLIL has a beneficial impact on the development of speaking abilities in the experimental group of students as compared to control group of students. CLIL also had an impact in the areas of vocabulary, fluency, and coherence, according to the speaking exams and lesson observation. Lastly, the data acquired by the learners' questionnaire verified that the students had friendly perceptions about CLIL.

John (2017) Fixed research titled "Integrating CLIL with CLT to Develop Speaking Skill," the major goal of which is to combine CLIL and CLT to enhance students' speaking skills, it is also noted that scaffolding plays a role in teaching growth. Students from several disciplines, including physics, chemistry, and computer programming, took part in this study. The tutor's duty was to observe class progress and plan the following lesson based on observations made in class. As a result, observation was chosen as the approach in this research investigation. This study was separated into three stages: the first was recording the students' performance, the second was analysis, and the third was rectification. Each stage followed a similar pattern of preparation, execution, observation, and reflection. Finally, the data gathered demonstrated that combining CLT with CLIL does really assist students to improve their Speaking abilities. It also increased the student's self-confidence when speaking.

Salmawati (2020) states that language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles that deter learners from enhancing and improving their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation.

1.2 Epistemological Foundation
1.2.1 Psycholinguistic Theories

Psycholinguistics is the science that analyzes how humans learn, comprehend, and utilize language. According to Clark (1975), all human beings have an intrinsic ability to acquire language. This idea opposed behaviorist beliefs, which emphasized on the notion that language is not innate, but is learnt step by step through imitation and reward. Language acquisition, as well as mother and second language acquisition, are two key areas of research in psycholinguistics. Psycholinguistics is a branch of research that blends linguistics and psychology. Psycholinguists work in a variety of subfields, including language acquisition, usage, understanding, and mental language creation. 'Psycholinguistic' is an abbreviation for 'language psychology.' (Gaines, 2016).

The word "psycholinguistics" was invented by a group of American academics in CH. Osgood and T. Sebeka's work in the USA. As a reference to language science, for example, Noam Chomsky's theory of generative grammar is the oldest and most successful. Nevertheless, the issues that psycholinguists deal with differ from those of others since psycholinguistics is principally a set of disciplines concerned with the nature and dynamics of cognitive processes. In addition, Psycholinguistics studies how various motivations influence how individuals communicate or, more roughly, how they express information via language. As a result, it is feasible to discern that, in theory, the reasons differ in terms of what they mean to transmit and how they intend to be conveyed. Furthermore, thinking for speaking implies that speakers desire to talk first, but just before the action, they strive to arrange what they will say and how they will reflect. Hence, thinking occurs first, followed by speaking, and this thinking element includes several

phases such as message creation, word discovery, and structure creation. (ATEŞ, 2019).

First Language Acquisition

As said by Genie (2009) the process through which children acquire their first languages is referred to as language acquisition. Every person is born with the capacity to learn a language. Children may be exposed to one or many first languages. Children that grow up in a home where only English is spoken and heard, acquire English as their first language. On the other hand, Children who grow up in a household where both German and English are spoken and heard equally will acquire both languages as first languages. The learning happens unintentionally and passively. In other words, children seem to "pick up" languages in the same way that they learn to roll over, crawl, and walk.

Similarly, Hasa (2020) states that it is a subconscious process in which individuals acquire the capacity to generate a language and are aware of grammar rules; they just pick up the words. Furthermore, children just respond to stimuli, however, it is mentioned that humans learn a language by being exposed to it, therefore there are numerous processes to acquire a language, which include imitation, repetition, memory, controlled drilling, and eventually reinforcement, it is worthwhile to mention that infants are born with the ability to learn languages.

Second Language Acquisition

A Second language acquisition is the process of learning a language after mastering one's mother tongue, it may be learned by anybody, although children typically find it simpler. In fact, this is a learning process where learning takes place purposefully and intentionally through explicit instruction and education. Besides, Second Language Acquisition is divided into five stages: preproduction, early production, speech emergence, immediate fluency, and advanced fluency (Hasa, 2020).

By the same token Krashen (1987) mentions,

> "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production".

For Kootstra (2015) Second Language Acquisition refers to learn a non-native language after a mother tongue, it could be acquired in a formal or natural way, language acquisition is a process that occurs through active and significant engagement, with the most essential item being the message that is communicated. Learning a language, on the other hand, is not a communication activity. It is the consequence of direct education in the norms of a language in a school setting and it is not suitable for very young children. On the other hand, Adults are the greatest learners for this style of education since the conceptual process for lower grammar has already been created.

1.2.2 Communicative Language Teaching

Communicative Language Teaching, abbreviated CLT, is a technique of learning a language via social interaction so that learning does not become isolated. In this way, language production is generated in context, with CLT focusing on communicative competence. Swain (1980) States that there are four elemental pillars that take place while evaluating CLT, for example Discourse Management, Grammatical Competence, Sociolinguistic Competence, and Strategic Competence.

In the context of Communicative Language Teaching Richards (nd) states that CLT is indeed a strategy that emerged in the 1970s and highlighted the significance of developing the four language abilities. It is more concerned with increasing communication skills than linguistic ability. This method encourages fluency and correctness, and it is also focused on the utilization of authentic material. On the

other hand, the author adds that "a learner might gain communicative abilities by utilizing a language for varied purposes and functions."

1.2.3 Content Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is a method that is used to teach any content of different subjects in a second language. This technique incorporates Content-Based Language Teaching (CBLT), which is the integration of language and content, which implies that students are given access to all resources that the instructor has available during the learning process. As a result, learners have the chance to participate in context-based education (John, 2017). On the other hand, applying CLIL has several advantages over teaching languages.

Additionally, Belenkva (nd) declares that CLIL established a relationship between language and specialized vocational training in the context of CLIL at a non-linguistic higher educational institution demonstrates that the quality of language education is dependent on the quality of vocational education. As a result, in order to increase future attorneys' specialized competences, students' language skills and communicative competencies must be routinely cultivated. When referring to incorporating specialized content into language instruction, it is obvious that all components of the curriculum should be connected to the students' profession, as well as all speech activities, including speaking, which should address professional challenges.

Furthermore, Zafiri (2016) states that Content Language Integrating Learning (CLIL) is a dual teaching strategy that connects topic content with language instruction. It is also recognized as an innovative and motivating method that meets the requirements of students and provides them more possibilities to engage in a variety of activities. CLIL classes require students to engage in arguments, reasons, and conversations using more complicated language than normal. Due to the vast quantity of material, that students are exposed to, students who participate in a (CLIL) program tend to acquire greater speaking abilities. The immediacy of purpose in a CLIL lesson boosts motivation and the quality of teaching input.

Content-Based Language Teaching (CBLT)

In content-based language teaching, Language instruction focuses on thinking through the language rather than on the language itself; that is, the language has become the medium through which something new is learned. Moreover, the target language acts as a means for students to master a certain subject. There are two simultaneous goals: teaching the subject and teaching the language. Some principals are also mention for example, the CBLT focuses on the students' needs, expose students to meaningful and cognitive material, it includes several areas of study (Hunt, 2018).

Benefits of CBLT: According to Richter (2020) there are some benefits in order to CBLT succeed.

- **Motivation:** When real resources, and content are employed to teach language learners how to use the English language, students become more motivated. In contrast, conventional teaching approaches like memorization and grammatical rule exercises are no longer used.
- **Active vs Passive: In CBLT** Instead of learning vocabulary by displaying photos, this method encourages children to think actively by interacting with rich materials that are truly relevant to the real world.
- **Critical Thinking:** CBLT's active structure allows students to build critical thinking and practical skills, which may subsequently be applied in a variety of ways beyond the language education context.
- **Transferability:** Use the approach across any subject.
- **Real – life application:** Real life context are essential.
- **Classroom management:** Behavior difficulties naturally reduce when learning is made more enjoyable and fascinating.

CLIL 4Cs
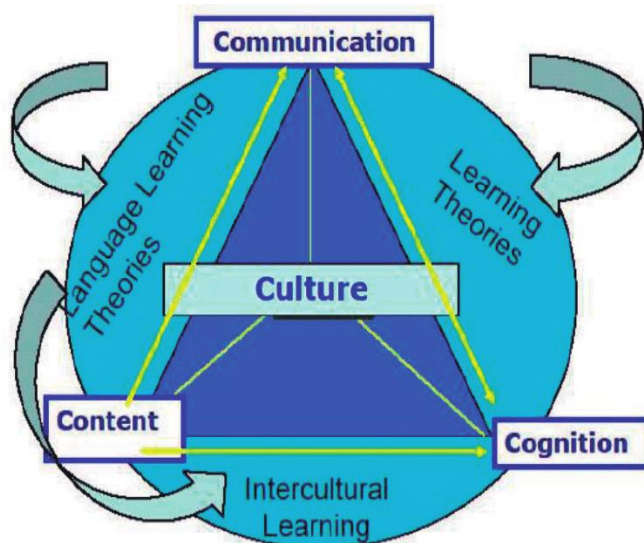
Graph 1. The 4Cs framework for CLIL
Source: Coyle et Ali. (2010)

Content: The focus of the curriculum is not only on students acquiring information and skills, but also on students developing their own knowledge and abilities. The lesson should include the content of the area that permits advancement in the knowledge, skills, and comprehension of the specific disciplines of a specific curriculum.

Cognition: CLIL does not include the transmission of information from expert to novice. It attempts to allow individuals to construct their own interpretations, which are then challenged. The material should be relevant to learning and thinking, and it should push students to acquire new information through reflection and involvement in higher-order concepts.

Communication: Indeed, for learning to take place, language must be open and accessible. This has ramifications when learning takes place in a foreign language. This is how language is utilized to learn, while also learning to use the language in a communicative manner. Interaction in the learning setting is required for learning to occur.

Culture: Learning a foreign language is essential for establishing intercultural understanding. This part of project planning involves elements of intercultural

factors, such as defining the context material in different cultures. This allows students to be exposed to a variety of viewpoints and shared information.

CLIL Principles

Ball (2015) mentions seven principles to apply CLIL. The principles are listed as follows.

1. Facilitate communication speech between the learner and new information;
2. cultivate topic language awareness
3. Conduct a curriculum language audit
4. Make common academic terminology plain
5. Make broad academic language apparent
6. Establish starting speaking time
7. Arrange activities from private to public

CLIL Teaching Strategies:

According to Hattie (2009) There are several teaching strategies that work well with CLIL and help the teacher and the students achieve the goal. The author has selected the top 10 as follows: 1. Direct Instruction; 2. Note Taking; 3. Spaced Practice; 4. Feedback; 5. Teaching Metacognitive Skills; 6. Teaching Problem-Solving Skills; 7. Reciprocal Teaching; 8. Mastery Learning; 9. Concept Mapping;10. Worked Examples.

Evadumonteil (2021) The CLIL technique is popular because there is a desire to educate multilingual youngsters. Furthermore, it is regarded as a language of immersion, in which disciplines such as science, history, geography, and art may be taught in a foreign language. As a result, the author proposes four activities to incorporate the CLIL technique into lectures.

Table 3. Activities to incorporate CLIL lessons

Presentations	Role Plays	Science Experiments	Cooking Classes
One student occupies the middle of the room and offers a side subject relating to the topic being addressed. Encourage students to utilize visuals, photos, and multimedia content, and highlight significant phrases on the board.	To bring a subject or concept discussed in the classroom to life, students impersonate relevant persons and stakeholders. Ask students to prepare for the reenactment ahead of time by creating and memorizing a mini-play on the subject.	These are wonderful resources for helping your children learn about science, chemistry, and biology while having fun.	Food, being a fundamental part of culture, serves to unite the class. Begin by selecting a recipe and discussing it in class ahead of time. Then, challenge students to compete by coming up with their own variants of the meal.

Elaborated by: *Cevallos, B (2022)*
Source: *The CLIL Method of Teaching: 4 Ways to Implement This Method in Class (2021)*

1.2.4 English Language

According to Crystal (2003), in his "book English as a Global Language", English has become global as a result of the British Empire's colonial expansion and dominance. As a result, whether a language becomes worldwide or dies is determined by the strength of the people who speak it. Furthermore, the author claims that a global language represents variety, globalization, development, and identity. People who speak a global language have felt a range of emotions. The first is a sense of pride in speaking a global language since it demonstrates their country's might. People may become enraged, on the other hand, if people from other nations speak English with their native accent.

Furthermore, speaking a global language must offer its own set of benefits. People, for example, may communicate from anywhere in the world. People who travel to China or the South Pacific can make phone calls and buy things, book

accommodations, and establish businesses if they so want. A language becomes global when it plays an essential role in a country and is widely spoken all over the world. There are two approaches to establish if a language is worldwide. To begin, a language must be official, which means it must be utilized by the government, the courts, the media, and the educational system. That is the situation with English, which is the official language of over 70 nations (Crystal, 2003).

1.2.5 Receptive Skills

Rhalmi (2019) evocates that Listening and reading are examples of receptive skills since they do not require learners to generate language; instead, they receive and comprehend it. These abilities are commonly referred to as passive abilities. The goal of teaching receptive skills is to help students acquire the abilities needed to understand and interpret spoken or written texts. As a result, the teacher must avoid focusing solely on measuring the learners' performance in understanding the meaning of the texts and instead strive to train them to apply reading and listening skills that allow them to deal with any sort of material.

