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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y  
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Work presented as requirement for obtaining the bachelor's degree  
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**TITLE OF RESEARCH**

**ANALYSIS OF CONTENT AND LANGUAGE INTEGRATED  
LEARNING METHODOLOGY IN THE VOCABULARY LEARNING  
PROCESS AT FIRST OF BACCALAUREATE CLASS “A” IN THE  
UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL  
“CRUZADA SOCIAL” FROM RIOBAMBA CITY, DURING THE  
ACADEMIC YEAR 2018-2019**

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**

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Research presented as a part of the requirements to obtain the degree as “Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglés.” It has been approved by the Committee Members at Universidad Nacional de Chimborazo.

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### INFORMO Y CERTIFICO:

Que el presente trabajo: "ANALYSIS OF CONTENT AND LANGUAGE INTEGRATED LEARNING METHODOLOGY IN THE VOCABULARY LEARNING PROCESS AT FIRST OF BACCALAUREATE CLASS "A" IN THE UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL "CRUZADA SOCIAL" FROM RIOBAMBA CITY, DURING THE ACADEMIC YEAR 2018-2019." , de autoría de la señorita: **Katheryn Jhomira Cabrera Rivadeneyra**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo.



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# CERTIFICACIÓN

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**“ANALYSIS OF CONTENT AND LANGUAGE INTEGRATED LEARNING METHODOLOGY IN THE VOCABULARY LEARNING PROCESS AT FIRST OF BACCALAUREATE CLASS “A” IN THE UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL “CRUZADA SOCIAL” FROM RIOBAMBA CITY, DURING THE ACADEMIC YEAR 2018-2019.”**

The ideas, opinions as well as the commentaries provided into this document are responsibility of the author.

Riobamba, 05 de Abril de 2019.



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A white paper is not enough to thank all the people who have been part of this success, but first at all, I want to express my totally gratitude to God for giving me health and life for permitting fulfill one of my goals in my life, and my family, who have always been in every moment of my life with their unconditional love and support. Specially my mother for who I didn't give up and never will, she has been my inspiration for being a better person , I want to thank my friends for their support words, also my thesis tutor MSc Verónica Egas because with her patience and good words, helped me to successful complete this project. I want to thank all the teachers of the Languages Career and to the Universidad Nacional de Chimborazo for letting me be a part of their classrooms, allowing me to acquire knowledge that will help me a lot in my daily life for helping me to fulfill this goal of becoming a great professional. Thank you.

Katheryn Jhomira Cabrera Rivadeneyra

## **DEDICATION**

To my Mother.

I have made this entire project and dedicated it all to you dear mom. You have been my support along my whole life. All of the things I have done have been thinking on you. If it weren't for you I'm sure I wouldn't be who I am today. I couldn't ask for a better mother If I tried.

With love.

Katheryn Jhomira Cabrera Rivadeneyra

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## RESUMEN

El aprendizaje integrado de contenidos e idioma (CLIL) es una de las metodologías más importantes que abarca el aprendizaje de un contenido académico además del desarrollo de competencias lingüísticas. En Ecuador la aplicación de la metodología CLIL está establecida en los Lineamientos del Currículo Nacional (2016). Por lo tanto, los docentes están en la obligación de aplicar CLIL para propiciar que los estudiantes usen el idioma inglés en diferentes campos y contextos. Pese a antecedente, se ha determinado que el uso de la metodología CLIL no ha permitido mejorar el desarrollo del vocabulario en los estudiantes. Por medio de un análisis previo que se llevó en la Unidad Educativa PCEI De Formación Artesanal "Cruzada Social", se ha determinado como problema que los estudiantes de corte y confección no han podido desarrollar una competencia comunicativa en el idioma inglés puesto a que los contenidos y vocabulario recibidos no se ajustan a sus necesidades académicas ni a sus intereses personales. Por lo tanto, este estudio se enfoca en analizar la Metodología de Aprendizaje Integrado de Contenido y Lenguaje en el Proceso de Aprendizaje de Vocabulario en Unidad Educativa PCEI De Formación Artesanal "Cruzada Social". Para alcanzar los objetivos establecidos, un profesor de inglés y quince estudiantes del primer año de bachillerato "A" fueron tomados como población. El tipo de estudio desarrollado es de carácter cualitativo con nivel exploratorio; mientras, que el método cualitativo empleado fue el etnográfico. Además, se utilizó la técnica de observación por medio de la aplicación de una ficha de observación para recopilar la información necesaria. Los resultados de la investigación son proyectados mediante un análisis descriptivo de la importancia, el proceso y la eficacia de la metodología CLIL en el desarrollo del vocabulario.

