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UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

THEME:

“STUDENTS’ PERCEPTION ABOUT THE USE OF CLIL METHODOLOGY”

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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PUJILI-ECUADOR

2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Students’ Perception About the Use of CLIL Methodology**”, and researched by **Casa Gualpa Liliana Abigail**, ID number **1725351819**, and **Rengifo Cueva Jonathan Alejandro**, ID number **0550042345** for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023



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COMMITTEE APPROVAL

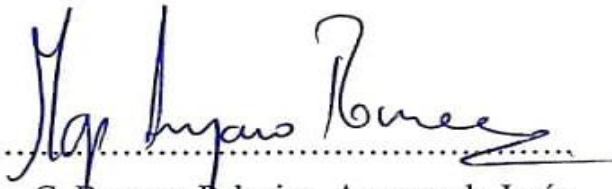
COMMITTEE APPROVAL

The research report entitled “**Students’ Perception About the Use of CLIL Methodology**”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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Pujilí February, 2023



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GRATEFULNESS

Thanks to God for allowing us to fulfill one more goal in our lives and to our teachers at the Technical University of Cotopaxi, for having shared their knowledge throughout the preparation of our profession so that we can be people with values and knowledge, we are especially grateful to our tutor Mg. C. Mercedes Abata for the help and willingness provided during the development of this project. Finally, we are infinitely grateful to our families for being our main motivation and perseverance to achieve the proposed objectives and make us great professionals.

Liliana & Jonathan

DEDICATION

With love I want to dedicate this project to the most important people in my life. To my parents, Mariano and María, for their unconditional support, and to my sisters for giving me their love and help from the first day I started this great dream. And above all to my daughter Dalila who was my strength to never give up, without you none of this would be possible. To all of you, infinite thanks for allowing me to dedicate this achievement to you, filling you with pride, and for making my happiness yours. And of course, thanks to Javier for his support during these years of his professional career.

Liliana

DEDICATION

I dedicate this project with all my heart and love to my parents: Manuel Rengifo and Jannett Cueva for their sacrifice, effort and support throughout my professional training period. I also thank God for giving me life and helping me reach this final moment of my career. Without them I would not have been able to do it. I thank the teachers of the Technical University of Cotopaxi for opening the doors for us and being a role model throughout this time.

Jonathan

TECHNICAL UNIVERSITY OF COTOPAXI
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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR
THEME: “STUDENTS’ PERCEPTION ABOUT THE USE OF CLIL
METHODOLOGY”

Authors:

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ABSTRACT

CLIL methodology is considered as an innovative method to teach the English language along with various subjects , the main objective was to describe the student’s perception about the use of CLIL (Content language and Integrate Learning) methodology in students of the third year of secondary education at Pujilí High school. The methodology used was quantitative, descriptive level, non-experimental. Data collection was done with a questionnaire adapted form (Syzdykbayeva, 2017), and validated by experts criteria. This study revealed that students' perceptions are based on the following aspects: motivation, content, and English language skills. These aspects showed that the students felt very satisfied learning English through the CLIL methodology. This allowed them to better develop their skills such as speaking, listening and their cultural knowledge. In addition to arousing the interest in learning the English language through different contents in which he was related to the Ecuadorian culture, thus creating motivation to learn culture and language at the same time. In conclusion, the CLIL methodology allowed students to develop language skills and cultural content, therefore, the researchers suggest including the methodology to provide a better learning experience for students.

Keywords: Perception, , cultural content, CLIL methodology, speaking skill

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR
THEME: “PERCEPCIÓN DE LOS ESTUDIANTES SOBRE EL USO DE LA
METODOLOGÍA CLIL”

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RESUMEN

La metodología CLIL es considerada como un método innovador para la enseñanza del idioma inglés junto con diversas materias, el objetivo principal fue describir la percepción que tienen los estudiantes sobre el uso de la metodología CLIL (Contenido y Lenguaje, Integrado al Aprendizaje) en los estudiantes del tercer año de educación secundaria del Colegio Pujilí. La metodología utilizada fue cuantitativa, nivel descriptivo, no experimental. La recolección de datos se realizó con un formulario adaptado a un cuestionario (Syzdykbayeva, 2017), y validado por criterio de expertos. Este estudio reveló que las percepciones de los estudiantes se basan en los siguientes aspectos: motivación, contenido y dominio del idioma inglés. Estos aspectos mostraron que los estudiantes se sintieron muy satisfechos aprendiendo inglés a través de la metodología CLIL. Esto les permitió desarrollar mejor sus habilidades como hablar, escuchar y su conocimiento cultural. Además de despertar el interés por aprender el idioma inglés a través de diferentes contenidos en los que se relacionaba con la cultura ecuatoriana, creando así motivación para aprender cultura e idioma a la vez. En conclusión, la metodología CLIL permitió a los estudiantes desarrollar habilidades lingüísticas y contenido cultural, por lo que los investigadores sugieren incluir la metodología para brindar una mejor experiencia de aprendizaje a los estudiantes.

Palabras clave: Percepción, contenido cultural, metodología CLIL, habilidad para hablar.

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GENERAL INFORMATION

**Theme: “STUDENTS’ PERCEPTION ABOUT THE USE OF CLIL
METHODOLOGY”**

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Ending Date: March 2023

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Sponsoring Faculty: Pujilí Campus

Sponsoring career: National and Foreign Language Pedagogy English

Linked Research Project (if applicable): Formative research

Formative project of the career:

Design and analysis of curricular models of convergence of contextualized media adapted to educational subjects (Diagnosis of curricular models for English Language Learning in educational units)

Work Team: Mg.C. Mercedes Abata, Liliana Casa, Jonathan Rengifo.

Knowledge area: Education

Research line: Innovation in the teaching and learning of language as a foreign language

Research line of the career (if applicable): Innovation in the teaching and learning of the English language as a foreign language.

PROBLEM STATEMENT

Learning English as a foreign language is very useful to live in a globalized world like today, for this reason in the process of learning a second language, communication and comprehension skills are essential for effective communication. Damen (1997 as cited in Vernier et al, 2008) explains that it can be considered the fifth skill along with listening, speaking, reading and writing because the study of the cultural elements of the target language promotes the culture of the students. However, in Ecuador the English language has not had as much priority in the different educational institutions, which has caused difficulties to achieve a good performance of comprehension in cultural and communicative matters in the English language Macías & Villafuerte (2020). For several years, Ecuador has had a low rate of people who dominate the English language. It has been shown that the majority of students have a certain revulsion towards the subject of English due to several factors such as: the deficiency of methodologies used by the teacher, which have made learning English difficult for them. The activities provided by the teacher also produce negative emotions in the students, such as frustration, stress and demotivation, all due mostly to the deficiency and lack of knowledge of the English language (Çetin et al., 2021).

These causes affect the performance that students have in the learning of a second language, accompanied by emotions that alter their performance in the emotional and social fields within the English classes and the activities given by the teacher. Therefore, it is necessary to propose a solution that combats their lack of knowledge about Ecuadorian culture and their deficiency in learning the English language. In the classroom, the inappropriate use of teaching materials and the attitude that the teacher takes in the classroom has been very little attractive for the majority of students of the educational unit "Pujili" causing an inadequate performance Ante & Espín (2016). In the same way, it has caused boredom and lack of attention in students in English classes. In addition, the absence of resources such as: technological devices, classrooms equipped with electricity, loss of an internet network had made it impossible for teachers to carry out their classes in a much more interactive way, limiting them to opt for a much more traditionalist methodology, which had adversely affects learning the English language (Karunaratne et al., 2018).

In the same way, this problem presents the students of the "Pujili" technical educational unit in the province of Cotopaxi with problems of lack of English knowledge and their own culture Omar & Altaieb (2015). Students have a lack of vocabulary on cultural issues, low development with respect to speaking ability. This is because the institution is technical, so they do not receive subjects focused on cultural contents and the hours of English subjects they study are not enough to produce a high level of learning English. So, students can communicate using other topics because they do not know vocabulary, structures to express their ideas on culture topics. Therefore, this project aims to describe students' perceptions about the use of CLIL methodology to promote speaking skill in students of the third year of secondary education of Pujilí High School. It can make students and teachers aware of the importance of using CLIL methodology to promote speaking skill using topics of culture. The research question that guides this study are: What are the students' perceptions about CLIL methodology in learning the English language?

OBJECTIVES

General objective

- ❖ To describe students' perceptions about the use of CLIL methodology in students of the third year of secondary education of the Pujilí High School.

Specific objectives

- ❖ To examine the theoretical foundations of CLIL perception in students of high school.
- ❖ To determine students' perceptions about motivation with CLIL methodology in learning the English language.
- ❖ To determine students' perceptions about content with CLIL methodology in learning the English language.
- ❖ To determine students' perceptions on language skills development with CLIL methodology in learning the English language.

Activities and system of tasks in relation to the proposed objectives

Specific Objective	Activities	Verification Means
To examine the theoretical foundations of CLIL perception in students of high school.	<ul style="list-style-type: none"> - Search for bibliographic sources. - Select relevant information. - Write the theoretical draft 	-Theoretical Framework
To determine students' perceptions about motivation with CLIL methodology in learning the English language.	<ul style="list-style-type: none"> - Elaboration of Lesson plans. -Planning and elaboration of didactic material. 	<ul style="list-style-type: none"> -Questionnaire -Analysis and discussion of results.
To determine students' perceptions about content with CLIL methodology in learning the English language.	<ul style="list-style-type: none"> - Data collection. - Analysis of the Questionnaire. - Categorize the results - Interpretation of the students' opinions 	<ul style="list-style-type: none"> -Questionnaire -Analysis and discussion of results.
To determine students' perceptions on language skills development with CLIL methodology in learning the English language.	<ul style="list-style-type: none"> - Data collection. - Analysis of the Questionnaire - Categorize the results - Interpretation of the students' opinions 	<ul style="list-style-type: none"> -Questionnaire -Analysis and discussion of results

JUSTIFICATION

These days learning English is essential in the academic life of most students because this language helps them open new doors to new possibilities in their future work and social life Nishanthi, R. (2018).

This project is carried out in order to describe the perceptions that students of the "Pujilí educational unit" have about learning the English language by combining Ecuadorian culture and the teaching of a second language using the CLIL methodology.

For this reason, the implementation of the CLIL methodology in third-year high school students can help their experience learning the English language improve significantly and interactively, making use of cultural issues that allow them to have a much clearer focus on their cultural identity. and social. In addition to mastering the four skills in the English language: reading, listening, writing and speaking.

On the other hand, this project will benefit both students and teachers who have participated in the demonstration classes provided by the researchers. On the other hand, this project will contribute to the creation of lesson plans based on the use of the CLIL methodology focused on culture that motivates students to develop different skills in English through the collection of opinions and perceptions. However, this project includes the theoretical contribution with pedagogical bases that support the use of the CLIL methodology in the classroom. The instruments used by the researchers have contributed to the collection of essential data that demonstrate the importance and results of the Application of the CLIL methodology.

Finally, this project has had a practical contribution that has allowed the researchers to analyze the perceptions that students had when applying a completely different methodology to the one they were used to, provoking interest and curiosity when mixing cultural issues and learning a foreign language. This has improved their English language development skills such as: speaking and writing and has expanded their knowledge of Ecuador through cultural content provided in class. As a result, more studies and research can emerge from these experiences, deepening the subject and making use of the methodology and instruments used in this project.

