



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**The use of CLIL methodology to improve the English vocabulary of
students.**

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LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O
INTERVENCIÓN**

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**MACHALA
2023**

“Class system applying the CLIL methodology to contribute to the improvement of the vocabulary in students of the second year of high school class “A” at “Nueve de Octubre” high school”

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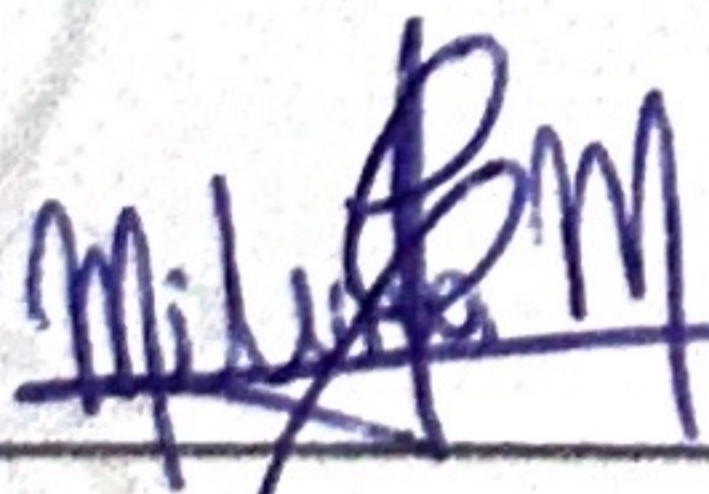
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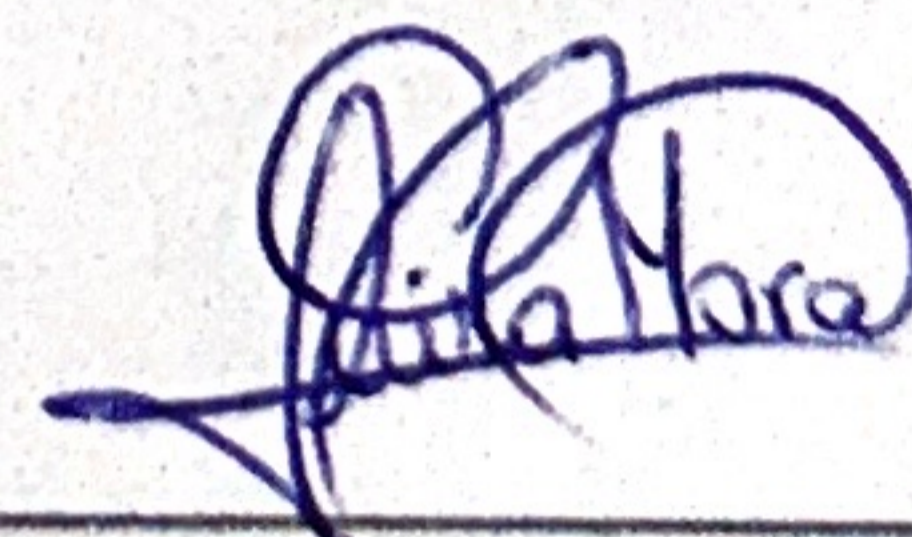
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Dedicatory

Me gustaría dedicar este proyecto de vital importancia en mi carrera a mis amados padres por su constante apoyo en cada paso que he dado y por brindarme un amor incondicional y el cariño que nunca me ha faltado, sin duda no hay palabras que expresen con exactitud el orgullo que tengo de ser su hija. A mis hermanas Cristina y Daniela por ser dos pilares fundamentales en mi vida y siempre han estado dispuestas a cuidar de su hermanita.

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Resumen

La presente investigación tiene como objetivo elaborar un sistema de clases aplicando la metodología Content and Language Integrated Learning (CLIL) para contribuir a la mejora de la adquisición del vocabulario en inglés en estudiantes de 2do Bachillerato paralelo "A" del Colegio "Nueve de Octubre". La intervención se basa en la implementación de un sistema de clases CLIL, enfocada a la expansión y mejoramiento del vocabulario dando prioridad a los factores referentes a la semántica, pronunciación y escritura. La investigación se llevó a cabo con la participación de 38 educandos, utilizando un diseño no experimental de tipo Investigación Acción Participativa bajo la sustentación de un paradigma metodológico cualitativo. Se realizó una prueba pedagógica con el objetivo de corroborar los datos obtenidos de una la observación aplicada en interacciones anteriores con el grupo de estudiantes para evaluar sus conocimientos previos referentes al vocabulario. Después de identificar los problemas en el proceso de aprendizaje del idioma inglés de los estudiantes, se define la propuesta de intervención y se procede a implementar el sistema de clase. La intervención se desarrolló en dos clases, abordando temas de la asignatura de Biología y junto a los resultados de las observaciones y una entrevista, se evidenció una mejora significativa en la producción del vocabulario, Este estudio resalta la eficacia de la metodología CLIL en el aprendizaje del vocabulario en inglés, sugiriendo su implementación continua para mejorar las habilidades lingüísticas de manera contextual.

Palabras clave: Metodología CLIL, Vocabulario, Investigación Acción Participativa.

Abstract

The present research aims to develop a class system applying the Content and Language Integrated Learning (CLIL) methodology to contribute to the improvement of English vocabulary acquisition in students of 2nd "A" Baccalaureate at "Nueve de Octubre" School. The intervention is based on the implementation of a CLIL class system, focusing on expanding and enhancing vocabulary with priority given to factors related to semantics, pronunciation, and writing. The research was conducted with the participation of 38 students, using a non-experimental design of Participatory Action Research under the support of a qualitative methodological paradigm. A pedagogical test was carried out to verify the data obtained from an observation applied in previous interactions with the student group to assess their prior knowledge related to vocabulary. After identifying issues in the English language learning process of the students, the intervention proposal is defined, and the class system is implemented. The intervention took place in two classes, addressing topics from the Biology subject. Through the results of observations and an interview, a significant improvement in vocabulary production was evident. This study highlights the effectiveness of the CLIL methodology in English vocabulary learning, suggesting its continuous implementation to enhance language skills contextually.

Keywords: CLIL Methodology, Vocabulary, Participatory Action Research.

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Introduction

It is well known that in the acquisition of English as a foreign language, cognitive, linguistic, and cognitive aspects, and of course, the development of the four skills reading, listening, speaking, and writing play a very important role. However, regardless of the mastery of skills or knowledge of grammar, a relevant element interconnected with the aforementioned is the handling of vocabulary, so, according to Alcaráz, G., by possessing a broad knowledge of the language's lexicon, the individual has more possibilities to comprehend and produce language more effectively because "lleva consigo un mejor desarrollo de las destrezas comunicativas tanto a nivel oral como escrito" (2021, p. 44).

Despite the foregoing, the acquisition of vocabulary in the English language presents various challenges that can hinder its learning process. These obstacles range from the vast number of words to pronunciation and spelling. English has a vast lexicon consisting of countless terms and expressions, which, in most cases, is overwhelming for students. Additionally, the relationship between pronunciation and spelling can be complicated, as many words are pronounced differently from how they are written. Another factor that, in the opinion of Bravo & Alves (2020), warrants analysis is the lack of practice and constant exposure to the language, which can limit opportunities to expand vocabulary effectively.

Taking into consideration the aforementioned, educators and experts in the field are constantly improving the application of appropriate methodologies for the teaching and learning of the English language. The Content and Language Integrated Learning methodology, better known by its acronym CLIL, is considered a dual-dimensional educational approach that focuses on learning the language and the content of the subject studied, transforming " aprender el

idioma " into " usar el idioma como un medio de aprendizaje y de contenido." According to Harmer, J. (2015), content-based language learning has a greater impact on students when the subjects studied are taught in English, which is why there are educational institutions where the majority of subjects are taught in the second language. The results of the application of this methodology are mostly positive, a clear example being an immersion program that began in Canada in the 1960s where English-speaking students were taught mostly in French, "los estudiantes logran el éxito en el aprendizaje de la materia... alcanzan altos niveles de comprensión en francés y pueden expresarse tanto oralmente como por escrito sobre temas relacionados con materias académicas" (Lightbown, 2014, p. 16).

Therefore, the CLIL approach aims primarily to help students expand their vocabulary, which is essential for expressing thoughts and ideas clearly and effectively. A broad vocabulary facilitates text comprehension and enhances writing and reading skills. Additionally, it strengthens oral communication and increases students' confidence and motivation. In summary, working on the development of vocabulary in English is essential for effective communication and solid learning.

In the Ecuadorian context, the Ministry of Education highlights some of its basic principles in the curriculum proposal, including the application of a communicative approach, a student-centered approach, and, of course, Content and Language Integrated Learning (CLIL). In a study conducted by Dávila, C. (2019) titled " Content and Language Integrated Learning (CLIL) en la producción oral del idioma inglés" en la Unidad Educativa "Nelson Torres " Educational Unit, it is concluded that the CLIL teaching method, according to Dávila, C., " se precisa como un método de aprendizaje integrado de contenidos y lengua extranjera que aporta satisfactoriamente en la adquisición de un idioma " (2019, p. 106).

However, there are still limitations in students' vocabulary acquisition. In the specific case of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School, the following limitations were observed:

- Students do not respond to questions in English due to lack of vocabulary.
- The teacher does not apply didactic resources focused on vocabulary.
- There is limited participation by students in the classroom.
- The teacher focuses mainly on grammar in class.

Due to the information presented, this research poses the scientific problem: How to improve vocabulary acquisition in students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School?

Considering the teaching-learning process of the English language as the object of study, possible causes contributing to the aforementioned limitations were characterized:

- The teacher does not plan classes based on students' motivation.
- The teacher lacks an appropriate methodology for teaching vocabulary.
- Students do not use vocabulary according to the English level required by their educational level.
- The teacher does not apply relevant didactic resources focused on vocabulary.

The general objective is to develop a class system incorporating the use of the CLIL methodology to contribute to the improvement of English language vocabulary in students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School.

The objective is delimited in the teaching-learning methods of the English language as the field of action, complying with the following specific objectives:

Theoretically substantiate the teaching-learning process of vocabulary in the English language.

Diagnose the learning of vocabulary in the English language of students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School.

Verify the application of CLIL as a method in improving the learning of vocabulary in the English language of students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School.

Verify the results obtained from the application of the methodological proposal based on the CLIL methodology to contribute to the improvement of the learning of vocabulary in the English language of students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School.

As this is a qualitative research, the scientific questions supporting this research project are:

- How is the teaching-learning process of vocabulary in the English language theoretically substantiated?

-What resources are used in the application of the CLIL methodology in the teaching-learning process of vocabulary in the English language of students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School?

-What results are obtained from the use of the CLIL methodology in the teaching-learning process of vocabulary in the English language of students of 2nd "A" Parallel Baccalaureate at "Nueve de Octubre" School?

As mentioned earlier, this scientific research is carried out from a qualitative methodological paradigm with a non-experimental design, guided by Participatory Action Research since the group of researchers collect and analyze information with the aim of acting on the problem and taking "action" to solve and promote transformations.

Consequently, theoretical methods such as historical-logical and analytical-synthetic are used. And as empirical methods, participant observation and interview are applied.

This research work contributes a class system incorporating the use of the CLIL methodology focused on improving vocabulary acquisition, so that our esteemed colleagues give due importance to this linguistic and cognitive factor of language, which is vocabulary. Therefore, the importance of this project revolves around the purpose of providing information that significantly contributes to the teaching-learning process of English language focused on vocabulary.

This study is divided into 4 chapters consisting of: Chapter I, theoretical description (supported by bibliographic information) on the object and field of research. Chapter II, establishes the type, methods, and techniques to be used. Chapter III presents the intervention proposal. Finally, Chapter IV contains the discussion of results, closing with conclusions and recommendations, bibliography, and annexes.

Chapter 1. Theoretical Background of English Language Teaching-Learning Methods

1.1 Historical Evolution of Teaching-Learning Methods of the English Language

The origin of English as a language took place around the year in the 5th century when the Germanic tribes and Vikings from the north migrated to England, thus, they managed to dominate the Celtic language. According to ADELFA (2009), this led to the English language being divided into three stages: Old English, Middle English, and Modern English.

Although the teaching of English in continental Europe dates back to the 16th century, this language was not considered as an instrument of international communication until the 17th century when English began to have more value due to the impact of Great Britain in the economic, political, social, and cultural sphere of all countries affected by the industrialization process (Fernández, 2017).

Interest in the study of the English language increased around the 19th century when commercial relations between Spain and England and the United States increased, and it was then when the Trade Boards favored its teaching and learning as a first-class subject (Menéndez, 2011). Since then, up to the present day, a variety of methods have been developed that have evolved over time. These methods range from the traditional "Grammar-Translation Method" to the contemporary communicative approach that is shared in various educational centers. However, approaches to English language development have not followed a constant evolution; instead, they have experienced interruptions and have been organized into consecutive stages.

Richards, J. (2014), synthesized the characteristics of different teaching methods from different periods of the last century to the present:

- The Direct Method (1890-1930).
- The Structural Method (1930-1960).
- The Reading Method (1920-1950).
- The Audio-Lingual Method (1950-1970).
- The Situational Method (1950-1970).
- The Communicative Approach (1970-present).