Reading and Listening

Listening and reading are to be developed in order to increase receptive abilities. A student is both an excellent listener and a keen reader. The learners might improve receptive abilities by pursuing their interests and seeking knowledge. The capacity to discern anything stays suspect until it is perfected. A student may comprehend a well-written essay, but a student will not be able to compose it flawlessly without practice. Input is required for excellent output. Listening requires absorption and focus. To improve the reading, substantial research is required. The greatest reading resources, as well as varied perspectives on the same issue, aid in the development of these skills (Sreena, 2018).

1.2.6 Productive Skills

Hossain (2015) claims that Productive Skills are the ones that encourage learners to produce written or spoken language, on the other hand, speaking and writing are

regarded as vital forms of speech used to influence or convince others, as well as to convey ideas and thoughts. People claim that speaking is the most crucial and toughest aspect of learning. However, writing is equally important, despite being the most undervalued ability. Speaking emphasizes precision and fluency, but writing necessitates precise grammar, a more formal vocabulary, correct spelling, and beautiful handwriting. Speaking and writing are both employed for the same purpose: to communicate effectively with others.

Writing and Speaking

According to Golkova (2014) Speaking and writing are productive skills. Learners who have efficient productive skills can generate anything. Writing and speaking referred to as active skills. Learners produce language in order to convey their thoughts verbally or in writing. In a speech, there are tree aspects which are important: who speaks it, how it is delivered, and what it is said. Speaking skill is visible in society in a variety of styles such as formal, casual, normal, and so on. These styles are situational, and it is critical for speakers to hit the appropriate chords.

1.2.7 Speaking

Barrionuevo (2020) states that, the capacity to convey our thoughts, feelings, wants, and ideas through oral or verbal expressions is referred to as speaking ability. It is a useful talent that people find difficult to learn since it entails more than just expressing words. The speaker must clearly enunciate the distinguishing sounds of a language, as well as stress, rhythmic patterns, and intonation patterns, so that listeners can comprehend what they say. "National Curriculum Guidelines EFL in Ecuador states that, the speaking proficiency, should have three important outcomes: a) to be able to sustain a direct description of a subject; b) to exchange, change and confirm information to solve problems and, finally c) to go into improvised conversations about familiar topics" (Educacion, 2018).

According to previous research on defining speaking, mentions that it focuses on the social interaction between the speaker and the listener. In a given situation, the

speaker attempts to explain something, while the listener attempts to decode and interpret the message.

Interaction includes more than only verbal communication including paralinguistic aspects of speech like tone, stress, and intonation. This even includes nonlinguistic components including body language, facial expressions, and gestures. Speaking is described as the generation of auditory signals with the intent of eliciting varied verbal replies in a listener. It is said to be the systematic combination of sounds (Guerrero, 2020).

On the other hand, Kurum (2016) mentions that when talking about someone who knows a language, it typically implies that a person can construct meaningful sentences in a language; in other words, the person can speak that language. As a result, claiming that a person knows English frequently entails claiming that the person can speak English. Thus, teaching a second or foreign language encompasses the training of speaking abilities in some form. It is reasonable to assume that many learners who begin to learn a foreign language do so in order to increase their productivity abilities, specifically writing and speaking. These students evaluate their development in the target language based on their ability to communicate smoothly.

1.2.8 Principles of teaching Speaking Skill

For Hussain (2018) there are several principles to take into consideration when teaching speaking Skill. These principles are listed as follows.

- Encourage students to talk from the start.
- Tolerate learners if some of them merely repeat.
- Allow learners to talk actively with whatever English knowledge they have.
- Propose structures/words and allow students to utilize them in a variety of settings, drilling as much as possible.
- Encourage the use of the back-chaining or tail-forwarding approach to creating large phrases by combining more than 10 sentences.

- Organize as much role-playing and pair-work as feasible, and oversee the learners correct the active ones and activate the inactive ones.
- Prepare lessons, activities, and tasks in advance.
- Allow trainees to make faults and mistakes at the beginning.

Spoken Production and Interaction

Table 4. *Common Reference Levels: self-assessment grid*

S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

Source: *Common European Framework Cambridge University Press*

Spoken Production

Spoken production involves the implementation of speaking abilities in order to give learners with the necessary key to communication in order to achieve the goals. In this way, a person vocalizes sounds to make intelligible words. Furthermore, it provides for successful communication since when a word is pronounced correctly, it does not cause any confusion or misunderstanding when the message is transmitted.

Fluency

One of the most important aspects of good communication is fluency. Fluency refers to learners' ability to use the language they have learned effectively. This occurs when the speakers, despite their linguistic constraints, can conduct a cohesive and long-lasting discourse. Furthermore, fluency refers to how learners

can successfully handle awkward pauses, hesitations, intonation, rhythm, or emphasis in order for the listener to grasp the information that the speaker is attempting to express. Fluency, according to past research, is a difficult concept to describe. However, in order to utilize the fluency idea correctly, it is vital to distinguish between overall language proficiency and communicative competence (Sanchez, 2019).

Accuracy

Michel (2017) reflects that accuracy appears to be the most obvious construct in target-like language usage. The difficulty in gauging accuracy stems from the selection of the linguistic norm, which is a prescriptive grammatical description of the target language. There are several techniques to measure learner output accuracy. Grammatical, lexical, and phonological proficiency are the primary measures of spoken competence. The proper contextual usage of lexical and syntactic components, as well as sociolinguistic and pragmatic skills, are considered. The second method of measuring accuracy is to focus on deficiency rather than proficiency, which means paying attention to lexical and syntactic faults, as well as inappropriate usage of objects and structures.

Table 5. Common Reference Levels: self-assessment grid

	OVERALL ORAL PRODUCTION
C2	*Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.*
C1	*Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.*
B2	*Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.*
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	*Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.*
A2	*Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.*
A1	*Can produce simple mainly isolated phrases about people and places.*

Source: Common European Framework Cambridge University Press

Spoken Interaction

In spoken interaction, the language user alternates between being a speaker and a listener with one or more interlocutors in order to produce conversational discourse collaboratively through the negotiation of meaning using the co-operative principle. Engagement, reception and production tactics are always used. There are also classes of cognitive and collaborative strategies concerned with managing co-operation and interaction, such as turn-taking and turn-giving, framing the issue and establishing a line of approach.

Discourse Management

The ability to construct lengthy written and spoken materials, such as dialogues, is referred to as discourse management. Discourse management is an important component in the evaluation of spoken language. The Discourse Management score is based on your ability to generate meaningful dialogues and explain ideas in an easy-to-follow but detailed manner. In this part, hesitation, repetition, and the use of just short words and sentences are not acceptable. Bearing the above in mind, Discourse management produces long passages of words with ease and without hesitation, contributions are pertinent, coherent, and diverse, additionally, it makes extensive use of coherent devices and discourse markers (Cambridge English, 2017).

Interactive Communication

More than one person is involved in interactive communication, with participants in the verbal encounter alternating back and forth between the roles of speaker and listener on a frequent basis. As they do so, the speaker must be aware of their partner's input, while the listener adopts a proactive and meaningful, and challenging role with the ability to sustain the path of the conversation or to modify it in ways that the prior speaker wouldn't have meant. The interchange between speakers and listeners is distinguished by traits such as lexical and grammatical pattern repetition, subject development, and coordination of the participants' individual contributions to the evolving discourse via a turn management process

that may occasionally require repair. It is also stressed that the significant cognitive demands that are placed on (Saputro, n/d).

Table 6. Common Reference Levels: self-assessment grid

	OVERALL SPOKEN INTERACTION
C2	*Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.*
C1	*Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.*
B2	*Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.*
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
B1	*Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.*
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	*Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.*
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
A1	*Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.*

Source: *Common European Framework Cambridge University Press*

1.2.9 Speaking Subskills

Table 7. Teaching Speaking Subskills

Speaking Sub-skills

Sub-skills	Application
Fluency *Students practice speaking with a logical flow without planning or rehearsing.*	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
Accuracy with Words & Pronunciation *Students practice using words, structures and pronunciation accurately.*	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
Using Functions *Students use specific phrases for purposes like giving advice, apologizing, etc.*	Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.
Appropriacy *Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.*	Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "What's the damage?" is inappropriate in a four-star restaurant.
Turn-taking Skills *Students practice ways of interjecting, eliciting an interjection or preventing one.*	Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length *Students practice speaking at a length appropriate to a situation* .	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating *Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.*	Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "What do you think about…", "Speaking of…", "Really?", etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition *Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.*	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker.
Range of Words and Grammar *Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.*	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse Markers *Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)*	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately.

Source: *Activities to enhance speaking Skill, Lackman Ken (2010)*

1.3 Foundation of the State of Art

This study looks at the most amazing obstacle in speaking English that university students of the Language Center at the Technical University of Cotopaxi of level B1 confront. The issue stems from the learners' failure to transform communication correctly when speaking, despite the fact that speaking is seen as an active activity encompassing numerous functions. To begin, the language – sound receives a large amount of information that has been maintained in our shorter memory recall, and that will be filtered in meaningful, to obtain a clear idea about the topic mentioned in that occasion, the process required numerous cognitive functions and resources to improve effective interaction. Hence, CLIL method and Speaking Skill researches have been analyzed as follows.

Polyudova (2014) acknowledges that "speaking English is a necessary skill for advancing one's profession and learning about various cultures throughout the world." CLIL is characterized as a comprehensive bilingual curriculum that teaches children a language via the use of English in a variety of areas. It might certainly be regarded a methodology, and some academics believe it is; after all, it was intended to increase oral fluency in a certain job. It appears that CLIL in speaking competence responds to the requirement for oral fluency and individuals in the twenty-first century. For that reason, English as a Foreign Language (EFL) students prefer to master English-speaking skills.

The following study carried out by Zafiri (2016) named "Developing the Speaking Skills of Students Through CLIL," investigated how multilingual and multicultural individuals investigate novel teaching approaches. Its major goal is to investigate the potential of CLIL in the development of speaking abilities; in this study project, children from the sixth grade of primary school participate. The efficacy of the program is investigated using both a qualitative and quantitative approach in this study. The tools used before, during, and after the application of the proposal were CLIL lesson plans, a questionnaire, and observation. After implementing the course, the studies revealed that the CLIL method is a prominent issue in education because it offers teachers educational strategies from a social,

communicative, and educational perspective. On the other hand, the findings demonstrated that CLIL lesson plans improve speaking quality and that students' attitudes were essential during learning.

1.4 Chapter I Conclusions

- Based on the research, it is possible to infer that enhancing speaking through the use of CLIL will only be possible if instructors, educational institutions, families, and society as a whole acknowledge that communication is the foundation for learning a language. As a result, one of the most crucial abilities to be taught in university must be speaking.

- The CLIL strategy promotes the development of students' spoken English abilities while also encouraging class involvement and allowing students to gain transferrable and reusable skills in different situations. They are successful in raising the consciousness of the need of promoting and maintaining communication in cooperative work. This method transforms students' passive roles as simply users of knowledge into active participants in their learning, awareness, and behavioral transformation toward a world of respect and integration.

- Teaching Strategies use in this project, encourage peer contact and cooperation, and their activities are perfectly consistent with the ideas of the communicative approach now in use in language acquisition. Integrating these strategies demand extra effort at first, but it will pay off when teachers recognize that the EFL classroom is the appropriate medium for broadening students' worldviews and promoting activities they enjoy and that under these conditions, students are more likely to convey themselves vocally, thereby satisfying the stated goals.

CHAPTER II

PROPOSAL

2.1   Proposal topic

An English CLIL Booklet for Developing Speaking Skill.

2.2   Objectives

-To develop a Booklet for developing speaking skill in students of English B1 level.

2.3   Justification

The diagnostic provided to the authorities, teachers, and students revealed a lack of enthusiasm in expanding the many activities of English language learning, notably in the acts of speaking development as well as other abilities such as listening, writing, reading, and grammar. As a result, the suggested English Booklet will be available to teachers and may be tailored to their unique work environment, location, or profession.

The proposal displays contents that suggest an immediate action plan for the use of the university community in the process of updating and certification second language acquisition at UTC, using all the English language skills through the proposed English Booklet, students will have less difficulty while obtaining certifications in English in the different areas of knowledge, focusing that students have more difficulty in communicating and that is why this English booklet will serve to improve the teaching and student will enhance creative, innovative and dynamic actors to leave aside traditionalism, becoming positive elements to carry

out a good development and use of the English language through the correct management of the teaching-learning process and proposing to teach by areas of study or profession to cause a significant impact of innovation and vanguard in the medium of their specialization from their career.

It is imperative and necessary to design these handbooks in order to carry out the reinforcement and certification workshops because all of the elements seen and studied in their careers in Spanish would be used to comprehend and reinforce them in English during their time of professionalization and to be updated with the environment in which they are, this is how attitude changes will be generated in both teachers and students, developing creativity and making. The purpose of this English Booklet is to strengthen and feedback to the students' knowledge through their previous stored information to overcome any issue during their professional lives.