BACKGROUND

Delliou & Zarifi (2016) developed a research called “Developing the speaking skills of students through CLIL” whose main objective was to describe the potential of CLIL in development of speaking skill of students. The researchers applied a mix method both quantitative and qualitative. The results were five students had 12% variation in their grade and there were two who had a detrimental percentage in variation, too. The rest of the students had a positive variation in their total marking in the speaking test. On the other hand, the quantitative measurement of the CLIL students indicated a much better performance for them in the second speaking test. All of them scored higher than the first test and there was even a variation of 20% in one student. It is worth noticing that all students in this group had a variation in comparison to their grades in the first and in the second test. According to the results produced by the questionnaire, they also improved in their speaking skill, as they felt that CLIL was an opportunity to use English more in the classroom than they did before. The organization of the lessons was satisfying and most of the students were willing to participate throughout the course of this research study. The general findings of the questionnaire showed the enthusiasm and the positive feelings of the students towards CLIL.

Cadavid & Jiménez (2017) developed a research called “CLIL: Its Effect on High School Students’ English Speaking Performance” the objective was to determine to which extent the use of CLIL helped to improve the oral performance of a group of eight graders at a private high school. The researchers applied a qualitative method in a diagnostic action, and evaluation stage through instruments like researcher's student and teacher’s diary, as well as questionnaires teachers and students in order to evaluated the process in the speaking performance of the students. According to the results students at the end of applied each instrument they are afraid of speaking, which might be the cause of their low performance in the oral production in English, according to the researcher’s experienced in teaching, these phenomena can be eliminated proposing different approaches that creates more confidence in the students to used the language without feeling nervous.

Nuñez A., (2015) developed a research called “Students’ Perceptions of the Impact of CLIL in a Mexican BA Program” which aims to express their perceptions about the

content and language integrated learning (CLIL) classes they are currently offered in the program. The researchers applied the qualitative method in this study. According to the results during the interviews, participants were asked to describe their feelings about having to take content classes in English. The Figure showed a scale that contains the information expressed by the participants. The emotions and feelings that had positive connotations are grouped on the left side of the scale, and those with a negative connotation are placed on the right. In addition to the emotions and feelings that the students could identify, other factors played an important role in how the students perceived this educational model. Mehisto, Marsh, and Frigols observed that the teachers and the material design are two of the most important elements for working successfully with the approach. These studies showed that when teaching science classes in English and with the perception of the CLIL methodology in the classroom, students of the BA program for a period of time are being able to improve oral production in the English language in addition to his interest in learning a second language and perception have allowed him to develop his oral skills.

Benalcázar J., (2019) mentioned a research called “Effects of the CLIL approach in Oral Production of English Students in the Second Year of the United General Baccalaureate at a high School in Cuenca, Ecuador” had the objective to determine the Effect of Integrated Learning of Contents and Foreign Languages (CLIL) on the oral production of a second language in Ecuadorian students in the second year of the Unified General Baccalaureate (BGU). This study opted to use the mixed method research. The instruments used here were a post-test, pre-test and a semi-structured survey. The results that this research provided were the overall performance of the students, after the CLIL intervention there was an improvement in participants’ oral production. In the pre-test all the sub-skills were evaluated out of 10 points, the comprehension of the students according to the scoring sheet was equivalent to a regular and good level. Meanwhile, In the post-test all the sub-skills that according to the score sheet, represent a good level were evaluated. While the results of the survey revealed a positive attitude towards the CLIL approach since the learners were interested and motivated with the different activities and tasks. Finally, the information collected by the surveys revealed a great enthusiasm and interest for learning English through CLIL. Almost all of the study

participants agreed that the CLIL approach would help them to develop second language oral production compared with traditional language teaching methodology that is commonly centered on a unilateral transmission of knowledge from teachers to passive learners.

Syzdykbayeva R., (2017) implemented a research called “Students’ Attitudes and Perceptions of Content and Language Integrated Learning in a Secondary School “this research had the objective to examine the students’ attitudes and perceptions of CLIL approach in one of the 110 schools with trilingual education. The methodology developed in this study was a case study design within mixed methods approach, The instruments used in this research were an interview and questionnaire. The results of the investigation were that students are mostly positive about the CLIL approach and report that CLIL is beneficial for the development of English skills, preparation for a better career and higher education. A variety of challenges revealed itself especially in the so-called second year of transition study, when students moved from studying terminology to studying the subject in English, such as an insufficient level of English, psychological barriers and the need for extra effort, which it implied that teachers must provide extra support to students, both linguistic and psychological.

Meilinda (2019) implemented a study called “An Analysis Of Students Perception On The Use Of CLIL Methodology To Improve Students’ Listening Skills At Sixth Semester Students Of Iain Salatiga In The Academic Year 2019/2020”. This study had a main objective to find out students’ perceptions on the use of CLIL methodology to improve listening skill and the benefits provided by CLIL methodology to support learning activities. The researcher opted to apply a qualitative method through instruments such as questionnaires with open questions and documentation from screenshots of the questionnaire that have answered the perceptions of the students to carry out an analysis. They applied this research to a group of 30 students selected from 3 classes of the sixth semester of the IAIN Salatiga Department of English Education. The researcher applied a qualitative method through instruments such as questionnaires with open questions and documentation from screenshots of the questionnaire that have answered the perceptions of the students to develop an analysis. The researcher used a validation form in which the

main findings of this study showed the usefulness of this application. since results show the perceptions of English language learners about the implementation of CLIL.

THEORETICAL FRAMEWORK

Perception

Olaodu 2003 (as cited in Santrock, 2006) claims that perception is "the process of organizing and interpreting sensory information to give meaning" (pag,150). In this way, the previous author above said that perception refers to the interpretation of meanings about what we caught through our senses and the way we perceive our surroundings about it. Moreover, the perception process consists of three stages: selection, organization, and interpretation. The first one is selecting information from the environment, the second one is the organization according to certain similar patterns and the last one is interpretation, which refers to the process of giving meaning to the selected after they are categorized to make sense, these interpretations may give different meaning by viewpoint (Ou. Qiong 2017). In this way, the perception process depends on each person who analyzes and determines their perception of different problems, topics, or situations. In addition, a student's perception is considered a process of preferential treatment for information received from an object, allowing them to interpret the observed object to determine an interpretation by stimuli (Kurniawan, 2015). Therefore, it is a point of view on an issue or problem. As we see it, each student's perspective is different, it can be approached from different angles to establish a better interpretation.

Student's perception

Kurniawan (2015) claims that student's perception is considered a process of preferential treatment for information received from an object, allowing them to interpret the observed object to determine an interpretation by stimuli . Therefore, it is a point of view on an issue or problem. As we see it, each student's perspective is different, it can be approached from different angles to establish a better interpretation.

Lack of mother tongue cultural knowledge

In some classes, learners might know very little about their own culture, which can affect the teaching of the new one. Ambrose et al., (2010) explain that prior knowledge, beliefs

and assumptions help to build new knowledge in an effective way as they allow students to have a perception of the new information in order to be able to interpret it by relating it to the previous one. Therefore, learners of a foreign language should acquire good knowledge of both the home and target culture so that they can reach intercultural awareness and communicate adequately (Abushihab 2016). In this context, points out that “the development of students' cultural awareness starts by encouraging them to recognize their cultural identity in relation to other cultures” (as cited KhwagaGal, 2018, p. 51). Chien (2022) asserts that “the target and home culture should be equally valued. So, English teachers must teach English in a culturally sensitive manner by respecting the local culture of learning” (p.104). They should make students compare the mother and the target culture. They have to develop awareness of the cultural differences between English and their own native language; it helps learners to have cross-cultural knowledge and communicate effectively (Benahnia, 2015).

Strategies to teach culture

There are different strategies to teach culture. Some of them are authentic materials, which are written or oral text produced by real speakers or writers for real audiences. There are two types of authentic materials: a) newspaper articles, short stories, advice columns, magazine ads, and graphic novels, and b) television commercials, movies, radio broadcasts, lectures, songs, podcasts, and conversations or service encounters among native speakers (Gilmore, 2007).

Authentic materials are ideal to develop intercultural communicative competences. They bring the reality of the outside world to the classroom. There are a lot of different authentic materials; but teachers need to select the most appropriate ones taking into account students' level and age (Reid, 2014, p.162). Jerrold. F (2013) explains that “authentic materials are rich sources for a wide range of assignments and activities that heighten awareness of the target culture. Students can research the target culture and report to the class on specific elements or characteristics” (p.7). By using them, teachers are providing their learners with the understanding of the context where the language is used (Candido, 2017).

Videos are excellent learning tools for students since they can show authentic use of target language, and they can get significant outcomes in overall cultural knowledge (Hafid ,

2015; Kozhevnikova,2013). They introduce learners to a wide array of real life language experiences that enriches their learning environment, and contextualizes their learning process (Kim, 2015, Herron et al. 2000). They help to increase the general cultural knowledge of foreign language learners at an introductory level (Shilpa, 2012).

Films offer students an opportunity to witness behaviors that are not obvious in texts; they connect language and culture (Peterson & Coltrane, 2003). "Films are considered a very valuable tool to classroom learning in a course on cross cultural management as they communicate through their characters, story, context, dialogues and audio-effects at several levels to students" (Nur, 2014, p. 371). Students will definitely enjoy watching a movie or a video that is related to the class topic. The teacher can come up with numerous tasks related to the movie and include culture, vocabulary and grammar at once (Brdarić, 2016). Pandey's study (2012) showed that students enjoyed movies as a learning experience in the classroom. Both teachers and students agreed on the effectiveness of movies as classroom learning tools.

Finally, Karam (2017) ensures that posters, bulletin boards, maps, displays and create a tangible presence of the target culture (Karam, 2017). Visual materials promote student motivation, interest in the language and culture, and participation. (Jung & Park 2016). "The inclusion of culture in the EFL classroom is possible with materials such as posters, which offer a wealth of cultural information and enhance student engagement and learning.

CLIL approach

Content language integrated learning is a dual- focused approach to teaching. The target language is used for the teaching and learning of both the content of a school subject and the language itself within a specific set of learning objectives set by the teacher (Delliou & Zafiri, 2016, para. 3).Students learn content from other subjects through the second language at the same time. The CLIL approach is ideal for teachers to create scaffolding activities. It is related to all the strategies, structures and support activities offered by the teacher to the student so that they can build their knowledge to promotes greater exposure to foreign languages (...) this approach promotes and fosters values, attitudes of tolerance and respect for pluralism (Zirilli, 2020, p. 1).

“The language teacher, working together with teachers of other subjects, incorporates the vocabulary, terminology and texts from those other subjects into his or her classes. Students learn the language and discourse patterns they need to understand and use the content” (Porrás, D 2013, p.35). Furthermore “This approach gives teachers and learners alike the opportunity either to discuss specific content in the foreign language being studied or to practice the foreign language in a content-rich environment” (Pokrivčáková et al, 2013, p. 257).

Advantages and disadvantages of CLIL

The CLIL approach is beneficial to the teaching and learning process of the English language, but it has some advantages and disadvantages compared with other approaches (Sulistova, 2013; Charisopon, 2020).

CLIL advantages

The Content learning and Integrate language method has advantages as follows: CLIL offers a number of advantages such as: it builds intercultural knowledge and understanding; it develops intercultural communication skills; it improves language competence and oral communication skills; it develops multilingual interest and attitudes; it provides opportunities to study content through different perspectives; it complements other subjects rather than competing with them; it increases learners’ motivation and confidence in both the language and the subject being taught and it provides materials which develop thinking skills from the start (Jalo & Perez, 2014, par. 4). Darn. S. (2015) findings remarks “CLIL not only improves overall target language competence, but also raises awareness of both mother tongue and target language while encouraging learners to develop plurilingual interests and attitudes” (para. 7).

