

CLIL: Its Effect on High School Students' English Speaking Performance

Mauricio Cadavid Palacio Código 16229596

Diego Alejandro Jiménez Código 14572082

Lic. Claudia Munera Mora

Advisor

Universidad Nacional Abierta Y A Distancia UNAD
Licenciatura En La Enseñanza Del Idioma Inglés Como Lengua Extranjera
Escuela Ciencias De La Educación
ECEDU

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To the memory of Our father, Francisco Emilio.

**To Our Mother, Brothers, Sisters, Nephews, Nieces and Brothers and Sisters
in Law**

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Abstract

The purpose of this research was to determine to which extent the use of Content Language and Integrated Learning (CLIL) supports and helps to improve the oral performance of a group of eight graders at a private high school, it was done by following the CLIL characteristics and theory that describe the steps in order to prepare a CLIL lesson and how to apply it in the English classroom, as it was stated by (Marsh, 2009). The project involved a diagnostic stage in which some instruments were applied, also an action stage where seven workshops were carried out, and finally an evaluation stage in which other instruments were used to evaluate the process, in the speaking performance of the students in eighth grade. The findings reported the usefulness of CLIL in the English as a Foreign Language classroom as a way of improving students' speaking performance, vocabulary, and at the same time acquiring some knowledge about social sciences that reinforce their learning process in these subjects in Spanish and at the same time working on their English skills. The study also reported to be a curriculum innovation to be taken into account at all levels at Rafael Pombo High School; in fact, these findings suggest that CLIL resources increase students' interest, enthusiasm and language understanding, improving their language performance. Conclusions and pedagogical implications are presented for teachers, school administrators, and policy makers to include CLIL in future curriculum endeavours.

Key words: Content Language and integrated Learning, speaking performance, content, geography.

CLIL: Its Effect on High School Students' English Speaking Performance

The aim of this research project was to present new possibilities of teaching English to students in high school. Nowadays, there are many methods and approaches to teach English in Colombia and around the world. One of them is introduced as CLIL (Content Language and Integrated Learning) the approach that will be discussed in this paper, which describes the way high school students improve their oral performance in English. In the action stage the researcher implemented some workshops about Geography with topics related to English Speaking Countries with the purpose of motivating students to learn content and language at the same time.

In the first part of the thesis, the terms of innovation and what can be considered as new methods or new approaches to teach English in Colombia and especially in high school are described. In the next chapters in which a characterization of the target population of the project was done, their behavior, the way they thought and the way they learn were analyzed using different instruments of data collection.

The conclusions of this project showed that through this methodology students improved their oral performance using the steps of the CLIL method. Having in mind that CLIL is not a very used approach in our context, there is a very important contribution with this research project, because it can help other professionals to understand how this method is used and how it works in the

classroom. In addition, the advantages and disadvantages of using CLIL, the obstacles teachers or schools have to overcome and the differences between CLIL and other similar methods were explored. One of the intentions of this project was to show how CLIL could be used in Colombia, especially to improve the speaking skill, which is the most important and representative weakness in the students according to the Ministry of Education (2014 report on Bilingualism). Furthermore, the Project reports on how some bilingual schools in order to demonstrate how to set up a CLIL lesson and what teachers need to keep in mind while creating such experiences in the classroom.

In addition, the Project intended to find out whether this method could be efficiently used at high school level in order to improve the oral skill of the students in the school where it was applied and then have the opportunity to share the experience on other schools. The point was to see whether it is possible to use CLIL with students who have never been exposed to content teaching in English and work mainly oral activities, even for someone without any significant level of English in the speaking skill.

1. Analytical Summary of the Research

This study is important because it serves as a benchmark to English teachers, administrators, policy makers, and the academic community in general to consider the use of Content Language and Integrated Learning (CLIL) in the EFL scenario to develop students' speaking ability in order to enhance fluency, pronunciation, intonation and vocabulary considering the speaking process, as the union of many elements that converge in the process of communicating a message clearly, and CLIL as a mean of instruction to engage students with tasks according to their interests and wishes.

In attempts to understand the impact of CLIL to overcome students' difficulties in terms of oral fluency; this project Takes into account some important theoretical and practical outcomes, especially, regarding students' speaking skills and how CLIL helps to develop communicative abilities of EFL learners with a different point of view about how CLIL teaching methodology improves students' fluency components: range, automaticity, intonation, and decrease the number of long pauses while they are speaking. On the one hand, the speaking tasks proposed were designed following the stages stated by Mars (1987) having a significant impact on students' speaking process given the fact these phases provide learners with opportunities to be prepared to performance speaking tasks using content, in this case Geography.

Regarding curriculum innovation, this project facilitates the implementation of new methodologies that allow the institution to reflect and analyze new teaching experiences and internal curricular processes in order to consider this methodology as the main core of the English courses. Moreover, this project excels the probability to

encourage teachers to explore other alternatives in the class that facilitate the use of content to overcome a class problem. Furthermore, the importance of being autonomous was another aspect that this project provided given the fact that this type of methodology helped learners to increase their confidence and interest towards the class allowing them to find opportunities to fulfill their needs and at the same time learn a new subject using English as the channel to accomplish it.

Another important consideration regarding this project is the contribution to improve the quality of education at the school level and change students' perceptions towards the learning of the English language. For high school students, English is seen as a boring and compulsory subject and not as the possibility to enrich their skills. Being more specific, from my professional experience as an English language facilitator, the study, CLIL: Its Effect on English Speaking Performance allowed me to gain insights and to reflect, change and improve some aspects of my teaching practice; especially, related to oral tasks and the connection they need to have with students' real needs and context. Moreover, I consider that the project helped me to show to my students the advantages they have when they are good at sharing ideas orally.

In summary, this study will contribute to observe and make decisions in the English language teaching field that will impact positively the academic community not only at the school where it was applied, but also in the department of Valle del Cauca and the region in the sense that institutions will focus their attention on including other methodologies aligned with students' interest to foster the development of language skills.

This project aimed to improve the speaking skill because it promoted students' positive attitudes towards the use of content, in this case Geography to help them to acquire language fluency improving their perceptions towards speaking, that is, moving away from negative perceptions to high commitment, interest, so that they are encouraged to use the language to speak following the process of using input, analyse content, create an idea and finally express it by using speaking skills following the CLIL 4 Cs (Content, Communication, Cognition and culture). Furthermore, it is beneficial because it improves students' speaking skills to convey language functions such as convincing, suggesting, comparing, retelling, and providing points of view about a particular topic related to current issues in their context.

Concerning curriculum trends and policies, this project is innovative because it enhances internal curriculum and language practices at the institution in response to local, national, and international policies in the teaching of EFL, additionally it encouraged teachers to explore and design lesson plans that drive students to use English by means of content in this specific case Geography about the countries where English is spoken. This research is also important because it fosters the use of activities in which students had to work in groups and individually, in order to promote team work and learners' self-independence and also confidence allowing them to get acquainted with the vocabulary and topics about geography but in English, which allowed them moving ahead in the development of their language abilities.

This study represents a significant impact of using CLIL on language development that affects the way English language teachers conduct their classes improving language conditions, offering students possibilities to interact with the

world encouraging them to immerse in a new field; that is, Geography in English, therefore, promoting autonomy, interest and knowledge to go beyond the traditional learning process to incorporate in the classroom innovative content to encourage them to use the language.

Additionally, this study contributes to adopting and promoting new policies in favour of using CLIL as a resource that assists language learning. Accordingly, this project benefits the institutional curriculum by promoting the use of the English as a cross curriculum subject in order to expose students to new topics and cultural experiences that allow them to build their language skills, thus, serving as a vehicle for language instruction. This study becomes a basis for further studies under similar conditions in order to improve the use of CLIL in the classroom to better the speaking skill at different levels.

Particularly, the effects of CLIL focused on the speaking skills will affect the way I will keep conducting my English lessons making them more interesting, meaningful, and engaging where learners can make the most of the experience from it gaining confidence, raising awareness, improving facts of the language and exploring the world so they can have better language opportunities in their professional fields. Likewise, it will affect my personal and academic life because it will give me more proficiency in the field of action research; specifically, CLIL and speaking, hence, empowering my teaching practices and students' language learning.

As a conclusion, this study might be disseminated inside of the institution in other English courses to promote interaction and learning among teachers and students where both can benefit from the use of CLIL to develop language abilities;

particularly, the academic community will be the most benefited because of new practices in the local context providing access to an outsider world where students can have the best of the experience by interacting with content from different subjects to move forward in their language learning. Besides that, this research responds to the national program of English 2015 -2025, which establishes as a main goal that all the Colombian people have to be proficient in English, and also to the new bilingual law 1651 of 2013, which states that teaching English in Colombia has to be mandatory and using the new tendencies and methodologies in teaching English, in which communication plays a very important role.

2. Description of the Context and description of the problem

2.1 Description of the Context

Colombia is facing many challenges regarding international issues such as Trading, Science, and Technology. Education represents the main foundation to achieve competitiveness in the globalized world of nowadays (Ministerio de Educación Nacional, 2006). Concerning educational factors, the learning of English, plays an important role in the achievement of our students' professional success which, in the long run, will result in the Colombian's driving force towards development and progress. This has created a personal interest in looking for new approaches that foster students to improve their English skills, therefore; Content Language and Integrated Learning (CLIL) appears to be an innovative way to do it in the context of a school where English is the core of their academic program and the policy of the school is to introduce content in English as part of the evolution of the English department.

Taking into consideration that communicative competence is the ultimate goal in language teaching and learning, the speaking skill is one of the most relevant communicative events for the transmission of knowledge and information among people. For that reason, the application of communicative approaches to language teaching as CLIL can result into positive contributions in the learning process and opportunities for learners at Rafael Pombo School as future users of English, to achieve effective and efficient interactions in the target language. Furthermore, the present research study is in accordance with the policies set by the Ministry of Education (Programa Nacional de Inglés 2015-2025) "Colombia Bilingüe" which aims

at students: “To use English as a tool to communicate with the world and to improve their labor opportunities.”

The project was carried out in Cartago, which is a city in the southwestern part of Colombia, it is in the extreme northern portion of the Valle del Cauca Department. It is the fourth largest city in Valle after Cali, Palmira, and Tuluá. It has a population of approximately 155,000 inhabitants (2014). Cartago features warm weather, about 30 degrees Celsius.

This research was conducted at Rafael Pombo High School, which is a private school. It has about 420 students and about 24 Teachers. The Mission and Vision of the school deals with the learning English as the base for their curriculum. The students only study in the morning shift. In the afternoon they have special classes which they call “Ludicas”.

In regard to the English area of the school, students take 8 to 10 hours of English class a week, about 400 a year. There is a very well structured English plan aligned with the Common European Framework of Reference for the Languages. The teachers’ proficiency in English is C1 and there are all the technological conditions to have a very dynamic and interactive class. Each classroom has a video beam and there is internet connection all the time. Regarding students, they are from medium and high social classes. For this specific study students from 8th grade were selected, they were 10 and 11 years old.

There are no more than 20 students per classroom, the discipline is excellent and people enrolled in the classes have been in the English process for at least 5 years.

They are very motivated to learning and also the English teachers have the support from other teachers and the administrative staff.

2.2 Description of the Problem

In its document *Basic Standards for Foreign Languages: English*, The Ministry of Education (2006) regards teaching speaking as one of the main goals of English instruction at the secondary education in Colombia. However, due to the school teachers' lack of preparation in the language, learners are not achieving the language proficiency standards proposed by the Common European Framework of References for the Languages. When learners finally begin the first year of secondary, they are not able to comply with the academic demands of this subject area, and the language teacher has to start English lessons from the very beginning, which happens in the public sector according to the Ministry of Education. However, at Rafael Pombo School this does not happen, because students are taught English since elementary school and with professional English teachers, but the problem here is how the classes are conducted, because according to the diagnostic stage the school still uses a very traditional methodology to teach English, with a text book that has to be covered by the end of the year. No matter how fast the teachers have to work in order to cover all the pages.

In order to come to a more accurate description of the problem, classroom observation diaries, questionnaires, interviews, and documentary observations were conducted and administered during the diagnostic stage. It was found that the teachers stick to the book and students do not have many opportunities to do interactive activities and they almost never have speaking activities. All these number

of aspects that constrain the development of the speaking skills in the students were identified.

From these instruments, it can be inferred that the main problems that students and teacher had at the institution regarding the teaching and learning of English were:

- Students were not motivated to speak during the lessons.
- Students were afraid of making mistakes in front of their classmates when doing speaking activities.
- Learners' sentences when speaking are very limited (monosyllabic or very few words).
- Students work mostly in grammar activities from the workbook (Pacesetter book from Oxford University press).
- Classes are very traditional. The teacher explains grammar concepts and vocabulary and then they work on the book, with little or no opportunity to interact in English.
- Lack of innovation in class, as mentioned before the teachers rely their class on the textbook they use in the school.
- Teaching Talking time is very high, lessons are teacher-centered because he explains and then corrects himself the activities, without giving students the opportunity to speak in class.
- Lack of cooperative activities. Students work individually and the dynamic of the class does not give students the chance to speak.

From the analysis of these instruments, it is clear that students from Eighth grade at Rafael Pombo High School in Cartago were exposed to traditional classes, as it was observed during the visits to the classes and the interviews done the students. In which they used a text book that has been required by the administrative staff and teachers based their classes following the book and working individually in their workbooks, because that is the vision of teaching that teachers have at the school. Another important aspect is the little group work implemented in class.

As a conclusion, as it was noticed in the observation of the classes and the interviews with students, that the learners' main problem was to use the language when speaking, because they were are not able to have a conversation or interact properly in English, despite the big number of hours they have had in English classes. Due to this, and as it was described in the rationale, CLIL appears as a very good option for the context of this school.

3. Research Question and Objectives

3.1 Research Question.

What is the impact of CLIL lessons on the 8th grade students' speaking performance at a private school in Cartago?

3.2 Objectives

3.2.1 Research objectives

General research objective:

To recognize, how Content Language and Integrated Learning (CLIL), impacts 8th graders' speaking performance.

Specific research objectives:

- To apply CLIL approach as a way to enhance learners' speaking performance in English.
- To analyze the influence of CLIL approach in students' speaking performance in English.

4. Theoretical Framework

This research was based on Content Language and Integrated Learning (CLIL) methodology, and it made use of Geography as the main core for its application in the school selected for this project. In this way, the theoretical component aimed at providing a definition about CLIL, as well as explaining some relevant facts about its background, its current situation in the Colombian context, and its role in the English language classroom, with a special focus on important steps related to didactics for teaching Geography and the development of the speaking skill of the students..

4.1 Definition of CLIL

Mehisto, Marsh and Frigols (2008) stated that “We live in a time of innovation, and new ways of living and working. This often involves changing the way we do things.” These changes mentioned by the authors can be represented in education in a modern methodological approach known as CLIL, which has attracted to a certain degree a lot of attention in the most of the English as a Second Language and English as a Foreign Language professional world (Els, 2005). It serves as a general term for practice of bilingual education (Marsh, 2009). As Coyle, Hood and Marsh (2010) wrote that CLIL “...is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.

In regards to Colombia, this method has been scarcely explored, which subsequently leaves researchers and experts in the topic with limited proof to determine its influence in this context. For this reason, as stated by the aforementioned authors, it is important to focus efforts on innovating the way the

education system works in Colombia, specifically on the field of teaching English as a foreign language, since what has been done in regards to bilingualism has not been a real success according to the Ministry of Education in its annual report (2015), where they invited language instructors to use new approaches that help students and teachers to be motivated in terms of the teaching and learning of English.

Furthermore, as it was mentioned before, the acronym CLIL is used “as a general term to define all types of bilingual or immersion education. It basically involves the action of teaching in at least two different languages, other than language lessons themselves,” (Eurydice, 2008, p.112). This methodological approach emphasizes on the importance to “develop proficiency in both the non-language subject and the language in which this is taught,” (Eurydice, 2005, p.7).

Languages and other subjects have been taught separately for a long time, but CLIL “provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and cooperative learning, while building common purpose and skills for lifelong development,” (Mehisto et al., 2008, p.7). Hence, CLIL has been an essential means through which language learning has gained another substantial value. For this reason, a research project supported with this previous theory provides an interesting way to allow teachers to try something new at schools, by piloting some classes in which English is the means used to teach geography, and explore how it motivates students to improve their oral skills in the target language.

4.2 The role of content in CLIL

The term content in CLIL does not refer specifically to academic subjects; rather, it is used to mention any different subject. As stated by Genesee (1994) content is any “topic, theme or non-language issue of interest or importance to the learners” (Genesee, 1994). It is also important to emphasize that the material selected for a CLIL lesson must be something that really engages, challenges and impacts learner’s cognition, so as to activate their critical thinking skills and at the same time, to cover the target language and culture (Met, 1991, p.150).

In this way, the purpose of conducting this research study is to use Geography, in this case, using as a reference the one from English speaking countries as the content, in order to engage and motivate the students to participate in class, since there is a wide range of themes that can be used for such aim.

Additionally, CLIL is mainly applied in content classes such as Mathematics, History, Geography, Biology, Computer Programming, Science, Civics, Music, among others. Nevertheless, an appropriate choice of content depends on “teacher’s availability, language support, age of learners and the social demands” (Coyle et al., 2010, p.28) Therefore, the content selection in a CLIL project is the most challenging part, since in most of the cases, this is the base that determines the success or the failure of a project.

4.3 The role of language in CLIL

In CLIL, “an additional language is used for the learning and teaching of both content and language. It is often a learner’s foreign language, but it may also be a second language or some form of heritage or community language” (Coyle et al., 2010, p.1). In this way, CLIL is certainly very flexible, since depending on the teachers’ or the school staff’s decision, the focus of the lesson can be directed towards the target language or the content itself. It means that in a situation where the main purpose is to improve oral skills, the focus would rather be directed to content than to language.

Furthermore, according to Eurydice (2005), the use of target language varies across countries. In Europe, the most frequently languages used for CLIL are a combination of foreign languages and regional and/or minority languages. In Colombia, it is an exception since “CLIL focuses exclusively on foreign languages.” Besides, Eurydice (2005) confirmed that “close examination of CLIL target languages reveals that English is the most widespread foreign target language in west countries in order to apply CLIL.”

In addition to this, in CLIL language is commonly seen as a “tool for communication;” it is used as a “medium of learning” (Coyle et al., 2010, p. 32, 34). As far as language is concerned, CLIL has two requirements: “using language to learn and learning to use language” (Coyle et al., 2010). Bearing this in mind, teachers need to be very careful when applying CLIL, because they might fall into the mistake of teaching content without paying attention to language, or teaching language but

forgetting content, which is the most important part of CLIL. For this reason, it is a must for language teachers to have a balance in order to avoid separating lessons into sequences of content and language; that is to say, content and language objectives need to be interrelated. As such, these connections are made by “the Language Triptych,” which means that language use has “three interrelated perspectives: “language of learning”, “language for learning” and “language through learning” (Coyle et al., 2010).

“Language of learning” is language needed to acquire the content. This is language that is used when speaking about specific topics and themes of subjects. Emphasis is put on ability to use language with appropriate vocabulary (terminology), phrases and grammar so that the content is covered in a meaningful way. It is also important to keep in mind that the main objective of CLIL is content. For this reason, in order to have a successful process with content, there must be a good development of the program, and balanced quantity between content and language in the CLIL curriculum that facilitates teachers to provide the students the necessary tools to acquire content and progress in language at the same time.

“Language for learning” concentrates on language which is needed to be used in a non-native language environment (Coyle et al., 2010). Examples of important language skills are asking questions, discussing, describing, thinking, memorizing, and drawing conclusions. Besides, it is necessary to support and develop skills that are required for working in pairs, groups or teams. Thus, both learners and teachers take their own roles to use communicative skills, since this is the base for an excellent CLIL program. In this way, teachers provide students with tools that lead them

naturally to use the target language (English in this case), in a communicative way, using vocabulary and expressions taken from the content selected for one specific group (Geography in the case of this research).

Likewise, language is improved through the acquisition of new thinking processes and knowledge (Coyle et al., 2010). Although the language used in CLIL is relevant for carrying out the processes, every teacher should bear in mind that the mother tongue or first language (L1) plays a critical role in these lessons. The ratio of L1 and L2 exposure depends on the level of proficiency in L2: the lower degree, the higher exposure of L1. It has also been shown that the use of L1 is especially helpful for explaining and understanding basic concepts, since it provides important support in academic learning; it is needed for explanation and clarification of new subject matters and/or for instructional purposes (Echevarria, Vogt & Short, 2008). Although the purpose of CLIL is to provide content using a foreign language to support its acquisition in a more natural way, the methodology recommends the use of the mother tongue as a way of comparing the two languages, and in some occasions, clarifying concepts from the content used in the classes.

4.4 CLIL in Colombia

Bilingual education refers to using a foreign language in addition to the students' mother tongue; for some non-language subjects, i.e. science, math, art and geography, English is becoming each time more popular in Colombia. Buchholz (2008) argued that being in contact with a foreign language when learning contents other than the language itself can support the acquisition process.

Currently, bilingualism is starting to take on a new role in Colombia. Schools and universities are not concerned with just learning English anymore, but are more concerned with what students can do with the new language. Graddol (2005) stated that English is no longer a foreign language, rather it is becoming more of a core skill very much like ICT skills, as it transforms and repositions the curriculum. This, in turn, has brought about crucial changes in the way English language researchers and professionals look at the teaching of English. In the case of schools that have the vision of becoming bilinguals, the application of a new methodology like CLIL might be the start to a new way of encouraging students and teachers in the process, and at the same time, strengthening the curriculums in the search for a better and more effective way of teaching and learning English.

Recently, the Ministry of Education in Colombia, through the Bilingual Project established English as part of the State Curriculum, in which the Common European Framework for Languages (CEF) is used as a source of reference. The new state language curriculum contains a comprehensive description of language proficiency along with associated assessment standards, so that there is transparency and consistency in the teaching of English language in Colombia.

By the same token, content and language integration is starting to become the established language teaching approach in Colombia. Progressively, private schools and universities have been combining English and content, thereby demanding additional efforts in terms of professional development in order to better understand how content and language work together. Consequently, a number of CLIL courses, both short and long, have been designed for pre-service and in-service teachers.

Concerning bilingual schools or schools with a strong focus on English, CLIL is an appropriate alternative to increase the exposure of the students to the foreign language through subjects. In a more specific case, the use of a subject like Geography provides greater opportunities to practice the target language in the classroom, since it offers not only broad content but also extensive practice of the different skills of language, and at the same time, it can be adapted to any requirements of the curriculum.

In the same way, current research in second language acquisition indicates that an essential element for effective instruction in English as a second language is the access to comprehensible input (Krashen&Biber, 1988). One way to provide students with comprehensible input is by teaching content in English in an engaging and interesting way, through the use of strategies and techniques that allow them to both acquire language almost automatically and become active participants in its use, thus responding to the need communicating something selected and discussed in the input (Content).

Nowadays, the need for Colombian people to understand and use English across the curriculum in schools is gradually becoming a requirement as a result of globalization. The content that is managed within the field of bilingual education frequently represents a problem for the students, due to the way in which the content of a given subject matter is taught, thereby making language learning more difficult for the students to be fully grasped. As a consequence, it leaves a large gap in the teaching-learning cycle. Equally, this is frustrating for teachers who lack of the necessary tools when delivering a class using the CLIL approach. Days are gone when

students “just become conversant in ‘General English’, but they should study their subject in English” (Graddol, 2005). Although CLIL varies as far as being described or implemented, it is an approach that can be easily adapted to current educational and bilingual programs in Colombia.