First Stage: Grammar-Translation Method (1800-1900)

According to several widely recognized authors in the field of language teaching and linguistics, their contributions in the form of literary works have enriched our understanding of a variety of pedagogical methods and approaches, including the "Grammar-Translation Method." Richards & Rodgers point out that "the 'Grammar-Translation Method' can be considered as an approach in which the grammar of the target language is studied and translation is used as the main teaching technique" (2014, p. 6). Additionally, Larsen refers to it as " Donde los profesores presentan a los estudiantes reglas gramaticales y vocabulario, y luego los estudiantes aplican esas reglas traduciendo oraciones entre el idioma nativo y el idioma extranjero " (2000, p. 38).

It was an innovative approach in language teaching, also known as the traditional method, developed by Valentine Meidinger (1756-1822), to whom its creation is attributed, and it focused on teaching French. During that period, courses offered by Franz Ahn (1796-1865) and H.G. Ollendorf (1803-1865) stood out, whose materials were consolidated in Europe, especially in Germany, France, and England, from around 1840 to 1890. However, over time, this method began to be questioned and vulnerable, receiving criticisms from later pedagogical approaches.

- The grammar-translation method had the following fundamental characteristics:
- The isolated sentence constituted the basic unit of teaching.
- The translation of texts was the central objective.
- The language was considered as a set of rules to be properly learned and memorized.
- The development of silent reading skills was essential.
- Oral expression was not considered.

Second Stage: Direct Method (1890-1930)

It emerged as an alternative for language learning to be more practical and functional. One of the earliest notable advocates of the direct method was Jean-Jacques Rousseau, an 18th-century philosopher, who advocated for a more natural and oral approach to language teaching.

However, the direct method gained greater prominence in the 19th century thanks to the influence of François Gouin, a French linguist and pedagogue, who developed a system for teaching French based on oral communication and the use of phrases and language patterns in everyday situations. Gouin influenced the development of the direct method as we know it today. Despite its short existence, this approach impacted nations like Germany, France, and the United States, proving to be beneficial in its implementation. However, when its principles were taken to extremes, it attracted criticisms, just like its predecessor. Despite these limitations, the direct method has exerted significant influence on modern language teaching trends, prioritizing oral communication. This approach combines the experience of teachers, linguists, and scholars, incorporating a focus on colloquial language, and some see it as a precursor to language immersion programs.

- The key pillars of the method are:
- Emphasis on oral language: It focused on daily communication.
- Foreign language as the medium of teaching: It was used from the beginning.
- Pronunciation and phonetics: Precision was sought.
- Elimination of native language and translation: Total immersion.

Richards & Rodgers (2014) point out that the Direct Method is based on total immersion in the target language in the educational context, promoting oral communication from the beginning and treating grammar rules in specific communicative situations, with constant interaction between teachers and students.

Third Stage: Reading Method (1920-1950)

It emerged as a response to educational changes and the need to accelerate foreign language learning. This pragmatic approach was characterized by its emphasis on reading as the primary means of instruction (West 1888-1973). Coleman (1929) was a prominent precursor who conducted an exhaustive lexical-semantic study that influenced the importance of reading in English teaching. He played a significant role in promoting reading as the primary method in American schools and universities.

The essential characteristics of the method included the use of the native language, an oral approach, the distinction between intensive and extensive reading, and text comprehension as the foundation. Palmer, with his work "Principles of Language Study" (1921), designed a psychological model of language learning that served as the basis for practical classroom activities. Howatt (1984) recognized Palmer's crucial influence on English teaching, stating that his contribution was fundamental to the English teaching profession in that century. Despite advancements, the search for new pedagogical proposals continued during that period.

Fourth Stage: Audio-Lingual Method (1930-1970)

It had its origins mainly in the United States and found its roots in what was known as the military method. According to Richards & Rodgers (2014), during the early stages of World War II, there arose a need for American soldiers to communicate in various foreign languages. This

led to the creation of the Army Specialized Training Program (ASTP), in which around 450 teachers taught approximately 30 languages to about 15,000 students. The training was highly intensive, with 10-hour days for six days a week, including 20 to 30 hours of individual study and 15 hours of interaction with native speakers. Under these conducive conditions, the method achieved exceptional results and quickly gained popularity.

Despite having had a significant initial impact, the Audio-Lingual Method experienced a relatively rapid decline in the second half of the 1960s. However, this approach played a fundamental role as the first theory for teaching foreign languages based on principles of linguistics and psychology. Stern, H. (1983), highlights that the Audio-Lingual Method reflects the influence of descriptive, structural, and contrastive linguistics of the 1950s and 1960s. Additionally, its psychological foundation aligns with Skinner's behaviorist perspective, which focuses on language acquisition in relation to stimuli and responses, operant conditioning, and reinforcement.

- The audio-lingual method was characterized by:
- Separation of the four skills: Speaking, understanding, reading, and writing were addressed separately.
- Emphasis on oral skills: Oral communication (speaking and understanding) took precedence over written skills.
- Use of dialogues as the main presentation: Dialogues were widely used to introduce content.
- Emphasis on mechanical exercises and memorization: Repetitive practice and memorization were essential elements of the method.

Fifth Stage: Audiovisual Method (1950-1970)

It has a fundamentally European origin, which some authors place in a period similar to that of the audio-lingual method. While the United States was firmly committed to the audio-lingual method, Europe was witnessing the emergence of the audiovisual approach. According to Stern, H. (1983), the audiovisual method originated in France, specifically at the Center for Research and Study for the Dissemination of French (Centre de Recherche et d'Étude pour la Diffusion du Français - CREDIF). The initial version, known as "Voices and Images of France" (Voix et Images de France - CREDIF, 1961), underwent adaptations and revisions in countries such as Britain, the United States, and Canada.

In contrast to the previous approach, the Audiovisual Method significantly highlights the social aspect linked to language. In this context, it is emphasized that language plays a primordial role as a means of communication among individuals or social groups. That is, language is, above all, a tool that facilitates interaction and mutual understanding among people and communities that use it. However, despite this notable difference in its approach to the social dimension of language, the Audiovisual Method shares notable similarities with the Audio-Lingual Method regarding its foundation in linguistic and psychological aspects. Both methods recognize the importance of understanding and applying linguistic principles in language teaching, as well as leveraging psychological aspects related to language acquisition to optimize the learning process.

Sixth Stage: Situational Method (1950-1970)

The Situational Method, which emerged in the 1950s and gained popularity in the 1960s and 1970s, focuses on teaching languages through everyday life situations rather than focusing

on abstract grammatical structures. Its approach is based on immersing students in authentic communication contexts, allowing them to interact and apply language in real situations. This method is grounded in behaviorist principles of reinforcement and practice. Despite having reached its peak during that period, its influence persists in contemporary approaches such as the communicative approach, which places strong emphasis on effective and relevant communication for students. It is worth noting that the Situational Method represents a variant of structuralism, but unlike the audio-lingual approach, it seeks to contextualize linguistic structures in situations as authentic as possible.

Seventh Stage: Communicative Approach (1970-present)

It emerged as a new paradigm in language teaching in the 1970s and 1980s, marking a substantial shift in the prioritization of language education. It arose in response to the constraints of traditional approaches, such as the Audio-Lingual Method and the Situational Method, which focus on repetition, memorization, and practice of structures but not on authentic communication.

In the 1970s, a new approach to language teaching emerged. This generated a significant change in the emphasis of language education. Stern, H. (1983), considers that there was a "break with the concept of method" from the 1960s onwards, as the term "method" was inadequate to encompass all dimensions of language teaching. Although the essential demands remained similar to those of previous years, there was an increasing demand for acquiring more advanced skills. Interpersonal communication continued to be vital, but now people were required to do more than read and translate, as was done at the end of the last century.

An increase in students from developing countries seeking education abroad generated a greater need for highly trained professionals. Richards & Rodgers in "Approaches and Methods in Language Teaching" describe the Communicative Approach as " un enfoque en la enseñanza de idiomas que se centra en el uso del lenguaje para la comunicación en lugar de enfocarse en la gramática y la estructura lingüística de manera aislada." (2014, p. 47). This definition underscores the importance of effective communication over memorization of grammar rules.

Eighth Stage: CLIL - Content and Language Integrated Learning (1990-Present)

Although a precise date for the emergence of the approach known as CLIL (Content and Language Integrated Learning) cannot be established, this term was coined by David Marsh and Anne Maljers in the late 1990s. Its development was driven by the pressing need to improve the teaching of foreign languages in the European context. In particular, David Marsh, in 1994, introduced the idea of teaching a subject or part of a subject through a foreign language, with the ambitious goal of achieving two simultaneous outcomes: learning specific content and developing proficiency in the foreign language.

This approach is rooted in language teaching and is inspired by the concept of language immersion, where students are immersed in the target language through constant exposure and practice in authentic contexts. It is noteworthy that this concept received significant momentum with the creation of the European Union Bilingual Program in the 1990s. This program promotes the teaching of curricular content in a foreign language, primarily English, in the member countries of the European Union, thus solidifying the CLIL approach as an effective educational strategy for language learning and the development of knowledge in various disciplines.

1.2 Theoretical Characterization of the Clil Methodology in the Teaching Process - Learning Focused on Vocabulary

1.2.1 Teaching Process – Learning the English Language at the High

School Level.

Teaching and Learning Process of the English Language. The learning and teaching of a foreign language, such as English, typically take place within a classroom setting where various controlled and structured activities are carried out. According to Beltrán, M. (2017), the teacher and the student represent two of the most important elements, and the success or failure of this process, which is mostly communicative, largely depends on them.

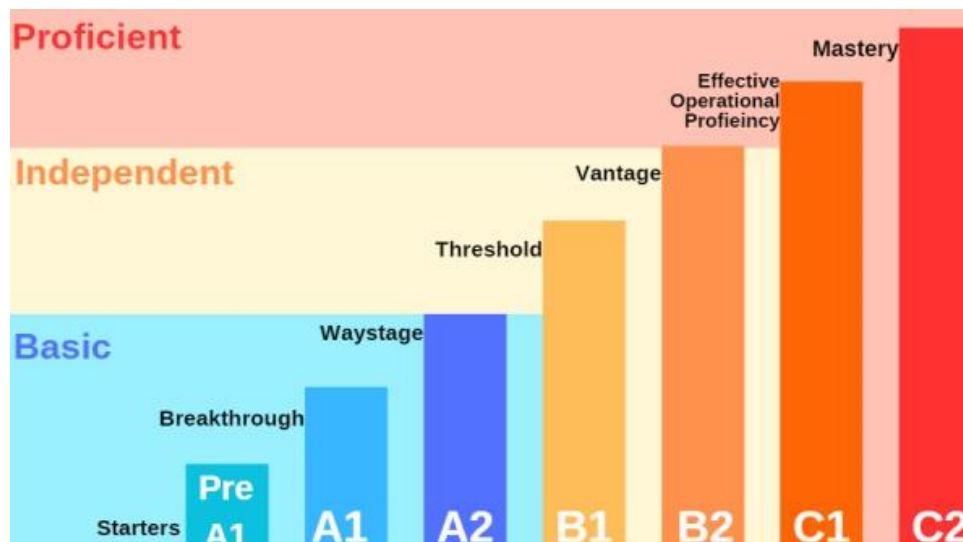
In Latin America, where the Spanish language predominantly prevails, the significant influence of the English language has been noted due to several factors, the most prominent being national collaborations and success in the global economy (Flores Vélez et al., 2016). Most Spanish-speaking countries consider the teaching of the mentioned language to be part of their educational curricula, taking into account educational levels, which are divided into: early childhood education or preschool, primary education (which in some countries varies between the first 6 and 7 years of schooling after preschool), upper basic education (corresponding to grades 8th, 9th, and 10th), and finally secondary education, consisting of the last three years of study according to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

According to Cronquist (2017), the teaching of English in secondary education or "Bachillerato," like other educational levels, is based on standards comprised of "cuatro componentes principales o dominios: escucha, lectura, expresión oral y escritura" (p. 30). For performance evaluation, the application of a measurement standard is required, the Common

European Framework of Reference (CEFR), which delineates six levels of proficiency from a basic level (A1) to an exceptional mastery level (C2) as depicted in the image.

Figura 1

Niveles de Inglés según el Marco Común Europeo de Referencia.



Nota. Adaptado de Cambridge English Scale Results Reporting, (2021)

(<https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>).

Students completing the Bachelor's stage must achieve a level of English language proficiency equivalent to level B1, as explained by Avenida Andalucía, where they will be able to understand conversations and texts, participate in discussions expressing their own views and preferences, and compose texts on familiar or personally interesting topics (Council of Europe, n.d.).

Components of the English Teaching-Learning Process. A teaching-learning process is nothing more than a series of procedures that constitute the management of learning, highlighting a systemic and structural character because the didactic and psychological subsystems play a

very important role in its development. Benítez, G. comments that there are six components that make up the didactic subsystem: " objetivos didácticos, contenidos, medios, relaciones de comunicación, organización y evaluación" (2007, p. 44). However, it is also important to remember that communication is a key element of teaching since this process involves an interaction between the psychological structure that learns and the didactic structure that serves to initiate and operate the psychological part.

Focusing this process on the teaching of English, Yirlom, Y. (2016) explains in his article "Proceso de enseñanza aprendizaje de la lengua inglesa en escuelas públicas chilenas ¿Producción o reproducción?" that there are two essential interrelationships that compose it: human and cultural components.

