



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CLIL METHOD TO TEACH ENGLISH
VOCABULARY FOR A2 LEVEL”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad – Ecuador

2022

La Libertad, August 18th, 2022

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title "CLIL Method to teach English Vocabulary for A2 level " prepared by Johanna Zullay Ramirez Ramirez, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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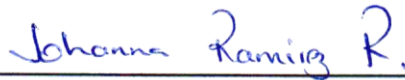
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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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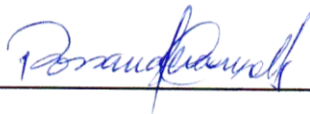
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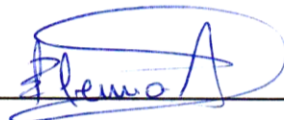
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ACKNOWLEDGMENT

I would like to express my gratitude to God for always guiding me and showing me the right path to follow despite the setbacks that may arise in front of me.

I would also like to thank the teachers Msc Rossana Vera, Msc Eliana Leon who were always there to guide me in my studies, giving their teachings to continue with my professional life in the future, demonstrate everything I have learned during this study process.

DEDICATION

I want to dedicate this work to my parents who were always motivating me to continue with my studies and not give up until I reached the end of this process.

I also want to dedicate this to my grandparents; they are not with me but I know they would be proud to see me accomplish one more goal..

Family is the most beautiful thing that life can give us, appreciating every minute with them is a blessing from God.

With love

Johanna

ABSTRACT

Teaching English as a second language has been established in the educational system; it is vital because it is an international communication, and at the same time, it is the most spoken language. The educational system has been adapting new methodologies designed to facilitate teaching and create meaningful learning for students.

Therefore, the present research is related to the objective of analyzing the CLIL methodology and knowing its influence in the classroom for teaching A2-level vocabulary, it is designed for the natural acquisition of the English language, through the use of vocabulary to promote the students' active participation.

Likewise, the results were defined from the qualitative methodology; the instrument used was an interview with teachers who have used this methodology. The questionnaire has eight open questions that have been analyzed to validate the results making a comparison with the theoretical framework to verify the validity of the research and obtain the results.

KEY WORDS: A2-level, CLIL, methodology, teaching, vocabulary.

RESUMEN

La enseñanza del inglés como segunda lengua se ha instaurado en el sistema educativo; es vital porque se trata de una comunicación internacional y, al mismo tiempo, es el idioma más hablado. El sistema educativo ha ido adaptando nuevas metodologías destinadas a facilitar la enseñanza y crear un aprendizaje significativo para los alumnos.

Por lo tanto, la presente investigación está relacionada con el objetivo de analizar la metodología AICLE y conocer su influencia en el aula para la enseñanza del vocabulario de nivel A2, está diseñada para la adquisición natural de la lengua inglesa, a través del uso del vocabulario para promover la participación activa de los alumnos.

Asimismo, los resultados se definieron a partir de la metodología cualitativa; el instrumento utilizado fue una entrevista a profesores que han utilizado esta metodología. El cuestionario tiene ocho preguntas abiertas que han sido analizadas para validar los resultados haciendo una comparación con el marco teórico para verificar la validez de la investigación y obtener los resultados.

PALABRAS CLAVES: AICLE, enseñanza, nivel A2, metodología, vocabulario.

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INTRODUCTION

Learning the English language is of vital importance, (Smith, 2014) “One language sets you in a corridor for life. Two languages open every door along the way”. Learning a language is fundamental because it offers many opportunities to improve the quality of life of human beings; people who master several languages have job opportunities and reasonable offers in the labor and professional field. Moreover, the English language is a global language, therefore educational institutions must implement English language learning in curricular design because, nowadays, students are required to master a language.

According to the Common European Framework of Reference for Languages, there are several levels of English: Level A1, A2, B1, B2, C1, and C2, where each of the groups must obtain different linguistic skills, such as listening comprehension, reading comprehension, oral interaction, oral expression, and written expression.

(Mehisto, Marsh, & Frigols, 2008) stated that: that is the case of the English language, which today is spoken in more than one hundred countries by approximately 340 million people worldwide. Ecuador is one of the countries that has incorporated English language teaching in its educational program; however, there are many deficiencies in this process, one of the main factors that influence this problem is that the proper methodology has not been used. Some institutions or teachers do not adapt to traditional procedures but continue to use Conventional methods that are no longer as effective in education.

When a teacher applies a suitable methodology to help students quickly and effectively understand the learning topics, it is said that "English will undoubtedly play the most important role. It includes three elements: pronunciation, vocabulary and grammar. It is obvious that

vocabulary is the most essential and most vivid part of the three elements" (Bai Z. , 2018). It says that for the student to learn, it is necessary to apply the CLIL methodology in the classroom because in this way, students can learn vocabulary related to the English language naturally, and at the same time, they will be learning another class subject, this methodology is based on students learning a subject and a second language simultaneously.

