UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGES CAREER

Work presented as requirement for obtaining the Bachelor degree of "Licenciatura en Ciencias de la Educación, Profesora de Idiomas Inglés"

TITLE OF RESEARCH WORK:

Analysis of the use of strategies applied in the CLIL methodology (Content and language integrated learning) in the teaching-learning process of the English language at first general bachillerato class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba, Chimborazo province, during the academic term September 2019- January 2020

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COMMITTEE MEMBERS CERTIFICATE

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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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Dra. Mónica Janeth Torres Cajas, professor of Facultad de Ciencias de la Educación, Humanas y Technologias at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Olayis Verónica Cuero González, prior to obtain the degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglès" whose theme is:

"ANALYSIS OF THE USE OF STRATEGIES APPLIED IN THE CLIL METHODOLOGY (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE AT FIRST GENERAL BACHILLERATO CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM SEPTEMBER 2019- JANUARY 2020."

Certify that this research project has been completed to 100% It fulfilled with all stablished parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this research wok in honor of truth.

Riobamba 22 de Septiembre del 2020

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C E R T I F I C A C I Ó N

Que, **CUERO GONZÁLEZ OLAYIS VERÓNICA** con CC: **2300453517**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**ANALYSIS OF THE USE OF STRATEGIES APPLIED IN THE CLIL METHODOLOGY (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE AT FIRST GENERAL BACHILLERATO CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM SEPTEMBER 2019- JANUARY 2020**.", que corresponde al dominio científico **DESARROLLO SOCIO-ECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL,** cumple con el 11%, reportado en el sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 21 de septiembre de 2020

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AUTHORSHIP

I, Olayis Verónica Cuero González student of Language Career, affirms to be the only author of this research work titled:

"ANALYSIS OF THE USE OF STRATEGIES APPLIED IN THE CLIL METHODOLOGY (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE AT FIRST GENERAL BACHILLERATO CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM SEPTEMBER 2019- JANUARY 2020."

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

Riobamba, 1 de Septiembre de 2020

Olayis Verónica Cuero González

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this entire work to my loving parents Siria & Marcelo, there is no words that express how much grateful I am to God for the gift of having you as my parents. To my siblings Cira, Marcelo, Wellington, Corina & Katherine thank you for always being by my side supporting in every moment of my life.

This is for and because of you dear family. I love you all so much.

Sincerely.

Olayis Verónica Cuero González

INDEX

RESUMEN

El aprendizaje integrado de las lenguas es una de las más importantes metodologías, aplicadas en los lineamientos curriculares del Ecuador (2016). A pesar de su aplicación, se ha determinado que las competencias lingüísticas en la lengua extranjera no han sido alcanzadas como se esperaba. Por medio de un análisis previo que se llevó en la Unidad Educativa "Juan de Velasco", se ha determinado como problema que la aplicación no adecuada de las estrategias de la metodología CLIL no permiten desarrollar la habilidad comunicativa en el idioma ingles de los estudiantes de primero de bachillerato general unificado puesto que muchos las desconocen, no saben usarlas adecuadamente debido a su bajo nivel de entendimiento del idioma o simplemente evitan su uso con el fin de completar la actividad. Por lo tanto, este estudio se enfoca en analizar el uso de estrategias aplicadas en la Metodología de Aprendizaje Integrado de Contenido y Lenguaje en en el proceso de enseñanza- aprendizaje del idioma inglés en la Unidad Educativa "Juan de Velasco" 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 correcta aplicación estrategias metodología CLIL en el desarrollo de las competencias lingüísticas del idioma inglés.

Palabras clave: CLIL, Estrategias, metodología, competencias lingüísticas.

ABSTRACT

Content and Language Integrated Learning (CLIL) is one of the most important methodologies, applied in the curricular guidelines of Ecuador (2016). Despite its application, it has been determined that linguistic competences in the foreign language have not been achieved as expected. Through a previous analysis that was carried out in Unidad Educativa "Juan de Velasco". It has been determined that the inappropriate application of the CLIL methodology strategies does not allow the development of communicative ability in the English language of the students of First Year of Bachillerato "A". Since Students are not familiarized to CLIL strategies, they are not used accurately due to the low level of understanding of the language, or their use is avoided. Therefore, this study is focused on analyzing the use of strategies applied in the Content and Language Integrated Learning Methodology in the teaching-learning process of the English language in Unidad Educativa "Juan de Velasco". In order to achieve the established objectives, an English teacher and fifteen first year high school "A" students were taken as the population. The type of study developed is qualitative with an exploratory level; meanwhile, the qualitative method used was the ethnographic one. In addition, the observation technique was used by applying an observation sheet to collect the necessary information. The results of the research are projected through a descriptive analysis of the importance, process and effectiveness of the correct application of CLIL methodology strategies in the development of English language skills.

Keywords: CLIL, Strategies, methodology, language skills, critical thinking.

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CHAPTER I
REFERENCE FRAMEWORK

1.1. INTRODUCTION

Since Globalization, English has become the lingua franca and thus it is extensively used all across the world. Countries has shown a growing interest in looking for the best methodologies for acquiring English and cover the requirements that the globe demands. Content language integrated and learning is one of the methodologies that is expected to contribute to learners' linguistic performance and to their content achievements. According O'Malley leaning strategies have been classified as **metacognitive, cognitive** and **social affective strategies.** These strategies are based on cognitive theory that directly connect to the higher functions of learning and they are linked to performance a particular task in a variety of context. (O'Malley & Chamot, 2001) In an effective CLIL model, students must be cognitively engaged; they need to be aware of their own learning through the development of metacognitive, cognitive and social strategies. (Coyle, 2010) According to Coyle's 4Cs curriculum (2010), an effective CLIL class should include thinking skills and the CLIL 4Cs that are related to Bloom's Taxonomy and the hierarchy order of skills, from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS).