2.4   Proposal development

The utilization of the English CLIL Booklet has turned into an undeniably transcendent and important requirement for refreshing and learning all the subjects given to follow the cycles of educating and learning inside the college networks for help and support in their professions. To that end the plan of the specialized English CLIL Booklet shows another proposition which will profoundly add to understudies to work on the English language where its positive outcomes will be acquired for all scholarly entertainers and the overall population looking for the English language, so, then, CLIL is an approach or method which integrates teaching of content from the curriculum with the teaching of a nonnative language.

Scaffolding is the process of supporting to make language easier for learners, during their learning process and gradually removing that support as to become more independent, and teachers through the use of Bloom`s taxonomy into the educational ejectives: cognitive (head), affective (heart), psychomotor (hands).

To carry out a planning effective CLIL lesson:

- Define content
- Link content with communication
- Explore the kind of thinking skills you can develop
- Consider culture as a thread throughout the topic

How to work with CLIL lesson structure:

- Use an exciting topic (from a thematic text)

- Explore the target vocabulary

- Choose a grammar structure to focus on

- Select a reading text to close the activity

- Organize knowledge (word map, graphic organizer)

- Always prepare tasks for students might work and create creatively speaking information

How to apply the strategies or follow the units in CLIL booklet

Teachers must recognize the group of students' work to choose the most appropriate students`thinking skills or cognitive skills from Bloom`s taxonomy scale according their knowledge that it could be HOTS or LOTS

HOTS: **H**igher **O**rder **T**hinking **S**kills

Creating: use information to create something new; design, build, construct, plan, produce, devise, invent.

Evaluating: critically info and make judgments; judge, test, critique, defend, criticize

Analyzing: take information apart and explore relationships; categorize, examine, compare, contrast, organize.

LOTS: **L**ower **O**rder **T**hinking **S**kills

Remember: find or remember information; list, find, identify, locate, describe, memorize, define.

Understanding: understanding and making sense out of information; interpret, summarize, explain, infer, paraphrase, discuss.

Applying: use information in a new and similar situation; use, diagram, make a chart, draw, apply, solve, calculate

USE OF BLOOMS` TAXONOMY

CREATE _combining parts to make a new whole.

*EVALUATE*_Judging the value of information or ideas.

*ANALYZE*_breaking down information into component parts.

*APPLY*_applaying the facts, rules, concepts, and ideas

*UNDERSTAND*_understanding what the facts mean.

*REMEMBER*_recognizing and recalling facts.
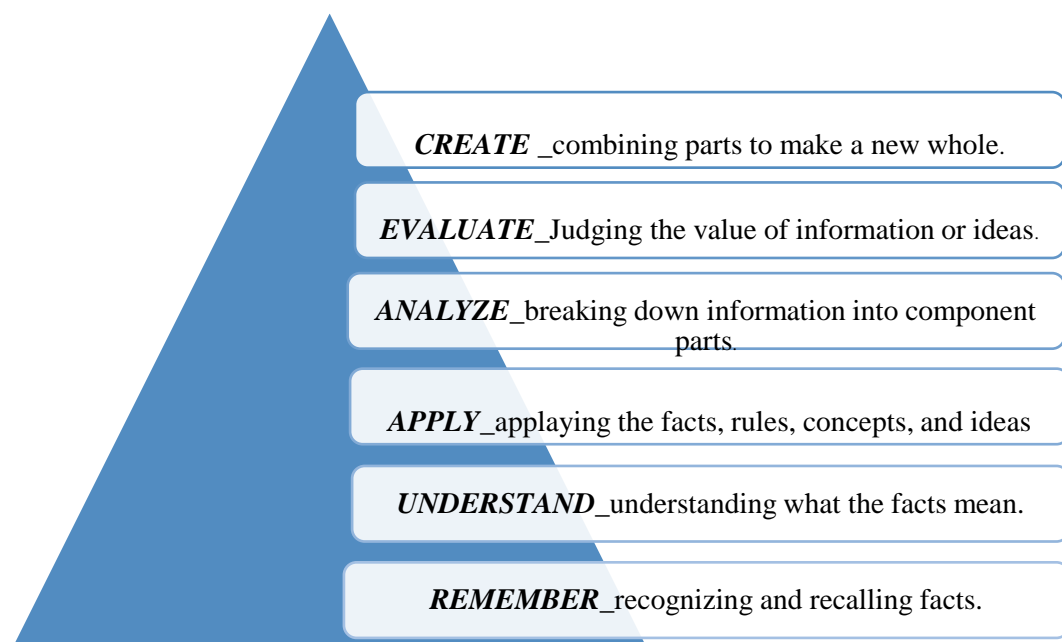
Educational objectives

- ✓ Remembering: What did I do?
- ✓ Understanding: What was important about it?
- ✓ Applying: Where could I use this again?
- ✓ Analyzing: Do I see any patterns in what I did?
- ✓ Evaluating: How well did I do?
- ✓ Creating: What should I do next?

2.4.1 Proposal components

The goal of this study proposal is to use English CLIL Booklet. This proposal is made up of Theoretical Foundations, five subjects, and five workshops. The workshops focus on the English CLIL Booklet in the subjects' application. The idea is based on the criteria of CLIL strategies to improve Speaking Skill, which is a contemporary issue of major relevance in human communication history for the evolution of thought. Language is the medium of contact that allows a group to flourish and develop in society for exploring the global topics in our lives, such as: Education, Arts, Language, Religion, Economy, Environment, Government, Recreation, Clothing, Food, and Transportation.

In this sense, success in English language learning is used to build knowledge and is dependent not only on having specialized teachers who are constantly improving but also on the use of appropriate methodological strategies, as well as the management of material resources for the implementation of new alternatives through the use of the appropriate strategies. Otherwise, they are deemed versatile and adaptable to various circumstances and do not work or are simply not implemented, which means that there will be no proper management of oral communication skills, and teaching and learning will be difficult to achieve.

The new didactic strategies provide the possibility of even tailoring them to the pupils who learn best in their subject of study using critical thinking skills. The several social contexts, ages, and environments in which learning occurs need optimizing and limiting the road to learning using new and inventive kinds of self-learning. They are the opportunities that students have during their academic life, indicating that it is a weakness to continue with traditional teaching, so students have the opportunity to develop their intellectual capacities inclusively, based on their characteristics, in order to achieve effective instruction. There is no pure or unique style; each person's need is distinct; hence, each person's interest in learning is also different; the styles are numerous, yet there is one, so CLIL lessons connect language to real life.

The demands set by Ecuadorian society and the globalized world regard new technologies as an excellent way of assisting in the resolution of many difficulties in modern education with many areas of learning, technology is regarded as a source of knowledge acquisition. The current model seeks to reinforce the cognitive independence of the student, raise levels of intrinsic motivation towards learning new language, promote personalization, collaboration, and teacher-student interaction in terms of learning, in the development of skills that allow the improvement and use of various means related to each of the students' careers, and in the interaction of students to change and overcome the low level of speech, which has been identified as inadequate and distant from an oral systematic instruction in the English Language, with students achieving very low academic performance One of the major issues that has existed with university students is poor communication management, which means that they do not know how to express themselves correctly when pronouncing, and their speaking is very simple without any understanding, which is one of the major challenges that must be addressed.

As a result, the research problem is assumed in the deficiencies in the oral communicative skills in English in the teaching-learning process in the students of the language center of the Technical University of Cotopaxi in English level B1." The investigation conducted inside the classrooms of English B1 of the CI-UTC, has allowed establishing that the students lack a methodological model of teaching and learning of English; thus deficiencies in the Oral Communicative Skill, It is also vital to develop the use of strategies plan that promotes teaching and learning.

As a whole, the English CLIL Booklet improves the Oral Communicative Skills in the English Language based on the Learning Styles of the Students closest to their interests and vocation. The INDUCTIVE METHOD will be used for this research because it allows us to see more accurate results; on the other hand, this research contains contents such as the historical foundation, analysis, antecedents, characterization, and treatments of learning styles, and the strategy sustained in the learning treatments. According to this approach, the thesis that contains the strategies proposal to increase oral communication skills will discuss features of the history of the English language and its level of growth. It will contribute to an

inquiry towards the language Center of the Technical University of Cotopaxi to create strategies plan through methods to aim at boosting students' oral communication abilities so it is one of the most useful skills students should master in their social and academic lives to follow the process and apply commands, make requests, ask and respond questions, and share with peers when receive new information.

Encourage conversation.

Guidance from you to engage and encourage oral conversation

Model syntactic structure.

Use complete oral syntax to build oral language skills for mastering speaking.

Maintain eye contact.

Give the students better understanding to interpret nonverbal cues information, modeling their volume and organizing their speech.

Remind students to speak loudly and articulate clearly.

Clarify that it is essential to catch the group´s attention to communicate information and opinions through clear, loud speech.

Have students summarize heard information.

Students summarize or otherwise discuss the information they hear verbally, and when they do not understand something, they can ask directly or fellow query class.

Model and guide sentence construction.

Thinking and formulating an oral or written response give the students direct experience that will help facilitate their comprehension of reading material to develop speaking.

Explain the subtleties of tone.

How tone of voice which includes pitch, volume, speed, and rhythm can change the meaning of what a speaker says. It could lead to misunderstanding motives and attitudes and adjust their volume and pitch accordingly.

Attend to listening skills.

Remind to listen by using consistent cues to get attention for getting notes.

Incorporate a question of the day.

Opening activities, ask questions to encourage talk to provoke thinking about their answer. Model a complete sentence and ask the student to repeat the model. Once students answer successfully, move to the second part, where questions require more complex answers to be solved.

Compile a class booklet of students' phrases.

Students create a class by writing and assembling it into a booklet. Then, students can practice reading very long sentences to come up with a conclusion to the story.

Teach concept words.

Student have difficulty with abstract concepts and with sequences to retain concepts so teachers need to review them several times.

Question to boost comprehension.

Asking questions before and after a reading assignment helps sharpen oral languages skills about what they are reading and absorb information from the words.

- Introduction of a story or passage, students read it and answer purpose setting questions.
  Where does the story begin?

What kind of story is this?

- Predict outcomes and identify where the ending or conclusion begins and summarize the passage.

  What will happen?

  How will the end finish?

  Who are/were the characters?

  What was the plot?

  What was the main idea?

  What were the supporting details?

Teach for oral reading fluency to improve speaking.

How rapidly, smoothly, effortlessly, and automatically students read text, with adequate speed, appropriate phrasing, and correct intonation that aid fluency during speech.

Never assume students understood your instructional talk.

Because, you use oral language every day to teach, but some students may not be getting the message.

Methods

Methods of Reading. These emphasized correct translation with precision in expression, relegated grammar and comprehension to a secondary plane and paid little or no attention to oral practice and pronunciation. Reading methods, which have used for years, evolved in different directions as linguistics and the learning process deepened.

Practical methods are generally characterized by the banishment of the mother tongue from the classroom, emphasizing the oral aspect and less attention to grammar and reading. They tend to be unilateral; that is, they emphasize some skills without integrating them with the others. These methods evolved, introducing innovations and variants so that many of their procedures were a contribution to the conceptions of the current methodology.

The phonetic method by the study of the phonation apparatus and the way each sound is produced. The method proposes to favor pronunciation.

The direct method still widely used today, represented a significant step forward in language teaching in the first decade of the 20th century, based on the conviction that students can be taught to think in the foreign language from the beginning. It was done by associating pictures and objects with words and expressions, eliminating the mother tongue from the classroom, Linking linguistics and language teaching intensified, and a rapid application of the results of linguistic research in the preparation materials.

Language skills acquisition and its main features are: it sets practical, educational, and cultural goals. It aims to develop the four fundamental skills based on comprehension as an essential component of each. It is based on a scientific approach to the determination of content and is supported by the principle of using the spoken language as the primary vehicle and starting point for teaching; by the use of operational procedures, with ample support in the teaching media; and by the precise determination of the sequence in which the skills must be formed, if we want to develop fluency, allowing the student to concentrate more through the practice of accessible language, that is, its use in the actual context of their subject or career topics using CLIL.

The learning style is an individual's proclivity towards learning in a certain manner. Similarly, a sensitive learner learns more rapidly when provided with facts in his native language that he already understands, since he learns best when he uses all of his previously gained information. Dependent learners require the teacher's presentation of knowledge, whereas independent learners can learn from factors

both within and outside of the overall learning environment. It is worth noting that pupils learn more efficiently when they are taught content or subject matter that is familiar and of interest to them. In this view, learning styles are defined by a collection of learning techniques that are strongly tied to students' academic activities.

Visual Learning through visual contact with the material used in academia. It can contain a myriad of information quickly from what it knows in its area of study in Spanish. The habit of visualizing daily and being exposed to continuous practice helps them to establish relationships between different ideas and concepts, thus developing a greater capacity for abstraction by visual representations of material, such as graphs, charts, plates, posters, diagrams, videos, movies.

Active Learners focus all activities around them, become fully involved in new experiences in the present, and are driven by events. They are enthusiastic about new things. They improve themselves and engage in challenging activities.

Reflective Learners; gather data, analyze, tend to adopt the posture of an observer who analyzes their experiences from many different perspectives. They collect data and analyze it in detail before reaching a conclusion, observe and listen before speaking.