Human components: Refers to the educational actors (teacher, student, and the group in general). Rodríguez, D. (2010) agrees that in the teaching-learning process of English, the interaction and intercommunication of the subjects mentioned above are fundamental. The teacher fulfills his role as a pedagogue who organizes and conducts this process, but at the same time, the desired results cannot be achieved without the protagonism, motivation, and attitude of the student.

Didactic components: Encompass the objectives, guiding elements of the process that create that "path" oriented towards the proposed achievements regarding knowledge, skill, and valuation; content, the topics or information planned to be taught related to knowledge, habits, values, norms, skills, and creative expressions; methods, for some learners, this component turns out to be the most important and at the same time the most difficult and complex because it answers the question "How to teach/learn?" in order to fulfill the proposed learning objectives;

means, are all the instruments that facilitate the execution of the methods (books, web pages, multimedia programs, realia, etc.); evaluation, this helps to "monitor" the level of progress of the students and the quality of the teacher's guidance; and finally, forms of organization, these integrate all the mentioned components and " reflejan las relaciones que se originan entre el docente y sus aprendices mediante la clase" (Yilorm, 2016).

Roles of the Two Main Educational Actors

Role of the teacher: Beltrán, M. (2017) describes their entrusted work by fulfilling the role of guide and facilitator to improve the teaching-learning process by applying a variety of strategies and methods aimed at the development and improvement of the student's communicative part. Apart from meeting the requirements of English proficiency from level B2 to level C2 of the Common European Framework of Reference (CEFR) according to the policy frameworks established in each country (Cronquist and Ariel Fiszbein, 2017), the teacher must be someone trained in the application of appropriate methodologies for the correct development of the teaching-learning process of the second language, recognize the different learning styles of their students, identify learning problems and needs, and therefore know how to act efficiently and successfully in response to them.

Among the aspects to highlight about the teacher's role, Beltrán, M. (2017) lists the following aspects that help the teacher's students to use the English language within the classroom: planned procedures based on the students' production and comprehension abilities, expressing oneself in the clearest and simplest way possible using resources to visually reinforce explanations and corrections, teaching and promoting generic terms and sentences that can be

used in everyday situations so that the student becomes accustomed to using them and improves their communication skills.

Role of the student. Students are the subjects who play the most active role because they are responsible for the level of development of language skills and, in turn, have greater initiative within the classroom. In the case of students studying English as a foreign language, the classroom becomes one of the most important learning spaces to develop and improve their communicative or linguistic skills.

These roles played by the teacher and the student must be carried out in correct and total harmony, where respect and responsibility prevail, only then will a functional combination be achieved to attain significant achievements (Beltrán, M., 2017).

1.2.2 Principles and Techniques of Methods Mostly Applied to English Teaching

The acquisition of a foreign language is described by Campoverde, A. et al. (2019) pointing out that it consists of cultural, social, professional, or personal factors; therefore, the proposed learning objectives are achieved " mediante la correcta integración de contenido, práctica y la relación de inmersión estudiante – idioma". This leads to the teacher applying appropriate methods and methodologies to the needs and abilities of the students.

Both methods and methodologies provide us with a structure, organization, definition, and guidance for the different behaviors and forms of work that will occur within the classroom, Ramirez, O. (2017) comments that "un método es la realización de práctica de un enfoque y en esta medida influye en decisiones acerca de actividades, roles de los materiales y sílabos" (p. 97) and on the other hand, Muñoz, A. (2010), agrees that " la metodología hace referencia a la

relación entre enfoque o filosofía de enseñanza y las técnicas que se derivan de dicha filosofía" (p. 79).

In the educational field, there are authors who decide to differentiate between the terms "method" and "methodology," however, there is another group of authors who do not separate these terms because both work to achieve the same objective, Muñoz, A. (2010), comments that "la metodología es lo que une la teoría y la práctica y dentro de la primera puede hablarse de método que es un sistema fijo de enseñanza, con técnicas y prácticas prescritas " (p. 79). Taking into consideration the explanation, the different methods or methodologies most commonly applied in the teaching-learning of English will be detailed below.

The Grammar-Translation Method. This method is characterized as traditional due to the abundant use of the student's native language, constant reading and translation of texts, reading comprehension exercises, essay writing, while leaving aside the complete development of communicative skills (oral and auditory communication).

Vélez & Macías outline the following principles and terms:

Principles

- Fundamental learning and development of reading English texts.
- Reading and writing are the main skills.
- The teacher takes a more active role in the classroom, and the student is limited to answering the teacher's questions.
- Constant comparison between both L1 and L2 languages.
- Developing mental processes such as comprehension, analysis, and interpretation of literary works.

Techniques

- Translation of texts in written form.
- Use of synonyms and antonyms.
- Memorization and application of grammar rules.
- Vocabulary memorization and completion of fill-in-the-blank activities.

The Direct Method. This method prohibits text translation through the native language because, as the name suggests, word meanings are learned directly through demonstrations or visual aids. According to Flores & Cedeño, this method is also primarily used to encourage vocabulary acquisition or interaction between the teacher and students:

Principles

- Exclusive use of the language the student is learning.
- Use of visual aids to represent word meanings.
- The teacher applies demonstration, not translation.
- Developing the ability to think and interpret in English.
- Communication is the primary purpose.
- Grammar is learned inductively.
- Pronunciation is worked on at the beginning of activities.
- Conversational activities in real contexts, which is why knowledge of the culture

of the country of origin of the foreign language is also important.

Techniques

- Question and answer exercises.
- Self-correction.

- Practice of dialogues on everyday situations.

The Audio-Lingual Method. This method emphasizes vocabulary acquisition through the performance of various situations that students are exposed to; repetition is an important factor in correcting pronunciation (Flores & Cedeño, 2016).

Principles

- Exclusive use of English.
- The teacher acts as a guide, controller, and leader.
- The student is limited to imitating the teacher.
- Constant use of dialogues to learn vocabulary and structural patterns.
- There is no formal evaluation.
- The student develops phonology, morphology, and syntax.

Techniques

- Dialogue memorization.
- Line repetition.
- Word or phrase substitution.
- Structural transformation of sentences.
- Dialogue completion.
- Grammatical games.

Total Physical Response (TPR). The goal of this method is "to have fun while learning." In this regard, Alcalde, N. (2011), ensures that this method provides significant importance to auditory comprehension. The execution of this method is based on imperative

commands and bodily movements where the student enjoys performing them, and the teacher can direct the group's behavior.

Principles

- Significant importance given to auditory comprehension.
- Repetition and retention of commands are very important factors.
- Conducting engaging class sessions for students.
- Learning and having fun are two elements that should go together.

Techniques

- English language prevailing at all times.
- Working on physical actions (gestures and movements).
- Series of commands from the teacher to the students or vice versa.
- Memorization of commands.
- Selection of an appropriate space.

Project Based Learning. Project-based learning as a method aims to achieve goals in curricular projections by establishing decisive objectives that promote both integration among students and a conducive environment for the acceptance of new knowledge (Ulloa & Sofía, 2020). Additionally, the proposed activities "se basan en los tipos de aprendizaje y trabajos realizados en el mundo cotidiano fuera del aula" (Tomlinson & Masuhara, 2010, p. 59).

Principles

- Encourage collaboration and teamwork.
- Real activities and tasks are proposed, offering new academic challenges to students.

- Developing the ability to research and gather information.
- Promoting student autonomy by allowing the use of their own judgment and decision-making.

- Content development.

Techniques

- Collaborative work.
- Students propose solutions to the problem.
- Integration of technological tools.
- The teacher must apply formative assessment.
- The teacher provides feedback in terms of content and language.

Communicative Language Teaching. The aim of this method is the formation of communicative competencies through the recognition of the "interdependencia entre el idioma y la comunicación" using the Communicative Approach. This method can employ a variety of learning techniques such as role play (Flores & Cedeño, 2016).

Principles

- The main objective is communication, so linguistic forms, meanings, and functions are necessary.
- The teacher promotes communication through roles as facilitator, counselor, interviewer, and evaluator.
- Students play the role of communicators.
- The language being learned is necessary for communication.

- The use of students' native language is allowed, even for the teacher when providing feedback.

- This method focuses on fluency, language accuracy, and even writing.

Techniques

- Use of material (written or oral) from the foreign language.
- Working on cohesion by applying activities to rearrange sentences or drawings.
- Language games should contain the following characteristics: gap, choice, and feedback.

Content and Language Integrated Learning (CLIL). The main goal of CLIL as a methodology is to create a bilingual context where students apply English while learning subjects from other areas (Barberán, 2021). According to Harmer, J. (2015), this methodology "mixes the teaching of content and language so that the students learn both the content and the specific language they need to express that content at the same time." The CLIL curriculum is very different from regular English classes because the content is selected first, and then CLIL planners search for the precise language for students to understand and speak about that content (Harmer, 2015).

Principles

- In addition to content, CLIL methodology identifies the other three Cs: communication (students can communicate with each other about the learned content), cognition (development of thinking skills), and culture (associating content with the culture around them).

- Developing and applying communicative and cognitive skills of the foreign language.

- Students learn relevant and meaningful academic content.

- Curriculum collaborations to achieve connections between English as a subject and others.

- The teacher must be trained to effectively implement CLIL methodology.

Techniques

- Implementation of contextualized vocabulary and language structures in English.
- In activities, students must integrate the learned content and production of language skills.

- Implement activities that require collaboration among students as a group to promote oral and written communication.

- Continuous assessments to monitor progress.

Pedagogical Approaches in English Language Teaching

Over the years, the teaching of English has undergone significant evolution, resulting in various pedagogical approaches employed to effectively convey this language to students of different ages and levels. These approaches play a fundamental role in designing learning strategies tailored to the specific needs of students. Each approach presents its advantages and challenges, and the choice depends on educational objectives, learning environment, and teacher preferences. Through a deep understanding of these approaches, educators can make informed decisions that enable them to provide high-quality education and help students achieve their goals in mastering English.

The distinction between "approach" and "method" in the educational context is essential for understanding the planning and execution of teaching. Often, these terms are used interchangeably, but they actually represent different concepts that play crucial roles in pedagogical practice.

The "approach" refers to the broader and more philosophical perspective that guides the educational process. It is a theoretical orientation that establishes fundamental beliefs about how students learn and how the teaching process should be structured. The approach provides the overall vision and principles that guide pedagogical decision-making.

According to Richards & Rodgers (2014), the approach refers to " un conjunto de creencias sobre la naturaleza del lenguaje y la naturaleza del aprendizaje, que sirven como base para la selección de métodos y materiales de enseñanza." According to Harmer, J. (2015), the approach is " el conjunto de principios y creencias que determina cómo los profesores abordan la enseñanza y el aprendizaje de un idioma." Additionally, according to Barnechea, M. & Morgan, L. (2007), the approach is defined as the perspective of identification that allows defining the emphasis of the process by prioritizing issues and representing the method to reconstruct practices and produce knowledge.

These definitions underscore that the pedagogical approach is rooted in beliefs and principles that guide teachers' teaching decisions and practices, affecting the choice of methods and materials used in the teaching and learning process.

There are various pedagogical approaches in English language teaching, each with its own theories and methodologies. Some of the prominent approaches include:

1. **Grammar Translation Approach:** This approach focuses on teaching English grammar and syntax in isolation. It is based on the belief that through understanding the language structure, students can construct their own discourse.

2. **Communicative Approach:** In contrast, the communicative approach focuses on teaching English for effective communication. Emphasis is placed on the practical use of the language in real-life situations, such as conversations and discussions.

3. **Audio-Lingual Approach:** This approach is based on repetition and constant practice to develop oral and auditory skills. Students memorize language patterns and focus on pronunciation and fluency.

4. **Task-Based Approach:** The task-based approach involves learning through the performance of tasks and practical activities. It is believed that by facing real situations, students can learn more effectively by applying the language in real contexts.

5. **Content-Based Approach:** This approach integrates English language learning with the exploration of other academic subjects such as history, science, or mathematics. This allows students to acquire knowledge in English while studying specific topics.

6. **CLIL Approach:** The teaching and learning process of a foreign language are heavily reliant on the methodology used. One of the most effective approaches is the CLIL approach, which stands for "Content and Language Integrated Learning" according to its acronym in English (Doiz, L., 2014).

According to Fernández, A. (2009), CLIL is considered by its advocates as a more effective approach than traditional language teaching and provides multiple advantages. Coyle et al. (2010) define the CLIL approach as a dual-dimensional educational model in which an additional language is used for both content teaching and language development.

Marsh et al. (2007), specialists in the field, provide an alternative interpretation, describing CLIL as a dual educational approach that employs an additional language for content and language learning, to promote both content and language mastery at predefined levels.

1.2.2.3 Tools and Resources for English Language Teaching

Training in English as a foreign language has changed due to technological evolution and the increasing demand for language skills globally. This has led to the need for various tools and resources to facilitate the study and teaching of the language. These resources consist of tools, Digital Platforms, Traditional Teaching Materials, and Technologies for Education. Their linguistic diversity provides the possibility of customizing teaching and offers students opportunities to develop their language skills in a specific way.