**Palabras Clave:** CLIL, vocabulario, metodología, contenido, lenguaje y análisis.

## ABSTRACT

Content and Language Integrated Learning (CLIL) is one of the most important methodologies, which embraces academic content and language proficiency. In Ecuador, CLIL methodology must be used since it is stated in the National Curriculum Guidelines (2016). Therefore, teachers are in charge of applying CLIL in order to give students the opportunity use the English language in different fields and situations. Despite of this statement, through a previous analysis it was determined as a problem that CLIL is not enhancing the vocabulary development in dressmaking students from Unidad Educativa Pcei De Formación Artesanal “Cruzada Social”. According to their specialization all the subjects are related to tailoring, however, the contents and vocabulary taught in English class do not fit with students’ needs and interest. Hence, this study focuses on analyzing the Content and Language Integrated Learning Methodology in the Vocabulary Learning Process in Unidad Educativa Pcei De Formación Artesanal “Cruzada Social”. In order to achieve the established objectives, one English teacher and fifteen students from First Year of Baccalaureate “A” were taken as a population. The type of the developed study is qualitative with an exploratory level; while, the qualitative method employed was ethnographic. Furthermore, the observation technique was used and an observation sheet was applied in order to collect the needed information. The research results are shown by a descriptive analysis of the importance, process and effectiveness of CLIL methodology in the vocabulary development.

**Key words:** CLIL, vocabulary, methodology, content, language, and analysis.



## INTRODUCTION

The present research has four chapters, which systematically present the research process and facilitate a good comprehension of the statements:

**Chapter I.** - It encloses the referential framework, which constitutes the problem statement, objectives, and justification of the problem.

At “Unidad Educativa PCEI de Formación Artesanal Cruzada Social” which is located in Chimborazo province, in the city of Riobamba, the researcher along some observations realized that the vocabulary teaching method had a lack of instructional emphasis on vocabulary learning. It seems that the students have a poor participation in the content. The teaching-learning process was meaningless because it was not focused on their occupation context as tailors and dressmakers.

This study states that this fact hinders the possibility of developing a meaningful vocabulary learning process because it is not focused on topics related to the specialty of dressmaker. Therefore, the research focuses on analyzing the Content and Language Integrated Learning Method in the vocabulary learning process at first of baccalaureate class “A” in the Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” from Riobamba city, during the academic year 2018-2019. This topic was chosen because it was noticed to be the principal barrier for the accomplishment of the goals established for the English curriculum normed by the ministry of education.

**Chapter II.** - It contains the theoretical-scientific information that supports the research, particularly the analysis, discussion and interpretation process.

English Language Teaching (ELT) has tremendously changed over the last decade. Language teaching underwent numerous changes and innovation during these years. In recent decades, CLIL has begun to be used extensively in a variety of academic areas in Ecuador, although in the past number of years increasing attention has been given to integrating language and content, partly due to the need to promote language development in different language educational programs.

Yet, CLIL is hardly a new phenomenon. Content-based approaches to L2 instruction were first introduced in French immersion education in Canada and in North American bilingual language teaching programs in the mid-1960s. In these immersion environments, it has largely been established that content-based language instruction works. The benefits of the Canadian immersion programs have been extensively reported and have stimulated interest in a method that addresses content and language learning as part of an integrated approach. (Zarobe & Catalan, 2009)

Vocabulary learning is an essential part in the target language as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also significant to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be difficult because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. Student's vocabulary will be increased by teacher ability to apply CLIL methodology putting special emphasis on technical vocabulary to dressmakers, with this method learners not only achieve a second language, in this case English, but also the CLIL content will be the vehicle for the context in which the language will be practiced, and through CLIL, learners will be provided with opportunities to develop and improve their cutting and tailoring vocabulary to be used in their professional life.

**Chapter III.** - It covers the design, type, and level of the research, methodology and techniques used in the data collection, analysis, and interpretation process.

The study belongs to the qualitative approach since it focuses on analyzing the effectiveness and non-numerical data delivered from the object of study, which was gathered in the context they appear. The method used was the ethnographic and technique was an observation guide adapted from "CLIL Teaching Performance Observation Guide" Proposed by Graff (2007).

**Chapter IV.** – It contains the more important findings of research, and also the study conclusions and recommendations.

The research is considered meaningful due to it effectively describes the research problem and provides real and relevant information to support the decision implementing CLIL method in the teaching-learning vocabulary process.

## CHAPTER I

### REFERENTIAL FRAMEWORK

#### 1.1. RESEARCH PROBLEM

Analysis of Content and Language Integrated Learning Method in the vocabulary learning process at first of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" from Riobamba city, during the academic year 2018-2019.

#### 1.2. PROBLEM STATEMENT

Our country has been immersed on plenty educational changes; one of them was the English reinforcement curriculum of 2013 that was developed based on some core principles and in those we can find CLIL defined as "a model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development." (Educación, 2016) It means that the content from other disciplines is used for meaningful and purposeful language use.

A widely discussed topic in language acquisition is the learning of vocabulary because of "the number of words learned makes the difference in language learning" (Ruiz de Zarobe & Catalan, 2009). Those learners with large vocabulary tend to perform better in the target language than those with low vocabulary, consequently CLIL approach helps to increase our student's vocabulary, as a result, learners will be engaged meaningfully in an English environment.

Riobamba is recognized as a city where people can find a high quality education in terms of teaching English, characterized by the use of the most recent methodologies. Through observations, it has been perceived the use of CLIL in classrooms, where students have the opportunity to learn different content and language at a time. However, a big obstacle for developing and achieving the class objectives is the lack of vocabulary that students have presented, the time required to teach vocabulary is greater than expected. Therefore, it has been considered the use of CLIL method for vocabulary training.