To summarize the previous information, although there is some research surrounding CLIL in other educational contexts, further exploration is needed in terms of content and language integration using the CLIL approach in Colombia. Research should focus on the different stages of implementation taking into consideration the different educational stages. Increased in-service courses are feasible in order to re-train teachers on different teaching methods, as well as different ways of working with specific language in a CLIL environment. It is also important to establish opportunities for content specialists to know more about language learning and teaching, in order to successfully promote the students’ language skills.

4.5 Advantages of using CLIL

CLIL is an innovative and relatively new methodological approach that offers a series of advantages to teachers and students in the teaching and learning context. These advantages go hand in hand with the main purpose of this approach, which is to use content as a channel to provide students with language input, so as to enable them to practice the different skills of the L2.

The “operational success” of CLIL is closely linked to a high range of lesson models which can be carried out in many different ways, and with a wide variety of learners. Because CLIL does not possess an exact and strict form, it is very flexible

and adaptable to different contexts and types of school worldwide. Likewise, the “educational success” of CLIL lies in the basis of this dual-focused approach which involves both content and language exposure integrated in the classroom (Coyle et al., 2010). An additional advantage has to do with the possibility of using any kind of content, either academic or informal, to raise interest in the learners, which subsequently leads them to improve language skills.

Besides, CLIL responds to the development of modern age with its demands on perfect academic knowledge which can be used around the world. Students have the opportunity to learn “subject-specific vehicular language terminology” which prepares them for their future as professionals (Coyle et al., 2010). Hence, the integration of both, language use and content helps to improve learner’s cognitive development and stimulate cognitive flexibility. As Mehisto et al. (2008) claimed, “Thinking (cognition) is the mental faculty of knowing.” In a world where bilingualism has become such an important issue, schools and institutions now concentrate their efforts on designing and delivering subjects entirely in English. For this reason, CLIL is intended to be the appropriate approach for achieving this purpose.

Another advantage to consider is the natural environment CLIL offers to learners for second or foreign language acquisition. Students are given the necessary tools to use language immediately and naturally through content that has been designed under the conditions of real situations. According to Darn (2006), language is learnt best when “there is an emphasis on relevant, meaningful content rather than on the language itself. People do not learn languages and then use them, but learn

languages by using them.” He also confirmed that “learning is improved through increased motivation and the study of natural contextualized language and the principle of language acquisition become central. “In other words, while implementing a CLIL program, students come to a moment in which they learn language unconsciously because they are more aware of the content; this certainly depends completely on the teacher’s ability to engage them.

Likewise, communication is enabled through active learning. Students become dynamic, fully engaged in lessons, and cooperative with their peers using scaffolding, that leads them to negotiate both language and content, and take the teacher as a sparring-partner. Besides, CLIL lessons are based on students existing knowledge, abilities, skills, interests and experience which contribute to creative and critical thinking (Mehisto et al., 2008). As previously mentioned, it is the content chosen and the teacher who encourages all these interactions among students; in the same way, the lesson must be based on communication and cognition, focused on the content chosen and on the use of the target language in a clear and organized way, so as to enable students to show their best while performing in the different skills, not only in the target language, but also in the content proposed by the teacher in the lesson.

4.6 Disadvantages of using CLIL

As mentioned before, there are some advantages of using CLIL; however, when implementing such new methodological approach, there are some obstacles that may emerge and need to be overcome in order to carry out a successful lesson. One major problem is comprised by CLIL-unbelievers or as Mehisto et al. (2008) called them “the cynical Susans and doubting Thomases.” This group of people claims that it

is not possible to learn the same amount of content in second language as in their native language; in addition to this, CLIL students are unable to reach high academic results, and their skills in their mother tongue are diminished. However, as demonstrated by researchers on the issue, these opinions are distorted. Most of the CLIL detractors argue that learners exposed to CLIL do not learn enough content, and at the same time do not acquire language, because the methodology lacks of a clear focus on both issues, therefore students are unable to carry out an effective learning process.

An additional disadvantage deals with the fact that there is a lack of trained teachers on CLIL. As Eurydice (2008) published, in most countries teachers are not required to have any specific qualifications for CLIL. Following this idea, “the number of individuals, who speak a given CLIL language and have subject area qualifications, is limited” (Mehisto et al., 2008, p.21). Yet, even if there are such qualified teachers, this does not guarantee that they are able to focus on and teach both content and language at the same time. In some cases, teachers have knowledge and skills to cope with both; in some others, language teachers do not comprehend content subjects, or they simply lack of sufficient level of language or are too self-critical about using it.

Another disadvantage of using CLIL is related to time. Preparing CLIL lessons is time consuming and it “takes a conscious effort to set content, language and learning skills goals for every lesson and to develop activities that involve a maximum number of students at a given time” (Mehisto et al., 2008). Time needed for preparation is high because of the shortage of materials and ready-made resources (Coyle et al., 2010). Some CLIL materials are in supply but it is necessary to adapt

them to specific students and lessons. Mehisto et al. (2008) emphasized that “the language input needs to be simple enough and presented in a reader-friendly manner as to facilitate comprehension, while at the same time being sufficiently content-rich and cognitively challenging to capture students’ interest.” Greater workload is not supported enough by school administrators; hence a lot of teachers have to take responsibility on this, but not so many are willing to.

In addition to this, teachers have complained about assessment in CLIL. Questions such as what, when, how and who to assess should be taken into account. Coyle et al. provide main assessment principles to guide teachers on this important task. As such, a CLIL teacher should specify clear learning objectives which “include content/skills first, then language in some form. A positive aspect in regards to this is that CLIL has no preference of assessment types; it rather should be a mixture of formal and informal assessment with a mixture of specific tasks. As for content, it should be “assessed using the simplest form of language” and for language “should be assessed for a real purpose in a real context” (Coyle et al., 2010). For this reason, it is important for teachers to help students be familiarized with assessment criteria and scaffolding, as to participate in both self- and peer-assessment.

Nevertheless, complaints are not only from teachers. CLIL is an example of student-centered approach which is closely connected with demands on students’ activity and development of skills such as “analysis, contextualization and metacognition” (Coyle et al., 2010). Since students are required to compare, contrast, discuss and draw conclusions, they acknowledge that CLIL courses are difficult for them. Besides this, they have to cope with anxiety as well. As Coyle, et al. (2008)

state, “anxiety can be related to classroom climate and/or to the instructional conditions. Especially difficult are speaking tasks with certain speed of target language, great amount of new vocabulary and importance to speak in front of a class. In such cases, it depends on how skillful the teacher is to drive students along the process to make it smooth.

Also, positive classroom climate such as no social comparing, supporting of cooperation and showing importance of mistake making can be helpful (Dörnyei, 2001, p. 94). Hence, by facilitating this in the classroom, students will feel confident and comfortable while performing in front of others, eliminating the pressure of getting grades and giving the possibility to get valuable feedback that will help them realize and overcome mistakes and at the same time, reinforce their skills.

4.7 CLIL Methodology

CLIL as an example of an innovative methodological approach fairly differs from traditional teaching. CLIL is accurately defined as “a methodology based on a Vygotskian model of constructing ways and means for learners to get from where they are to where they need to be and packages that within an environment of interaction with peers and the teacher.” Even if there is no strict lesson plan, no exact methods and no obligatory organizational forms to use, CLIL lessons have some common features that a competent CLIL teacher should keep in mind.

The strategy is not only to integrate content and language. Coyle et al. (2010) talked about integration of four elements, so called 4Cs: “4Cs Framework integrates four contextualized building blocks: content (subject matter), communication

(language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship)”. This integration is done within certain contexts and shows the importance of symbiotic relationship between these components.

By the same token, Mehisto et al. (2008) provided a more detailed characteristic of the individual elements as it can be seen in the following table:

Table1

Elements of 4Cs Framework

Cognition
<ul style="list-style-type: none"> <input type="checkbox"/> cognition comes out from students existing knowledge, skills, abilities, attitudes, interests and experiences <input type="checkbox"/> students are engaged in associated cognitive processing <input type="checkbox"/> students cooperate to reach proper outcomes and analyze achievement of results either with or without help of peers and/or teacher <input type="checkbox"/> students synthesize, evaluate and apply knowledge and skills acquired in several subjects
Community¹
<ul style="list-style-type: none"> <input type="checkbox"/> students are enriched being members of a culture/learning community <input type="checkbox"/> students acquire a deepen intercultural awareness, which is in tum brought about by the positioning of self end otherness <input type="checkbox"/> students are self-confident to work in a group and are able to balance their interests with the others <input type="checkbox"/> there is a partnership between all the participants of education (teachers, students, parents, etc.) <input type="checkbox"/> students know their role in the classroom, the local and the global context
Content
<ul style="list-style-type: none"> <input type="checkbox"/> content is clearly connected with the community <input type="checkbox"/> students apply new content and develop related skills and understanding of content through experiential activities <input type="checkbox"/> content is substantive without being overwhelming <input type="checkbox"/> content from different subjects is integrated <input type="checkbox"/> cultural content is integrated into all subjects
Communication
<ul style="list-style-type: none"> <input type="checkbox"/> students actively use the right to participate in activities and communication <input type="checkbox"/> students interact in the communicative context <input type="checkbox"/> desk placement, displays on classroom walls and other available resources support learning and communication <input type="checkbox"/> students and teachers co-construct and negotiate meaning <input type="checkbox"/> language/communication skills are developed in all subjects

(Adapted from Mehisto et al., 2008)

There is something that must be clear when talking about CLIL lessons; it is that the first objective should be the content subject. As Darn (2006) stated, the language needed to learn is determined by the subject matter. L2 should not be used only to provide students with vocabulary or applied in texts only to revise what has been done in the mother tongue. It should be put in use to learn as well as communicate. Moreover, CLIL teachers ought to bear in mind students' level of L2 when planning lessons and specific activities in CLIL. It is why there must be a very clear knowledge about what kind of students are going to be exposed to CLIL lesson, what is their background in the content subject, as well as in the L2 language to be used as mean of instruction.

Grenfell (2002) points out the development of communicative skills with acceptance of language-switching during lessons. Communications and understanding a prior feature thus L1 is useful in activities such as problem solving. Encouragement of L2 use can be done with text reading and tape-recording. As for assessment, communicative skills should be assessed together with the content knowledge and skills, but the teacher should be aware of students' linguistic limitations. But at the same time must prepare challenging activities to encourage students to improve their communicative skills in this case their abilities to express ideas and opinions orally.

CLIL strategy includes "repackaging information in a manner that facilitates understanding" (Mehisto et al., 2008, p.11) which can be achieved with the use of visual aids (e.g. charts, diagrams, drawings) or practical experience (hands-on experiments). This can help to provide key concepts and apply appropriate terminology. As for productive skills, speaking is focused more on fluency than

accuracy and on how students use the language they receive in the input stage in order to produce coherent speech in terms of language and content.

A variety of tasks used in CLIL lessons depends on the “learning purpose and learner styles and preferences” (Darn, 2006). Schools and teachers should pay attention to learners` need and prepare suitable and challenging materials which enable them to develop their cognitive and linguistic levels in the Content and Language Integrated Learning (CLIL) methodology”, for this purpose, organizational forms like pair work, work in groups or cooperative learning are of a high importance in order to activate debates, and other tools that encourage students to apply critical thinking in their outcomes from the activities proposed by the teacher.

CLIL uses materials, especially from the media and other sources, which are authentic for students. During lessons, there is a “connection between learning and the students` lives” (Mehisto et al., 2008). Marsh, Mehisto, Wolff&Frigols (2010) provide “language, content subjects, personal experience and the out-of-school world” as an example of a strategy to link learning and learners experience. CLIL learning is active as students speak more than the teacher; they “help set content, language, learning skills outcomes” (Mehisto et al., 2008,) and subsequently, they evaluate progress in achieving those outcomes. And the success of a CLIL class relies on the material that is used, as mentioned above it has to be authentic and touch students` lives in any way, only if the lesson is able to do it, we can say that learners will be encourage and engaged in their learning process and it will automatically motives them to acquire language in a more natural and relaxing way, two conditions that are specially important when learning a new language.

Students cooperate with their peers, they negotiate language and content together while the teacher's role is a facilitator. Furthermore, scaffolding is a useful point in CLIL methodology. Students help each other constructing creative and critical thinking at the time when a more experienced student explains a piece of information to a less experienced one(s) (Mehisto et al., 2008). Grenfell (2002) also stresses in the student-student interaction the need of helping less proficient students by proficient peers. He adds that in CLIL lessons, before moving on to a general topic, it is of a big importance to use particular cases. To train learners in productive and reception strategies, let them mark lack of comprehension, ask for help, repeat, paraphrase, among others.

4.8 Lesson planning in CLIL

The success of CLIL relies on an effectiveness of CLIL lessons, if well planned a CLIL lesson will be the main tool to an excellent performance of both teachers and learners using this methodology in the classroom. Although there is no strict guidance of CLIL lessons and individual lessons can differ a lot, CBI (Content Based Instruction) uses a specific lesson framework described by Brinton & Holten (1997) which can be well applied to CLIL. Learning units have three stages: into, through and beyond. Each of them has some specific features which maximize students' learning development.

The first stage of this framework, "Into", can be presented as an introduction to a concept. At first, teacher should get to know if and to which extent students have a prior knowledge of a given topic. As Coyle state (2010), a construction of a "KWL

chart” can be very useful and at this point, students fill in only “What I know” and “What I want to know”. Techniques such as free association, brainstorming, content-related visualization, reviews of formerly gained content-knowledge, vocabulary input are helpful means to help learners to access the new content material (Brinton & Holten, 1997).

In practice, students usually experience a lack of vocabulary knowledge. Teachers tend to use the translation from L2 into L1. A glossary with expressions` explanations in L2 is much better or as Baldwin (n.d.) suggests, teacher could give students the task to match words with definitions or pictures, gap-filling activity or guessing the meanings from a given text. To resume the “Into” phase, the main goal is to find out how deep the prior knowledge is, to introduce students to the topic, gain their attention, engage and motivate them and prepare them for the following stage. “Through”, the second stage is the main part of learners` development of both language skills and content comprehension. According to what students know and what they are interested in, they receive new content which is closely connected with the development of suitable and necessary grammar and an appropriate vocabulary input. Learners deal with hypotheses they had formed in the “Into” stage broadening their “knowledge base with new facts, ideas or opinions” (Brinton & Holten, 1997).

In the final stage of the lesson framework called “Beyond”, learners apply creatively what they have learned and got to know. To adopt the gained knowledge to personal experience, following activities and methods can be used: debates, discussions, role-plays, simulations, essays (Brinton & Holten, 1997). Baldwin (n.d.) added follow-up the last part of KWL chart, what I learned, is of a big importance in

the last phase of this framework, through activities to these. These activities are based on the reinforcement of vocabulary and content, group discussions, individual presentations, making posters and writing about the topic. Brinton & Holten (1997) conclude the characteristic of the last stage declaring that “the end goal is for students to demonstrate both conceptual and linguistic mastery and to provide a forum for communicative language practice”.

The model given by Marsh (2005) is similar to this division. The model contains four stages: “sensitizing”, “research”, “developing”, and a “consolidation and synthesis stage”. In the first stage, “sensitizing”, for which the process of deconstruction is typical, learner’s cognitive operations such as noticing ought to be activated. This operation is enabled by the material recognition. The “research” stage is grounded in task-based learning. Students should deal with the text “mind mapping their understanding and generating the language” and thus be active and learn autonomously (Marsh, 2005).

In the “development” stage, learners develop especially their communicative competences at the time when they teach their peers their topic and present the mind maps. And finally, “consolidation” phase is done by improving language-specific features. Marsh (2005) reasons that “conceptual challenges around the content in the form of debates, the establishment of expert groups within the class and/or written tasks enable the synthesis of the new knowledge”.

As a conclusion, the most important characteristics of CLIL methodology are as follows: It is student-centered which implies that the teacher talking time is shorter

than in teacher centered classes. Learners are motivated, challenged, engaged, active and autonomously learning. As there is no best CLIL method, teacher should decide which method or method combination is suitable for which aims, learners and under which conditions (Do Coyle, 2011). It follows that teachers should remember a variety of activities, tasks, organizational forms and methods which should be used. The learning process is founded upon participants` prior knowledge which is further applied to the development of their abilities, skills and cognition. Teachers should pay attention to the “4Cs” when preparing the lessons. And last but not least, every learning unit should contain specific stages (e.g. “into, through, beyond”) to assist learners in gaining their linguistic and content mastery.

4.9 Competences of CLIL Teachers

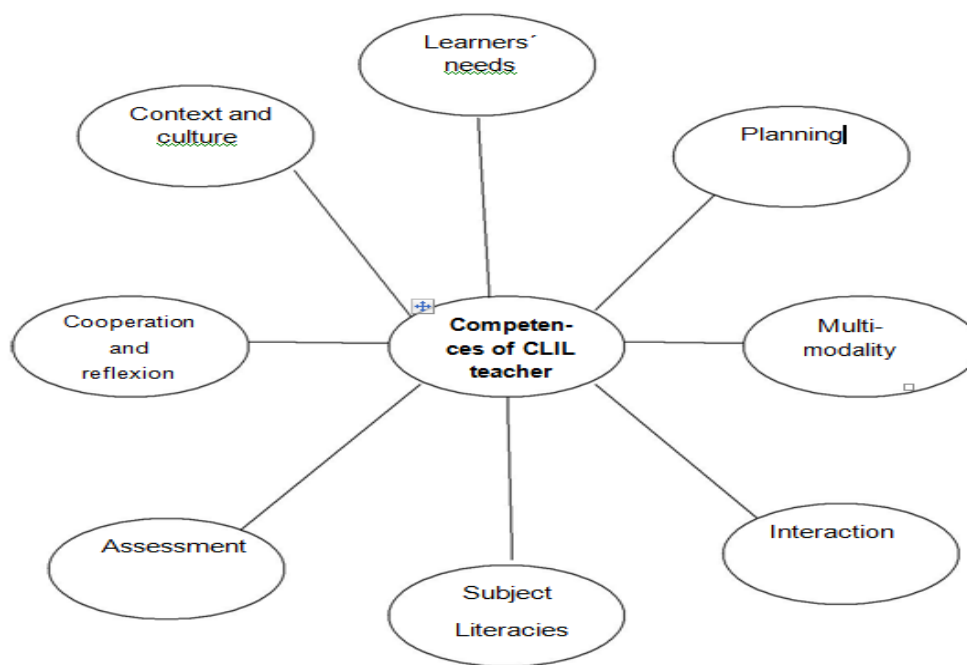
CLIL lessons are not easy to prepare, plan, realize and keep going. They have certain characteristics, which should be held and which a good CLIL teacher needs to keep in mind. The most important features can be regarded as competences of a CLIL teacher. Competence is defined by Marsh et al. (2010) as “the demonstrated ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situation and in professional and personal development”. In every area of competences, CLIL teacher uses certain knowledge (what is needed to know), values (what is needed to appreciate), skills (what he/she needs to be able to do) and also some activities by which skills and values can be developed by (“CLIL across contexts: A scaffolding framework for CLIL teacher education”, 2009). CLIL teachers are responsible for learners` cognitive, social and affective advancement which can be

done with the impact of their own “attitudes and behavior on the learning process” (Marsh et al., 2010).

CLIL Teachers require a number of specific abilities because they teach both content and language integrated identifies way and competences of CLIL teacher, which belong to three basic areas: proficiency in a non-language subject, language skills and didactic skills. Naturally, the language competence is present in all lessons as words, phrases and other linguistic forms are used to comprehend the content. In reverse, content grants the meaning to language skills (“CLIL across contexts: A scaffolding framework for CLIL teacher education”, 2009). To create effective learning environment, didactic skills are needed. A good CLIL teacher is able to use activating teaching methods and different organizational forms to form various learning situations, and also respect students` needs and level of language.

Other necessary competences of CLIL teachers are introduced in the following chronological order according to increasing proficiency: learner`s needs, planning, multimodality, interaction, subject literacy, assessment, cooperation and reflection, and context and culture (“CLIL across contexts: A scaffolding framework for CLIL teacher education”, 2009). The areas of competences of CLIL teachers can be seen below:

Competences of CLIL teacher



(Adopted from ("CLIL across contexts", 2009, p.11)

Figure 1

Classes taught by competent teachers are focused on learners' needs which are more heterogeneous and complex in CLIL. The second step, planning, has to be more elaborate so that L2 is effectively used to develop the content learning. Teacher should have a multimodal approach to learning because of differences among students and occurrence of specific difficulties. Such inconvenience can be a consequence of the lack of language skills ("CLIL across contexts: A scaffolding framework for CLIL teacher education", 2009). As Marsh et al. (2010) state, teachers should modify their teaching taking into account "students' diverse language competences and needs".

Learners-teacher or learner-learner interactions in L2 are crucial for forming and developing cognitive, critical thinking and linguistic skills. Some aspects of subject literacies help learners to use the language in an appropriate way to acquire an adequate content. Assessment and evaluation is done not only to test students but constantly by a teacher and peers which sustains learner`s self-reflection (“CLIL across contexts: A scaffolding framework for CLIL teacher education”, 2009). Marsh et al. (2010, p.20) agree that learners ought to give and receive teacher and peers assessment/feedback. Besides, the cooperation of language-and subject expert improves the ability of teacher`s own reflection, too. The last area, context and culture, forms the basis of all learning situations and emphasis on intercultural values which are important in the modern world (“CLIL across contexts: A scaffolding framework for CLIL teacher education”, 2009).

Competences of a CLIL teacher go hand in hand with methodological features used in CLIL. The difference between a subject teacher and a CLIL teacher lies in the knowledge of CLIL strategies, and abilities and skills how to put the theory in use. The preparation is much more demanding and time consuming and even if CLIL lessons are well-prepared, the teacher must be flexible to respond to students` unique needs in an appropriate way.

4.9.1 Didactics of Geography

Geography is a Science which belongs to the Natural, Social and Technical Sciences. It explores relations of nature and society in a given place and time. It deals with geographical spatial systems, their proceedings and development. It studies

natural and socio-economical complexes of land sphere and its components (Hájek, 1999, p.35).

In Framework Educational Programme for Secondary General Education, Geography belongs to the educational area Man and Nature and partially to Man and Society and it is divided into geography and geology. Its educational content consists of topics in natural environment, social environment, regions, geographical information and field trip education. In addition, Geology deals with composition, structure and evolution of the Earth, geological processes in the lithosphere, water and man and inorganic nature (VÚP, 2005). From the list of Geography content topics, it is evident that geography does not relate only to regions and tourism as a lot of uninitiated affirm, but its subject matter extends to the Earth as a celestial body, population, global economy, landscape, cartography and topography, internal and external geological processes, soil profiles, (VÚP, 2005).

Geography is not taught in all types of secondary schools. The number of Geography lessons is determined by every school and is given in the School Educational Programme. Geography is commonly taught in 1st and 2nd year with the total number 2 lessons weekly. In 3rd and 4th year it can be taught as an optional educational activity which in practice is done in the form of seminars to prepare students for a final leaving exam (VÚP, 2007, p.82-83). In the case of the target school, Geography is taught mixed with other social sciences like, History, Philosophy and Environmental Sciences.

According to Hájek (1999), didactics of Geography is a Science about processes of acquiring geographical information and skills, about mechanisms and connections in the progress of these processes. This science studies the process of formation of students' personality in pedagogical educational school work on the basis of geographical cognition. The didactics of geography explores content, methods, organizational forms, pedagogical means related to geographical education. It investigates issues related to the preparation, progress, results and evaluation of pedagogical educational process in the subject geography. A short definition by Balyan&Hovsepyan can be used as a summary (in A. Hübelová (ed.), 2009, p.187) saying that didactics is "a science about teaching and education, about their goals, content, methods, means, and organization as well as about practical use of gained knowledge."

The didactics of Geography have to do with many objectives. The content of geography is closely connected with materials needed to build knowledge, skills and abilities. As for materials, visual aids such as maps, charts, graphs, schemes, pictures, atlases, encyclopedias, and so on are frequently used in geography (Hájek, 1999, p.14). Kühnlová (1999) adds that other resources are used such as worksheets, compendium, yearbooks, historical materials, specialized publications, education computer programmes, and landscape, village and city surroundings.