According to Moya, A. (2010), teaching resources can be divided into several categories:

Printed Text Resources:

- Manuals or textbooks.
- Reference and reading books.
- Classroom or department libraries.
- Exercise notebooks.
- Various printed materials, such as brochures and information sheets.
- Specific materials such as newspapers, magazines, and yearbooks.

Audiovisual Resources:

- Visual projections.
- Videos, movies, and audio recordings.
- Didactic Board Resources:

- Use of a traditional board.

Information and Communication Technologies (ICT) Resources:

- Suitable software.

- Computer programs in formats such as DVD, Pendrive, and online.
- Online educational resources, including video games, authoring tools, learning activities, multimedia presentations, encyclopedias, animations, and interactive simulations.
- Interactive media.
- Use of multimedia and the internet.
- Educational programs in CD format or online, such as video games, authoring tools, learning activities, multimedia presentations, encyclopedias, animations, and interactive simulations.
- Interactive television and videos.
- Telematic services, such as websites, weblogs, webquests, email, chats, forums, and teaching units.
- Online educational platforms and virtual teaching and learning environments, such as Virtual Campus and virtual classrooms.

1.2.3 The Development of the Vocabulary in the English Language.

1.2.3.1 Vocabulary in the English Language. In the context of English language teaching, it has been recognized that the development of vocabulary plays a critical role as the foundation for achieving fluency in this language. Norbert, S. (1998), defines vocabulary as the set of words and phrases that a person knows and uses in both their native language and a foreign language. Vocabulary, ranging from everyday terms to technical expressions, is crucial in the acquisition of any language and becomes an essential component for learning a second language. Even though a person may have a profound knowledge of grammatical rules, a lack of vocabulary can restrict their ability to communicate effectively. This challenge is particularly common in educational institutions that incorporate English into their curriculum. Words, both everyday and technical

terms, are fundamental elements for understanding and expressing oneself effectively in any language.

Throughout history, various definitions and approaches have been proposed regarding vocabulary and its teaching. However, in general terms, these definitions converge on fundamental concepts. The importance of vocabulary as an integral part of the language acquisition process is a point of agreement in the educational and linguistic community. This recognition emphasizes the relevance of effectively addressing the teaching and expansion of vocabulary in the context of English language teaching and, by extension, any other language.

Components of Vocabulary Acquisition. The acquisition and development of vocabulary in the English language involve more than just memorization; it entails a cognitive process where understanding precedes expression. Alcaráz, G. (2021), asserts that models of analysis such as the Involvement Load Hypothesis (ILH) and Technique Feature Analysis (TFA) have attempted to describe and measure how lexical acquisition information is processed, concluding that two aspects are involved: the way information processing is conceptualized and the parameters proposed for measuring the degree of acquisition. From a linguistic perspective, vocabulary development in a language involves semantic, phonetic, and orthographic aspects, as there are certain differences between knowing the meaning of a word, writing it correctly, pronouncing it appropriately, and applying it in a sentence properly; when the four mentioned aspects are fulfilled, it can be affirmed that the individual has learned a new word.

1.2.3.2 Vocabulary Teaching Methods. John Dewey (1995) defines teaching methods as those based on experience, where learning arises from the active and meaningful interaction of the student with their environment. The relevance of vocabulary teaching methods lies in their ability to assist students in the effective acquisition and retention of new words and concepts. These methods are not limited to mere word memorization but also promote contextual understanding, active use of words in sentences, and constant practice. Expanding the lexical repertoire and promoting autonomy in learning are essential elements of vocabulary teaching methods. This enables more precise and varied communication, especially in academic or professional contexts, while fostering student independence in the ongoing acquisition of words and effective communication in various contexts.

When embarking on the task of teaching a new language, the question arises of how we can capture students' attention and positively influence their learning process. To achieve this, it is essential to apply principles, techniques, and tools that facilitate the creation of situations in the classroom where students can reflect on what they have learned and apply it. It is fundamental to avoid excessive reliance on translation and, instead, encourage the ability to think, understand, and communicate skillfully in the target language.

In this context, various approaches and methods have been proposed for teaching vocabulary. These include:

- **Teaching vocabulary through memorizing definitions (Allen, 1994; Carter & McCarthy, 1988; Stahl, 2005, cited by Molina et al., 2018):** Vocabulary instruction through memorizing definitions is a pedagogical strategy that focuses on students acquiring new words by remembering and understanding their definitions. This methodology is based on the premise that memorizing definitions provides a solid foundation for understanding and effectively using words. For this teaching strategy to be successful, it is essential to select relevant words and provide clear definitions.

- **Emphasis on deducing meaning as a valuable tool for personal and intellectual development of students (Nagy, Anderson, & Herman, 1987, cited by Molina et al., 2018):** This approach focuses on students understanding the meaning of words through context, benefiting both their vocabulary acquisition and their personal and intellectual development. By learning to deduce the meaning of words, their comprehension skills improve, and they become more autonomous in their learning, which also fosters a deeper understanding of words in different contexts.

- **Validity of associative frameworks for the mental organization of vocabulary, categorizing them into axiological fields, synonyms, and antonyms (Stevick, 1989, cited by Molina et al., 2018):** This approach highlights the importance of connections between words to organize vocabulary. It is based on the idea that words are interconnected in our minds through relationships such as axiological fields, synonyms, and antonyms. This enriches vocabulary understanding and its effective use. Additionally, it provides students with a mental structure to access and recall vocabulary when communicating and understanding texts.

1.2.3.3 Resources for Teaching Vocabulary. Mastering adequate vocabulary is essential for achieving effective communication, understanding written and spoken texts, and expressing oneself appropriately in any language. In this context, the choice of resources for teaching vocabulary becomes a crucial aspect of language teaching. Resources for teaching vocabulary are varied, ranging from traditional methods such as word lists to modern options such as mobile applications and online games. Technology has revolutionized vocabulary learning, offering dynamic and motivating experiences. These resources cater to different learning styles and levels, with some focusing on repetition, others on visual approaches, and others on real contexts to facilitate word retention and usage.

According to Morales, P. (2012), didactic resources are defined as the set of material means that intervene and facilitate the teaching-learning process.

Vocabulary instruction plays a crucial role in the process of acquiring a language. The following are effective resources and strategies for teaching vocabulary in the context of English language teaching. It is important to note that these resources and strategies are versatile and can be personalized according to students' needs and level. Diversity and interaction are fundamental elements for achieving effective vocabulary teaching and maintaining students' interest.

Below is a compiled list of the most recognized resources for teaching vocabulary, based on their application and effectiveness:

1. **Flashcards:** Memory cards are a classic and effective tool for teaching and learning vocabulary. You can create cards with the English word on one side and its translation or picture on the other.

2. **Word games:** Use games like Scrabble, crosswords, word searches, and guessing games to encourage practice and fun with vocabulary.

3. **Reading:** Encourage regular reading in English. English books, magazines, and websites are valuable resources for learning new words in context.

4. **Dictionaries:** Use online dictionaries like WordReference, Linguee, or the Merriam-Webster dictionary to look up word definitions and usage examples.

5. **Language learning apps:** Apps like Quizlet, Memrise, and Anki offer sets of memory cards and interactive vocabulary exercises.

6. **Educational game apps:** Apps like "Boggle," "Words with Friends," and "Hangman" are fun games that involve the use and practice of English words.

7. **Songs and music:** Listening to songs in English is an excellent way to learn vocabulary and improve pronunciation. You can look up song lyrics online to follow along while listening.

8. **Movies and series:** Watching movies and series in English with subtitles is an effective way to expose oneself to everyday vocabulary and improve listening comprehension.

9. **Word of the day:** Introduce your students to a new word each day and explain its meaning, usage, and context.

10. **Categorization by categories:** Organize words into thematic categories to help students understand and remember vocabulary more effectively.

11. **Educational board games:** Games like "Scattergories" or "Taboo" can be adapted to practice English vocabulary in a fun way.

12. **Contextual vocabulary:** Provide examples of usage in context for each word taught, so that students understand how it is used in real situations.

13. **Role-playing and dramatization:** Encourage vocabulary practice through role-playing and dramatization activities where students use words in simulated situations.

14. **Voice recognition apps:** Apps like Speech Recognition can help students improve their pronunciation and fluency by practicing English vocabulary pronunciation.

1.3 Contextual background of the English teaching-learning process in relation to the CLIL methodology.

At a global level, the CLIL methodology, although relatively recent, is considered a viable approach to learning English, and various authors have explored and applied it. In his work "La Metodología CLIL en Canarias" published in 2016, the author Carlos Torralbo arrived at the following conclusion based on the application of this methodology:

It was questioned whether CLIL could be an effective methodology for teaching a second language and demonstrated the importance and necessity of learning English in today's society. It was highlighted that CLIL not only facilitates the learning of the language and content but also promotes the development of fundamental cognitive skills for self-formation and knowledge

generation. However, it was emphasized that there is still a significant lack of training, especially regarding trained trainers to provide the required training to teachers implementing CLIL.

In their book "Major Trends in Theoretical and Applied Linguistics 3," Mattheoudakis, Alexiou, and Laskaridou (2014) concluded that after the first official attempt to implement the CLIL methodology in Greece, improvements were observed in both language and CLIL content. The students involved seem to support the continuation and expansion of the project to other Greek primary schools.

Regarding Latin America, various studies have also been carried out on the implementation of CLIL as an educational methodology. However, its adoption in this region has been less widespread than in other parts of the world, mainly due to the shortage of trained professionals in this field. In Colombia, numerous studies have been conducted on CLIL, and positive results have been observed after its implementation.

An example is the study by Pardo N, Cano L, and Rocha C in 2017, in Bogotá, which focused on applying the CLIL or AICLE methodology in environmental education. The results of this study concluded that the implementation of the CLIL-AICLE methodology positively contributed to the English teaching-learning process in the educational institutions where it was applied. Through this methodology, very favorable results were observed in the learning dynamics, especially among students who had no previous experience in the area or who had not explored topics beyond basic aspects such as the verb "to be" or pronouns, which they often did not master.

Regarding the English teaching-learning process in Ecuador, it is noticeable that this process has been influenced by this methodology when developing the educational curricula

belonging to the teaching of the foreign language, according to the document prepared by the Ministry of Education "Lineamientos Curriculares para Instituciones Educativas Multigrado", it states the following about said curriculum:

El Currículo de Lengua Extranjera – Inglés trabaja mediante un enfoque CLIL (Content and Language Integrated Learning) que permite al docente integrar diferentes temas de varias asignaturas para trabajar el idioma en clase; a través de este, el estudiante tiene un abanico de conocimientos variados durante el aprendizaje del idioma y por ende pone en práctica la comunicación de manera fluida y real (2021, p. 123)

However, in a research conducted by Leydi Calderón entitled " Content and Language Integrated Learning (CLIL) en la producción oral del idioma Inglés" it is stated that most of the teaching staff do not have a broad knowledge of the CLIL methodology, it was also evidenced that "el 75% de los docentes no hace uso de la integración de contenidos curriculares para impartir la enseñanza en el idioma inglés, mientras que el 25% sí lo hace" (Dávila & del Carmen, 2019). These statistics demonstrate that although the Curricular Guidelines indicate the application of a methodology focused on the application of CLIL, many teachers are not properly trained on the subject.

The present research will be carried out at the "Nueve de Octubre" Baccalaureate High School, located on Las Palmeras Avenue between June 25 and Bolivar, in the Machala Canton of El Oro province. This institution has approximately 3800 students from Eighth grade of Basic Education to Third year of Baccalaureate taking into consideration the morning, afternoon, and evening shifts.

The "Nueve de Octubre" High School opened its doors to the Machaleña community in 1887 with the mission of training bachelors with scientific knowledge according to international quality standards and being able to contribute to society by practicing democracy, companionship, and the application of human values. As for the teaching of the English language, three hours per week are dedicated in the baccalaureate level as established by the Ministry of Education.

This chapter focuses on the methodological framework that supports this study, focused on the CLIL methodology and its specific application to enrich English vocabulary. It delves into the type of study to be carried out and the proposed study method, detailing the resources, techniques, and structure to be followed for the collection, analysis, and evaluation of data supporting the adoption of this methodology.

Serving as the fundamental methodological pillar of this study, this chapter provides a detailed guide on the implementation of the CLIL method in the context of English language learning and its impact on vocabulary acquisition. Its objective is to understand the effectiveness of this methodology in facilitating lexical acquisition, offering a comprehensive and grounded view of its role in the development of students' vocabulary.

1.3.1 Diagnosis of the Current State of Vocabulary Production in 2nd Parallel "A" Baccalaureate Students at "Nueve de Octubre" High School. This part of the chapter presents the results obtained after the application of data collection instruments in the research process. It is worth noting that in past situations, contact has already been made with the 2nd Parallel "A" Baccalaureate students of the mentioned High School; nevertheless, the application of an

observation form and a pedagogical test focused on vocabulary was deemed timely and necessary.

Analysis of the Results

Observation

An exhaustive observation was made of the students and their performance regarding vocabulary knowledge and production. Therefore, the results reflected in the observation form determine that the students have good retention of vocabulary as the class progresses and, at the same time, they mostly understand the meaning of the words they learn. However, there is a certain deficiency in the active production of vocabulary since several times words were used incorrectly. Additionally, the writing, as well as pronunciation of the students in the activities, reflected that they needed constant reminders about the correct pronunciation and writing of the words.