Students at first of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" are being specialized to become dressmakers, this means that all the subjects are related to tailoring, by the time students are in English class they get lost because the contents do not focus on their specialization. In addition, the context in English class does not cover the students' needs and interest. Due to the lack of the language knowledge mainly in the vocabulary area students cannot express their ideas.

For these reasons, it is considered the application of CLIL method (Content and Language Integrated Learning) concerning to the different cutting and tailoring subjects, with this method learners' vocabulary is reinforced to ease language acquisition.

### **1.3. FORMULATION OF THE PROBLEM**

How does Content and Language Integrated Learning contribute in vocabulary learning process at first of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" from Riobamba city, during the academic year 2018-2019?

#### **1.3.1. GUIDING QUESTIONS**

- What is known about Content and Language Integrated Learning?
- How is CLIL applied to teach vocabulary?
- Why should CLIL be used to teach vocabulary?

### **1.4. OBJECTIVES**

#### **1.4.1. GENERAL OBJECTIVE**

To analyze the Content and Language Integrated Learning Method in vocabulary learning process at first of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" from Riobamba city, during the academic year 2018-2019?

### 1.4.2. SPECIFIC OBJECTIVES

- To determine the importance of Content and Language Integrated Learning.
- To identify the way CLIL is used for vocabulary development.
- To describe effectiveness of CLIL method to teach vocabulary.

### 1.5.3 OBJECTIVES OPERACIONALIZATION (TABLE)

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How does Content and Language Integrated Learning contribute in vocabulary learning process?	1. What is known about Content and Language Integrated Learning?	To analyze the Content and Language Integrated Learning Method in vocabulary learning process of students at first of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social"	1. To determine the importance of Content and Language Integrated Learning.
		2. How is CLIL applied to teach vocabulary?		2. To identify the way CLIL is used for vocabulary development.
		3. Why should CLIL be used to teach vocabulary?		3. To describe the effectiveness of CLIL method to teach vocabulary.

Done by: Katheryn Cabrera



## 1.5. JUSTIFICATION

Content and Language Integrated Learning (CLIL) has become one of most useful methodologies to teach and learn academic content and language proficiency. In the Ecuadorian National Curriculum Guidelines (2016) it is established the application of CLIL methodology in order to teach specific content from different areas through English language. Taking into account these considerations, CLIL must be used to enhance vocabulary development since it represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills such as: reading and listening comprehension, speaking, and writing, spelling, and pronunciation. Vocabulary is the main tool for the students in their attempt to communicate in English effectively.

Furthermore, in the locality CLIL methodology is also used for vocabulary development. Nevertheless, there has been evidence that it is being performed in a wrong way. According to our reality, English classes are focused on learning linguistic features or rules. In contrast, CLIL statements aim to join culture, content, science, etc. with language. In fact, an effective vocabulary teaching creates a connection between language and content. So, the words could not be taught in isolation, they must be contextualized and applied in real situations. Moreover the vocabulary should be related to students' needs and interests.

Therefore, this research project is focused on analyzing the way in which CLIL is applied to teach vocabulary since it is evident that students are not able to use the expressions they learn to produce meaningful communication. Hence, this study is beneficial for our context due to the importance it carries, so teachers and researches can get relevant information to develop a guide for teaching English vocabulary appropriately.

This research is also significant for my future professional development. In my experience during my pre-professional practice, I have noticed the fact that it was difficult to find the appropriate vocabulary to speak English fluently. So, it is really necessary to carry out an appropriate process to help students get able to use the language meaningfully in real contexts.

Finally, this project was viable since it was approved and supported by the principals, teachers and students of Unidad Educativa PCEI De Formación Artesanal "Cruzada Social"

located in Riobamba City, Chimborazo Province. Thus, the information collected in the place of development is presented through a descriptive analysis, which is useful for making decisions to improve the vocabulary teaching and learning process. In addition it is a source of further investigation lines related to CLIL and vocabulary.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

## **2.1. BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM**

The acronym CLIL stands for the term Content and Language Integrated Learning, which had been described by Coyle (2010) as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” For instance, CLIL has involved Malaysian children learning Math and Science in English. CLIL has been used for Norwegian students to do drama in German; Italian students to learn Science in French; Japanese students to learn Geography in English; and Australians to learn Math in Chinese. The combination of language and subjects are almost limitless. (Mehisto, Marsh, & Frigols, 2008) That is, in the teaching and learning process there is a focus not only on learning and teaching curricular (content) subjects such as: Math, Geography, and Literature, but also, in the case of this research, learning a foreign language using the content of Cutting and Tailoring subjects based on technical vocabulary to dressmakers.

Besides, the English Language curriculum in Ecuador is based on a language-driven CLIL approach, where content from other disciplines is used for meaningful and purposeful language use. It supports the overall curriculum, developing cognitive and social skills needed for other subjects, and reinforcing content covered in other areas.

Moreover, The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills (Educación, 2016). This educational need has led many countries around the world to promote educational system in which students are educated in at least one foreign language (Avila, 2014). For that reason, learning vocabulary becomes a several necessity to motivate the communication in the classroom.

