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DE INGLÉS**

TRABAJO DE TITULACIÓN

The effects of the application of CLIL in University EFL  
students' motivation

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## Dedication

To my two little children, thanks for inspiring me.

## **Acknowledgement**

I would like to thank the students who participated in this study and a special mention to my mother and my husband.

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### **Abstract**

This study titled The Effects of the Application of CLIL in University EFL Students' Motivation, aims to determine whether EFL University students increase their level of motivation and if there are changes in the level of students' vocabulary after being exposed to CLIL. For this, 30 University students of the control group and 16 students of the experimental group took a motivational questionnaire to identify their differences in terms of motivational factors to learn English. To know the vocabulary level, two pre and post vocabulary tests were administrated to the experimental group. Main results stated that experimental group showed a notable increasing of motivation level especially in expectancy and effectiveness elements of motivation. On the other hand, it was found a slight increasing of the level of vocabulary knowledge after CLIL implementation. Main implication of the study indicates that EFL University students like to learn with CLIL to learn language and content at the same time, to use the language to communicate each other and thus to obtain a more meaningful learning.

*Key words:* CLIL, motivation, vocabulary

## Resumen

Este estudio titulado *The Effects of the Application of CLIL in University EFL Students' Motivation*, tiene como objetivo determinar si los estudiantes universitarios de inglés como lengua extranjera aumentan su nivel de motivación y de vocabulario después de haber estado expuestos a CLIL. Para ello, 30 estudiantes del grupo de control y 16 estudiantes del grupo experimental realizaron un cuestionario motivacional para identificar sus diferencias en cuanto a los factores de motivación para aprender inglés. Para conocer el nivel de vocabulario, se administró al grupo experimental dos pruebas de vocabulario previas y posteriores. Los principales resultados indicaron que el grupo experimental mostró un aumento notable del nivel de motivación, especialmente en los elementos de expectativa y efectividad. Por otro lado, se encontró un ligero aumento del nivel de conocimiento del vocabulario después de la implementación CLIL. La principal implicación del estudio indica que a los estudiantes universitarios de inglés les gusta aprender a través de CLIL para aprender idioma y contenido al mismo tiempo, usar el idioma como medio de comunicación entre sí y así obtener un aprendizaje más significativo.

*Palabras clave:* Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, motivación, vocabulario

## Introduction

Teaching English as a Foreign Language has been a difficult task in Ecuadorian public universities because of different factors, one of them, the lack of motivation, since teachers do not use an appropriate approach that encourages students' learning English in an attractive and meaningful way. Therefore, looking for a teaching methodology that really motivates an English as a foreign language student is mandatory. Referring to that, Jafari (2013) states that human beings act depending on the external forces and their behavior depends on a positive reinforcement what, according to Rotter (1966), corresponds to extrinsic motivation. This positive reinforcement or extrinsic motivation could be obtained thanks to Content and Language Integrated Learning – CLIL approach, since it promotes EFL students' learning by using meaningful content to teach a language.

As a matter of fact, there are a variety of studies in which it is proven CLIL effectiveness to increase motivation at learning a second language and to improve a second language proficiency. Thus, Doiz et al. (2014) develop a study to confirm the differences in motivation when comparing traditional English as a foreign language (EFL) instruction and CLIL. It was found a big difference between CLIL students and non-CLIL students referring to the variables of age and socio-cultural status; being CLIL students the group more intrinsically motivated and more anxious when they had to speak English, also it showed a higher level of motivational strength compared to the non-CLIL students.

Likewise, Mede and Cinar (2019) focused on integrating CLIL in intermediate level English classrooms to investigate its effects on students' motivation at a private university in Turkey; this purpose was achieved by the application of quantitative and qualitative methods. The results determined that students felt more motivation and engagement after being exposed to CLIL approach and it was observed that students became more responsible for their learning; they also improved their grammar and their vocabulary in English.

A study focused on knowing how to apply CLIL effectively was proposed by Fielding (2017). She designed a pedagogical model capable of combining content and language

learning through the application of classroom video footage. She suggests that there are two requirements to accomplish bilingual education; on one side, the author states that teachers must count with good language competence in two languages in order to teach content such as history, science, math using the target language. On the other side, she explains that to apply CLIL it is not prescribed a definite quantity of time weekly.

Also, Cevallos et al. (2017) studied autonomy and motivation as two factors that interact in the language learning process in an Ecuadorian public university and showed that around the 16% of a sample of 862 EFL students are not motivated at all or are slightly motivated to learn English.

Although effectiveness of CLIL was also proved in Iran through Karimi (2019) and in Colombia through Rodríguez (2012)'s studies, there are still some missing gaps such as the successful pedagogical procedure of CLIL, perceptions of all stakeholders about CLIL implementation and CLIL sustainability at University institutions.

In this case, the center of new researches should focus on knowing whether EFL University students show motivation at learning English by using CLIL approach, determining if students learn wider vocabulary, and considering that they are learning content as well.

The purpose of this study is twofold. On one side, to know what are the motivational effects of a group of 16 Ecuadorian ELF students of a Public University after being taught with CLIL, and on the other hand, the study can determine if CLIL students manage a wider vocabulary after CLIL implementation. In short, this study focuses on answering the following research questions: What are the effects of the application of CLIL in University EFL students' motivation?, and Do University EFL students who were exposed to CLIL classes manage wider vocabulary after the CLIL exposure?

Findings are especially important for University Ecuadorian EFL students who want to improve their language skills by blending language and content at the same time. Furthermore, if the results of the study are positive, these will show a pattern to be followed by university authorities and EFL teachers to offer a good quality of teaching-learning process.

This investigation contains three chapters and at the end it explained the conclusions and recommendations. Chapter I encloses the Literature Review of the study, it describes previous studies related to the two variables of the study: Content and Language Integrated Learning – CLIL and EFL University students' motivation. Moreover, literature review seeks to present a short study about vocabulary acquisition and the main methods to measure learners' vocabulary acquisition.

Chapter II describes the method applied in this research and the design of the study. A quantitative approach was selected to know the relationship between variables and a vocabulary test was applied in order to identify student's knowledge of vocabulary before and after CLIL implementation.

Results of the study are analyzed and discussed in chapter III and it encompasses the answers to the research questions. Lastly, the conclusion contains the main findings of the study and recommendations describe some advices.

Finally, it is important to mention that main boundaries of the study were found in the methodological process. In detail, the number of students of the study group was little, the time of CLIL implementation was short and the instruction to which students were exposed to CLIL classes was online. It was not possible to control those limitations because of the sanitary emergency that the world is facing.

## **Chapter one**

### **Literature Review**

This research describes the two variables of study: EFL learners' motivation and Content and Language Integrated Learning implementation. Motivation is focused since its definition, types and factors that influence students' motivation at learning a second language, additionally, it was analyzed the method and the results of studies related to learners' motivation after the implementation of CLIL. The second variable was studied throughout CLIL foundation, elements of CLIL, scaffolding technique in CLIL and boundaries of CLIL. It is important to mention that main results of the implementation of CLIL was established since different cultures' point of views to then analyze its application in Ecuadorian context.

#### **EFL learning**

Learning English as a foreign language has increased its importance worldwide and that is mainly because of the number of people who speak it. Moreover, according to Lemon Grad web page (2019), English is the most spoken language in the world with 1,121 million speakers. It has become the most spoken language even more than Chinese. Therefore, in a globalized world it is necessary to talk other languages such as English to communicate each other.

Thus, learning other language has become a necessity for many students of English and it is an essential competence to be developed by University students. However, in most Ecuadorian Universities it has not been established a standardized method to teach English as a foreign language and, even though most teachers apply constructivist approach, it has not been proved the effectiveness of new teaching methodologies yet.

With this in mind, it is essential to know which the factors that influence the final acquisition of the language are, likewise, to determine whether the application of a specific teaching methodology influences the establishment, increasing or decreasing of such factors. Thus, EFL students' motivation might consider one of these factors; in fact, according to Koylu (2019) when a student is motivated, learning becomes easier.

Recognizing the notable importance of students' attitude toward learning a foreign language, it is necessary to apply a constructivist approach because according to Tsukamoto (2016) it is crucial that higher education produce learners that are capable of managing and controlling their own learning. As, in constructivist approach students' learning is centered on previous experiences, CLIL instruction might be a way to create meaningful experiences for students.

Moreover, according to Darn (2006), this kind of learning helps students to be aware about what they are learning and how the knowledge they are acquiring is going to help them in their real life.

### **What is motivation?**

When a student is motivated and he or she loves what they do, their results are satisfactory. Moreover, when a learner does something meaningful for him, the job is done in an effective way. Motivation, then, is an engine that enables students to enjoy learning, therefore if a student loves what he does he will be capable to acquire a language as well.

Behaviorists, Cognitivists and Constructivists state different definitions of motivation. For behaviorists, human beings act depending on the external forces and their behavior depends on a positive reinforcement (Jafari, 2013). This is known as the operant conditioning which explains that people prefer rewards instead of punishments (Alkaabi, 2017).

On the other hand, Cognitivists affirm that motivation influences individuals' decisions. According to Maslow (as cited in Jafari, 2013), there is a force behind our decisions which pushes us to select a choice. Expectancy theory is a representative of this movement which argues that the relationship between effort and achievement is the key element for motivation (Alkaabi, 2017).

