

APPLYING CLIL APPROACH IN HIGHER EDUCATION



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Autores:

Kerly Jazmín Feijoó Rojas
Faculta de Ciencias Jurídicas,
Sociales y de Educación.
Universidad Técnica de Babahoyo
kfeijoo@utb.edu.ec
 <https://orcid.org/0000-0002-3089-6739>

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PREFACE

The realization of this work has been developed with the objective of analyzing the application of the CLIL approach for teaching English with a specific purpose and scaffolding strategies with students from a third level in bilingual secretarial school at the technical university of Babahoyo. This is the main reason that Bilingual secretarial school needs a change in the way to teach a foreign language through CLIL approach which is an exceptional alternative to integrate language and real-life contexts effectively in order to teach a foreign language in a spontaneous way. The main purpose of this volume is to design an intervention proposal based on the CLIL approach with the support of scaffolding strategies in the seventh semester of Bilingual Secretarial School in order to provide teachers a guide to make easier the application of this new teaching approach. Moreover, CLIL facilitates the teaching of a subject as encompassed in the curriculum planning through the English language following characteristics of each theoretical contribution. The intervention proposal includes different sessions and inside them, there are some activities ranging from how to teach vocabulary up to the development of a project in order to achieve the demands of the new language. All activities always involve students to hook them actively and dynamically.



INTRODUCTION

Chapter 1

INTRODUCTION

Justification of the research question and problem

The development of this research arises due to the scarce information that there is in the usage of the methodological strategies applied throughout the CLIL approach in the Bilingual Secretarial School at the Technical University of Babahoyo. Some of the factors that get involved in this problem include little knowledge about the implementation of the CLIL approach because it is a new procedure for teaching English in Ecuador and consequently in Babahoyo University. In addition, teachers at the universities do not emphasize on the importance of the English for specific purposes (ESP) which refers to teaching a particular discipline such as engineering, finance, human resources, marketing, management, medicine, laws, among others in a foreign language in order to develop a communicative competence. It is believed that CLIL can be a supreme approach in the context of the study in Bilingual Secretarial School due to the development of students' competences in the foreign language based on real-life contexts effectively.

Nowadays, teaching with the CLIL approach provides an excellent development of language for specific purposes and even more it is of great importance because learners study subjects and receive academic knowledge through a foreign language at the same time. Moreover, with this approach, learners will be able to master content based on the bilingual secretarial career achieving thus an excellent professional

profile. Therefore, learners will be competent to fulfill the role of an Executive Assistance Management and will be able to produce documents related to business, develop executive reports, follow-up on projects, handle telephone calls, manage the agenda, dialogue using English, and manage correspondence in both languages (Spanish and English).

The Technical University of Babahoyo has as mission to deliver competent professionals who can perform various tasks such as having excellent writing and spelling skills, verbal and written expression domain, being a proactive and organized person able to interact in groups, providing support to all departments of a company and performing their work skillfully.

The Technical University of Babahoyo created a Bilingual Executive Secretarial School due to the demand of public and private companies requiring a secretary who can speak in Spanish and in English at the same time. The Bilingual Executive Secretarial School promotes a social and cultural development of the Los Ríos Province in Ecuador. In addition, Bilingual Secretarial professionals will be able to perform efficiently their technical assigned tasks and for this reason, the university analyzed the need of adding two bilingual subjects, Commercial English and Conversational English, which allows learners to carry out duties that will become students with integral professionalism.

The Commercial English subject is based on teaching how to write letters, emails, manage meetings, make and receive calls, etc. Conversational English subject is focused on practicing reading and audio exercises focused on general and business English. Due to the above lines, this investigation provides a guide to the teaching staff on methodological strategies with the CLIL approach in order to improve the English language level of the students from the Bilingual Secretarial career. For this reason, it is considered extremely important to implement the CLIL approach in the Bilingual Executive Secretarial School because it means that learning the academic contents and a foreign language simultaneously will show a positive and significant effect in the teaching process in the students.

CLIL offers great benefits because this approach differs greatly from others as it builds multicultural knowledge, offers expansion in oral and written communication, and makes students feel highly motivated in acquiring specific knowledge and even more in the additional language. Furthermore, learners will be able to develop the linguistic skills in a specific content and have a great contact with the foreign language. As a result, they will get an excellent professional profile and will be able to manage a national and international business.

The methodology in this research will be focused on an intervention proposal with the intention of applying theoretical bases about the CLIL approach. The 4CS (content, cognition, communication and culture) will be explained, the types of CLIL and the scaffolding

strategies detailed in part two of this study which is a tool to develop the guide of the unit CLIL in Commercial English subject. The intervention proposal will mention the aims, the methodology, the sessions, activities and assessment in order to guide teachers in their work of teaching content in Commercial English in a practical and proactive way; it also includes activities that always engage students with the use of web sites that facilitate their performance with the creation of their own learning materials.

Brief analysis of the state-of-the-art

The theory for development the present work is based on the Content and Language Integrated Learning (CLIL), methodological and scaffolding strategies have been studied and analyzed by some authors. Many previous investigations address the issue of using a CLIL approach to methodologies, but none of them assumes the specific purpose of this research work which to analyze Commercial English content that students will learn with the usage of the methodological strategies of the CLIL approach in the Bilingual Secretarial School at the Technical University of Babahoyo. Some theories show how the CLIL approach has become useful and necessary for learners in getting a high performance of the second language in this globalized world.

The definition of Integrated Content and Language Learning (CLIL) refers to situations in which the subjects, or parts of the subjects, are taught through a foreign language with doubly focused objectives,

namely, content learning and the simultaneous learning of a foreign language. Marsh, 1994, p. 210). Then, topics such as Music, Science, Geography, Art, etc. can be taught from now in their mother tongue, but then in the additional language, achieving two objectives that are the content and the foreign language.

According to Coyle (2006) the CLIL approach involves to work the four main competencies that are content, communication, cognition and culture and also points out why content and language are the most important parts in the CLIL approach and that they are used interchangeably. Therefore, promoting content in CLIL is also used as a genuine communication that involves language of, language for, language through which determines that the foreign language be taught following a well-organized pattern rather than teaching grammatical progression.

Cain (2010) defined that there are three types of CLIL named soft or weak, modular, hard or strong. Each one has its own objective, for example: Soft CLIL refers to what the learner primarily learns as a foreign language and its main objective which is language - driven and that secondarily the student learns content. On the contrary, Hard CLIL refers that learner primarily learns content as academic purposes and its main objective is content-driven and secondarily learn a second language.

Regarding previous research on how the CLIL pyramid is introduced, key strategies, principles for quality CLIL planning and teaching are implemented, highlighted by Meyer (2015) and the relevance of introducing the Content and Language Integrated Learning (CLIL) into curriculum results really important because it permits to reach a high level of content and language in the learners. This research also shows how it is introduced little by little in other countries.

In addition, “As toward quality-CLIL”, stated by Meyer (2015) concluded that it is needed to unlock the inherent potential of CLIL because it addresses teaching as a comprehensive and integrative approach through a holistic methodology with the support of strategies which links, content and language and so, allowing the knowledge created in multilingual settings with the unique purpose to prepare pupils in this globalized world.

Another research related to this study is a project made by Coonan (2007) who wrote about a CLIL Class through Teacher Self-observation-Introspection, which shows a relevant case that contributes to the CLIL approach is at the boom of the education of the twenty-first century and that school authorities are becoming aware of involving this new approach in the curriculum planning as part of a comprehensive education system.

Consequently, CLIL is seen nowadays as a more challenging environment in the teaching process, and thus, universities should

show greater emphasis to adopt this CLIL approach in order to fulfill the demands of this globalized world for both academic and labor growth because so a professional can be able to compete in the work environment and master at least one foreign language.

Latest research shows that the implementation of CLIL approach has an ambition to lead learners to the success of learning content and Language, especially through “classroom discourse” where teachers should cover speaking skills with reference to a content that learners have already mastered. Regarding the purpose of the interaction, Dalton-Puffer (2007) also detected that two important aspects of CLIL approach are the cognitive development and the social interaction because in the cognitive process the exchange of information arises and while in the social interaction emerges social cohesion and comity. Social cohesion and comity are regarded essential in a CLIL classroom because the practice of additional language becomes more authentic.

Lexenflicker and Dalton-Puffer (2010) considered that the writing skill has a significant impact with the CLIL teaching because 198 Spanish students of the secondary in 2008 with a test showed positive results in grammar, listening, speaking and writing. Another test considered only writing component which consisted of writing a letter to an English family, supposing to stay with them in the summer. “The results showed statistically meaningful advantages of the CLIL group on five dimensions: content, organizations, vocabulary, language use and mechanics” (p. 171). The findings of this study show that writing

skill is very important, as well as, speaking skill because both are part of productive skills, which entail that learners through production increase their knowledge and are able to perform simple and complex tasks.