Nowadays, there is more freedom in choosing the methods to be used during English classes. The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the several importance of helping their students to develop an extensive vocabulary. The linguist David Wilkins (2015) argued that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." Subsequently, everybody needs to use words in order to express themselves in any language (The term “any” is used,

because this does not only include English language, but minority or regional forms or one other foreign languages). However, learning a foreign language has been seen as a major barrier for students in primary and secondary education. And the main reason for this problematic is the lack of vocabulary. During my pre-professional practice it was noticed the fact that students usually found it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they kept on using the same expressions and words and very soon their conversation was abruptly interrupted due to missing words. CLIL is very beneficial for both the acquisition of English vocabulary as for the subjects taught in that content. CLIL is undoubtedly one of the methodologies most useful for teachers and students during teaching learning vocabulary process.

## **2.2. THEORETICAL FOUNDATIONS**

### **Independent variable: Content and Language Integrated Learning Method**

CLIL method is a key component in effective teaching. According to Dalton-Puffer (2009), “Studies on learning outcomes are beginning to show which areas of foreign language competence are most likely to profit from CLIL instruction (listening, vocabulary) and which seem to do so less (writing, syntax).” Utilizing CLIL method in the classroom is extremely beneficial at all educational levels for vocabulary acquisition.

### **2.2.1 DEFINITION**

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for learning languages.

### **2.2.2 IMPORTANCE**

Content and Language Integrated Learning (CLIL) has become an important method which can offer a solution to inadequacy in the two targeted aims of education: content learning and

proficiency in the language. There are important reasons to integrate CLIL method into the vocabulary learning. First, it improves the teaching and involves the student immersing him/her more in the foreign language. So the language becomes the means rather than the end in itself and this leads to a significant reduction in the amount of anxiety expressed by learners (Lasagabaster, 2014).

Secondly, CLIL significantly enhances the language skills of the broad group of students whose foreign language talents or interest are average. This can increase your students' motivation to learn what you are teaching them. This can enable students to progress more quickly and solidly than they would with deliberately separated subjects. In CLIL, the topic has to be focused and the foreign language vocabulary has to be learned through the content. "Very often what is good for language is also good for the content" (Dalton Puffer, 2009).

Thirdly, CLIL as an alternative and complementary model for the shortcomings of traditional approaches leads to a higher level of linguistic proficiency and heightened motivation, it can suit learners of different abilities and it affords a unique opportunity to prepare learners for global citizenship. By means of the vehicular language is English, it has been suggested that the acquisition, manipulation, and display of knowledge is the aim of CLIL. Through its integration of cognition and language the student's vocabulary get a potential development by content.

### **2.2.3 THE 4CS OF CLIL**

CLIL method has been developed by four principles, which are essential to be used as the framework for creating and delivering successful lesson. Those principles are content, communication, cognition, and culture.

- Content refers to the subject or theme of the lesson. When planning the content of our lessons, it is essential to think of the knowledge, skills, and understanding we want our students to learn and not only the knowledge they should acquire. Some examples of different content areas according to tailoring subjects include Fashion Design, Patternmaking, and Cutting.

- Communication refers to students using the target language to communicate their thoughts, opinions, attitudes, and discoveries related to the lesson content. Both speaking and writing are emphasized as students “learn to use language and use language to learn” (Coyle D. , 2010).

The aim is for students to produce authentic language, not to memorize grammar rules and parrot the teacher.

- Cognition refers to the critical thinking skills that students use to engage with and understand course content, to solve problems, and to reflect on their learning.
- Culture refers to the learning community of a class and school and more broadly to local and global cultures. Students are encouraged to understand themselves as citizens of the world and understand both their own culture and other cultures. The ultimate goal is to promote international awareness and understanding.

#### **2.2.4 CLIL TEACHER**

According to Marsh (2001), a CLIL teacher should have sufficient linguistic competence, which implies the ability to master the target language as well as an in-depth knowledge of the subject. Teachers involved in CLIL should also identify the need to alter established habits which might be employed in the L1 once teaching the identical content in L2 by using a variety of strategies facilitating the understanding of language and improving the language usage. Additionally, the CLIL teacher ought to have flexibility to adapt materials and activities taking into account a given topic and ability to deal with learners of numerous linguistic and cultural backgrounds.

**Dependent variable: Vocabulary learning process**

**Vocabulary**

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. There is a reason we tend to travel with a dictionary, not a grammar book. As the British linguist David A. Wilkins (2015) puts it: “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed”.

### **2.2.5 DEFINITION**

Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts, in one hand, Hornby argued “Vocabulary is all the words that a person knows or uses and it is all the words in a particular language”, and in the other hand, Hatch said “Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.”

From the definitions above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

### **2.2.6 IMPORTANCE**

Vocabulary is the first basic important aspect for learning English. By mastering vocabulary, learners are able to communicate both in oral and written way as well. In addition, by getting and using many vocabulary words in a right way, learners are expected to master the four skills of the English language such as reading, speaking, writing, and listening.

### **2.2.7 THE ASPECTS OF VOCABULARY**

There are some aspects in learning vocabulary. Citing (Lado, 2015) those aspects are:

**a. Meaning**

When the teacher is delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery and using dictionaries.

**b. Spelling**

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with British or American English terms.