Also, constructivists argue that people are motivated in a different way depending on each situation. This conception is like the seventh assumption of Alkaabi (2017) who believes that motivation depends on the environment. If the environment is positive, results will be satisfactory. But if the environment is negative, results will not be satisfactory. This

explanation also refers to the sense of autonomy of a student. If a student is free to choose without pressure, he will have more success (Alkaabi, 2017, p. 196).

### ***Motivation in Language Learning***

Learners' motivation has been taken from different edges. For instance, most of the authors focus on the effectiveness of the application of a teaching methodology on students' motivation (Karimi, 2019; Tran, 2019); while some other ones study the effects of motivation on learning languages (Dörnyei, 2009; Bravo, 2017; Jafari, 2013; Koylu, 2019) and few of them prefer an insight based on a specific approach of motivation (Abdelrahim, 2012 and Alkaabi, 2017).

Dörnyei (2009) creates the *L2 Motivational Self System*, this theory is used to conceptualize the second language (L2) learning motivation. The L2 Motivational Self System is based on psychological theories of self and they encompass the actual self, ideal self and future self which are influenced by external pressures. Also, according to the author, second language learners will feel motivation if they possess imagery and vision.

Attitudinal/motivational dimensions that are part of L2 Motivational Self System are: Instrumentality (the pragmatic utility of learning the L2); Direct contact with L2 speakers (attitudes towards L2 speakers and travelling aboard); Cultural interest (appreciation of cultural products: films, magazines, music); Vitality of L2 community (importance of L2 communities); Milieu (the general perception about the importance of foreign languages) and the Linguistic self-confidence (confident, anxiety-free) (Dörnyei, 2009, p. 1-42)

Jafari (2013) focuses her point of view on the effects of motivation on learning languages. She claims that motivation is a main single factor that determines language students' success. According to the author, learners can be motivated in some ways such as desire, emotion, reason, need or purpose. She focuses on explaining the state of someone's motivation and how this person can continue being motivated.

Another similar study made by Koylu (2019) shows the relationship between motivation and learning, and intends to show the teaching – learning factors that affect student's motivation in foreign language learning, the author used a 20-item questionnaire

scale for students and teachers, at TED Adana Secondary School in 2018-2019 Academic Year.

Koylu's findings show that 52.4% of the students stated that playing games, entertainment and different activities would increase the motivation for the English course, 23.8% of the students stated that the negative attitude of the teacher would decrease the students' motivation. About teacher's perception, 40% of the teachers stated that playing games and different activities increase students' motivation and 14,33 % of students stated that too much writing activities decrease their motivation.

Furthermore, Bravo et al. (2017) proposed a case study of Ecuadorian college students which analyses how the motivation and autonomy are connected to learn English as a Foreign Language in a public university in the province of Manabí, Ecuador. Its main findings determine that there were significant relationships between: the language learning stimulation performed by professors and participants learning attitudes, moreover, the activities that had greater autonomy were: listening to songs, worrying about correct pronunciation, and noting down interesting words or expressions in English.

In the same way, Abdelrahim and Humaida (2012) note that "Motivation plays an important part in improving and developing learner's communicative ability" (p. 49). These findings show the complexity and importance of the topic and because of that it is necessary to approach ESL learners' motivation by analyzing its types and factors of motivation.

### ***Types of motivation***

- Integrative motivation: focuses on positive feelings and attitudes towards the target language group, that is what is called a good organizational climate and according to Jafari (2013) it happens when student has the desire to be familiar with the society in which the target language is used (Gardner & Lambert, 1972).
- Instrumental motivation: assumes that motivation is a mean to get something. For example, people learn English to get a better job (Gardner & Lambert, 1972).

- Intrinsic motivation: it is about the inside feelings of the learner. The student learns because he wants to learn intrinsically. He/she enjoys learning and feels self-satisfaction at learning without a material rewarding. (Rotter, 1966).
- Extrinsic motivation: it exists when a person feels motivated by the influence of external factors such as money or grades. A person motivated extrinsically feels more motivation from an external element than from an internal or self-element. (Rotter, 1966).

### ***Factors that influence motivation***

According to Gardner (1972), personality, attitudes and the context are the main factors which influence learner's motivation. Likewise, Oliva (as cited in Jafari, 2013) identifies 11 factors that influence students' motivation which corroborate motivation complexity. These factors are:

1. Deal with material geared to their level.
2. See purpose in their activities and study.
3. See their studies as important.
4. Being giving a demanding work.
5. Live in a secure environment.
6. Feel the learning is for them and not for the teacher.
7. Work with interesting material.
8. Experience more success than failure.
9. Have the opportunity to express their psychological needs for success, recognition, and approval.
10. Conceive of themselves as capable individuals.
11. Have some opportunity to make decisions, enter the planning, and feel responsibility for participating.

Therefore, it might be assumed that students need to practice valuable experiences to feel more motivation at learning.

### **Content and Language Integrated Learning**

Content and Language Integrated Learning (CLIL) was originated in 1994, and launched in 1996 by UNICOM, University of Jyväskylä and the European Platform for Dutch Education. CLIL consists on a simultaneous learning of a foreign language in which both content and language are taught. The main features of this approach are: a) the language learnt is not the mother tongue of the learners, b) the knowledge of the language become the means of the learning content, c) language is integrated into the real curriculum, d) learning is improved by motivation and natural contextualized language e) the language acquisition becomes central (Darn, 2015).

### ***Conception of CLIL***

CLIL is an interdisciplinary teaching which helps learners to apply, integrate and transfer knowledge, and fosters critical thinking. Moreover, students feel more motivated though CLIL due to different reasons, for instance, the language is a means not an end (Darn, 2006). Other reasons are that learners are interested in learning the topic, even they had chosen to study CLIL program rather than another (Sylvén and Thompson's, 2015, p. 45).

Learning a foreign language needs a fusion of some concepts, strategies, and skills, that is what Darn (2015) called "portable", which means to transfer other content areas by using the foreign language, for example, strategies for monitoring comprehension can be guided to reading material in any content area while cause-and-effect relationships are directed in an easy way to literature, science, and social studies.

In the past, Content and Language Integrated Learning had been recognized as "language across the curriculum" and "language supported subject learning", the core of this method is that language and content are taught. Lessons are focused on content and language, and to get the aims content with meaning for students is the main aspect to be considered (Darn, 2006).

CLIL has been distinguished from other bilingual education because of the time it applies the target language. Schools, High Schools and Universities can apply a whole day or multiple days per week (Fielding, 2017). According to Barrios and Milla (2018), CLIL

instruction is as a catalyst for educational change and for professional development; likewise, students are generally motivated with CLIL program because of the innovative methodology applied, referring to ICTs usage.

Also, Krashen (as cited in Dallinger et al., 2016), argues that through CLIL instruction the students' receptive skills (listening and reading) benefit from CLIL because of the high exposure to oral and written input. On the other hand, students' productive skills (speaking, writing) are less helpful due to the students are not forced to speak by using L2.

In sum, as Lasagabaster (2016) mentions that CLIL is a way to increase students' perceptions towards their language proficiency: reading, writing, speaking, and listening, as well as vocabulary, grammar (in a lower level), and abilities to communicate in the L2 learning process, it could be assumed that CLIL fosters learners' perceptions in the acquisition of the language and communication as well.

### ***Elements of CLIL***

Coyle et al. (2011) proposed the 4Cs Framework to explain how language and content learning could be merged to get CLIL pedagogy. They are: Content, Communication, Cognition and Culture and the author explains that the interrelation of these 4 elements enhances the effectiveness of integrative learning (content and cognition) and language learning (communication and culture).

- Content: it consists of the topics that EFL students are going to learn.
- Communication: Students' learning focuses on using the language instead of learning it. CLIL joins content and learning; both factors complement each other during the teaching-learning process and enhance communication because with cognition, students are capable to utter a message. Likewise, oral communication is reinforced because students will learn more vocabulary.
- Cognition: by the application of CLIL, students will be able to get new knowledge (content), and to acquire other (language) in a parallel way.

- Culture: within CLIL, students can understand better other cultures; so that, they will use created and authentic materials about other cultures to get a pluricultural knowledge.

Likewise, the authors explain that to accomplish an effective CLIL pedagogy the four Cs must be studied since their context through:

- progression in knowledge, skills and understanding of the content,
- engagement in associated cognitive processing,
- interaction in the communicative context,
- development of appropriate language knowledge and skills, and
- acquisition of a deepening intercultural awareness (Coyle et al., 2010, p.41).

Even though, there is information of how to apply CLIL and what it is supposed to gather before its implementation, it is still difficult to understand which the teaching-learning process is. Likewise, according to Mila (2018) teachers argue that they are not prepared enough to implement CLIL and claim for more training in content and language issues to feel more confidence.

According to Tzoannopouloua (2015), it is necessary to understand these factors to get effective CLIL.

- the content,
- activation of cognitive processing,
- interaction in a communicative setting,
- developing language knowledge and skills, and
- increasing intercultural awareness.

As it can be inferred the four basic Cs proposed by Coyle et al. are implicit in each of Tzoannopouloua's ones. However, it is necessary to understand that the final goal of CLIL training is to obtain independent learners that can develop more knowledge and learning through reinforcing students' previous knowledge, this is what is called scaffolding technique.