CLIL (Content and Language Integrated Learning) (Coyle D , 2010) is an innovative methodology focusing on the learning of language whilst simultaneously teaching content from a subject area such as humanistic or scientific area. This methodology is fundamental for the acquisition of a new language, it is also important to know that it can be applied in other different subject.

Chapter I - The problem: This chapter describes the existing issues in teaching English and the importance of applying a methodology that helps vocabulary acquisition.

Chapter II - Theoretical Framework: In this session, literature is presented with all the variables related to the research topic, confusing legal bases, including theories of the CLIL method and its contribution to learning a second language.

Chapter III - Methodological Framework: In this part, the researcher collects and analyzes the data needed to advance the research using appropriate data collection instruments and methods.

Chapter IV: Analysis of finding: The researcher interprets the data based on the information obtained through the interviews conducted in Chapter 3.

Chapter V - Reflections of the study: This last section contains the conclusions that influence this research.

CHAPTER I

THE PROBLEM

Research Topic

Strategies and vocabulary learning.

Write the title of your project.

CLIL method to teach English vocabulary for A2 level.

Problem Statement

“English will undoubtedly play the most important role. It includes three elements: pronunciation, vocabulary and grammar. The vocabulary is the most essential and liveliest part of the three elements” (Bai Z. , 2018)

It is well known that nowadays English language is one of the most valuable tools in our society, and one of the most critical aspects of teaching a second language is the acquisition of vocabulary, as it is essential when communicating helps the development of people's knowledge by developing their intelligence and ability to argue. Adding a new language is not only focused on learning words related to a single topic but generally covers all the contents by applying the approach of a new vocabulary.

In the teaching of the English language, several methodologies have been developed that provide favorable results depending on how and for what each of them is applied; if this methodology is misapplied, the students will not respond to their learning needs because this is not only based on learning new words in your daily routine, but it is also essential to be able to associate them with other topics in different subjects.

The study analyzed by (Bai Z. , 2018) is refers to the current situation of English vocabulary learning in different training centers focusing on cooperative learning, who highlighted the importance of analyzing each of the learning methods and strategies for correct application and use of it and could also conclude that vocabulary is not simply learning words or phrases but employing the appropriate strategies such as repetition, memorization of words according to the level of the students.

Content and Language Integrated Learning (CLIL) has positioned itself as one of the primary methodologies because it focuses on students learning a subject and a second language simultaneously; it is essential to constantly update content to avoid repetition of previous knowledge.

The acquisition of vocabulary is fundamental learning of a new language, since it is necessary to develop comprehension because the student can understand the topics of conversation by making set of words and thus achieve a good understanding, given the importance of vocabulary in learning a language, it is necessary to apply methodologies in the teaching process, it is essential to conduct previous research to obtain a good result in the teaching of English vocabulary at A2 level.

Problem question

How to apply effectively the CLIL method in teaching English vocabulary to A2 level students?

Specific questions

- What methodology does the English teacher use in teaching English language vocabulary to A2 level students?

- What are the results of applying the CLIL methodology to teach English language vocabulary to A2 level students effectively?

- What effect does the CLIL method have on the acquisition of vocabulary development in A2 level learners?

General Objective

Analyze the CLIL method during its application in the teaching process, focusing on A2-level vocabulary for students.

Specific objectives

- To describe the current situation of the use of the CLIL method and its influence on the process of teaching A2 level English vocabulary.

- To know the benefits of the CLIL method and in the acquisition of A2 level English vocabulary.

- To evaluate previous studies and compare them with other methods to know their contribution to research.

Justification

The present research will focus on the study of CLIL methodology and its impact on its application with a contribution aimed at vocabulary acquisition of A2 level learners since studies show that vocabulary is essential for the receiver to understand the message; this means that even if they have no knowledge of grammatical bases they can understand different combinations of words to quickly understand what is meant, so vocabulary is essential in the acquisition of a new language, on the contrary, a learner can handle grammatical structures. However, if he/she does not have enough vocabulary, the learner will be unable to communicate or put in order words.

If you learn a language, it is to be able to communicate with others and express your wishes or opinions on a subject; that is why it is crucial to acquire vocabulary. (Даулетова & Рахимова, 2022) tell us that: "Limited vocabulary range prohibits succeeding in learning language, in particular, for second language learners since it never ends."

Given the importance of vocabulary, language centers look for the best methodology to teach their students. There is a great variety of techniques and methods used in teaching, and each has different approaches; however, the application of these is complicated because if the correct methodology is not applied, the expected result will not be obtained.