According to the level of cooperation, different organizational forms, for instance whole class work, work in groups, pairs or individual work can be used. In classrooms, technical equipment such as video, computer, overhead projector (which is necessary for PowerPoint presentation) is in demand (Hájek, 1999). As

Balyan&Hovsepyan, 2009) state, geography is a dynamic subject in which the use of “visual presentation, technological means like video tapes or other visual effects are highly encouraged and effective.” Foltýnová&Mrázková (in A. Hübelová (ed.), 2009) said that an innovative method in teaching geography is with the support of Information and Communication Technology (ICT). ICT can help in searching for information, geographical investigating and/or communication which leads to the development of student`s “skills and knowledge with emphasis on their application in practice”.

New trends in education provide a various range of teaching methods which are well-applied in the field of Geography. Teachers can change seat arrangements according to organizational forms and methods used in class. Asking questions, discussions, class debates, debate clubs, panel discussions, workshops, team teaching, brainstorming, authentic learning, geographical projects and didactic games are of a great value (Kühnlová, 1999).

Because of the wide content, Geography is a good example of integrated approach in teaching and interconnection between other subjects and of course is a perfect subject to be used it in a CLIL approach. Geography provides a real picture of the world based on cultural basis. This is very important for life in the world without borders (Kühnlová, 1999, p.92). Geography is closely connected with other sciences such as history, art and culture, sociology, languages which are necessary to comprehend geographical context. This possibility of integration shows also a big advantage for the use of CLIL.

4.10 The Speaking skill

Since the main objective of this present study is to improve students' oral fluency through the implementation of theme based lessons, it is paramount to define the term speaking skill because oral fluency is part of this language ability. Brown, 1994 cited in Burns and Joyce (1997) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. These processes are dependent on the context in which they occur, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Brown et al also explain speaking is divided into two factors which are interaction and speech. The former is characterized by spontaneous language use and expressions where more than one individual is involved in a conversation; the latter one individual is in charge of preparing a discourse where there is a group of people listening to it. In the speech component, the speaker has to be fluent enough to transmit the idea coherently. Thus, fluency plays a crucial role in this research as students need to be able to give short speeches about different types of topics related to their academic programs.

4.10.1 Oral fluency

Due to internationalization this term has become an essential word in different academic programs that are thinking of helping students to get better job opportunities. There are a variety of strategies and approaches which aim to develop students' oral fluency. JereOur Harmer is a well-known author who has pointed out

outstanding theory about language skills. According to Harmer (2011), oral fluency is a speaking component since it is derived from the speaking skill. This component deals with the ability that the speaker has to produce speeches and connect ideas and words easily without much hesitation. Harmer points out that oral fluency is determined by the speaker's knowledge about the topic being addressed, the time for planning, and the familiarity the speaker has with the topic.

Additionally, the Longman Dictionary of language Teaching and Applied Linguistics (2010:222) defines fluency as *the level of proficiency in communication which includes the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar the ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication*. It is also mentioned in this dictionary that fluency provides the features which give the oral speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.

In the same fashion, Blevins (2001) states that oral fluency has some components that let the teachers know if a student is fluent or not at speaking. This author explains that the components of fluency are automaticity, accuracy and speed, intonation and phrasing. Automaticity refers to accurate, quick word, grammar, and topical recognition to express ideas clearly. Although students may recognize words, their oral speech may be expressionless and/or lack coherence. Accuracy and speed deals with the correct use of the grammatical aspects of the language. Intonation has to do

with the speakers' ability to use the appropriate words with an effective tone of voice in order for the audience to understand the main points of a speech. The last fluency component explained by Blevins is phrasing; this is related to the ability to re-state and re-organize the main ideas of the speech with the purpose of clarifying ideas. It is important to recognize that to foster these oral fluency components in language students, teachers need to encourage students to participate in class given the fact that this will help learners to improve their oral fluency by giving opinions, definitions or examples. Therefore, class participation is crucial in the development of this research project.

4.10.2. Class participation

Since the main objective of this project is to improve students' oral fluency, class participation is seen as an important class strategy that allows learners to make progress in the particularly in the oral fluency. This term has been widely spread over the past twenty years with the introduction of the concepts teacher talking time (TTT) and student talking time (STT). In the past, language teachers used to speak during all the language class without letting students to participate. Nowadays, participation is a key aspect when planning a class on the grounds of the fact that it increases students' motivation; also, they have more opportunities to practice the language when they take the risk to participate. (Shore, K, 2008). Based on what Shore (2008) states, class participation is a valuable learning tool for teachers and learners because teachers can perceive if the students have understood the topic covered in the class, and learners can clarify doubts and improve their oral performance as well as they can have the chance to improve their interest towards the class. Due to the relevance of class

participation in the promotion of oral fluency, it is necessary to take into consideration some elicitation techniques; these will guide the facilitator in the process of having students gain this component; also these elicitation techniques will motivate students to participate in class.

4.10.3 Elicitation techniques

Elicitation techniques constitute a fundamental part of class participation as well as in the development of oral production in class. In a research study called *An analysis of teacher's elicitation techniques in the classroom at SMA Pembangunanlaboratorium UNP* carried out by Tiarina, Jufri and Sasmita (2011); elicitation techniques are defined as a technique used by the teacher to stimulate students to talk in the classroom; this technique allows the student to be the center of the class since students are taking part of the class actively by interacting with the teacher as well as the classmates. Once the students get involved in the class, they start becoming more interested in the class and taking risks to speak; therefore, it is necessary to introduce different thematic that facilitate students' participation and at the same time they are being helped in improving their oral fluency. Hence, oral fluency tasks constitute a relevant concept in this project.

5. Methodology

5.1 Type of Study

This research is a qualitative study, which has its bases in action research, since it provides the necessary structure to carry out an intervention in order to promote successful changes in students' oral performance. An action research involves observation and examination of subjects and teaching practices in the classroom in a period of time to discover a problem or situation; it requires an ongoing observation and reflection to propose effective changes and improve the situation. (Meyer,2000).

As a qualitative research, different research methods were used such as researcher's diary, students' and teachers' questionnaires and outsider observations. These instruments were used to collect data regarding students' oral production when doing different speaking activities throughout the implementations stage. According to Merriam (2009), observation is a research method which consists of a detail analysis of people's behaviors, attitudes, reactions that are necessary to obtain data from the subject that is under research. Furthermore, to accomplish the objectives of this study, one students' and one English teachers' questionnaires was applied in order to know what students' and English teachers' perceptions are regarding language development process after being exposed to CLIL. another instrument that supported the researcher to collect data was teachers' diary; this is a description of researchers' feelings regarding the class and the subject of study. This part of the instruments as

wellhelped the study to collect reliable information since it comes from three different sources; teachers, students, and outside observer.

5.2 Participants

This study was developed in eighth grade at Rafael Pombo High School. The intervention stage was implemented during their regular English classes and some extra moments, during their Social lessons, since Geography was used as content for the purpose of the research in CLIL. The group had twenty students, whose ages range from 12 to 14 years old; there were thirteen Boys and Seven Girls.

Twenty students from a private school in Cartago, who were exposed to CLIL classes using Geography, were the subjects' participants of this study; they provided the researcher with qualitative data regarding their speaking skills.

Concerning students' background knowledge in the English language, they had been exposed to English for about 5 years and for 8 hours a week, but as it will be shown in the pretest results their speaking performance in English was not very fluent and they had have some problems to express themselves orally in front of others.

6. Research stages. Analysis and Results

6.1 Diagnostic stage:

To explore the issues that were encountered in the oral fluency process, I investigated how the implementation of Content Language and Integrated Learning could help learners to improve their speaking skills. That is why; We decided to conduct this research project by using different instruments and techniques in the Diagnostic Stage. To begin with, We applied a questionnaire to the English teachers in order to know their opinion on the English teaching and learning process at the school, and then We used another questionnaire for Content teachers (Social Sciences), to know about their point of view about the English program at school and their opinion regarding the possibility of including content from their areas in the English classes. We also applied a questionnaire to students to have a big picture of how they see the English classes and their own performance, we observed the English teachers to see how in general the class was conducted and the way students worked and what skills they concentrate in. Finally we applied a pre-test to determine the student's oral performance at the beginning of the research.

Table 2

Summarizing the data collection instruments used in the Diagnostic Stage

DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENT	OBJECTIVE
written questionnaire (non-observational)	English Teachers' Questionnaire	To know the teachers' opinion about including topics from other subjects in the English class, to know the level of English of the students and

		about the development of the class
written questionnaire (non-observational)	Content Teachers' Questionnaire	To learn about, the inclusion of some special topics in the class and the importance of English for students and how useful it was to include English in other subjects at school.
written questionnaire (non-observational)	Students' Questionnaire	To know about students' preferences for learning English, skills they practiced more and the importance of having communicative activities in the class. Their interest in learning English, and the possibility of having content from other subjects in the English class.
Observation (observational)	ObservationFormat	To observe an English class at the target school in order to make some basic conclusions about the process of teaching and learning English at the institution.
Testing	Pre-Test Exam	Establishing the learners' current proficiency in English before the intervention phase

In the same way, during the evaluation stage, other instruments were administered.

The following table condenses those instruments.

Table 3

Technique	Instrument	Objective
Questionnaires (non-observational)	<ul style="list-style-type: none"> - Students' Questionnaire N° 2 - Teachers' Questionnaire N° 2 	<ul style="list-style-type: none"> - Determining the learners' opinions about their own performances in the English lessons, the tasks implemented by the teacher, and their preferences - Determining the teachers' opinions about the students' performances in the English

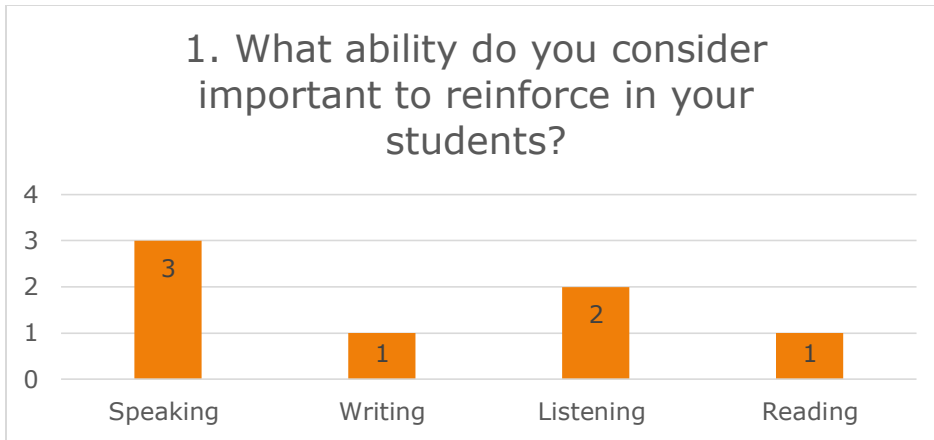
		lessons, the tasks implemented in the workshops and to analyze the improvement of the students in their English speaking skill.
Externalobservation (Observational)	- ExternalObservation N° 1 - ExternalObservation N° 3 (TALOS scheme)	- Finding out information about the students' participation, interest, and general performance in relation to tasks and to see how the workshops were applied and if they are effective in improving their oral skill, which is the objective of this.
Testing(non-observational)	- ProgressWorkshop N° 7	- Establishing the learners' current proficiency in English during and after the implementation stage

6..2 Instruments and Analysis of the Diagnostic Stage

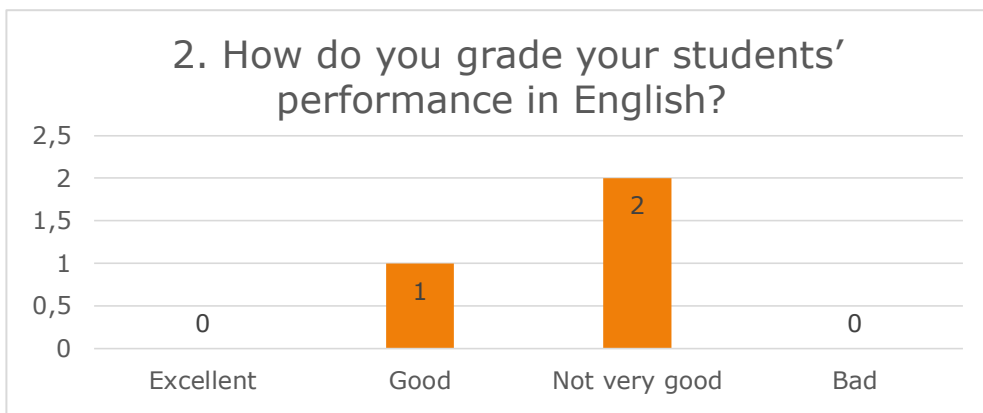
The aim of this section is to show the results and analysis from the data collection instruments.

6.2.1 English Teachers' Questionnaire

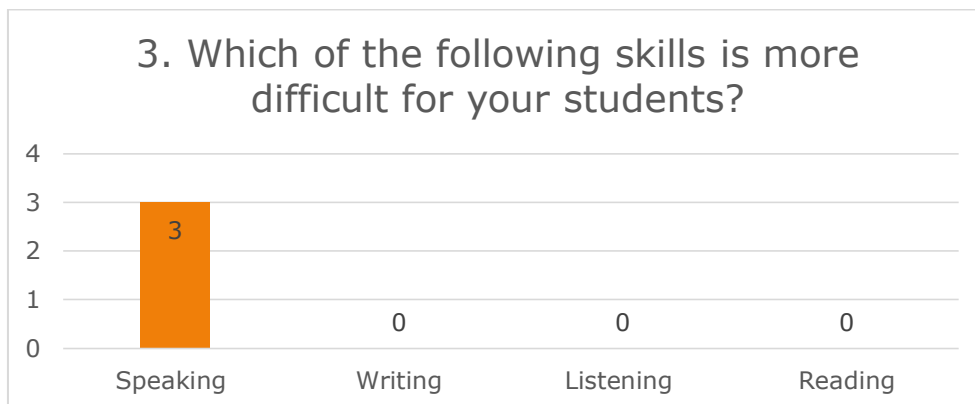
This instrument was applied to three English teachers, they were interviewed about the inclusion of some topics from other subjects in the English class, the level of English of their students, their oral performance and in general about the English classes at the Institution.. Teachers were asked about the importance of improving students' English level. In general, the objective of this questionnaire was is to know the English teachers' perception about the English learning and teaching process at school. (See Appendix 1)



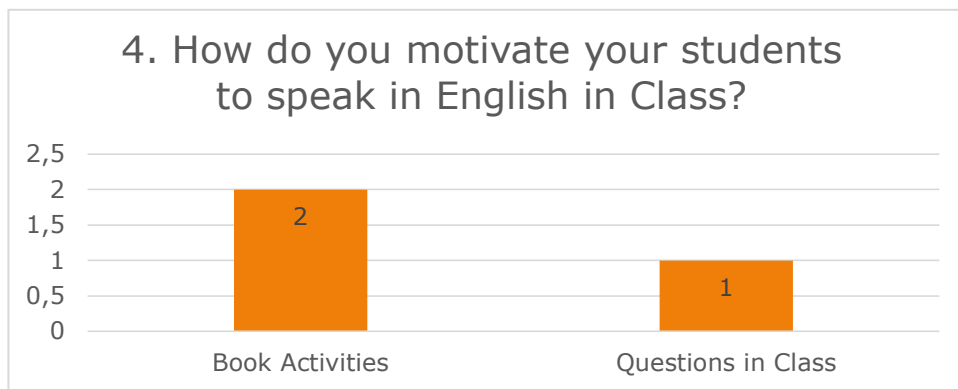
Graph 1



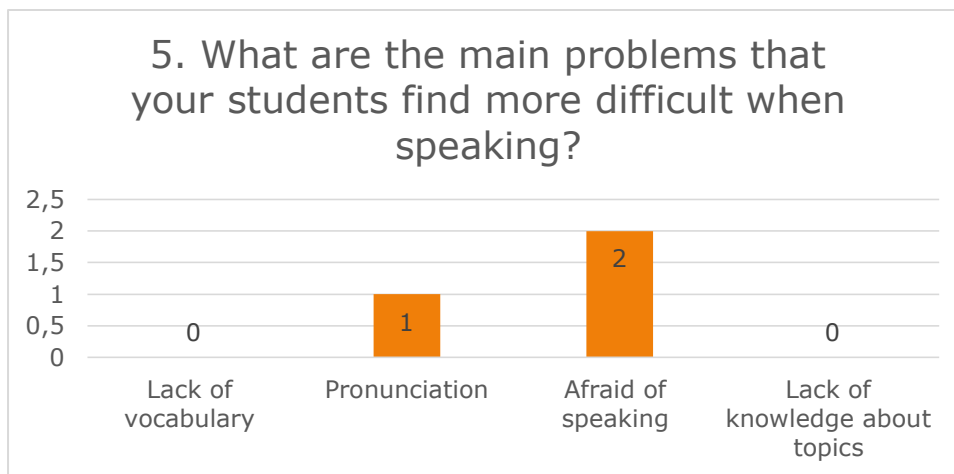
Graph 2



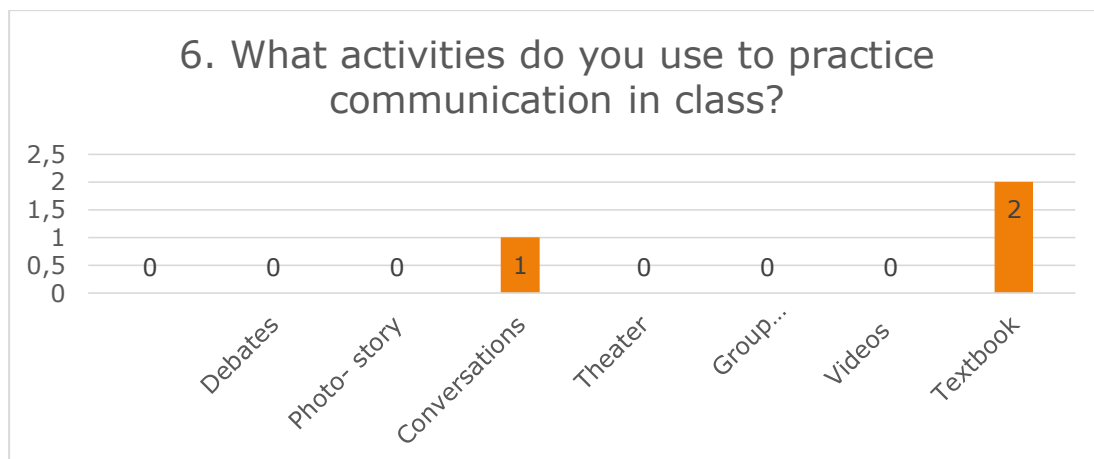
Graph 3



Graph 4



Graph 5



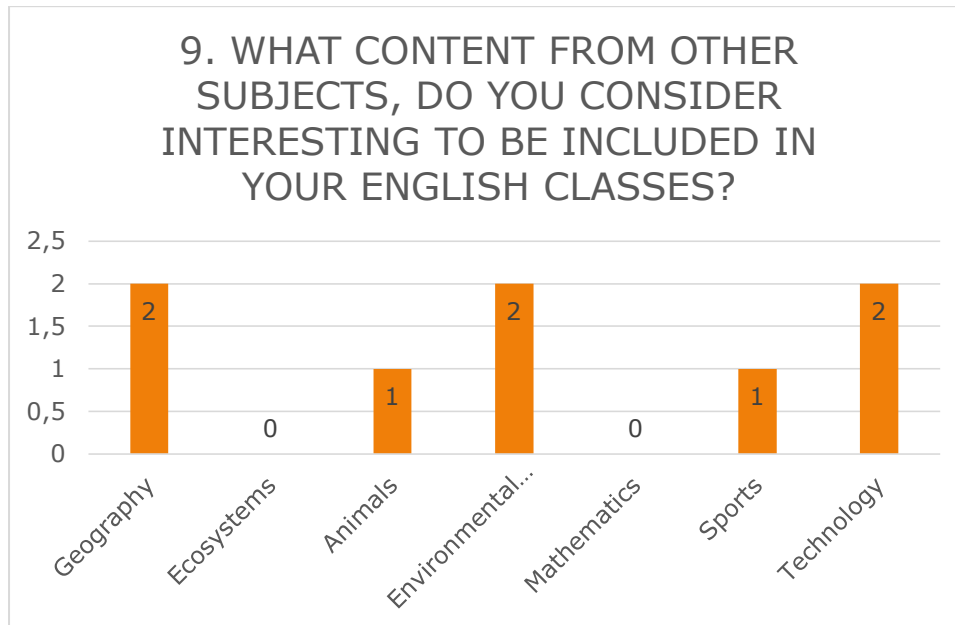
Graph 6

7. Do your students find it difficult to express themselves in English in class?	
SOMETIMES	3
YES	0
NO	0

Graph 7

8. Which strategies do you use in speaking activities?	
THE ONES FROM THE BOOKS	3
REPETITION	0
NOTRANSLATE EVERY WORD	0
MEMORIZE	0
TEACH ISOLATED VOCABULARY	0

Graph 8



Graph 9

10. Which speaking strategies would you like to implement in the institution with our students?	
DISCUSSIONS	2
DEBATES	3
ORAL PRESENTATIONS	3

Graph 10

6.2.3 Analysis of the Graphics

It is important to mention according to the teachers answers that speaking and listening are the most difficult skills, it might be linked to the way the class is conducted, taking into account that they work mostly on the book activities (A grammar and reading based book) as it was confirmed in a class observation.

I can infer that teachers recognize that the students' level of English is low, which means that there is a need of implementing new methodologies or approaches to improve the English learning and teaching process at school.

In relation to the speaking skill, it can be said that all of the teachers have identified their students' ability to communicate as very weak and there is a need to improve this situation in the school, because based on the number of hours (Eight Per Week) this should not be happening, however, this situation might be linked to the excessive use of the book in class and the lack of communicative activities as It was seen in the class observation.

According to the results, Students are afraid of speaking, which might be the cause of their low performance in the oral production in English, according to Our experience in teaching, these phenomena can be eliminated proposing different approaches that creates more confidence in the students to use the language without feeling nervous.

These answers reinforce the idea of using the book as the only way of working with students, which have led to a not very productive class plus the pressure they feel from the administrative staff to cover all the activities from the book.

According to the answers the three teachers agree on the idea of using content from other subjects to motivate students to improve their English performance and to support and rehearse what they do in their English classes.

All of the English teachers agree that oral presentation, debates and discussion are good tools to work on students speaking performance and among activities that might be used to improve oral performance in students.

6.2.4 Content Teachers' Questionnaire

This instrument was applied to two teachers from Social Sciences and the purpose was to know about their opinion on the inclusion of some topics from Geography in the English classes and their general view of the English program at school (See Appendix 2).