Maza (2020) mentions that “Increasing motivation as language is used to fulfill real purposes to learn the substantive material.- It is not the same to learn a language with no real purpose in mind is to know a second language, than to have the need to do it. This makes it more purposeful and therefore more motivating for the learner” (para. 5).

Additionally, “CLIL can help improve overall competence in the target language because it encourages teachers to prepare students for internationalization by developing their

content knowledge through the medium of other languages”(Suwannoppharat & Chinokul, 2015, p. 244).

CLIL disadvantages

Charisopon (2020, p. 12) says that “The teachers themselves, they might only focus on the content and they might be careless to teach learners the language(English) itself. This means, the teachers might not process balance between teaching of language and content, so it can be a weak point by using CLIL”. Besides, “One of the main problems of CLIL is that language teachers lack knowledge on the subjects while subject teachers have minimal knowledge of foreign languages" (Maza, 2020, para. 19). Furthermore, Calle (2015, p. 10) mentions that “The fact that the implementation of the CLIL approach is dependent on the context of the country/region is a serious problem for the publishing houses concerning the design of materials, not to mention the different education systems in each country across Europe.” So, this causes that “Children, youth and students facing a multilingual and applied education through CLIL method are at risk of not achieving a satisfactory level in any of the languages and face serious problems in formal education in our country” (Aguilar & Santacruz, 2015, p. 28).

CLIL lesson plan

When teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do it. This usually means that teachers need to plan what they want to do in their classrooms. A unit plan is a series of related lessons around a specific theme Sepesiova, M. (2015). Planning lessons are the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning. Sepesiova, M. says that “ lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson”. Further he adds “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. As can be understood he underlines the significance of lesson planning for language teachers. In this sense,

lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson. The lesson planning process is of vital importance for the successful development of the class (Salaberri & Sánchez, 2012). Not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson.

To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient. Above all it requires effective planning and usage of alternative ways, patience, professional support and a great amount of time. All lesson plans must have measurable objectives. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher's role. Indeed, these factors may decide upon the successful or unsuccessful final result of a CLIL lesson. CLIL lessons require precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons.

4Cs Framework in CLIL

The 4Cs framework consists of integrating the skills for communication, collaboration, critical thinking and creativity as part of the teaching - learning process. The first one involves students in the exchange of ideas or thoughts to promote communication must be integrated. The collaboration refers to the opportunity to work cooperatively in groups to solve problems or complete a task. The third one are activities that require reflection and synthesis to increase students' capacity to think, and the last one refers to the activities that generate creativity such as mind maps, interpretation of a short text, etc.(Srinivas, 2010 as cited in Pardede, 2010,p.74) On the other hand, a CLIL lesson framework has four stages for the content analysis in a text such as: processing the text are linguistic and diagrammatic markers of a text, the identification and organization of knowledge--are the ideas of the text which is organized through different diagrams due to facilitate the learning of the contents, and language identification in this stage--students must produce the text through a short speech, and task for students must be focused on the student's learning purpose.(Dan, 2006 as cited in Pinkley,2010,p.3).

Elements of CLIL lesson plan

A CLIL lesson plan contains four important elements within planning. These are combined with content, cognition, communication, and culture within planning. The First One focuses on knowledge related to a specific topic, the second one focuses on the cognitive development of the student, the third one is related to the use of language, and the last one is the interpretation and understanding of the context. Coyle, D. (2013)

All these elements must be related to the aims, goals and outcomes as well as the tasks to develop talk for learning (Adam, 2019, para. 10). So, the lesson plans have 4C elements known such as Content, cognition, communication and culture.

4 C's Planning guide

Poor planning has consequences for both the student and the teacher. That is, students get frustrated for not finishing an activity and teachers for not achieving the expected objective.

Therefore, they need the support of instructors or a CLIL guide when planning their lessons (Fürstenberg & Kletzenbauer, 2015, p. 7). The teachers will start with the content of the class. What are they going to teach? and what are the learning results? After that, they must link the content with communication, cognition, and reflection of the cultural context through activities that develop oral production. So, the activities of the lesson plan should promote the use of collaborative work in the classroom, such as: oral presentation, role plays, and predictions. This motivates students to participate in class, improve speaking skills, and achieve learning outcomes (Mascuñano, 2020, p. 20).

The role of teacher in CLIL

CLIL lessons are neither teacher-centered nor student-centered but “thinking-centered” (Pavón, Ellison 2013, as cited in Bier, 2016) “cognitive and metacognitive processes such as understanding, analyzing, summarizing, hypothesizing, assessing one’s own knowledge, problem-solving, reflecting critically, creating – are therefore the centerpiece of CLIL classes” (p. 398). So, the role of CLIL teachers is immersed in the context of best practices in education focused on developing critical, cognitive and metacognitive processes in relation to the learning of a second language. (Bier, 2016).

(Bertaux, et al. 2010 as cited in Bier, 2016). Mention that teacher competences need to be further situated in the context of best practice in education in general. Unit planning provides a sense of direction and organization that helps achieve significant academic gains within a particular time period. The role of the teacher includes providing a detailed and specific definition of the learning objectives, as well as a rigorous programming of each lesson and an adequate synergistic planning of each unit in a collaborative way with the teacher of the subject adapted to the CLIL methodology (Coonan, et al. 2008, as cited in Bier, 2016).

Within the teaching role, (Serragiotto 2014 as cited in Bier, 2016, p. 400) consider the dimension of CLIL evaluation and assessment which is characterized in three aspects:

1. Diversified evaluation, that takes account of students' learning outcomes in the subject.
2. Process assessment considering a continuous assessment of each student's whole learning route.
3. Self-assessment and self-evaluation, the purpose of making students more aware of their own learning processes.

The Role of Student in CLIL

According to Bier, (2016). The fundamental role of the student in the perception of the methodology, consists of an active process throughout the development lessons oriented to cognition, metacognition and acquisition of competence on the development and autonomy of students, while the teacher works in the second plan as a facilitator.

The role of content in CLIL

The content refers to the topics or themes that teachers develop to impart their knowledge to students. Besides, related issues such as current problems, global concerns, or issues related to the knowledge of any specific area are permissible in this content context that is reinforced through the use of the English language in teaching these contents (Lee, 2020). On the other hand, "In some context research confirms the unfavorable effect of CLIL on learner's knowledge of content subjects and on their command of the language of instruction, partly attributed to the inappropriate input they receive from their teachers". (Costa and D'Angelo 2011 as cited in Pavón, V. and Méndez, M. 2017, p.237).

Before applying the content, the teacher should focus on teaching the specific vocabulary and using the foreign language in the context of the class. Pavón & Mendez (2017). In recent years CLIL has started to be used in various contexts of content applicable to language teaching in Europe to increase further development of the English language in language education settings. Ruiz & Jiménez (2009).

METHODOLOGY

Research method

Quantitative methods emphasize the statistical or numerical analysis of data collected through surveys, questionnaires, or collecting data using quantitative research instruments focused on collecting numerical data and generalizing it across groups of people or to explain a particular phenomenon Baby and Earl (2010).

Based on this concept, the pre-service teachers used a quantitative approach, non-experimental, descriptive level, to describe students' perceptions of the use of CLIL methodology to develop speaking skills, the data collection was measurable and the results were analyzed through a statistical process. It was applied in two groups, both groups with similar characteristics. The Pre-service teachers elaborated lesson plans that help in the implementation of data collection on third-year high school students. Each lesson plan was designed for 40 minutes and applied for two weeks.

Research context and participants

This research is carried out in the third year of secondary education at the Pujilí School, which is a public institution in Ecuador. There are thirty-nine students between the ages of 16 and 17 that participate in the study, all students are Spanish native speakers.

Data collection

In this project, the researchers used a questionnaire with a Likert-type scale. It was adapted from Syzdykbayeva. (2017). The instruments were validated and the questions refer to motivation, strategies, content and English skills.

Data analysis

The researchers analyzed the perceptions of the students through descriptive statistics to resume the information in tables and graphics to identify the percentage of students' perceptions about the CLIL implementation.

ANALYSIS AND DISCUSSION OF RESULTS

Lesson plans implementation

The lesson plans were applied during a period of two weeks with six classes, the same with a duration of 40 minutes. In this project, 6 lesson plans were developed according to the 4C framework in Content, Language Integrated Learning (CLIL). The main elements considered in the lesson plans were content, cognition, communication, and culture.

Content

Which contained the development of previous knowledge at the beginning of classes for which the researchers used dynamic games so that students were able to socialize with cultural topics for the class and in this way the students felt motivated and promoted communication. Some of these activities were: word games, matching words, sentence games.

Cognition

In which the students created their own knowledge about the content of the class and had the opportunity to work in a much more dynamic way, so the teacher showed videos, slides, these related to the class topic and it was possible for the students to feel interested in the subject and develop their different English language skills.

Communication

At this stage the students were able to work collaboratively carrying out group activities like: discussions, describe places ,giving opinions, this way achieves the development of the language thanks to the different opinions and points of view of the students and it was possible to demonstrate a significant development in listening and speaking skills, in addition to the activities created reflection in the students.

Culture

Here the students learned cultural content through the relationship between culture and language with the help of articles and readings to increase the ability to generate their own concept and creativity such as the creation of mental maps about the residents of Ecuador, summaries about the ecological reserves, and a paragraph describing a typical Ecuadorian dish.

Results

The pre-service teacher analyzed and interpreted the data about the student's perception on the use of CLIL methodology applied in third-year in the Pujilí high school in order to accomplish the objectives.

The following section presents the result of the questionnaire applied to students who participated in classes implementing the CLIL methodology. The questions were divided into three main aspect, motivation, content and skills (See Table 1)

Table 1

Questionnaire applied in students

Aspects	Question number
Motivation	1, 2, 7,9
Content	5,6,8
Skills development	3,4,10

Motivation

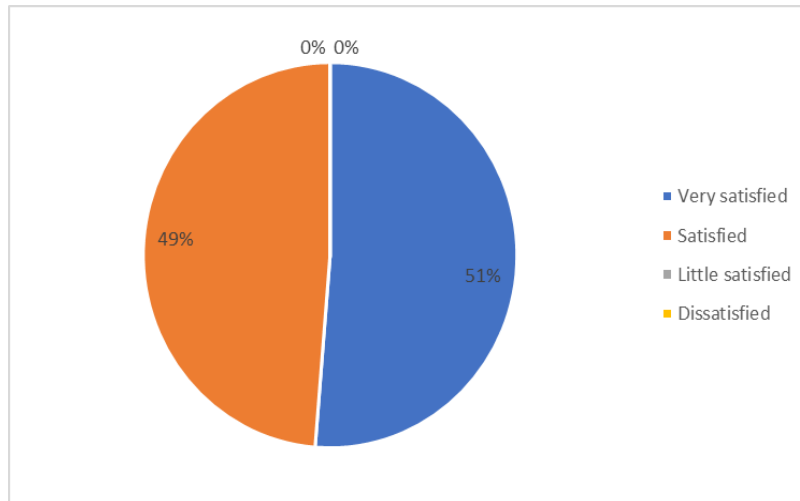
To accomplish the objective of determining students' perceptions on motivation with CLIL methodology in learning the English language., researchers analyzed the students' answers according to the block of motivation, taking into account the relevant aspects developed in the lesson planning implementation.

Question No. 1

Were you satisfied with the English classes taught by the teacher?

Figure 1

English classes satisfaction



Note: This graph represents the percentage of students who were satisfied with the classes provided by the teacher.

According to table and figure 1, the result showed that 51% of the students are very satisfied and 49% are satisfied with the English classes.