One of the most widely used methods is Content and Language Integrated Learning (CLIL), based on developing basic linguistic, communicative, and academic-cognitive skills in a bilingual context. Its didactic approach is flexible so that students learn English and simultaneously learn different subjects since this method involves daily activities related to their environment.

This method is successful because its application includes four essential elements: content, communication, cognition, and culture. Furthermore, due to the good references offered by this method, the purpose of this research is to know its correct use during its application focused on acquiring A2-level vocabulary.

CHAPTER II

THEORETICAL FRAMEWORK

This research is based on the need that educational centers have given to the importance of students acquiring vocabulary in English, so the analysis of the Content and Language Integrated Learning (CLIL) method is taken as a priority in order to know its correct use and obtain positive effects during its application, taking into account the pedagogical basis, the theoretical basis, the legal basis and the variables of the study of this method, with this order of ideas the analysis of this method and the acquisition of vocabulary is developed.

Pedagogical basis

According to (MasterSoft, 2021) the pedagogical base is "Pedagogy is a method of teaching in which teachers teach, both in theory and in practice. Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles" this tells us that pedagogy refers to the teaching method used by teachers when teaching the different topics of the classes as they manage the theoretical part with the practical part taking advantage of each of the resources to complete each class successfully.

Pedagogical approaches

Pedagogical approaches refer to the theory and practice of learning and how this process impacts and is influenced by the learners' social, cultural, economic, and political factors. (Radhika, 2019)

When talking about pedagogical approaches, it refers to the types of teaching and learning that teachers use when teaching their class; the teacher needs to be constantly updated in knowledge, new techniques, and methods that are appearing in order to apply them effectively, teachers apply teaching and learning methods intending to generate an

environment in which students feel safe and confident to participate since the pedagogical approach focuses directly on the teacher as a transmitter of knowledge to achieve active learning in their students.

Teaching strategies

Implementing teaching strategies is essential in education because they help in learning, generating active participation in students and an effective learning process. According to (Ayua, 2017), a teaching strategy is an educational technique, method, or plan of classroom actions or interactions to accomplish specific teaching/learning goals. Though they are many; we shall focus on:

- Set induction
- Planned repetition
- Stimulus variation
- Using questions effectively
- Closure (summarizing)

Teaching practices

(Souza, 2021)He created a manual where he says, "A good student-teacher should, among other important things, show the four elements of composure, i.e., enthusiasm, confidence, warmth, and support. Appearance and audibility also matter a lot during their teaching practice." During the teaching process, there are fundamental factors that the teacher must comply with when teaching students, such as:

Enthusiasm: the teacher must show interest in the subject to be covered, implement fun activities, and establish good communication with his students.

Confidence: The teacher should generate an environment where students feel confident in their abilities and thus have the confidence to participate in school activities; students and teachers must show security and self-control.

Warmth: During class, it is crucial that students feel comfortable to achieve new vocabulary; it is vital to maintain active and enthusiastic class.

Support: Guide all students to maintain the same level of knowledge, and provide additional tutoring to those who need it.

Theoretical basis

From the previous review on pedagogical bases, the importance of teaching in the educational field was made known, describing theories and interpretations in pedagogy practice. This session intends to analyze the learning theories already known. A conceptual framework is the general and logical orientation and associations of everything that forms the underlying thinking, structures, plans and practices, and implementation of your entire research project (Kivunja, 2018)

Teaching Methods

According to (Skutil, Havlíčková, & Matějčíková, 2016)"Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction." Based on this, it can be determined that for effective teaching, it is necessary to analyze the strategies employed within the class; it also tells us only the strategies and how we will use each of the resources to meet the objective of the class topic.

Throughout the years, new techniques and methods have appeared for the teaching of the English language, and each one of them is characterized by involving or

improving the development of competencies and linguistic skills; despite the number of methods that currently exist, the most important ones are the following:

The Direct Method

The Direct Method. This method is characterized by learning the language naturally, where the student does not need to translate the whole text but learns directly from his environment. Instead of translating the teaching material, the teacher should directly use the target language during the lesson. This method aims for students to practice the language during their learning process (Batool , Anosh, Batool, & Iqbal, 2017)

The Grammar Translation Method

According to (Chang, 2011), the grammar-translation method focuses on teaching grammar, commonly known as traditional teaching, in which students have to learn based on grammar rules and translate what is read and heard.

Total Physical Response

This method is based on the learning of the mother tongue where parents are the first to instill the language through phrases or common expressions until children repeat the words knowing their meaning (Asher, 1966)

Content and Language Integrated Learning

It is currently one of the most widely used methods by teachers. According (Dalton-Puffer, 2011) “Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content)

subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject”.

Legal basis

The legal basis for this research is based on the regulations stipulated for young people and adults involved in education. In this session, information was taken from UNESCO. Ecuador's education system has a democratic and humanistic approach that fits the country's needs.