1. What subjects do you teach?

GEOGRAPHY AND HISTORY	1
GEOGRAPHY AND PHILOSOPHY	1

Graph 11

2. Do you consider that English is important in your subject?

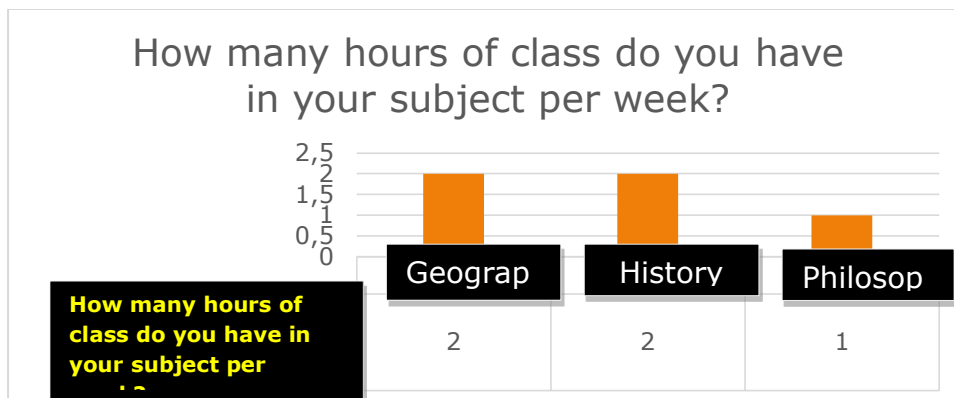
Yes	2
No	0

Graphic 12

3. Should your students have concepts of your subject in English?

Yes	2
No	0

Graph13



Graph 14

15. At what level does the subject you teach has a relation with English?	
MUCH	2
FEW	0
VERY FEW	0

Graph 15

What skills should students at the institution improve in their English performance?	
SPEAKING	2
LISTENING	2
WRITING	0
READING	0

Graph 16

6.3.4 Analysis of the Graphics

This information can be seen as an opportunity for Social sciences because of its flexibility in the content might be a good chance to involve these topics in the English class and give another tool the school in order to strength their process of teaching and learning English.

Teachers from Social Sciences see English as a very important topic, since this is the school's emphasis, so they are interested in supporting from their area, the process of including content from their subjects in the English class.

Teachers are aware of the importance of Geography and History in English as a way of not only teaching the Language, but also its culture and origins; this is why they find a relation between the language and their subjects.

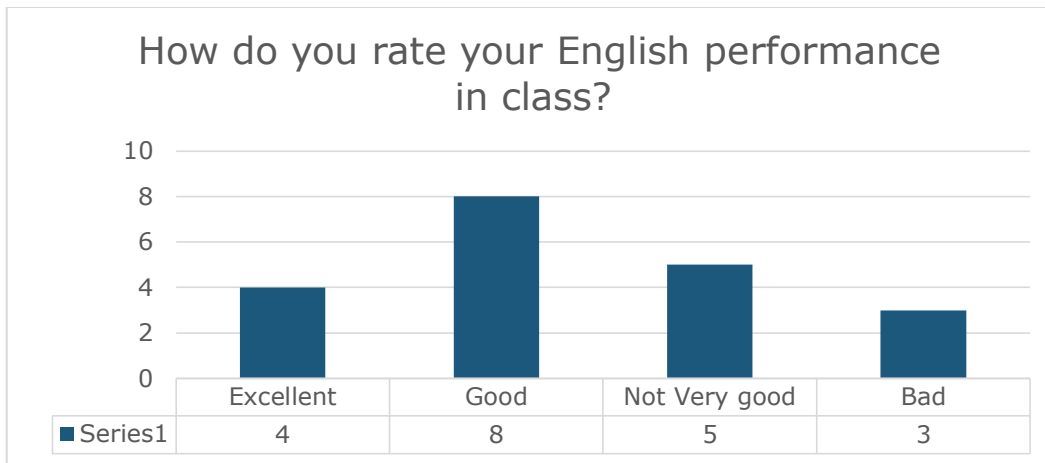
According to this information, and after having a debate with both English teachers and content teachers, both of the groups agree that speaking is the biggest weakness of the students.

6.3.5 Students' Questionnaire

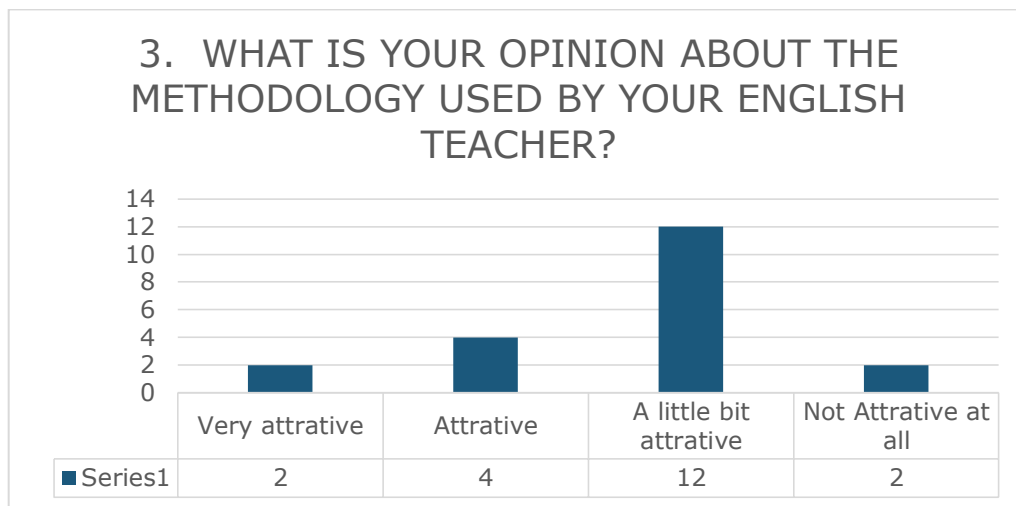
This instrument was applied to 20 students; they were asked about their preferences for learning English, skills they practiced more and the importance of having communicative activities in the class, their interest in learning English, and the possibility of having content from other subjects in the English class (See appendix 3).

1. Do you feel motivated in the English Classes?	
YES	5
NO	15
Why?	It is always the same
	Very monotonous
	We only work on the book

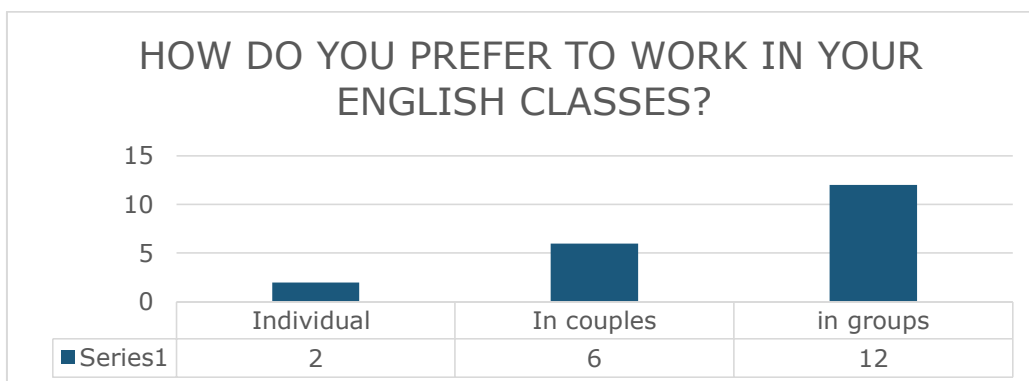
Graph 17



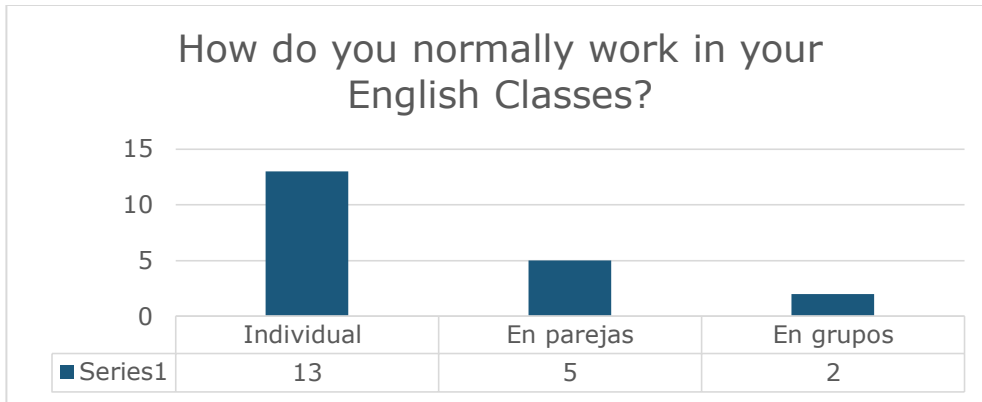
Graph 18



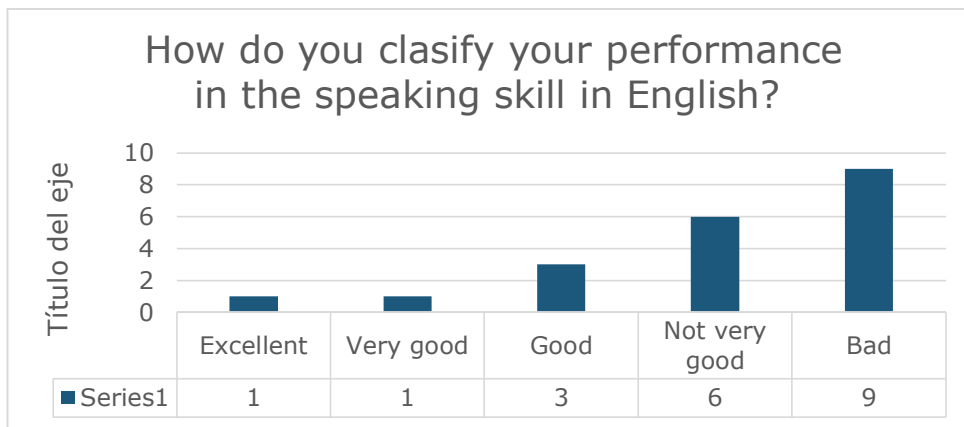
Graph 19



Graph 20



Graph 21



Graph 22

6. In what way do you communicate yourself better in English?	
Orally	1
Written	19

Graph 23

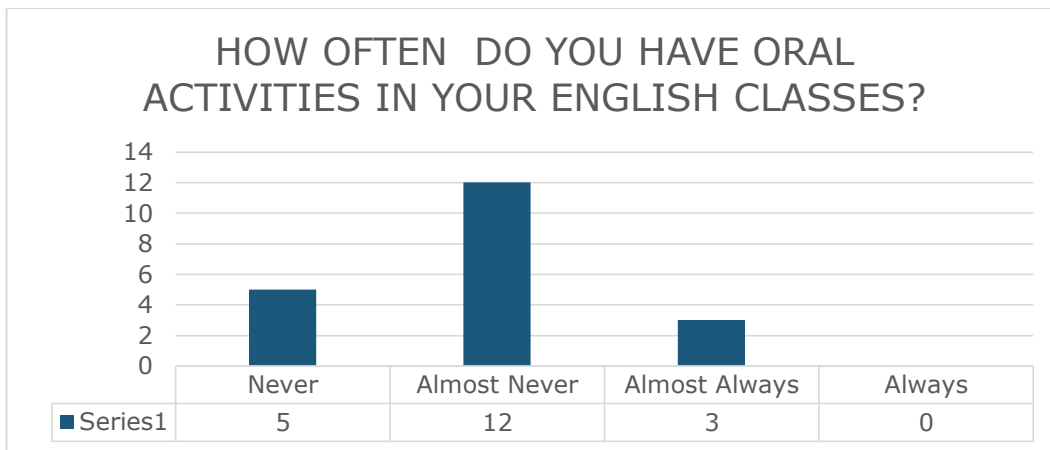


Graph 24

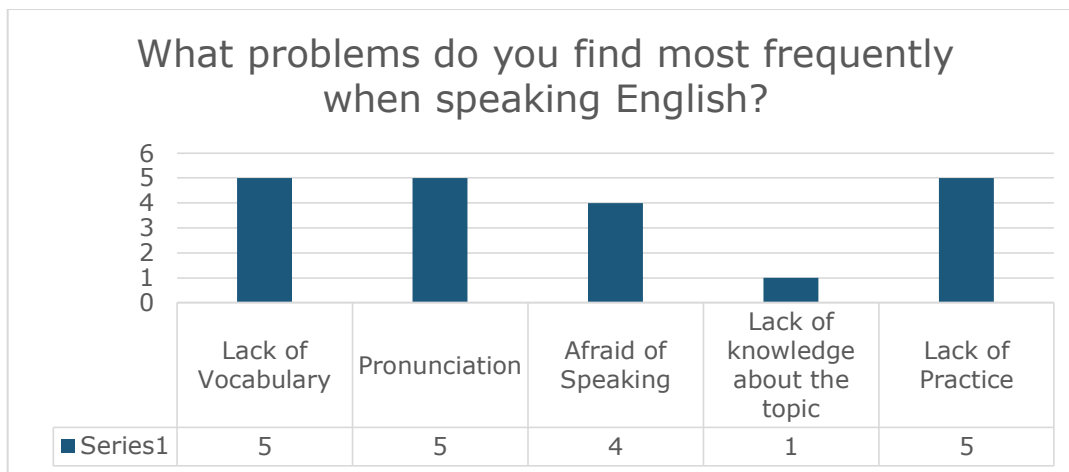
8. Do you consider that you have enough tools to communicate your idea orally in English?

Yes	1
No	19

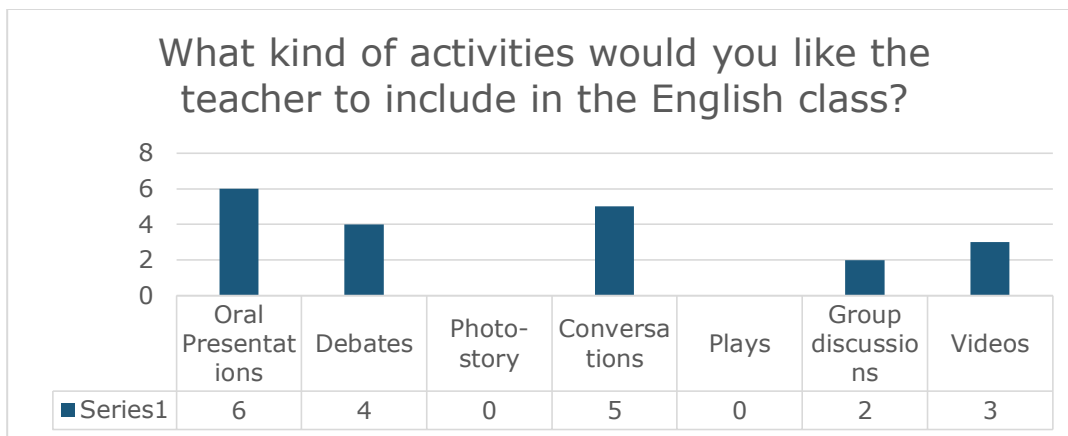
Graph 25



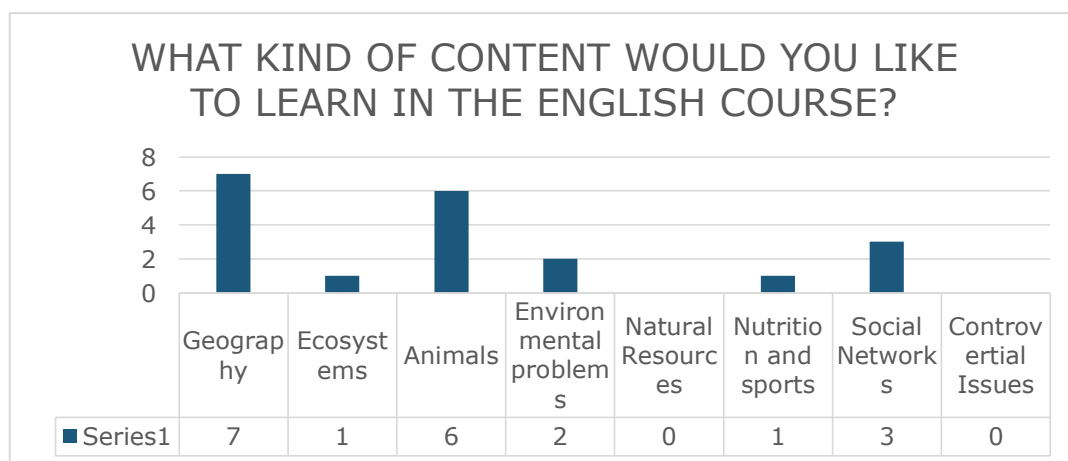
Graph 26



Graph 27



Graph 28



Graph 29

6.3.6 Analysis of the Graphics

According to this information, I can infer that students do not have a good attitude toward the English class, which can be related to the methodology or activities proposed in class or even the materials used that might not be interesting for them.

This information shows the perception students have about their performance in the English class. Most students believe their performance is good, even though it is noticeable that their proficiency level is low in all the skills, it is clear that they are not aware of their deficiencies in the language

According to the data collected in this question, there is a situation related with the methodology being implemented, which might be linked to the activities or materials used in class or the way the information is presented.

Students prefer to work in pairs or groups according to the answers collected in this question; this might mean that there is not much collaborative work in class, if this happens there is a low possibility of interacting in the target language.

According to this information, we might infer that students work mostly on grammar and writing activities, as a teacher I might analyze that students feel that they are weak in the oral part and there is a need of implementing new approaches that rely more on the communicative part of the language.

The evidence collected from the students' point of view shows that students have a low self-confidence when using the language orally, which might mean that do not have many chances to chances to practice in class.

This information reinforce the theory that there is a lack of work in relation with the speaking skill, and it is visible in the level of the students regarding their oral performance, as it was seen in the pre-test results shown below.

From this information, it can be said that students are willing to work on group activities that involve communication and collaborative work, which might not be the case in the current classes, which affects the acquisition of oral skills. There is evidence from this information that students are interested in having content subjects in the English class.

6.3.7 Observation

CLASS OBSERVATION (See Appendix 4)

There was an external observer, in one of the workshops: Geography in English **THE UNITED STATES OF AMERICA (Food, beverages and restaurants in the USA)**. The purpose of the observation was to analyze the students' performance in this class, which was designed to practice **the speaking part of the students**.

6.3.8 Oral Pre-Test Exam(See Appendix 5)

A teacher from the school interviewed all the students from 8th grade using an Oral Placement Test (See Appendix xx), design by Cambridge University Press 2010, in order to know the ability of the students to answers standardized questions from a placement test that range from A1 to B2, which is the goal of the school at the end of the process in Eleventh Grade (Students in 8th Grade should be B1), this was done during the diagnostic stage, before implementing the workshops as a way of having a perception of the students' performance in the oral skills.

The teacher use a somerecords and analyses of the activity and the main difficulties he found during the exercisat the end of the activity he asked them to form groups and gave them topics to improvise a conversation. In general, this oral test was an activity thatcontributed with useful

After interviewing the students, the teacher wrote the following comments based on his notes from the activity and the performance of the students during the interview.

- Most of the students understood and answered what they were asked during the interview up to the B1 level in the oral exam presented above. Sometimes the questions had to be repeated in order for them to get the idea of it.
- In general students were very nervous and not very confident, when they had to speak in English, and this affected the way they answered, they hesitate a lot and had long pauses looking for vocabulary and trying to organize the sentences.
- Student did not have enough vocabulary to express what they want to say in order to answer the questions posted by the teacher.
- When students were asked to form groups, and interact, they were very insecure and many did not want to participate because they said they were not used to speak English in front of others.
- During the interview, more than 80%, most of them said, that they did not feel comfortable speaking in English and that they did not have many possibilities of practicing English in class.

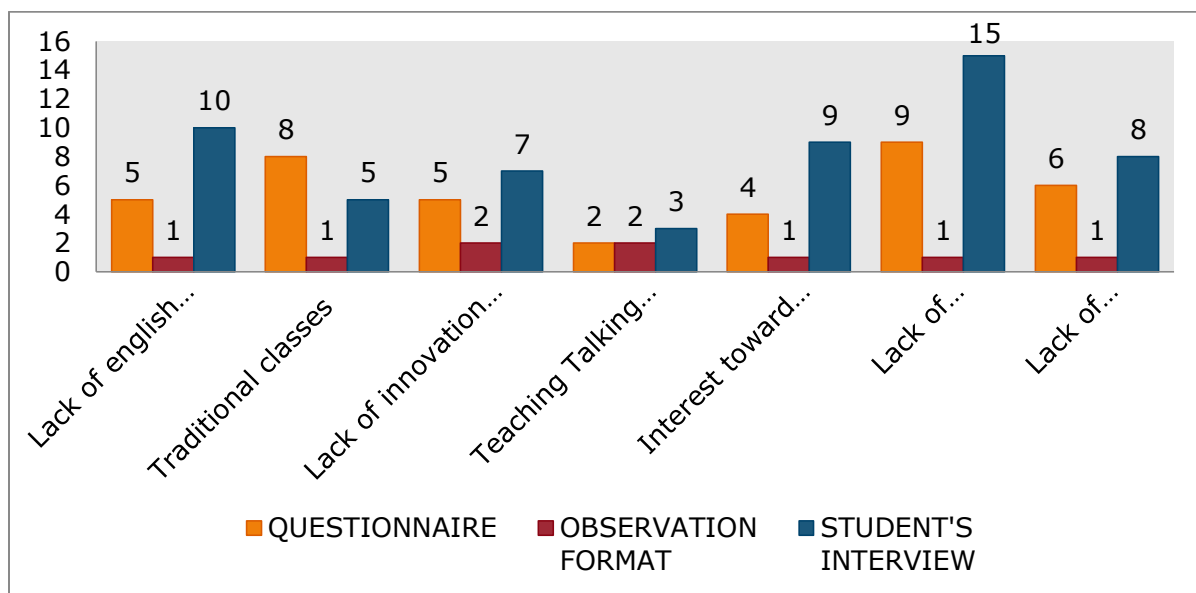
6.4 Findings and Analysis of the diagnostic stage

According to Creswell (2008), I collected the raw data results from the different instruments, after this and based on Creswell's proposal, a triangulation was

carried out in order to confirm validity and reliability among the instruments and the sources of information, in this particular study, the researcher's view, the observer's view and the students' view. Then, the information was read in order to come out with some patterns and provide interpretation to the data gathered. Once the patterns were identified, they were codified representing the reality evidenced in the natural setting. It is necessary to mention that the data gathering was carried out based on Grounded theory. Grounded theory was developed by Glaser and Strauss in 1967 to describe a new qualitative research method they used in their research Awareness of Dying in 1965.

The instruments evidenced the number of occurrences each subcategory has as well as the percentage. At the end of the chart, there is a sample that illustrates the main issue of the category.

Triangulation from the diagnostic stage(See table with all the information in the Appendix 6)



Graphic 30

The category with the most occurrences was **Interest toward including content in English**; this means that the directives in the school believe that there is a need for a change in the English teaching and learning process. As many students and teachers mentioned in the questionnaire: “We want to include other topics, Geography, Sports, Animals, in the English class”.

Another important category was **Lack of English knowledge**, there was a unify concept among all the members of the academic community that the level of English in the students was not the expected one. Some students said “we don’t have tools to use the language”, which mean, that they as well as English and Content teachers recognized this situation. Another important point to remark was the **Lack of opportunities to Practice speaking in class**, and this is according to comments from students at school because “the teacher just uses the book in all the classes” which reduced the possibility of working in different topics and activities. Another category that emerged from the triangulation was the **Lack of motivation in class**, from the questionnaires I could see that not only students but also content teaches and English teachers have identified this situation and up to the moment nothing has been done to improve it. It is also clear from the instruments that there was **Lack of cooperative activities**, students expressed that “we work by ourselves in the book activities, this means that they might not have enough opportunities for speaking activities, which reduce the chances to use the language in real communicate situation.

Finally it was evident from the instruments that there is an **Excessive use of the textbook in the class**, which turns the class very predictable and monotonous and it drives students to lose interest in the language, with side effects like low

performance and participation in class. Students are displaying weaknesses during the process due to aspects that affect their learning. In the light of the teacher researcher's experience, this happens due to the prevailing traditional teaching approaches.

Besides, because of the lack of speaking skills in primary teachers for whom listening and, of course, speaking aspects are the least explored aspects of the language.