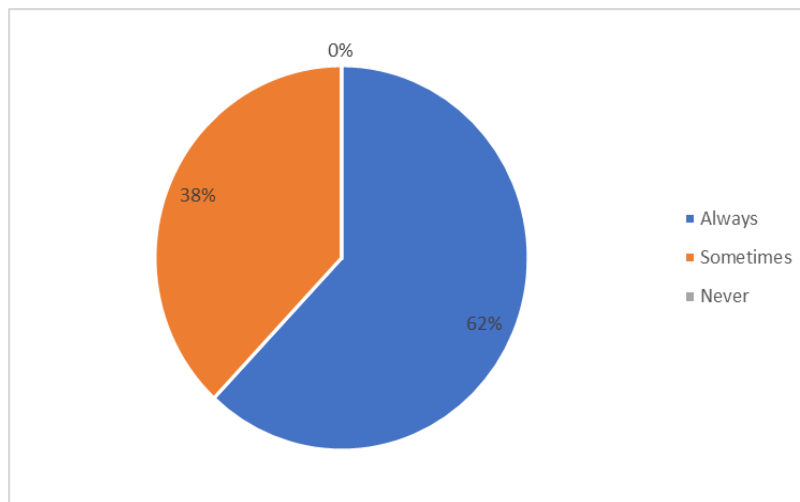
In concordance with the lesson plan process, the students were satisfied in the class because the teacher first used other types of content to teach the language, followed by games and activities that allowed them to work in class and learn the English language. It permitted them to remain active in the teaching-learning process and this experience is different from what they commonly have been learning. These findings agree with Benalcázar (2019), who affirms that almost the study participants agreed that the CLIL approach can help them to develop production thanks to the different activities that interest and motivate students to learn a second language compared to the traditional language teaching methodology that commonly centers on a unilateral transmission of knowledge from teacher to passive students. According to Sarabia M. (2021) mentions that CLIL methodology can increase the interest of the students since teachers use didactic materials, games and activities for example: role plays, team work, individual work, digital projects, videos, to promote an interactive learning.

Question No. 2

Do you think that games at the beginning of the classes helped to motivate English learning?

Figure 2

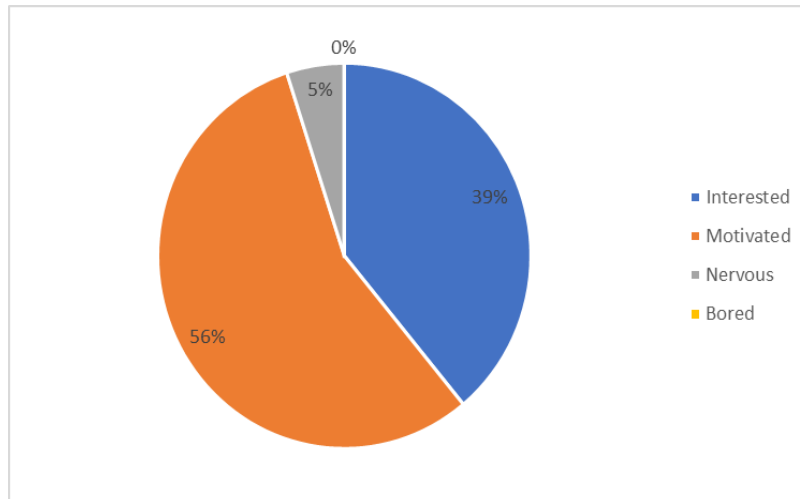
Motivation to learn



Note: The following graph represents the percentage of students who were motivated to learn through the game at the beginning of the class

According to the results of table and figure 2, 62% of the students considered that the games always motivate them at the beginning. While 38% considered that the games sometimes help to motivate.

This result indicated that students felt motivated during the teaching-learning process, which requires the teacher to be innovative in the classroom using games. In the lesson planning implementation, the use of games such as word games, guessing games, etc. permitted the students to do the activities all the time in classes, especially at the beginning of classes. This result coincides with Tri et al. (2018), the author mentions that the understanding of the content gave positive effects in students who played dynamic games and interactive work to motivate their learning, they also mention that it is necessary to use activities in which students feel interested in the topic and in this way teacher motivate students to continue learning.

Question No. 7**How did you feel during class?****Figure 7***Students 'feeling in class*

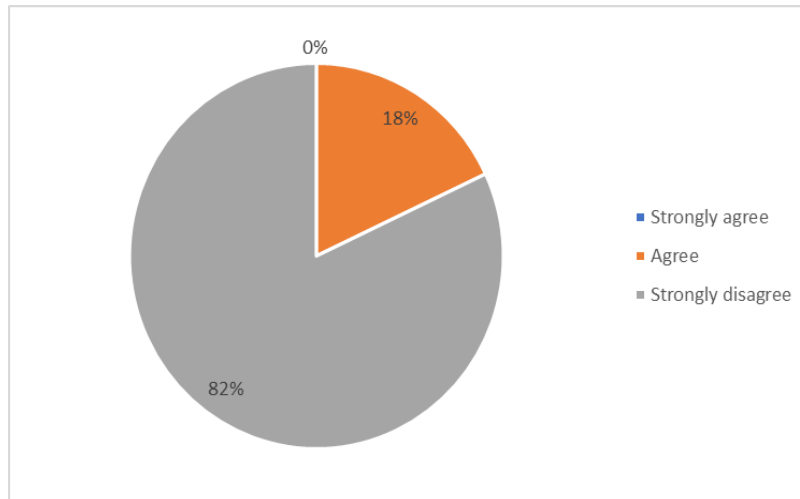
The results of the table and figure 7 showed that 56% of the students felt motivated during the class, while 39% felt interested and 5% of the students felt nervous during the class . The majority of the participants argued that they felt interested and motivated during classes due to the games, cultural topics and activities that promote learning and production of the language. It kept them active in the learning process and promoted English learning production according to the topics. The result obtained is similar to (ÇETİN, 2021, as cited in Brünken, 2015) who mentions that students in a positive emotional state show better learning results and retain the information contained in the texts for longer. Furthermore, Cinganotto (2017) & Mahmoud et al (2018) says that the combination of the experience that is acquired with the games and various activities focused on other subjects activities can represent an effective way to improve the teaching/learning of a foreign language and the delivery of subject content through a foreign language such as in the CLIL methodology. The use of cultural content through CLIL allows students to develop aspects of a shared life in community, in addition to evolving their personality and assimilating a foreign language through learning and the cultural bases provided by the teacher.

Question N.9

Do you think teachers should only speak English in class?

Figure 9

Use of English in class



According to the results shown in the table and figure 9. 82% of the students mention that they totally disagree that the teacher speaks only English in class and 18% mention that they agree that the teacher speaks English during the whole class.

This result showed a unfavorable perception on the part of the students regarding the implementation of the CLIL methodology since, due to the lack of vocabulary on cultural content, the teachers found it necessary to translate words and sentences so that the students could understand the class. , this has generated that students do not like to hear the teacher speak in English in the whole class, so the teacher used different interactive materials such as: videos and flash cards, achieving the understanding of the subject in the students. This result is similar to Mora (2011). It shows that most students perceive that the teacher uses the target language throughout the class. However, the author mentions it is necessary to use the target language when teaching a language. So, it is essential to use strategies and techniques such as: audiovisual material and recreational activities to make the language easy to understand and use.

Content

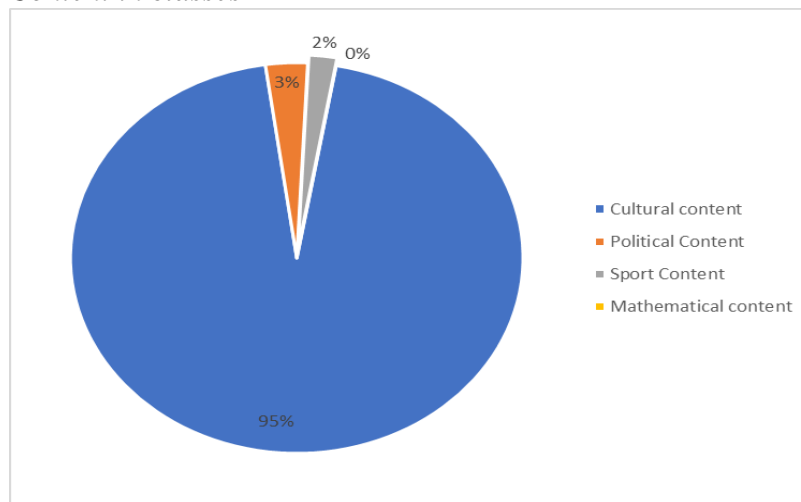
To achieve the objective of determining the students' perceptions of the contents with the CLIL methodology in learning the English language, the researchers analyzed the answers of the students according to the block of contents, taking into account the relevant aspects developed in the planning. of the lesson.

Question No. 5

What kind of content did the teacher address in classes?

Figure 5

Content in classes



Note: This diagram shows the percentage of students who responded about the content given by the teacher in English classes.

According to the results of the table and figure 5, it is shown that 95% of the students mention that the type of content given by the teacher is of cultural content, while 3% mention that it is of political content, and the 2% is of mathematical content.

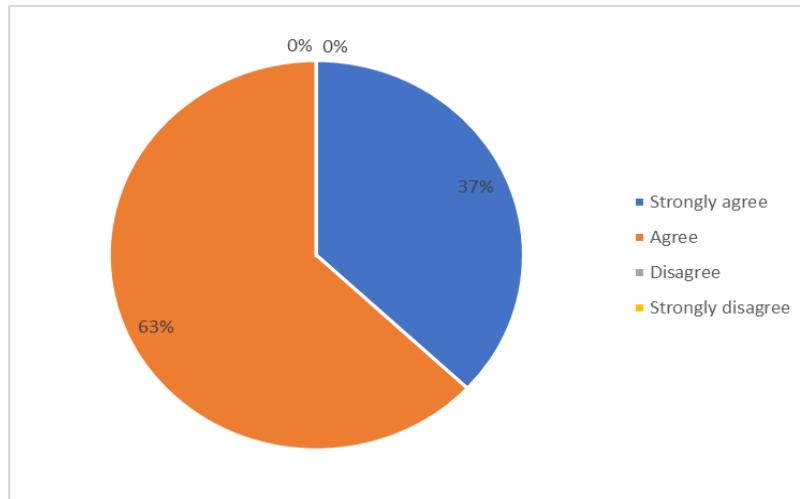
The topics were based on tourist places, typical dishes, cities of Ecuador, president of Ecuador, national parks and ecological reserves. Students were interested because of the cultural content in learning English whose they opted that the content that the teacher addressed was Cultural Content. This result agrees with Willdeman et al. (2022) who argued the importance of teachers covering the topics clearly in order to deepen the use of the English language and thus make the type of topic and subject visible to students in different contexts.

Question N. 6

Was the content covered by the teacher easy to understand?

Figure 6

Content easy to understand



According to the results found in the table and figure 6. The 63% of the respondents considered that they agreed that the contents were easy, while the 37% of respondents totally agreed that the contents were easy to understand .