Pragmatic learners learn best: With activities that link theory and practice when they see others doing something. When they have the chance to put what they have learned into practice immediately, it is more difficult for them to learn: When what they learn does not relate to their immediate needs. With those activities that have no apparent purpose. When what they do is not related to reality.

2.4.2   Proposal explanation

The following is a list of selected didactic strategies according to the needs of the students to develop oral language in English Level B1 students of the Language Centre of the Technical University of Cotopaxi, which will allow the teacher to implement, develop and improve speaking skills with their students, being the

teacher, the supervisor of the student's learning and the student must know how to make the knowledge his/her own major as part of his/her career.

The strategies used to elaborate the English CLIL Booklet that use didactic strategies from "CLIL in speaking development" are Approximation to reality, extrapolation, and transference, divergent and lateral creative thinking processes. The following is an English CLIL Booklet that use didactic strategies for developing Speaking English Skill, which can be applied to English Level B1 students.

The Booklet has the following **structure**:

-Front cover

-Index of a list of strategies

Strategies and their items: Topic, objective, skill, didactic resource, development, evaluation rubric

Booklet

An English CLIL Booklet for Developing Speaking Skill.

For English B1
By Bolívar Cevallos.

Introduction

This technical module has been created with the complete certainty that it will serve students who wish to master the English language through their area of learning or specialty subject in order to protect themselves in the different labor fields, that is to say with specific topics to their specialty; where the desire to learn will prevail using their technical subjects and previous knowledge which is the essential thing in the teaching-learning process, in this way it will be achieved that students learn with topics that they are familiar with and thematic knowledge in a very close way to their professional reality.

The realization of this English CLIL booklet will allow us to develop creativity, collaboration, oral expression, and all the necessary skills for the CLIL learning approach; so that the student can clearly and coherently transfer his or her ideas through speaking, must discover the sense or meaning of what he or she knows previously through English; conveniently, he or she develops a series of varied and complex intellectual processes, to make available different Technical English Learning Techniques.

During learning English, it is necessary to work with strategies for applying techniques that help the student carry out this process since some professionals and academics learn in different ways. One of them is undoubtedly the use of specific English CLIL Booklet concerning their academic and personal lives where they work on oral communication through English, the close relationship with their knowledge, Each student learns differently, and their learning development is not the same, that is why through the learning process through this booklet which we intend to work, it is beneficial to meet each of the different needs of students according to their career or specialty.

It is necessary to promote a learning culture according to the needs of each professional because if we do not update and promote new teaching alternatives through English, students will get tired, and the objective of developing the English CLIL Booklet for learning English and developing English skills will not be

achieved; Rather, the process will be delayed, which is why it is convenient to be a guide through the management of this

English CLIL Booklet, to leave traditionalism aside and start helping them to enrich their academic knowledge; for this, the relationship with the teacher must be excellent in order to help in the progress of the use of CLIL in the teaching-learning process.

This research will benefit teachers, authorities, professionals, and especially the Technical University of Cotopaxi students.

Student Roles

- Participate in the application of CLIL through the English CLIL Booklet as central elements in the teaching-learning process.

- Achieve English language skills through the CLIL class according to the English CLIL Booklet to be used during the classes.

Roles of the Teachers

- To perfect the use of useful strategies resources through the English language skills.

- To work with the proposed English CLIL Booklet periodically to evidence the expected changes with the proper use.

Roles of the institution

- Provide support in the use of the English CLIL Booklet.

- Follow up and control the fulfillment of the proposed activities concerning the teaching and learning process through English CLIL Booklet and develop speaking.

The objective of the English CLIL Booklet

To promote the participation of all the actors of the university community concerning the Technical University of Cotopaxi, through the use of the English CLIL Booklet in the development of Speaking to optimize the process of teaching and learning of English and to expand and promote the knowledge, skills, and abilities that are framed within the professional curriculum of university students and professionals.

Activity 1

Methodological Strategy for Approaching Reality

Topic: The story through the description of images.

Objective: Establish stories or descriptions, structuring sentences with their grammar and vocabulary in the present and simple past tense in the description of images or graphics.

Skill: Expresses their ideas and describes naturalness during oral production the different descriptions of their environment and reality through the projected images.

Didactic resources: Graphics, photos, interactive screen, audio-video, readings, flashcards.

Development.

1.-Starting from the premise that the student has a relationship and previous knowledge (vocabulary, grammar, pronunciation practice), they have specific technological devices that allow them to capture images and build daily stories, narratives, and descriptions of images of events that occur daily.

2.-To use this potential of the students for the production of Speaking works linked to the learning of concepts and topics of their unit of work in class, to promote a reflective practice of the construction of the topics chosen by them, to then connect the exercises of the unit with the photographs, images or recordings.

3.-During this work, the student must record three to five images with their respective information or description of the process chosen by him/her. Preferably the topics are addressed in an environment close to their home or workplace so that it has a significance of closeness or approximation to the student.

4.-Students must hand in their elaborated work at the end of the class unit (every fifteen to fifteen days) complemented with vocabulary and grammar seen in the work unit, following the specifications and agreements reached between the student and teacher the construction of knowledge.

5.-The topics are listed in the classroom in alphabetical order for their respective assignment, where they will select a topic for their portfolio, where they will gather an attachment of their graphics, images, videos of everyday stories, or other media.

6-Each student must store three to five images or a video of two to three minutes concerning their assigned topic, and this must have a label and a separate help file with the information of the topic.

7.-The description to be discussed has a maximum time of three to five minutes concerning the graph and topic. One of the graphs must contain the main idea of the topic to have similarities or differences between the students' works during the class.

8.-Finally, the reinforcement and feedback in the development of the oral language of English are done under knowing and learning what is possessed and lived in the environment, and reality in which students live.

9.-The teacher will have an evaluation rubric with suggestions and recommendations.

Activity 1

At the fast –food restaurant

Warm up.

Do you like to eat in fast food restaurant? Why or why not?

What kind of fast food do you prefer?

1. New words:

To be out of (v) to not have any more of

Change (n) - money given to customers when they pay more than the total they owe.

Engineer (n) a person who drive a train.

Flavor (n) what something tastes like.

(Food) for here (adj) food to eat in a restaurant.

(Food) to go (adj) food to take out of a restaurant

2. Some things you can find at a fast-food restaurant. Look for them in the picture.

Beverage	employed	soda
Cashier	French fry	straw
Cash register	menu	trash can
Counter	napkin	tray
Drive-up window	sandwich	

3. Many activities take place at a fast food restaurant. Look for examples of these activities in the picture.

To carry	to smoke	to take out
To carry out	to sweep	to throw away
To complain	to take an order	to wait in line
To order		

3. Understanding the picture

What of these foods can you buy at the fast food restaurant?

- hot dogs - pizza - ice cream
- iced tea -hamburger -chicken sandwich

4. There are many employees at the Fast Food Express. Which of these jobs are they doing?

- taking orders -throwing away trash -cooking food

-giving children balloons -washing windows -parking cars

5. Look at the menu for the Fast Food Express. Answer these questions.

-which items are the most expensive?

-which items are the least expensive?

-how much does a hamburger cost?

-how much does a large soda cost?

-which items cost less than one dollar?

Evaluation Rubric

The following rubric has been selected as an assessment scale to record student participation and evaluation for the Speaking skill.

ORAL SCORING RUBRIC						SCORE:
Student`s name:						Date:
		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
General comments						
Suggestions for improvement						

Meanings by evaluation:

Comprehension: ability to understand questions and respond appropriately

Fluency: ability to speak quickly, naturally, and without many pauses

Grammar: ability to use correct grammar and sentence structures

Vocabulary: ability to understand and use vocabulary words and phrases

Pronunciation: ability to use correct stress, rhythm, and intonation patterns

Activity 2

Extrapolation and Transfer Methodological Strategy

Topic: Interpreting roles in different situations.

Objective: organize activities that the student can describe, relate, and categorize through visual aids and grammatical clues.

Skill: demonstrates mastery of topics covered in the unit.

Didactic resources: Graphics, photos, interactive screen, audio-video, readings, flashcards, texts, writing clues, and dialogues.

Development

1.-Starting from the student's previous knowledge base during the work unit includes the projection of grammatical composition clues and grammatical sequence clues. Moreover, it is applied for the end-of-unit evaluations. For assessment.

2.-The teacher will guide the process because the one who shows the graphs and grammatical structures proposed for the activity, during the process, asks the question and directs the work to be done.

3.-A group of graphics and grammar of the different activities performed in class during the unit is sectioned for the production of Speaking works where they will use the vocabulary and will be guided with clues that will help them to follow the sequence of the topic to speak shown through the interactive class screen.

4.-For this activity, the student must be accompanied by another student where he/she will have the opportunity to have more time and organize his/her idea while exchanging turns of answers or descriptions.

5.-When entering the evaluation class, the pair of students must hand in their work in the end-of-unit portfolio.

6.-The topics will be sequential to each grammar explored in their unit.

7.-Each student will be able to visualize each activity during their speaking assessment class. Example.

Activities for oral communication.

A- *How are these people keeping in touch? Match the word to the pictures.*
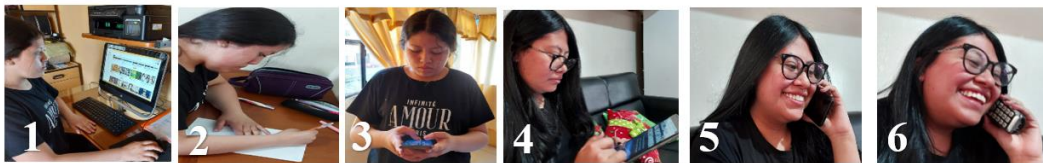
email __   landline __   mobile (phone) __   postcard __   text (message) __

B- Ask and answer the questions with a partner. Give reasons for your answers.

Which is the best way to…

1. tell your friends a funny joke you`ve just heard?
2. find your friends at a crowded concert?
3. tell all your friends about an interesting website?
4. warn your friends you`re going to be late?
5. tell your friends you`re having a great holiday?
6. find out all your friends` news when you come back?

I think text or email is best because it's easy to send the joke to several people.

C- Replace the underlined words with the correct forms of these verbs.

DELETE   -   SURF   -   CLICK   -   CRASH   -   SAVE

- You can spend hours *looking at different websites on* the internet.
- Ben`s computer suddenly *stopped working* during the thunderstorm.

- If you don`t *store* the changes you make to a document you will lose them.
- As soon as I`ve read my emails I *remove* them from the mailbox.
- To start the program *press on the mouse* here.

D- Read the examples. Are the underlined verbs in present or present continuous?

1. kimberley already *earns* enough…
2. She *is training* three former classmates to help her.
3. She always *refuses* invitations to appear on TV.
4. At the moment I *want* to enjoy my free time.

E- Match the verbs to the sentences they describe.

A remind B apologise C suggest D offer E explain F invite

- I can`t talk you now because I`m finishing an essay. ____
- Sorry I forgot to text you last night. ____
- Don`t forget to switch off the computer when you`ve finished. ____
- Why not join a social network like Myspace if you want to chat. ____
- You can borrow my old laptop until your is mended if you like. ____
- Would you like to come to the internet café with me? ____

8.-The activity corresponds to ten minutes in pairs.

9.-During the development of the activity, the teacher will fill out the evaluation rubric with general comments and suggestions for improvement.

Evaluation Rubric

The following rubric has been selected as an assessment scale to record student participation and evaluation for the Speaking skill.

ORAL SCORING RUBRIC						SCORE:
Student`s name:						**Date:**
	Poor	**Fair**	**Good**	**Very good**	**Excellent**	
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
General comments						
Suggestions for improvement						

Meanings by valuation:

Comprehension: ability to understand questions and respond appropriately

Fluency: ability to speak quickly, naturally, and without many pauses

Grammar: ability to use correct grammar and sentence structures

Vocabulary: ability to understand and use vocabulary words and phrases

Pronunciation: ability to use correct stress, rhythm, and intonation patterns

Activity 3

Didactic strategies for Divergent and Lateral Creative Thinking Processes.

Topic: Promoting the use of intuition and imagination.

Objective: Organize activities that the student can describe, relate, and categorize through visual aids and grammatical clues.

Skill: Uses intuition and imagination to create and produce new ideas.

Didactic resources: Graphics, photos, interactive screen, audio-video, readings, flashcards, texts, writing clues, and dialogues.

Development

1-Take into account the knowledge acquired by the students to promote the use of intuition and imagination to encourage the revision, adaptation, and creation of different types of oral and written discourses, both formal and informal, in the area of communication. For example, starting with vocabulary, word selection, associated images to create stories, tales, or dialogues.

2-The teacher will guide the process as the one who shows the graphs and grammatical structures proposed for the activity; during the process, the teacher asks the question and directs the work to be done.

3-The graphs and grammar of the different activities are related to Speaking, where they will put their imagination and creativity to describe and create.

4-For this activity, the student must be accompanied by another student where he/she will have the opportunity to have more time and organize his/her idea while exchanging turns of answers or descriptions.

5-The activity is done in class and pairs for the evaluation of the presentation.