### ***CLIL around the world***

As it was explained above, CLIL approach has been and is still implemented in different parts around the world. Its importance is increasing because most CLIL results show that learners find learning a second language more enjoyable by contextualizing their learning with content. In this sense, CLIL has been applied in Turkey, Iran, Australia, Europe, Colombia, United States, and other countries.

For instance, a study done by Mede and Çınar (2019) aims to analyze CLIL in an intermediate level classroom and then discover its effects on students' motivation. It was applied in a private university in Turkey. The authors justify their study because, according to their opinion, there have been some studies of CLIL which intends to know only the effectiveness of its application but not CLIL effects on learners' motivation.

Moreover, Karimi (2019) intends to enhance Iranian aviation students' attitude and motivation throughout the application of CLIL. The study is justified due to CLIL activates factors such as: learner engagement, motivation, and active participation. It finds its design on the question: Does the implementation of CLIL have an effect on aviation students' attitude and motivation towards English language learning?

Those studies intend to know CLIL application in different contexts such as elementary education, high education and English for specific purposes, they did not emerge as a result of a structured movement as the case of the application of CLIL in Europe where this new teaching methodology was part of a language policy that regulates almost all Europe territory. Their main aim was to get a multilingual and multicultural society through CLIL implementation.

#### **CLIL in Europe.**

As a result of the globalization phenomenon and because of the language diversity in Europe, the Barcelona European Council agreed that schools can teach two additional foreign languages apart from the mother tongue. As a result, many European countries have adopted Content and Language Integrated Learning in response to this agreement (Bower, 2019). Furthermore, it is important to mention that the importance of English language is

evident in Europe due to CLIL is used for bilingual education where a foreign language, in most cases English, is used as the language of instruction in non-language school subjects (Nikula, 2017, p. 1)

There is a lot of evidence that CLIL methodology has had good results in countries such as France, Germany and Spain (Lorenzo, Casal & Moore 2008; Lasagabaster, 2011). Moreover, De Graaff (as cited in Mariño, 2014) designed a study in Netherlands and it focused on analyzing the CLIL teaching performance and its effectiveness to make easier the language development and proficiency.

However, because of the lack of policies regarding languages learning in England, the secondary schools have not mostly applied CLIL in this country. Likewise, due to the obligation of learning a foreign language occurred since 2004 until 2011, nowadays the implementation of CLIL in Europe has decreased (Evans and Macaro as cited in Bower, 2019).

#### **CLIL in Latin America.**

The only evidence that exists about the implementation of CLIL in Latin America is in Colombia. Rodríguez (2011) has done a research based on the identification of the characteristics and considerations to apply CLIL in a Colombian context.

Therefore, he suggests that the educational process needs to follow these aspects:

1. Adequate target-language competence
2. Adequate subject-knowledge
3. Adequate materials in the target language
4. Explicit institutional and national policies
5. 5. Teacher co-operation

At the same time, Rodríguez (2011) states that there are four areas that everyone who is involved in CLIL process must know.

1. Language learning approach
2. Teacher training
3. Materials Development

#### 4. Cultural and Intercultural Competence.

Similarly, Mariño (2014) shows a case study that investigates the importance of taking care some characteristics of a content-based English class; this was performed at Country Bilingual School – CBS in Tunja – Colombia. According to the author, CLIL can be taught by theme-based activities, units, or projects, or by cross-curricular studies. Also, she adds that, due to students need to have a high level of subject knowledge, teachers must contribute to this process by helping them to improve their learning and metacognitive skills first. It is relevant to explain Mariño's method which is going to be detailed later.

#### **CLIL in Ecuador.**

According to the principles stated on the Ministry of Education (2019), the Ecuadorian English Language Curriculum core principles are:

- The communicative language approach,
- Content and Language Integrated Learning (CLIL),
- International standards,
- Thinking skills, and
- Learner-centered approach

Also, the Ministry of Education (2017) states that CLIL must be part of the Ecuadorian English Language Curriculum of Basic General Education (2<sup>nd</sup> to 10<sup>th</sup> grade) and Unified General Baccalaureate (1<sup>st</sup> to 3<sup>rd</sup>). Thus, it was possible to identified two studies related to CLIL instruction: one was applied in primary education and other was implemented in a High School.

Gordillo et al., (2019) proposed a study through which it is possible to teach English in primary education by exposing CLIL students to illustrated tales based on multiple intelligences theory (MI). Their main propose is to promote content in bilingual education in the Primary Education in Ecuador. Through CLIL approach it is possible to create active and independent students by using imaginative ways for learning. The authors suggest that

children experience a highly rewarding and motivating experience by using tales and this will become in a significant learning.

On the other hand, Andrade et al. (2020) have identified teachers and students' opinions regarding CLIL implementation in the CEBI Bilingual Educational School settled on Ambato-Ecuador. Authors applied 2 questionnaires: teachers and students', to know diverse issues about CLIL implementation in the institution. 4 teachers answered a 5-item questionnaire related to their previous training about CLIL methodology and materials used in CLIL classes. 26 students were asked a 10-item questionnaire which contains questions such as: students' motivation, students' use of mother and second language performance in different environments and circumstances; and students' training about CLIL methodology.

Main results show that no student has received a previous training about CLIL methodology, most of content teachers use English during classes and, about students' motivation, half of them are motivated by bilingual instruction and the other half are not. Teachers' most important results showed that 75% of teachers do not have previous training of CLIL, and 50% of teachers answered that they create their own material for CLIL classes.

Finally, it was found a recent study done by Palma (2020), its main aims is to know teachers' reality within CLIL implementation in Ecuadorian public schools. An inductive study was applied to determine if English teachers are prepared to apply CLIL in public schools. Teachers were asked about their knowledge and expertise towards CLIL instruction. Results show that teachers have a scarce knowledge of the features and principles of CLIL. Therefore, the author concludes that teaches barely applied CLIL and they based this instruction only on the teacher's guide provided by Ministry of Education without reflecting about students' benefits.

It is important to mention that there are not known cases in which Content and Language Integrated Learning has been implemented in Ecuadorian Universities.

### ***CLIL in the classroom***

Researcher Milla and Casas (2017) states that it is very important to mention that CLIL methodology demands a lot of effort not only from the students but also from the teachers.

Language Triptych is one of the most used strategies to implement CLIL. Coyle (2010) suggests applying it for strategically sequencing and interrelating language and content objectives. He adds that The Language Triptych integrates language use from three perspectives: language *of* learning, language *for* learning, and language *through* learning.

Language of Learning is based on the analysis of language that the students need to understand and the concepts they are learning in the classroom. Language for learning refers to the type of language and how students will use the language. Language through learning explains the active development of the thinking and language in the learning process.

Additionally, Marsh (as cited in Mariño, 2014) states that the learning is based on context, content, language, learning, and culture. The learning of context is important to prepare learners for the globalization. Content is important to CLIL because it prepares students for specialized studies. Thus, teaching by CLIL will provide institutions an international certification.

As it was stated above, Mariño (2014) gave a broad explanation about the method used to implement in Colombia. 15 students participated in her study, they are part of fifth level of English and received eight hours of class daily. The author uses 5 instruments to collect and analyze the data.

1. An observation form.
2. a journal kept by the teacher
3. a survey for the participants
4. an interview with the coordinator of the school
5. some documents such as: teacher's lesson plan.

Also, Mariño (2014) explains that the data has two types of categories. The categories that emerged from assessment, previous knowledge, code-switching, non-verbal

communication, and pedagogy and discipline; and the categories established by the 4Cs theory (communication, cognition, culture, and content).

About the curriculum transformation that CLIL instruction demands, Gierlinger (2015) argues that a change of methodology is needed, and new functions of teachers and students should be established. In fact, the author mentions that CLIL teachers need to consider even behavioral factors such as the code-switching strategies applied during CLIL classes. Thus, teachers' training is vital for the effectiveness of any CLIL program and this can be aimed to new teachers (pre-service training) and to teachers who are already part of the institution (in-service training). Other perspective of training is based on the three dimensions of CLIL teacher training: English language proficiency, pedagogical aspects, and interculturality and multilingualism (Fortanet-Gómez, 2010, as cited in Milla, 2017, p. 166,167).

Nowadays, students want to be taught in meaningful ways, this is confirmed by Barrios and Milla (2018) when they affirm that the use of innovative and authentic instructional materials and resources can be the strength of CLIL program. Therefore, this type of activities enhances students' motivation and attitude in class.

About the evaluation system, Milla and Casas (2017) affirm that teachers expressed that all contents are assessed in CLIL lessons, and that contents are prioritized over linguistic aspects. Teachers evaluate in an eclectic way: formative, summative, and holistic. However, they do not agree on taking account oral components for evaluation.

### **Scaffolding technique in CLIL.**

Scaffolding is associated with the sociocultural theory of Vygotsky (as cited in Gonulal, 2018), specifically, with the zone of proximal development (ZPD) concept. The author explains that there are two developmental levels: the actual level and the potential level. The actual level can be managed by the learner alone, and the potential level is handled by an adult or an advanced peer. Therefore, scaffolding is the temporary support within the potential level which is going to be retired when learner reaches independence. Tzoannopoulou (2015) agrees with the concept of building independent learning, and she

argues that teacher's support should be reduced gradually to have student's autonomy increased.