Another problem that influences in THE CLIL approach is that “many CLIL students show very poor academic writing skills, even at the age of 16; in most cases, they failed to verbalize subject-specific issues in an appropriate way” (Vollmer, 2008, p. 271). In the same way the writing skill is very important because it is also part of productive skill; this method should be taught with clear guidelines detailing spelling, structure, grammatical order, use of language and even more give specific content with each subject so that students can increase their knowledge and finally apply them in a performance task.

The final problem about “CLIL approach runs a risk of being “misused” as a justification of out-dated teaching habits and methodological monotony” (Viebrock, 2006, p. 167). It arises due to the lack of permanent training to the teacher with this CLIL approach, teacher does not recognize the pedagogical advantages for learning content and foreign language, they have not designed and apply activities that involve teaching content and language.

In light of the research mentioned above, it is recommended that the teacher should always work with contemporary methodological strategies with the help of technology in order to promote content

and language in an effective way. It can be achieved with the help of podcasts, flash-animations, video clips, web quests, as well as created puzzles, board, card, created worksheets using some English websites which will permit a deep understanding of a specific subject and learners' achievements in the acquisition of new knowledge in an easy way. Likewise, Meyer pointed out that the correct use of methodological strategies help understand that teaching is motivated through illustrative materials with authentic language input, challenging tasks that foster creative thinking and create opportunities for meaningful language output". (2010, p. 4)

According to studies directed to bilingual secretarial schools, it is determined that there is some research related to business, how to give an excellent customer service, work performance with software management and professional training about technology. Many research projects of that type only try to promote that secretaries give a good service with ethical and professional performance. Hence, there is no research that mentions in how teachers must work the learning process in the classroom with the help of academic content and in that way to promote the foreign language proficiency through better use of strategies that help integrate content and language in a natural way and simultaneously. The purpose to change the teaching process is to give a meaningful learning, responding to the demand of the 21 century.

Babahoyo University is aware of the need to change certain mechanisms that respond to the demand for globalization in the school of Bilingual

Executive Secretarial. Its general objective points out that commercial and conversational is always subjected that need the mechanisms and strategies of the academic formation to be improved in order to help students exercise their work experience as internships. It also indicates that Bilingual Secretarial School would promote activities that can be carried out in the modern office, training competitive professionals and linked to this as the main part of English language proficiency.



THEORETICAL FOUNDATION

Chapter 2

THEORETICAL FOUNDATION

Literature review

English as a Foreign Language in Ecuador

The teaching of English language in Ecuador mentioned by the El Comercio newspaper began in the high schools in 1912 that appears for more than a century, but 50 years ago English in the curriculum during the government of Galo Plaza Lasso who assigned one hour per week only in the secondary education leaving aside the primary level. These classes were given by people without experience and not by teachers with degrees in teaching English. Nowadays, this incongruity persists in Ecuador because this subject is assigned as an optional subject in public schools, while in private schools it has been adopted to teach 5 hours per week.

According to El Comercio newspaper during the government of Rafael Correa in 2012 English teachers were evaluated about their English proficiency; such results showed a deception because the majority of teachers failed. As a result of these inconveniences, Rafael Correa's government launched a training program to improve the teaching and learning English language promoted by the Ministry of Education and the Secretary of Higher Education (SENESCYT) from 2013 to 2017. This program had 1 101 teachers belonging to the "Go Teacher" program who received training for eight months in Kansas University and in the Caribbean Anglo Saxon region.

In addition, it is well known that in the “Go Teacher” program some public teachers won scholarships having the opportunity to study abroad for eight intensive months to get trained about pedagogical teaching, especially for elementary and secondary students. Besides, 4766 received an online training program who reached level B1 and B2 from the Common European Framework (CEFR) who managed to strengthen the four linguistic skills such as reading, speaking, writing and listening. The “Go teacher” program taught them how to use technology, materials of different colors, textures, and shapes emphasizing that children learn while they play.

Other remarkable publication made by El Comercio newspaper stated that learning English in people over 30 has become a necessity due to the new requirements from the Ecuadorian government in which a teacher should get a master or Ph.D. degree. Additionally, professionals who speak and write in another language are more competitive in the workplace, which allows them to get a better job, have better salaries, and improve their relationships in the business world. They are factors that influence for demanding this language. Andres Parades, who was the Academic Coordinator of the Linguistics Department in the Polytechnic University stressed on that an engineer who only speaks Spanish cannot do the same job if he/she also knew English because it is now a universal language.

The El Comercio newspaper published that Pamela Ordóñez who was Secretary of Educational Foundations of the Ministry of Education

emphasized that the educational system has improved due to the teaching of English in the Highlands and Andean regions. English is included in the educational curriculum from second to seventh grades in public schools. On the other hand, Mislav Kovacic director of EF (Education First) whose local school is in Quito, developed a pilot plan in the Galapagos region and those results showed that around 800 students took the test getting the A1 and A2 levels of the Common European Framework (CEFR). It reflects an initial or elementary level according to the CEFR. Due to this fact, the ex-President Rafael Correa and the Minister of Education of Ecuador agreed that all students must graduate with a B1 level when they finish the secondary school.

Statistics according to El Comercio newspaper makes another important contribution; which shows that Ecuador reached the 55th out of 80 of the English proficiency index. It indicates an average of English obtained from Ecuador of 49 out of 100, which reflects an extremely low level. Nowadays, professionals are more motivated than young students to learn English only as a general language sometimes as personal goals such as getting promotions, getting a better job opportunity, or helping with children's homework.

CLIL at the Third Level of Education

It is relevant to mention the use of the CLIL approach of the third level of education indicating when and how CLIL was introduced and emphasizing the advantages that it offers to learners to face the global world.

Leppänen, Nikula, and Kääntä (2009) stated that the implementation of the CLIL approach in higher education has started with the smallest university since the year 1980 in some European countries, exactly in Finland, with the objective of “improving the language proficiency in the Finnish educational system both in comprehensive schools and at University level”. (p. 301)

This research also indicates that the CLIL approach at the third level can be adopted in many ways, depending on depth and width of integration. This is due to its total or partial immersion, that is to say, if a subject is taught using completely the second language, learners use 100% of it (total immersion) or if a subject is taught using only 50%, learners use 50% the mother tongue and the other 50% in the second language (partial immersion).

In the second language teaching, content and language teacher needs to coordinate a good planning in order to accomplish the same goals. In addition, it needs to establish specific results and criteria for content and language teaching. On the other hand, LanQua and Räsänen (2010;2011) mentioned about the advantages that “help develop skills that are needed in working life, especially the awareness of field-specific discourses, intercultural competence, and other skills needed in multicultural professional encounters” cited by Jauni and Niemelä (2014, p. 41).

As Fürstenberg and Kletzenbauer (2015) emphasized that many educational institutions of third level now offer degree programs taught in English, in response to increase international cooperation, mobility, and demand of multilingualism which pursuit that a content teacher has to teach in a foreign language. It shows a great weakness due to the lack of methodological training, influence to learn complex linguistics, lack of knowledge in applying this dual approach.

Fürstenberg and Kletzenbauer (2015) clearly spotlighted that “successful CLIL teaching requires content teachers to move away from the traditional concept of lecturing to a more interactive engagement with the subject matter” (p. 7). Besides Pavón and Gaustad (2013, p. 84) mentioned that “a second language advocates the use of methodological strategies to promote interaction and language use in the classroom as the main means for students to access information”. It helps to make comprehensible input and enriching to teach content and language.

Moreover, Hansen-Pauly (2014) considered to take into account a list of aspects that content teacher should involve in the language-sensitive planning CLIL: planning carefully language and content but both at the same time, use methods of scaffolding integrating conceptual and linguistic elements, strengthen reading skills and writing skills using interactive learning in the second language, work vocabulary as part of development reading, writing, speaking, translation, mediation and translanguaging activities for specific learning situations and also

adopt multimodal approaches to facilitate comprehension. All of this is extremely essential for the teacher to develop all linguistic skills based on content and language and achieve success in CLIL classes.

Ecuadorian Universities

The English language teaching as a foreign language in Ecuadorian universities shows, according to some research, that the Polytechnic University demands 14 modules as general English to its students in order to obtain a certificate of proficiency an essential requirement to graduate.