6-The topics will be directed according to the degree of knowledge and ability of the student with multiple-choice alternatives (the student will be able to select the topics to present within the topics proposed by the teacher).

7-Each student will have his/her personal evaluation rubric concerning his/her assigned topic since each evaluation is personal.

Activities for oral communication

A- Describing pictures

B- Talk about your personal profile.   (Follow the prompts)

Profile One

Hi, I`m_____. I love making _____ .
I like_____, _____and
playing _____. I hate _____ and I can`t stand
_____but   I   enjoy   _____
especially _____. I want to be a _____and
_____.

Profile Two

Hi, I`m _____. I`m from _____. In the winter I play _____. In
the summer I Like playing _____ and I enjoy playing
_____but I hate _____ if you want to look at
my _____.

C- Talk about hobbies and interests

Vocabulary: Hobbies and interests

Interest	*Sport*	*Computers*	*Social activities*
Fashion	Swimming	Chatting	Making new friends

D- Make sentences using these grammar:

Be keen on, be good at, be interested in, can`t stand, don`t mind.

chat online   play computer games with my siblings/friends

meet new people   spend time on the computer

talk about myself   wear fashionable clothes

I`m keen on <u>*chatting*</u> online, especially with my best friend.   (a verb + - ing)

I`m keen on <u>*fashion*</u>, especially shoes.   (+ noun)

7.-The activity is scheduled for ten minutes in pairs,

8.-During the development of the activity, the teacher will fill out the evaluation rubric with general comments and suggestions for improvement.

Evaluation Rubric

The following rubric has been selected as an assessment scale to record student participation and evaluation for the Speaking skill.

ORAL SCORING RUBRIC						SCORE:
Student`s name:						**Date:**
		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
General comments						
Suggestions for improvement						

Meanings by valuation:

Comprehension: ability to understand questions and respond appropriately

Fluency: ability to speak quickly, naturally, and without many pauses

Grammar: ability to use correct grammar and sentence structures

Vocabulary: ability to understand and use vocabulary words and phrases

Pronunciation: ability to use correct stress, rhythm, and intonation patterns

2.4.3 Premises for implementation

To implement the premises I have made the following work schedule:

1.IMPLEMENTATION OBJECTIVE	2.IMPLEMENTATION OF THE TECHNICAL MODULES THROUGH THE CLASSES OF:	3.EVALUATION OF RESULTS AND/OR IMPACTS OF THE PROPOSAL	4. TIMES	5.RESPONSIBILITIES
Test the effectiveness of the proposal in practice.	Workshops for the socialization of the technical modules to be developed and used through the implementation in the workshops.	Application of final output application test	April 12 to 30	Teacher Students
	Training workshops		One month two hours per week	Teacher Students
	Planning of activities for the implementation of the technical modules.		For the duration of the implementation of the activities, the following activities will be implemented	Teacher Students
	Execution of activities		from January 3 to April (4 months)	Teacher Students
	Evaluation of the results of each activity		During the four months	Teacher Students

2.5   Chapter II Conclusions

The theoretical foundation allowed establishing didactic strategies to design a guide to improve oral language in students through English CLIL Booklet using their subjects` major. All the research was useful to know the limitations related to the development of speaking skills and that the use and good use of new didactic strategies for oral expression should be considered to help students and teachers obtain better results and learning growth.

The booklet of didactic strategies will allow the development of oral language in the students of English Level B1 at UTC's Language Center. Through the research of approaches and strategies, it was also possible to know that these deficiencies are repeated in all English language teaching levels before.

The research analysis reflects that each teacher has a much defined teaching strategies; however, a multi-strategies can be socialized to benefit from it. Therefore, the proposal aims to generate debate on didactic strategies that contribute to developing oral expression through English CLIL Booklet according to the student's major, and this will be innovative and of benefit for the Language Centre - UTC.

CHAPTER III.

APPLICATION AND VALIDATION OF THE PROPOSAL

3.1   Experts' evaluation

To validate the proposal contained in Chapter II the participation of education experts was taken into account, professionals who, due to their expertise, are the reference points for the development of the proposal presented in this report. A validation instrument has been used to determine parameters that help to verify its argumentation, structuring and to verify its argumentation, structure, internal logic, importance, ease, and comprehensive assessment; the evaluation indicators for each criterion were: "Excellent, very satisfactory, not very satisfactory, and unsatisfactory." The following experts were involved in this validation: , Wilmer Patricio Collaguazo Vega with identity card 1722417571, Magister in Pedagogy of English as a Foreign Language, works as a teacher at the Technical University of Cotopaxi. With ten years of experience evaluated with Very Satisfactory, the proposal presented considering that the approach and organization of the proposal are appropriate and meet the criteria of appreciable content, organization, and exposition, appropriate vocabulary, originality, because the content proposes distinctive contributions and proposes characteristic contributions in that it is interesting as a contribution to teaching in content language integrated learning (CLIL) in speaking development. In addition, it recommends that greater emphasis be placed on evaluation, which should always be innovative.

In the same way, Miss. Erika Cecilia Borja Salazar, with identity card 0502161094, Master in Applied Linguistics, has worked as a teacher with fifteen years of experience and is valued with Excellent, stating that this work is a

worthwhile contribution to the educational field. Based on a concrete structure and argumentation. It is also logical and essential as it will be a source of development for other educational actors since it is easy to use. Its implementation is attached to the national reality as it encompasses an important and necessary aspect, such as oral expression as the fundamental basis of all communication. It is recommended that these strategies with the use of CLIL be made available to the entire academic system of the language center to help other institutions strengthen the Speaking development through the use of this CLIL booklet.

3.2   Users' evaluation

The proposed option constitutes an alternative solution to the multiple problems in teaching English by developing speaking skills in the educational environment. In such a virtue, each procedure is based on applying them correctly to its excellent functioning. Students` English B1 2021 from the English Language Center considered for this validation process took a validated survey where it was designed and delivered to the user to verify the proposal's effectiveness. The survey contains the following criteria: effectiveness of the proposal, design of the proposal, and the content of the proposal, originality, and coherence. The assessment of this instrument was qualitative and quantitative with results. As a result of this first validation, its sequence and development in this proposal follow the level of study of English B1 students. Additionally, this proposal considers a new innovative alternative for the application of strategies to be implemented in English classes, and its content is valued as excellent in its use of application for the improvement of Speaking.

3.3   Impact or results evaluation

Speaking section of the B1 Preliminary English Test (PET), formerly known as Cambridge English (Annex 1) was applied as a pre-test to the control and the experimental groups before the researcher uses the teaching strategies. Students in the control group received lessons based on traditional teaching strategies, while students in the experimental group had their classes with the use of an English CLIL Booklet. After that, the researcher applied the post-test to both groups of students.

An analysis of each skills component is made, based on tests applied to assess the English speaking skill of students from B1 level.

The standard PET format for the Speaking test is two candidates and two examiners. One examiner is the interlocutor, who manages the interaction and speaks directly with the candidates. The interlocutor sets up the tasks and gives the candidates their instructions. The other examiner is the assessor, who does not join in the conversation, but assesses the candidates' performances. The following is an illustration of the role of the different actors during the oral examination:
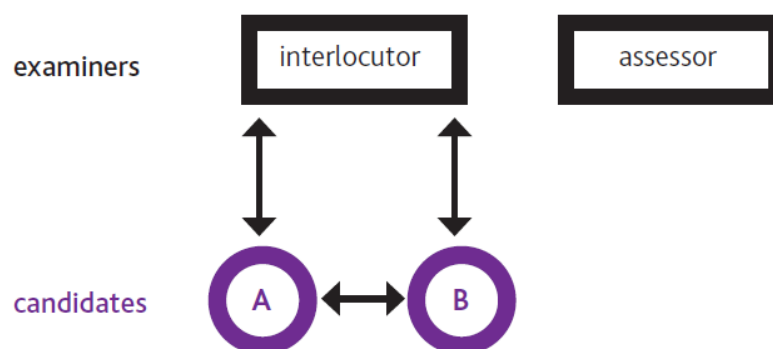
Figure 1. *Role of the different actors in B1Preliminary English Test speaking section.*
Made by: *Cevallos, B. (2021).*

Candidates are usually assessed in pairs, unless there is an uneven number of candidates at a center. In this case, the last test of the session will be a group of three. This is the only circumstance in which candidates can be assessed as a group of three. There are a number of packs of materials from which examiners can choose tasks in any one session. When selecting topics and resources for speaking practice, teachers can use the topics list to help them identify suitable topics to use with learners. Free teaching resources and lesson plans are available on the Cambridge English website. The PET has 4 parts:

Table 8. *Parts of the Cambridge B1 Preliminary English Test, speaking section.*

Part	Timing (minutes)	Interaction	Task type	What do candidates have to do?
1	2	Interlocutor ↓ Candidate	Interlocutor asks questions to each candidate in turn	Respond to questions, giving factual or personal information.
2	3	Candidate extended turn	Extended turn	Describe one colour photograph, talking for about 1 minute.
3	4	Candidate ↕ Candidate	Discussion task with visual stimulus	Make and respond to suggestions, discuss alternatives and negotiate agreement.
4	3	Candidate ↕ Candidate	General conversation	Discuss likes, dislikes, experiences, opinions, habits, etc.

Source: Cambridge English (2020).

Made by: Cevallos, B. (2021).

3.4　Proposal results

Question 1:

Does your teacher develop speaking skills in English class by using An English CLIL Booklet for Developing Speaking Skills?

Table 9. Teacher develop speaking skills in English class by using An English CLIL Booklet for Developing Speaking Skills.

Qualitative analysis	Quantitative analysis	Percentage analysis
Always	0	0%
Sometimes	23	38%
Never	37	62%
Total	60	100%

Author: Cevallos, B. (2021).
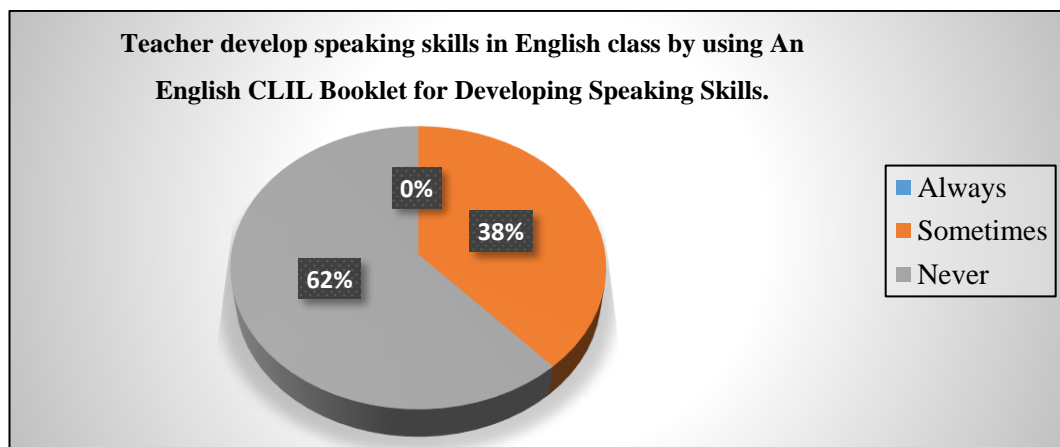
Graph 2. Teacher develop speaking skills in English class by using An English CLIL Booklet for Developing Speaking Skills

Made by: *Cevallos, B. (2021).*

Question 2:

Do you quickly develop speaking skills through the use of the material and teaching strategies during the lesson?

Table 10. Ability to develop speaking skills through the use of the material and teaching strategies.

Qualitative analysis	Quantitative analysis	Percentage analysis
Always	19	32%
Sometimes	35	58%
Never	6	10%
Total	60	100%

Author: Cevallos, B. (2021).
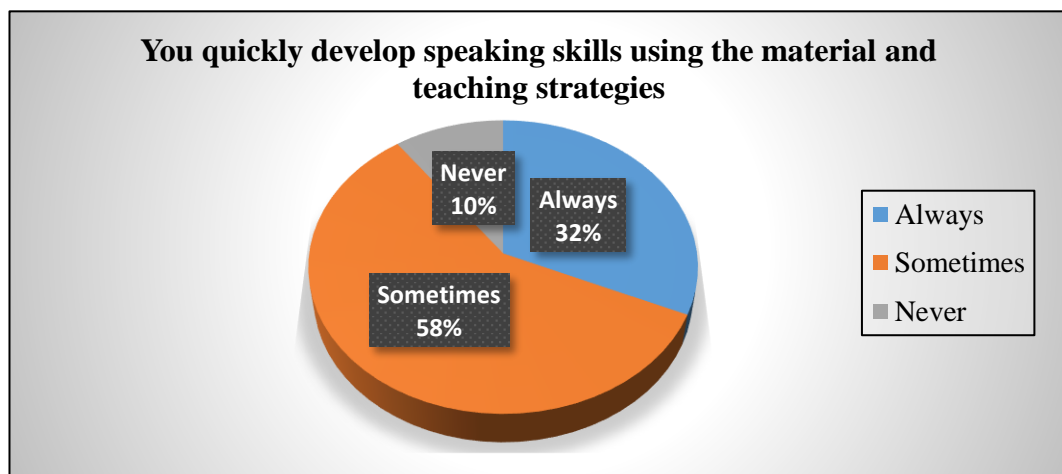
Graph 3. Ability to develop speaking skills through the use of the material and teaching strategies.
Made by: Cevallos, B. (2021).