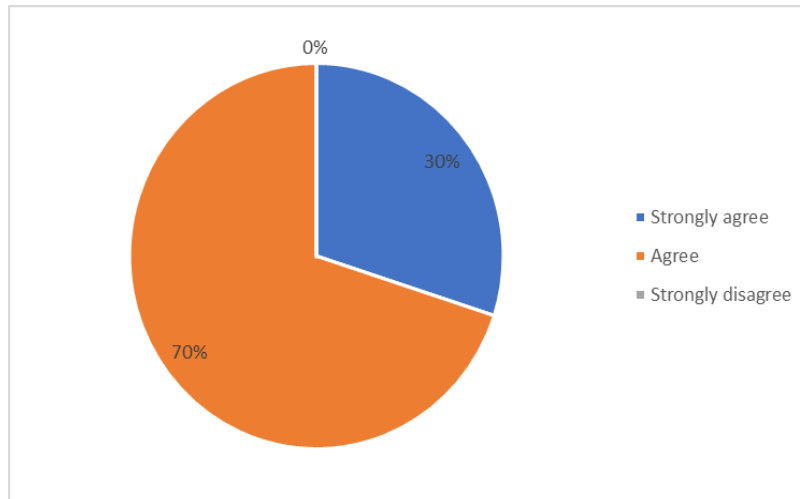
Most of the students understood the topics covered by the teacher because the topics referred to Ecuadorian culture and the teacher used didactic material such as: photographs, videos and dynamic activities like : word games, guess the place, that explain in a much more explicit and practical way .This result coincided with Arismendi. G, et al. (2011) the author mentioned that the teacher needs to use various resources in the learning process that can include computers, videos, articles and others to achieve an easy understanding of the topics covered. According to Nuzulul V. (2019) mentions the importance of teaching videos in the implementation of the CLIL methodology has had a good impact to increase the enthusiasm of the students and develop productive skills in participants in the classroom since they got involved with the material provided by the teacher during the lesson in the class.

Question N.8

Did you learn the English language and culture at the same time in classes?

Figure 8

Learn the language and culture at the same time.



The results of the table and figure 8, show that 70% of students agree that they learned the English language and culture at the same time, while 30% say that they strongly agree with learning the English language and culture.

Learning grammar and vocabulary in context and with other topics that interest students helped create a useful learning environment because students are concentrating on content knowledge as well as developing English language skills. Based on the aforementioned results, Sommer A (2019) mentioned that the application of the CLIL method creates an appropriate learning environment through content and activities that are fun and authentic for students, allowing them to better concentrate and develop English language skills during classes.

Skills development

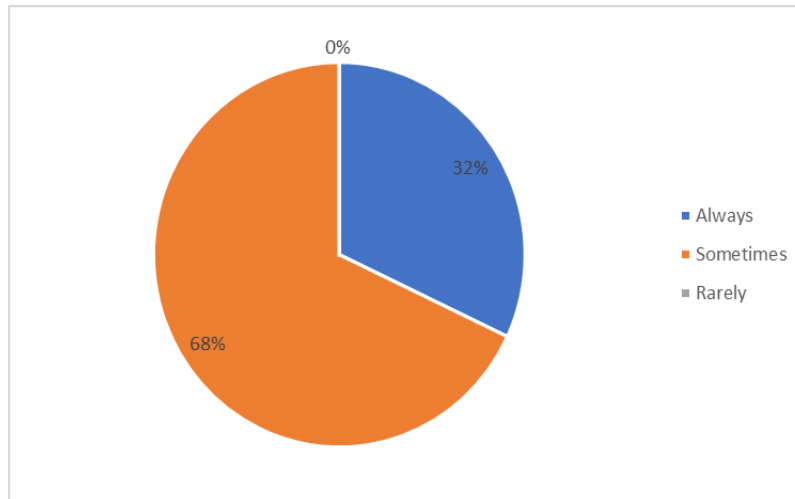
In order to achieve the objective of determining students' perceptions of the development of language skills with the CLIL methodology in learning the English language, the researchers analyzed the responses of the students according to the block of the development of language skills, taking into account the aspects in lesson planning.

Question No. 3

Did the activities used by the teacher allow you to develop your communicative ability in the English language?

Figure 3

The activities to develop communicative skills



Note: In the following circular diagram, the percentage of students who developed their communication skills was calculated through activities provided by the teacher.

Based on the results of the table and figure 3, it is shown that 68% of the students mentioned that the activities used by the teacher sometimes helped them to develop their communication skills, while 32% mentioned that the activities always allowed them to develop communicative skills .

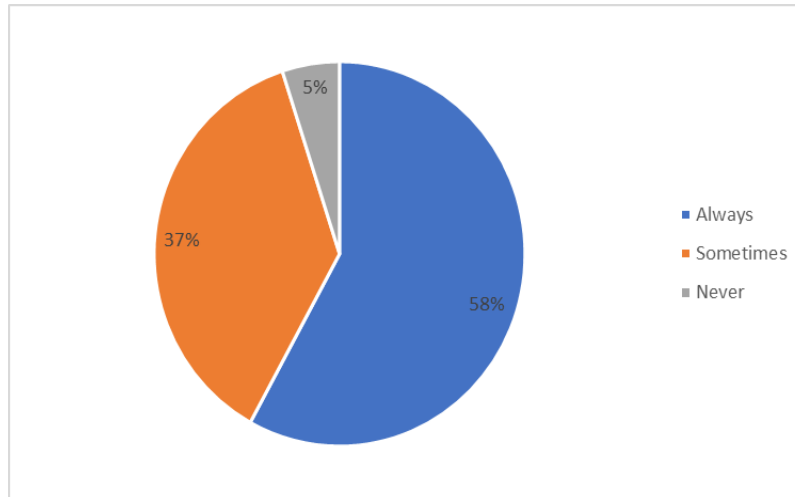
This result indicates that communicative activities such as: describing places, discussing and answering questions according to the topic helped students to make an effort to use the language in class. This result agrees with Zhu (2012), who mentions that the best way to develop language is through descriptive and argumentative activities that significantly improve the communicative ability of students to communicate. Furthermore, Benalcázar (2019) revealed a positive attitude and motivation with the different communicative activities and tasks applied in class.

Question No. 4

Did the group work help you improve your English language ?

Figure 4

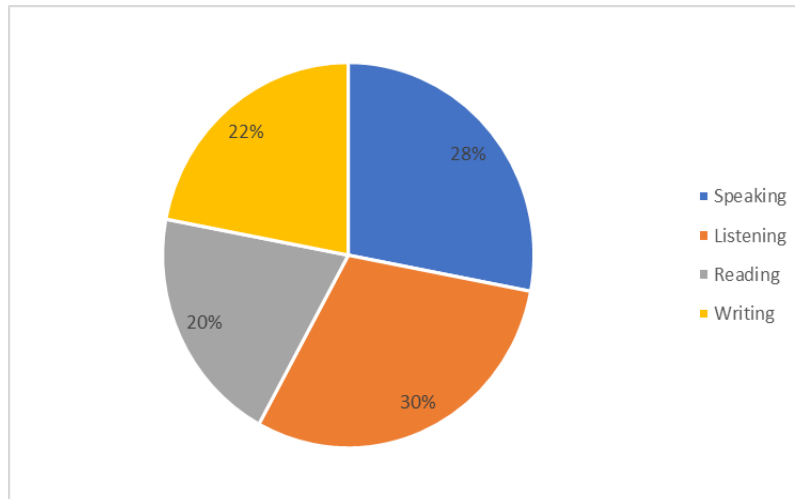
English language development through group work.



Note: This graph represents the percentage of students who have developed the language through group work.

The results of the table and figure 4 showed that 58% of the students mention that group work always helped to improve language development, while 37% say that sometimes group work helped in language development and 5% say never.

The collaborative activities and group work that the teachers used as strategies to develop the ability to speak such as discussion and the exchange of information, allowed students to have the opportunity to practice the language and be able to interact with each other to share ideas and points of view, thereby, it enhanced their learning process. This result coincides with Alaa & Qasim (2019) who affirm that collaborative work is effective for the development of the English language. In this case, it is very important that teachers work more in groups in order to reinforce students' speaking skills. Furthermore, Forslund F., et al. (2018) mentions that the active participation of students in discussions around group work activities effectively helps students in the learning process

Question N. 10**What skill did you develop in English classes?****Figure 10***English skills*

The results indicated in the table and figure 10, 30% of the students developed the ability to listen while 28% mention that they developed the ability to speak, 22% say that they developed the ability to write and 20% say who developed the ability to read.

According to the results shown, a large percentage indicated that they have been able to develop speaking and listening skills since the teacher during the class used audiovisual material to address the topic and asked questions to create a brief summary in which most of the students responded in a productive way, another considerable number of students barely managed to read and write. This demonstrates the importance of using appropriate methods in which different skills can be developed. Given the above, these results agree with Delliou & Zarifi (2016) who mention that dynamic activities and didactic material such as videos and articles, among others, during the application of the CLIL method, allowed the students to have a positive attitude when receiving the teaching of English by implementing activities to develop the skills of the language. Then, it is perceived that the majority of the students improved their English skills.

Impacts (technical, social, environmental, educational or economic)

This research project had an educational impact since it allows pre-service teachers to reflect on the importance of using CLIL methodology to learn the language and to be able to develop English skills, especially speaking, and thus improve the teaching-learning process of English as a foreign language. . Likewise, it could provide a theoretical guide for teachers to design and implement activities using CLIL methodology for English language classes. Furthermore, this study could be used by other researchers as a basis for future projects related to the subject. Therefore, this work contributes to encouraging teachers and students of English to implement the use of the CLIL methodology in their learning process to better acquire knowledge of the English language.

CONCLUSIONS AND RECOMMENDATIONS**Conclusions**

- The CLIL methodology is an ideal pedagogical method for teaching the English language because it connects other contents from different areas for learning the English language in which students focus on learning content but not grammatical structures, this using the CLIL principles which is organized for 4Cs that are content, communication, cognition and culture, since it offers a methodological basis for the planning and construction of materials taking into account aspects such as: prior knowledge to understand specific topics, that students can create their own knowledge, where students learn to use the language, where students can learn another culture. For this reason, it is recommended that the teacher does not focus on a single methodology, but that his methodology be varied according to the needs of the students.
- According to perceptions collected during this project, it is concluded that during the implementation of the CLIL methodology the student was able to develop the English language through the use of cultural topics, improving their cultural knowledge and English language skills. This allowed the students to remain interested and motivated in class to learn, in the same way the use of didactic material, games, and videos, which are part of the CLIL methodology, helped the

student feel interested and be able to learn English in a dynamic way, added to group work, allowed the development of the four main language skills, especially listening and speaking, which were the most dominant throughout the class.

- During the implementation of CLIL it is determined that the perception of the students about the contents with the CLIL methodology in learning the English language, were of great help to improve their knowledge about the cultural contents and the development of the main skills of the target language. In addition, the teacher used didactic and interactive materials such as: word games, videos, slides, articles, this making the content interesting and innovative for students in learning English.
- According to the perceptions collected during this project on the development of linguistic skills with the CLIL methodology in learning the English language. It is concluded that the students achieved the development of the main language skills since the teacher, when creating the lesson plans with the principles of the CLIL methodology, focused on creating activities that lead to the development of speaking, listening, reading and writing, which improved their development in the language.

Recommendations

Researchers are recommended to rely on scientific articles and those with real sources to have a better guide on the use of the CLIL methodology to help education. In order to be able to carry out research projects that allow them to contribute important information and data to other investigations in relation to the different educational fields.

Once the benefits of implementing the CLIL methodology in the classroom are known, it is recommended that teachers can adapt this methodology within a lesson plan that includes comprehension activities to obtain satisfactory performance. In this way, using this learning methodology can be an excellent idea to motivate English classes. In addition to the different activities that allow the teacher to establish a good interaction with the students due to its easy implementation and many interactive activities, it is a very good practical option for learning the English language.

Once the implementation of the CLIL methodology is effective, it is recommended that students use modern learning resources to learn more about the English language using

cultural content or any subject, in such a way that they can grasp the information and increase their desire to develop English skills. In this way, it provides fun, practical, easy accessibility, motivation and entertainment for each student.