Pedagogical Test

The application of the diagnostic test served to corroborate the results of the applied observation. The results show that, indeed, the performance of the students in vocabulary use, writing, and pronunciation is not satisfactory; however, it is highlighted that very few students demonstrate sufficiency in the last two parameters.

Therefore, during the course of this research work, the theoretical and diagnostic information necessary to appropriately guide this research towards the elaboration of the intervention proposal has been obtained, which will be detailed in Chapter

Chapter 2. Methodological Framework

This chapter comprehensively covers the methodological aspects employed in the current research, from its inception to its culmination, focusing on outlining the type of study, study method, resources, and data collection techniques, etc.

2.1 Paradigm and Type of Research

The research is framed within a qualitative interpretative paradigm that seeks a deep understanding of the object of study. From the perspective of Hernández Sampieri (2018), this inductive approach begins with a detailed analysis of specific phenomena to construct broader theoretical perspectives. Thus, the impact of vocabulary on the learning of 2nd-year high school students is examined, moving from the specific to the general.

This exploration is carried out through Participatory Action Research, aligned with Paulo Freire's liberating pedagogy in "Pedagogía del Oprimido" (1970), emphasizing the transformation of individuals into agents of change in their own realities. In this study, researchers do not limit themselves to collecting and analyzing data; they actively engage in addressing the identified problem to generate concrete transformations.

2.2 Population

In this research project, the target population consists of 38 students from the 2nd year of Unified General Baccalaureate, parallel "A," belonging to the "Nueve de Octubre" High School in the city of Machala, El Oro Province. The age range of this group is between 15 and 16 years old. These students are the main focus of the research, and therefore, the inquiry is conducted for their direct benefit.

2.3 Research Methods

2.3.1 Theoretical Methods

It occurs through the logical process of thinking, where individuals analyze, synthesize, induce, and summarize the essence and internal connections of processes, facts, and phenomena to explain them and discover the laws that govern them, in order to combine them into a single system, according to Cerezal and Fiallo (2005) theory.

Historical - Logical: The research process that gathers evidence of events that occurred in the past and subsequently forms ideas or theories about history to construct a coherent picture of events relevant to the study's topic (Rodríguez and Pérez, 2017). The historical-logical method was indispensable in drafting the background of the English language teaching-learning process.

Analytical - Synthetic: The aim is to study facts by breaking down the object of study into each of its parts to analyze them individually (analysis). Subsequently, these parts are integrated to study them in a holistic and comprehensive manner (synthesis) (García Tamayo et al., 2018). The fusion of these factors contributed to delineating key aspects that would initiate the research (topic, statement of the problem, research questions, objectives, etc.).

Systemic: Carhuancho and Sicheiri (2019) define it as a method that seeks the holistic perception of a phenomenon to observe the problem from different perspectives. The application of this method was considered appropriate because it pays attention to the context and environment, as they influence the system's behavior. It utilizes multidisciplinary tools to study the complexity and relationships of the system, aiming for a deeper understanding of the studied reality. These mentioned characteristics were indispensable in the early stages of this research for

drafting the statement of the problem, research questions, objectives, etc. Additionally, it contributed to the development of applied instruments, analysis, and conclusions.

Inductive - Deductive: This method consists of two procedures: induction and deduction. The first procedure starts from observation and relies on reasoning from a particular level to the most general, seeking similar points in individual phenomena to obtain conclusions about the characteristics that define them. On the other hand, Rodriguez and Perez mention that deduction "consiste en inferir soluciones o características a partir de generalizaciones, principios, leyes o definiciones universales" (2017, p. 10). In contrast to induction, deduction involves reasoning from the general to the particular.

By applying these procedures together, we establish theoretical, conceptual, or methodological generalizations and deduce logical conclusions. Both methods were employed in the teaching-learning process and in the application of the CLIL methodology.

2.3.2. Empirical Methods

According to Cerezal and Fiallo (2004), empirical methods involve extracting knowledge from practice through repeated observation and experimentation, facilitated by analysis and experimental systematization. Humans acquire a reflection of the world around them through sensation, perception, and representation.

Pedagogical Test:

Regalado Díaz (2019) explains that pedagogical tests, as research techniques, are used in the field of educational research with the aim of diagnosing the real state of students' knowledge. Likewise, a pedagogical test was applied in this study with the objective of verifying, along with

observation in previous interactions with the group, the level of vocabulary knowledge of 2nd-year high school students, considering the use, writing, and pronunciation of the words they employ.

Participant Observation

This occurs when researchers are part of or immersed in a community. Inside, researchers "observan lo que sucede, las situaciones y los comportamientos" In qualitative research, the use of observation allows for a privileged approach to delve more deeply into the context being referred to. With the help of notes or observation guides, the direct perception of objects and phenomena can be recorded (Bersanelli and Gargantini, 2006). In the case of this research, the purpose of participant observation is to distinguish the effect on students of applying the proposed intervention of the CLIL methodology to improve vocabulary acquisition. Additionally, with the help of an observation guide, the necessary information is collected for the subsequent analysis of the data.

Interview

The definition of the interview, according to Lanuez & Fernández (2014), establishes that this empirical method is based on interpersonal communication between the researcher and the subject or subjects under study. Its main objective is to obtain verbal responses to the questions posed about the problem. In this case, the application of interviews with the teacher is considered reasonable to obtain the necessary knowledge from her perspectives regarding the teaching-learning process related to the CLIL methodology and the students' vocabulary learning during the intervention process.

2.4 Data Processing Techniques.

The techniques applied for the treatment of qualitative data in the research aim to examine and make sense of the information collected from the beginning to the conclusion of the study, with the purpose of analyzing and interpreting the obtained results.

2.4.1 Consistency Matrix.

When it comes to implementing data processing techniques for obtaining qualitative results, the search for objective interpretation is crucial. That's why the consistency matrix plays a very important role as it allows the systematization, analysis, and understanding of the procedures in research (Giesecke, 2020).

UNIDAD DE ANÁLISIS CUALITATIVO: Adquisición de vocabulario en el idioma Inglés.

DEFINICIÓN		UNIDADES DE ANÁLISIS	CATEGORÍAS	SUBCATEGORÍAS	INSTRUMENTOS	ITEMS
CONCEPTUAL	OPERACIONAL					
<p>Adquisición de vocabulario en el idioma inglés:</p> <p>Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may</p>	<p>El desarrollo del vocabulario involucra aspectos lingüísticos que implican saber el significado de una palabra, pronunciarla de forma apropiada y escribirla correctamente.</p>	<p>Aspectos Lingüísticos</p>	<p>Semántica</p>	<p>-Conoce con claridad el significado de las palabras</p> <p>-Correcto uso de las palabras dentro de oraciones.</p>	<p>Fichas de Observación.</p> <p>Prueba Pedagógica.</p>	<ul style="list-style-type: none"> • Retención de nuevo vocabulario en el transcurso de la clase. • Comprensión del significado de palabras nuevas. <p>Preguntas: 1, 2 y 3.</p>

<p>be more than just a single word. Alqahtani, M. (2015)</p>					Entrevista	Peguntas: 1 y 2
			Ortografía	<p>-Aplica correctamente las reglas ortográficas.</p> <p>-Reconoce ciertas palabras inusuales que no siguen las reglas ortográficas comunes.</p>	Fichas de observación	<ul style="list-style-type: none"> • Al realizar actividades escritas, los estudiantes se desenvuelven correctamente en la escritura de las palabras

					Prueba pedagógica	Pregunta 4
					Entrevista	Pregunta 3
			Fonética	--Pronuncia correctamente las palabras.	Ficha de observación	<ul style="list-style-type: none"> • Pronunciación y entonación de los estudiantes con las palabras adquiridas.
					Prueba pedagógica	Pregunta 5
					Entrevista	Pregunta 4

Chapter 3. Intervention Proposal.

This section of the research is aimed at providing theoretical support for the development of the pedagogical proposal of the "Class System, applying the CLIL methodology to contribute to the improvement of vocabulary in 2nd-year parallel "A" Baccalaureate students at the 'Nueve de Octubre' School. This is proposed as a solution to the research problem stated.

3.1 Theoretical Foundation of the Class System Applying the CLIL Methodology to Contribute to the Improvement of Vocabulary in 2nd-Year Parallel "A" Baccalaureate Students at 'Nueve de Octubre' School.

It is essential to begin this section by clarifying the most relevant topics for the present intervention proposal. As mentioned earlier, the main objective of the proposal is to improve the vocabulary knowledge of Baccalaureate students through a class system using the CLIL methodology. Therefore, it is imperative to define the term "system," which, in the words of Ensuncho & Almanza (2021), is a set of elements, also called subsystems, that are related to each other through a series of activities aimed at achieving a specific objective. Additionally, Rosell and García (2003), mention that, within education, a systemic approach, also called systemic, refers to the idea that the approach to teaching cannot be isolated but must be understood as part of a whole to achieve comprehensive and quality learning.

On the other hand, concerning the term "classes" in the field of education, Hernandez and Infante (2017) define them as a fundamental and crucial part of the organization of the teaching process and as the basis for the organization of all subjects. Likewise, these authors mention that the class can be conceived as the context where the interaction between the teacher and the students takes place, enabling the comprehensive formation of the students. In other words, classes allow the teaching-learning process to materialize, with all its richness and diversity.

Therefore, concerning class systems, Rosell & García (2003), explain that they refer to delivering the contents of a subject through a systemic approach. This approach is based on psych pedagogical principles such as the systematization and logic of the subject and the didactic process. It encompasses knowledge systems (theoretical framework) and both general and specific skills.

Considering the definitions provided by these authors, it can be affirmed that, regarding class systems, they represent a way to carry out the teaching-learning processes, i.e., classes, with the aim of achieving meaningful learning through the organization and sequencing of content.

It is also important to clarify the meaning of the CLIL methodology applied in this intervention proposal. According to Barberán & Reza (2021), the Content Language Integrated Learning (CLIL) methodology is an approach that aims to teach English to students through different non-linguistic subjects, thus promoting effective language learning in a spontaneous and innovative manner. These authors state that this methodology is not based on imparting linguistic knowledge of the target language, such as grammar, morphology, syntax, among others. Instead, it focuses on having students use the language as a tool to acquire non-linguistic knowledge or knowledge related to other subjects, allowing them to gain proficiency in English while learning to solve everyday problems.

Similarly, Olsson (2021), adds that the CLIL methodology is supported by many research studies affirming that this methodology greatly benefits second language learning. This is because students are exposed to the language in a more natural and extended manner compared to conventional teaching of English as a foreign language.

Within the current proposal, the primary goal is to improve students' English vocabulary knowledge, making it essential to clarify what vocabulary is. In this regard, Oñate (2021),

describes vocabulary as an essential sub-skill when learning a foreign language. He further asserts that it is a key component in communication and interaction in another language, enabling the speaker to express themselves or communicate a message clearly and effectively.

According to Simamora & Oktaviani (2020), vocabulary is a highly important component in learning English as a second language and refers to the set of words that a student has acquired. This sub-skill is crucial in each of the four basic language skills, namely speaking, listening, reading, and writing. Therefore, it can be concluded that if students enrich their vocabulary, all their language skills, as well as their proficiency in English, will improve.

According to Castellano-Risco et al. (2020), it has been evident that the CLIL language teaching methodology is particularly effective in enhancing vocabulary knowledge. This is because it requires students to develop their lexical knowledge regarding the subject matter being taught to comprehend the topic in depth.

After defining the most relevant terms for this intervention proposal, it is also essential to clarify the foundations on which it is based. From a sociological perspective, the intervention was planned after analyzing the environment, events, as well as the attitudes and actions of students within the classroom to identify a problem. In other words, it is currently essential to analyze educational conflicts from a sociological perspective and seek resolution for the development and progress of our society (Castillo, 2017). From a psychological standpoint, the present intervention proposal is based on Vygotsky's sociocultural constructivism theory, which suggests that pedagogical intervention leads to advancements that would not occur without it. Therefore, after identifying the problem students face with their low vocabulary proficiency, it is proposed to

address it using a class system employing the CLIL methodology. Additionally, the pedagogue proposes two theories, the zone of proximal development, and scaffolding, which are based on providing stimuli and guidance to the student to advance in their learning, aligning with the content-based methodology used in this proposal.

Regarding the pedagogical approach that underpins the present proposal, we can mainly mention the theory of meaningful learning proposed by David Ausubel. He describes it as the process in which the student understands and retains new information by relating it to previous knowledge, readjusting and reconstructing both pieces of information. Furthermore, this theory asserts that for learning to be meaningful, it is essential for the content and material to be relevant and interesting to the student. Therefore, this proposal seeks to achieve meaningful learning through the teaching of relevant content, in this case, topics from the biology subject in English, aiming for students to learn relevant content while enriching their vocabulary in the target language (Cortes, 2023; Halbach, 2019).

Finally, concerning the didactic approach, this proposal has a student-centered approach where the student actively participates, meaning they are the protagonist of their learning. To achieve this, authentic, engaging, and motivating resources and materials adapted to the age and level of the students are implemented (Hernández, 2018).

3.2 Planning of a Class System Applying the CLIL Methodology to Contribute to the Improvement of Vocabulary in 2nd-Year Parallel "A" Baccalaureate Students at 'Nueve De Octubre' School.