On the other hand, according to the curriculum of the University of Guayaquil in the Business Management School students must study some subjects in English, such as Basic English I, Basic English II, Business I, Business English II, Technical English I, Technical English II, System Information Management, Empowerment, International Business, Public Relations, Strategic Marketing, Quality Management, Leadership & Management. All of these subjects are taught from the third course, because the professional profile that this school demands is to have a solid English knowledge to handle national and international business.

Otherwise, regarding the curriculum of the Catholic University of Santiago de Guayaquil, students must only study a subject of specialization called Management Retail, but as the main requirement to follow with the last year must submit a certificate of English proficiency level B2 of the Common European Framework. In a

similar way, Medicine school of the same university demands that students complete six levels as general English until third year, and since then they will study Medical English subject as specialization.

Another school of the Catholic University is named English Language where students must study some subjects for the first year, which include English level 1, Composition, Introduction to Linguistics, Introduction to Academic Writing, Introduction to Psychology, Educational Psychology, International Protocol, Classroom Management and Methodology, Systemic Management and Organization, Labor Law, Strategies for International Examinations.

On the other hand, Technical University of Babahoyo has only two schools that include English in the curriculum planning; these are Social Communication and Bilingual Executive Secretarial Schools. Students in the Social Communication School must approve 4 modules from first to third courses in a Language Center and from 4th to 6th courses must follow four more modules which are included in the curriculum, but all these levels have a General English focus. However, learners of the Bilingual Executive Secretarial School must study two subjects called Commercial English and Conversational English since the second semester.

To sum up, there are some universities that have had the necessity to include English based on subjects related to the degree and these are included in the curricular planning between 6 to 8 hours per week;

these periods vary depending on the degree and professional profile of each one. Comparing the curriculum of these universities such as Polytechnic University, the University of Guayaquil and the Catholic University of Santiago de Guayaquil, they have more hours of English in their curriculum planning divided in English subjects and General English. In contrast, Technical University of Babahoyo provides only General English, including four hours per week.

CERF

Technical University of Babahoyo curriculum program establishes specific objectives, evaluation of learning, student only outcomes based on the level A2 according to the Common European Framework of Reference (CEFR), this requires students to build up a communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four basic language skills which are listening, speaking, reading, and writing.

It is fairly necessary to detail that the European Framework provides a clear description in each level of proficiency. Besides, it involves learning, teaching and assessment as a European standard and it also helps to establish a standard way the language proficiency through “six-point scales” from A1 for beginners to C2 to master the language. The CEFR is used in many countries as a tool to measure the oral comprehension and written expression level in a certain language. (CEFR, 2001)

A1-Beginner.- Understand and use familiar everyday expressions, can interact in a simple way provided the other person talks slowly and clearly.

A2-Elementary.- Understand sentences and frequently used expressions related to areas describing in simple terms and areas of immediate need.

B1-Intermediate.- Understand the main points of familiar matters regularly encountered in work, school, leisure, etc.

B2-Upper intermediate.- Understand the main ideas of complex text and interact with a degree of fluency and spontaneity that makes regular interaction with native speakers.

C1-Advanced.- Understand a wide range of demanding, longer texts, recognize implicit meaning and use language flexibly and effectively for social, academic and professional purposes.

C2-Proficiency.- Understand with ease virtually everything heard or read, summarize information from different spoken and written sources.

One of the common basis of CERF (2001) defines “what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (p. 1). Besides, it emphasizes on developing communicative language activities and strategies such as: “the

application of the metacognitive principles which are Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity which are Reception, Interaction, Production and Mediation” (CEFR, 2001, p. 57). The Common European Framework is a useful tool to define clearly the level of proficiency that someone has in a foreign language.

CLIL approach

Origin and Justification

Content-Language Integrated Learning (CLIL) is the European version of a methodology that emerged in Canada and the US between the 60s and 70s and its acronym was pointed out by David Marsh who was “a member of a team working in the area of multilingualism and bilingual education” (Hanesová,2015,p.10). It is worth saying that Content Based Instruction (CBI) was a similar approach to CLIL and was introduced before it. “CBI is an approach to language learning which integrates particular content, typically academic subject, with a language teaching aims” cited by Hibler (2010, p. 15). It refers that some subjects were taught in a second language in order to promote the communicative competence for many years now.

Later in 1990, Europe launched CLIL approach and it was improved by some experts as “educational, administrators, researchers, and practitioners” cited by seniors, Genesee and Gorter (2014, p. 243) with the purpose to answer a need like to get better the second language education and bilingualism. This kind of teaching is expanding in

many European countries, basically following the dual focus that implies the relation between Content and a foreign language. On the other hand, Genesee (1987) mentioned that “French immersion programs were developed in Canada in the 1960s, with at least 50 per cent of academic instruction was delivered through elementary and/or secondary school” cited by Cenoz, Genesee, and Gorter (2014, p. 248).

In addition, Canale and Swain (1980) made a significant argumentation about grammar and communicative approaches indicating that Grammar works with grammar form as “phonological forms, morphological forms, syntactic patterns, lexical items” (p. 30) highlighting how these can be combined with the aims to form grammatical sentences. In addition, Communicative works with communicative functions as “apologizing, describing, inviting, promising” stress how grammatical forms can be combined with the aims to express roles properly. Grammar and Communicative approaches must be taught in a balanced way for getting the success in CLIL approach. This research emphasizes teaching focused on the communicative approach with realistic teaching method instead of grammar-based instruction and vocabulary.

Furthermore, Europe today gives a great importance to linguistic diversity in education due to the emergence of learning two or three languages and according to Fernández Agüero (2009) there seems to be a large gap in the teaching of foreign languages because it has been

done in the traditional way and results obtained are not favorable. This form indicates that Vale and Feunteun (1998) is in agreement with it because there are doubts about whether children are able to assimilate the new content and the new language at the same time because experiences carried out in Canada in the field of bilingualism indicate that children can learn two or three languages and their results are highly positive, unlike the experiences carried out in Europe shows that teaching English as a subject make doubt its effectiveness.

Otherwise, Stoller (2002) commented in his research about how important is to teach using CLIL approach based on critical thinking which provides multiple advantages in developing cognitive and educational psychology such as (p. 108):

1. Materials organized by subject are easier to remember and learn (Singer, 1990).
2. The information presented in a coherent and meaningful way that is found in a well-organized CLIL curriculum is processed more deeply (Anderson, 1990).
3. The motivation and interest of the students, frequent in CLIL, are related to their ability to process complicated material, remember information and elaborate it (Alexander, Kulikowich and Jetton, 1994).
4. The mastery of a subject is achieved when students reinvest their knowledge in progressively more complex tasks (Bereiter and Scardamalia, 1993).

In brief, the justification for the implementation of the CLIL methodology lies in objectives imposed by the European Commission and the Council of Europe, such as getting European citizens to be proficient in at least two languages apart from their language native. Learners will develop cognitive and social skills in order to expand an intercultural awareness for peaceful coexistence in the global and interdependent community through it, and students will be involved involuntarily in interactive and dialogical learning inside and outside the classroom. Additionally, with CLIL methodology learners will increase mental flexibility and the opportunities for global exchange and trade.

Definition of CLIL and its elements.

Content and Language Integrated Learning as its name points out is the combination of content and language where the purpose is to teach content through a foreign language. It is of great importance to highlight some definitions on the CLIL approach considering the following statements:

Coyle, Hood and Marsh (2010) stated that “CLIL is a dual- focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p. 1). The author refers to the importance of how interweave in the teaching process of CLIL an additional language and content with the only purpose of enriching content knowledge and developing effective communication in a foreign language.

According to Mehisto (2008) the language teacher must work together with professors of other subjects incorporating new vocabulary, terminology and texts of each subject in order to students are able to learn content related to both subjects and use it in real situations.

Among the definitions mentioned above, Coyle (2010) emphasized the term dual-focused approach with the purpose to ensure that non-English-speaking students and are not yet proficient in English, in contrast, it gives equitable opportunities to succeed in English fluency, content knowledge, and academic language.