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ANNEXES

Informed Consent

Title of Research: Students' Perception about the use of CLIL methodology

Principle Investigator, Affiliation and Contact Information:

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1. Introduction and Purpose of the Study

The objective of this project will be to describe the students' perceptions about the use of CLIL methodology in the learning English process. It will allow developing the ability to speak in a group of 39 students in the third year of secondary education to improve the level of communication and vocabulary of the students.

2. Research Description

This course is created out of the need to improve and help students develop the learning process of the English language . It will be a perception with a duration of first semester, and is focused on strengthening the knowledge of oral skills of students aged 17-18 through the use of audiovisual resources and teaching materials aimed at increasing their cognitive learning.

3. Subject Participation

We estimate that 39 participants from the Pujilí Educational Unit of the third course will support us to implement English classes with CLIL methodology in the development of

analyzing the student's perception through the advantages of CLIL in learning the English language .

4.Potential Risks and Discomforts

So, this causes that youngers and students who face a bilingual and applied education through CLIL method are at risk of not achieving a satisfactory level in the language and face serious problems in formal education in our country.

5. Potential Benefits

We carried out a study aimed at testing the student' s perception about the use of CLIL in developing to learn the English language .The researcher applied a Questionnaire to analyze the student's perception Annex 1: data collection instruments (questionnaires)

Lesson Plan



Carrera de
Pedagogía de los
Idiomas

LESSON PLAN 1

GENERAL INFORMATION

AREA: English as a foreign language

UNIVERSITY: 2022-2023

EDUCATIONAL TRACK: Basic English A2.1

UNIVERSITY: UTC

TARGET GROUP: Third Level

LEARNING MODE: Presential class

PRE-SERVICE TEACHER'S NAME: Liliana Casa and Rengifo Jonathan

CLASS SCHEDULE: Morning

METHOD: Content Language Integrated Learning (CLIL)

N° Students: 20	DATE: 13-12-2022	TIME: 1st / period 40 min.	TOPIC: Talk about the top touristic places in Ecuador.
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Learning Outcome: By the end of the lesson, students will be able to use comparatives to describe the top tourist places in Ecuador.

Anticipated problems: The students do not differentiate comparative adjectives correctly. The English level of students is low.


Solutions: The teacher will present flashcards about the grammar of comparatives. The teacher will give straightforward instruction and make comprehension check questions to make sure if the students understand.

Timing	Teacher's activity	Student's activity	Success Indicators
5min	Lead in: <ul style="list-style-type: none"> The teacher presents to the students a dynamic called "Scramble words". This game consists of ordering adjectives to describe touristic places in Ecuador. 	Lead in: <ul style="list-style-type: none"> The students participate in the dynamic. 	<ul style="list-style-type: none"> Learners can describe the top touristic places in Ecuador. Learners can describe the touristic places in Ecuador using the comparatives. Learner can compare places and activities through the use of comparatives
5min	Content: <ul style="list-style-type: none"> The teacher shows a video about the "<i>Top 10 Things to do in Ecuador</i>" to the students, https://www.youtube.com/watch?v=NryISO45RT4 	Content: <ul style="list-style-type: none"> The students analyze the flashcards and answer the questions provided by the teacher. 	

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5min		<ul style="list-style-type: none"> Then, the students will read the article and identify the comparatives such as: beautiful, most, more, better, small. 			
25min		<ul style="list-style-type: none"> The teacher asks the students to complete the questions in the following chart. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%; text-align: center;"> Have you visited any tourist place in Ecuador mentioned in the video? </td> <td style="width: 50%; text-align: center;"> What touristic place do you see in the video? </td> </tr> <tr> <td style="text-align: center;"> <ul style="list-style-type: none"> I see people, activities to do for example: swimming, racing. </td> <td style="text-align: center;"> <ul style="list-style-type: none"> I think it is in Baños. </td> </tr> </table> <p>Cognition:</p> <ul style="list-style-type: none"> The teacher asked the students to compare the top tourist places in Ecuador using the comparatives: bigger, better, worse, beautiful, etc. For example: <ul style="list-style-type: none"> -The Quilotoa lagoon is bigger than Las termas de Papallacta. -Cuenca is more beautiful than Quito. <p>Communication:</p> <ul style="list-style-type: none"> The students will read the article and identify the comparatives such as: beautiful, most, more, better, small. <p>Cognition:</p> <ul style="list-style-type: none"> The students will match the places with the characteristics of the article presented <p>Communication:</p> <ul style="list-style-type: none"> The students will dialogue in pairs about the top things to do in Ecuador. The students in groups will answer the question provided by the teacher. <p>Culture:</p> <ul style="list-style-type: none"> The students will write the top touristic places in the place where they live. 		Have you visited any tourist place in Ecuador mentioned in the video?	What touristic place do you see in the video?
Have you visited any tourist place in Ecuador mentioned in the video?	What touristic place do you see in the video?				
<ul style="list-style-type: none"> I see people, activities to do for example: swimming, racing. 	<ul style="list-style-type: none"> I think it is in Baños. 				
	<ul style="list-style-type: none"> The teacher asks the students to discuss in groups “What are the most interesting places to visit in Ecuador?” <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks students to describe the top touristic places where they live. 				
Materials	Flashcards, Markers, The board, WhatsApp.				
Assessment / evaluation: The teacher asks the students to create a collage about the tourist places they liked the most in Ecuador.					
Homework/Further work: The teacher asks the students to record an audio 2-minute describing tourist places in Ecuador with the use of comparatives. This homework sent to the WhatsApp group until 23:59 pm					

PRE-SERVICE TEACHER'S NAME

TEACHER GUIDE

Mg. Mercedes Abata Checa
SUPERVISOR



LESSON PLAN 2

GENERAL INFORMATION

AREA: English as a foreign language

UNIVERSITY: UTC **PRE-SERVICE TEACHER'S NAME:** Casa Liliana and Rengifo Jonathan

UNIVERSITY: 2022-2023


TARGET GROUP: Third Level

CLASS SCHEDULE: Morning

EDUCATIONAL TRACK: Basic English A2.1

LEARNING MODE: Presential class




METHOD: Content Language Integrated Learning (CLIL)

N° Students: 20	DATE:	TIME: 1st / period 40 min.	TOPIC: Typical dishes from Ecuador
Learning Outcome: By the end of the lesson, students will be able to use the relative clauses to describe the typical dishes from Ecuador			
Anticipated problems: The students do not differentiate the use of relative clauses. The English level of students is low.			
Solutions: The teacher will present flashcards about the use of relative clauses using as examples the typical dishes from Ecuador. The teacher will motivate them to learn the English language through dynamic classes.			
Timing	Teacher's activity	Student's activity	Success Indicators
5min	Lead in: <ul style="list-style-type: none"> The teacher presents to the students a dynamic called "Sentence scramble". This game consists of asking the students to order the sentences on the board. 	Lead in: <ul style="list-style-type: none"> The students participate in the dynamic. 	<ul style="list-style-type: none"> Learners can learn about the Typical dishes from Ecuador. Learners can use the relative clauses to describe the typical dishes from Ecuador. Learners will use the relative clauses to describe food and main dishes in Ecuador.
5min	Content: <ul style="list-style-type: none"> The teacher shows a picture to the students about a typical dish from Ecuador to explain the ingredients the dish contains. Then, the students will analyze other pictures to identify the ingredients in a mind map. For example: the yaguarlocro has potatoes, meat, etc. 	Content: <ul style="list-style-type: none"> The students look at the picture and identify the ingredients of the typical dishes. The students create a mind map describing the ingredients of the typical dish. 	

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<p>25min</p>	<p>Cognition:</p> <ul style="list-style-type: none"> The teacher asks the students to order the following sentences using the relative clauses as they are: where, that, when. -I/ ate/ the motepillo dish/ visited/ I /Ambato/ -Example: I ate the motepillo dish when I visited Ambato. -The / ingredients / many/Yahuarloero/ has /are potatoes, meat, etc. -Hornado/ a dish/ is /contains pork, mashed potatoes, lettuce, etc. -people of /Guayaquil/typical dish encebollado / The/ are/ the/ ones/ most consume the -is, city, Latacunga, the best chughucaras, prepared/ are/ with potatoes, pork and mote. The teacher asks the students to Describe what are the ingredients of the following typical dishes  <p>-hornado</p> 	<p>Cognition:</p> <ul style="list-style-type: none"> The students must circle the relative clauses in the description provided by the teacher. The students will name their favorite Ecuadorian dish and American dish using the relative clauses and compare it. <p>Communication:</p> <ul style="list-style-type: none"> The students will discuss in pairs and answer the question. <p>Culture:</p> <ul style="list-style-type: none"> The students must describe a typical dish that they can find in their city. 	
	 <p>-lapingacho</p> <p>Communication:</p> <ul style="list-style-type: none"> The teacher asks the students to discuss in pairs about what is the most delicious typical dish in Ecuador and why? <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks students to describe the typical dish that they can find in their city and a typical dish from the US. 		
<p>Materials</p>	<p>Flashcards, Markers, The board, Flipgrid.</p>		
<p>Assessment / evaluation: The teacher asks the students to write a description about their favorite typical dishes from their region using relative clauses.</p>			
<p>Homework/Further work: The teacher asks the students to do an exposition about their favorite typical dishes in Ecuador using relative clauses using the platform Flipgrid</p>			

PRE-SERVICE TEACHER'S NAME

TEACHER GUIDE

Mg. Mercedes Abata Checa
SUPERVISOR



LESSON PLAN 3

GENERAL INFORMATION

AREA: English as a foreign language

UNIVERSITY: UTC **PRE-SERVICE TEACHER'S NAME:** Casa Liliana and Rengifo Jonathan

UNIVERSITY: 2022-2023

TARGET GROUP: Third Level **CLASS SCHEDULE:** Morning

EDUCATIONAL TRACK: Basic English A2.1

LEARNING MODE: Presential class


METHOD: Content Language Integrated Learning (CLIL)

N° Students: 20	DATE:	TIME: 1st / period 40 min.	TOPIC: Talk about your experiences visiting Ecuador
Learning Outcome: By the end of the lesson, students will be able to use the past simple to talk about their experiences visiting Ecuador.			
Anticipated problems: The students make incorrect sentences using the grammar past simple. The students have problems with speaking.			
Solutions: The teacher will teach them how to use the grammar past simple. The teacher will create dialogues, expositions and discussion in English with the class.			
Timing	Teacher's activity	Student's activity	Success Indicators
15min	Lead in: <ul style="list-style-type: none"> The teacher shows the students a game called "Guess what". Here, the teacher shows words related to verbs (eat, play, dance) to one student and he will imitate it in the class. So, the partners need to guess what is the word that he is trying to show. 	Lead in: <ul style="list-style-type: none"> The students participate in the game. 	<ul style="list-style-type: none"> Learners can share their personal experiences visiting Ecuador.
30min	Content: <ul style="list-style-type: none"> The teacher shows the students pictures about the four regions of Ecuador to explain his experience visiting one of them to the class. For example: I visited Galapagos Island. I saw a lot of animals. 	Content: <ul style="list-style-type: none"> The students will look and pay attention to the experience told by the teacher. 	<ul style="list-style-type: none"> Learners will use the simple past to tell an experience in the past.