The current pedagogical proposal aims to enhance the vocabulary of students at the school by implementing a class system based on the CLIL teaching methodology. The choice of developing this proposal using a class system approach is because it allows for the improvement

of students' vocabulary through a series of sequentially conducted activities, meaning that the classes and the topics covered in them are interconnected.

It is important to emphasize that, in the particular case of this pedagogical proposal, the aim is to enhance or increase the English vocabulary of 2nd-year Parallel "A" Baccalaureate students at 'Nueve de Octubre' school through the application of the CLIL methodology. To ensure the connection between classes, they were planned in relation to the same overall objective. Additionally, for the class planning, essential aspects related to the targeted students were considered, such as their age, English proficiency level, and more specifically, their level of knowledge of English vocabulary. This information was obtained during the pre-professional practices conducted in previous semesters with the same group of students, where qualitative data was collected through an observation form, revealing a recurring issue related to the knowledge of English vocabulary.

To complement the results obtained from the observation form, a "Pedagogical Test" was administered to assess the vocabulary acquisition of the students during the academic year.

Regarding the selection of content to be taught during the classes, given that the CLIL methodology involves teaching subjects in the foreign language, the subject chosen was Biology. Additionally, the topics covered in Biology classes were considered to avoid disrupting teachers' lesson plans.

Finally, it is essential to note that the chosen teaching approach, i.e., the class systems applying the CLIL methodology, is not solely focused on improving the vocabulary component. It aims to enhance the techniques and methods used in English as a foreign language classes. The goal is for students to take a more active role and for classes to become more interesting and useful

to them. This way, students can witness the utility of the language and perceive it as a useful tool for communication and interaction, rather than viewing it as the ultimate objective.

3.2.1 Objectives of the Class System Applying the CLIL Methodology to Contribute to the Improvement of Vocabulary in 2nd-Year Parallel "A" Baccalaureate Students at 'Nueve de Octubre' School.

In the planning process of this pedagogical proposal, the first step involved establishing a general objective that could be achieved at the end of the intervention. Additionally, specific objectives were outlined for each class. Therefore, taking into account the level of vocabulary knowledge of the students, as well as the content within the syllabuses of English as a foreign language and Biology subjects, the following general objective was formulated:

- Improve the knowledge of English vocabulary in 2nd-year Parallel "A" Baccalaureate students at 'Nueve de Octubre' school using a class system where the CLIL methodology is applied.

Additionally, this intervention proposal also aims to achieve the following specific objectives:

At the end of each class, students will be able to:

- Recognize the meanings of the vocabulary learned during the classes.
- Use the learned vocabulary correctly within sentences.
- Pronounce the learned words correctly during the classes.
- Apply correct spelling rules to the learned vocabulary.

- Identify unusual or complex vocabulary learned during the classes.

On the other hand, the focused specific objectives for the Biology subject, selected to apply the CLIL methodology, are as follows:

At the end of the first class, students will be able to:

- Recognize and describe the fundamental elements of the respiratory system incorporating specific English vocabulary.

At the end of the second class, students will be able to:

- Recognize and describe the fundamental elements of the digestive system incorporating specific English vocabulary.

3.2.2. Methodological Guidelines for the Class System Applying the CLIL Methodology to Enhance Vocabulary Acquisition.

The present pedagogical proposal aims for students to change their perception of learning English as a foreign language through the implementation of a class system using the CLIL methodology. Through CLIL, students will learn important content from a subject while enriching their English vocabulary, thereby improving their overall language proficiency. This approach will help students find meaning in learning a new language, as the class system will connect content in an organized, progressive, and structured manner.

Therefore, the classes have been structured as follows: The first class focuses on teaching the fundamental elements of the respiratory system, incorporating specific English vocabulary.

This objective is intended to be achieved through teaching activities such as repetition, didactic exercises, and interactive games such as matching games, the use of visual material, as well as the use of virtual platforms for a better understanding of the vocabulary used in class.

Similarly, the second class correlates with the previous one, as it focuses on teaching the fundamental elements of the digestive system, incorporating specific English vocabulary. Similar to the first class, this objective is intended to be achieved through gamification, encouraging active student participation to increase their interest and motivation. Additionally, during this class, audiovisual material is used to help students relate learned vocabulary to short concepts through resources such as images, slides, and interactive simulations.

As can be observed, the proposed classes follow a logical sequence, meaning that the contents taught in the target language are interconnected, allowing students to better retain the learned vocabulary and apply it in their daily lives. It is also important to highlight that the class system uses teaching techniques commonly applied. However, the CLIL methodology combined with the class system differs significantly from traditional English teaching. In this pedagogical proposal, the aim is to demonstrate to students that they can learn a new language and improve their vocabulary more practically and effectively while also learning content from other subjects.

3.3 Class System Applying the CLIL Methodology to Contribute to the Improvement of Vocabulary in 2nd Year Parallel "A" High School Students at "Nueve De Octubre" School

Class 1

Methodology: Content and Language Integrated Learning.

Content: Exploring the Respiratory System

Objective: At the end of the lesson, students will be able to recognize and describe the fundamental elements of the respiratory system, incorporating specific English vocabulary.

Time: 40 minutes.

Stages:

Introduction (5 minutes):

Greeting and Introduction: Greet students and explanation of the lesson objective.

Warm up:

- Brief discussion about the importance of the respiratory system
- Ask students “How strong are your lungs?” and play a video about how to check your lungs and ask students

Development (30minutes):

- Present about how the respiratory system works.
- Explanation of the inhalation and exhalation process
- Explanation of the parts of the Respiratory System and their function, divided into 3 stages

Stage 1: To Breathe in (nose, mouth and trachea)

Stage 2: To the lungs (Trachea, bronchi, lungs)

Stage 3: Exchange of air (alveoli)

Stage 4: Breathing out (alveoli and trachea)

Closure and Assignment: (5 minutes):

- Summarize the key points covered in the lesson.
- Assign a short task where students match each part of the respiratory system to its definition.
- Remind students to review the vocabulary list.

Resources:

Youtube videos

Slides presentation

Diagram of the respiratory system

Videoconference platform

Interactive platform (Wordwall)

Class 2

Methodology: Content and Language Integrated Learning.

Content: Digestive System

Objective: At the end of the lesson, students will possess the ability to recognize and describe the fundamental elements of the digestive system, incorporating specific English vocabulary.

Time: 40 minutes

Stages:

Introduction (10 minutes)

1. Greeting and Introduction:

- Greet students and explain the lesson objective.

2. Warm up

- Start with the question: "Do you know the digestive system? What parts does it consist of?"
- Students will enter a link on the Mentimeter platform to write down the parts they know about the digestive system, and then review the answers with them.

Development (25 minutes)

- Slide presentation featuring images and vocabulary related to the digestive system, aiming to present in a clear and concise manner the specific functions of each organ.
- Virtual Exploration of the Digestive System: Employ interactive simulations to enhance comprehension of its various components.
- Reinforcement activity through the Worldwall Platform. Here, an image of the digestive system is displayed, and students are required to assign labels with the corresponding names to each part.
- Reinforcement activity for the functions of each part of the digestive system through an online game on the Worldwall platform, where students will select the correct organ based on its function.

Closure and Assignment:(5minutes)

- Address any doubts.
- Provide a brief summary of the key points of the lesson.

Resources:

- Worldwall Platform.
- 3D Model: Digestive system.
- Teams Platform.

- Mentimeter platform.
- Slide presentation
- Images or diagrams of the digestive system
- List of vocabulary related to the digestive system

Chapter 4: Discussion of Results

This chapter describes the results obtained following the application of the pedagogical proposal designed and presented earlier. The detailed information will contribute to providing the educational community with a real and objective view of Content and Language Integrated Learning (CLIL) as a methodology for improving vocabulary in 2nd year Baccalaureate students.

4.1 Description of the Application System

The observation conducted on the 2nd-year Baccalaureate group was the key point that initiated the project; it was evident that students reflected certain issues regarding vocabulary, which is why days before the intervention proposal application, a diagnostic test was provided to the students to identify the level of knowledge and active production of vocabulary to corroborate the results of the applied observation. Consequently, close collaboration was established with the English teacher, who has been teaching classes throughout the current academic year, in order to identify and employ vocabulary topics that the students have acquired.

The first class began on Wednesday, January 17, 2024; the class was conducted online due to the country's insecurity as dictated by the Ministry of Education. Initially, the students were informed about the project and the topics that would be addressed; subsequently, a brief conversation about the importance of the respiratory system with a key question was initiated to spark the students' interest. After the introduction and Warm-up, the explanation of the respiratory system began, using images and diagrams related to the topic to enable students to understand the parts of the respiratory system and their functions without the need for the use of the native language. It is worth noting that in both classes, approximately 80% English and 20% Spanish were used due to the instructions on the activities. As the process of the respiratory system was explained in stages, at the end of each explanation, students had to engage in activities naming the parts of the respiratory system analyzed in each stage and, in turn, writing them; this motivated students to memorize vocabulary, pronunciation, and writing. As a final activity, they were assigned a task to complete sentences according to the functions of each part of the respiratory system.

The second session, held on Thursday, January 18, 2024, began with a question that served as an introduction to the main topic to be addressed in the class. In this session, we delved into the

detailed study of the digestive system, using visual resources such as slides and images to facilitate the identification of each component by the students. Additionally, a forum was established that allowed students to share their previous knowledge about the topic, stimulating active participation and collaborative knowledge construction. After a detailed explanation of the functions of each organ, two practical activities were developed to consolidate the concepts learned during the class. This interactive approach not only encourages student participation but also strengthens the understanding and practical application of information, thereby contributing to a more meaningful learning process.

The first activity consisted of presenting students with a drawing of the digestive system, challenging them to correctly label each organ. This dynamic not only stimulated the memorization process but also encouraged the association of concepts with concrete images. As the second activity, excerpts describing specific functions of the organs of the digestive system were presented, inviting students to identify the corresponding organ through writing. This exercise contributed to the development of reading and writing skills, as well as a deeper understanding of the functions of each component of the digestive system. We concluded the session by providing a space dedicated to resolving doubts from the students, thus consolidating a participatory and interactive environment.

4.2 Application Results

After the collection of data observed in previous classes, it was evident that students manifested certain issues regarding vocabulary as the results reflected the deficiency in three factors: vocabulary use, pronunciation, and writing.

Following the observation, the results of the application of the pedagogical test supported the information provided by the previous instrument. However, in the development of classes based on the CLIL methodology to improve vocabulary acquisition, it was observed that students progressively improved in two aspects: pronunciation, due to constant use of the main vocabulary, which allowed students to become familiar with pronunciation; and writing, which is also related to the constant exposure of certain English words in creating a bilingual context, this coincides with the research of Dávila (2019) and Barberán (2021).

According to the observation forms, the use of vocabulary in the group has been evaluated, and it is considered to reach a regular level. Approximately half of the students faced complications when performing activities that required the use of words to complete sentences during classes. This difficulty is directly linked to the understanding of the content taught in the classroom, and it is presumed to be the result of explaining the topic in a second language. This methodology represents a new form of learning for students, who are not entirely familiar with it. Furthermore, another relevant aspect is highlighted: the difficulty they experience in understanding certain explanations due to the presence of unfamiliar words. This linguistic challenge negatively affects the assimilation of information, emphasizing the need to more effectively address the language barrier in the educational process.

After the classes, the interview with the teacher validates the outstanding performance of the students in the pronunciation and writing of words. However, it is necessary to point out that, in some cases, they required assistance in dealing with specific technical terms. The teacher also observed that students exhibited some confusion when facing expressions in English that, instead of being classified as part of the vocabulary, are rather linked to grammar. This duality highlights the complexity of teaching, suggesting that deep understanding is not only based on memorizing words but also on the proper application of grammatical concepts in the linguistic context.

Conclusions

- The bibliographic analysis shows the limited implementation of the CLIL methodology in the Latin American region, pointing out an opportunity for its implementation and evaluation in the educational field. However, the limited training of teachers for its application is highlighted as a problematic issue, despite being included in educational guidelines.
- The results of the initial diagnosis reveal a deficit in the development of vocabulary among the students of 2nd year Baccalaureate "A". Obvious challenges are detected in the practical application of vocabulary taught in the classroom, marked by a lack of commitment to accurate pronunciation and obstacles in the written expression of acquired words. Additionally, a limited understanding of certain explanations is evidenced, attributed to the lack of familiarity with specific terms. These obstacles reveal the need to address not only vocabulary acquisition but also the effective integration of these terms in communicative contexts, emphasizing the importance of a more dynamic and contextualized instruction.
- To address these deficiencies, a class system designed under the CLIL methodology was implemented. This approach integrates curricular contents, such as Biology, through the foreign language, providing students with a more contextualized and practical acquisition of new vocabulary.
- The implementation of this class system demonstrates its effectiveness, evidenced by significant improvements in the students' English vocabulary, as well as increased retention. A notable progress is observed in the pronunciation and writing of words, positively indicating the impact of the CLIL methodology on the development of linguistic skills.

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Annexes

Annex 1: Data Collection Instruments

FICHA DE OBSERVACIÓN

Fecha:

Número de Estudiantes:

Curso:

Paralelo:

Items	Observaciones		
	Bueno	Regular	Insuficiente
Retención de nuevo vocabulario en el transcurso de la clase.			
Comprensión del significado de palabras nuevas.			
Correcto uso del vocabulario aprendido en actividades escritas u orales.			
Al realizar actividades escritas, los estudiantes se desenvuelven correctamente en la escritura de las palabras			
Pronunciación y entonación de los estudiantes con las palabras adquiridas.			