Another significant contribution of Coyle (2008) is that he accentuates the elements as a fundamental part of the CLIL lesson based on the 4Cs framework:

- **Content.-** Progression in knowledge, skills, and understanding related to specific elements of a defined curriculum or academic content.
- **Communication.-** Using language to learn content whilst learning to use language.
- **Cognition.-** Developing thinking skills following the pattern of Bloom's taxonomy in order to achieve to build an own understanding through the concept formation either abstract or concrete.
- **Culture.-** "self and other awareness/citizenship" (Coyle, 2008, p. 5).
-

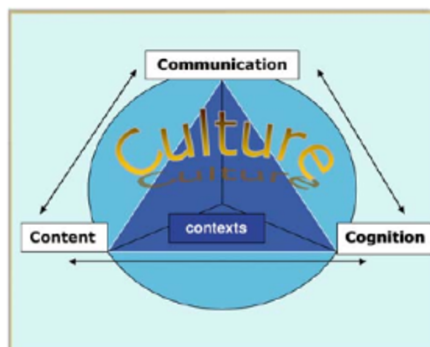


Figure 1. The 4Cs framework of CLIL. (Adapted from Coyle, 2005)

When a teacher designs a CLIL class, it must encompass the four of CLIL approaches such as content, communication, cognition, and culture because through content students will learn academic concepts. With the communication, they will interact using fluent language, both in interpersonal and academic relations. About culture, they will participate openly and without complexes in the real world. Finally, through cognition, they will be able to create their own knowledge based on higher order thinking skills.

Benjamin Bloom was an American psychologist and pedagogue who emerged in 1990 with a great contribution on the hierarchical table that exists in the cognitive process at the moment to learn something. This hierarchical thinking table is made up of six cognitive levels ranging from a low level to a high level. “The lower three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis and evaluation” (Forehand, 2010, p. 2). Over time the terminology of the levels “were changed from noun to verb

forms” (p. 3) which stay with remembering, understanding, applying, analyzing, evaluating and creating.

According to Forehand (2010) who mentioned that Bloom allows to teachers a useful tool for measuring processes of thinking during the teaching and learning process in order to reach the highest level of thinking such as analyzing, evaluating and creating. In addition, these levels of cognition help teachers to define educational objectives or goals clearly following standard patterns toward the same end as is the power to create something. The main objective to work with these levels of thinking is to make that learners develop their maximum cognitive potential with the purpose that they are able to generate and produce something unexpected and this is of great contribution for the development of a town, city or country.

In addition, Cummins (1979) made a significant analysis between BICS (Basic Interpersonal Communication skills) and CALP (Cognitive Academic Language Proficiency) cited by Brewster (2009, p. 1). Each one has its own purposes and both are important in a CLIL class. BICS involves developing the four basic skills as reading, listening, speaking and writing with the purposes to achieve a social interaction. As in the case of CALP, it is associated to develop academic content through the tasks cognitively challenging in the subjects. It is worth to say that is a good idea to design a CLIL lesson taking into consideration first, the four competencies of this approach (content, communication, cognition, and culture). Second, BICS and CALP

must be working together. Third, Brewster (2009) added that teaching thinking and creativity skills are good elements in modern education. Thinking and creativity are higher order skills reflected in Bloom's taxonomy. All these points must be considered in the CLIL planning in order to master content and language.

Types of CLIL

Teaching content through English is classified into two main parts HARD or Strong CLIL and SOFT or Weak CLIL, each one has its own focus and purpose.

HARD CLIL

According to Ball and Bentley (2009) HARD CLIL takes place when the teaching and learning are focused primarily on the subject content so it is a content-driven. This means teaching a subject, such as science, geography, mathematics, and others based purely on the content using the additional language. HARD CLIL is “taught in English by non-native content teachers” cited by (Ikeda, 2013, p. 31) with the objective of teaching more content than language.

The objective of this CLIL type is that students understand the content perfectly through different resources as videos, readings or audios. Although, it does not produce the language efficiently, therefore the teacher should not penalize hard grammatical error, spelling or structure.

SOFT CLIL

As Ball and Bentley (2009) pointed out that SOFT CLIL “is taught by native or non-native language teachers with more focus on language learning” cited by (Ikeda, 2013, p. 31). It means that Soft CLIL emphasizes to domain a foreign language rather than content. Moreover, Soft CLIL spot lights that a subject is taught using a second language, with 60 minutes once or twice a week. Unlike Hard CLIL, refers to teaching content and language at the same time with more hours of class and makes use of the half of the subjects involved in the curriculum.

The purpose of SOFT CLIL is that students use language correctly when writing, reading, listening and speaking, even if it is not based on specific content but is based on general English. The SOFT CLIL teacher will penalize an activity for grammatical errors, spelling or structure, tenses, idioms, etc. Because its primary goal is that students learn a foreign language.

It is worth mentioning Ikeda (2013) refers to the potential for the ‘Weak’ Version of CLIL who clarifies the role of Soft CLIL lessons, stating that “The ‘soft’ version of CLIL should be recognized as an adapted, contextualized breed while, same time, its authentic, universal model (i.e. European CLIL) is pursued as the norm. This does not mean any kind of content-based instruction is accepted as a type of CLIL education. Effective CLIL lessons are most probably conducted by teachers who have an amply trained in CLIL theories and skills.

Effective CLIL lessons are fundamental to understand that teachers cannot teach any type of content in isolation and worse if it is not accepted in the educational field. On the contrary, there must be a commitment on the part of the teacher to work properly the content based on theories, develop the language skills, and boost critical thinking with the relevant strategies. In this way, the content will be absorbed by students efficiently.

CLIL teacher competences

According to Vilkancienė and Rozgienė (2017), competencies that teachers should develop and acquired by training course based on the Common European Framework (cited by Marsh et al., 2010) are eight classified in two groups called CLIL focused and general pedagogical approach.

The first competence is about CLIL fundamentals which provide the safe and enriching environment and work with scaffolding and cooperation way in the CLIL classroom. The second competence defined as a personal reflection, which implies that the teacher should always reflect on his/her own development because it permits to analyze how success has been his/her performance. The third competence is content and language awareness, it refers that teacher should be aware how important is to integrate the language in the teaching of content and at the same time integrate the methodological process for getting a high performance in language and content. The fourth competence is about methodology and assessment, which makes emphasis

on the teacher role, which should be challenging in making input comprehensible, promote student comprehensible output in order to activate the meaningful learning. Research and evaluation are the fifth competence, where CLIL teacher constantly needs to investigate, learn, innovate and reflect involving new techniques and activities in the teaching and learning process.

About the sixth competence of CLIL teacher, learning resources and environments define that teacher must be able to create rich, supportive target-language environments and attend student needs in order to become more confident inside and outside the class. Classroom management is the seventh competence that demands that teachers should be able to manage CLIL classroom making learners get involved enthusiastically. The last competence about CLIL management is the one focusing on administrative issues with the purpose to analyze how should be CLIL implemented involving the responsibilities of content and language teacher, non-teacher, collaborator, and administrator. (2017, p. 8)

All these competencies must be adopted for the success of the CLIL approach, although, the attitude should be considered as the most important fact to face this new challenge, that is to say, work with a great will to design materials, make CLIL lesson with the four competencies because teachers always need to be highly motivated in learning and making something new and be always willing to work and cooperate with others.

In the CLIL classes, the teacher must explain and guide everything by placing himself/ herself in a scenario where the teacher has direct control of the class and the students' behavior (Teacher does). Then, teachers and students work together and students work among them in pairs or teams doing many activities, sharing ideas and taking decisions (teacher and students do). Finally, the students must be able to work alone on project activities where they must use all their knowledge learned from it and the teacher only works as a guide or leader of the project. (Learners do)

Scaffolding

These three essential steps detailed previously within the CLIL approach are called scaffolding which means that the teacher must create a good foundation in the construction of knowledge in his/her students in order to make them able to work independently using their own strategies, techniques, and can solve problems in the real field.

Wood, Bruner, and Ross (1976) first used the term scaffolding which stood out quite helpful in the CLIL approach as an excellent strategy during the teaching process because it helps students to develop abilities and skills for later and because they can work alone in the construction of their new knowledge. Scaffolding as defined by the Oxford dictionary means “a structure of metal poles and wooden boards put against a building for workers to stand on when they want to reach the higher parts of the building” (Cambridge dictionary, 2018); but in the field of education scaffolding appears when the teacher gives a

special kind of help to learners with the main objective to move toward the building of new skills, concepts and levels of understanding until the students manage to do a work by themselves and achieve create authentic works.

Gibbons and Walqui (2002; 2006) highlighted that “the scaffolding metaphor refers to the type of assisted teaching/learning that emphasizes interaction with peers and teachers in moving learners from their existing level of performance to a level of independent performance” stated by (Milne, Llinares and Morton, 2010, p. 13). It firstly occurs, when learners are learning something new they receive a temporal support during the teaching process. After, it becomes in permanent support for them because they have already learned methods, techniques, procedures by their own means so have also learned to interact with social and material world doing alone any task. The learning is always subject to change and therefore we must always be willing to adapt, apply and implement new things by responding to specific needs.