Question 3:

Do you develop the ability to speak fluently?

Table 11. *Students develop the ability to speak fluently.*

Qualitative analysis	Quantitative analysis	Percentage analysis
Always	12	20%
Sometimes	41	68%
Never	7	12%
Total	60	100%

Author: Cevallos, B. (2021).
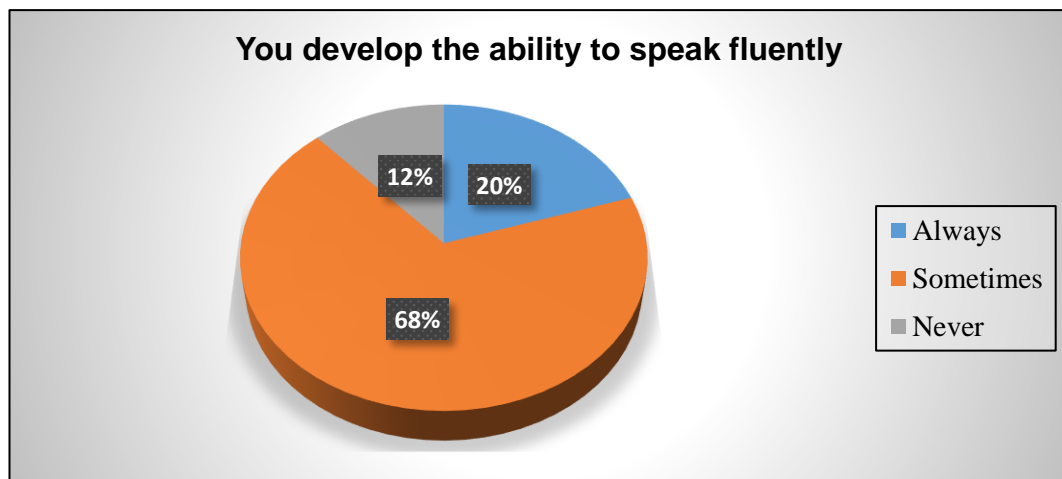
Graph 4. *Students develop the ability to speak fluently.*
Made by: Cevallos, B. (2021).

Question 4:

Does the teacher use English language materials for the development of speaking skills?

Table 12. *Teacher uses English language material for the speaking skills.*

Qualitative analysis	Quantitative analysis	Percentage analysis
Always	7	12%
Sometimes	28	47%
Never	24	41%
Total	59	100%

Author: Cevallos, B. (2021).
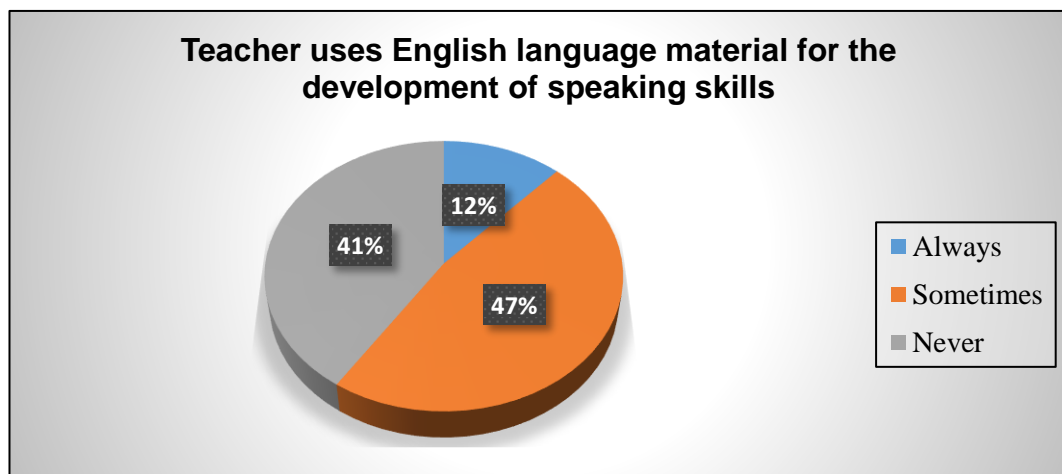
Graph 5. Teacher uses English language material for the speaking skills.
Made by: Cevallos, B. (2021).

Question 5:

Are you motivated by speaking through the use of Content and Language Integrated Learning (CLIL) in Speaking Development?

Table 13. Motivation by speaking through the use of Content and Language Integrated Learning (CLIL) in Speaking Development.

Qualitative analysis	Quantitative analysis	Percentage analysis
Always	11	18%
Sometimes	32	54%
Never	17	28%
Total	60	100%

Author: Cevallos, B. (2021).
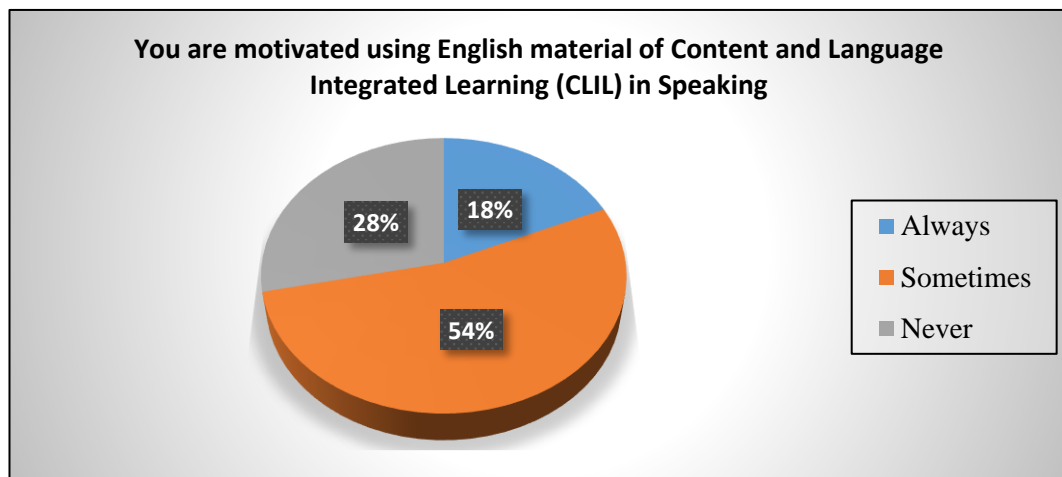
Graph 6. Motivation by speaking through the use of Content and Language Integrated Learning (CLIL) in Speaking Development.

Made by: Cevallos, B. (2021).

The B1 Preliminary English Test (PET) Speaking section of the Cambridge Assessment English is rated with 25 points. Graph 6 shows a boxplot of the scores obtained by the students on the pre-test and post-test, classified by the control or experimental group, respectively. Boxplot also shows the quartiles (IQ), median, and the data distribution as follows:
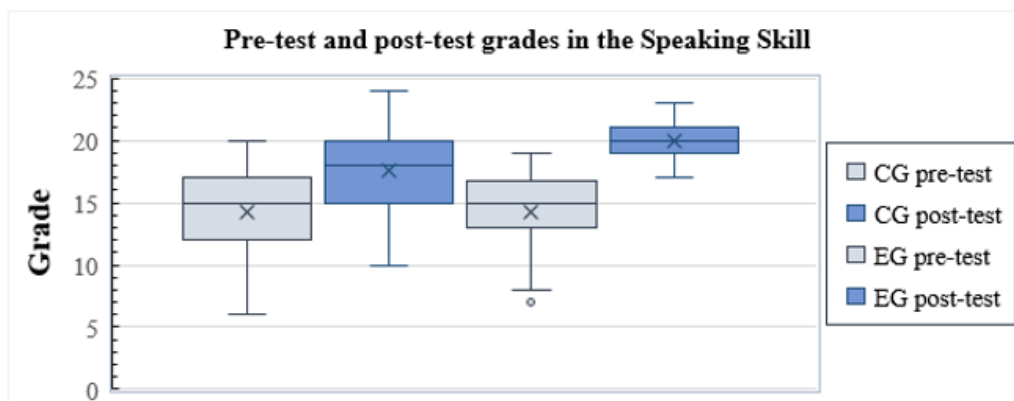
Graph 7. *Boxplot of Pre-test and post-test means in Speaking skill.*
Author: *Cevallos, B. (2021).*

Graph 7 shows that students in the control group obtained a mean grade of 14.27 on the pre-test and 17.53 on the post-test. Meanwhile, students in the experimental group got a mean grade of 14.23 on the pre-test and 19.97 on the post-test. According the results the English-speaking skill is better in the experimental group than in the control one.
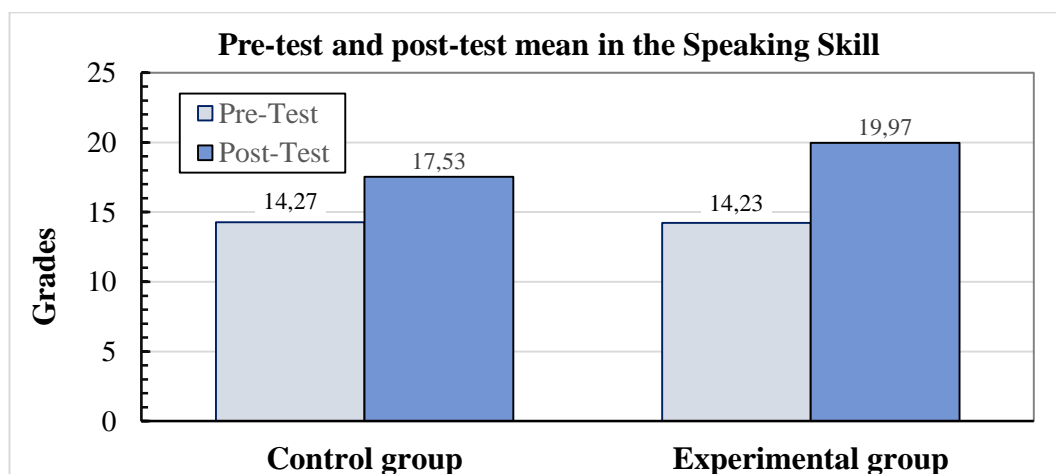
Graph 8. *Pre-test and post-test means in Speaking skill.*
Author: *Cevallos, B. (2021).*

The general results by criteria are showed in Table 9 as follows:

Table 14. Mean obtained on the pre-test and post-test by groups.

Vocabulary improvement	Group							
	Control				Experimental			
	Pre-test mean		Post-test mean		Pre-test mean		Post-test mean	
Criterion	Grade	%	Grade	%	Grade	%	Grade	%
Grammar and vocabulary	5.80	58	7.10	71	5.83	58.33	7.97	79.67
Discourse management	2.73	54.67	3.63	72.67	2.77	55.33	4.00	80
Pronunciation	2.97	59.33	3.30	66	2.83	56.67	3.93	78.67
Interactive communication	2.77	55.33	3.50	70	2.80	56	4.07	81.33
Global	14.27	57.07	17.53	70.13	14.23	56.93	19.97	79.87

Author: Cevallos, B. (2021).

The results indicate that students achieved improvement in all criteria once the teaching strategies were applied in both the control and experimental groups. However, the post-test scores were higher, with mean grades equivalent to 80% of the maximum score.

Hypothesis verification

With the objective to know if the use of an English CLIL Booklet as a resource of English for English B1 allows improving the speaking skill of students at the Language Centre of Technical University of Cotopaxi, once the B1 PET speaking section of the Cambridge Assessment English was applied. A statistical Student t-test was developed to verify the alternative hypothesis of the research. The goal of the statistic is to compare the results in the pre-test and post-test in both groups.

Hypothesis approach

Null Hypothesis H$_0$: Content and Language Integrated Learning (CLIL) does not improve speaking skills.

Alternative Hypothesis H$_1$: Content and Language Integrated Learning (CLIL) improve speaking skills.

Variables

Independent variable: Content and Language Integrated Learning (CLIL)

Dependent variable: Speaking Development.

Sample

A sample of 30 students at the Language Centre of Technical University of Cotopaxi as a control group and an equal number of students as an experimental group. The mathematical model of the paired Student t-test is the next:

$$\textbf{H}_0\textbf{:}\ \mu_2 \leq \mu_1$$
$$\textbf{H}_1\textbf{:}\ \mu_2 > \mu_1$$

Where:

μ_1 = mean grade in the pre-test.

μ_2 = mean grade in the post-test.

A single-tailed statistical test of hypothesis is applied because the researcher aims to demonstrate whether the Content and Language Integrated Learning (CLIL) enables students to obtain better grades in the B1 PET speaking section of the Cambridge Assessment English. The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

$\bar{x}_d$ = differences average in the sample.

n = pre-test and post-test data (30 students by group).

S_d = standard deviation of the differences.

The rejection region of the null hypothesis is located to the right of the t-value of the tables with (n - 1) degrees of freedom in the Student t-test distribution. The alternative hypothesis is accepted if calculated Student t-value is in the null rejected region.