The fact that CLIL has become one of the most popular methodologies used for learning languages. It does not assurance that the learning is effective by using it. The strategies and the process must be followed properly. Therefore, it has been considered an analysis of the use of strategies applied in the Content and language integrated learning methodology in the teaching-learning process of the English language at First General Bachillerato class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba, Chimborazo province, during the academic term September 2019- January 2020. Content and Language Integrated Learning (CLIL) has been integrated into curricula of the Ecuador's Ministry of Education because of the effectiveness it has shown in learners' achievements. However, it is required an analysis of the strategy types that are deployed.

At "Unidad Educativa "Juan de Velasco" which is located in Chimborazo province, in the city of Riobamba, along some observations done it was realized the lack of CLIL strategies use. It seems that the learning is not reached successfully. The teaching-learning process become

meaningless by using CLIL due to the lack of using CLIL strategies. The lack of application of strategies in CLIL model affects directly students' knowledge due to contents are not properly developed. (Hajer, 2000)

The present research has been considered as a qualitative approach since it focuses on analyzing the effectiveness and non-numerical data delivered from the object of study, which has been gotten in the immediate context. Due to the type of research the ethnographic method was used and technique was an observation guide.

The research describes the problem and provides relevant real information to support the implementation of CLIL strategies properly used in CLIL method in the teaching-learning process in order to improve it.

There are four chapters which systematically present the research process and simplify a good comprehension of the statements:

Chapter I. - It comprehends the referential framework, which includes the problem statement, objectives, and justification of the problem.

Chapter II. - The theoretical-scientific data that supports the research, the analysis, discussion and interpretation of the results is covered.

Chapter III. – It encloses the type and level of the research, methodology and techniques to be used in the data collection, analysis and interpretation process.

Chapter IV. – It comprehends the major outcomes of the research, and also the conclusions and recommendations.

1.2. PROBLEM RESEARCH

Analysis of the use of strategies applied in the CLIL methodology (Content and language integrated learning) in the teaching-learning process of the English language at First General

Bachillerato class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba, Chimborazo province, during the academic term September 2019- January 2020.

1.3.   PROBLEM DEFINITION

New innovative methodologies have been applied for teaching English around the world. However, a common issue is the poor application of those methods. The problem could be produced owing to the lack of knowledge about the accurate usage of strategies for developing communication.

It should be distinguished that the constant usage of traditional methodologies affects the students' cognitive development, which do not promote critical thinking, becoming them into passive subjects who are not able to communicate. It is relevant to analyze the problem and the deficiencies that are generated in the teaching- learning process. It involves the lack of application of methods as CLIL. The lack of application of Content and Language Integrated Learning has delayed the learning process since the students have not felt involved in a non-ideal learning environment so, English become fossilized. CLIL has been considered as resource to develop and improve the usage of English skills. The cognitive theory is demanding an appropriate application of CLIL methodology as strategies that connect to the lesson activities.

According to English Proficient Index, (2017), South America is one of the continents with the lowest English level. However, Argentina is the country with the best domain of the English language that tops the ranking of the list of Latin American countries. The CLIL approach has been implemented several years ago. On the other hand, there are other countries where English is poor. CLIL has been considered in the curricula of Ecuador education. However, implementing the CLIL approach does not automatically lead to successful teaching and learning process. Viebrock's analysis of the teachers' mind-sets shows that there is a risk in the application of CLIL approach of being misused as a justification of old-fashioned teaching habits and methodological monotony. (Viebrock, 2012) Subsequently, Coyle, Hood, and Marsh (2010) pointed out that the quality of CLIL depends on understanding and operationalizing strategies. Therefore, to truly realize the added value of CLIL, the properly strategies application must be considered. According to Mariño (2014) The lack application of

CLIL strategies in Colombia has caused problems in the teaching learning process due to students are not engaged with the class. So, interest for learning does not happen meaningfully.

Ecuador's Ministry of Education has implemented CLIL as a measure for improving English teaching - learning process. CLIL is seen as a "flexible system which responds to the contextual demands" (Coyle, 2010) CLIL facilitates communication in any context. However, there is a lack of CLIL strategies application, communication skills are not being improved, and there is poor performance to communicate fluently. In the city of Riobamba English, teaching- learning has been ranked in one of the lowest places about English. So, CLIL and the properly application of its strategies must be considered to improve the teaching learning process.

Juan de Velasco high school is a public school in Riobamba where English is taught based on the curricula and CLIL method. Even though based on the observations done in the teaching practices. It was identified a lack of CLIL strategies used during the whole lessons. Therefore, cognitive strategies should be used properly in order to improve the thinking English activities. Consequently, the content was sometimes separated from language. According Graddol (2006) CLIL is an approach in which both curriculum content and English are trained together. The CLIL strategies connect cognitive activities to the language and, they must be applied properly to fulfill students' knowledge and get the CLIL and class objectives successfully.

1.4. PROBLEM FORMULATION

How CLIL strategies are being applied in the English teaching-learning process at First General Bachillerato class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba, Chimborazo province, during the academic term September 2019- January 2020?

1.4.1. GUIDING QUESTIONS

- What kind of strategies are suitable for applying CLIL?
- How does the application of strategies help to improve students' performance?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze the use of CLIL strategies applied in the English teaching-learning process at First General Bachillerato Class "A" at Unidad Educativa "Juan de Velasco", in the Riobamba city, Chimborazo province, during the academic term September 2019- January 2020.

1.5.2. SPECIFIC OBJECTIVES

- To identify the kind of strategies used in the application of CLIL.
- To analyze how the lack of CLIL strategies use affects students' learning.