The chart below from Alibali (2016) presents a guide to how teachers can “use scaffolds in an instructional setting” (p. 28) with the aims to give a successful class following scaffolding techniques which help a lot in the classroom teaching performance.

Scaffolding Techniques	
Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance organizers	Tools used to introduce new content and tasks to help students learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Cue Cards	Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	Maps that show relationships: Prepare partially completed maps for students to complete or have students create their own maps based on their current knowledge of the task or concept.

Figure 2. Scaffolding techniques. (Adapted from Alibali, 2006)

Scaffolding Techniques Continued...	
Scaffold	Ways to use Scaffolds in an Instructional Setting
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?," "Tell me why the character acted that way."
Question Cards	Prepared cards with content- and task-specific questions given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
Stories	Stories relate complex and abstract material to situations more familiar with students. Recite stories to inspire and motivate learners.
Visual Scaffolds (Alibali, 2006)	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Figure 3. Scaffolding techniques (Adapted from Alibali, 2006)

Scaffolding Techniques Continued...	
Scaffold	Ways to use Scaffolds in an Instructional Setting
Examples	Samples, specimens, illustrations, problems: Real objects; illustrative problems used to represent something.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.
Handouts	Prepared handouts that contain task- and content-related information, but with less detail and room for student note taking.
Hints	Suggestions and clues to move students along: "place your foot in front of the other;" "use the escape key," "find the subject of the verb," "add the water first and then the acid."

Figure 4. Scaffolding techniques (Adapted from Alibali, 2006)

Intervention proposal

This section is planned through the implementation of the CLIL approach and Scaffolding strategy that will be applied in the Bilingual Secretarial School. The intervention proposal is elaborated with the following sessions: educational context aims of the proposal, timing, methodology, sessions and activities, assessment of the proposal.

Aims of the proposal

This research aims at allowing students to learn both general and academic vocabulary through the implementation of CLIL at the same time that they become autonomous learners.

Educational context and/or target group

Bilingual Secretarial school from the Technical University of Babahoyo was created on May 11th, 1993. It provides within its curriculum two subjects are taught in the foreign language such as Commercial and Conversational English. These subjects are given in first, third, fifth, seventh and eighth semesters with four hours per week each one.

Commercial and Conversational English is taught using more the first language than the second language. Beside teachers only apply traditional methods in their classes such as grammar-translation, the silent way and direct method which only seem to be important to make students learn vocabulary through repetition and translation of words.

With regard to Commercial English, the teacher uses a photocopied manual based on how to write letters and emails highlighting old-

fashioned methods this time focusing on the grammar syllabus. This has been taken from models of letters in Spanish adjusted to the English language. About Conversational English, the teacher works with a reading and learners make a summary about the text to later share their ideas in class. In this case the teacher's role is just to correct the pronunciation.

The Bilingual Secretarial school has recently redesigned the curriculum under the new requirements of the Organic Law of Higher Education (Ley Organica de Educacion Superior del Ecuador), which demands that students at the third level of education in Ecuador must have a B1 level certification of a foreign language according to the Common European Framework of references.

Currently, teachers have a lack of training based on technology and the use of modern methods. They also present a weakness in the planning of their classes using monotonous strategies and few resources for the learning process. In addition, teachers are not certified according to the Common European framework which denotes the low level of English language knowledge. As consequence of all these issues, teachers do not fulfill with the requirements of the Educational Ecuadorian Law.

Timing

The development of this research will be collected in three sessions. First, information will be collected by close observation corresponding to the first week in their own classes and with the purpose of knowing how learners will feel with this new approach of teaching, how much

they know about the CLIL approach and how important they look it and why. Besides, it will be through the teacher survey, which will take three sessions of classes with one hour each session in a month. Finally, the planning of this CLIL unit will take four weeks with four hours each one and it will be carried out with CLIL approach and steps related to the scaffolding strategy.

The background of the page is decorated with abstract geometric patterns. In the top right corner, there is a cluster of overlapping triangles in shades of blue and dark blue. A similar, though less dense, pattern appears in the bottom left corner. The central text is positioned between these decorative elements.

METHODS, TECHNIQUES AND TOOLS USED

Chapter 3

METHODS, TECHNIQUES AND TOOLS USED

The methodology of this intervention proposal will be carried out with the support of two basic steps focused on a theoretical level and empirical level. Theoretical level is explained previously about what CLIL approach is, how it integrates the 4Cs of CLIL (content, communication, cognition and culture) and how important is to use Scaffolding strategy. About empirical level, I propose a questionnaire guide for students of Bilingual Executive Secretarial School in order to analyze how beneficial it will be to apply the CLIL approach in this career. Therefore, I have added below the questionnaire as a valuable instrument which helps teacher to have a clearer view:

Learners can choose their answers among the options:

- a. No satisfactory (NS)
- b. Satisfactory (S)
- c. Good (G)
- d. Outstanding (O)

Table 1. Questionnaire

#	Criteria	Valuation			
		NS	S	G	O
1	Teacher from Bilingual Executive Secretarial school develop the linguistic skills in an integrated way.				
2	Teachers work with group techniques for the development of the class.				

3	Teachers act as a guide and facilitator during the teaching process.				
4	The difficulties of the language and content are due to the lack of teaching techniques.				
5	Teachers hold workshops permanently in the classroom.				
6	The development of content is related to the subject.				
7	Learners make projects as final task.				
8	The projects focus on real context.				
9	With the elaboration of a guide of CLIL unit will be strengthening the application of the CLIL approach.				

In addition, the proposal intervention consists of working with the implementation of CLIL approach, the 4Cs framework of CLIL and the four linguistic skills (listening, reading, writing, and speaking). And this proposal proposes a unit with the CLIL approach in order to help the teacher with steps to follow through the application of Scaffolding strategy. I detail below step by step how a CLIL unit could be taught and it includes sessions, activities, plans of CLIL lesson and exercises.

Sessions and activities

This section will show the development of a CLIL unit which has 4 stages that include how to start the lesson, how to work during the

lesson, at the end of the lesson and how to evaluate. Each stage presents sessions and activities and their respective charts with objectives, resource's content, and language.

Session 1

Session 1 is about how to activate prior knowledge based on academic vocabulary in computing. It will be developed in a dynamic way for attracting the attention of students and they engage easily. Teachers should explain briefly the part of Unit and what they will learn from it. This session will be developed by three activities.

Activity 1. - This activity will take 15 minutes and consists of asking some questions in a general way about Meeting, for example:

- a.** Do you consider important to respect everybody in a meeting?
Why?
- b.** Can you imagine what points can be discussed at a meeting?
- c.** What usually happens after a meeting?

At the first time, learners should discuss in pairs these questions in order to feel more confident and relaxed before talking in class. Before the students share their ideas, the teacher should show a poster with some expressions that students will use for discussing questions and put it in a visible place for all. Then, teachers ask random the questions above. While the teacher is listening, she can make a list of words about what the students are saying. (See Annexed I)

Activity 2

This second activity takes 10 minutes; learners are going to do a dictation from a listener. The teacher can record the vocabulary using Google translator or Oxford dictionary by phone if she does not have this kind of material on the subject, in order to provide authentic material to the guys referring to the correct pronunciation and own accent of the language. The teacher can repeat the audio twice. Next, the teacher shows the words to the whole class by power presentation where learners can check which is correct and incorrect. (See Annexed II)

Activity 3

Once students know the words, they make a short dialogue using the majority of words what they have already learned where each integrate of the group has a different role. It is a good idea that the teacher forms the groups through a dynamic way, for example: In an envelope there are words with the names of different animals (depend how many groups the teacher wants) and it must be passed one by one and finally, learners should find the group members only emitting the sound of the animals. It is truly fantastic. This activity will take 30 minutes including the dynamic and preparation of dialogue. (See Annexed III)

Activity 4

As a final activity to reinforce the vocabulary learned in class, this activity consists of 10 minutes where the teacher gives a sheet of paper with Missing letter and students must complete the words trying to

remember what they studied previously. The teacher can create this activity with the help of a web page: <http://www.schoolexpress.com/missingletters/missing01.php> (see Annexed IV)

Table 2. CLIL unit for activating prior knowledge

CLIL UNIT From session 1	
Objectives	Use expressions of language Become familiar with new terminology Apply the vocabulary learned
Activities	Warm up about some questions Do a dictation Build a dialogue Missing letter activity
Materials and resources	Computer Power point Infocus Poster Sheet of paper Markers Checklist
Skills promoted	Speaking (discuss questions) Listening (dictation) Writing (make a dialogue) Reading (missing letter activity)

4CS Competence	CONTENT	Meeting vocabulary
	COGNITION	Eliciting new knowledge.
	CULTURE	Interchange ideas
	COMUNICATION	Language of learning Chairman, agenda, A.G.M, consensus, main point, proposal.
		Language for learning Language for introducing the topic, give instructions, useful expressions.
		Language through learning Language used through different activities: ask questions, assign writing tasks, and orchestrate discussions.