From these instruments, we can infer that the main problems that students and teacher have at the institution regarding the teaching and learning of English are:

- Need of including more content in English
- Lack of English knowledge
- Lack of opportunities to Practice speaking in class
- Lack of motivation in class
- Lack of cooperativeactivities
- Excessive use of the textbook in the class

From the analysis of these instruments, it is clear that students from seventh grade at Rafael Pombo High School in Cartago, are exposed to traditional classes, in which they used a text book that has been established by the administrative staff and they based their classes following the book and working individually in their workbooks, the rest of the time they listen to the teacher explaining basically grammar, because that is the vision of teaching that teachers have at the school. In this grade, they are studying geography of Europe in Spanish, when they were asked about

studying the same geography topics but in English, they were very excited and willing to do it. Another important aspect is the little group work they mentioned they have, As a conclusion we can say that CLIL might be a good opportunity for them to explore new ways of learning English, since they have eight 8 hours of English class per week, there is enough time to include a subject in their English program and since it has been a project that the principal and her planning team has have for many years in their action plans.

6.5 Action stage:

Once the research problem was defined, some actions were taken for the purposes of improving students' levels of oral fluency and in general their speaking skills. This section describes the way this stage was carried out where seven workshops based on Content Language and Integrated Learning (CLIL) methodology were implemented taking into account the speaking skill as the main objective of each of the workshops.

6.5.1 Workshops

Workshops were the type of intervention selected, and on which special attention was given to the Content Language and Integrated Learning (CLIL) methodology in order to fulfill the research objectives and purpose. These workshops were designed on the 4Cs Framework integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship). In so doing, it takes into account the integration of content learning and language learning within a specific context and acknowledges the relationship that exists between these elements. Along with the implementation of Content Language and Integrated Learning (CLIL) lessons where the content aim and the communicative aim have as a reference the communicative competence model, that is, the linguistic, the pragmatic and the sociolinguistic competence.

6.5.2 Workshops oriented towards oral fluency development

The workshops were designed from the point of view of improving and building

up oral fluency. Different speaking tasks were planned such as group discussion, role playing, oral presentations, group and peer conversation. These tasks invited the participants to use the vocabulary presented through the Content Language and Integrated Learning (CLIL) teaching methodology in which the learners were encouraged to a thoughtful use of language and free expression in real time where they challenged their fluency in terms of pauses, automaticity, range, and intonation. Arguing, discussing, describing, role- playing, describing a photo-story were different language functions students worked as possible effective ways to increase their fluency.

6.5.3 Workshop structure

Di Pietro (1987) `points out that when the students are asked to develop speaking tasks, three phases should be explored; these are rehearsal, performance, and debriefing. Therefore, the workshops were designed following the phases stated by Di Pietro, that, with the purpose of strengthening the development of oral fluency. Those workshops included active tasks that were aligned to students' real context as it is suggested by The Content Language and Integrated Learning (CLIL) methodology. Additionally, the workshops were planned in the way the learners had to integrate skills and not only work with the speaking skill, so a content aim, a linguistic aim, and a speaking aim were prevalent in the lesson plan of each workshop.

Rehearsal:

During the rehearsal stage, the facilitator provided the students with the appropriate instructions to carry out the task proposed, and the topic of the oral task.

In this stage, the students could write down some ideas, ask the facilitator or even a classmate for any help, advice or opinion. Furthermore, the learners could brainstorm and outline how the speaking task may be presented. The ideas helped students to gain confidence and get themselves prepared before being exposed to and oral tasks; then, the learners got familiar with these types of tasks to gradually shift to a more spontaneous speech.

In this stage, it is important to pay attention to the following points in order to assure the successful of the task:

- The students know exactly what to do and understand the instructions clearly.
- They understand the requirements of the tasks, for example, the task should be done in the target language, the learners are not allowed to read, and they have to use appropriate grammar and vocabulary. This means that students would use dictionaries, textbooks, internet and other resources.
- The teachers should also observe the group dynamics to observe and detect possible problems of characteristics of the students (shy, talkative, cooperative), to foster cooperation and collaborative work.
- Also, the teacher needs to be prepared to model and provide further practice; that is why; note-taking plays a relevant role in the development of the task.

Performance:

Generally, the performance stage is the shortest phase of the task, but it is the one where students put into practice what they learnt in the workshop and how the Content Language and Integrated Learning (CLIL) teaching impacted on their oral fluency. Each person or group is invited to present what they prepared in the rehearsal stage. It is important to clarify that the learners are not allowed to read the ideas they wrote; they are going to speak about what they prepared previously. In this stage, the students can take advantage of body language, interjection, English fillers to keep the conversation going.

Debriefing:

In this stage, the facilitator plays the role of discussion leader. In this phase, peer correction, self- assessment, and reflection are activated and fostered. Attention is focused on fluency, mainly, intonation, pauses, cohesion of ideas and there is a time to correct grammatical mistakes.

The students are asked to answer these questions:

What went well?

What did not go so well?

What was the most interesting thing of your speech?

What was the most challenging aspect of your speech?

These questions foster students' discussion about self-reflection, comments about

grammar, vocabulary, pronunciation, fluency and other aspects. At the beginning of the debriefing stage, the facilitator will not tell students' weaknesses, are the students the ones who recognize their own mistakes. Once they identify their mistakes, the facilitator will provide feedback to the students by giving examples, clarifying vocabulary or grammatical doubts, and give reinforcement for further practice.

The following are the workshops designed to be implemented in the target group (8°) at the school in Cartago, each of them was planned taking into account the steps for a CLIL lesson plan describe in the manual from the University of Cambridge "Teaching Geography through English; a CLIL Approach (2011)". (See appendix 7 for full content of the workshops).

Table 4

<i>Number of workshops</i>	<i>Objectives</i>	<i>Topic</i>	<i>time</i>
1 workshop	a) Content: Students will learn about the Political Division, Main States, Cities and Landmarks in the USA b) Communication: Students will be able to talk about the Political Division, Main States, Cities and Landmarks in the USA c) Cognition: Students will be able to apply their knowledge about the USA political division, Main States, Cities and Landmarks in the USA d) Culture: Students will be able to identify some of the differences in culture in the main states discussed in class.	Geography USA- Part 1 (Political Division- Main States, Cities and Landmarks) THE UNITED STATES OF AMERICA (Main States, Cities and Landmarks in the USA)	3 hour
2. workshop	a) Content: Students will learn about Food, beverages and restaurants in the USA	Geography USA- Part 2 (Food, beverages and	

	<p>b) Communication:Students will be able to talkaboutFood, beverages and restaurants in the USA</p> <p>c) Cognition: Students will be able to apply their knowledge about Food, beverages and restaurants in the USA</p> <p>d) Culture: Students will be able to identify some Food, beverages and restaurants in the USA</p>	<p>restaurants in the USA)</p> <p>THE UNITED STATES OF AMERICA(Food, beverages and restaurants in the USA)</p>	3 hour
<i>3. workshop</i>	<p>a) Content:Students will learn about the concept of English as A Global Language</p> <p>b) Communication:Students will be able to talkabout the idea of English as A Global Language.</p> <p>c) Cognition: Students will be able to apply their knowledge and analyze the theory of English as A Global Language.</p> <p>d) Culture: Students will be able to identify some facts about the cultural implications of English as A Global Language.</p>	ENGLISH AS A GLOBAL LANGUAGE	3 hours
<i>4. workshop</i>	<p>a) Content: Students will learn about Some Holidays And Festivities In The English Speaking Counties.</p> <p>b) Communication: Students will be able to talkabout some Holidays And Festivities In The English Speaking Counties.</p> <p>c) Cognition: Students will be able to apply their knowledge and analyze some characteristics aboutSome Holidays And Festivities In The English Speaking Counties.</p> <p>d)Culture: Students will be able to identify some facts about Holidays And Festivities In The English Speaking Counties.</p>	SOME HOLIDAYS AND FESTIVITIES IN THE ENGLISH SPEAKING COUNTRIES	3 hour
	<p>a) Content: Students will learn about Sports in Some of the English Speaking Countries</p> <p>b) Communication:Students will be able to talkabout Sports in Some of the English Speaking Countries</p> <p>c) Cognition: Students will be able to</p>	SPORTS IN SOME OF THE ENGLISH	

<i>5. workshop</i>	<p>apply their knowledge and analyze some characteristics about some Sports in Some of the English Speaking Countries.</p> <p>d) Culture: Students will be able to identify some facts about Sports in Some of the English Speaking Countries</p>	SPEAKING COUNTRIES	3 hours
<i>6. workshop</i>	<p>a) Content: Students will learn about Some Natural Wonders In The USA.</p> <p>b) Communication: Students will be able to talk about Some Natural Wonders In The USA.</p> <p>c) Cognition: Students will be able to apply their knowledge and analyze some characteristics about Natural Wonders In The USA.</p> <p>d) Culture: Students will be able to identify some facts about Natural Wonders In The USA.</p>	NATURAL WONDERS IN THE USA	3 hours
<i>7. workshop</i>	<p>a) Content: Students will learn about some important people in the history of the English Speaking Countries</p> <p>b) Communication: Students will be able to talk about some important people in the history of the English Speaking Countries</p> <p>c) Cognition: Students will be able to apply their knowledge and analyze some characteristics and legacy some important people in the history of the English Speaking Countries.</p> <p>d) Culture: Students will be able to identify some important people in the history of the English Speaking Countries</p>	EVALUATION WORKSHOP SOME IMPORTANT PEOPLE IN THE LIFE OF THE ENGLISH SPEAKING COUNTRIES	3 hours

6.6 Evaluation stage

After the implementation of six workshops based on Content Language and Integrated Learning methodology and its impact on students' oral fluency, I used some instruments and got some results to determine if the methodology was effective in the development of students' speaking skills. The instruments used to analyze the results were: an evaluation workshop (See workshop # 7), a student's questionnaire, an English Teachers' questionnaire and an external observation (An English teacher from the school, who evaluate the speaking performance of the students during the evaluation workshop).

Table 5

Techniques and instruments for data collection in Evaluation stage

Technique	Instrument	Objective
Questionnaires (non-observational)	<ul style="list-style-type: none"> - Students' Questionnaire N° 2 - Teachers' Questionnaire N° 2 	<ul style="list-style-type: none"> - To know learners' opinions about their own performances in the English lessons, the tasks implemented by the teacher, and their preferences - Determining the teachers' opinions about the students' performances in the English lessons, the tasks implemented in the workshops and to analyze the improvement of the students in their English speaking skill.
Externalobservation (Observational)	<ul style="list-style-type: none"> - ExternalObservation N° 1 - ExternalObservation N° 3 (TALOS scheme) 	<ul style="list-style-type: none"> - Finding out information about the students' participation, interest, and general performance in relation to tasks and to see how the workshops were applied and if they are effective in improving their oral skill.
Testing (non-observational)	<ul style="list-style-type: none"> - ProgressWorkshop N° 7 	<ul style="list-style-type: none"> - Establishing the learners' current proficiency in English during and after the implementation stage

6.6.1 Analysis of the Results of the Instruments Applied in the Evaluation Stage

6.6.2 Analysis English Teachers' Final Questionnaire (See appendix 8)

1. What ability do you consider that your students have improved more after the workshops of Geography in English?

Speaking	2
Writing	0
Listening	0
Reading	1

Graphic 31

2. How do you grade your students' performance in English after the workshops of Geography in English?

Excellent	2
Good	1
Not very good	0
Bad	0

Graphic 32

3. Which of the following skills has been more difficult for your students in your classes? (1-4) 1 is the most difficult and 4 is the easiest.

Speaking	3
Writing	0
Listening	0
Reading	0

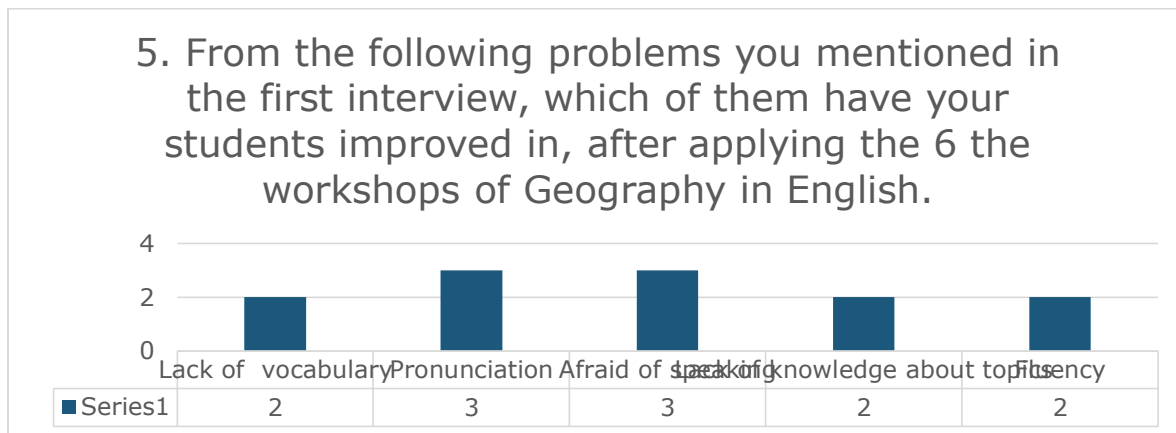
Graphic 33

4. Do you consider that the workshops of Geography in English have helped to motivate your students to use more and speak easily and more fluent in the English in Class?.

Yes	3
No	0

Graphic 34

5. From the following problems you mentioned in the first interview, which of them have your students improved in, after applying the 6 the workshops of Geography in English. Select as many as you consider they have improved in.



Graphic 35

6. Do you consider that your students have benefit from this experience of working the workshops of Geography in English?

A lot	3
A little bit	0
Nothing	0

Graphic 37

7. Do you think that this must be a permanent policy at school to work different subjects in English?

Yes	3
No	0

Graphic 38

Other comments: there has been a radical change in our students from 8th grade at the school. Now they are more willing to participate in speaking activities.

Students want to have more classes in English, this experience with the workshops about geography, carried out by the teacher Mauricio Cadavid, has encourage students to be more exposed to English and now they are asking the principal for more classes like, even some parents are very interested in the project.

Talking about the English teachers' survey it's important to mention that they were really surprised because they saw that their students were really learning the language in a very fast and effective way working geography in English. All of the English teachers from school agree that with this new method used to learn and teach English has helped the students to improve their language performance in a very short time, especially in the speaking skill. Since they know the students, the English teachers were amazed how the students from eight grade prepared and present activities in which they have to speak in public (something they did not do in their regular English classes. Because they were shy and they said they lacked of vocabulary and grammar). But in this CLIL classes they use vocabulary and grammar structures that they didn't know before. They have improved a lot in all the skills. According to what English teachers mentioned in the survey.

The English teacher recommend or suggested that this kind of methods should be applied in all the subjects in order to help the school to achieve its objective of becoming a full Bilingual School and a project like this can help a lot to accelerate this process.

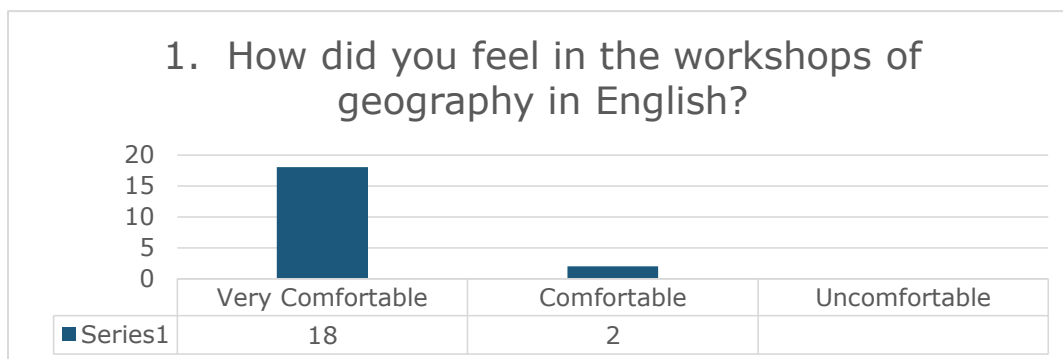
English teachers are really happy with this project and they mentioned that they love the new challenge that it brings. if it becomes a school policy and it is that they as English teachers have to study about other subjects and the teachers from other areas will have to study English in order to have the skills to implement a CLIL methodology at school. This is going to be a cross curricular project that will help a

lot to improve the English performance of the students and at the same time teachers from other areas.

One important thing to mention is about the speaking part because they say that they saw that with this CLIL method there is a possibility of using and practice real topics which make them improve a lot the oral skill. Students now can express themselves in English and these workshops of geography that were focused on speaking and it has given student the opportunity to improvise with the language when they have to act or performance role plays and for the English teachers of the school to see this was very interesting. Because they have seen how students have done a much better job specially when working on speaking and the most important is that now they are not afraid of making mistakes and use English in front of others which according to the teachers is a big plus for the English program at school and it is because the design of the workshops are aimed for the students to read and write a lot and based on this be prepared to speak. This combination have helped them to improve a lot in a very short time that they have been participating in the research in Project.

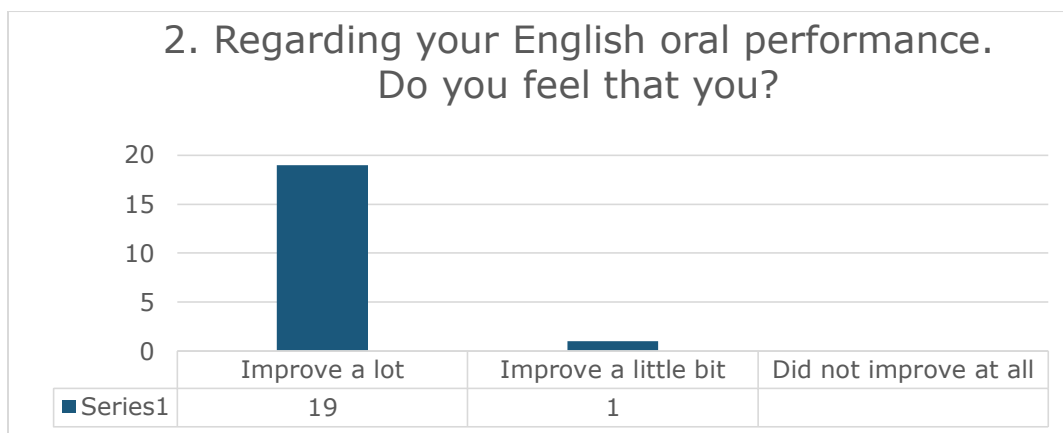
6.6.3 Analysis Final Students' questionnaire(See appendix 9)

1. How did you feel in the workshops of geography in English?



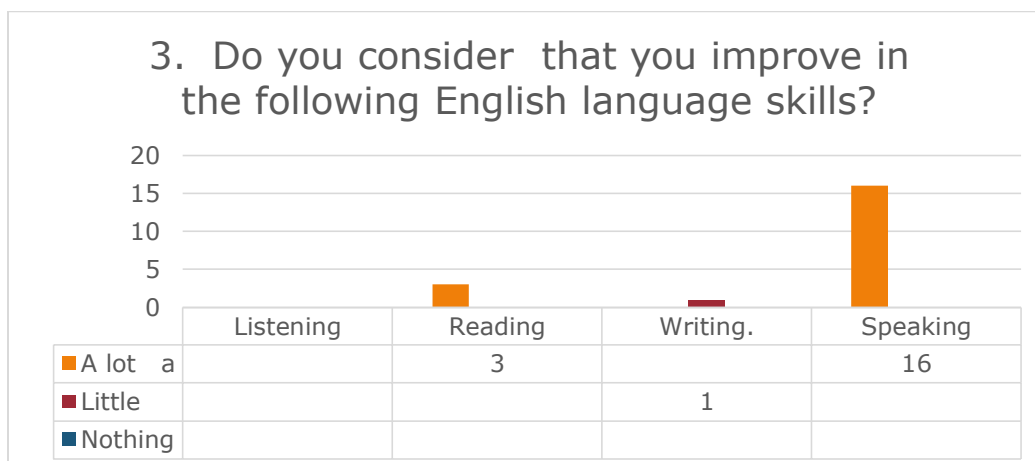
Graphic 39

2. Regarding your English oral performance. Do you feel that you?



Graphic 40

3. Do you consider that you improve in the following English language skills?



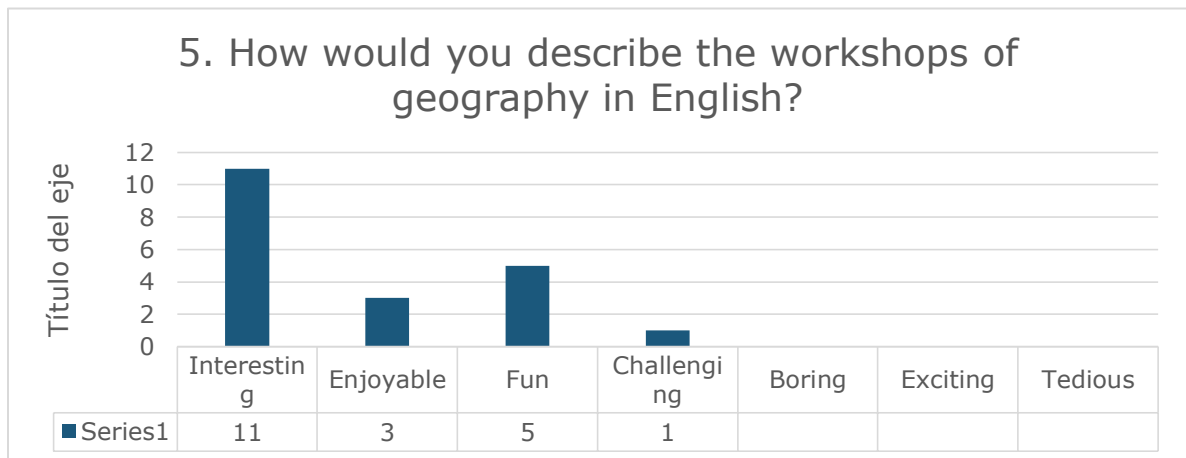
Graphic 41

4. Do you consider that these workshops of geography in English should be a policy at school?

Yes	20
No	

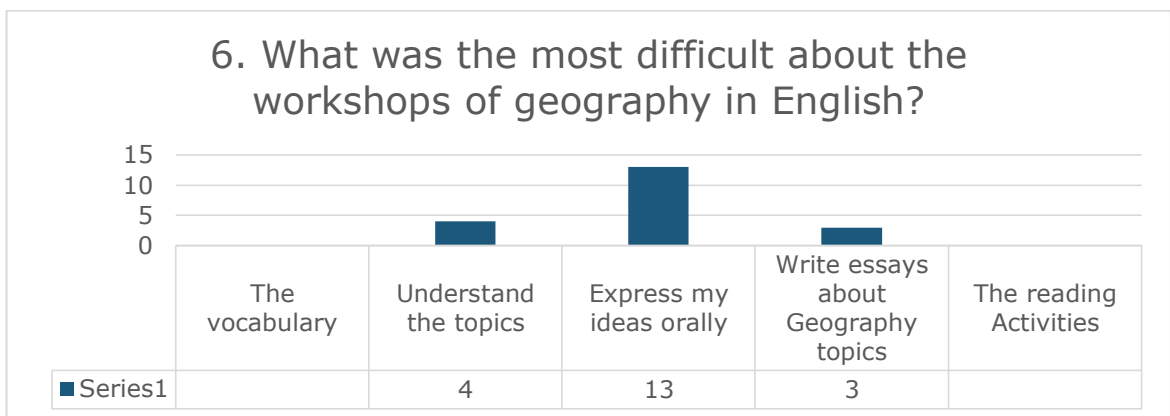
Graphic 42

5. How would you describe the workshops of geography in English? (Choose from the following list of adjectives the ones that apply for you?)