**c. Pronunciation**

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2016). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /preznt/ and /prɪ'zent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

**d. Word Classes**

Word classes are categories of words. According to Hatch and Brown (1995) the word classification based on their functional categories which are called part of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

**e. Word Use**

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Lado, 2015)



## **2.2.8 THE LEARNING OF VOCABULARY**

Teachers have always been certainly interested in vocabulary learners' acquisition. (Brown & Hatch , 1995) Developed an analysis that resulted in a very clear model where the strategies fall into five essential steps:

### **1) Encountering new words**

The first essential step for vocabulary learning is encountering new words that are having a source for words. When students have seen an object or an action, their desire to know the word increase more, it makes the learners can learn new words quickly.

### **2) Getting the word form**

The importance of getting a clear image of the "form" of a word become appears when students ask for a word definition. Beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of the one word with the form of other words.

### **3) Getting the word meaning**

Language learners may also need different kinds of definitions of distinctions depending on the words being learned and the reason to need them.

### **4) Consolidating word form and meaning in memory**

In this step, the students do the exercises in order to make strong memory connection between the form and the meaning of the words. Many kinds of vocabulary learning drills such us flashcards, matching exercises, crossword puzzles, strengthen the form-meaning connection.

### **5) Using words**

The final step in learning words is using the words. It has the goal to provide a mild guarantee that words and meanings will not fade from memory once they are learned.

## **2.2.9 CLIL IN VOCABULARY TEACHING**

Many researches have indicated that, by and large, learning in a CLIL environment seems to have a more favorable effect on pupils' L2 skills than the monolingual stream, as for word

acquisition, CLIL provides increased opportunities for exposing learners to L2 vocabulary knowledge in meaningful situations.

The optimal learning may be best attained by combining explicit and implicit learning conditions, which is exactly what a CLIL context normally does. Attaching words to their surroundings increases the likelihood of comprehension and retention. (Schmitt & Schmitt, 1995) Besides receiving formal instruction, the pupils are exposed to authentic input and have a multitude of opportunities to communicate and practice. Teacher-student interaction allows scaffolding and constructing knowledge. Further, activating background world and linguistic knowledge (Piaget, 1963) through discussion creates a fertile ground for content and language learning. Certainly, linguistic interaction carried out exclusively in L1 can allow more opportunities for interaction than in L2. However, the L2 benefits occurring alongside content learning in CLIL environments may justify employing the approach. The CLIL environment does seem to be more conducive to word acquisition, especially the development of active vocabulary than the traditional language learning classroom (Merikivi, 2014).

### **2.3. BASIC TERMS DEFINITION**

**Communication** is considered a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

**Content** is the ideas, facts, or opinions that are contained in a speech, piece of writing, film or program.

**Integrate** is to combine two or more things in order to become more effective.

**Language** is considered a system of communication by written or spoken words, which is used by the people of a particular country or area.

**Method** refers to the general principles, pedagogy and management strategies used for classroom instruction.

**Vocabulary learning** is the process acquiring building blocks (words) in second language acquisition.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

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

The study belongs to the qualitative approach since it focuses on analyzing the effectiveness and non-numerical data delivered from the object of study, which was gathered in the context they appear. The method used was the ethnographic and the technique was observation, the instrument for data collecting was a guide adapted from “CLIL Teaching Performance Observation Guide” Proposed by Graff (2007) that was applied in some regular English classes.

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

**Qualitative.** - It intends to describe the effectiveness of CLIL use in vocabulary involving the object of the study; it aims to gather data, which was backed by existing theories.

### **3.3. RESEARCH LEVEL**

**Exploratory research.** - The study attempts to analyze Content and Language Integrated Learning Method in the vocabulary learning process at first baccalaureate class “A” at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” in the city of Riobamba, by using different strategies and observation techniques in order to establish effectiveness of CLIL use in the enhancement language of the increasing of vocabulary.

### **3.4. QUALITATIVE RESEARCH METHOD**

**Ethnographic qualitative method.** - This is considered to be most useful method for the educational field. It also allowed getting real and relevant information of students from first baccalaureate class “A” at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”. It was collected data from the variables to elaborate instruments like a structured observation guide.

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

Due to the small population it was not necessary to take a sample, the entire population of 15 students of first of baccalaureate class “A” at Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” in the city of Riobamba, Chimborazo province, during the academic year 2018 - 2019, was considered.

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

To gather the necessary information in order to understand the research problem, it was used the observation technique and the instrument was an observation guide, which was applied in some regular English classes. The instrument was adapted from “CLIL Teaching Performance Observation Guide” Proposed by Graff (2007).

### **3.7 PROCEDURE**

To develop the present study, it was necessary to follow a process systemically, that is to say there were some essential stages such as:

- **Preliminary Stage:** First, it was important to identify the problem, establish the objectives and define the area of the study, which is “Methodology”, since it was required to analyze the process, application, and importance of CLIL methodology at Unidad Educativa PCEI de Formación Artesanal "Cruzada Social". Furthermore, the other general aspects such as the research methodology, the necessary theoretical foundations, and instruments were defined in order to start the fieldwork investigation phase.
- **Fieldwork Stage:** In this phase, the fieldwork was done. Thus, the instrument (observation sheet) was applied in the place of development in order to collect the necessary data. Therefore, the data was analyzed and synthesized by making a theoretical contrast.
- **Final Stage:** Finally, after the data analysis, some conclusions and recommendations were provided. Consequently, the final report was written and presented.