Session 2

Session 2 is developed with five activities in order to concentrate already on the subject of content that must be taught in unit 1 and the use of means like text and video to provide optimal learning.

Activity 5

The teacher gives a short text about Meeting content to each learner and they should read individually. Learners can use online dictionary for the purpose of making the text comprehensible. After individual reading, they can share their understanding and collaborate with others in the class to solve doubts. The reading activity will take 15 minutes, although the text is short, it will take more time to use the dictionary and share with others. (See Annexed V)

Activity 6

After reading, learners have 10 minutes to answer the questions from the reading (literal level). In addition, students must answer the following statement through the deduction of the sentence (inferential level). The objective is to know if they understand the text and how much understanding and develop their cognitive level through reading comprehension. Finally, learners interchange the questions with a classmate in order to qualify that activity without spending a lot of time on the part of the teacher. (See Annexed VI)

Activity 7

This activity will only take 5 minutes since they should only complete the paragraph. The teacher gives the reading again, but with some blank spaces for the students to achieve to complete it in order that learners are able to place the words in the paragraph analyzing the context or remembering the previous reading. (See Annexed VII)

Activity 8

After having consolidated the terms of the reading, the teacher will show a video in the class for 6 minutes and, then students should answer questions related to it. The teacher will give the right answer without anyone having it and if someone will answer well, that answer is considered valid. But before introducing the video, it is necessary to present a list of words that students are not supposed to know in order to facilitate their comprehension, for example: high level, on time, draw attention, survey, contracted, set up, come out, relocation, core, look through, warn, cost breakdown, proposal, and overtime.

The following questions that teacher will ask are:

- a.** Who is managing the meeting?
- b.** What happened with chairperson?
- c.** What does “leave a little bit of time” mean?
- d.** What happened between Matt and Myer?
- e.** Why did the woman take the arm to chairperson when Matt and Maier were talking?
- f.** What points will be treated in the meeting?
- g.** What is the close remark of chairperson?

The following questions that teacher will ask are:

- a.** Who is managing the meeting?
- b.** What happened with chairperson?

- c. What does “leave a little bit of time” mean?
- d. What happened between Matt and Myer?
- e. Why did the woman take the arm to chairperson when Matt and Maier were talking?
- f. What points will be treated in the meeting?
- g. What is the close remark of chairperson?

Table 3. CLIL unit for during this lesson

CLIL UNIT from session 2	
OBJECTIVES	Develop the level of reading comprehension. Get to understand mostly the conversation. Deduce the meaning of a word by analyzing the context.
ACTIVITIES	Reading comprehension. Watch a video Discuss questions Match words and meanings.
MATERIALS AND RESOURCES	Computer Markers Infocus video Sheet of paper (reading) flashcards
SKILLS PROMOTED	Speaking (discuss questions) Listening (video) Writing (take notes) Reading (a text)

4CS COMPETENCE	CONTENT	A meeting overview (from reading) Chairing a meeting (from video)
	COGNITION	Predict from the title of reading Interpret the video
	CULTURE	Interchange ideas National and International scenarios.
	COMUNICATION	Language of learning High level, on time, draw attention, survey, contracted, set up, come out, relocation, core, look through, and warn, cost breakdown, proposal, and overtime.
		Language for learning Language for collaborating in pairs, give instructions, express their own ideas.
		Language through learning Language used through different activities: assign reading task, ask questions, and orchestrate discussions. Students engage in academic tasks through a video.
VIDEO LINK:	https://youtu.be/oPhKhTI0Lss	

Session 3

Activity 10

This activity will be worked for 60 minutes where the teacher will assign to work in a group of 4 students, which they should look for a video about a Meeting or something similar to the one previously worked on and analyze some situations based on the video. In addition, Learners should also work with their classmates to ask the questions so that everyone gets involved with the content of the video and can emit criteria, analyzes comparisons, and conclusions. Therefore, they will increase their knowledge focused on content and language. The teacher will use a checklist observation in order to take into account specific points of all groups and not forget them (See Annexed IX).

Learners must focus on working in:

- a.** What is the reason for the meeting?
- b.** How many people intervene in the meeting and what are their positions?
- c.** Do you agree with the conclusion? Why?
- d.** What do you think about...?

Table 4. CLIL unit about ending the lesson

CLIL UNIT from session 3	
Objectives	Be able to analyze the content of the video Assess the results Present their own critical judgments
Activities	Reading comprehension Watch a video Discuss questions Issuing critical judgments
Materials and resources	Computer Markers Infocus videos Sheet of paper Checklist
Skills promoted	Speaking (discuss questions) Listening (watch a video) Writing (opinions or ideas) Reading (comments)

4CS Competence	CONTENT	Other videos associated with Meeting vocabulary.
	COGNITION	Apply previous and knowledge in the real context.
	CULTURE	Interchange ideas National and International scenarios.
	COMUNICACION	Language of learning Deadline, implement, board of directors, adjourn, mandatory, motion, etc.
		Language for learning Language for giving and receiving instructions, working in groups.
		Language through learning Language used through different activities: ask questions, orchestrate discussions, explore the internet, and listen to teacher and classmates.
		Students engage in academic tasks through a video.

Session 4: Project instructions

This activity belongs to the third stage of the CLIL unit where the teacher assigns a project task that must be done in a team of 4 students. Students must separate an audience from any company in the area where they are allowed to be present at a company meeting and can take notes which will help them for the final project and should present a team portfolio.

Once assigned the project task, the teacher performs a warm-up in class through two steps in order to remember important points that should be considered for the execution of the project, they are:

1. Learners reflect about two situations: What they know and what they need to know and will make a list of those.
2. They will think about what content and language should use.

Through this activity, a brainstorm will be generated that will promote the knowledge of all the students.

Besides, the team portfolio should evidence how they did in carrying out this project. They should expose in class for 10 minutes and talk in summary details of the meeting. Finally, learners should send an email to an International company in order to communicate the results of the meeting.

Session 5: Search for information

In order to carry out the project, students must perform a deep investigation individually and group searching relevant information of

both content and language and it must be used from the beginning to the end of the project.

Learners' role: students should search in which company can attend and gather evidence of all the stages that helped sustain the final work, share experiences of being in the company meeting, transcribe the points that were treated in the second language, deliver the script, send a report by mail to an international company.

Teachers' role: the teacher will act as a tutor and facilitator who will help answer doubts, monitor the process at all times and give suggestions.

Session 6: Presentation of project

In this session, learners must already make the presentation of the project in the whole class fulfilling all the points detailed above and also each group should present the team portfolio (See Annexed X)

During the presentation of each group, the rest of the classmates will take notes to help evaluate the performance of each group, rate if its content was interesting or boring and finally, classmates will be able to judge professionally the work of their fellows (See Annexed XI)

Session 7: Evaluation

This session, as the last stage of the CLIL unit, each team will be evaluated through Rubric considering all the points addressed in the project assignment.

Students will be able to evaluate themselves with the same Rubric with the objective that they realize what their weaknesses are and with the teacher's evaluation, they become aware of strengthening their strengths. Evaluation is really important because it will help better subsequent presentations and help the professional growth of the students.

During the presentation, the teacher will use the Rubric and learners will use after their presentations.

Assessment

Assessment involves considering two steps in this research: Assessment of learning and assessment of the proposal which will be detailed below.

Learning Assessment

Students will be evaluated on their oral presentations about their exhibition and written presentations about the email that should be sent to an international company and it will be evaluated through a Rubric. They must also make an individual online portfolio using the technological resources in order to facilitate the exchange teacher and classmates, which will be evaluated through a rubric as well which was detailed in Appendix X.

Table 5. Rubric for oral presentation

ORAL PRESENTATION RUBRIC				
Criteria	4 Outstandingly	3 Notable achieved	2 Sufficiently achieved	1 Need improvement
Originality	The speaker holds a high degree of interest in the audience.	The speaker holds a normal high degree of interest in the audience.	The speaker was some enthusiastic to hold of interest in the audience.	The speaker was unenthusiastic and the audience loses the interest.
Structure	the introduction and actual presentation were exceptionally well-organized and easy to understand.	The speaker gave a clear and concise introduction and presentation.	The introduction and presentation were not so clear and the audience gets confused.	The speaker did not give a clear and concise introduction and presentation which was really difficult to understand.
Content	Uses important details and information and make sure all of the sentences connected to the prompt	Uses some details and information but need to add more information.	Needs to use more details and information to make writing complete	Does not use details or ideas to support the topic.