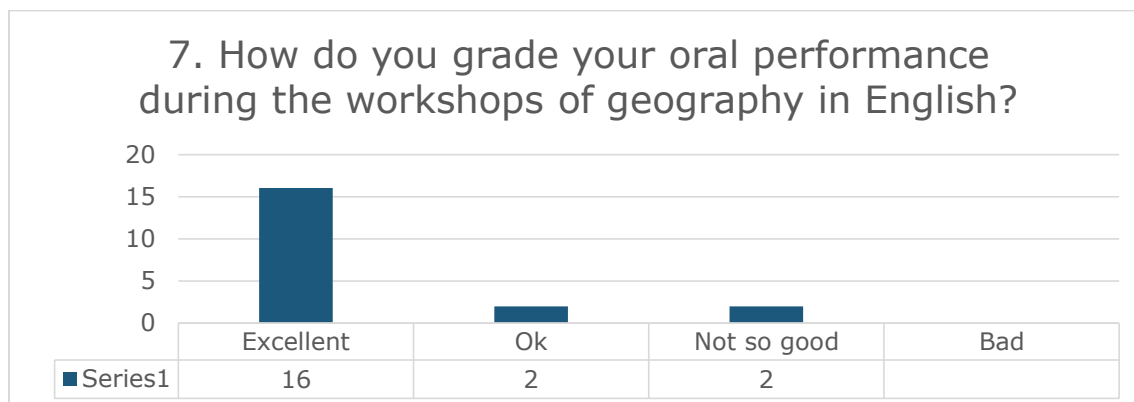
Graphic 43

6. What was the most difficult about the workshops of geography in English?



Graphic 44

7. How do you grade your oral performance during the workshops of geography in English?



Graphic 45

Other comments:

It was a very good experience, to have geography in English, I learned a lot about the culture in the English speaking countries and many new things in English

We have a lot of opportunities to speak, we can make mistakes and nothing happened, we correct ourselves and the teachers helped us a lot. The teachers uses a lot of images and helped us to be prepared to speak, I love this classes. We must have more classes in English like this.

It was difficult for me, but it is a very good way to learn English, and it was not very stressful as in the regular English classes with that boring book. We studied real and useful things for our lives, it was very good, and it is a pity that it was just 6 or 7 classes.

analyzing the students' survey that shows the students' point of view of the researching project **CLIL: Its Effect On English Speaking Performance**, it was seen that they thought that the content language and integrated learning (CLIL) methodology was really interesting for them and they considered that it was very

useful for their language learning process. They enjoyed it because as they were mentioning in most of the questions they really learned English in a very different and funny way and they have the possibility to speak, because with the project the time for speaking activities increased and also they have the possibility to increase their vocabulary and use it in a more natural way.

Something really important is that students mentioned that they loved to study geography in at the same time they were exposed to English give them the opportunity to express ideas in English and they said that during the workshops they never felt they were studying the language, they just did it in a very natural way and in other question of the survey, they agree that they were more comfortable in they were always having support from the teacher when expressing they ideas in English, And even if they made mistakes the methodology focuses more on communication than in a grammar class.

Students were very happy in these classes and it is a very positive thing in relation with motivation, because if a student is motivated and enjoys the class, the learning process is more effective. They were very active specially working activities on speaking and it helps a lot according to what they say to improve the overall performance in the language and another positive aspect that students mentioned is that they can face the public speaking in English and they don't feel ashamed because before they were very insecure when they have to speak in English with all the people, so this workshops gave them confidence in the use of the language.

As a conclusion, they want to have more classes in English in and they feel that in the school it has to be a policy and not just an experiment. they want to have more CLIL classes in English because they say that in this way they can have more and more time using the language and using it in a real context.

6.4.3 Class Observation Analysis (See appendix 10)

- Teaching English using subjects seems to be a very effective way to reinforce the regular English classes and as I could see, it helps students to improve their speaking skills, and also enhances the vocabulary and the grammar they have learned and also some topics that they have not seen, but in the classes of geography in English, they learned them implicitly.
- I think that one strength that I saw in this class/activity, was the capacity of the students to improvise, it is a very good evidence of the improvement of the students in their language skills, in this case in their oral performance.
- Something to remarked in this class was the way students use English in front of others, something that as I said in one interview for this project some months ago: “they are very limited in their speaking performance and specially if they had to do it in front of others”, but in this activity, they were very much fluent and also willing to interact in English without paying attention to the public around them.

7 Discussion and Findings

The evaluation stage of this proposal about the implementation of Content Language and Integrated Learning (CLIL) lessons and its impact on students' speaking performance in high school students, showed that the general and the specific objectives stated in this action research study were achieved to a significant extent; in fact, this proposal enhanced the students' participation, their oral fluency in terms of vocabulary, intonation, automaticity, and pauses since they were exposed to Content Language and Integrated Learning (CLIL) lessons. In this section the findings are discussed on the basis of the research objectives and contrasted with the literature review. Here, there is a chart to help understand better each finding and designated sub findings.

Table 6: *Findings*

<i>Positive oral participation among students.</i>	<i>Class participation with the purpose of improving language structures</i> <i>Class participation as a way to increase students' interest towards the class.</i>
<i>Students' effective use of vocabulary</i>	<i>Students' use of vocabulary in context</i> <i>Students' use of vocabulary for creating ideas orally</i> <i>Vocabulary for personal enrichment</i>
<i>Effective use of speech pauses</i>	<i>Students' pauses were used properly to connect ideas properly</i>
<i>Useful automaticity to build up oral fluency</i>	<i>Students' automaticity for gaining speech coherence</i> <i>Students' automaticity: a way to get oral fluency</i>

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7.1 Positive oral participation among students

Throughout the second stage of this research study, positive perceptions about oral participation were noticed through the students' and teachers questionnaires implemented, and the outsider observations carried out, the analysis here presented shows a two-fold approach regarding oral class participation along with the Content Language and Integrated Learning (CLIL) methodology. The first perception counted as class participation by the means to improve language structures, and the second has to do with class participation as a way to increase students' interest towards the class.

7.2 Class participation with the purpose of improving language structures

Through the implementation of the seven workshops about Content Language and Integrated Learning (CLIL) lessons, from the analysis of the workshops, it can be reported that the students, who were part of this research project, made significant progress in their oral participation. This result was consistent with Shore, K, (2008) when he states that participation is a key aspect when planning a class because it increases students' motivation; also, they have more opportunities to practice the language when they take the risk to participate. Additionally, the evidence gathered from the workshops showed that learners' oral participation helped them to practice the grammatical structures used in each workshop. At the beginning of the intervention, the learners displayed very weak skills regarding the use of grammatical structures such as the use of simple present, present progressive, simple past and timid

attitudes towards class participation and elicitation techniques, not being able to report o their ideas orally in class; at the end of the proposal implementation, they reported remarkable progress in their oral participation, being able to give opinions, add extra information to the thematic and even contextualize it by giving examples from their personal experiences where they have the possibility to do so.

7.3 Class participation as way to increase students' interest towards the class

Another important aspect regarding the implementation of Content Language and Integrated Learning (CLIL) was the fact that it facilitated a more active scenario for students' participation since the thematic presented was aligned to students' real context, and that activated students' motivation and interest towards the class which was evident while they were participating in class. As Shore (2008) states, class participation is a valuable learning tool for teachers and learners because teachers can perceive if the students have understood the topic covered in the class, and learners can clarify doubts and improve their oral performance as well as they can have the chance to improve their class motivation. For example, if a topic is interesting for students, it definitively helps to increase motivation and students' possibilities for gaining meaningful learning are higher. During the workshops, the thematic was presented in an attractive way in order to provide the learners with the chance to be relatively engaged to participate and express their ideas orally. At the end of the workshops, the students volunteered without being asked, they were eager to participate and provide their opinion in class; moreover, they responded effectively to the use of elicitation techniques such as question, and answer, contextualization. This positive response to elicitation corroborates what Tiarina, Jufri and Sasmita (2011)

pointed out; they explain that elicitation techniques maximize students' talking time and increased their levels of excitement in the class.

7.4 Intonation: a challenge for a high school student

Students lack of intonation while speaking was one of the categories that displayed students' biggest difficulty while implementing the Content Language and Integrated Learning (CLIL) workshops. Nonetheless, there were important improvements concerning students' tone of voice during the performance stage. The analysis of the three instruments used to collect data demonstrated that at the beginning of the intervention, students did not know how to intonate words and sentences properly, they did not know how to phrase the words or how to raise or fall intonation to call the audience's attention; therefore, tone of voice was a significant improvement for the participants of the study.

7.5 Tone of voice a significant improvement

Another important finding concerning the intonation component was to improve students' voice projection and tone of voice. At the beginning of the implementation, the category of students' lack of intonation while speaking started with 20%, indicating the challenges and barriers that the high school students had in the English classroom, showing that in the first workshop they lacked intonation, and they were also confused to the proposed activities in the varied speaking tasks designed in the light of CLIL teaching methodology. Through the data analysis of the instruments, the students reported having overcome most of the speaking components of the language, not only learning how to address an audience but also

using the right tone of voice to catch people's attention while doing an oral intervention; that definitively helped learners to improve their oral performance in the English class. This positive improvement subsequently determined better attitudes towards the class and the speaking tasks that were displayed in higher levels of oral fluency in agreement with Blevins (2001) that highlights the importance of tone of voice for having the audience understand the main points of a speech.

7.6 Students' effective use of vocabulary

One of the most important benefits of the implementation of Content Language and Integrated Learning (CLIL) lessons was the impact it had in expanding students' vocabulary. This was noticeable the very beginning of the implementation when the category students' effective use of vocabulary through themes displayed a very low of the total score. During each workshop, this category was the one who had the highest score in which at the end of the intervention this represented a high increased in the analysis, being this most important outcome of this research proposal. From the analysis of the instruments, different aspects regarding the effective use of vocabulary arouse, for example, the use of vocabulary in context, the use of vocabulary for creating ideas orally, and vocabulary for personal enrichment.

7.7 Students' use of vocabulary in context

Being one of the characteristics of Content Language and Integrated Learning (CLIL), vocabulary is always presented in a contextualized way linking students' context to the English class necessities. Hence, this contextualization becomes meaningful for students because they can relate easily the vocabulary to what they do in their daily life. This happened to high school English course from the initial part to

the final part of the research intervention given the fact that in workshop 1 students' relate the vocabulary about USA political division, to their own country division. In the speaking tasks proposed along the workshops, the learners evidenced high use of vocabulary in context; they did not use isolated words, they connected their repertoire to situations and their own experiences. What happened to the students in this research is supported by Cameroon (2001); she argues that in CLIL students have the opportunity to practice the language through content that is connected to their real life and this also facilitates more realistic and engaging uses of the vocabulary into tasks that meaningful and purposeful.

7.8 Students' use of vocabulary for elaborating ideas orally

Taking into account the implementation and evaluation stages, it was found that during the development of the workshops, the students gained new vocabulary which allowed them to express their opinions, establish discussions, describe and participate actively in the class activities. Thus, this category reflected that the students were not only progressing in their oral performance but also learning new vocabulary; at the end of the implementation of the workshops, the improvement that the students reported was evident since they could recycle the vocabulary in the speaking tasks. Since the workshops also included an integrating skill approach, the learners could also recognize and use the vocabulary that was given in the different tasks such as reading a story, watching , videos and writing reports. However, the most outstanding impact was the use of vocabulary for creating ideas orally. During the oral performance stage, it was noticeable how the vocabulary facilitated students to come up with new ideas and opinions to express themselves in the class, and that

helped learners to achieve better results in the speaking tasks. At the same time, learning more vocabulary allowed learners to increase progressively their level of fluency because as I stated before they could generate more ideas automatically. Consequently, the students showed a positive attitude in their speaking skills as well as in other skills because they could perform better. In this way, they increased their interest and participation in the English activities, encouraging them to express their thoughts freely strengthening their oral fluency. Based on what Cameron (2001) mentions, this finding proves her position regarding Content Language and Integrated Learning (CLIL) when she states that this methodology strengthens language skills, in this particular case, the speaking skill.

7.9 Vocabulary for personal enrichment

It is necessary to highlight that the implementation of Content Language and Integrated Learning (CLIL) not only provided students with vocabulary to improve their oral fluency and to use it in context but also it helped learners to gain vocabulary to be more successful students and future professionals. In this set of ideas, learning new vocabulary that is contextualized to their real contexts allowed learners to be better at performing tasks in their other subjects at school, because they had the knowledge in both languages: Spanish and English. Additionally, learning specific vocabulary increase the possibility to participate in different academic events where specific jargon is used and different guests from different parts of the world take part of these events; hence, multicultural and academic knowledge exchanging takes place. Another significant outcome from learning new vocabulary through themes helping learners to be more proficient in the English language and get better results in the

different exam either in English or Social Sciences that is why learners can growth personally and professionally. Taking into account what Cameron (2001) proposes, Content Language and Integrated Learning (CLIL) facilitate learners to become more proficient in a language which corroborates what was found in this finding.

7.10 Students' pauses to connect ideas properly

Another relevant outcome from the implementation of Content Language and Integrated Learning (CLIL) lessons was to decrease students' long pauses at the moment of giving speech. From the initial point of the intervention, students' long pauses were evident being this category one of the highest. In workshop 1 and 2, the students were not able to communicate ideas effectively, they were not able to produce continuous speech, nor they could not connect ideas properly and they used to stop without completing the idea. During the implementation of this methodology, there was an interesting reduction of long pauses while doing a speaking task; at the end of the workshops, the learners were able to maintain the flow of the conversation, speak about a topic continuously, think about a transition to continue with a different idea, and the pauses evident were positive because they assisted students in reflecting how to connect ideas and use the appropriate vocabulary to complement and present complete thoughts in the speech. Students, who participated in this research project, could produce a speech without too much hesitation and long pauses; they could have a consecutive oral task.

7.11 Useful automaticity to build up oral fluency

Automaticity, considered as one of the most important oral fluency components, was also improved progressively during the implementation of Content Language and Integrated Learning (CLIL) lessons. The development of automaticity permitted that the students from high school gained coherence and became more fluent while giving a speech.

7.12 Students' automaticity for gaining speech coherence

Based on the analysis of the data collected from the instruments, it was possible to observe that The Content Language and Integrated Learning (CLIL) methodology facilitated learners to develop high levels of automaticity in order to have a more coherent speech since this automaticity helped them to use and connect the appropriate grammar, vocabulary, and ideas. This category presented the second biggest outcome of the Content Language and Integrated Learning (CLIL) implementation as in the first workshop this component was very weak, while in workshop # 7, it was evident that this component has bettered a lot. At the starting phase of the intervention, the learners did not know how to connect ideas; their speech was characterized for using isolated sentences, words, and incomplete ideas as well as difficulty to use the grammar structure effectively. When finishing the intervention, the learners demonstrated that in terms of automaticity, they were able to contextualize the grammar and the vocabulary even with few mistakes that did not affect the understanding of the speech, they could use transitions to change ideas, and they could link one idea to the previous one without losing coherence of the topic

presented in the speech. This finding is aligned to Blevins (2001) explanation about this fluency component. The author points out that the significance of automaticity relies on the accurate, quick word, grammar, and topical recognition to express ideas clearly.

7.13 Students' automaticity: a way to get oral fluency

From the implementation of the workshops, it is important to conclude that automaticity is the most relevant factor that influences the development of oral fluency. It is true that vocabulary, intonation, and pauses play a vital role when building up oral fluency, however, automaticity is the one which gives learners the opportunities to join the other fluency components mentioned previously. A person who becomes fluent is able to use the appropriate intonation, vocabulary, and pauses to have an automatic and spontaneous speech. For instance, at the beginning of the action stage, students' speeches were not automatic; they probably used certain vocabulary, but they had long pauses and the students were in the sentence level; they did not connect the grammar with the vocabulary and they even did not how to connect ideas. At the end of the implementation, the students' speeches showed a high level of automaticity as the learners spoke with certain degree of spontaneity, they could use the appropriate grammar and vocabulary in the right context, they used appropriate voice projection to make themselves understood, and they used transition words and English fillers to move from one idea to the other. Being those characteristics relevant in an automatic speech, I can conclude that automaticity facilitated the development of students' oral fluency. The exposure of different speaking tasks such as oral presentations, group discussions, peer interaction, and

class participation also allowed students to improve their fluency at the moment of speaking. In agreement with Harmer (2011) this finding was accomplished since fluency is the speaker's ability to produce speeches and connect ideas and words easily without much hesitation, and that is what the students from the pre-intermediate EFL English course did.

8 Conclusions and Recommendations

After the implementation of Content Language and Integrated Learning (CLIL) workshops, the analysis of the information provided by the research participants and the data collection instruments, some conclusions and pedagogical implications come up in order to provide English language teachers with some suggestions regarding the applicability of this methodology and its impact on students' oral fluency.

8.1 The Content Language and Integrated Learning Implications in students' oral skill

The Content Language and Integrated Learning (CLIL) methodology has a positive impact on students' from a high school grade on their oral fluency because it facilitates learning new vocabulary that helps them to create ideas orally, improving long pauses and becoming more automatic at the moment of giving a speech. That is why, I highly recommend teachers to implement Content Language and Integrated Learning (CLIL) in their classes in order to improve oral fluency and language skills.

Working with different thematic where students are exposed to a variety of speaking tasks such as oral presentations, peer interaction, group discussions,

monologues, photo-stories is an effective way to improve fluency because learning new vocabulary facilitates learners to create ideas orally and at the same time students' confidence to talk in class is increased. Therefore, I strongly suggest that English teachers should expose learners to different speaking task in the light of CLIL teaching lessons.

Including varied types of scaffolding like pictures, flashcards, speaking cards and posters is a good strategy for having students speaks because they can rely on this kind of support to create ideas and remember more information by the time of doing an oral intervention. This support works relatively well with high school students; thus, as an English teacher from a Private school, I recommend other language teachers to incorporate certain kind of support to help learners to express more ideas while presenting.

CLIL teaching and elicitation techniques to foster students' class participation together make teaching and learning become a more engaging and meaningful experience. When these were implemented with the participants of the study, they had more chances to practice the language structures and the vocabulary learnt in the class; their confidence to talk in class is also affected positively. Additionally, the learners can experience meaningful learning because they can relate the vocabulary and situations given with their own experiences. That is relatively attractive for learners and that is why they take the risk to share their anecdotes in class. As shore (2008) points out, participation participation is a key element to increases students' motivation particularly when the topic is catching and stimulating for students.

8.2 Why CLIL is a good option to foster students' speaking skill?

As it was mentioned in the findings, Content Language and Integrated Learning (CLIL) is an appropriate methodology to impact the students' use of vocabulary in context because the vocabulary as well as the grammar is presented in a contextualized way where learners are challenged to practice the words in different situations instead of using the words in isolated sentences without any type of connection. Teachers who work at a university level are invited to implement this type of methodology to foster students' use of vocabulary in context.

Working with the Content Language and Integrated Learning (CLIL) methodology with high school students not only improves oral fluency but also it allows learners to gain vocabulary for personal enrichment. Since they are studying many other subjects, work in class must be aligned to topics they take in their regular Social Science classes. Consequently, teachers are strongly advised to incorporate Thematic based on students' needs.

Implementing Content Language and Integrated Learning (CLIL) at the school level is a good source of methodological principles to take into the teaching and learning processes in the EFL class because it helps to understand and provide a good class atmosphere, where learners are also equipped with the skills needed to overcome their own difficulties based on an integrating skills approach. Through the applicability of this methodology, learners become active, motivated and confident

students, able to participate and accomplish the aims established in the class and in the institution. Furthermore, The Content Language and Integrated Learning (CLIL) methodology provides a means to integrate the students in a variety of situations and real life tasks with the purpose of reducing negative feelings towards the English class that prevent them to participate in the class. English teachers should implement this type of methodology in order to obtain better results in regards to students' performance.

The design and development of the workshops with the support of The CLIL teaching methodology have a positive influence on the high school students in gaining new and specific vocabulary, allowing the students to express their opinions and thoughts orally, obtaining oral fluency in terms of intonation, long pauses, automaticity, as well as confidence at the moment of speaking, that, impacting positively students' oral performance. English teachers should plan their classes including this type of methodology in order to innovate and provoke interest in the students; additionally, promote in their students the acquisition of new vocabulary, motivating the students to express their ideas without fear of making a mistake.

Proper planning of oral activities that also integrate other language skills are meant to fulfil students' needs, interest, and learning preferences. These help the facilitator to create a good rapport and a positive classroom environment where students are willing to participate in the activities proposed. English teachers should plan their classes taking into account the diversity and needs of their students in the English classroom, providing them with the adequate knowledge to improve and build up better performances in their language skills.

The development of varied speaking tasks among the high school students contributes to the academic, and professional, and personal domains of the students because learners can grow personally and professionally applying the knowledge they gain in the course in different situations. In fact, it helps students to improve their oral fluency which is necessary at other level including the University, since they need to attend to different events. The Colombian educational system should promote the inclusion of different speaking strategies in the class having as a reference that this skill is not well promoted in schools due to the amount of students per class.

Regarding the nature of the study, a qualitative action research study, where different phases are taken into account with the purpose of intervening and improving a classroom issue; in this case, the lack of oral fluency by the implementation of CLIL teaching lessons, is an appropriate way to help learners to overcome a problem. I open the invitation to English language teachers to explore this type of qualitative studies to help students improve and reflect upon their language performance; moreover, through this kind of research studies, teachers have the possibility to enhance their teaching practice.

Future studies need to be conducted to improve high school students speaking and language performance in the EFL class since these students require to participate in their future in national and international events where they need specific vocabulary to communicate and express their thoughts.

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10. Appendices

Appendix A: English Teachers' Questionnaire

ENGLISH TEACHERS' QUESTIONNAIRE

CLIL: ITS EFFECT ON ENGLISH SPEAKING PERFORMANCE

You are invited to participate in a research study conducted by Mauricio Cadavid Palacio. Through this questionnaire your answers to this questionnaire will be important will be important to enhance teaching practice and to meet students' language needs. All the information and data collected from this questionnaire will be used only for the purpose of this research and will be only used by the researcher.

Please, read each question carefully and if you have any doubts feel free to ask.

Write an (X) in the corresponding place.

Choose only one option.

2. What ability do you consider important to reinforce in your students? Put an X on the line.

Speaking	
Writing	
Listening	
Reading	

3. How do you grade your students' performance in English?

Excellent	
Good	
Not very good	
Bad	

4. Which of the following skills is more difficult for your students? (1-4) 1 is the most difficult and 4 is the easiest.

Speaking	
Writing	
Listening	
Reading	

5. How do you motivate your students to speak in English in Class?.

6. What are the main problems that your students find more difficult when speaking? Select two. Rate them from 1 to 4 (being 1 the most difficult and 4 the easiest).

Lack of vocabulary	
Pronunciation	
Afraid of speaking	
Lack of knowledge about topics	

7. What activities do you use to practice communication in class?

Oral Presentations	
Debates	
Photo- story	
Conversations	
Theater	
Groupdiscussions	
Videos	
Other _____ Which?	

8. Do your students find it difficult to express themselves in English in class?

Not at all	
Very Little	
Some	

9. Write the numbers from 1 to 5 on the line .Being 1 the lowest point and 5 the highest
Which strategies do you use in speaking activities?

Teachisolatedvocabulary	
Memorize	
Translateeveryword	
Repetition	
The ones from the Book	

10. Do you consider it would be interesting to include the content of other subjects in your English Classes? If so which. Please select as many as you consider the most appropriates.

Geography	
Ecosystems	
Animals	

Environmentalproblems	
Mathematics	
Sports	
Technology	
Other___ Which?	