### **3.8 WORK FIELD**

According to the investigation problem, it was necessary to apply an observation sheet, which was focused on diagnosing the CLIL Teaching Performance.

The work field phase was developed as follows:

- To begin with this study, it was requested the permission to the principal of Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" (October 2018).
- Then, the population was selected in order to apply the observation sheet to collect the information related to CLIL performance (December 2018).
- Next, the data was processed to develop the analytical report.
- Finally, the fieldwork was concluded by providing the study results.

### 3.9 OPERATIONALIZATION OF SPECIFIC OBJECTIVES

SPECIFIC OBJECTIVE	INDICATORS	RESPONSIBLE	CONTEXT	INSTRUMENTS AND TECHNIQUES	TIME
1. To determine the importance of Content and Language Integrated Learning.	<ul style="list-style-type: none"> <li>To Find out and analyze some CLIL and vocabulary researches</li> </ul>	Researcher	First of baccalaureate class "A" at Unidad Educativa PCEI de Formación Artesanal	<b>Technique</b> Observation  <b>Instrument</b> Observation Guide	One month
2. To identify the way CLIL is used for vocabulary development.	<ul style="list-style-type: none"> <li>Teacher facilitates exposure to input at a (minimally) challenging level</li> <li>Teacher facilitates meaning-focused processing</li> <li>Teacher facilitates form-focused processing</li> <li>Teacher uses appropriate materials and devices such as</li> </ul>	Researcher	"Cruzada Social" in the city of Riobamba, during the academic year 2018-2019.		

	<p>images, graphics, pictures to present the unit and the activities in it</p> <ul style="list-style-type: none"> <li>• 4Cs: content, communication, cognition and culture are presented correctly</li> <li>• Teacher uses the basic concepts learnt in the course: specific vocabulary and methodological aspects</li> <li>• Teacher uses routine activities</li> </ul>				
<p><b>3.</b> To describe effectiveness of CLIL method to teach vocabulary.</p>	<ul style="list-style-type: none"> <li>• Teacher facilitates opportunities for output production.</li> <li>• Students successfully follow instructions and complete assignments.</li> <li>• Students participate actively</li> <li>• Students speak more than the teacher</li> </ul>	<p>Researcher</p>			



	<ul style="list-style-type: none"><li>• Students can articulate what they have learned and can apply it through an assignment or activity</li><li>• Students, at time, take the lead in conversations. Non-classroom situations are role-played</li></ul>				
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Done by: Katheryn Cabrera

## CHAPTER IV

### ANALYSIS AND RESULTS

#### 4.1 ANALYSIS AND INTERPRETATION OF RESULTS

A descriptive analysis of results is presented in order to accomplish the objectives established for this research work:

**Objective N° 1: To determine the importance of Content and Language Integrated Learning.**

According to Lasagabaster (2014) Content and Language Integrated Learning (CLIL) is one of the most important approaches, which encloses academic content and language proficiency. By applying CLIL in an EFL classroom students could become bilinguals, thus they could be able to use the English language in cultural, scientific, academic or daily life situations. Taking into account this fact, it was indispensable to identify how important is CLIL in real academic contexts; therefore, Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" was chosen to develop this investigation.

Based on the data collected through the application of an observation sheet of CLIL performance, there had been evidence that in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" teachers considered that CLIL is a useless methodology, since from their viewpoint the English teaching and learning process is focused on training students to use the language accurately; therefore, they argued that is tougher for students to learn content in English if they are not proficient in the linguistic features first. In contrast of those arguments, Eurydice (2006) affirmed that CLIL provides learners much opportunities to acquire the language because they are not limited in just one field of practice. In fact, they have a variety of contexts such as arts, science, culture, sports, etc. to produce significant language outcomes. Hence, CLIL is important to motivate and propitiate a natural language development in different environments.

In addition, CLIL use is a requirement established in the curriculum guidelines. Nevertheless, in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social", CLIL was rarely applied since its use was considered unnecessary. Both teachers and students were concerned about grammar, thus they did not have the chance to be immersed into the foreign language. Sometimes when students desired to know some terms related to their major, they asked for the word translation, so teacher said the word in English and Spanish but students did not realize the use of the expression, and also teachers did not foster neither practice nor production in real contexts. Marsh and Frigols (2012) said that language is the vehicle to go into content. CLIL could motivate students to discover their talents or interests. So, when they ask about a word or term associated to their major or interests, there must be an integration of fields to enhance their cognition and language vocabulary in order to get a potential content and language development.

Moreover, CLIL is also important due to the natural acquisition it allows. For Kaufman's (2004) language learners must be exposed to normal situations. For instance, children in the early years do not ask about linguistic features, they question about everything they see, hear or perceive from the environment. Thus, the EFL or L2 development should follow the same sequence. Hence, learners must not be exposed just to language rules; they have to be involved with culture, media, science, math, etc. in order to acquire the language as natural as possible. Therefore, they could be able to talk about different topics, situations, cultural aspects, scientific things, and so on. Unfortunately, in the institution observed CLIL was not considered as a language-learning tool. In fact it was seen as a timewasting because students diverted their attention from the main focus (linguistic proficiency).