In CLIL settings, scaffolding is applied in language and subject content and involves cognitive skills to have students capable to fulfill tasks. Scaffolding permits students to internalize their new knowledge, to apply their previous work and to accomplish independence in a real-life task (Tzoannopoulou, 2015, p. 152)

In this sense, scaffolding technique is necessary to integrate students' previous knowledge with the new one obtained because of CLIL exposure. With this strategy students will be able to apply new cognition in linguistic and nonlinguistic settings independently.

### ***Boundaries of CLIL***

It is necessary to determine the limitations of the CLIL instruction. Those boundaries are settled mainly on the pedagogical implementation of CLIL. According to Fielding (2017), there is still a lack of knowledge about the four Cs use as part of CLIL in the classrooms. For instance, there is not a clear instruction about the time that CLIL must be applied to get a real integration of Content and Language. Moreover, it is still unknown how lesson plans must be adapted to fit in different Cultures.

Other limitation, according to Mariño (2014), emerges when the teacher is the researcher. In this situation, the study; especially if it is qualitative might become unreal because the information managed would be partial. Because of that, Mariño (2014) suggests having at the same time, another point of view from a second researcher.

Some authors argue that CLIL instruction excludes less academically able students (Broca, 2016, p.320). After analyzing CLIL students' perceptions, Broca affirms that CLIL programmes are good for schools, but they should not be imposed on all learners and she concludes that the success of the program is partly due to its selective nature.

Despite the boundaries, CLIL has more strengths than weaknesses. Colombian evidence shows a successful model to be followed by Latin American countries, such as Ecuador.

### **Vocabulary acquisition**

According to Silalahi (2019), “vocabulary is commonly defined as knowledge about words, the meaning of words and the usage of words in communication” (p. 212), that means that vocabulary is applied to understand language meaning and to communicate appropriateness. Moreover, Silalahi explains that a person who manages a wider vocabulary can communicate easier than a person who does not, because of that, he states that vocabulary is an important part in constructing language. In the same way, Meara (2010) agrees with vocabulary significance and confirms that “In real life, vocabulary seems to be much more important than good grammar” (p. 4).

Vocabulary acquisition and the ways to measure students’ level of vocabulary are other important aspects to consider in this study since one of the research questions looks to determine if CLIL students manage a wider vocabulary than students who received usual instruction. According to Markanastasakis (2019), “Vocabulary acquisition is an essential but frequently neglected process” (p.19). The author explains that this reality is due to the pressure and the short time that students of English for academic purposes face. Moreover, Nation affirms (as cited in Reynaert, 2019) that vocabulary acquisition is part of learning a language and we cannot separate it from the content. Also, Schmitt (2000) confirms that vocabulary is an inseparable part of language learning, and its acquisition depends on many variables for instance: the amount of exposure, motivation, learners’ L1, cultural background and age.

The study of vocabulary acquisition is growing; it has been analyzed from psychologic, linguistic, and semantic perspectives (Liang, 2020). The same author states that the mastery of vocabulary is directly related to the development of English language skills: listening, reading, writing, and speaking. Also, Liang proposes a structure which determines the acquisition of English vocabulary:

- a) Meaning-centered instruction
- b) Form-centered instruction
  - Task-based vocabulary teaching
  - Task related vocabulary teaching

- Task free vocabulary teaching

Moreover, the author states that English vocabulary acquisition is influenced by vocabulary size, frequency of vocabulary occurrence and context. About the vocabulary size, Schmitt (2020) and Meara (2010) agree that to cover the core vocabulary of English, a L2 learner must know between 2000-3000 words; so they will understand the 95 percent of the most common everyday spoken narratives in English and they will make themselves understood as well.

The study titled: CLIL and Productive Vocabulary Acquisition in the Czech Context by Reynaert (2019), aims to measure vocabulary acquisition obtained during a year of taken CLIL classes. It was settled in a lower-secondary school where students have received CLIL instruction of History or Civics. The study compares the vocabulary acquisition of an experimental group and a control group and it was applied a data collection instrument adapted from Laufer and Nation's vocabulary levels tests. Main results of the study show that the exposure to CLIL is crucial for seeing any significant difference in general vocabulary acquisition in CLIL. Furthermore, the author concludes that CLIL can be an effective way of vocabulary acquisition. However, it is important to consider long time CLIL application to get a significant productive vocabulary development.

### **Previous studies about CLIL and students' motivation**

Some studies have been done about the relationship between Content and Language Integrated Learning (CLIL) and second language learners' motivation (Doiz, 2014; Karimi, 2019; Mede, 2019; Rodríguez, 2011).

One of the studies made by Doiz et al. (2014) confirms that there are differences in motivation when comparing traditional English as a foreign language (EFL) instruction and CLIL. The same author found that CLIL students were more intrinsically motivated and more anxious when they had to speak English and showed a higher level of motivational strength than the non-CLIL students.

Then, Mede and Cinar (2019) through the study Implementation of Content and Language Integrated Learning and its effects on Student's Motivation, focused on filling the

gap by integrating CLIL in intermediate level English classrooms and to investigate its effects on students' motivation at a private university in Turkey. The main results show that both students and instructor think that CLIL is a functional tool for teaching and learning English.

Besides, Mede and Cinar (2019) applied quantitative and qualitative methods for doing their research. For the quantitative method it was applied a motivation questionnaire and, reflective journals were implemented for qualitative data. The main results obtained from the motivation questionnaire showed that EFL students felt more motivated and engaged after being exposed to CLIL approach and it was observed that students became more responsible for their learning because they improved their grammar and their English vocabulary.

Another complementary study carried out by Karimi (2019) focuses on enable learner's engagement, motivation, and active participation through CLIL. The study attempted to know how CLIL can enhance the Iranian aviation students' attitude and motivation, its research question was: Does the implementation of CLIL have an effect on aviation students' attitude and motivation towards English language learning?

Additionally, an important contribution was done by Rodriguez (2011), because the author reflects on the characteristics and considerations at implementing Content and Language Integrated Learning (CLIL) in a diverse context such as the Colombian one. Moreover, he states a definition of CLIL based on its dimensions.

A study proposed by Fielding (2017) suggests a pedagogical model capable to combine content with semiotics, through translanguaging. Its main aim was to demonstrate CLIL pedagogical effectiveness in four primary schools in Australia for 6 years. Fielding's process started by applying the classroom video footage, then it was analyzed the interactions in the four CLIL classrooms. The author recommends applying this learning cycle and semiotic pedagogies in bilingual classrooms, likewise, implementing this model for emerging languages teaching and learning contexts.

Also, Tzoannopoulou (2015), in her study: Rethinking ESP: Integrating content and language in the university classroom, mentions that the implementation of CLIL-based

activities might contribute to the course objectives and to strength student's motivation because they are more interested in real-life tasks and in working collaboratively to produce academic works. She implemented CLIL pedagogy in a Greek School of Journalism and Mass Communications, specifically on the English for Journalists course. The course lasted 39 hours and was aimed to 50 students of B1 and B2 level and it was applied designed materials based on the 4Cs Framework (communication, content, cognition, and culture). Moreover, it was implemented authentic materials to promote scaffolding and co-operative learning, to enhance content, language, and cognition learning. The author concludes that, in general, it seems that ESP courses would benefit from the implementation of the core principles of CLIL (Tzoannopoulou, 2015, p. 153).

Likewise, Milla and Casas (2017) developed a CLIL study based on Spanish teachers' perspective about the implementation of CLIL programs. Authors analyzed data by doing methodological and location triangulation and they detected some successful practices; for instance, the elaboration of an integrated curriculum, as well as the requirement of teachers' level of proficiency B2 or higher, teachers' interest to participate in innovative programs and a good level of collaboration between content and language teachers were found.

Also, teachers were asked about their opinion about Information and Communications Technology - ICT usage. They agree that some are positive such as: multimedia, online references, and digital boards. However, other ICT are not so efficient such as: of blogs, wikis, WebQuests, and computer-mediated communication (Milla, 2017, p. 172). The author also mentions that the use of ICT is one of the strengths of CLIL programs. One of the most positive aspects reflects the students' change of behavior due to CLIL exposure. According to teachers, students now are more self-confident and willing to participate, besides, they are more aware of the connections between L1 and L2.

An avant-garde study proposed by Mearns et al. (2020) seeks to study students' motivation examining the difference between learners in Dutch-English bilingual and mainstream education to know whether the learner groups were differently motivated.

Likewise, authors aim to know if students' motivation acquired after taking CLIL classes can be distinguished from their pre-existing motivation, and, because CLIL is elective for students, the study pursues to know whether their motivation appeared to be diachronically<sup>1</sup> related to their chosen educational format. A questionnaire was taken for 581 learners who were asked about their views of learning: language and content.