11. Which speaking strategies would you like to implement in the institution with our students?

Othercomments:

THANKS FOR YOUR COOPERATION

Appendix B: Content Teachers' Questionnaire

CONTENT TEACHERS' QUESTIONNAIRE**CLIL: ITS EFFECT ON ENGLISH SPEAKING PERFORMANCE**

Le solicito muy respetuosamente participar en un estudio de investigación realizado por Mauricio Cadavid Palacio como requisito de grado de la maestría en Didáctica del Inglés. Sus respuestas a este cuestionario serán importantes para mejorar la práctica docente y para satisfacer las necesidades lingüísticas de los estudiantes. Toda la información y los datos recogidos de este cuestionario serán utilizados únicamente para el propósito de esta investigación y por el investigador

Por favor, lea atentamente cada pregunta y si tiene alguna duda no dude en preguntar.

Marque con una X sobre la línea.

1. Que asignatura orienta usted?

--

2. Usted cree que el Inglés es importante en su área?

Si	
No	

Explique Porque:

--

3. Sus estudiantes deberían tener conceptos de esta área en Inglés?

Si	
No	

4. Cuantas horas a la semana tiene de clase en su asignatura?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5. Señale en qué medida la enseñanza del inglés se relaciona con la especialidad que usted orienta en la Institución

Mucho	
Poco	

Muy poco	
----------	--

6. ¿Cuál habilidad considera usted deben reforzar los estudiantes de la institución para mejorar su nivel de Inglés? Marque con una X sobre la línea.

Habla	
Escritura	
Escucha	
Lectura	

Mencione los temas o contenidos de la especialidad que usted orienta que considera relevantes para practicar en la asignatura de inglés.

Comentarios adicionales:

Appendix C: Students' Questionnaire (DiagnosticStage)

STUDENTS'QUESTIONNAIRE

CLIL: ITS EFFECT ON ENGLISH SPEAKING PERFORMANCE

Le solicito muy respetuosamente participar en un estudio de investigación realizado por Mauricio Cadavid Palaciocomo requisito de grado de la maestría en Didáctica del Inglés. Sus respuestas a este cuestionario serán importantes para mejorar la práctica docente y para satisfacer las necesidades lingüísticas de los estudiantes. Toda la información y los datos recogidos de este cuestionario serán utilizados únicamente para el propósito de esta investigación y por el investigador

Por favor, lea atentamente cada pregunta y si tiene alguna duda no dude en preguntar.

Marque con una X sobre la línea.

Elige una sola opción.

1. ¿Se siente motivado(a) en las clases de inglés?

Si	
No	

Explique Porque:

2. ¿Cómo ha sido tu rendimiento académico en las clases de inglés?

Excelente	
Sobresaliente	
Regular	
Malo	

Explique Porque:

3. ¿Cuál es tu opinión acerca de la metodología que usa el profesor de inglés?

Muy atractiva	
Atractiva	
Un poco atractiva	
Nada atractiva	

4. ¿Cómo prefiere trabajar en las clases?

Individual	
En parejas	
En grupos	

5. ¿Cómo trabajan normalmente en las clases?

Individual	
En parejas	
En grupos	

6. ¿Cómo clasifica su desempeño en la parte oral en inglés?

Excelente	
Sobresaliente	
Bueno	
Regular	
Malo	

7. De qué manera se comunica usted mejor en Inglés?

Oral	
Escrito	

8. Que tan importante es para que se hagan actividades comunicativas en la clase de Ingles?

No es importante	
Es algo importante	
Importante	
Muy importante	

9. Considera usted que tiene las herramientas necesarias para comunicarse en inglés de forma oral?

Si	
No	

Explique Porque:

--

10. Con que frecuencia en sus clases de Inglés tiene actividades orales?

Nunca	
Casi nunca	
Casi siempre	
Siempre	

11. Qué problemas encuentra más frecuente a la hora de hablar en inglés?

Falta de vocabulario	
Pronunciación	
Temor al hablar	
Falta de información sobre el tema	
Otra: Cual?	

12. Qué tipo de actividades le gustaría que la profesora incluya en la clase en inglés?
Marque una (X) en las actividades que a usted le gustaría

Presentacionesorales	
Debates	
Photo- story	
Conversaciones	
Teatro	
Discusiones de grupo	
Videos	
Otra ____ cual?	

13. Qué tipo de contenido le gustaría aprender en el curso de inglés? Marque una (X)
en el contenido que a usted le gustaría aprender.

Geografia	
Ecosistemas	
Animales	

Problemas Ambientales	
Matematicas	
Deportes	
Tecnologia	
Otro___ Cual?	

Appendix D: Class Observation

CLASS OBSERVATION (A two Hour Class)

DESCRIPTION OF THE ACTIVITY	INTERPRETATION	REFLECTION										
<ul style="list-style-type: none"> The teacher stated the class on time at 7:00 a.m. The teacher showed some pictures of food and beverages and students talked about them. The teacher will draw a chart on the board, the students in groups of three will have ten minutes to complete the following chart, trying to remember ingredients for each food in English, they are not allowed to look for the information in books or electronic devices <table border="1" data-bbox="126 1270 633 1789"> <thead> <tr> <th data-bbox="126 1270 380 1415">FOOD</th> <th data-bbox="380 1270 633 1415">INGREDIENTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 1415 380 1491">HOT DOG</td> <td data-bbox="380 1415 633 1491"></td> </tr> <tr> <td data-bbox="126 1491 380 1638">HAMBURGER</td> <td data-bbox="380 1491 633 1638"></td> </tr> <tr> <td data-bbox="126 1638 380 1713">SANCOCHO</td> <td data-bbox="380 1638 633 1713"></td> </tr> <tr> <td data-bbox="126 1713 380 1789">SALAD</td> <td data-bbox="380 1713 633 1789"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> The teacher will project pictures 	FOOD	INGREDIENTS	HOT DOG		HAMBURGER		SANCOCHO		SALAD		<ul style="list-style-type: none"> Punctuality is fundamental in a class As a general comment, it was a very unusual way to teach English, the teacher talk about topics, related to geography, THE UNITED STATES OF AMERICA (Food, beverages and restaurants in the USA), but never mentioned parts of the speech or explained language itself, he based his teaching on activities as described in the first column and it took students to finally use the language either writing, reading but mainly speaking, and it happened to be at least from our point of view in a natural and relaxed approach 	<ul style="list-style-type: none"> It is a very interesting way of teaching English, using topics like the ones described in the column of the activity, because as I could see, students were interested in the topics and not in the language itself and very anxious and willing to participate, even some students that are considered weak in the oral part, were using the languages, with mistakes, but they wanted to express their opinions and feeling about the topics. Teacher allows correction among students during the activities and he focus more on the production and
FOOD	INGREDIENTS											
HOT DOG												
HAMBURGER												
SANCOCHO												
SALAD												

<p>of the most popular foods and beverages in the USA and discuss with the students if they like them or not and why?</p> <ul style="list-style-type: none"> • The teacher will also present the types of restaurants in the USA and discuss them with the students, comparing them with Colombia. • The teacher ask students to form groups of four, then they will get a Reading with history of foods and beverages, students will read and then will present orally the information to their classmates • The teacher will ask students to form groups of three and they will choose one of the foods presented by the teacher and will write the ingredients and the procedure to prepare it. They will present it to the class orally. Each member has to talk during the presentation. • The teacher will ask students to form groups of 4. Students will pretend they are in a restaurant in the USA. One of them will be the waiter and the rest will be the costumers. They have to write and ten act as if they were in a real restaurant Talking about food and beverages 	<ul style="list-style-type: none"> • Modeling was fundamental in the class and also the teacher used a lot of drilling when given input in the different activities presented in the class. Correction is a must in speaking activities, try peer correction and then Teacher correction • Memorizing and using clues when talking is a good strategy to help students using the language since it gives them confidentiality and a path to follow • It is also a good idea to have students reporting their partners activities it motives them because they fell it is real and the language has a concrete purpose of communication. • Improvising plays a very important role 	<p>participation that in the language form, it was very good because it gave students confidence to speak freely and not like in a classical class where every single time they are stopped. It really increases the oral participation of almost all of the students from 8th grade.</p> <ul style="list-style-type: none"> • All of the activities were very good planned and focus on communications, the only problem was that the teacher should have given them more time, because they were in a real hurry preparing some production activities and they got nervous just because of the time. • Something very good was that even though student made some mistakes during their oral interventions, the teacher did not
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<p>choices. Prices, who pays and different ways of paying the bill.</p> <ul style="list-style-type: none"> • Each student will talk about their favorite food and beverage for 50 seconds. 	<p>in the use of the language in real situations. It helps students to get more confident when using it.</p> <ul style="list-style-type: none"> • Classroom management is a key component of a successful class 	<p>interrupt them to correct, he just did a general correction of vocabulary, grammar and pronunciation at the end of the activities and he did not mentioned specific names of the students, it makes them feel relax and increase their willingness to participate in further activities.</p> <ul style="list-style-type: none"> • Another positive point here to remark is the amount of new vocabulary students used during their interventions, this was thanks to the input made by the teacher in which he explained vocabulary and gave then many definitions and worked on drilling to improve pronunciation. • Excellent classroom management, very good time control.
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Appendix E: Oral Pre-Test


The teacher fabio Morantre interview each student (20 in total from 8th grade) using an Oral Place Test from the book **UNLIMITED**, design by Cambridge University Press 2010.


The question used were the following:


English Unlimited Placement test


Oral test question banks


Introductory questions
What's your name? How do you spell your surname?
Where are you from?
Did you learn English at school? For how many years?

1 Starter		
	Question	Goals (with coursebook unit)
1	What do you do? Do you work or are you a student?	Say where you work (2)
2	Tell me about your family.	Talk about families (2)
3	What do you do in your free time? (Do you play football or any sports?)	Say how you spend your time (4)
4	What do you do every day? What time do you get up / start work?	Talk about your daily routine (6)
5	Tell me about the town where you live.	Talk about a place you know (7)

2 Elementary		
	<i>Question</i>	<i>Goals (with coursebook unit)</i>
6	Tell me about something you can do well. (Can you swim? Can you cook?)	Say what you can do (1)
7	How often do you usually see your friends? (What do you do together?)	Say what you do in your free time (3)
8	Where do you live? Tell me about your home.	Talk about homes (5)
9	What are you going to do at the weekend?	Talk about hopes and plans (14)
10	Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)	Talk about trips and past events (4) Talk about experiences (13)

3 Pre-intermediate		
	<i>Question</i>	<i>Goals (with coursebook unit)</i>
11	Tell me about something that you did with your friends/family recently. Why did you enjoy it?	Describe past events (4)
12	Tell me about the weather in your country. Which is your favourite season and why do you like it?	Talk about weather (6) Give opinions (3)
13	Imagine that I am a visitor to your country. What advice would you give me?	Give advice (5) Make recommendations (7)
14	Can you tell me about an object that is special for you? Why is it special?	Talk about possessions (8)
15	Where do you live – in a house or an apartment? What's it like?	Talk about homes and housing (11)

4 Intermediate		
	<i>Question</i>	<i>Goals (with coursebook unit)</i>
16	What sort of television programmes do you like?	Talk about TV and radio (1) Express preferences (1)
17	How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?	Talk about methods of communication (2) Speculate about the future (2)
18	Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?	Describe a book [or film] (1) Make recommendations (1)
19	Think about an interesting person you have met. What is he/she like?	Describe personality (7)
20	Have you ever been on a journey where something went wrong?	Talk about unexpected travel situations (8) Talk about something that went wrong (5)

5 Upper Intermediate		
	<i>Question</i>	<i>Goals (with coursebook unit)</i>
21	Tell me about something you are good at.	Talk about things you're good at (1)
22	Can you tell me about a famous landmark/person in your country? What do you know about it/them?	Talk about landmarks where you live (4) Talk about well-known people where you live (4)
23	What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?	Talk about media and the internet (6) Justify your point of view (6)
24	If an English person wanted to learn your language, how should they do this and why?	Make and justify recommendations (12)
25	Where do you see yourself in five years' time?	Talk about the future (14) Describe personal hopes and expectations (14)

Appendix F: Table with the information from the triangulation of the instruments in the diagnostic stage

No	CATEGORY	LABEL COLOR	Operationalization	INSTRUMENTS				FREQUENCIES TOTALS	PORCENTAGES	SAMPLES	FINDINGS
				STUDENTS' QUESTIONNAIRE	ENGLISH TEACHERS' QUESTIONNAIRE	CONTENT TEACHERS' QUESTIONNAIRE	OBSERVATION FORMAT				
1	Lack of english knowledge		category describes the low English performance of the students	19	5	1	1	26	18,6	English is very difficult	Students needs to improve their performance
2	excessive use of the textbook in the class		category describes how the teacher support his classes only with the textbook as the unique	8	5	1	1	15	10,7	We always use the book	Classes are based on the book activities
3	Lack of motivation in class		category describes how motivation is very low in relation to the english class	15	3	1	1	20	14,3	We always do the same in class	The teacher should include new activities
4	Interest toward including content in English		category describes the interest shown by in order to include content in english	20	9	2	1	32	22,9	We want to have other topics in the english class	Students from seventh grade were very motivated to learn Geography in
5	Lack of opportunities to Practice speaking in class		category describes the time dedicated to practice speaking in class	17	5	2	2	26	18,6	We don't do many communicative activities	Students work on grammar most of the time
6	Lack of cooperative activities		category describes the the few amount of activities that involve group work	13	5	1	2	21	15,0	We only work in the book individually	Students work individually on their workbooks
TOTALES				92	32	8	8	140	100,0		

Appendix G: Full Content of the Workshops

Workshop N° 1

**RAFAEL POMBO HIGH SCHOOL
EIGHT GRADE
GEOGRAPHY USA- PART 1(POLITICAL DIVISION- MAIN STATES,
CITIES AND LANDMARKS)
WORKSHOP 1
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about the Political Division, Main States, Cities and Landmarks in the USA
- b) Communication:** Students will be able to talk about the Political Division, Main States, Cities and Landmarks in the USA
- c) Cognition:** Students will be able to apply their knowledge about the USA political division, Main States, Cities and Landmarks in the USA
- d) Culture:** Students will be able to identify some of the differences in culture in the main states discussed in class.

THE USA

I. Setting the stage:

Group Activity: the teacher will project the following questions and elicit information from students. And then he will write the answers on the board, then discuss them with the students.

1. Do you know the name of the capital city of the USA?
2. Where is the USA Located?
3. Have you visited the USA?
4. Do you have Family in the USA?, if Yes, do you know where they live?
5. Do you remember any of the states in the USA?
6. Name some important cities in the USA.
7. Why is the USA important in the world?
8. What do people in the USA eat?

Vocabulary: The teacher will show this images to the students and he will explain the vocabulary, comparing the USA and Colombia.



COUNTRY(USA-COLOMBIA)



STATE (TEXAS – VALLE DEL CAUCA)



CITY (MIAMI – PEREIRA)

Discussion

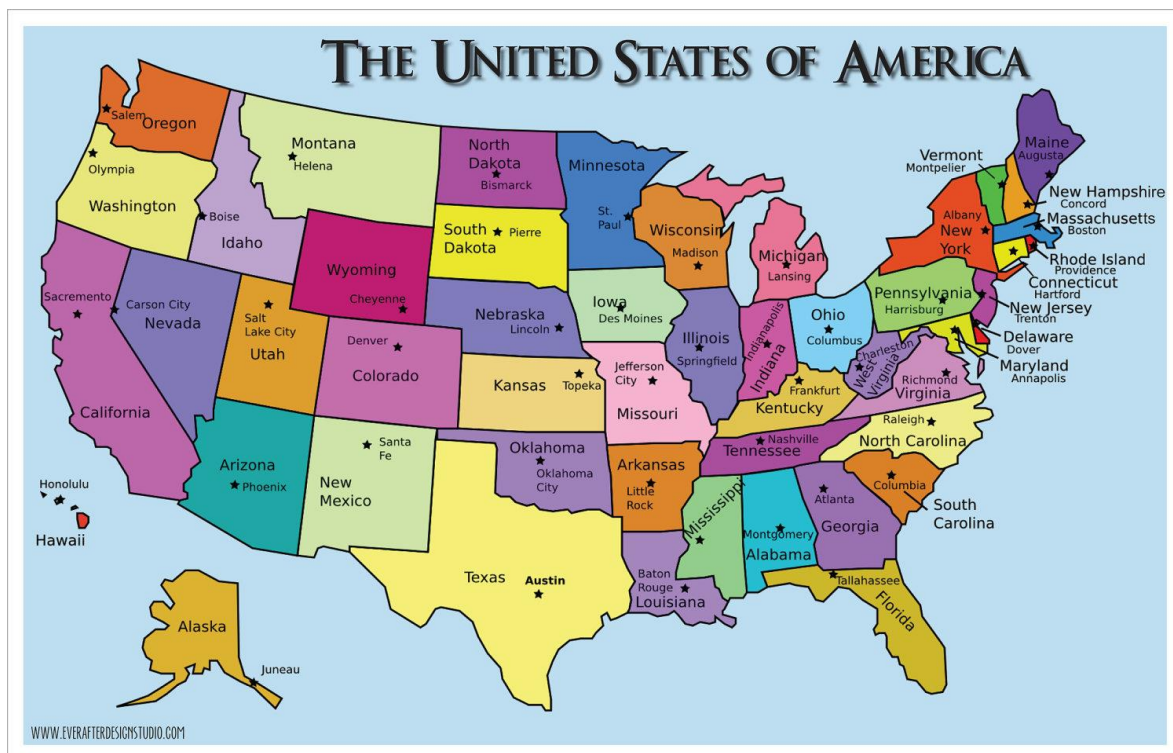
The teacher will draw a chat on the board, the students in groups of three will have ten minutes to complete the following chart, just the ones they remember, they are not allowed to look for the information in books or electronic devices

THE USA

STATES	CITIES

II. Providing input:

1. The teacher will project the map with the political division of the USA, (Each student will have a copy of the map. they will repeat the name of the state to practice pronunciation and learn them). The teacher will focus the attention on the most important states. (New York, Florida, Texas, California, Massachusetts, Nevada) and the main cities (Miami, New York, Boston, Washington, Los Angeles, Las Vegas, Chicago) and how they are very important but they are not the capital of the state



2. The teacher will distribute some readings about the most important states in the USA (Florida. New York. California. Texas. Massachusetts. Nevada) in groups of three students will read about one state and then will report the information to the class. All of the members of the group have to present.

Reading Retrieved From: https://en.wikipedia.org/wiki/New_York

3. The teacher will project some slides with pictures of different cities in the USA. Students will raise their hands if they consider that they know the name of the city. Then the teacher will show the name of the city and with the students will discuss some facts about it. (Location. Population. Landmarks. Touristic impact)

Using questions like:

How many people do you think live in this city?

Is it a big or small city?

What do you think about the weather?

Why do you think people want to visit this city?

Do you know some important places in thiscity?





III. Guided participation:

The teacher will give students (groups of three) copies of pictures of different landmarks in the USA. Students will write a description of what they see in the picture (About 100 words) in the groups and then each one in the group will read the description.





IV. PRODUCTION:

The teacher will ask students form groups of 4, then each group will get a map with the politica division of the USA, but without names of states or capitals (See a sample of the map below)

Contest (How many states and capital cities can you locate in the map, write as many names as they remember (Win a prize in your group)



V. EVALUATION

Each student will have 40 seconds to say in English something significant about a state, city or landmark he or she like the most and why?

VI. HOMEWORK (FOR THE NEXT SESSION)

I AM A GEOGRAPHY TEACHER.

Students will work in groups of three.

They will be assigned one of the main cities of the USA, they have to prepare a 7 minute class about that city, they have to use power point to present the information.

Workshop N° 2

**RAFAEL POMBO HIGH SCHOOL
EIGHT GRADE
Geography USA- Part 2 (Food, beverages and restaurants in the USA)
WORKSHOP 2
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about Food, beverages and restaurants in the USA
- b) Communication:** Students will be able to talk about Food, beverages and restaurants in the USA
- c) Cognition:** Students will be able to apply their knowledge about Food, beverages and restaurants in the USA
- d) Culture:** Students will be able to identify some Food, beverages and restaurants in the USA

HOMEWORK (FROM FIRST WORKSHOP)

I AM A GEOGRAPHY TEACHER.

Students will work in groups of three.

They will be assigned one the main cities of the USA, they have to prepare a 7 minute class about that city, they have to use power point to present the information.

I. Setting the stage:

Group Activity: The teacher will show some pictures of food and beverages and students will identify them.





Discussion

The teacher will draw a chart on the board, the students in groups of three will have ten minutes to complete the following chart, trying to remember ingredients for each food in English, they are not allowed to look for the information in books or electronic devices

FOOD	INGREDIENTS
HOT DOG	
HAMBURGUER	
SANCOCHO	
SALAD	

II. Providing input:

1. The teacher will project pictures of the most popular foods and beverages in the USA and discuss with the students if they like them or not and why?







2. The teacher will also present the types of restaurants in the USA and discuss them with the students, comparing them with Colombia.





3. The teacher ask students to form groups of four, then they will get a Reading with history of foods and beverages, students will read and then will present orally the information to their classmates

History of the Hamburger:

http://aht.seriousseats.com/archives/2005/08/the_history_of.html

History of the Hot Dog:<http://www.history.com/news/hungry-history/break-out-the-buns-the-history-of-the-hot-dog>

History of the Pizza:<http://www.lifeinitaly.com/food/pizza-history.asp>

History of the Coca Cola:<https://www.worldofcoca-cola.com/about-us/coca-cola-history/>

III. Guided participation:

The teacher will ask students to form groups of three and they will choose one of the foods presented by the teacher and will write the ingredients and the procedure to prepare it. They will present it to the class orally. Each member has to talk during the presentation.

IV. PRODUCTION:

The teacher will ask students to form groups of 4. Students will pretend they are in a restaurant in the USA. One of them will be the waiter and the rest will be the costumers. They have to write and then act as if they were in a real restaurant talking about food and beverage choices. Prices, who pays and different ways of paying the bill.

V. EVALUATION

Each student will talk about their favorite food and beverage for 50 seconds.