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<p>30min</p> <p>45min</p>	 <ul style="list-style-type: none"> Then , the teacher asks the students if they have visited one of the four regions of Ecuador to explain his experience visiting one of them to the class Example: I ate Iguana I saw the Piqueros <p>Cognition:</p> <ul style="list-style-type: none"> The teacher asks the students to match each region of Ecuador with their characteristics : <p>Sierra region → This region is characterized by the warm climate and for having beautiful beaches as well as a bigger fauna such as: iguanas, pelicans, crabs, etc.</p> <p>Coast region → This region is characterized by the cold climate in addition to having several volcanoes such as Tungurahua, Cotopaxi, etc. In addition to having incredible flora and fauna such as the spectacled bear, llamas, among others.</p>	<ul style="list-style-type: none"> The students will answer the question provided by the teacher. <p>Cognition:</p> <ul style="list-style-type: none"> The students will answer the questions asked by the teacher. The students will draw in a paper their favorite region of Ecuador under it and answer the question using the past simple. <p>Communication:</p> <ul style="list-style-type: none"> The students will share his experience with the class if they visited any of the four regions. <p>Sierra region Coast region Amazon region</p> <p>Culture:</p>	<ul style="list-style-type: none"> Learners can write dialogues correctly using the grammar learned.
	<p>Amazon region → This region is characterized by the temperate climate add to being surrounded by an immense vegetation, his flora and fauna is bigger where we can find: monkeys, jaguars, anacondas, among others.</p> <p>Communication:</p> <ul style="list-style-type: none"> The students must draw in a paper their favorite region of Ecuador under it and answer the question using the past simple. For example:When I was in the Amazon region, I ate chontacuros. <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks the students to describe a touristic place that they visited in their near neighborhood. 	<ul style="list-style-type: none"> The students will describe a touristic place that you have visited in their neighborhood. 	
<p>Materials</p>	<p>Slides, pictures, the board. Whatsapp.</p>		
<p>Assessment / evaluation: The teacher asks the students to discuss with the class what activity that you liked to do in any of the four regions of Ecuador?</p>			
<p>Homework/Further work: The teacher asks the students to record an audio 2-minute describing three experiences in different places of Ecuador. This homework sent to the WhatsApp group until 23:59 pm</p>			

PRE-SERVICE TEACHER'S NAME

TEACHER GUIDE

Mg. Mercedes Abata Checa
SUPERVISOR

Latacunga - Ecuador

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LESSON PLAN 4
GENERAL INFORMATION
AREA: English as a foreign language

UNIVERSITY: UTC

PRE-SERVICE TEACHER'S NAME: Liliana Casa and Rengifo Jonathan

UNIVERSITY: 2022-2023


TARGET GROUP: Third Level

CLASS SCHEDULE: Morning



EDUCATIONAL TRACK: Basic English A2.1

LEARNING MODE: Presential class

METHOD: Content Language Integrated Learning (CLIL)

Nº Students: 20	DATE: Use qualifying adjectives	TIME: 1st / period 120 min.	TOPIC: Describe main cities in Ecuador
Learning Outcome: By the end of the lesson, students will be able to use the qualifying adjectives to talk about the main cities in Ecuador.			
Anticipated problems: The students cannot change the adjectives in qualifying adjectives. Solutions: The teacher will give us exercises about qualifying adjectives.			
Timing	Teacher's activity	Student's activity	Success Indicators
15min	Lead in: <ul style="list-style-type: none"> The teacher presents to the students a game called "Simon says". The teacher asks the students to bring class objects so the students will obey them. 	Lead in: <ul style="list-style-type: none"> The students participate in the game. 	<ul style="list-style-type: none"> Learners can recognize the qualifying adjectives in sentences to talk about main cities in Ecuador. Learners will use the qualifying adjectives in sentences to describe places in Ecuador.
30min	Content: <ul style="list-style-type: none"> The teacher shows some flashcards to the students about the main cities in Ecuador. Then, the teacher asks the students to analyze and identify the main characteristic of each picture in a mind map. For example: 	Content: <ul style="list-style-type: none"> The students will read a blog and describe the characteristics of an interesting main city in Ecuador that they like. The students will develop a graphic organizer describing the characteristics of his favorite main city in Ecuador. 	
30min			



45min	<ul style="list-style-type: none"> The teacher asks the students if they visit one of the main cities in Ecuador?. How was your experience there? <p>Cognition:</p> <ul style="list-style-type: none"> The teacher shows flashcards to the students about the main cities in Ecuador. Then, the students will draw and describe every picture using the qualifying adjectives such as: small, big, beautiful, good. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>↓</p> <p>Guayaquil is a big city here in Ecuador</p> </div> <div style="text-align: center;">  <p>↓</p> <p>Quito is a good city to live</p> </div> </div> <p>Communication:</p> <ul style="list-style-type: none"> The teacher asks the students to do a collage about his favorite city in Ecuador. <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks the students to compare his favorite city of Ecuador with the main city where they live. 	<p>Cognition:</p> <ul style="list-style-type: none"> The students will draw and describe every picture using the qualifying adjectives such as: small, big, beautiful, good. <p>Communication:</p> <ul style="list-style-type: none"> The students will do a description about his favorite city in Ecuador. <p>Culture:</p> <ul style="list-style-type: none"> The students will compare his favorite city of Ecuador with the main city where they live. 	
Flashcards, Videos, the board, Flipgrid.			

Material	
Assessment / evaluation: The teacher asks the students to write a description about the principals cities in Ecuador (Guayaquil and Quito)	
Homework/Further work: The teacher asks the students to record a short video in the flipgrid app describing their favorite city to be on vacation. This homework sent until 23:59 pm	

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PRE-SERVICE TEACHER'S NAME

.....
TEACHER GUIDE



Mg. Mercedes Abata Checa
SUPERVISOR



LESSON PLAN 5
GENERAL INFORMATION

AREA: English as a foreign language
UNIVERSITY: 2022-2023
EDUCATIONAL TRACK: Basic English A2.1




UNIVERSITY: UTC **PRE-SERVICE TEACHER'S NAME:** Liliana Casa and Rengifo Jonathan
TARGET GROUP: Third Level **CLASS SCHEDULE:** Morning
LEARNING MODE: Presential class **METHOD:** Content Language Integrated Learning(CLIL)

N° Students: 20	DATE: 27-05-2022	TIME: 1st / period 120 min.	TOPIC: Talk about the most representative president of Ecuador
Learning Outcome: By the end of the lesson, students will be able to use Past Simple to talk about the most representative president of Ecuador			
Anticipated problems: The students can not correctly use Past Simple.			
Solutions: The teacher will present slides about grammar and use of Past perfect.			
Timing	Teacher's activity	Student's activity	Success Indicators
15min	Lead in: <ul style="list-style-type: none"> The teacher presents to the students a game called "Two truths, one lie". Here, the teacher writes three names of presidents of Ecuador and the students need to guess which was not a president. 	Lead in: <ul style="list-style-type: none"> The students participate in the game. 	<ul style="list-style-type: none"> The students will remember the names of the presidents of Ecuador. Learners can talk about the different presidents using Past perfect. Learners will use the past perfect to talk about events that happened in the past before others.
30min	Content: <ul style="list-style-type: none"> The teacher asks the students some characteristics about the following presidents: Eloy Alfaro, Juan José Flores, Gabriel García Moreno, Jaime Roldós Aguilera. Then the students will develop a brainstorming. 	Content: <ul style="list-style-type: none"> The students look at the pictures and describe the most representative president of Ecuador for them. 	
30min		<ul style="list-style-type: none"> The students will develop a brainstorm describing the characteristics and qualities of the president that they think is the most representative of Ecuador 	
45min	<ul style="list-style-type: none"> The teacher shows flashcards about different presidents of Ecuador and describes the most representative to the students. For example: Eloy Alfaro was the first president to build a train in Ecuador.  <p>Cognition:</p> <ul style="list-style-type: none"> The teacher asks the students to match the pictures with the characteristics and qualities of the presidents of Ecuador. 	<p>Cognition:</p> <ul style="list-style-type: none"> The students will match the pictures with the characteristics and qualities of the presidents of Ecuador. <p>Communication:</p> <ul style="list-style-type: none"> The students will discuss in groups and answer the question provided by the teacher. <p>Culture:</p> <ul style="list-style-type: none"> The students will talk about the most representative work that a president did in their city. 	

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	<p>He was the first president of Ecuador and is remembered as the president who made the decision to incorporate the Galápagos island into Ecuadorian territory.</p> <p>He was the first president of Ecuador to build several bridges in the country. He promoted for the first time in the history of Ecuador a school breakfast program in the poorest sectors.</p> <p>He was the first president of Ecuador to build a train in the country. In Ecuador he is known as "the old fighter"</p> <div style="display: flex; flex-direction: column; align-items: center;">  <p>Eloy Alfaro</p>  <p>Juan José Flores</p>  <p>Jaime Roldós</p> </div> <p>Communication:</p> <ul style="list-style-type: none"> The teacher asks the students to discuss in groups "Who was the best president?" <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks students to talk about the most representative president from their neighborhood. 		
Materials	The board,Whatsapp, Pictures, Worksheet		
<p>Assessment / evaluation: The teacher asks the students to complete the quiz in a worksheet about Past perfect (Had, hadn't).</p>			
<p>Homework/Further work: The teacher asks the students to record an audio 5-minutes describing which was the best president for you and why after sending it to whatsapp group.</p>			

PRE-SERVICE TEACHER'S NAME

TEACHER GUIDE

Mg. Mercedes Abata Checa
SUPERVISOR

LESSON PLAN 6
GENERAL INFORMATION
AREA: English as a foreign language

UNIVERSITY: UTC

PRE-SERVICE TEACHER'S NAME: Liliana Casa and Rengifo Jonathan

UNIVERSITY: 2022-2023



TARGET GROUP: Third Level

CLASS SCHEDULE: Morning

EDUCATIONAL TRACK: Basic English A2.1

LEARNING MODE: Presential class

METHOD: Content Language Integrated Learning (CLIL)

Nº Students: 20	DATE: 27-05-2022	TIME: 1st/ period 120 min.	TOPIC: Talk about the national parks and ecological reserves in Ecuador
Learning Outcome: By the end of the lesson, students will be able to use simple present to talk about the national parks and ecological reserves in Ecuador.			
Anticipated problems: The students can not pay attention.			
Solutions: The teacher will present slides about grammar of simple Present Tense using (Affirmative, negative and question).			
Timing	Teacher's activity	Student's activity	Success Indicators
15min	Lead in: <ul style="list-style-type: none"> The teacher presents the students a game called "The hangman". Here, the teacher writes an incomplete word (a name of a national park) and the students take turns guessing a letter that completes that word. 	Lead in: <ul style="list-style-type: none"> The students participate in the interactive game. 	<ul style="list-style-type: none"> Learners can describe the national parks and ecological reserves in Ecuador using the present simple Learners can use the simple present to form sentences and talk about the national parks and ecological reserves in Ecuador.
30min	Content: <ul style="list-style-type: none"> The teacher shows flashcards about the national parks and ecological reserves in Ecuador and asks the students if they visited one of these national parks or ecological reserves in Ecuador?  	Content: <ul style="list-style-type: none"> The students analyze the flashcards provided by the teacher. The students read the article and underline the phrases or 	