Mearns' results show that bilingual learners are more motivated in nearly all the areas analyzed mainly because of instrumental factors (e.g. Lasagabaster 2011). Other factor that stimulates students' motivation for language learning is the importance of one's future self-image (Dörnyei, 2009, p. 9). However, there is little evidence that this result is due to their exposure to bilingual education, what suggests that it is possible that motivation existed independently of the bilingual education experience and that students' motivation is inherent to them (Mearns et al., 2020, p. 10)

Due to the lack of research on topics related to the level of motivation of University students after CLIL instruction, the current study became truly important. In fact, Cevallos et al. (2017) studied autonomy and motivation as two factors that interact in the language learning process. This study was implemented in the language center of an Ecuadorian public university and shows that around the 16% of a sample of 862 EFL students are not at all motivated or are slightly motivated to learn English

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<sup>1</sup> Diachronic: concerned with the way in which something, especially language, has developed and evolved through time

## Chapter two

### Method

#### Setting and participants

The researcher identified two groups of University students of third level of English which means level A2 according to the Common European Framework of Reference for Languages – CEFR. Both groups were integrated by students between 19-20 years old. Most of the students are male and they study Education field careers such as: Basic Education, Pedagogy of History and Pedagogy of Mathematics. It was selected third level of English because of viability in the management of the students; since, the researcher was fulfilling the role of teacher of this sample group during the semester. The control group was integrated by 30 University EFL students, and the experimental group by 16 students.

#### Data collection instruments

In agreement to the main purposes of this research, two instruments to collect data were implemented: a motivational questionnaire and a vocabulary test.

#### *The motivational questionnaire*

The motivational questionnaire was created including 3 main elements proposed by Pintrich et al. (as cited in Tran, 2019), value elements, expectancy elements and effectiveness elements. Value elements embrace intrinsic and extrinsic goal orientation and task value; expectancy elements include control perspective, individual perception for learning and performance; and the elements of effectiveness are about test anxiety which refer to student's negative thoughts that affect performance. Intrinsic goal orientation describes student's desire to do a task because of their curiosity and ability, extrinsic goal orientation considers if the student wishes to participate in a task because of marks, incentive, performance, and assessment.

Those elements were combined to the 4Cs of CLIL (Content, Communication, Cognition and Culture), and finally, they were structured according to Koylu's (2019) questionnaire. Students evaluated the questionnaire by using the Likert scale with 5 levels of opinion: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. (AppendixA)

### ***The vocabulary test***

The second instrument that the participants also completed was a Vocabulary test which was adapted from Meara (2010). The test was created with 120 words: 80 real and 40 imaginary words, then it was applied to the experimental group before and after CLIL implementation in order to identify the changes of the level of vocabulary knowledge. Meara (2010) suggests applying two versions of his Vocabulary Test (Appendix C) to the same group in order to know how reliable the students' answers are. For that reason, the adapted test (Appendix B) was organized into two groups of 60 words each.

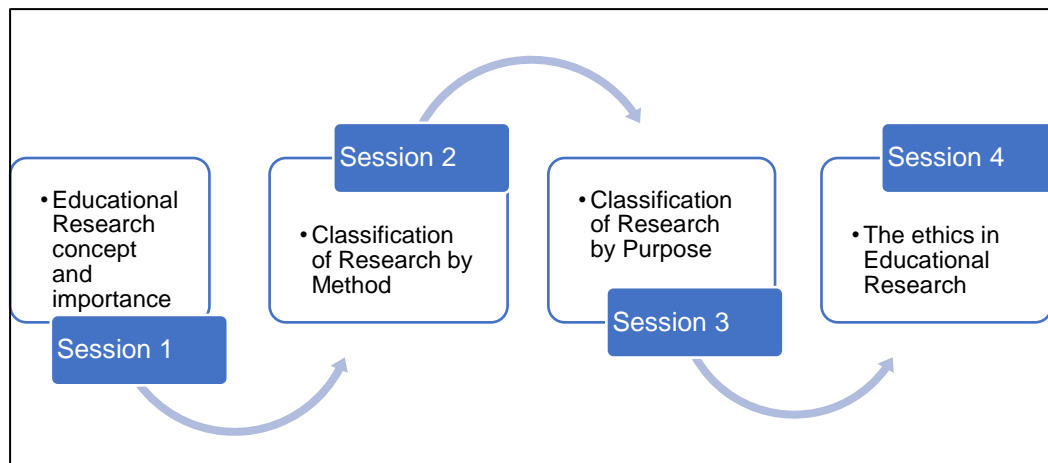
The interpretation of learners' results of the test reflect that if the score is less than 75% in level 1 test, the student is not functional enough in English, however he should be able to face some limited situations. Level 2 represents a slightly more advanced vocabulary and together with level 1 encompasses the 2000 more frequent words in English. This means that a student who manages the basic 2000 vocabulary words can recognize 80% of the words in any text he finds. On the other hand, learners who manage less than 2000 words will not be fluent readers, and will have problems at facing ordinary situations (Meara, 2010)

### **Procedure**

CLIL instruction was settled in 4 sessions in which it was taught Educational Research subject. This subject was chosen since all of the students belong to careers of Education field such as: Basic Education, Pedagogy of History and Pedagogy of Mathematics and, after analyzing students' curriculum program, it was found that Educational Research subject was common. Figure 1 shows the process with the topics covered during this time.

**Figure 1**

*Process of CLIL instruction application*

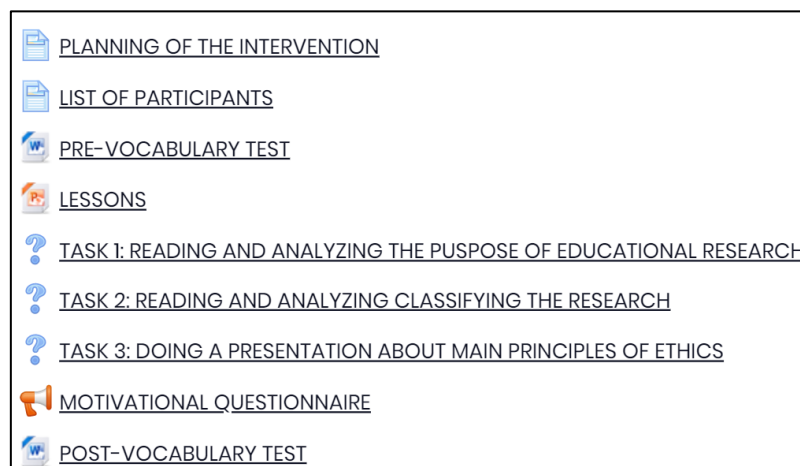


Note: It was not possible to extend sessions because of students' availability.

It is important to mention that all sessions were performed online because of the actual situation the world is facing (pandemic coronavirus). Therefore, it was used a virtual course which contains the main information and material for the planned lessons. Figure 2 shows a print screen of the course material upload into the course.

**Figure 2**

*Students' information of CLIL instruction*



Note: the material uploaded was adapted from Gay, L.R.; Mills, G. E.; Airasian, P. (2012). *Educational Research: Competencies for analysis and applications*. New York: Pearson.

Moreover, along each session, a lesson plan, and some other materials such as, power point presentations, videos, readings, mind maps and graphic organizers were created to attain students' attention and interest. (Appendix D)

Furthermore, the motivational questionnaire was administered in both groups, the control and the experimental one, in order to compare the results between motivational elements. Both instruments were socialized before they were applied with the two groups of participants to avoid any confusion when answering the questions.

Before the intervention, two vocabulary tests were administrated to the experimental group. It was decided to apply both because of reliability of the information, thus if one questionnaire fails, it was possible to count with the other one. Then, at the end of the intervention, the same tests were administrated to know if there is a difference between them. Students took 6 minutes to finish the vocabulary tests, then they were checked, and total scores were obtained.

Results of the vocabulary tests were accounted according to Meara's instruction. First it was separated the total of yes, the false alarms answers and the hits. Then, to know the percentage of vocabulary acquisition that each student has, it was used Meara's table of conversion.

Since both, tests and questionnaires were administrated online, results of students' motivational elements were instantaneous.

## Chapter three

### Results and discussion

#### **Description, Analysis, and Interpretation of results**

In this chapter, at first; the results of motivational questionnaire are analyzed with the intention of comparing the information about value, expectancy and effectiveness elements related to motivational factors at learning English in both groups. Second, two vocabulary tests to EFL University students were evaluated to know the level of vocabulary that students managed and to monitor the lexical progress of the students after CLIL intervention.

Because some of the vocabulary tests administrated were not filled out, it was decided to eliminate the incomplete questionnaires; therefore, the analysis was done based only on one questionnaire to make the study more reliable.

The analysis of results is organized according to the research questions; consequently, it was created two tables: table 1 that summarizes the more representative answers of the motivational questionnaire addressed to both groups control and experimental, and table 2 that shows the vocabulary pre-test and post-test results.

#### ***Motivational Elements Answers***

Table 1 shows the results of the value, expectancy and effective elements of the control and experimental group. Comparing the results between these two groups it is possible to answer the research question: What are the effects of the application of CLIL in University EFL students' motivation?