Observaciones: _____



DIAGNOSTIC TEST
Universidad Técnica de Machala
Facultad de Ciencias Sociales



Pedagogía de los Idiomas Nacionales y Extranjeros

1. Knowledge and use of vocabulary

Look at the pictures and match them with the correct words. (0.5 each)

Words: Wedding– Presents – Birthday – Fireworks - Parade.











Read the statements and write the correct words. (0.4 each)

TOPIC: MEALS AND COOKING

Words: Fry - Boil – Microwave - Burn – Bake – Lunch.

This is how we make water very hot: _____

This is how we make bread and cakes: _____

This is when you cook something for too long and it becomes black: _____

This is when we use a small machine to make food or drink hot

again: _____

This is when we cook something in lots of hot fat or oil: _____

Fill the gaps with the correct words (0.4 each)

TOPIC: TECHNOLOGY AND INVENTIONS

Words: - E-reader – headphones - bluetooth speaker – tripod – laptop - digital camera

I'm getting ready for a trip and I'm packing my stuff. I have a few things I always take. First, my **1** _____. It's for taking pictures. I love capturing moments and things I see.

Then, I have my **2** _____. I really like reading, and this device lets me carry lots of books with me wherever I go.

I also bring my music things - a **3** _____ and **4** _____. I enjoy listening to music a lot. It makes my travels more fun.

Lastly, I take a **5** _____. Sometimes I need it to keep my camera steady for good photos.

With these things in my bag, I'm excited and ready for my trip!

2. Spelling of the words.

Listen to the audio and write the words. (0.4 each)

TOPIC: TECHNOLOGY AND INVENTIONS.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Pronunciation

Read the following words. (0,4 each)

Words:

Smart devices

Identity theft

Download

Geek

Phone charger

Observaciones:

ENTREVISTA

¿Cómo evalúa o califica a la comprensión que tienen sus estudiantes sobre las palabras enseñadas en inglés?

¿Considera usted que los estudiantes emplean las palabras adquiridas en oraciones en inglés de manera efectiva?

¿Cuán común es observar errores ortográficos en palabras recién aprendidas en las actividades escritas?

¿Cuál es su percepción acerca de la pronunciación de palabras en inglés por parte de sus estudiantes?

Desde su perspectiva, ¿aplican los estudiantes conocimientos adquiridos en clases anteriores en temas nuevos?

¿Cómo evalúa el progreso de los estudiantes en la adquisición de vocabulario nuevo?

Annex 2: Observation's results

FICHA DE OBSERVACIÓN N°1

Fecha: Jueves, 04 de Enero de 2024.

Número de Estudiantes: 38

Curso: 2do Bachillerato

Paralelo: "A"

Items	Observaciones		
	Bueno	Regular	Insuficiente
Retención de nuevo vocabulario en el transcurso de la clase.		X	
Comprensión del significado de palabras nuevas.		X	
Correcto uso del vocabulario aprendido en actividades escritas u orales.			X
Al realizar actividades escritas, los estudiantes se desenvuelven correctamente en la escritura de las palabras			X
Pronunciación y entonación de los estudiantes con las palabras adquiridas.			X

Observaciones: Los estudiantes demuestran necesitar ayuda por parte del docente al realizar actividades escritas.

La producción oral del vocabulario solo se limita a ser aplicada durante un corto periodo de tiempo en la clase.

Anne 3: Result and Interpretation of the Diagnostic Test
Procesamiento por Categorías del Diagnóstico.

Categoría: Knowledge and use of vocabulary (6 puntos)

Pregunta 1 (2 puntos)

Fórmula: Suma de resultados / 38 = R//

Escala de medición:

Bueno	Regular	Insuficiente
2 – 1,50	-1,50 – 1	-1

Fórmula: $63/38 = 1,66$

Bueno	Regular	Insuficiente
1,66		

Según la primera pregunta de la prueba diagnóstica, la mayoría de los estudiantes completaron cada ítem satisfactoriamente asociando las imágenes con las palabras correctas, sin embargo, existieron pocos estudiantes que claramente se encontraron en una situación confusa con dos imágenes en específico, un poco menos de la mitad de los estudiantes asociaron erróneamente la imagen de unos regalos o presentes con la palabra “Birthday” y así mismo con la imagen de las velas.

Pregunta 2 (2 puntos)

Fórmula: Suma de resultados / 38 = R//

Escala de medición:

Bueno	Regular	Insuficiente
2 – 1,50	-1,50 – 1	-1

Fórmula: $65/38 = 1,71$

Bueno	Regular	Insuficiente
1,71		

La pregunta número 2 demuestra que pocos estudiantes tienen problemas para asociar las palabras con sus definiciones, esta pregunta compuesta de 5 ítems expone que, solo uno de estos

fue realizado correctamente por todos los estudiantes exceptuando a uno, los ítems restantes reflejan que hubo cierto un grupo pequeño de estudiantes que asociaron incorrectamente las definiciones con las palabras en los ítems restantes.

Pregunta 3 (2 puntos)

Fórmula: Suma de resultados / 38 = R//

Escala de medición:

Bueno	Regular	Insuficiente
2 – 1,50	-1,50 – 1	-1

Fórmula: 35 / 38 = 0,92

Bueno	Regular	Insuficiente
		0,92

Se puede afirmar que la gran mayoría de estudiantes tuvieron inconvenientes al rellenar los espacios en blanco con las palabras correctas. De los 5 ítems presentados, solo 3 han sido resueltos incorrectamente por un poco menos de la mitad de los estudiantes, sin embargo, un ítem fue respondido incorrectamente por más de la mitad de los educandos debido a que pasaron por alto la función de los *articles* a/an.

Procesamiento Diagnóstico de la categoría *Knowledge and use of vocabulary*.

Fórmula: Suma de resultados obtenidos en el diagnóstico/ n° de estudiantes = R//

Escala de medición:

Bueno	Regular	Insuficiente
6 – 4,5	-4,5 – 3	- 3

Fórmula: 163/38 = 4,29

Bueno	Regular	Insuficiente
	4,29	

Al ser una categoría desglosada en tres preguntas, se puede interpretar que los estudiantes poseen un buen razonamiento con el vocabulario al asociarlo con imágenes o definiciones. Por otro lado,

el uso y conocimiento no se lo puede categorizar como “bueno” debido a una notable insuficiencia en el uso de vocabulario en las oraciones escritas.

Categoría: Spelling of the words.

Pregunta 4 (2 puntos)

Fórmula: Suma de resultados / 38 = R//

Escala de medición:

Bueno	Regular	Insuficiente
2 – 1,50	-1,50 – 1	-1

Fórmula: 42/38 = 1,10

Bueno	Regular	Insuficiente
	1,10	

Al reproducir el audio los estudiantes escucharon 5 palabras y se pudo observar que casi la mitad de los estudiantes tuvieron problemas con la escritura de las palabras “engineer” y “asingment”. Además, todos los educandos necesitaron más de 6 repeticiones para poder escribir todas las palabras, esto demostró que tenían dificultades para asociar la pronunciación de las palabras con la escritura de las mismas.

Categoría: Pronunciation.

Pregunta 5 (2 puntos)

Fórmula: Suma de resultados / 38 = R//

Escala de medición:

Bueno	Regular	Insuficiente
2 – 1,50	-1,50 – 1	-1

Fórmula: 36/38 = 0,94

Bueno	Regular	Insuficiente
		0,94

Se le facilitó a cada estudiante una lista de 5 palabras con el objetivo de pronunciar cada una, en esta pregunta no se diseñó algún tipo de rúbrica debido a que el único parámetro a evaluar fue la

pronunciación, sin embargo, se escribieron algunas observaciones sobre el desenvolvimiento de ciertos estudiantes. Muy pocos estudiantes lograron pronunciar correctamente todas las palabras a diferencia de los demás que pronunciaron debidamente un promedio de 2 a 3 palabras. Por otro lado, es necesario recalcar todos los participantes tomaron su tiempo para descifrar la pronunciación correcta y además repetían las palabras para corregir el primer intento realizado.

En la categoría *Knowledge and use of the words* se destaca que los estudiantes tienen un alto rango de desenvolvimiento en la asociación de imágenes con las palabras a pesar de las mínimas confusiones que existieron, esto indica un buen nivel de comprensión visual y posiblemente memorización. Sin embargo, enfrentan desafíos cuando se trata de la aplicación activa del vocabulario en situaciones del habla, con problemas de pronunciación evidentes. La escritura, aunque no es deficiente, se detectan pequeños errores, lo que podría indicar cierta falta de precisión o detalle en el uso del vocabulario.

Annex 4: Lesson's plans

COURSE: 2 nd baccalaureate "A"		DATE: January 17 th , 2023	TEACHERS: Milena Merchan Cedillo and Luisa Mora Aguilar	
SUBJECT: English		THEME: Exploring the Respiratory System	Time: 40 minutes	TEACHING METHOD: CLIL METHODOLOGY
Learning objective: SWBAT to recognize and describe the fundamental elements of the respiratory system, incorporating specific English vocabulary.				
PHASES AND TIMING	METHODOLOGICAL STRATEGIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction and Warm-up: 5 minutes	<ul style="list-style-type: none"> Greet students and explain the lesson objective. Brief discussion about the importance of the respiratory system Ask students "How strong are your lungs?" and play a video about how to check your lungs and ask students. https://www.youtube.com/watch?v=sEwQSg6kk9U 	<ul style="list-style-type: none"> Students Will be able to learn about the importance of the respiratory system. Students will be able to discuss with the class the results of the respiratory exercise. 	<ul style="list-style-type: none"> ✓ Youtube videos ✓ Slide presentation ✓ Diagram of the respiratory system ✓ Videoconference platform (Teams) ✓ Interactive platform (Wordwall) 	<ul style="list-style-type: none"> ✓ Teacher and students

<p>Presentation: 30 minutes</p>	<ul style="list-style-type: none"> • Presentation about how the respiratory system works. https://www.youtube.com/watch?v=sEwQSg6kk9U • Explanation of the inhalation and exhalation process. • Explanation of the parts of the Respiratory System and their function, divided into 3 stages: Stage 1: To Breathe in (nose, mouth and trachea) Stage 2: To the lungs (Trachea, bronchi, lungs) Stage 3: Exchange of air (alveoli) Stage 4: Breathing out (alveoli and trachea) 	<ul style="list-style-type: none"> • Students will watch the video and briefly analyze how the respiratory system works and which its parts are. • Students will comprehend the process and function of the exhalation and inhalation. Students will be able to comprehend • Students will be able to comprehend each stage of the respiration process through stages • Students will be able to learn how the parts of the respiratory system work. • Students will be able to recognize each part of the respiratory system. 		
<p>Closure and Assignment: (5 minutes)</p>	<ul style="list-style-type: none"> • Summarize the key points covered in the lesson through two questions: <i>“How many parts of the respiratory system did you learn?”</i> <i>“Can you name one?”</i> • Assign a Wordwall task of matching each part of the respiratory system to its definition. • Remind students to review the vocabulary list. 	<ul style="list-style-type: none"> • Students will be able to discuss the questions in groups and share their answers with the class. • Students will be able to match the definitions of the parts of the respiratory system with the correct words. 		