Tabulated Student´s t-value

The value of the significance level is α = 0.05. While the formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (30 students per group).

df = degrees of freedom.

$$df = 30 - 1$$
$$df = 29$$

Annex 4 shows the Student t-value is 1.69913 in both groups based on the selected level of significance (0.05) and the degrees of freedom (29).

Calculation of Student´s t-value

Table 10 shows the paired sample statistics: mean, number of data, standard deviation, and standard error of the mean that are used to calculate Student's t-values for both groups of students:

Table 15. *Paired sample statistics by groups.*

Paired sample statistics		Mean $\overline{x}_d$	*n*	Standard deviation S_d
Control group	Pre-test Total	14.27	30	3.70
	Post-test Total	17.53	30	3.12
	Differences (Post-Pre)	3.26	30	2.70
Experimental group	Pre-test Total	14.23	30	3.13
	Post-test Total	19.97	30	1.73
	Differences (Post-Pre)	5.74	30	2.83

Author: Cevallos, B. (2021).

From the data in the Table 10, the calculated t-values as well as the degrees of freedom and p-values are summarized below in Table 11:

Table 16. *Summary of paired sample statistics.*

Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Control	Post-test Total - Pre-test Total	1.69913	6.6196	29	1.478×10^{-7} ***
Experimental	Post-test Total - Pre-test Total	1.69913	11.1057	29	2.902×10^{-12} ***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to students from English B1 from the Language Centre of Technical University of Cotopaxi.

Author: Cevallos, B. (2021).

The Student's t distribution curve for the experimental group is the next:
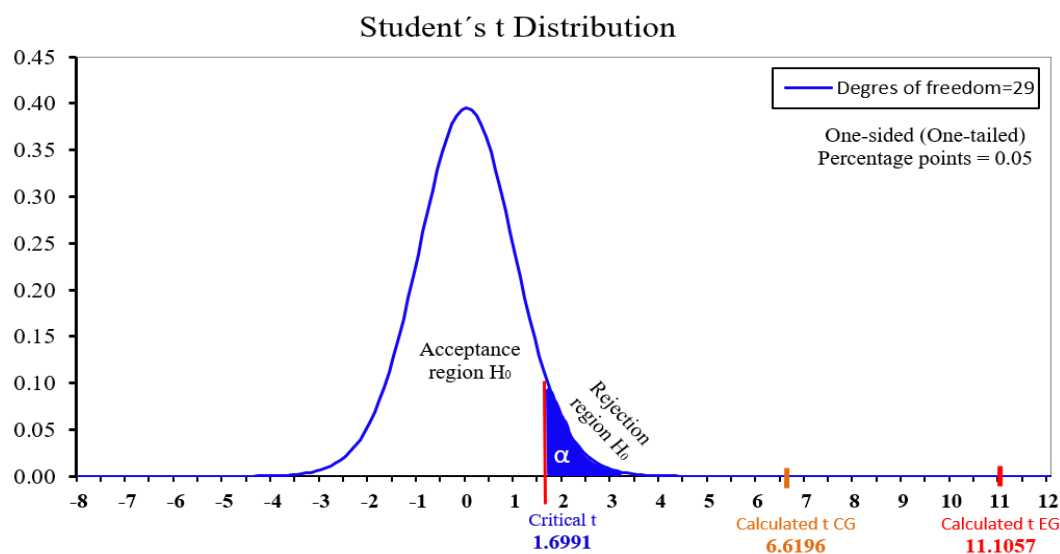
Graph 9. *Student´s t Distribution curve in the Experimental group.*

Source: *Test applied to students from English B1 from the Language Centre of Technical University of Cotopaxi.*
Author: *Cevallos, B. (2021).*

The unilateral significance level for the experimental group is $p = 2.902 \times 10^{-12}$ which is lower than $\alpha = 0.05$ with 29 degrees of freedom. While calculated Student t-value is 11.1057 which is upper than critical t-value of 1.6991. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: "*Content and Language Integrated Learning (CLIL)* improve speaking skills".

The results in the post-test are significantly better than the pre-test for experimental groups as well as in the control group. However, the global mean is 17.53/25 in the case of the control group, while in the experimental one is 19.97/25. Therefore, the use of an English CLIL Booklet as a resource of *Content and Language Integrated Learning (CLIL)* is efficient to enhance English speaking skill of students from English B1 from the Language Centre of Technical University of Cotopaxi.

The Student t-test applied to each speaking criterion are shown below in Table 12 to identify whether the differences are individually significant between the pre-test and post-test results.

Table 17. Summary of paired sample statistics by skills.

Criterion	Group	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
Grammar and vocabulary	Control	Post-test Total - Pre-test Total	1.6991	4.2267	29	0.0001077***
	Experimental	Post-test Total - Pre-test Total	1.6991	7.3413	29	2.18×10^{-8}***
Discourse management	Control	Post-test Total - Pre-test Total	1.6991	5.8347	29	1.25×10^{-6}***
	Experimental	Post-test Total - Pre-test Total	1.6991	6.7129	29	1.15×10^{-7}***
Pronunciation	Control	Post-test Total - Pre-test Total	1.6991	1.7202	29	0.04802*
	Experimental	Post-test Total - Pre-test Total	1.6991	6.2791	29	3.71×10^{-7}***
Interactive communication	Control	Post-test Total - Pre-test Total	1.6991	4.8529	29	0.00001909***
	Experimental	Post-test Total - Pre-test Total	1.6991	10.03	29	3.06×10^{-11}***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.
Source: Test applied to students from English B1 from the Language Centre of Technical University of Cotopaxi.
Author: Cevallos, B. (2021).

In the case of the experimental group, the differences between pre-test and post-test scores were significant (p-value less than or equal to 0.05) in grammar and vocabulary, discourse management, pronunciation, and interactive communication. In the same way, the results were also significant in the control group but the students obtained low grades than in the experimental one. This means that the use of an English CLIL Booklet as a resource of English is efficient to enhance English

speaking skill of students form the English B1 from the Language Centre of Technical University of Cotopaxi better than the traditional method of teaching.

Methodologies used

1. Quasi-Experimental design:

- Experimental and control the groups

- B1 level students (60 Ss) divided in s groups

2. Quali-Quantitative Approach:

- B1 Speaking Exam (proper books from class) and Exam FCE

- Survey for students English B1.

3. Descriptive, Correlational and Field Research:

- Perform a situational analysis

-Relationship between the variables

- Took place where the problem and actors were.

3.5   Chapter III Conclusions

According to the Experts and Users criteria, it is feasible to apply the proposal in the English Language Center of the Technical University of Cotopaxi because the proposal in Content and Language Integrated Learning (CLIL) in Speaking Development is applicable and feasible to encourage speaking development in the generation of undergraduate students.

This proposal gives us excellent results searching how to apply the strategies and activities that help improve the speaking development to achieve better speakers' goals result.

Getting this data from the pre-test and post-test results will significantly impact the application of this proposal to English B1 students.

General conclusions

- ✓ Content and Language Integrated Learning (CLIL) in Speaking Development are valued and updated to fulfill the epistemological foundation required to achieve. It helped the desired goal in speaking skills to understand much better and highlight this booklet that has not been used in the UTC English Language Center as an educative process into the productive English skill.

- ✓ Content and Language Integrated Learning (CLIL) in Speaking Development is keen on including innovative strategies applied in different activities and lesson plans that motivate, improve and innovate speaking development; it will be helpful to the correct and efficient teaching speaking performance.

- ✓ It showed that CLIL lesson plans and strategies activities had a significant and successful result in the productive and receptive way for communication improvement as the statistics revealed in the post-test result to be innovated.

Recommendations

- ✓ To recommend using the English CLIL Booklet to review the options given in class and the student as a tool for reinforcing, it is recommendable to continue investigating this research to improve the process in class.

- ✓ To allow students to work on different strategies to help to increase their subjects speaking to communicate efficiently to get better benefits as users.

- ✓ The compiled work was shown during the three chapters established standards by the English CLIL booklet in the room class to make it aware of the knowledge that can be implemented in the teaching-learning process of speaking skills.

References

Ahmadi, L.-M. L. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. INTERNATIONAL JOURNAL OF RESEARCH IN ENGLISH EDUCATION (MAGAZINE) .

Almeida, V., & Gutiérrez, M. (2018). Enhancement of the English for Specific Purposes Methodology applied at an Aviation Military School in Salinas. Universidad Católica Snatiaglo de Guayaquil, Office of Postgraduate Studies. Guayaquil: UCSG. Obtenido de http://repositorio.ucsg.edu.ec/bitstream/3317/10656/1/T-UCSG-POS-MEIE-1.pdf

Bailey, K. (2005). Practical English Language Teaching: Speaking. Tha Asian EFL Journal. Obtenido de https://www.asian-efl-journal.com/practical-english-language-teaching-speaking/

Bashir, M. (2011). Factor effecting students' English speaking skills. British Journal of Arts and Social Sciences, 2(1), 34-50. Obtenido de https://www.academia.edu/17162236/Factors_effecting_students_speak

Bastürkmen, H. (2010). Developing courses in English for specific purposes (1 ed.). New York, USA: Palgrave Macmillan. Obtenido de https://www.academia.edu/33544413/Developing_Courses_in_English_for_Specific_Purposes

Bruner, J. (1982). The language of education. Social Research, 49(4), 835-853. Obtenido de https://www.jstor.org/stable/40971219

Goh, C. (2007). Teaching Speaking in the Language Classroom. Singapur: SEAMEO Regional Language Centre. Obtenido de https://www.academia.edu/953274/Goh_C_C_M_2007_Teaching_Speaking_in_the_Language_Classroom_PP_50_Singapore_SEAMEO_Regional_Language_Centre

Gregory, S. (2012). Conceptual Integration and Measurement of Epistemological and Ontological Beliefs in Educational Research. International Scholarly Research Notices Education, 1-19. Obtenido de https://www.hindawi.com/journals/isrn/2013/327680/

Harvey, L. (2013). EAP teachers' perceptions of learner motivation. International Student Experience Journal, 2(1), 14-19.

Kember, D., Ho, A., & Hong, C. (2008). he importance of establishing relevance in motivating student learning. Active Learning in Higher Education, 9(3), 249-263. doi:10.1177/1469787408095849

Kolb, A., & Kolb, D. (2008). The Learning Way: Meta-cognitive Aspects of Experiential Learning. Simulation & Gaming, 40(3), 297-327. doi:10.1177/1046878108325713

Lamb, M. (2017). The motivational dimension of language teaching. Language Teaching, 50(3), 301-346. doi:10.1017/S0261444817000088

North, B. (2000). Linking language assessments: an example in a low stakes context. System, 28, 555-577. Obtenido de https://www.academia.edu/47456293/Linking_language_assessments_an_example_in_a_low_stakes_context

Oliver, R., Rochecouste, J., Vanderford, S., & Grote, E. (2011). Teacher awareness and understanding about Aboriginal English in Western Australia. Australian Review of Applied Linguistics, 34(1), 60-74. doi:10.1075/aral.34.1.04oli

Poedjiastutie, D., & Oliver, R. (2017). English Learning needs of ESP Learners. Exploring Stakeholder perceptions at an Indonesian University. TEFLIN Journal, 1-21. doi:http://dx.doi.org/10.15639/teflinjournal.v28i1/1-21

Polyudova, E. (2014). Acquiring Lingua Franca of the Modern Time: Current Issues and Strategies in ESL Studies. Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing. Obtenido de https://www.cambridgescholars.com/product/978-1-4438-6805-1

Richards, J. (1990). The Language Teaching Matrix (1 ed.). Cambridge, United Kingdom: Cambridge University Press. Obtenido de https://doi.org/10.1017/CBO9780511667152

Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching. Cambridge, United Kingdom: Cambridge University Press. Obtenido de https://www.novaconcursos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf

Salmawati. (2020). Analyzing the student´s problems in speaking as performance at the English Education Departament of Universitas Islam Negeri Alauddin Makassar. Makassar: Universitas Islam Negeri Alauddin Makassar. Obtenido de http://repositori.uin-alauddin.ac.id/17205/1/Salmawati.pdf

Yang, X., & Wyatt, M. (2021). English for specific purposes teachers' beliefs about their motivational practices and student motivation at a Chinese University. Studies in Second Language Learning and Teaching, 11(1), 41-70. doi:https://doi.org/10.14746/ssllt.2021.11.1.3

ANNEXES

Annex 1. B1: Preliminary Speaking Test

PRELIMINARY SPEAKING

Examiner booklet

Contents

Part 1

General questions

Part 2

1A Learning a language
1B At a party

Parts 3 and 4

1 Work and relaxation

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ………… and this is ………… .
To Candidate A	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

1A Learning a language

Interlocutor	Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.
	A, here is your photograph. It shows **people learning a language.**
	Place Part 2 booklet, open at Task 1A, in front of candidate.
	B, you just listen. **A,** please tell us what you can see in the photograph.
Candidate A 🕐 *approx. 1 minute*	………………………………………………

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At a party

Interlocutor	**B,** here is your photograph. It shows **people at a party.**
	Place Part 2 booklet, open at Task 1B, in front of candidate.
	A, you just listen. **B,** please tell us what you can see in the photograph.
Candidate B 🕐 *approx. 1 minute*	………………………………………………