**Table 1***Comparative table of the motivational elements of the control and experimental group*

No	Value elements	Control Group					Experimental Group				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		%	%	%	%	%	%	%	%	%	%
1	I am studying English because I find it enjoyable.	16,67	56,67	23,33	3,33	0,00	43,75	50,00	6,25	0,00	0,00
2	I prefer to study English among all the subjects I have this semester	13,33	40,00	40,00	6,67	0,00	25,00	50,00	12,50	12,50	0,00
3	I look forward to going to class because I like practicing my English.	10,00	53,33	30,00	3,33	3,33	56,25	31,25	6,25	6,25	0,00
	Expectancy elements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4	If I manage English well I will find a great job	43,33	46,67	10,00	0,00	0,00	62,50	31,25	6,25	0,00	0,00
5	Managing English in an effective way helps me to have success in life	40,00	46,67	13,33	0,00	0,00	75,00	18,75	0,00	6,25	0,00
6	I find it useful when teacher uses real-life situations dialogues.	56,67	36,67	6,67	0,00	0,00	75,00	18,75	6,25	0,00	0,00
7	I find it useful when teacher uses vocabulary of real-life situations.	63,33	33,33	3,33	0,00	0,00	62,50	31,25	6,25	0,00	0,00
	Effective elements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8	I like when teacher includes other subjects of the academic curriculum in the English classes/program.	30,00	46,67	20,00	0,00	3,33	56,25	31,25	12,50	0,00	0,00
9	Learning English and learning new contents at the same time is really useful.	53,33	43,33	3,33	0,00	0,00	75,00	18,75	6,25	0,00	0,00
10	I am not afraid to speak in English when I have a vast knowledge of the topic.	10,00	20,00	60,00	6,67	3,33	50,00	25,00	18,75	6,25	0,00
11	The material used for my English classes lets me know other cultures.	33,33	56,67	6,67	3,33	0,00	56,25	31,25	6,25	6,25	0,00

Value elements show that 43,75% of students of the experimental group said to strongly agreed that they are studying English because they find it enjoyable and 16,67% of the control group strongly agreed with that statement. This means that a higher percentage of students who were exposed to CLIL classes enjoy studying English.

Item 2 asked if students prefer to study English among all the subjects they have this semester, 25% of the experimental group strongly agreed. Comparing to the 13,33% of the control group who strongly agreed, it can be stated that more students of the experimental group prefer studying English among all the subjects what means that students from the experimental group expressed to be more extrinsically motivated (Tran, 2019).

Likewise; 56,25% of students of the experimental group stated to strongly agreed to look forward to going to class because they like practicing English and only 10% of the control group strongly agreed with that. This shows that a higher percentage of the experimental group takes advantage of English classes to practice the language. That reflects that students showed to be more intrinsically motivated at learning English by applying the language to communicate each other what agrees to one of the Coyle et al. (2011) 4Cs framework: *communication*.

More representative results of expectancy elements indicate that 62,5% of students of the experimental group strongly agreed that If they manage English well they will find a great job, this result is higher comparing to the 43,33% of students of the control group who strongly agreed with it. This shows that students are motivated to study English because they think that this will contribute to find a good job. This is confirmed by Sylvén and Thompson (2015) when they argue that bilingual students mentioned to feel more motivation because of its relevance for the future and by Mariño (2014) when the author expressed that in the future, learners with a good English level will obtain better kind of jobs.

By comparing item 5, more students of the experimental group strongly agreed that managing English in an effective way helps them to have success in life, and the same happens when students were asked if they find it useful when teacher uses real-life

situations dialogues and vocabulary of real-life situations. These results demonstrate that more students like to learn English based on real-life situations after being exposed to CLIL.

Moreover, these findings suit to Content, Culture and Cognition, three of Coyle's 4 Cs and it confirms Darn's (2006) thoughts that in CLIL approach the language is used as a tool to learn the contents of the subject, and those contents are used as a meaningful medium to learn and use the language communicatively.

Effective results state that a higher percentage of students of the experimental group like when teacher includes other subjects of the academic curriculum in the English classes/program, think that Learning English and learning new contents at the same time is really useful, believe that they are not afraid to speak in English when they have a vast knowledge of the topic and strongly agreed that the material used for their English classes lets them know other cultures.

The most representative change of effective factors is seen when students affirm that they are not afraid to speak in English when they have a vast knowledge of the topic, 10% of the control group and 50% of the experimental group, what means that if students manage the content, they will be able to communicate easily by using the language. This result suits with the arguments of Doiz, et al. (2014) who confirm that CLIL students were more intrinsically motivated and more anxious when they had to speak English and showed a higher level of motivational strength than the non-CLIL students.

Lastly, findings suggest that students do not show a special attraction to know other cultures because the results of both groups in this aspect were very similar. What motivated both groups is that learning English will contribute to obtain the professional aims of their career and this is confirmed by Mede et al. (2019) by affirming that students are more likely to be more prepared for their undergraduate programs by applying CLIL for learning.

The previous analysis show that students have more differences in expectancy and effectiveness elements of motivation which, according to Dörnyei's (2009) theory of L2 Motivational Self System and Mearns et al. (2020)'s study, is evident because it is too

difficult to produce an inner students' change (value elements of motivation) in short time of intervention.

In sum, answering the general research question, it can be stated that the experimental group of students showed to be very active during the CLIL intervention, there were likely to study content and language at the same time and they demonstrated to be interested on the activities and materials presented. Those results are supported by others that affirm that thanks to CLIL, students feel more motivated to actively perform in class (Karimi, 2017).

### ***Vocabulary Knowledge***

Corresponding to the method that was established on chapter II. Two pre and a post vocabulary tests were administrated to the experimental group. Meara (2010) proposes five levels of difficulty in his test but considering the English level of the participants, the second level of difficulty was chosen because the group of students were in A2 level.

Meara's tests cover the core vocabulary of English that corresponds to 1000 words that every speaker needs to know to understand what they hear or read. The words used in the authors' tests are more frequent than any other words in English because they can be found in ordinary texts in English. In fact, students were exposed to lots of reading material about Educational Research subject what might influence to increase their vocabulary knowledge.

Consequently, thanks to the adapted vocabulary test applied, it was possible to answer the second research question: Do University EFL students who were exposed to CLIL classes manage wider vocabulary after the CLIL exposure?

Table 2 determines the percentage of words that the participant manages out of a total of 1000 words. As it can be appreciated, most of the participants have increased their vocabulary knowledge after to be exposed to CLIL classes. However, participant No. 7 has decreased from 48% to 38% and participant No. 9 has decreased his vocabulary mastery from 57% to 46%.

**Table 2***Vocabulary pre-test and post-test results*

<b>Participant</b>	<b>PRETEST</b>	<b>POSTEST</b>
	<b>%</b>	<b>%</b>
1	56	84
2	55	71
3	54	61
4	41	50
5	38	44
6	66	74
7	48	38
8	28	35
9	57	46
10	42	47
11	24	32
12	44	46
13	66	68
14	24	31
15	24	38
16	50	58

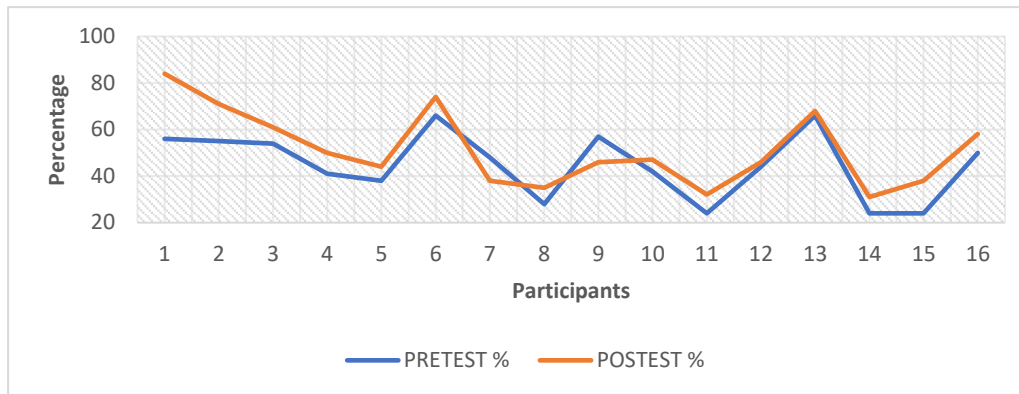
*Note:* it was eliminated one test

because a student did not complete it.

Figure 3 is presented to observe the results of vocabulary tests and thus verify in an easier way how the participants' performance was during the pre and the post-test. The blue line represents the percentage of words that students managed before the intervention; and the orange line describes the percentage of words that students managed after the application of CLIL classes. It is noted that there is a slight difference between both behaviors. Therefore, the figure demonstrates that most of the participants increased a little the number of words known. This result is attributed to the numerous reading papers to which the students were exposed during CLIL classes.

**Figure 3**

*Comparative graph of the level of students' competence in vocabulary*



Moreover, to confirm that there is a difference between the results of pre and post-test, it was applied a statistical analysis called T-student which compares two paired samples. Table 8 shows that there is statistically significant difference between both samples because  $0,011 < 0,05$ , and, also on the table it is noted that there is a little variation between average and variance in the two moments. This variation was narrower in the pre-test, where the average of total words that students know in relation with the 2000 words according Meara's tests was 44,81%. That means that the percentage of words that students manage was slightly higher (51%) after CLIL intervention.

**Table 3**

*T-test for means of two paired samples*

Statistical indicators	Pre - test	Post - test
Average	44,81	51,44
Variance	203,23	261,60
Observations	16	16
Pearson's correlation coefficient	0,828	
Hypothetical difference of the means	0,000	
Degrees of freedom	15,000	
Statistical t	-2,910	
P (T ≤ t) one tail	0,005	
Critical value of t (one tail)	1,753	
<b>P (T ≤ t) two tails</b>	<b>0,011</b>	
Critical value of t (two tails)	2,131	

*Note:* Two tails result corresponds to the significance differences between both samples

The slight increasing of the percentage of vocabulary knowledge after the intervention evidences that students learned few new words, this might be because students were exposed only to four CLIL sessions and because the intervention was on-line due to the sanitary emergency we are facing.