Latacunga - Ecuador

<p>30min</p> <p>45min</p>	<ul style="list-style-type: none"> Then, the teacher asks the students to do a short description about a national park or ecological reserve that they knew. For example: Cotopaxi national park is located near the Cotopaxi Volcano. It has some animals such as: red brocket deer, Andean fox, Andean puma, among others. The people visit this place for the landscapes and beautiful ecosystems. <p>Cognition:</p> <ul style="list-style-type: none"> The teacher gives the students an article called “National Parks & Ecological Reserves”. Then, the students will write the characteristics of two national parks and ecological reserves using the simple present in the following chart. For example: https://www.planetandes.com/ecuador/what-to-do/national-parks-ecological-reserves/ <table border="1" data-bbox="327 806 778 1108"> <thead> <tr> <th>Characteristics : animals,activities</th> <th>Park/ Reserves</th> </tr> </thead> <tbody> <tr> <td>-This national park is 37 miles north of Latacunga and 33,393 hectares. The typical animals that frequent the park are red brocket deer, Andean fox, Andean puma, among other. The activities that could do in this place are hiking, biking, trekking, and more.</td> <td>-The national park Cotopaxi</td> </tr> </tbody> </table>	Characteristics : animals,activities	Park/ Reserves	-This national park is 37 miles north of Latacunga and 33,393 hectares. The typical animals that frequent the park are red brocket deer, Andean fox, Andean puma, among other. The activities that could do in this place are hiking, biking, trekking, and more.	-The national park Cotopaxi	<p>sentences that use simple present.</p> <p>Cognition:</p> <ul style="list-style-type: none"> The students will order the description provided by the teacher using the simple present in the following chat. <p>Communication:</p> <ul style="list-style-type: none"> The students will discuss in a group of three people and answer the question. <p>Culture:</p> <ul style="list-style-type: none"> The students will describe a national park or ecological reserve in the place where they live. 	
Characteristics : animals,activities	Park/ Reserves						
-This national park is 37 miles north of Latacunga and 33,393 hectares. The typical animals that frequent the park are red brocket deer, Andean fox, Andean puma, among other. The activities that could do in this place are hiking, biking, trekking, and more.	-The national park Cotopaxi						
	<p>Communication:</p> <ul style="list-style-type: none"> The teacher asks the students to discuss in groups of three people “What is your favorite national park or ecological reserve in Ecuador?” <p>Culture:</p> <ul style="list-style-type: none"> The teacher asks students to read about a national park in the USA and compare it with a national park in Ecuador in the following table. For example: <table border="1" data-bbox="327 1433 778 1742"> <thead> <tr> <th>National park of US</th> <th>National park of Ecuador</th> </tr> </thead> <tbody> <tr> <td> <p>Yellowstone</p> <p>Yellowstone National Park is located in the US. It has Multi Colored pools swirl around hot springs; verdant forests weave past expansive meadows; and volatile geysers launch streams of steaming water toward the sky. The park traverses its 3,000-plus square miles of mountains, canyons, geysers and waterfalls. The animals that come from there are buffalos, elks and sometimes even grizzlie.</p> </td> <td> <p>Yasuni</p> <p>The Yasuni Biosphere Reserve is one of the last areas of jungle that remain intact in Ecuador, the most biodiverse place on the planet. These extraordinary forests are the heritage of all Ecuadorians and one of the Earth's life reserves. They are also home to peoples who have developed an intimate dialogue with the forests and who know them deeply.</p> </td> </tr> </tbody> </table>	National park of US	National park of Ecuador	<p>Yellowstone</p> <p>Yellowstone National Park is located in the US. It has Multi Colored pools swirl around hot springs; verdant forests weave past expansive meadows; and volatile geysers launch streams of steaming water toward the sky. The park traverses its 3,000-plus square miles of mountains, canyons, geysers and waterfalls. The animals that come from there are buffalos, elks and sometimes even grizzlie.</p>	<p>Yasuni</p> <p>The Yasuni Biosphere Reserve is one of the last areas of jungle that remain intact in Ecuador, the most biodiverse place on the planet. These extraordinary forests are the heritage of all Ecuadorians and one of the Earth's life reserves. They are also home to peoples who have developed an intimate dialogue with the forests and who know them deeply.</p>		
National park of US	National park of Ecuador						
<p>Yellowstone</p> <p>Yellowstone National Park is located in the US. It has Multi Colored pools swirl around hot springs; verdant forests weave past expansive meadows; and volatile geysers launch streams of steaming water toward the sky. The park traverses its 3,000-plus square miles of mountains, canyons, geysers and waterfalls. The animals that come from there are buffalos, elks and sometimes even grizzlie.</p>	<p>Yasuni</p> <p>The Yasuni Biosphere Reserve is one of the last areas of jungle that remain intact in Ecuador, the most biodiverse place on the planet. These extraordinary forests are the heritage of all Ecuadorians and one of the Earth's life reserves. They are also home to peoples who have developed an intimate dialogue with the forests and who know them deeply.</p>						
<p>Materials</p>	<p>Article, flash cards, The board, Whatsapp.</p>						
<p>Assessment / evaluation: The teacher asks the students to do a short description about his favorite national park or ecological reserve in Ecuador using the simple present.</p>							

Instrument validation



UNIVERSIDAD
TÉCNICA DE
COTOPAXI



Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN PUJILÍ

Instrument Validation Form

Name of Validators : Olga Lorena Gonzalez Ortiz

Degree : Ph.D. en Ciencias Pedagógicas

No. of Years in Teaching : 20 años

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.	/				
2. Presentation and Organization of Items The items are presented and organized in a logical manner.	/				
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	/				
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.	/				
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research	/				
6. Objective Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past by the researcher.	/				
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.	/				

Adapted from : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF CLIL

Josana Gonzalez Ortiz

Name of the validator: Josana Gonzalez Ortiz
 I.D. 1008377271

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Carrera de
Pedagogía de los
Idiomas
EXTENSIÓN PUJILÍ

Instrument Validation Form

Name of Validators : *Rodrigo Toral Viera*

Degree : *Mg. en Lingüística Aplicada*

No. of Years in Teaching : *18 años*

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.		X			
2. Presentation and Organization of Items The items are presented and organized in a logical manner.		X			
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.		X			
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.		X			
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research		X			
6. Objective Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggested in the past by the researcher.		X			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.		X			

Adapted from : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF CLIL

Rodrigo Toral Viera

Name of the validator:

I.D. 0502 41 4089


Instrument Validation Form

Name of Validators : ... *Zonia Jimena Castro Bumpacha*

Degree : ... *Magister Docente Universitaria de Administración Educativa*

No. of Years in Teaching : ... *20 años*

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 – Excellent 4- Very Good 3- Good 2- Fair 1-Poor

	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are within in a clear and understandable manner.	X				
2. Presentation and Organization of Items The items are presented and organized in a logical manner.	X				
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	X				
4. Adequateness of the Content The number of the questions per area is representative enough of all the questions needed for the research.	X				
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7. Scale and Evaluation Rating The scale adapted is appropriate for the item.		X			

Adapted from : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF CLIL

Zonia Castro

Name of the validator:

I.D. 050197472-9

Questionnaire

PERCEPCIONES DE LOS ALUMNOS SOBRE EL USO DE LA METODOLOGÍA CLIL

Está invitado a participar en un estudio de investigación realizado por Liliana Casa y Jonathan Rengifo a través de este cuestionario. Tus respuestas serán muy importantes para mejorar la práctica de la enseñanza del idioma inglés a través de la metodología CLIL ,conocer y describir las percepciones de los alumnos a la hora de aprender una lengua extranjera con dicha metodología.

Lea atentamente cada pregunta y si tiene alguna duda, pregunte a su profesor. Escribe una X en el lugar correspondiente.

Elige solo una opción.

Cuestionario sobre la implementación de la metodología CLIL en la clase de Inglés con temas de contenido cultural.

1.¿Está satisfecho con las clases de Inglés impartidas por su profesor?

Muy satisfecho	
Satisfecho	
Poco satisfecho	
Insatisfecho	

2.¿Consideras que el juego al inicio de la clase te motivó a aprender?

Siempre	
A veces	
Nunca	

3.¿Las actividades que utilizó el profesor permitió desarrollar su habilidad comunicativa en el idioma inglés?

Siempre	
A veces	
Rara vez	

4. ¿ El trabajo grupal te ayudó a mejorar el desenvolvimiento en el idioma?

Siempre	
A veces	

Nunca	
-------	--

5.¿Qué tipo de contenido abordó el profesor?

Contenido Cultural	
Contenido Político	
Contenido Deportivo	
Contenido Matemático	

6.¿Los contenidos que abordó el profesor fueron fáciles de entender?

Muy de acuerdo	
De acuerdo	
Desacuerdo	
Desacuerdo total	

7.¿Cómo se sintió durante la clase?

Interesado	
Motivado	
Nervioso	
Aburrido	

8.¿En clases, aprendiste el idioma inglés y cultura al mismo tiempo?

Completamente de acuerdo	
De acuerdo	
Desacuerdo Totalmente	

9.¿Consideras que el profesor debe hablar solo en Inglés en las clases?

Completamente de acuerdo	
De acuerdo	
Desacuerdo Totalmente	

10.¿Qué habilidad desarrollaste en las clases de Inglés ?

Speaking	
----------	--

Listening	
Reading	
Writing	

Adaptado de : Syzdykbayeva, R. (2017). STUDENTS' ATTITUDES AND PERCEPTIONS OF CLIL

Results Tables

Question No. 1

Were you satisfied with the English classes taught by the teacher?

Table 2

English classes satisfaction

Items	Answers	%
• Very satisfied	20	51%
• Satisfied	19	49%
• Little satisfied	0	0%
• Dissatisfied	0	0%
TOTAL	39	100%

Note: This table shows answers given by the students from “Pujilí” educational unit about his perception in English classes.

Question No. 2

Do you think that games at the beginning of the classes helped to motivate English learning?

Table 3

Motivation to learn

Items	Answers	%
• Always	27	62%
• Sometimes	12	38%
• Never	0	0%

TOTAL	39	100%
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Note: The following table shows the answers that the students have had about the game at the beginning of the class.

Question No. 3

Did the activities used by the teacher allow you to develop your communicative ability in the English language?

Table 4

The activities to develop communicative skills

Items	Answers	%
• Always	11	32%
• Sometimes	28	68%
• Rarely	0	0%
TOTAL	39	100%

Note: The following table gives the results on the development of communicative ability in the English language in students

Question No. 4

Did the group work help you improve your English language ?

Table 5

English language development through group work.

Items	Answers	%
• Always	23	58%
• Sometimes	14	37%
• Never	2	5%

TOTAL	39	100%
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Note: The percentages provided by this table demonstrate the students' development of language through group work.

Question No. 5

What kind of content did the teacher address in classes?

Table 6

Content in classes

Items	Answers	%
• Cultural content	37	95%
• Political Content	1	3%
• Sport Content	1	2%
• Mathematical content	0	0%
TOTAL	39	100%

Note: The results provided by the students reviewed in this table show the content given by the teacher in English classes

Question N. 6

Was the content covered by the teacher easy to understand?

Table 7

Content easy to understand

Items	Answers	%
• Strongly agree	15	37%
• Agree	26	63%

• Disagree	0	0%
• Strongly disagree	0	0%
TOTAL	39	100%

Question N. 7

How did you feel during class?

Table 8

Students 'feeling in class

Items	Answers	%
• Interested	16	39%
• Motivated	21	56%
• Nervous	2	5%
• Bored	0	0%
TOTAL	39	100%

Table 9

Learn the language and culture at the same time.

Items	Answers	%
• Strongly agree	12	30%
• Agree	27	70%
• Strongly disagree	0	0%
TOTAL	39	100%

Question N.9

Do you think teachers should only speak English in class?

Table 10

Use of English in class

Items	Answers	%
• Strongly agree	0	0%
• Agree	12	18%
• Strongly disagree	27	82%
TOTAL	39	100%

Question N. 10

What skill did you develop in English classes?

Table 11

English Skills

Items	Answers	%
• Speaking	11	28%
• Listening	12	30%
• Reading	7	20%
• Writing	9	22%
TOTAL	39	100%