1.5.3. OBJECTIVES OPERATIONALIZATION (TABLE)

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How CLIL strategies are being applied in the English teaching-learning process at First General Bachillerato Class "A" at Unidad Educativa "Juan de Velasco", in in the city of Riobamba Chimborazo province, during the academic term September 2019-January 2020?	What kind of strategies are suitable for applying CLIL?	To analyze the use of CLIL strategies applied in the English teaching-learning process at First General Bachillerato Class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba Chimborazo province, during the academic term	To identify the kind of strategies used in the application of CLIL.

			September 2019-January 2020.	
		How does the application of strategies help to improve students' performance?	.	To analyze how the lack of CLIL strategies use affects students' learning.

Made by Olayis Cuero González

1.6. JUSTIFICATION

Being able to learn English is not just concerning about communicating with native English speakers, English is the most common second language in the world. It provides several advantages for sharing, thoughts, ideas, and opinions among people whom do not speak their mother language. For this reason, it is important to being immerse in the new methodological resources to teach and learn the language properly. CLIL is an approach for educational purposes. It refers to circumstances where subjects are taught by using a foreign language in order to acquire content and the English language simultaneously. Thus, the importance of knowing the correct application of CLIL strategies means a remarkable result in the final output of the learners.

This research could help teachers to be aware of the different strategies for teaching through CLIL in order to enhance the language production. In addition, teachers should recognize the conventional habits which might be used in the L1, when teaching the same content in L2

facilitating the internalization of the taught content. However, taking advantages of the previous knowledge students have got.

This project is going to help Students to feel more motivated to learn the language because they are actually doing something with it, instead of dealing in some of the tired phrases and topics that the traditional education tends to turn up. Since the focus is on language acquisition rather than enforced learning language lessons. Furthermore, it encourages them to develop multilingual interest and attitudes. Moreover, the research would help the local institutions to apply correctly innovative methodologies to avoid the monotony traditional teaching resources which could frustrate the learners in the process.

The information obtained shown important factors that would be relevant to foster a good application of the CLIL in the classroom to let the learners being involved in a real Bilingual Environment due the teacher will be focus on promote interactions between Students and useful content for developing situations that the learner would bear on real life.

THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED.

Nowadays, CLIL methodology has become the central point of researches because of the successful results got from CLIL application in the second language learning. There are many investigations about CLIL in Ecuador. A research from Universidad Nacional de Chimborazo which is titled "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 general objective of this research was to analyze the use of the Content and Language Integrated Learning in the vocabulary learning. This research had a qualitative approach. The conclusion of the research was that the CLIL approach give the opportunity to enhance vocabulary, grammar and features of the language in order to develop language proficiency. The author´s recommendation was that English teachers from Cruzada Social need to foster vocabulary by taking advantage of the major students learn, tailoring and engage students into the language learning. (Cabrera, 2019)

Another researcher about CLIL was, Use of the CLIL method (content and language integrated learning) in the English language reinforcement in the teaching of Ecuadorian history in the octavo año ¨A¨ at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo Province during the academic period 2015-2016, where CLIL was analyze itself in order to improve the English language at all. This research looked for the advantage that CLIL approach could be given to our country in order to enhance the English teaching learning process.

2.2. THEORETICAL FOUNDATIONS / BASIS.

For this study to be supported, it was necessary to deep on different theories and important concepts, which are presented in this chapter as a basis of the development of proposed in the research. Initially, it is required to present CLIL approach and the CLIL strategies most commonly used by English teachers in the English teaching learning process.

2.2.1. CLIL DEFINITIONS

CLIL is an abbreviation for Content and Language Integrated Learning. Many definitions have appeared along last years, some of them stated by the most important linguist. In 2002 Marsh defined it as a methodology that might concern languages; intercultural information, understanding and skills; preparation for internalization and improvement of education itself. Therefore, some relevant issues are presented. Teachers should bear in mind to prepare students to face the global society. Coyle, Hood and Marsh (2010) pointed out: Content and Language Integrated Learning (CLIL) is considered as a dual-focused educational approach that is employed for the learning and teaching of content and language. To be precise, within the teaching and learning process, there is a focus not only on content, and not only in language. Language and Content are interlaced, even if the emphasis is greater on one or the other at a given time. (Dale & Tanner, 2012)

The researchers have selected CLIL as a "vehicle" in which the topics are provided as an opportunity to connect ideas to academic content in school classes or to be associated to experienced knowledge. This fact allows learners to reflect about what they know and what they might learn about the proposed topics by considering their personal expectancies.

From this point, two ideas may be accepted. The first one states to the fact that CLIL takes the learning and teaching process focus on integrating the teaching of any subject content by using a target language where learner is challenged to lean both content and language at the same time. The second idea makes emphasis on the content and the language must be integrated for reaching the purpose of language learning by establishing clear objectives; content and language, as well.

According to our experience, it has been perceived that students gain confidence and they can be more motivated; when topics used in classes as well as material are interesting or familiar. Additionally, it is essential to notice that students have learned a lot of the content in their mother tongue. Thus, teachers should use that previous knowledge, contextual experiences and meaningful tasks in order to improve students´ language proficiency, to be precise, the use of strategies.

2.2.2. CLIL PRINCIPLES

Content, Communication, Cognition and Culture are considered the four main components for developing CLIL approach. Taking into account the concepts presented by Coyle, Hood and Marsh (2010) the four components has been described.

Content: Content matter refers to students' understanding and developing skills that allow learners to create their own knowledge. The content must be comprehensible.

Communication: language skills must be developed properly in order to enhance meaningful interaction. The integration of language skills and curricular subjects allows provide more opportunities for use the language communicatively.

According to Perez-Vidal, language is only a tool for communication, and use it for learning content turn out communication to be meaningful.

Cognition: Using CLIL approach challenges learners to develop their critical, cognitive and thinking skills. Leaners are able to process the information for creating their own knowledge after understanding, analyzing and interpreting it.