Workshop N° 3

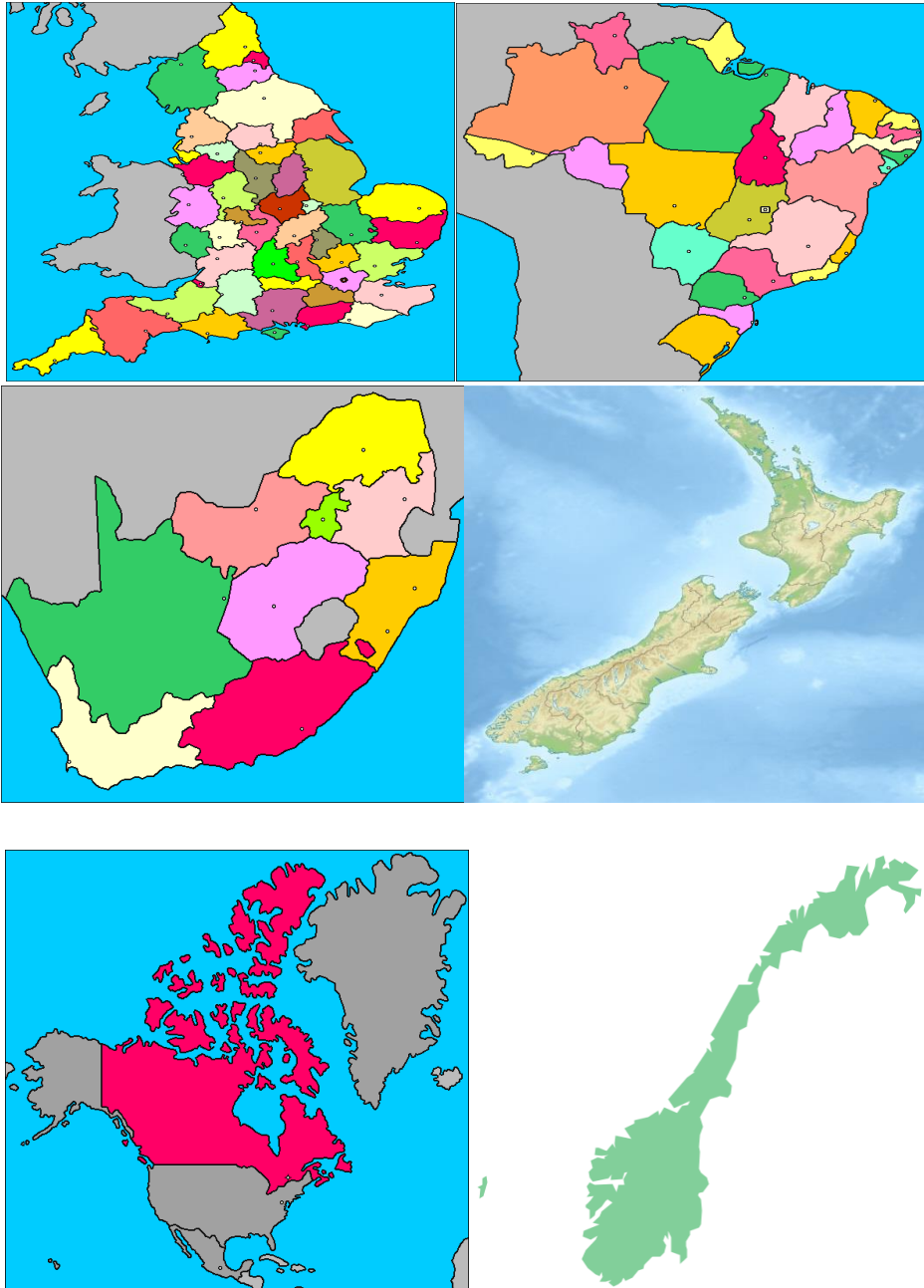
**RAFAEL POMBO HIGH SCHOOL
EIGHT GRADE
ENGLISH AS A GLOBAL LANGUAGE
WORKSHOP 3
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about the concept of **English as A Global Language**
- b) Communication:** Students will be able to talk about the idea of **English as A Global Language**.
- c) Cognition:** Students will be able to apply their knowledge and analyze the theory of **English as A Global Language**.
- d) Culture:** Students will be able to identify some facts about the cultural implications of **English as A Global Language**.

I. Setting the stage:

Group Activity: The teacher will project maps of different countries and students will try to guess what country is it and what language is spoken there.



II. Providing input: The teacher will play video about the history of England where and students the will have a copy of the map of this country. Individually, they will write on the map. Facts about the country, like population. Capital, Main cities and festivities, food and Currency. Etc. And then there will be a group debate about these countries.

<https://www.youtube.com/watch?v=NL66NfKUWDE>

4. The teacher will distribute some readings about the importance of English in the world and some facts about. Students will form groups of four, each group will get one reading and they have to prepare a presentation about the reading, during the presentation they have to explain some vocabulary that they as a group find challenging.
 - <http://blog.esl-languages.com/blog/learn-languages/english/english-language-global-number-one/>
 - <http://www.5minuteenglish.com/english-around-world.htm>
 - <http://englishharmony.com/english-is-the-world-language/>
 - <http://www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/>

III. Guided participation:

Role play: In groups of four, students will write a speech of about 150 words in which they have to convince the United Nations plenary summit, why English is the most important language and why there should be a worldwide law which establishes English as the world language.

IV. PRODUCTION:

The teacher will present a power point presentation about facts and statistics from the ministry of education on the bilingualism national program, then he acts as the moderator of a debate on **why people should learn English in Colombia** and each student in groups of four will have 3 minutes to prepare a short oral intervention of no more than 2 minutes to express if the group agree or disagree if all the Colombians should learn English or not and the importance of it for the country's economic and development.

V. EVALUATION

Each student will have 50 seconds to express orally how he or she feels about his own learning process of English at school and how this activities have help them to improve specially speaking. They have to answer the following questions:

1. Do you like English?
2. How do you feel in your English classes?
3. Do you think that you are committed with your English learning process?
4. Do you like your English classes?
5. How do you feel that this geography classes in English has helped you to improve your English?

Workshop N° 4

**RAFAEL POMBO HIGH SCHOOL
EIGHT GRADE
SOME HOLIDAYS AND FESTIVITIES IN THE ENGLISH SPEAKING
COUNTRIES
WORKSHOP 4
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about Some Holidays And Festivities In The English Speaking Counties.
- b) Communication:** Students will be able to talk about Some Holidays And Festivities In The English Speaking Counties.
- c) Cognition:** Students will be able to apply their knowledge and analyze some characteristics about Some Holidays And Festivities In The English Speaking Counties.
- d) Culture:** Students will be able to identify some facts about Holidays And Festivities In The English Speaking Counties.

I. Setting the stage:

Warm up. The teacher will write the following questions on the board and then ask the students to write their answers, then to share them with their partners

1. What is a holiday?
2. What are the most common holidays in the Colombia?
3. What is your favorite holiday? And Explain why?
4. How do you celebrate Christmas?

5. What do you know about holidays in the USA, Canada or the United Kingdom?

II. Providing input:

Eliciting information: the teacher will write some questions on the board, and then he will project some images with the names of important holidays in some English speaking countries. When a student knows the answer about one of the questions related to one of the images he will raise his or her hands

Where is this holiday it celebrated?

When is it celebrated?

Why is celebrated?

How do people celebrate it?

Do we also celebrate it in Colombia? And how and why do we celebrate it?





1. In groups of four. Students have to invent a holiday to celebrate any important event. They have to write the story of the holiday. Why is it

celebrated? How should it be celebrated and when? They have 20 minutes to do it and then orally report it to the whole class. All the members of the group have to participate.

2. The teacher will distribute a reading about the origin of Halloween. The teacher will explain some key vocabulary from the texts and will use images to explain them. In groups of 4 Students will read the information and then write the script of a conversation to act it out in front to the class and let them know about the origin of the holiday.

- <http://www.ancient-origins.net/Ourths-legends-europe/crossing-veil-pre-christian-origins-halloween-and-samhain-002271>

III. Guided participation:

Each student will write to Santa Claus two or three wishes he or she has for Christmas. They have to write only one paragraph from 6 to 8 lines. Then each student will read his or her wishes to the class.

IV. PRODUCTION:

The teacher will play a track about Halloween (Students don't know what is it about). Individually they have to write as many sentences or word as possible from the audio. The teacher will repeat it twice. They will read the sentences or word they wrote and then they will see the same audio in a video with close caption and will compare with what they wrote.

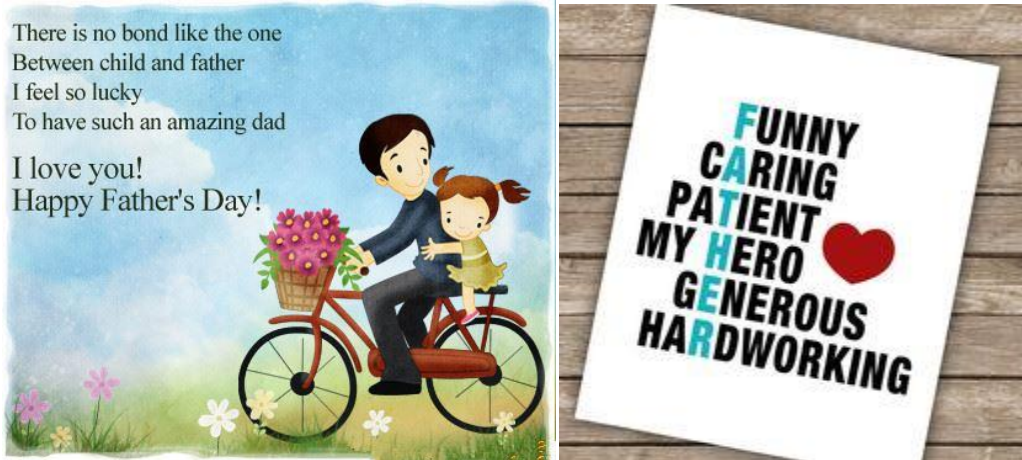
- <https://www.youtube.com/watch?v=dHQZErtwA3E>

After watching the video each student will give their opinions about Halloween. Giving their personal views about the positive or negative points of celebrating Halloween.

V. EVALUATION

The teacher will show images fathers' day in the video beam with messages. Each student will design a Christmas card with a message for the male teachers who are fathers and they will be invited to the class and the students will read the cards to them.





Workshop N° 5

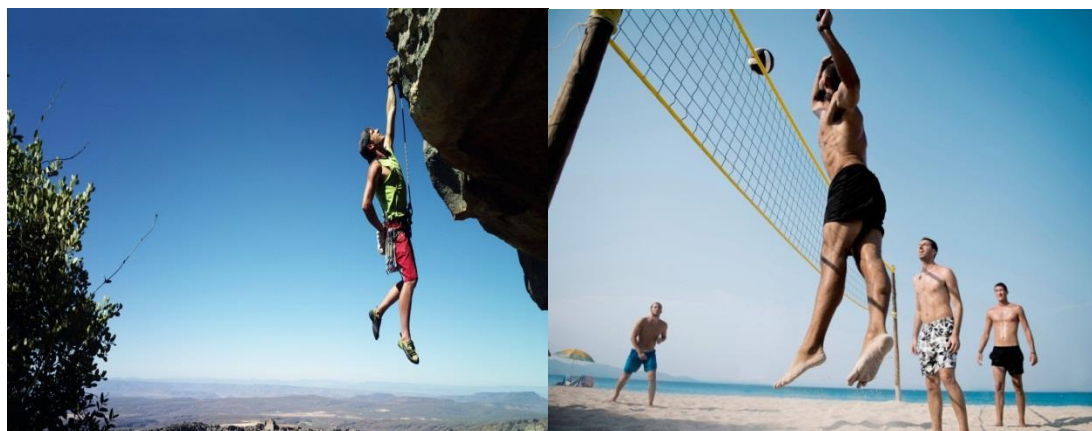
**RAFAEL POMBO HIGH SCHOOL
EIGHT GRADE
SPORTS IN SOME OF THE ENGLISH SPEAKING COUNTRIES
WORKSHOP 5
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about **Sports in Some of the English Speaking Countries**
- b) Communication:** Students will be able to talk about **Sports in Some of the English Speaking Countries**
- c) Cognition:** Students will be able to apply their knowledge and analyze some characteristics about Some **Sports in Some of the English Speaking Countries**.
- d) Culture:** Students will be able to identify some facts about **Sports in Some of the English Speaking Countries**

I. Setting the stage:

Warm up. The teacher will project some images of sports around the world. Student will try to identify them and say their name and where it is practiced (If Known).



II. Providing input:

Eliciting information: The teacher will project some images of sports practice in some English Speaking Countries. Students have to answer one of the questions below.

- What is the name of the sport?
- In what countries do they practice it?
- What implements are needed to practice it?
- How many people are there in each team?
- Do we practice it here in Colombia?



1. In groups of four. Students have to choose a sport and write at least 10 rules they consider are important to practice it, they can write real rules or imaginary rules they think are fundamental to play the sport they chose. They have to read the rules to the class.

III. Guided participation:

Each student will write a report about a sport event, they have to write it in a text of about 100 to 150 words. After writing it, they have to report it to the class as if they were real news reporters.

IV. PRODUCTION:

The teacher will play a Short Video with the difference between American Football and Rugby, students individually take notes about the video and then each of them will report tell to the class what sport he or she prefers from the video and why, they have 40 seconds for the intervention.

- <https://www.youtube.com/watch?v=4leJmNH9Dfo>

V. EVALUATION

Each student will talk about their favorite sport, they have to explain why they like it, if they practice it, how often, where and mention some rules that they have to follow when practicing the sport they are talking about.

Workshop N° 6

**RAFAEL POMBO HIGH SCHOOL
EIGHTGRADE
NATURAL WONDERS IN THE USA
WORKSHOP 6
3 HOURS**

OBJECTIVES OF A CLIL SESSION:

- a) Content:** Students will learn about Some **Natural** Wonders In The **USA**.
- b) Communication:** Students will be able to talk about Some Natural Wonders In The **USA**.
- c) Cognition:** Students will be able to apply their knowledge and analyze some characteristics about Natural Wonders In The **USA**.
- d) Culture:** Students will be able to identify some facts about Natural Wonders In The **USA**.

I. Setting the stage:

Warm up: The teacher will write the following questions on the board and then ask to the students to write their answers, and then to share them with their partners

- What is a natural Wonder?
- What are some natural wonders in Colombia?
- What is your favorite natural wonder in Colombia? And Explain why?
- Have you visited any natural wonder here in Colombia or in the world?
- What do you know about natural wonders in the USA?

II. Providing input:

Eliciting information: The teacher gives the students a hand out with some questions and some pictures. (Handout No. 6.1)and they discuss the answers in pairs.

- What do you see in the picture?
- Do you know what it is?
- Where is it?
- What can you do there?
- Why is it important in the natural world?







Finally, The teacher will project the images in the handout of some important natural wonder in Colombia and the USA and the students will give their answers.

3. In groups of four. Students will be given a picture of a natural wonder in the USA, they have 25 minutes to write a description of the image they got from the teacher, and then orally report it to the whole class. All the members of the group have to participate.

Some clues to write sentences about the image given to the students

- This is _____ and it is located in _____
- It is beautiful because _____
- I like it because _____
- The colors and the _____





III. Guided participation:

- The teacher will present a video about the amazon the destruction of the amazon forest as a natural reserve that helps the whole world.
- Then, he will give each student a piece of paper and ask them to write their opinion about the situation with the deforestation of the amazon jungle
- Students get up and walk around sharing their answers with each other and discuss their opinion
- As a wrap up, the teacher ask some volunteers to share their answers

<https://www.youtube.com/watch?v=AVh2DEgpvsM>

IV. PRODUCTION:

- The teacher will play a video about Yellowstone National Park, which shows how the government in the us takes care of the environment.
- After watching the video each student will talk about the benefits it might have in the environmental protection. Each student will talk for 2 minutes.

<https://www.youtube.com/watch?v=Zj5PWYDkRsA>

V. EVALUATION

In groups of 4, students will write (Invent) 10 rules that must be followed by visitors when visiting a natural park or a natural reserve.

Example:

When visiting the park....

Do not feed the animals

You should follow the paths

Be careful with the holes on the sides of the path

Workshop N° 7

RAFAEL POMBO HIGH SCHOOL EIGHT GRADE EVALUATION WORKSHOP WORKSHOP 7 3 HOURS

OBJECTIVES OF A CLIL SESSION:

- a) **Content:** Students will learn about **some important people in the history of the English Speaking Countries**
- b) **Communication:** Students will be able to talk about **some important people in the history of the English Speaking Countries**
- c) **Cognition:** Students will be able to apply their knowledge and analyze some characteristics and legacy **some important people in the history of the English Speaking Countries.**
- d) **Culture:** Students will be able to identify **some important people in the history of the English Speaking Countries**

I. Setting the stage:

Workshops Evaluation Activity: The teacher will go to eight grade and organize the students in groups of 4, then will assign each group a character who plays or played a special role in the life of any of the English speaking countries. (see the list below). After having the character assigned, each group has one week to research about this person and to prepare a role play.

STUDENT'S NAME	CHARACTER TO REPRESENT
GROUP 1	HILLARY CLINTON
GROUP 2	WILLIAM SHAKESPEARE
GROUP 3	QUEEN ELIZABETH II
GROUP 4	DONALD TRUMP

Instructions for the role play

- ✓ Each group is formed by 4 students; each one will have a role in the activity. One will be the main character and the other 3 will be reports from a channel that will interview the person assigned to the group.
- ✓ The reporters will write 5 questions each based on the research done by them about the character assigned

- ✓ The reporters from each group will get together before the interview and check the questions in order not to repeat them.
- ✓ There will be a day in which the interview will be done in front of the whole group and the English teachers, besides these, all the interviews from the four groups will be recorded.

Appendix H: English Teachers' Final Questionnaire

ENGLISH TEACHERS' FINAL QUESTIONNAIRE
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CLIL: ITS EFFECT ON ENGLISH SPEAKING PERFORMANCE

You are invited to participate in a research study conducted by Mauricio Cadavid Palacio. Through this questionnaire your answers to this questionnaire will be important will be important to enhance teaching practice and to meet students' language needs. All the information and data collected from this questionnaire will be used only for the purpose of this research and will be only used by the researcher.

Please, read each question carefully and if you have any doubts feel free to ask.

Write an (X) in the corresponding place.

Choose only one option.

1. What ability do you consider that your students have improved more after the workshops of Geography in English?

Speaking	
Writing	
Listening	
Reading	

2. How do you grade your students' performance in English after the workshops of Geography in English?

Excellent	
Good	
Not very good	
Bad	

3. Which of the following skills has been more difficult for your students in your classes? (1-4) 1 is the most difficult and 4 is the easiest.

Speaking	
Writing	
Listening	
Reading	

4. Do you consider that the workshops of Geography in English have help to motivate your students to use more and speak easily and more fluent in the English in Class?.

Yes	
No	

5. From the following problems you mentioned in the first interview, which of them have your students improved in, after applying the 6 the workshops of Geography in English. Select as many as you consider they have improved in.

Lack of vocabulary	
Pronunciation	
Afraid of speaking	
Lack of knowledge about topics	
Fluency	

6. Do you consider that your students have benefit from this experience of working the workshops of Geography in English?

A lot	
A little bit	
Nothing	

7. Do you think that this must be a permanent policy at school to work different subjects in English?

Yes	
No	

Othercomments:

THANKS FOR YOUR COOPERATION

Appendix I: Students' Questionnaire 1 (Evaluation Stage)

FINAL STUDENTS' QUESTIONNAIRE

CLIL: ITS EFFECT ON ENGLISH SPEAKING PERFORMANCE

I respectfully ask you to participate in a research study conducted by Mauricio Cadavid Palacio as a requirement to obtain the master's degree in English didactics at Caldas University. Your answers to this questionnaire will be important to improve teaching practice and to meet the language needs of students. All information and data collected from this questionnaire will be used only for the purpose of this research and the researcher

Please read each question carefully and if you have any questions do not hesitate to ask.

12. How did you feel in the workshops of geography in English?

Improve a lot	
Improve a little bit	
Did not improve at all	

13. Regarding your English oral performance. Do you feel that you:

Improve a lot	
Improve a little bit	
Did not improve at all	

14. Do you consider that you improve in the following English language skills

	A lot	a Little	Nothing
Listening			
Reading			
Writing.			
Speaking			

15. Do you consider that these workshops of geography in English should be a policy at school?

Yes	
No	

16. How would you describe the workshops of geography in English? (Choose from the following list of adjectives the ones that apply for you?)

Interesting	
Enjoyable	
Fun	
Challenging	
Boring	
Exciting	
Tedious	

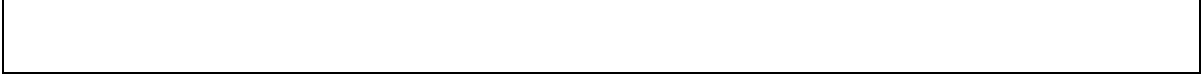
17. What was the most difficult about the workshops of geography in English?

The vocabulary	
Understanding the topics	
Express Our ideas orally	
Write essays about Geography topics	
The reading comprehension Activities	

18. How do you grade your oral performance during the workshops of geography in English?

Excellent	
Ok	
Not so good	
Bad	

Other comments:



THANKS FOR YOUR COOPERATION

Appendix J: External Observation

CLASS OBSERVATION

Objective: To observe teacher Mauricio Cadavid's class about teaching Geography in English – Today the topic was **THE UNITED STATES OF AMERICA (Food, beverages and restaurants in the USA)** and basically analyze the speaking part of the students during the class. This is 8th grade, with 16 students at Rafael Pombo High School in Cartago.

OBSERVER: Fabio Morante **TEACHER:** Mauricio Cadavid **DATE:** April 14th, 2014. **GROUP:** 8th Grade

DESCRIPTION OF THE ACTIVITY		INTERPRETATION	REFLECTION
<ul style="list-style-type: none"> The teacher stated the class on time at 7:00 a.m. The teacher showed some pictures of food and beverages and students talked about them. The teacher will draw a chart on the board, the students in groups of three will have ten minutes to complete the following chart, trying to remember ingredients for each food in English, they are not allowed to look for the information in books or electronic devices 		<ul style="list-style-type: none"> Punctuality is fundamental in a class As a general comment, it was a very unusual way to teach English, the teacher talk about topics, related to geography, THE UNITED STATES OF AMERICA (Food, beverages and restaurants in the USA), but never mentioned parts of the speech or explained 	<ul style="list-style-type: none"> It is a very interesting way of teaching English, using topics like the ones described in the column of the activity, because as I could see, students were interested in the topics and not in the language itself and very anxious and willing to participate, even some students that are considered
FOOD	INGREDIENTS		
HOT DOG			

HAMBURGU ER		<p>language itself, he based his teaching on activities as described in the first column and it took students to finally use the language either writing, reading buumainly speaking, and it happened to be at least from Ourpint of view in a natural and relax approach</p>	<p>weak in the oral part, were using the languages, with mistakes, but they wanted to express their opinions and feeling about the topics.</p>	
SANCOCHO			<p>Modeling was fundamental in the class and also the teacher used a lot of drilling when given input in the different activities presented in the class. Correction is a must in speaking activities, try peer correction and then Teacher correction</p>	<p>Teacher allows correction among students during the activities and he focus more on the production and participation that in the language form, it was very good because it gave students confidence to speak freely and not like in a classical class where</p>
SALAD				

- The teacher will project pictures of the most popular foods and beverages in the USA and discuss with the students if they like them or not and why?
- The teacher will also present the types of restaurants in the USA and discuss them with the students, comparing them with Colombia.
- The teacher ask students to form groups of four, then they will get a Reading with history of foods and beverages, students will read and then will present orally the information to their classmates
- The teacher will ask students to form groups of three and they will choose one of the foods presented by the teacher and will write the ingredients and the procedure to prepare it. They will present it to the class orally. Each member has to talk during the presentation.
- The teacher will ask students to

<p>form groups of 4. Students will pretend they are in a restaurant in the USA. One of them will be the waiter and the rest will be the costumers. They have to write and ten act as if they were in a real restaurantTalking about food and beverages choices. Prices, who pays and different ways of paying the bill.</p> <ul style="list-style-type: none"> • Each student will talk about their favorite food and beverage for 50 seconds. 	<ul style="list-style-type: none"> • Memorizing and using clues when talking is a good strategy to help students using the language since it gives them confidentiality and a path to follow • It is also a good idea to have students reporting their partners activities it motives them because they fell it is real and the language has a concrete purpose of communication. • Improvising plays a very important role in the use of the language in real situations. It helps students to get more confident when using it. 	<p>every single time they are stopped. It really increases the oral participation of almost all of the students from 8th grade.</p> <ul style="list-style-type: none"> • All of the activities were very good planned and focus on communications, the only problem was that the teacher should have given them more time, because they were in a real hurry preparing some production activities and they got nervous just because of the time. • Something
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	<ul style="list-style-type: none">• Classroom management is a key component of a successful class	<p>very good was that even though student made some mistakes during their oral interventions, the teacher did not interrupt them to correct, he just did a general correction of vocabulary, grammar and pronunciation at the end of the activities and he did not mention specific names of the students, it makes them feel relax and increase their willingness to participate in further activities.</p> <ul style="list-style-type: none">• Another positive point here to remark is the amount of new vocabulary students used during their
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		<p>interventions, this was thanks to the input made by the teacher in which he explained vocabulary and gave then many definitions and worked on drilling to improve pronunciation.</p> <ul style="list-style-type: none">• Excellent classroom management, very good time control.
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