## Conclusions

Although there are not enough research committed to determine results of the application of CLIL program at Ecuadorian Universities; findings specially of expectancy and effective elements of the motivational questionnaire applied demonstrate that most of EFL University students show to be motivated when they are taught with CLIL.

Changes in expectancy factors are due to the experimental group of students think that to study English is useful to find a great job and to help them to have success in their life. Other expectancy factor reveals that most of students like when teachers use dialogues and vocabulary from the real-life situations. This result is especially important to support CLIL theory due to when the students learn dialogues and vocabulary, they are acquiring Cognition, Content and Culture (three of the four Cs of CLIL).

Effectiveness results demonstrate that an important quantity of students of the experimental group like to study content and language at the same time, as well as the same group has expressed not to be afraid of speaking in English when they manage the topic. In this sense, it has been determined that students who were exposed to CLIL classes feel more secure when they are able to express by themselves and that the use of language is more valuable than learning it (Communication factor of four Cs).

Students managed a slightly higher percentage of words after CLIL intervention because the average result of the pre-test was 44,81% compared to the average result of the pos-test which was 51,44%. This short difference was obtained due to the little length of time that the experimental group took CLIL lessons.

Finally, it could be inferred that CLIL approach appears to be effective to motivate EFL University students because more students of the experimental group look forward to going to class in order to practice English, and to study content and language at the same time. Therefore, this fact will have a positive impact in language achievement.

## Recommendations

Further research to know the effectiveness of CLIL implementation at Ecuadorian University institutions must be promoted by authorities in order that the students experiment more efficient CLIL instruction and to know the degree in which this approach enhances English language attainment.

A good way to stimulate students' extrinsic motivation is by the application of meaningful teaching activities based on content subjects that they are studying. For instance, if they have subjects such as Educational Research, as a part of their professional program, it would be advisable that students take this subject using English as the target language. The application of real-life situation dialogues and vocabulary can be immersed through these lessons.

Students should be exposed to more reading activities based on content subject they are currently studying because this enhances the acquisition of new vocabulary and thus, they can communicate easily.

To experience a better result in vocabulary acquisition, it is suggested to increase the number of CLIL lessons.

CLIL approach should be taken into consideration at University institutions to have more motivated EFL students because they will learn content, based on their current professional curriculum, and at the same time language, which would contribute to achieve a more meaningful learning.

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## Appendices

### Appendix A



#### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA STUDENTS' MOTIVATION QUESTIONNAIRE

Objective: This survey aims to collect information about students' opinions about their motivation at learning English.

Instructions: Dear students please carefully read the questionnaire and answer according to your reality. Check the box that best represents your answer.

No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
<b>Value elements of motivation</b>						
1	I am studying English because I find it enjoyable.					
2	I prefer to study English among all the subjects I have this semester					
3	I study English very hard to get a high score					
4	I do not like to speak English because I feel nervous					
5	I look forward to going to class because I like practicing my English.					
6	My English classes are a waste of time.					
7	I enjoy interacting with other English learning speakers.					
<b>Expectancy elements of motivation</b>						
8	I would like to speak more fluent English.					
9	If I manage English well I will find a great job					
10	Managing English in an effectiveness way helps					

	me to have success in my life					
11	I find it difficult to understand my English classes.					
12	I find it useful when teacher uses grammar for explanation					
13	I find it useful when teacher uses real-life situations dialogues.					
14	I find it useful when teacher uses vocabulary of real-life situations.					
<b>Effectiveness elements of motivation</b>						
15	I like when teacher includes other subjects of the academic curriculum in the English classes/program.					
16	Learning English and learning new contents at the same time is useful.					
17	I am not afraid to speak in English when I have a vast knowledge of the topic.					
18	I apply in real life the knowledge received in classes.					
19	Learning English contributes to obtain the professional aims of my career.					
20	The material used for my English classes lets me know other cultures.					
21	I like to study English to know other cultures					

Source: Koylu's questionnaire adaptation

Elaborated by: Gabriela de la Cruz

## Appendix B



### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA VOCABULARY TEST FOR STUDENTS

**Objective:** this test aims to know the level of students' competence in managing words in English. The words presented here are used in a very wide range of texts and situations.

**Instructions:** Read through the list of words carefully. Next to each word write Y (YES) if you know the meaning. Write N (NOT) if you do not know what it means, or you are not sure. This test will take 10 minutes maximum

**Caution:** There are some imaginary words so avoid answering YES to words you do not know.

- |                     |                      |
|---------------------|----------------------|
| 1. conduct ( )      | 24. separation ( )   |
| 2. dominate ( )     | 25. punishment ( )   |
| 3. perform ( )      | 26. entertain ( )    |
| 4. organism ( )     | 27. sink ( )         |
| 5. ideal ( )        | 28. fumicant ( )     |
| 6. court ( )        | 29. rescue ( )       |
| 7. leave out ( )    | 30. ruin ( )         |
| 8. growth ( )       | 31. skelding ( )     |
| 9. crowded ( )      | 32. advertise ( )    |
| 10. restificate ( ) | 33. mascarate ( )    |
| 11. antile ( )      | 34. mollet ( )       |
| 12. magic ( )       | 35. angle ( )        |
| 13. determine ( )   | 36. webbert ( )      |
| 14. spring ( )      | 37. uniform ( )      |
| 15. garrick ( )     | 38. physical ( )     |
| 16. fraction ( )    | 39. inspect ( )      |
| 17. logalation ( )  | 40. dyslaxative ( )  |
| 18. acquire ( )     | 41. cement ( )       |
| 19. reflect ( )     | 42. correctivate ( ) |
| 20. beam ( )        | 43. portman ( )      |
| 21. aspect ( )      | 44. progress ( )     |
| 22. column ( )      | 45. transmit ( )     |
| 23. kellel ( )      | 46. external ( )     |

47. primality ( )
48. beautitude ( )
49. worrall ( )
50. technique ( )
51. exchange ( )
52. cordle ( )
53. challinor ( )
54. hardly ( )
55. keable ( )
56. mount ( )
57. volt ( )
58. mean ( )
59. pruden ( )
60. volur ( )
61. turley ( )
62. luxury ( )
63. stable ( )
64. permission ( )
65. manner ( )
66. entire ( )
67. claim ( )
68. confident ( )
69. neglect ( )
70. chain ( )
71. widgery ( )
72. resist ( )
73. positive ( )
74. diggle ( )
75. grant ( )
76. foreigner ( )
77. crevicing ( )
78. linocat ( )
79. lead ( )
80. hesitate ( )
81. draw ( )
82. garrick ( )
83. reaction ( )
84. secondary ( )
85. profession ( )
86. rhoden ( )
87. amelicant ( )
88. presential ( )
89. imitate ( )
90. export ( )
91. illustration ( )
92. centipath ( )
93. carry out ( )
94. limbrick ( )
95. able to ( )
96. task ( )
97. angle ( )
98. guardie ( )
99. craddock ( )
100. matsell ( )
101. aid ( )
102. intend ( )
103. alden ( )
104. quorant ( )
105. lampard ( )
106. specialize ( )
107. wealth ( )
108. council ( )
109. series ( )
110. motivate ( )
111. decision ( )
112. bank ( )
113. prickett ( )
114. boundary ( )
115. union ( )
116. dense ( )
117. transfer ( )
118. agrinomy ( )
119. occur ( )
120. rectangle ( )

**Appendix C**  
**MEARAS' ORIGINAL TESTS**

**Level 2: test 203**

**Write your name here :**            

**What you have to do:**

Read through the list of words carefully. For each word:

if you know what it means, write Y (for YES) in the box

if you do not know what it means, or if you are not sure, write N (for NO) in the box.