Culture: CLIL provide opportunities to understand ourselves and other cultures. In addition, a wide range of cultural contexts is introduced focusing on development of cultural awareness and responsibilities of global and local citizenship.

The 4Cs Framework which constitutes the theoretical principles of CLIL, becomes a powerful vehicle to increase motivation, enhance proficiency and most important the opportunity to involve CLIL strategies to promote awareness in their use. CLIL brings out the opportunity to innovate in teaching strategies, engage students` motivation with meaningful topics from any content and accomplish to the interdisciplinary possibilities. (Bentley, 2010)

According to Marsh and Coyle (2010), CLIL involves learners actively participants developing their potential through using complex cognitive process and means for problem

solving. In short, CLIL involves students in an educational process getting from exploring and critical cognitive skills that make them create their own innovative knowledge.

In an effective CLIL model, students must be cognitively engaged; they need to be aware of their own learning through the development of metacognitive, cognitive and social strategies. On the other hand, the teacher must know how to involve learners actively in order to enable them to think through and articulate their own learning. Furthermore, learning cooperatively become essential. Students are required to work effectively in groups. Besides, they have to be intellectually challenged in order to transform information into ideas that solve problems and to discover new meaning. As a result, CLIL is teaching a language and a subject matter in the same way as the mother tongue. (Marsh, Ennser, & Sygmund, 2012)

The learning process is complex. Learning is gotten by exploring the environment and by interacting. In school, more than knowledge of different subjects are developed; learners are required to develop positive attitudes, learning skills and learning strategies. Learning skills involve developing autonomy and independence. Students learn how to learn by themselves. CLIL fosters metacognition and cognition which integrate several components that are favorable to engage students, develop motivation, foster teamwork and also generate communicative possibilities.

CLIL could engage students in the content, owing to they got knowledge previously acquired from personal and academic learning in their mother tongue developing more self-confidence.

By applying CLIL learning process is learner-centered. Learners become active and develop autonomy.

2.2.3. The advantages of CLIL

- ➤ The use of CLIL has lately incremented due to its notable advantages.
- ➤ Familiarize the broader cultural context.
- ➤ Extent general and explicit language competence.
- ➤ Increase bilingual interests and attitudes

2.2.4. The six stages of a CLIL lesson

A process should be followed in order to focus on the objective that want to be achieved in a CLIL class. Besides, this process is related to strategies that helps teacher to follow an order in every activity. Hence, according to CLIL Magazine (2019) there are six stages, which should be followed by teachers in a typical CLIL lesson.

Beginning of a lesson. – Student's previous knowledge must be activated after introducing and understanding the topic of the lesson.

Introduce Content. – The content is presented and analyzed. The teacher explains what will be studied along the lesson. It could be associated to any subject and presented by technological resources, readings and games.

Instruct students. – At this stage, clear instructions are provided to develop the activities.

Group work. – Group activities help students to exchange knowledge that may not has been internalized.

Individual work. –   Task and activities are included in the lesson as a part of teaching for enhancing the knowledge got and encourage student apply it in any situation. A variety of activities must be provided by teacher for getting deep understanding of the whole topic, including the development of language skills and using the topic to enhance them.

End of a lesson. – An activity which knowledge got is applied should be organized in order to check out the lesson has been learned.

2.2.5. CLIL STRATEGIES

Strategies have become more adaptably facilitating, learning and employing, due to the fact that they are most effectively used in specific situations. Understanding the value of using teaching- learning strategies will provide resources to get the learning expected. The knowledge

about strategies affords students a clear idea of how they learn and what the best strategies for them to use in order to achieve their Language learning. (O'Malley & Chamot, 2001)

It had been identified 26 strategies divided into three categories. The first one refers to specific learning activities. They are called cognitive strategies. The second metacognitive that refers to know about learning. Learning to learn. Finally, the social – affective strategies which are related to attitudes, feelings and interpersonal relations on learning. (O'Malley & Chamot, 2001)

2.2.6. METACOGNITIVE STRATEGIES

O`Malley and Chamot (2001), emphasize to Metacognitive Strategies stating, "Individuals who take a more strategic approach learn more than individuals who do not". It states a sense of awareness in the development and the usage of strategies along learning process. Learning strategies are considered essential not only to perform   a task, but to become a better learner the whole life.

METACOGNITIVE STRATEGIES	Centering your learning	-overviewing and linking with known material - paying attention - delaying speech production to focus on listening
	Arranging and planning your learning	-finding out about language learning -organizing Setting goals and objectives Identifying the purpose of a language task Planning for a language task Seeking practice opportunities
	Evaluating your learning	-self monitoring -self evaluating

(Oxford, 2011)

Centering your learning: giving emphasis in the learning process, three strategies are included. Overviewing and linking with already known material, paying attention, and delaying

speech production to focus on listening. The main purpose of overviewing and linking with already known material is to provide basic material for upcoming language activities in order to link experiences and previous knowledge to new vocabulary and phrases.

It can be evidence that make connections based on previous knowledge serves as a bridge to recall the new information with the prior understandings. Regarding paying attention strategy, there are two kinds of attention involved, directed and selective. Directed means to focus students' attention on the task in general nevertheless selective includes to paying attention to details. Students establish an appropriate level of attention and connection with the topic, by listening, participating, note taking, watching, asking questions, commenting; their understanding could reach better levels of comprehension. The principle of delaying speech production strategy is based on waiting until learners' speaking skills are developed on such a level that learners feel confidence to speak. Oxford (2011)

Six strategies comprehend Arranging and Planning your learning to organize the learning process effectively. Finding out about language learning, organizing, setting goals and objectives, identifying the aim of a language task, planning for a language task, and looking for training opportunities. Finding out about language learning concerning learners' interest and awareness of strategies that led language learning successfully. Also, the teachers' role includes to encourage students to share the languages difficulties and to guide them to choose the best strategy for improving their language development. The second strategy refers to organizing that concerns to create good conditions for effective learning in the classroom and at home as well, in order to include comfortable physical environment, scheduling well, and keeping a language-learning notebook. Oxford (2011)