Language (Content Grammar Spelling Vocabulary)	Talks with the best structure of sentence with precise content and vocabulary.	Talks with appropriate structure of sentences using content and vocabulary.	Talks about a variety of structures with frequent errors and poor use of content and vocabulary.	Talks incorrectly the structure of sentence and basic use of content and vocabulary.
Fluency	speaks smoothly with no hesitation achieving a very effective communication	Speaks with little hesitation which doesn't usually interfere in the communication	Speaks with some hesitation which often interferes in the communication.	Hesitates too often when speaking, which interferes much with the communication.
Pronunciation	Pronunciation and intonation are always very clear and accurate.	Pronunciation and intonation are usually clear with a few problems.	Pronunciation and intonation errors sometimes make it difficult to understand the speech	Frequent problems with pronunciation and intonation.

Table 6. Rubric for written presentation

WRITTEN PRESENTATION RUBRIC				
CRITERIA	4 Excellent	3 Adequate	2 fair	1 Minimal
Content	uses important details and information and make sure all of the sentences connected to the prompt	Uses some details and information but need to add more information.	Needs to use more details and information to make writing complete	Does not use details or ideas to support the topic.
Organization	writes a strong introduction, body and conclusion using appropriate transitions to connect the ideas.	Needs to put the ideas in order and need to use more transitions words to make ideas flow.	Does not organize the response and do not use transitions words.	Has no written introduction, body or conclusion. Have many mixed-up ideas. Do not use transitions words.
Language	uses vocabulary that is precise with an awareness of the audience and the purpose.	Uses vocabulary that is appropriate with some awareness of the audience and the purpose.	Uses basic vocabulary little awareness of the audience and the purpose.	Uses basic vocabulary that is unsuitable for the audience of the purpose.

Spelling / grammar	all words are spelled correctly.	Most of the words are spelled correctly.	Some of the words are spelled correctly.	None of the words are spelled correctly.
Punctuation	All of the punctuation is used correctly.	Most of them are used correctly.	Some of the are used correctly.	None of the punctuation is used correctly.

Additionally, the project will be scored as the table below:

Table 7. Score of project

Score of project				
Power point 25%			Team portfolio 25%	
Teacher 15%	Classmates 10%		Teacher 15%	Classmates 10%
Script 25%			Oral 25%	
Teacher 15%	International Company 10%		Teacher 15%	Classmates 10%

Assessment of the proposal

This proposal with CLIL approach and Scaffolding strategy will be considered fairly pertinent in the classroom, which students will show great interest and commitment to working with this type of methodology, strategy and techniques because it incorporates activities real engagement where teacher and learners must work actively all the time.

The teacher will evaluate results to students through an interview to them with the purpose of observing reality closely which as complications, discouragement, and weaknesses; and thus, the assessment is always subjected to change with the purpose to use new modern education trends.

The opinion of the students is always of great collaboration to evaluate the proposal and the questions posed will be:

- Do you like this kind of teaching?
- What is your level of motivation with this type of methodology?
- High, medium or low. Why?
- Would you like to keep on with this new teaching methodology? Why?
- What do you know about the CLIL approach?
- What activity in CLIL do you like most?
- What activity in CLIL do you like less?
- Do you think important to do a project in the real context? Why?
- What do you believe should be improved?
- Do you consider teacher's support necessary?
- What do you suggest?

The following table shows relevant points considered to evaluate this proposal:

Table 8. Proposal's evaluation

<i>Evaluation of intervention proposal</i>			
Indicators	Yes	No	Comments
Objectives and activities worked closely connected to the CLIL approach.			
The four linguistic skills (reading, listening, speaking and writing) have been always performed integrally.			
The four competences (content, cognition, communication and culture) of CLIL were contemplated in the first unit.			
The content and language were proper in the development of this CLIL unit.			
The activities helped stimulate meaningful learning.			
Content, language and activities promote autonomous learning.			
The realization of the project was of great interest.			
Group and individual work were of great contribution in the teaching process.			
The students showed a good predisposition to do different activities.			
Scaffolding strategy was fairly productive.			
Communicative competence in students has enhanced.			



DISCUSSIONS

Chapter 4

DISCUSSIONS

This section aims at disclosing how the general and specific objectives were carried out in this research. The main objective is to analyze what extent CLIL can be beneficial in the subject of English at the Bilingual Secretarial School. CLIL approach is fundamental to teach content and language at the same time in order to strengthen the content and acquire the English language simultaneously.

The main objective was fulfilled through a deep investigation detailed in the literature review section on what CLIL is, its origin and justification of implementation, CLIL elements, HARD CLIL, SOFT CLIL and CLIL teacher competencies. All of them help to have a clear view of CLIL approach and how valuable is its performance in Bilingual Executive Secretarial.

The first specific objective is about defining the content to be learned through the use of the CLIL approach in the Bilingual Secretarial context. The search of this content is very close to the Commercial subject which involves searching the contents about basic vocabulary, common phrases used in the topic of the class “Meeting” which consists of reading and watching a video about the meeting, in order to find different resources related to the “Meeting” theme.

The second specific objective is to determine methodological strategies that can be applied in the Bilingual Executive Secretarial School based on CLIL approach which is detailed in the literature review section

specifically what Scaffolding strategy means, the importance of using it and ways to apply this technique in an instructional setting.

The third specific aim is to plan the activities to be applied throughout methodological strategies based on SOFT CLIL. This purpose was to develop technological resources with the help of as Google translator. The vocabulary or conversation related to the topic was recorded in order to give an authentic material to the students. Learners also watch a video about the meeting and get to associate vocabulary learned previously. Besides Missing letters and flash card activities were developed using web pages. Finally, in some activities is necessary to attach a table highlighting to see what the objectives, activities, materials and resources are used, in which way the skills are promoted and what the 4 competences of CLIL must be included.

To summarize, the application of Scaffolding strategies with the use of CLIL approach has a positive effect in the teaching process in the students of the Bilingual Executive Secretarial School because this demand to use attractive exercises, dynamics, workshops, teach content in a practical way, promote to assign projects based on a real field and the most significant is that students will become their dependent learning into independent learning.

CONCLUSIONS

The reason for developing this proposal was due to that there is not enough information on how to apply CLIL methodological strategies for specific purposes at the Bilingual Executive Secretarial School; such was the case that I motivate to do that incorporating the main elements of CLIL approach details below.

This intervention proposal stresses on the application of the Soft CLIL approach and Scaffolding strategy which will help to facilitate the content and language learning in an integrated way for students of seventh semesters of Bilingual Executive Secretarial School of Technical University of Babahoyo.

Additionally, this proposal includes sessions with many varied and dynamic activities and always link to the development of the four linguistic skills with the goal to reach a level set up by the Common European Framework of Reference because this is part of the professional profile that offers this career. In addition, it engages students to participate actively in the teaching process with the use of new technology and techniques.

In respect of the design of CLIL sessions, activities and objectives, each activity with its own objective was also considered meaningfully to the development of the 4Cs framework by Cole et al., (2010) within a context tied to communications role which is seems as the most remarkable importance part in the teaching process due to it involves

language of, language for and language through. Moreover, to all these things teacher must put in practice Scaffolding technique in order to teach, repair and clarify any doubts to achieve independent learning of students.

Throughout the application of CLIL approach and Scaffolding techniques, CLIL offers a very positive change in students. Primarily, because it helps students to lose the shyness so they will feel more confident and free at the moment to express their ideas. Also, they will always be motivated and integrated with this kind of activities that this CLIL unit offers in this proposal. In addition, they will develop the 4 basic skills of the English language. On the other hand, they will learn the content of the subject named Commercial in English and acquire the foreign language at the same time. Finally, the students will feel comfortable and safe to make projects focused on real situations.

It is worth noting that this study is based on SOFT CLIL due to the fact it is applicable in our country because it points out learning English as a foreign language.

ANNEXES

Annexed I. Poster with some useful expressions

- ✓ If you ask me...
- ✓ The point is...
- ✓ I tend to think that...
- ✓ It is possible to...
- ✓ I agree with... or I disagree with ...
- ✓ I'll begin by...
- ✓ First of all, I'll ...
- ✓ Let me tell you that ...
- ✓ I am sure...
- ✓ I am not sure ...
- ✓ Could you repeat it, please?
- ✓ In my opinion,
- ✓ As far as, I am concerned...