- |                                         |                                        |                                          |
|-----------------------------------------|----------------------------------------|------------------------------------------|
| 1 <input type="checkbox"/> conduct      | 2 <input type="checkbox"/> dominate    | 3 <input type="checkbox"/> perform       |
| 4 <input type="checkbox"/> organism     | 5 <input type="checkbox"/> ideal       | 6 <input type="checkbox"/> court         |
| 7 <input type="checkbox"/> leave out    | 8 <input type="checkbox"/> growth      | 9 <input type="checkbox"/> crowded       |
| 10 <input type="checkbox"/> restificate | 11 <input type="checkbox"/> antile     | 12 <input type="checkbox"/> magic        |
| 13 <input type="checkbox"/> determine   | 14 <input type="checkbox"/> spring     | 15 <input type="checkbox"/> garrick      |
| 16 <input type="checkbox"/> fraction    | 17 <input type="checkbox"/> logalation | 18 <input type="checkbox"/> acquire      |
| 19 <input type="checkbox"/> reflect     | 20 <input type="checkbox"/> beam       | 21 <input type="checkbox"/> aspect       |
| 22 <input type="checkbox"/> column      | 23 <input type="checkbox"/> kellett    | 24 <input type="checkbox"/> separation   |
| 25 <input type="checkbox"/> punishment  | 26 <input type="checkbox"/> entertain  | 27 <input type="checkbox"/> sink         |
| 28 <input type="checkbox"/> fumicant    | 29 <input type="checkbox"/> rescue     | 30 <input type="checkbox"/> ruin         |
| 31 <input type="checkbox"/> skelding    | 32 <input type="checkbox"/> advertise  | 33 <input type="checkbox"/> mascarate    |
| 34 <input type="checkbox"/> mollet      | 35 <input type="checkbox"/> angle      | 36 <input type="checkbox"/> webbert      |
| 37 <input type="checkbox"/> uniform     | 38 <input type="checkbox"/> physical   | 39 <input type="checkbox"/> inspect      |
| 40 <input type="checkbox"/> dyslaxative | 41 <input type="checkbox"/> cement     | 42 <input type="checkbox"/> correctivate |
| 43 <input type="checkbox"/> portman     | 44 <input type="checkbox"/> progress   | 45 <input type="checkbox"/> transmit     |
| 46 <input type="checkbox"/> external    | 47 <input type="checkbox"/> primality  | 48 <input type="checkbox"/> beautitude   |
| 49 <input type="checkbox"/> worrall     | 50 <input type="checkbox"/> technique  | 51 <input type="checkbox"/> exchange     |
| 52 <input type="checkbox"/> cordle      | 53 <input type="checkbox"/> challinor  | 54 <input type="checkbox"/> hardly       |
| 55 <input type="checkbox"/> keable      | 56 <input type="checkbox"/> mount      | 57 <input type="checkbox"/> volt         |
| 58 <input type="checkbox"/> mean        | 59 <input type="checkbox"/> pruden     | 60 <input type="checkbox"/> volt         |

**Swansea Vocabulary Tests v 1.1 1992    Test 203:    H:    FA:    Dm:**

**Level 2: test 204**Write your name here :     **What you have to do:**

Read through the list of words carefully. For each word:

if you know what it means, write Y (for YES) in the box

if you do not know what it means, or if you are not sure, write N (for NO) in the box.

- |                                          |                                       |                                       |
|------------------------------------------|---------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> turley        | 2 <input type="checkbox"/> luxury     | 3 <input type="checkbox"/> stable     |
| 4 <input type="checkbox"/> permission    | 5 <input type="checkbox"/> manner     | 6 <input type="checkbox"/> entire     |
| 7 <input type="checkbox"/> claim         | 8 <input type="checkbox"/> confident  | 9 <input type="checkbox"/> neglect    |
| 10 <input type="checkbox"/> chain        | 11 <input type="checkbox"/> widgery   | 12 <input type="checkbox"/> resist    |
| 13 <input type="checkbox"/> positive     | 14 <input type="checkbox"/> diggle    | 15 <input type="checkbox"/> grant     |
| 16 <input type="checkbox"/> foreigner    | 17 <input type="checkbox"/> crevicing | 18 <input type="checkbox"/> linocat   |
| 19 <input type="checkbox"/> lead         | 20 <input type="checkbox"/> hesitate  | 21 <input type="checkbox"/> draw      |
| 22 <input type="checkbox"/> garrick      | 23 <input type="checkbox"/> reaction  | 24 <input type="checkbox"/> secondary |
| 25 <input type="checkbox"/> profession   | 26 <input type="checkbox"/> rhoden    | 27 <input type="checkbox"/> amelicant |
| 28 <input type="checkbox"/> presential   | 29 <input type="checkbox"/> imitate   | 30 <input type="checkbox"/> export    |
| 31 <input type="checkbox"/> illustration | 32 <input type="checkbox"/> centipath | 33 <input type="checkbox"/> carry out |
| 34 <input type="checkbox"/> limbrick     | 35 <input type="checkbox"/> able to   | 36 <input type="checkbox"/> task      |
| 37 <input type="checkbox"/> angle        | 38 <input type="checkbox"/> guardie   | 39 <input type="checkbox"/> craddock  |
| 40 <input type="checkbox"/> matsell      | 41 <input type="checkbox"/> aid       | 42 <input type="checkbox"/> intend    |
| 43 <input type="checkbox"/> alden        | 44 <input type="checkbox"/> quorant   | 45 <input type="checkbox"/> lampard   |
| 46 <input type="checkbox"/> specialize   | 47 <input type="checkbox"/> wealth    | 48 <input type="checkbox"/> council   |
| 49 <input type="checkbox"/> series       | 50 <input type="checkbox"/> motivate  | 51 <input type="checkbox"/> decision  |
| 52 <input type="checkbox"/> bank         | 53 <input type="checkbox"/> prickett  | 54 <input type="checkbox"/> boundary  |
| 55 <input type="checkbox"/> union        | 56 <input type="checkbox"/> dense     | 57 <input type="checkbox"/> transfer  |
| 58 <input type="checkbox"/> agrinomy     | 59 <input type="checkbox"/> occur     | 60 <input type="checkbox"/> rectangle |

**Swansea Vocabulary Tests v 1.1 1992    Test 204:    H:    FA:    Dm:**



## Lesson Plan 2: Educational Research

<b>Topic:</b> Classifying research by method	<b>Date:</b> 3-06-2020
<b>Students' age:</b> between 19 and 21 years old	<b>Time:</b> 40 minutes
<b>Students' career:</b> Faculty of Education and technologies	

### LESSON OUTCOME:

Students will be able to:

- Talk about the classification of research by method
- Identify the classification of research by method
- Reflect on a research topic according to their careers

### LESSON STRUCTURE:

Time	Introduction (Set):	Teaching Approaches and strategies
5 minutes	Teacher introduces the topic and asks students to share their graphic designers	Introducing the topic
10 minutes	Students share what they have analyzed and learnt about the topic	Giving students the opportunity to express themselves

Time	Main Content and activities	Teaching Approaches
15 minutes	Classification of research by method	Providing a clear explanation by using a power point presentation

Time	Conclusion:	Teaching Approaches
10 minutes	Reflection: What approach is more applied in educational settings? What research topic do students have on mind based on the careers they are studying?	Teachers asks students to reflect about the two questions

### Assessment

Do summary of the classification of research by purpose.

Read pg. 16-18 of the book *Educational Research: Competencies for analysis and applications* by Gay, L.R (2012).

### Resources

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.

Gay, L.R.; Mills. G. E.; Airasian, P. (2012). *Educational Research: Competencies for analysis and applications*. New York: Pearson.

### Lesson Plan 3: Educational Research

**Topic:** Classifying research by purpose  
**Students' age:** between 19 and 21 years old  
**Students' career:** Faculty of Education and technologies

**Date:** 10-06-2020  
**Time:** 40 minutes

#### LESSON OUTCOME:

Students will be able to:

- Talk about the classification of research by purpose
- Understand the difference between basic and applied research by watching a video
- Identify the classification of research by purpose
- Reflect on a research topic according to their careers

#### LESSON STRUCTURE:

Time	Introduction (Set):	Teaching Approaches and strategies
5 minutes	Teacher introduces the topic and asks students to share their graphic designers	Introducing the topic
5 minutes	Students share what they have analyzed and learnt about the topic	Giving students the opportunity to express themselves

Time	Main Content and activities	Teaching Approaches
10 Minutes	Classification of research by purpose	Providing a clear explanation by using a power point presentation
10 minutes	Class activities proposed	

Time	Conclusion:	Teaching Approaches
10 minutes	Reflection: What research topics would students propose?	Teachers asks students to reflect about the question and we proposed some research topics

#### Assessment

Read the book proposed and do a graphic designer of the topic the ethics of Educational Research.  
 Read pg. 19-24 of the book *Educational Research: Competencies for analysis and applications* by Gay, L.R (2012).

#### Resources

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.

Gay, L.R.; Mills. G. E.; Airasian, P. (2012). *Educational Research: Competencies for analysis and applications*. New York: Pearson.

### Lesson Plan 4: Educational Research

<b>Topic:</b> Ethics in Research	<b>Date:</b> 17-06-2020
<b>Students' age:</b> between 19 and 21 years old	<b>Time:</b> 40 minutes
<b>Students' career:</b> Faculty of Education and technologies	

#### LESSON OUTCOME:

Students will be able to:
<ul style="list-style-type: none"> <li>- Talk about the ethical issues related to research</li> <li>- Understand the importance of ethical issues in social science</li> <li>- Identify the main principles of ethics</li> <li>- Reflect about what is right and wrong on doing research</li> </ul>

#### LESSON STRUCTURE:

Time	Introduction (Set):	Teaching Approaches and strategies
5 minutes	Teacher introduces the topic	Introducing the topic
5 minutes	Students share what they have analyzed and learnt about the topic	Giving students the opportunity to express themselves

Time	Main Content and activities	Teaching Approaches
10 Minutes	Ethical issues in research and its main principles	Providing a clear explanation by using a power point presentation
5 minutes	Class activities proposed by watching a video	

Time	Conclusion:	Teaching Approaches
5 minutes	Reflection: What is right and wrong in doing research?	Teachers asks students to reflect about the question and we proposed some research topics

Time	Closing the experimentation	Teaching Approaches
10 minutes	Thank students for their collaboration and contribution for the research	Ask students their reactions and learnings

#### Resources

<p>Creswell, J. W. (2002). <i>Educational research: Planning, conducting, and evaluating quantitative</i> (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.</p> <p>Gay, L.R.; Mills. G. E.; Airasian, P. (2012). <i>Educational Research: Competencies for analysis and applications</i>. New York: Pearson.</p>
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