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor   Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates   ....
🕐*approx. 2–3 minutes*

Interlocutor   Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor   *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**

- **Do you prefer to relax with friends or alone? (Why?)**

- **Is it important to do exercise in your free time? (Why?/Why not?)**

- **Is it useful to learn new skills in your free time? (Why?/Why not?)**

- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Activities to help the man relax
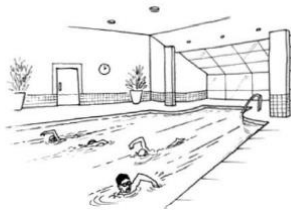
Annex 2. B1 Preliminary Speaking rubrics

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

**Annex 3. Students' grades in the B1 PET speaking section of the Cambridge Assessment English.**

	Control group				Experimental group		
No.	**Pre-Test**	**Post-Test**	**Differences**	**No.**	**Pre-Test**	**Post-Test**	**Differences**
1	16.0	21.0	5.0	**1**	15.0	19.0	4.0
2	18.0	20.0	2.0	**2**	18.0	23.0	5.0
3	16.0	21.0	5.0	**3**	17.0	22.0	5.0
4	17.0	18.0	1.0	**4**	16.0	19.0	3.0
5	17.0	17.0	0.0	**5**	19.0	23.0	4.0
6	9.0	14.0	5.0	**6**	12.0	19.0	7.0
7	13.0	10.0	-3.0	**7**	14.0	20.0	6.0
8	15.0	20.0	5.0	**8**	13.0	22.0	9.0
9	12.0	15.0	3.0	**9**	13.0	19.0	6.0
10	7.0	14.0	7.0	**10**	8.0	18.0	10.0
11	16.0	19.0	3.0	**11**	17.0	21.0	4.0
12	8.0	14.0	6.0	**12**	7.0	20.0	13.0
13	19.0	24.0	5.0	**13**	17.0	19.0	2.0
14	14.0	18.0	4.0	**14**	13.0	18.0	5.0
15	17.0	20.0	3.0	**15**	18.0	20.0	2.0
16	19.0	20.0	1.0	**16**	15.0	18.0	3.0
17	17.0	19.0	2.0	**17**	16.0	18.0	2.0
18	20.0	18.0	-2.0	**18**	16.0	20.0	4.0
19	15.0	18.0	3.0	**19**	18.0	20.0	2.0
20	19.0	17.0	-2.0	**20**	18.0	21.0	3.0
21	12.0	15.0	3.0	**21**	13.0	17.0	4.0
22	14.0	14.0	0.0	**22**	14.0	21.0	7.0
23	17.0	21.0	4.0	**23**	15.0	20.0	5.0
24	13.0	17.0	4.0	**24**	13.0	20.0	7.0
25	11.0	19.0	8.0	**25**	9.0	20.0	11.0
26	12.0	16.0	4.0	**26**	12.0	20.0	8.0
27	10.0	15.0	5.0	**27**	12.0	19.0	7.0
28	15.0	20.0	5.0	**28**	15.0	23.0	8.0
29	14.0	20.0	6.0	**29**	15.0	23.0	8.0
30	6.0	12.0	6.0	**30**	9.0	17.0	8.0

Source: Test applied to students at Tourism Career to the Language Centre of Technical University of Cotopaxi.
Author: Cevallos, B. (2021).

Annex 4. Student t-distribution

Table A.4: T Distribution Table

Shaded area = α
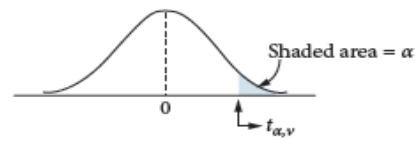
df/α =	.40	.25	.10	.05	.025	.01	.005	.001	.0005
1	0.325	1.000	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	0.289	0.816	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.277	0.765	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.271	0.741	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.267	0.727	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.265	0.718	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.263	0.711	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.262	0.706	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.261	0.703	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.260	0.700	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.260	0.697	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.259	0.695	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.259	0.694	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.258	0.692	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.258	0.691	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.258	0.690	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.257	0.689	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.257	0.688	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.257	0.688	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.257	0.687	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.257	0.686	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.256	0.686	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.256	0.685	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.256	0.685	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.256	0.684	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.256	0.684	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.256	0.684	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.256	0.683	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.256	0.683	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.256	0.683	1.310	1.697	2.042	2.457	2.750	3.385	3.646
35	0.255	0.682	1.306	1.690	2.030	2.438	2.724	3.340	3.591
40	0.255	0.681	1.303	1.684	2.021	2.423	2.704	3.307	3.551
50	0.255	0.679	1.299	1.676	2.009	2.403	2.678	3.261	3.496
60	0.254	0.679	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	0.254	0.677	1.289	1.658	1.980	2.358	2.617	3.160	3.373
inf.	0.253	0.674	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Source: Computed by M. Longnecker using Splus.

Source: Ahn, H. (2019). Probability and Statistics for Science and Engineering with examples in R.

Latacunga, 22 de Abril del 2021.

Lcdo. Victor Hugo Romero García. Mg
DIRECTOR DEL CI-UTC

Saludos cordiales

Yo *Bolívar Maximiliano Cevallos Galarza* con número de cedula *0910821669* postulante de la maestría de Lingüística Aplicada a la Enseñanza del Idioma Inglés como lengua **Extranjera** (RPC-SO-18-N° 308-2019. CES) de la Universidad Técnica de Cotopaxi, deseando éxitos en sus funciones, me dirijo a usted Sr. Director del Centro de Idiomas - UTC para solicitarle de la manera más comedida, se permita autorizar aplicar la siguiente propuesta de investigación *"Diseño de un Manual Metodológico de Turismo en ESP para uso de los estudiantes de Inglés B1 del Centro de Idiomas y Educación Continua de la Universidad Técnica de Cotopaxi."* a los estudiantes de los paralelo B1 "E G H N Q" correspondientes al presente período académico Abril - Agosto 2021.

Seguro de contar con su gentil autorización de antemano, expreso mi gratitud.

Atte.

Bolívar Cevallos G.
CI: 0910821669

EL PEDIDO ESTÁ AUTORIZADO

1803027935
VICTOR HUGO
ROMERO
GARCIA

Universidad
Técnica de
Cotopaxi

CENTRO DE IDIOMAS

Latacunga abril 06, de 2022

Lic. MSc.
Marco Paúl Beltrán Semblantes.
DIRECTOR DEL CENTRO DE IDIOMAS
UNIVERSIDAD TÉCNICA DE COTOPAXI.
Presente

De nuestra consideración:

Nosotros **Mayra Clemencia Noroña Heredia** con número de cédula **0501955470**, y **Bolívar Maximiliano Cevallos Galarza** con número de cédula **0910821669**, egresados de la **Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera** (N° de resolución del CES: RPC-SO-18-NO.308-2019) de la Universidad Técnica de Cotopaxi, después de expresarle un cordial saludo muy comedidamente nos dirigimos a su Autoridad, para solicitarle nos autorice realizar un taller de difusión de nuestros proyectos de investigación: **"Integrative motivational strategies to improve students'attitude towards foreign language learning"**; y **"An English CLIL Booklet for developing speaking skill,"** a los docentes del Centro de Idiomas.

Esperando una respuesta favorable a la presente, y deseándole éxitos en sus funciones nos despedimos.

Atentamente;

Mayra Clemencia Noroña Heredia.
C.C. 0501955470

Bolívar Maximiliano Cevallos Galarza
C.C. 0910821669

CENTRO
DE **IDIOMAS**

TALLER DE DIFUSIÓN DE PROYECTOS DE INVESTIGA...

"Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera"

Meet

Unirme

👁 Visible para los alumnos

Código de clase

y4xhowo ⛶

Anuncia algo a tu clase

MAYRA CLEMENCIA NOROÑA HEREDIA ha publicado una nueva tarea: Questionnaire about t...
14 abr

MAYRA CLEMENCIA NOROÑA HEREDIA ha publicado nuevo material: Material about student...
14 abr

Tuesday 12th, april 2022

📖 Video introduction: Bolívar Cevallos	Publicado: 22:36	
📋 Asistencia	Publicado: 12 abr	
📋 Link Zoom	Última modificación: 12 abr	
📖 Video activities about CLIL	Publicado: 22:38	
📋 Information and questions about CLIL	Fecha de entrega: 19 abr, 11:...	

Wednesday 13th, april 2022

📋 Task about the Film	Fecha de entrega: 19 abr, 11:...	
📋 Asistencia	Fecha de entrega: 18 abr, 23:...	

Link Zoom
Última modificación: 12 abr

Video activities about CLIL
Publicado: 22:38

Information and questions about CLIL
Fecha de entrega: 19 abr, 11:…

VIDEOS INFORMATION

1.   CLIL - a brief introduction
https://www.youtube.com/watch?v=uIRZWn7-x2Y

2. Introduction to
CLIL: the 4 C's
 https://www.youtube.com/watch?v=7QOPHRHJvPc

3. CLIL Thinking
skills - LOTS and HOTS
https://www.youtube.com/watch?v=GvWZtiSfuo8
_____

ACTIVITY ONE (Watch the video and respond)

Ver tarea

Thursday 14th, april 2022

⋮

Asistencia
Publicado: 14 abr

Task about "CLIL proposal"
Última modificación: 23:04

Link Zoom
Fecha de entrega: 14 abr

Autonomous work

⋮

Questionnaire about the workshop "TALLER …
Fecha de entrega: 19 abr, 12:…

Material about CLIL
Última modificación: 23:01

Video about CLIL
Última modificación: 23:02

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data**

   Author: Bolívar Maximiliano Cevallos Galarza

   Topic: "An English CLIL Booklet for Developing Speaking Skill"

   Objetive: To develop a Booklet for developing speaking skill in students of English B1 level.

2. **Evaluator's information**

Evaluator's name:	Wilmer Patricio Collaguazo Vega
ID number:	1722417571
Academic degree:	Magister in Pedagogy of English as a Foreign Language
Senescyt registration number	1027-2021-2388034
Current job:	Professor
Phone number:	+593964101313
e-mail:	wilmer.collaguazo@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.		X	

c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.		X	
d) The originality of the contributions and reflections of the author give added value to the proposal.		X	
e) The references are relevant and up-to-date.	X		
f) The research topic is appropriate.	X		
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.		X	
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.	X		
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.	X		
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.	X		
l) The objectives in the introduction are met, so that there is harmony between objectives and results.	X		

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?
Yes, it is.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The language is adequate to facilitate readers' understanding.
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?
Yes, it can.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	x
Regional	
Nacional	
Internacional	

5. General comments and recommendations for the Author.

The document properly encompasses the objectives, the state of art, methodology, and results.

Mg. C. Wilmer Patricio Collaguazo Vega
I.D. 1722417571

TECHNICAL UNIVERSITY OF COTOPAXI

GRADUATE DEPARTMENT

Master's degree in Applied Linguistics to

Teaching English as a Foreign Language

PROPOSAL VALIDATION

1. **Research proposal data**
   Author: Bolívar Maximiliano Cevallos Galarza
   Topic: "An English CLIL Booklet for Developing Speaking Skill"
   Objetive: To develop a Booklet for developing speaking skill in students of English B1 level.

2. **Evaluator's information**

Evaluator's name:	Erika Cecilia Borja Salazar
ID number:	0502161094
Academic degree:	Master in Applied Linguistics
Senescyt registration number	027-2016-1744434
Current job:	Technical University of Cotopaxi as English Teacher
Phone number:	0987971603/ 032818378
e-mail:	erika.borja@utc.edu.ec

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material constitutes a valid, current and relevant contribution related to the field.	X		
b) The teaching material is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.	X		
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.	X		

2. **CONTENT:** The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
The proposal is well structured.
3. **SELECTIVITY:** Can this proposal be considered a valid and significant contribution related to the field?
The proposal widely contributes to the language teaching-learning process

4. **Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	X
Nacional	X
Internacional	

5. **General comments and recommendations for the Author.**
The researcher must write a scientific article based on the research.

ERIKA CECILIA
BORJA SALAZAR

Evaluator's signature

I.D 0502161094

Document Information

Analyzed document	TESIS_BOLIVAR-Urkund_30092022.docx (D145457207)
Submitted	10/3/2022 5:08:00 PM
Submitted by	
Submitter email	nelson.guagchinga5@utc.edu.ec
Similarity	0%
Analysis address	nelson.guagchinga5.utc@analysis.urkund.com

0501574297

Sources included in the report

W URL: https://repositorio.uta.edu.ec/jspui/bitstream/123456789/28349/1/Oca%C3%B1a%20Gladys.pdf
Fetched: 1/11/2022 5:39:09 PM   1

Entire Document

61%	MATCHING BLOCK 1/1	W

UNIVERSIDAD TÉCNICA DE COTOPAXI DIRECCIÓN DE POSGRADO MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TÍTULO: "Content and Language Integrated Learning (CLIL) in Speaking Development"
Autor: Cevallos Galarza Bolívar Maximiliano
Tutor: Mena Patricia Mg.
RESUMEN