Annexed II. Meeting Vocabulary

ATTENDEE	ALLOCATE	SHOW OF HANDS
A.G.M	ANY OTHER BUSINES (A.O.B)	SUMMARY
ABSENTEE	BOARDROOM	TASK
AGENDA	DECISION	UNANIMOUS
ALTERNATIVE	BRAINSTORM	STAND IN
BALLOT	DEADLINE	CASTING VOTE
CHARIRMAN/ CHAIRPERSON	ÍTEM	CLOSING REMARK
CLARIFY	MAIN POINT	MANDATORY
CONFERENCE	POINT OUT	OPENING REMARKS
CONFERENCE CALL	PROPOSAL	WRAP UP
CONSENSUS	PRIOR COMMITMENT	RECOMMEND

Annexed III. Animal's game

ROOSTER

MONKEY

CHICKEN

CAT

DOG

PIG

Annexed IV. Missing letter's activity

Spelling Words - Missing Letters

Write the missing letter or letters in each word.

1. m_nd_t_r_

10. _n__th_rb_s_n_ss

2. b_ll_t

11. _n_n_m__s

3. _lt_rn_t_v_

12. d__dl_n_

4. s_mm_r_

13. c_ns_ns_s

5. br__nst_rm

14. wr_p_p

6. ch__rm_n

15. c_nf_r_nc_

7. b__rdr__m

16. pr_p_s_l

8. _ll_c_t_

17. pr__rc_mm_tm_nt

Annexed V. Reading

A meeting overview

Read the below introduction in a business meeting, where people who have come to the meeting are welcomed and then told what will happen in it.

Chair: Welcome to the latest meeting for the Samuel Project. I appreciate that you're all busy and thanks for **attending**. My name is David Mitchell and I will be the **Chairperson** for today's meeting. Steve Crowther will be taking the **minutes**.

You'll find a copy of the meeting **agenda** in front of you on the table. As you can see, there are 7 **items** which we are going to discuss today. I **updated** the agenda this morning, so it should be fine. But if you have any other issues which you would like to talk about, please do it in the **any other business** part of the meeting at the end.

There are two **absentees** from today's meeting; Peter Jackson can't attend today due to a **prior commitment**. He sends his apologies. Also Sarah Campbell can't make it, she's on holiday. So, John Hopkins is **standing in** for Sarah today. Does anybody have any questions?

Attendee: Yes, I do. How long will the meeting last?

Chair: About two hours. Any more questions? No? Well, I think that's all, so let's start.'

Annexed VI. Questions (literal and inferential level)

QUESTIONS	STATEMENTS
What is the meeting's issue?	The name of the person who runs is in the charge of a meeting, is the.....
What is chairperson's name?	The record of what was said in a meeting is called the.....
Does David Mitchell welcome to the attendees? What said?	When something is the latest version, it is.....
How many items are going to be discussed?	A formal way that you have plans that can't be changed, is I have a.....
Was the agenda updated previously?	New subjects whom you want to discuss are asked in the part of the meeting called.....
What does <i>Any Other Business</i> mean?	The document that shows what will be discussed in the meeting, is the called the.....
Who sent apologies to the meeting?	A formal way to say that you are at an event or meeting is, to be.....
Why can Sarah Campbell not attend to the meeting?	A formal way to call the people who can't attend a meeting for any reason, is.....
How long did the meeting last?	When someone goes instead of another person to meeting, they are.....
Did someone have a question after the intervention of the chairperson?	The different topics, subject or issues on the agenda, are called.....

Answer keys:

Statements part: chair, minutes, updated, prior commitment, any other business, agenda, attending, absentees, standing in, items.

Annexed VII. Questions (literal and inferential level)

A meeting overview

Read the below introduction in a business meeting, where people who have come to the meeting are welcomed and then told what will happen in it.

Chair: Welcome to the latest meeting for the Samuel Project. I appreciate that you're all busy and thanks for My name is David Mitchell and I will be the **Chairperson** for today's meeting. Steve Crowther will be taking the

You'll find a copy of the meeting in front of you on the table. As you can see, there are 7 which we are going to discuss today. I the agenda this morning, so it should be fine. But if you have any other issues which you would like to talk about, please do it in the
..... part of the meeting at the end.

There are two from today's meeting; Peter Jackson can't attend today due to a He sends his apologies. Also Sarah Campbell can't make it, she's on holiday. So, John Hopkins is for Sarah today. Does anybody have any questions?"

Attendee: Yes, I do. How long will the meeting last?"

Annexed VIII. Flashcards

high level	a level above that which is normal or average	contracted	enter into a formal and legally binding agreement
on time	arrive on time	set up	the way in which something is organized, planned, arranged
drawn attention	be very noticeable	come out	egress, go out, leaving a place.
survey	a general view, examination of someone-thing	relocation	to move to a different location

core	the tough central part of various fruits, containing the seeds
look through	inspect in detail to determine their nature or condition
warn	a statement that impending a possible danger, or problem
overtime	in addition to normal working hours

breakdown	classification of something or division into parts, categories
proposal	a plan or suggestion

Annexed IX. Observation Checklist for the activity 10 used by teacher

TOPIC:	<i>Oral presentation</i>		
CRITERIA	YES	NO	COMMENTS
Greet			
Talk about the topic			
Say the purpose of presentation			
Ask questions			
Give good reasons			
Give feedback			
thanks the audience			
Make eye contact with the audience			
Use gestures to support to talk			
Voice can be heard by audience			
Use appropriate vocabulary for topic			
Use grammatically correct language			
Use innovative resources			
INTEGRANTS:			
GROUP:			

Annexed X. Portfolio's rubric

Portfolio's rubric				
Contents	Level 4	Level 3	Level 2	Level 1
Assessing knowledge	(10)	(9-8)	(7-6)	(5-0)
Choice of documentation	Show all documents, photos and information used in the project.	Show many of documents, photos and information used in the project.	Show some of documents, photos and information used in the project.	Show a little of documents, photos and information used in the project.
Organization	Portfolio is completely organized. A reader can easily find things.	Portfolio is well organized. A reader has a little difficulty finding things.	Portfolio is fairly organized. A reader may have a little difficulty finding things.	Portfolio is disorganized. A reader cant find the things easily.
Communication	All assignments well written and communicate information and ideas clearly.	Many of assignments well written and communicate information and ideas clearly.	Some assignments well written and communicate information and ideas clearly.	No one of the assignments well written and communicate information and ideas clearly.

Spelling and grammar	Portfolio has no spelling or grammatical errors.	Portfolio has few spelling or grammatical errors.	Portfolio has many spelling or grammatical errors.	Portfolio has multiple spelling or grammatical errors.
Skills				
Listening, Reading, Writing, Speaking.	Students show high performance in all linguistic skills	students show poor performance in all linguistic skills	students show a limited performance in all linguistic skills	students show a deficient and poor performance in all linguistic skills
Language proficiency				
Competence in language proficiency	Students have a high performance in understanding and communicating with others.	Students have a poor performance in understanding and communicating with others.	Students have a limited performance in understanding and communicating with others.	Students have a poor performance in understanding and communicating with others.

Annexed XI. Observation Checklist used by learners

CHECKLIST		
TOPIC:		OBSERVATION
INTEGRANTS:		
CONTENT:	boring interesting	
RATE:	1 2 3 4 5 6 7 8 9 10	
SUGGESTIONS:		

Note: In rate criteria chooses only one number

ABOUTH THE AUTHORS

KERLY JAZMÍN FEIJOÓ ROJAS



Máster Universitario en Educación Bilingüe–Universidad Internacional de la Rioja (España). Magíster en Educación Superior–Universidad de Guayaquil (Ecuador). Ingeniera en Gestión Empresarial – Universidad de Guayaquil (Ecuador). Tecnóloga Administrativa Bilingüe–Universidad de Guayaquil (Ecuador). Ha trabajado como profesora de English Foreign Language en la Universidad Técnica de Babahoyo desde el 2011. También ha trabajado como profesora de inglés con niños y jóvenes por cuatro años. Sus primeros años de trabajo como docente de inglés fue en el Centro de Idiomas de la Universidad Técnica de Babahoyo, luego pasó a formar parte del grupo de docentes en la Facultad de Ciencias Jurídicas, Sociales y de Educación de la misma universidad. Además, tuvo la oportunidad de participar como facilitadora en módulos de inglés dirigido a docentes de la UTB. Su interés por aprender es constante, y a la vez poder compartir sus conocimientos con los demás la llena de satisfacción y plenitud al saber que aquellos conocimientos serán multiplicados a futuro.

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