In conclusion, CLIL is an essential approach in terms of developing cognitive and academic language proficiency. It embraces cultural background, science, sports, media, entertainment, etc. as well as language knowledge. CLIL allows students to discover their interests, so they feel motivated when they learn the language in different fields naturally. It promotes an integrated process of learning language as well as content. Nonetheless, in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social", CLIL was hardly applied because its use was considered unnecessary. Teachers and students were focused on fulfill the course book requirements about linguistic features, thus they did not give themselves the opportunity to be immersed into different fields of foreign language.

## **Objective N° 2: To identify the way CLIL is used for vocabulary development.**

CLIL enhances vocabulary development. It provides increased opportunities for exposing learners to foreign language vocabulary in meaningful situations. Attaching words to their natural surroundings fosters the likelihood of comprehension and retention (Kaufman's, 2004). Thus, for teaching vocabulary there must be an appropriate methodological and systematical process of input – output in which certain features are embraced such as: word form and pronunciation; meaning and internalization; as well as use and purpose.

First, according to Brown and Hatch (1995) learners must understand the word form for its subsequent pronunciation. The importance of getting a clear image of the “form” of a term appears when students tend to confuse the word with others alike. After that, students must focus their attention on pronunciation, so they have to articulate the words until they get an appropriate and natural sound. Regarding to the information collected in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”, it was noticeable that vocabulary was being taught in such a way that teachers provided students the word form by writing the word and its translation in the blackboard, then students wrote and repeated the words, next, they pronounced as teacher considered it was supposed to be, without taking into account the phonology and phonetics features. In any way, students learned about the word form and pronunciation in a weak manner, since teachers did not use meaningful input (charts, drills, audios, flashcards, visual aids, etc.) to help students get the correct word forms and sounds.

Second, for teaching vocabulary by using CLIL it is necessary to focus on meaning, internalization and use of words in real contexts. Coonan (2007) argued that language learners need different kind of words definitions according to the context, field and necessity. In Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”, the vocabulary was not presented by analyzing the meaning, in most of the cases the term “meaning” was confused with the term “translation”. Therefore, students asked for the meaning of a word, and the teacher's answer was the word equivalence in L1 (Spanish). In addition, Coonan (2007) said that vocabulary must be consolidated and internalized in learners' memory. Hence, after learners get the meaning of the word they have to produce real communication to practice the vocabulary in context. Nevertheless, in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social”,

vocabulary was mostly taught using the translation technique and the “output” phase or practice was focused on giving students the opportunity to repeat the words in English and Spanish ten or twenty times, then, they had to memorize the words and definitions to be evaluated. So, students did not have the possibility neither to convey real messages using the new vocabulary they have learned, nor to produce meaningful learning outcomes in real situations and different fields.

Third, according to Graaff (2007) CLIL creates a fertile ground for content and language learning for students of different majors. Indeed, foreign language vocabulary benefits content learning in CLIL environments. For instance, in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” the offered major is dressmaking. Thus, this investigation took place in the first of baccalaureate class “A” of dressmaking in which students were supposed to learn content and vocabulary related to their specialization since it could be useful for their personal and professional growth in terms of machinery handling, international training, or work opportunities. Nonetheless, students in that institution learned some words in isolation, so their knowledge was insufficient for managing their field in both languages: Spanish (L1) and English (FL).

To sum up, teaching vocabulary through CLIL is essential to create a connection between real life and language. It helps students to integrate their academic knowledge with the language they are learning. Therefore, they have the possibility to develop the foreign language in a similar way of first language since they do not separate linguistic features from content. According to this antecedent, it is important to be aware of the process in which vocabulary is being taught; in fact it must have a purpose, that is to say that it has to be used in real contexts to help students produce learning outcomes naturally. However the result of CLIL vocabulary in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” was not favorable due to the lack of language exposure to real environments. Unfortunately, words were translated and repeated, but there was not a meaningful production to achieve real communication. Therefore, the way in which CLIL was used for vocabulary development was deficient since the focus and methodological process were inappropriate.

### **Objective N° 3: To describe effectiveness of CLIL method to teach vocabulary.**

CLIL method has become one of the most useful methodologies to teach vocabulary. Its success is reflected by the learners' communicative achievement in the foreign language. According to Ruiz De Zarobe (2013) CLIL effectiveness is the result of the application of 4C's principles, which are: Content, Communication, Cognition and Culture.

Based on the information collected with the instrument, in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social" the vocabulary procedure did not follow the 4C's principles. Teacher and students were concerned about learning vocabulary by translating the words. After that, they did not use the words in real context; consequently, learners were not able to develop their communicative skills.

The First "C" that makes CLIL effective is "Content". It refers to the field of the lesson. Content aim is not only about learning knowledge and skills, but also about the learners' capability to create their own knowledge and language skills. Moreover, the content must be related to the students' curricular and communicative necessities and interests in order to motivate them to learn useful things for their personal and professional development. Nevertheless, in the institution analyzed the content did not fit with learners' needs. The vocabulary taught was not according to students' major. Thus, they lost their interest in learning since they did not have to possibility to connect their study fields to the foreign language.