PREPARED BY:	VALIDATED BY:	APPROVED BY:
<p>Lic. Milena Merchan Cedillo. ENGLISH TEACHER</p>	<p>Lic. Margarita González S, Mgs. ENGLISH AREA DIRECTOR</p>	<p>Lic. Angela Agila Ochoa VICEPRINCIPAL</p>
<p>DATE: January 15th, 2023</p>	<p>DATE: January 15th, 2023</p>	<p>DATE: January 15th, 2023</p>

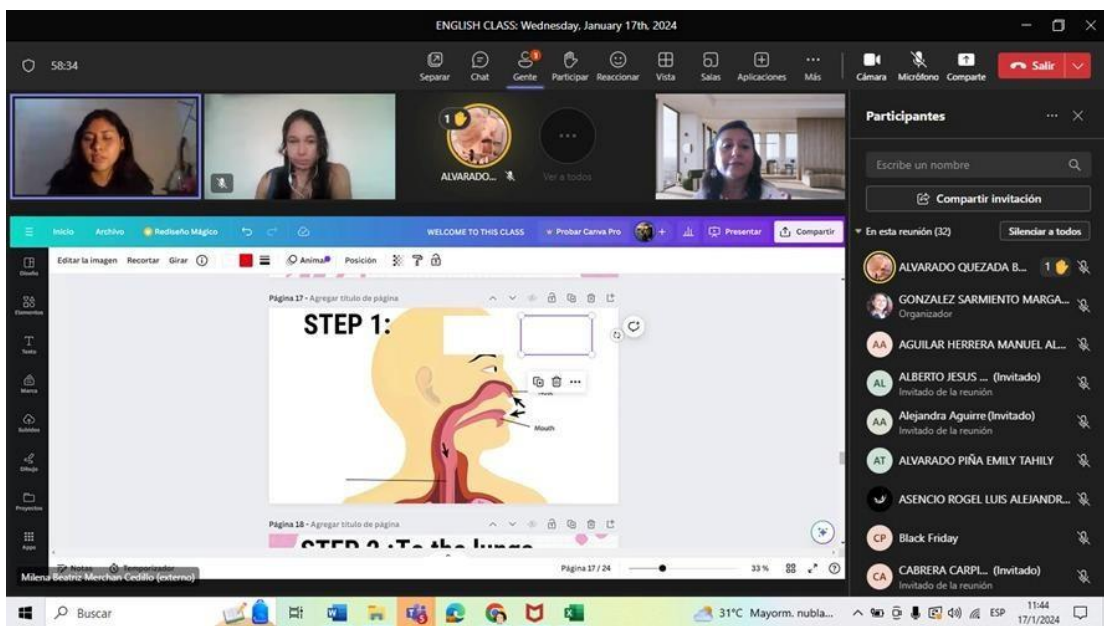
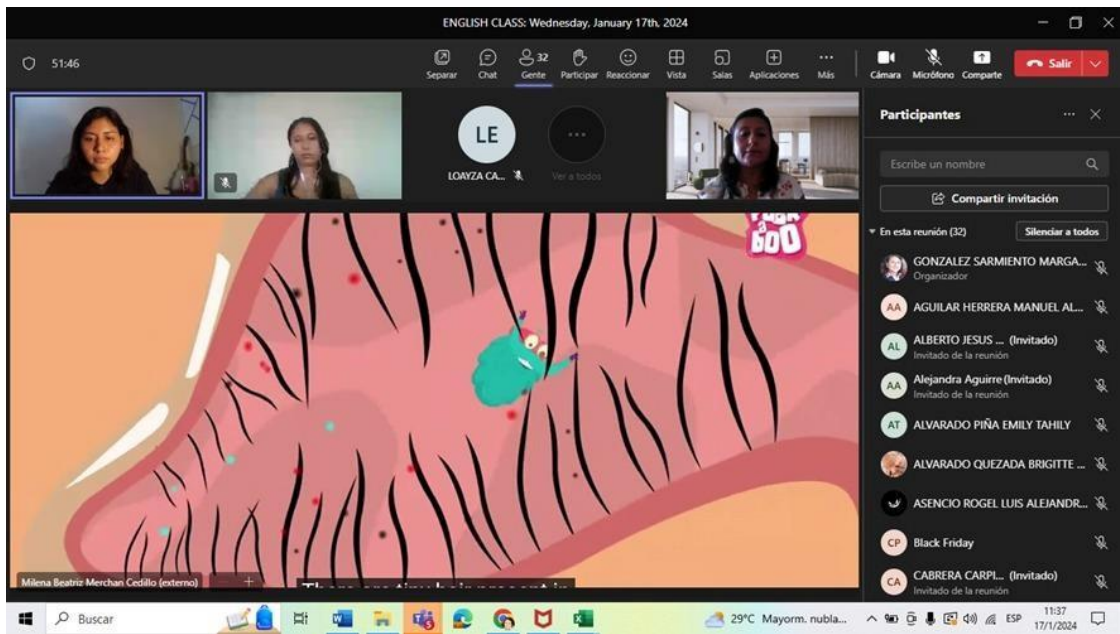
COURSE: 2 nd baccalaureate “A” DATE: January 18 th , 2023 TEACHERS: Milena Merchan Cedillo and Luisa Mora Aguilar				
SUBJECT: English THEME: The Digestive System Time: 40 minutes TEACHING METHOD: CLIL METHODOLOGY				
Learning objective: SWBAT will possess the ability to recognize and describe the fundamental elements of the digestive system, incorporating specific English Vocabulary.				
PHASES AND TIMING	METHODOLOGICAL STRATEGIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction (10 minutes)	1. Greeting and Introduction: - Greet students and explain the lesson objective. 2. Icebreaker: - Use a quick introductory activity to break the ice and encourage participation.- For this activity, start with the question: "Do you know the digestive system? What parts does it consist of?" -Provide students with a link to write down the parts they know. - Review the answers with them	- Students will be able to contribute their own prior knowledge at the beginning of the lesson. - Students will be able to create their own ideas prior to the class.	<ul style="list-style-type: none"> Teams Platform. Mentimeter platform. Slides Presentation. 	<ul style="list-style-type: none"> Teacher and students.
Development (15 minutes)	1. Use slides with images and vocabulary related to the digestive system. - Introduce small functions of each part to reinforce vocabulary 2. Virtual Exploration of the Digestive System, - Use interactive simulations of the digestive system to reinforce of its parts.	- Students will be able to recognize the parts of the digestive system and their functions. - Students will be able to recognize visual knowledge about the parts of the digestive system and their pronunciation.	<ul style="list-style-type: none"> Sildes Presentation. 3D Model: Digestive system. 	<ul style="list-style-type: none"> Teacher and students
Application (10 minutes)	1. Share a link with students to a resource showing an image of the digestive system. - Students must assign labels with the corresponding names to each part 2. Reinforcement of the functions of each part of the digestive system.	- Students will be able to reinforce the learned information interactively.	<ul style="list-style-type: none"> Slides presentation. Worldwall Platform. 	<ul style="list-style-type: none"> Students

	- The teacher will present an online game where students will choose the correct organ according to its function			
Closure (5 minutes)	- Address any doubts. -Students ask questions about the lecture and the teacher gives an explanation. - Provide a brief summary of the key points of the lesson.	- Students will be able to clear all their doubts regarding the class topic.	• Slide presentation.	• Teacher and students

PREPARED BY:	VALIDATED BY:	APPROVED BY:
Lic. Luisa Mora Aguilar. ENGLISH TEACHER	Lic. Margarita González S, Mgs. ENGLISH AREA DIRECTOR	Lic. Angela Agila Ochoa VICEPRINCIPAL
DATE: January 15 th , 2023	DATE: January 15 th , 2023	DATE: January 15 th , 2023

EVIDENCIA FOTOGRÁFICA DE LAS CLASES

CLASS 1



CLASS 2

ENGLISH CLASS-2ND A-Thursday, January 18th, 2024

29:16

Controlar Separar Chat Gente Participar Reaccionar Vista Salas Aplicaciones Más

Cámara Micrófono Comparte Salir

Participantes

Escribe un nombre

Compartir invitación

En esta reunión (33) Silenciar a todos

- GONZALEZ SARMIENTO MARGA... Organizador
- AGUILAR CONDOR ANTHONY J...
- AGUILAR HERRERA MANUEL AL...
- ALBERTO JESUS ... (Invitado) Invitado de la reunión
- ALVARADO QUEZADA BRIGITTE ...
- ASENCIO ROGEL LUIS ALEJANDR...
- CABRERA CARPL... (Invitado) Invitado de la reunión
- CAIMIÑAGUA GALVEZ LILIANA P...
- CAMPOS RAMIREZ MEL GISLAYNE

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Buscar

ROQUEIDA

TEMAS Y CAPÍTULOS DE SALUD A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

SANCHEZ GONZALEZ KEVIN ALEJANDRO

ENGLISH CLASS-2ND A-Thursday, January 18th, 2024

38:02

Controlar Separar Chat Gente Participar Reaccionar Vista Salas Aplicaciones Más

Cámara Micrófono Comparte Salir

Chat de la reunión

08:28 Has programado una reunión

08:56 Reunión iniciada: Leído por última vez

CAIMIÑAGUA GALVEZ LILIANA PAULETTE 09:31 MISS YO YA ENVIÉ

09:32 Ok

CAIMIÑAGUA GALVEZ LILIANA PAULETTE 09:33 YA ESTOY MISS

Escribe un mensaje

Tabla de clasificación

Puesto	Nombre	Puntuación	Hora
1.º	Kevin C	9	43.8
2.º	MARTINEZ ARLEY	9	43.4
3.º	Carla Cedeño	9	45.2
4.º	Barbara C	9	48.2
5.º	william arevalo	9	50.9
6.º	Emanuel	9	1:15
7.º	Brigitte	9	1:30
8.º	Luis paucotio	9	3:54
9.º	LILIANA CAIMIÑAGUA	7	1:46
10.º			

SANCHEZ GONZALEZ KEVIN ALEJANDRO

28°C Mayorm. nubla... 9:34 18/11/2024

Annex 5: Post-Pedagogical Proposal Data Analysis

Resultados de las observaciones aplicadas.

FICHA DE OBSERVACIÓN N° 2

Fecha: Miercoles, 17 de Enero de 2024.

Número de Estudiantes: 38

Curso: 2do Bachillerato

Paralelo: "A"

Items	Observaciones		
	Bueno	Regular	Insuficiente
Retención de nuevo vocabulario en el transcurso de la clase.		X	
Comprensión del significado de palabras nuevas.		X	
Correcto uso del vocabulario aprendido en actividades escritas u orales.			X
Al realizar actividades escritas, los estudiantes se desenvuelven correctamente en la escritura de las palabras		X	
Pronunciación y entonación de los estudiantes con las palabras adquiridas.		X	

Observaciones: Los estudiantes se muestran confundidos a ciertas explicaciones en inglés, sin embargo, el uso de imágenes les ayuda a comprender el mensaje. Los estudiantes presentan inconvenientes al asociar las partes del sistema respiratorio con las funciones debido al desconocimiento de palabras que no se las considera parte del vocabulario a enseñar.

FICHA DE OBSERVACIÓN 2:

FECHA: Miércoles, 18 de Enero del 2024.

NUMERO DE ESTUDIANTES: 38.

CURSO: Segundo de Bachillerato.

PARALELO: "A"

ITEMS	OBSERVACIONES		
	BUENO	REGULAR	INSUFICIENTE
Retención de nuevo vocabulario en el transcurso de la clase.	X		
Comprensión del significado de palabras nuevas.	X		
Correcto uso el vocabulario aprendido en actividades escritas u orales.		X	
Al realizar actividades escritas los estudiantes se desenvuelven correctamente en la escritura de las palabras.	X		
Pronunciación y entonación de los estudiantes con las palabras adquiridas.		X	

Otras observaciones:

Los alumnos mostraron un mejor desempeño y un mayor dominio del tema al participar en las actividades realizadas en clase. No obstante, algunos todavía enfrentan dificultades en la pronunciación de ciertas palabras del vocabulario debido a la influencia de su lengua materna.

RESULTADOS DE LA ENTREVISTA APLICADA AL DOCENTE POSTERIOR A LA APLICACIÓN DEL SISTEMA DE CLASES

1. ¿Cómo evalúa o califica la comprensión de sus estudiantes sobre las palabras enseñadas en inglés?

En relación con lo implementado a través de la metodología CLIL en estas intervenciones, noto que los estudiantes de segundo de BGU se desarrollaron de manera satisfactoria en la comprensión del nuevo vocabulario enseñado en clase, e incluso les resultó más fácil captar y recordar dichas palabras. Sin embargo, es una forma de enseñar a la que ellos no están acostumbrados y es comprensible que se muestren confundidos por el desconocimiento de otras palabras o gramática, es por eso que pueden sentir la necesidad de usar su idioma materno para entender ciertas explicaciones.

2. ¿Considera usted que los estudiantes emplean las palabras adquiridas en oraciones en inglés de manera efectiva?

Podría decir que alrededor del 60% lo realiza de manera independiente, mientras que otros estudiantes necesitan algo de ayuda y las emplean de manera constante. No obstante, en algunas ocasiones cometen errores y confunden los significados, por lo que no puedo afirmar que lo hagan de manera completamente efectiva al 100%. No obstante, la mayoría trata de usarlas eficientemente.

3. ¿Cuán común es observar errores ortográficos en palabras recién aprendidas en las actividades escritas?

Los estudiantes intentan adquirir nuevo conocimiento, pero a veces utilizan incorrectamente estas palabras porque intentan traducirlas de nuestro idioma materno al segundo idioma. No obstante, al impartir las clases exclusivamente en inglés mediante el uso de imágenes y repeticiones de las palabras, creo que fue de gran ayuda para que los estudiantes pudieran recordar la correcta escritura de las palabras, como se demostró en las actividades realizadas.

4. ¿Cuál es su percepción acerca de la pronunciación de palabras en inglés por parte de sus estudiantes?

Considero que, al menos durante este año lectivo, han estado esforzándose gradualmente para pronunciar las palabras de la mejor manera posible. Con ciertas pautas proporcionadas en estas clases, intentan emular la pronunciación del docente, lo cual creo que desempeña un papel importante, esforzándose por pronunciarlas lo mejor posible.

7. Desde su perspectiva, ¿aplican los estudiantes conocimientos adquiridos en clases anteriores en temas nuevos?

En cierta medida, se puede afirmar que los estudiantes intentan aplicar lo aprendido, esforzándose con la ayuda de sus conocimientos. Así, integran lo aprendido en el contexto de su nuevo aprendizaje; por ejemplo, al aprender un segundo idioma, refuerzan la materia de biología. De manera consistente, los estudiantes establecen conexiones entre lo aprendido en cada clase, lo cual les ha ayudado a dominar y mejorar el uso del inglés.

8. ¿Cómo evalúa el progreso de los estudiantes en la adquisición de vocabulario nuevo?

El progreso es satisfactorio; sin embargo, no puedo calificarlo como excelente, ya que tengo estudiantes en distintos niveles. En términos generales, podría describirlo como satisfactorio, y se ha notado un cambio considerable en el manejo de nuevas palabras y en la participación de los alumnos.