The setting goals and objectives strategy is based on the learning that students want to accomplish. It is needed for learners to set up goals and objectives not only for language learning or for a complete unit topic, but also for any particular activity. Therefore, to get the goals per activity facilitates reaching the language learning. Planning for a language task provides learners develop a task sequentially. Four steps have been identified the task, determining the specific requirements of the task, checking the resources available within the learner, and the need of further aids. The last strategy related to planning refers to seeking

practice opportunities, which is associated to search the improvement of language skills outside the classroom. Oxford (2011)

Evaluating your learning states on the ability to reflect on their learners' own language performance. Two strategies belonging to this group known as self-monitoring, and self-evaluating. Oxford (2011)

The strategy self-monitoring helps learners to recognize and avoid wrong use of the language and thus to improve language skills. Teachers should encourage learners to identify their errors and motivate them by letting them know that making errors is an essential part of learning language. Oxford (2011)

The study of metacognitive strategies and their subgroups has become essential for organizing learners' learning efficiently. Also, the use of learning strategies become better learners, not only to learn a foreign language but in any learning situation.

In addition, metacognitive strategies develop a sense of independence and self-directed in leaners. They are aware of the most effective way to learn. Since, metacognitive strategies show students the effectiveness of strategies used by performing different tasks. Moreover, learners set up clear learning objectives that allow monitoring activities and finally evaluating their process in order to improve their language development in a future-learning task. In this way, they may find the most suitable strategies for overcoming their language difficulties. As a result, using metacognitive strategies, centering, planning, and evaluating allow students to take part of their own learning process.

2.2.7. COGNITIVE STRATEGIES

In order to develop critical thinking CLIL and Cognitive strategies have become essential. (Hanesova, 2014)

CLIL learners are intellectually challenged to become information into knowledge by using thinking skills in order to use them for solving problems and discovering meanings.

Cognitive strategies refer to solve a problem or complete a task. They have been considered as a procedural facilitator. Cognitive and metacognitive strategies are closely related; however, one may be differentiated from another. On one hand, metacognitive refers to self-reflection and thinking about thinking for students to learn effectively. (Baker, Gersten , & Scanlon, 2002). On the other hand, Cognitive strategies support learners to enable the proper way develop a complex task by a mental procedure. (Rosenshine, 2012)

There were identified several cognitive strategies for numerous tasks in different domains of knowledge. For instance, analyzing and solving problems, memorizing a series of events, planning, reviewing a critical essay, and self-questioning, constructing mental representational images, activating prior knowledge, read twice sections of texts that are considered difficult to understand, predicting or summarizing a text.

Considering that cognition is one of the main principles of CLIL, the application of cognitive strategies become vital in the development of the approach. The use of cognitive strategies in a learning task increase the possibility to develop it effectively. The academic tasks can be related to recalling information, constructing new ideas and knowledge, editing written work, paraphrasing, and classifying information to be learned. In a classroom where cognitive strategies are used, the teacher fulfills a fundamental role, bridging the gap between student and content skill to be learned.

a) Practicing

"By practicing the knowledge got once and again, the learning process become active." Thomas Sterner.

To make learning valuable for others it is needed to put it into practicing. Practicing allows being confident and being successful. Besides two amazing benefits, it helps students retain knowledge for a longer time and applying it automatically without thinking about it. In the cognitive process, the practicing plays a vital role. A learner who has got the feeling of self-confidence is not afraid of using the language wrongly and "that" become a great step for learning.

b) Analyzing and reasoning

Discussion activities are developed to encourage reasoning. Analysis refers to a deep scanning of something. And reasoning means to use students' own experiences and information to solve problems and situations. It embraces asking why and how questions, problem solving, prediction, experimentation, classification, comparison, and evaluation. (Gunnarson, 2014)

Analysis and reasoning enables students to get knowledge learning how facts are connected, structured and conditioned on one another. When learning comes from a cognitive development it becomes into a skill that can be conveyed to a variety of situations. (Gunnarson, 2014)

c) Creating structure for input and output

According to Krashen the input hypothesis. "i+1" states that the language input can be understood by students despite them not understanding the structures at all. By using the input hypothesis, the output might be above the level expected.

CLIL teacher must be aware of applying this hypothesis by providing a model that facilitates learners to use the language.

2.2.8. SOCIAL AFFECTIVE STRATEGIES

Since language teaching and learning has turned into a communicative process. Interaction in class or outside is considered as a successful key for language learning. It has been referred to as social strategies any strategies that concerned with communication within and outside of the classroom as well as cooperation with other learners. (Cohen, 2011)

a) Asking questions

Asking questions to explain social roles and relationships, asking for an explanation or verification, and cooperating with others in order to complete tasks are prominent social strategies. (Cohen, 2011)

17

Social strategies enable learners to use the L2 fluently through increasing opportunities and raising motivation. In addition, it may benefit the classroom setting greatly by providing opportunities for peer and teachers feedback. (Oxford, 2011)

b) Encouraging / Empathizing with others

Affective strategies are associated to students' emotions, motivation, and attitudes. In addition, they are used to ease students' stress, anxiety and worries. It provides self-encouragement. (Cohen, 2011) The emotional engagement in learning is covered by affective strategies. Anxiety to talk in front of peers or making mistakes can be improved by employing proper strategies. Also, an interesting topic can be powerful source of motivation allowing that students participate actively and persevere even if students encounter a problem or difficult tasks. (O'Malley & Chamot, 2001) Affective strategies can thus play an important role in developing learners' self-esteem "Affective strategies are techniques whereby the learner manages his or her emotions, feelings, and motivational states" (Oxford, 2002).

c) Cooperating with others

A goal of CLIL is that students acquire autonomy to understand their own learning process. (Richards & Rodgers, 2001) Moreover, most CLIL-based courses expect learners to support each other through cooperative learning techniques (Richards & Rodgers, 2001), such as problem-solving tasks in which learners work in groups. Indeed, CLIL promotes active and cooperative learning. (Marsh & Frigols, 2008) Group work enables mix students skills that allow develop task easily. For instance, special needs students and learners with social problems to carry out simple. Cooperation is a main feature of CLIL since it includes working together in planning courses, lessons or themes. (Marsh & Frigols, 2008).