The second "C" is "Communication". Coyle (2010) argues that communication allows students to use the target language vocabulary to express their thoughts, opinions, feelings related to the lesson content. The aim of this "C" is to give students the opportunity to produce authentic language, not to memorize grammar rules and repeat what the teacher says. But, it is vital to consider that communication must be accessible, so it is necessary to create a friendly environment to promote interaction and learning. Nonetheless, in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social", students did not to have the opportunity to produce meaningful communication since the lesson's purpose was memorize grammatical features of the English language.

The third “C” is related to “Cognition”. It refers to the critical thinking skills that students use to develop mental processes such as: understand the vocabulary in context; reflect on the words meanings; create examples using the words they learn, etc. According to the investigation developed in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” students performed different activities to process the vocabulary they had gotten, however, the activities were mechanic. It means that they repeated words and their Spanish equivalence; filled the book requirements; memorized words, spelling and pronunciation, etc. Therefore, those activities did not activate a real cognition process to internalize the language to be used in real situations.

The fourth “C” means “Culture”. It refers to the target language vocabulary and different connotations of words according to the cultural backgrounds. Thus, intercultural awareness is fundamental to CLIL. Students must be encouraged to contextualize the words and make a connection to the environment. When they learn a word they must be conscious about the background it carries, then, they will be able to use the correct expressions according to the situations and contexts. In contrast of these antecedents, in most of the institutions from the locality and specifically in Unidad Educativa PCEI de Formación Artesanal “Cruzada Social” language and culture were completely separated. The vocabulary was taught by giving the words definition or translation but there was not an explanation about the cultural background.

In conclusion, the effectiveness of CLIL methodology to teach vocabulary depends on the application of an appropriate methodological process. In this case, CLIL must follow the 4C’s principles (Content, Cognition, Culture and Communication) to make EFL students success. In addition, students have possibility to learn the vocabulary, practice the words in real contexts, develop cognitive activities to internalize the language, connect with culture features and then, they are able to produce the language naturally. Moreover, CLIL methodology effectiveness is directly related with teachers’ and students’ effort to improve overall target language competence. Therefore if CLIL is applied in a right way to teach vocabulary, the results will be shown by the learners’ communicative achievement in the foreign language.

## **CHAPTER V**

## CONCLUSIONS AND RECOMMENDATIONS

### 5.1. CONCLUSIONS

- Content and Language Integrated Learning (CLIL) is truly essential nowadays since it enhances English language learning as well as content knowledge. Nevertheless, in Unidad Educativa PCEI de Formación Artesanal "Cruzada Social", CLIL is not considered as important as it must be. In fact, it is seen as a method that could be used or not, due to the EFL aim is develop language proficiency in terms of grammatical features and rules.
- In Unidad Educativa PCEI de Formación Artesanal "Cruzada Social", Content and Language Integrated Learning (CLIL) is applied in such a way that students learn few vocabulary related to their major content demands, however those words are taught in isolation. Thus, students are not able to communicate using the vocabulary they have learned.
- CLIL is effective to teach FL or L2 vocabulary. It provides increased opportunities for exposing learners to English language in real contexts. Hence, the effectiveness of CLIL in vocabulary development depends on the opportunity students have to apply the knowledge they have gotten.

### 5.2. RECOMMENDATIONS



- CLIL should be prioritized in EFL teaching since it allows cognitive academic language proficiency. Therefore, CLIL might have the necessary importance in the students' language development, considering that the curriculum purpose is aid students to get able to use language related to different subjects and cultural backgrounds.
  
- Teachers should be aware of using CLIL in a right manner, even if there is not a “straight jacket” way to apply it, they should look for appropriate methodological processes in order to motivate and propitiate students' language and content development.
  
- The vocabulary should be taught with a purpose. Thus, the new words, expressions, terms, etc. could not be taught in isolation, indeed, they have to be used to convey real messages. Hence, by using CLIL teachers should foster students' production in different fields of the language.

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## 7. ANNEXES

### 7.1 OBSERVATION SHEET



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

**OBJECTIVE:** To describe the effectiveness of CLIL method to teaching vocabulary.

PARAMETERS	Usually	Sometimes	Seldom	Rarely
The teacher presents different contexts and examples in order to clarify the word meaning.			X	
The teacher facilitates a clear chart to present the form of a word.			X	
The teacher facilitates opportunities for output production.				X
The teacher uses appropriate materials and devices such as images, graphics, pictures to present the units and activities.		X		
The teacher uses the basic concepts learnt in the course: specific vocabulary and methodological aspects.		X		
4Cs: content, communication, cognition and culture are presented correctly.				X
The students successfully follow instructions and complete assignments.			X	
The teacher applies warm up before each class.			X	
The students participate actively.				X
The students speak more than the teacher using the vocabulary learned.				X
The students articulate the vocabulary they have learned, and they apply it effectively.				X
The students lead in conversations. Non-classroom situations are role-played.				X

Adapted from: (Graff, 2007); (Coyle, Hood, & Marsh, 2010)