2.2.9. THINKING SKILLS

The idea of teaching students to think has become more popular since education is more than just learning content and memorizing concepts. Benjamin Bloom was the first to develop a hierarchy of six thinking skills. Knowledge, comprehension, application, analysis, synthesis and evaluation according to this system, lower order skills included take the knowledge

acquired and describing it. Moreover, higher order skills called on using the knowledge that has been analyzed, synthetized. Bloom's structure was a useful starting point from schools develop a variety of activities and established their curricula.

For meaning-making, (Hanesova, 2014) claimed that learners used these thinking skills especially: "analyzing, differentiating, organizing, classifying, comparing, matching, synthesizing, guessing, evaluating, and creating" by this process learners developed flexibility in their thinking. Higher thinking skills are stimulated since language spontaneously employs learning activities associated with analysis, synthesis, and evaluation (Rosenshine, 2012)

In addition, researches have shown that students' ability to think critically is related to learning experience, the growth of self-control and self-awareness, linguistic and reading abilities, and subject knowledge. Therefore, CLIL may affect the development of students' critical thinking through influencing their learning experience, changing the language of instruction, and their academic learning.

a) Recalling

It is considered as the most basic thinking skill students developed since early years. It has been used since the beginning of education known as memorizing. Recalling refers to echoing the brain's perception of the real event. The brain replays a pattern of neuronal activity of a specific event. In fact, there is no actual distinction between the act of remembering and the act of thinking.

b) Understanding

Understanding is one of the most important process to be developed in order to solve an activity properly. Understand, Interpreting, Internalize, constructing meaning, reconstructing ideas, inferring or explaining material from written, spoken, or graphic sources. Reading is one of the most known understanding skills.

c) Applying

It refers to the application of what have been learned in new situations. Our world faces formidable challenges that demand the next generation such as be capable to develop critical thinking, and the abilities to use the knowledge got to solve problems and create changes.

2.3. BASIC TERMS DEFINITIONS

For this study to be understood, some specific terms have been defined.

Clil: It is known as the more complete approach for learning a second language because its principles which refers to integrates learning and language at time.

Strategies: It refers to a plan to follow in order to solve a problem easier and simple.

Learning strategies: Known as the alternative students get in order to improve their own learning.

Teaching strategies: They are considered as ways teachers enhance teaching process in order to get established objectives related to the lesson and approach applied.

Thinking skills: are established as mental activities used to process information, make connections, make decisions, and create new ideas that are primary use to solve problems.

Language skills: related to the using of language in different aspects by having the ability to do it accurately.

Metacognitive: internalize the knowledge and be able to apply it in different contexts.

Global communication: Global communication refers to sharing or exchanging information, in international settings and contexts incorporating multiple disciplines of communication such as culture, politics, media, economies, health, and relationships in the age of globalization.

Language outcomes: it refers to the language production (output) students use after internalize the language provided (input)

Skills development: it is the ability and capacity of developing a skill through carrying out complex activities or job functions involving ideas, things and people.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The research work is proposed in a **non-experimental design**. The aim is to analyze the use of strategies applied in the CLIL methodology (Content and language integrated learning) in the EFL teaching-learning process at Unidad Educativa "Juan de Velasco". The purpose is to describe the information found, not to prove any hypothesis, thus the study will be **descriptive.**

3.2. TYPE OF RESEARCH

This investigation is **qualitative** due to the information collected comes from the correlation between the discipline and the aim of the investigation. It highlights on interpretation and description of results. Furthermore, as the work will be developed at Juan de Velasco High School it corresponds to a **field investigation**.

3.3. LEVEL OF RESEARCH

Regarding the objectives of this research work, a **diagnostic study** is required since it will be necessary to identify whether CLIL method and strategies are being used.

3.4. METHOD OF RESEARCH

Due to the participation of human resource, this research carries an **ethnographic method**. While observing how a group of 15 students learn language and content, and which strategies are being used.

3.5. POPULATION AND SAMPLE

Regarding the small population, it is not necessary to take a relatively sample. The population is an English teacher and fifteen students at First Level of Bachillerato at Unidad Educativa "Juan de Velasco" (night shift).

3.6. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

➢ **Observation Technique:** Using the non-participatory observation technique, data was collected to analyze the use of strategies in the EFL teaching and learning process when applying CLIL methodology.

➢ **Instrument:** According to the technique, the instrument needed is an observation sheet, which is going to be applied to collect trustable information, consequently, that information was interpreted to provide the investigation results.

3.7. PROCEDURE

There are three phases in the procedure of the present study to be developed:

PHASES	DETAILS	TIME
Preliminary Phase	In the first stage, the problem and the objectives were defined. In addition, the other general aspects such as the methodology, the theoretical foundations, and instruments were established in order to organize integrally the project development.	2 months
Fieldwork Phase	The fieldwork was accomplished at this stage. The instrument (observation sheet) was applied in order to collect the necessary information.	2 months
Final Phase	The data was analyzed in order to present the results. Then, the conclusions and recommendations were established. Finally, the report was presented.	2 months

3.8. WORK FIELD

The work field was carried out at first of bachillerato class "A" at "Unidad Educativa Juan de Velasco", in Riobamba City, Chimborazo Province. The observation sheet to analyze the use of CLIL strategies. It was applied along the September – October 2019. The research was accomplished according to the following order:

1) It was requested the permission to the principal of Unidad Educativa "Juan de Velasco".

2) The population (first of bachillerato class "A") was chosen in order to apply the instrument of data collection (observation sheet).

3) The information gathering was interpreted and presented in a descriptive analysis of the use of CLIL strategies.

4) Lastly, the fieldwork was established and the project results were presented.

3.9. OPERATIONALIZATION OF SPECIFIC OBJECTIVES

SPECIFIC OBJECTIVES	INDICATORS	RESPONSABLE	CONTEXT	INSTRUMENTS AND TECHNIQUES	TIME
To identify the kind of strategies used in the application of CLIL.	Strategies applied in CLIL method: - Thinking skills. - Recalling - Understanding/Interpreting - Applying Metacognitive strategies. - Centering - Arranging and planning - Evaluating Cognitive strategies. - Practicing - Analyzing and reasoning - Creating structure for input and output Social/affective strategies. - Encouraging	Researcher		**Technique:** Observation **Instrument:** Observation Sheet	

	- Asking questions - Cooperating with others - Empathizing with others				
To analyze how the lack of CLIL strategies use affects students' learning.	• Contents and strategies are selected carefully according to students' academic and social needs. • Lesson topics integrate language and disciplines. • Global Communication. • Skills development. • Meaningful Language Outcomes	Researcher	First year of Bachillerato at Unidad Educativa "Juan de Velasco".		1 month. (September-October)

CHAPTER IV
ANALYSIS AND RESULTS
4.1. ANALYSIS AND DESCRIPTION OF AN OBSERVATION GUIDE

Once applied the observation files in "Juan de Velasco" high school. The results are an analysis of the information gathering. All the information below responses to the specific objectives set for the investigation.

Analysis of the use of strategies applied in the CLIL methodology (Content and language integrated learning) in the teaching-learning process of the English language at first general bachillerato class "A" at Unidad Educativa "Juan de Velasco", in the city of Riobamba, Chimborazo province, during the academic term September 2019- January 2020.

Objective N° 1
To identify the kind of strategies used in the application of CLIL.

According to Lasagabaster (2014) Content and Language Integrated Learning (CLIL) is an effective approach, which encloses academic content and language proficiency. The application of CLIL enable students to use the English language in cultural, scientific, academic or daily life situation. For this reason, it is required to recognize the importance of the application of CLIL in a real academic context. Consequently, UNIDAD EDUCATIVA ─JUAN DE VELASCO¨ was chosen to develop this investigation where CLIL and CLIL strategies in the teaching learning process were analyzed.

Supported on the data collected, it had been evidenced that in Unidad Educativa "Juan de Velasco" CLIL strategies, thinking skills process has not been followed properly as Bloom taxonomy (2001) established. There are six main classifications in thinking skills process and any of them cannot be omitted for getting the knowledge as expected after applying CLIL. Due to the categories describe the cognitive processes by which thinkers encounter and work with knowledge in order to solve problems and be able to apply the knowledge got properly. Besides, some thinking process are skipped, because of the time and some other factors such as lack of understanding of language in context. Therefore, some researchers argued that is tougher for students to learn content in English if they are not proficient in the linguistic features first.

Moreover, the wrongly application of thinking skills for teaching delay the development of student's thinking skill due to the learners are not thinking by themselves instead that they are following instructions.

In addition, metacognitive strategies are not being usually developed. For this reason, students are not encouraged enough to find the best way for learning, instead they are trained to use the language accurately based on grammar. Teaching learning process become a dependence process where students are not thinking by themselves, they wait for the problem to be solved. Furthermore, the usage of metacognitive strategies as centering, arranging and planning help the teacher to develop the class. However, the student is not aware about their own learning and how they internalize the knowledge. In contrast, Martin (2016) pointed out that metacognitive strategies develop a sense of independence and self-directed in leaner. Since, metacognitive strategies show students the effectiveness of strategies used by performing different tasks in any subject matter due they are aware of the most effective way they learn.

It is important to remark that planning on writing, goal setting, preparing for action, focusing, using schemata, activity monitoring, assessing its success, and looking for practice opportunities could be a useful way to encourage teachers and students for being involved in the learning process. It also refers to the strategies that enable students to overcome language difficulties and anxiety. Furthermore, according to Parodi (2003) the regular application of cognitive strategies fosters the learner acquisition of the knowledge in the classroom.

Besides, it could be evidenced that the cognitive strategies enable students to process, transform, and produce information to support their performing by using the language effectively, actively in the teaching/learning process. Strategies are normally related one to another at the moment of task performing. Sometimes, in the whole class only one strategy where apply. At Unidad educativa "Juan de Velasco" it was seen that student were not aware of their own learning and some cognitive processes were skipped or not even applied.

In contrast, of those arguments, Eurydice (2006) stated that CLIL offers learners many opportunities to develop the language and produce significant language outcomes. Hence, it means the proper application of CLIL cognitive strategies could promote the interest of learners and facilitate doing different activities.

Furthermore, motivational strategies are essential in the development of a CLIL class. Well-motivated students internalized the content and language faster. They are active, creative and inspire others to participate. In Unidad Educativa "Juan de Velasco" students were rarely motivated. Because of the time cooperative work, asking questions, some activities for encouraging students to learn were rarely applied. Teacher wants to fulfill the topic or unit before deadline is over. Students are not worried for learning, they complete task and agree if the grade is enough to approve "successfully". CLIL propitiates students' motivation and a natural language development in diverse environments.

In conclusion, CLIL strategies are essential for applying and getting the principal focus of the approach in terms of developing cognitive and academic language proficiency. CLIL strategies contribute learning English naturally by promoting an integrated process of learning language and content, as well. Nonetheless, in Unidad Educativa "Juan de Velasco" CLIL strategies were hardly applied because their use was not considered remarkable. Teachers and students were focused on fulfill the course book requirements about linguistic features and approved the course, thus they did not give themselves the opportunity to be immersed into proper teaching learning process.

Objective N° 2

To analyze how the lack of CLIL strategies use affects students' learning.

CLIL strategies enhances development of the language skills, foster global communication and linguistics patterns, vocabulary and input provided are taught accordingly. It increases opportunities for exposing learners to foreign language. The natural surroundings fosters the likelihood of comprehension and retention (Kaufman's, 2004). Thus, there must be an appropriate methodological and systematical process of input – output (teaching learning process) in which, global communication, integrate language and disciplines to the lesson topics are embraced in order to get meaning language outcomes.

Based on the information collected with the instrument, in Unidad Educativa ¨Juan de Velasco" the teaching learning procedure did not follow CLIL principles and strategies that makes CLIL effective which affect meaningful students language learning. Therefore, they were not concerned about learning English for communicating. After that, they did not use

English in real context; consequently, learners were not able to develop their communicative skills.

According to Ruiz De Zarobe (2013) in an appropriate CLIL model, CLIL principles that are closely related to the strategies must be develop. The CLIL principles are based on Content, Communication, Cognition and Culture. Content is related to the students' curricula and interests to motivate them for developing easily their personal and professional development.

The purpose of the second one, Communication is to give students the opportunity to produce authentic language that promote interaction and learning. Then, Cognition refers to develop mental processes such as: understand the content, reflect on meanings; create examples using what have been learned, etc. Finally, Culture refers to the target language and different connotations of word and phrases according to the cultural backgrounds. In Unidad Educativa "Juan de Velasco" CLIL principles did not achieve their aims and CLIL strategies consequently. For instance, there was not opportunity to produce meaningful communication. However, different activities were performed with the intention of teaching learning process to be completed, this process become mechanic. It means that they translate instead understand; filled the book requirements; memorized words, phrases etc. Therefore, those activities did not activate the cognition process that allows the internalization of the language to be used in real situations.

Learners must be involved in the development of metacognitive, cognitive and social strategies. It could be notice that the strategies applied in the classroom were not selected according to the students' needs. This wrongly application of strategies have several negative results with student's performance due to the input was not chosen based on the age or students' needs. Additionally, most of the time the Students were taught with the classic grammar method.

As a result, the communicative purpose of the language in students of Unidad Educativa "Juan de Velasco was delayed bringing problems with the transmission of the language. It was evidenced that the students could not share their thoughts properly in the classroom because of the lack of usage of media material that could help the students to be familiarized with the language. The main adversity was the lack of knowledge about the strategies of CLIL perhaps

the lack of planning a syllabus in which CLIL would been incorporated properly could fill out the gaps in CLIL application. According to Williams (2001) incorporate cross-disciplinary themes. A great CLIL syllabus should be related to any traditional subject lesson syllabus.

Rather than thinking of themselves as language teachers, trying to imagine the subjects as it would like to be taught. Because CLIL is looking for develop Language based on contents that could be tempting for the acquisition of the subject.

In conclusion, the lack of application of strategies affects the teaching learning process and consequently, student's language learning. The lack of knowledge of the CLIL strategies and the appropriate usage have great impact in the effectiveness of CLIL model. On the other hand, CLIL strategies has presented great results in the development of language learning. Therefore, if CLIL strategies are applied in a right way, the results will be shown by the learners' communicative achievement in the foreign language.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- In Unidad Educativa ¨Juan de Velasco¨, CLIL strategies are not considered as important as it must be. Due to the English Foreign Language main aim is develop language proficiency in terms of grammatical features and rules.

- In Unidad Educativa ¨Juan de Velasco¨, Content and Language Integrated Learning (CLIL) is applied in such a way that students don't even realize the content they are learning. Thus, CLIL students are not able to communicate in context what they have learned, they are focusing on grammar features.

- CLIL is an effective method to teach EFL. It increases opportunities for exposing learners in real contexts. Hence, the effectiveness of CLIL development depends on the properly application of CLIL strategies. The lack of use of CLIL strategies do not allow the learning cycle to be complete thus, it affects students' English learning

5.2. RECOMMENDATIONS

➢ CLIL should be applied properly, by using the different kind of strategies they consider appropriate in order to enhance students' language and content development.

➢ Hence CLIL should be fostered by teachers in order to improve students' language production in different fields; the educative institution should organize a training course to instruct their teachers on the main principles and methodological process to apply this method in class.

➢ CLIL strategies must be taught in advanced not only to teachers in this institution but all of English teachers to enable them to apply CLIL method appropriately.

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7. ANNEXES

7.1. OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Description: The instrument has been elaborated in order to collect data based on the **Theoretical** Framework. It is composed by 11 indicators which depend on the specific objectives established for the research.

Observation Objectives:	Accomplishment				Observations:
Strategies in CLIL application	**Usually**	**Often**	**Sometimes**	**Rarely**	
Strategies					
Thinking skills are being fostered. - Recalling - Understanding/ Interpreting - Applying					
Metacognitive strategies are being applied - Centering - Arranging and planning - Evaluating					
Cognitive strategies are being developed. - Practicing					

- Analyzing and reasoning - Creating structure for input and output					
Social/affective strategies are being presented. - Encouraging - Asking questions - Cooperating with others - Empathizing with others					
Contents					
Contents are selected carefully according to students' academic and social needs.					
Lesson topics integrate language and disciplines.					
Contents foster global communication.					
Teacher resources and materials enhance students' language skills.					
Vocabulary is taught according to the lesson					
Input activities encourage student's language production					
Linguistic patterns are being foster					