Education is a primary duty of the State, all Ecuadorians have the right to education, education is free therefore it is the duty of parents to send their children to study and the State must monitor compliance with this law. “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible. e inexcusable del Estado”. (Constitución Política del Estado, 2021, Artículo 26)

According to (Constitución Política del Estado, 2021, Artículo 3) is about the primary duties of the State, one of which is “Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes”.

“La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional”. (Constitución Política del Estado, 2021, Artículo 23)

Ecuador's constitution shows great interest in the educational field because it is one of the priorities as well as the health and nutrition of all its inhabitants and aims to improve their standard of living.

Chapter 7 of the (CEFR 2001) discusses real-life tasks and pedagogic tasks, possibilities for compromise between the two, factors that make tasks simple or complex from a language point of view, conditions, and constraints.

With CEFR guidance, the government of Ecuador showed great interest in teaching foreign languages, elaborating a curricular proposal with the sub-levels of the students.

The main objectives of the English as a foreign language curriculum are:

- To develop students' understanding of the world, other cultures, and their own and their ability to communicate their views through the Foreign Language.
- To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world operating in other languages.
- To create a love of language learning from an early age, through exciting and positive learning experiences, in order to foster students' motivation to continue learning.

Variables of the study

CLIL methodology

Content and Language Integrated Learning (CLIL) is a methodology designed for teaching language learning by focusing on the topics and content taught during class delivery. The opinion of the first researcher of this methodology was: "Language pedagogy focusing on the meaning which contrasts to those which focus on form" (Marsh, 2002, p.49). Additionally (Suwannoppharat & Chinokul) considers that: "CLIL

can help improve overall competence in the target language because it encourages teachers to prepare students for internationalization by developing their content knowledge through the medium of other languages, improve specific language expressions, express intercultural communicative competences, and activate a high level of communication between teachers and learners”.

In other words, it is a dual teaching method, and its overall approach is to develop communicative and linguistic competencies while maintaining a balance between subject content and the role of language in language learning. According to Ting (n.d.), "This balance can be achieved by careful planning and selection of content that has a linguistic potential, as well as a simultaneous selection of language that is most typical for a professional field."

CLIL principles

The principles of CLIL method are as follows: Content, Cognition, Communication and Culture.

Content: This principle focuses on the acquisition of knowledge by the human being, where the learner can acquire knowledge through learning, the teacher needs a facilitator to teach them a specific topic, and the learner develops an understanding of it.

Cognition: This part is related to learning and thinking that the human being has; in the application of this method, the student will be able to develop skills through reflection; that is, he will be able to make his reflections on the subject.

The task of a psychologist trying to understand human cognition is analogous to that of a man trying to discover how a computer has been programmed. In

particular, if the program seems to store and reuse information, he would like to know by what 'routines' or 'procedures' this is done (Neisser, 1994)

Communication: In learning a language, it is vital to establish communication with other people using the language being learned, so content and cognition are essential in the learner's communication since, based on previous knowledge and the development of acquired skills, the learner will be able to understand what is being said and in the same way be able to formulate a personal response to the topic to be addressed.

Culture: Culture is a set of beliefs, traditions, values, and even behaviors of a specific group, but culture also encompasses knowledge of the language.

Benefits of CLIL

Muñoz (2002, p.36) offers an explanation for why CLIL tends to produce so many positive outcomes for learning. The key reasons include:

- Learners benefit from higher quality teaching and from input that is meaningful and understandable.
- CLIL may strengthen learners' ability to process input, which prepares them for higher-level thinking skills, and enhances cognitive development.
- In CLIL, literacy development takes place in the first language, which is cognitively beneficial for the child. Later, literacy skills will transfer to the additional languages.
- In CLIL the learners' affective filter may be lower than in other situations, for learning takes place in a relatively anxiety-free environment.
- Learners' motivation to learn content through the foreign language may foster and sustain motivation towards learning the foreign language itself.

Vocabulary

“English will undoubtedly play the most important role. It includes three elements: pronunciation, vocabulary and grammar. It is obvious that vocabulary is the most essential and liveliest part of the three elements” (Bai Z. , 2018)

Vocabulary is fundamental in learning a second language because of the need to communicate with others. Therefore, vocabulary acquisition is paramount to developing comprehension and proficiency; vocabulary is essential, especially when you are learning the language; it is essential to start with the basic words applied in everyday life.

In most cases, the study of grammar is taken as a priority, which is why the student fails to communicate for an extended period. Some authors stress the importance of vocabulary over grammar in language learning, such as David, who states that "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed" (Wangru, 2016)

A fact often ignored when teaching a second language is that: “Vocabulary acquisition is a fundamental need. A broad vocabulary facilitates the development of four English competencies”. (Nation, 1990) The author's opinion is important because to learn a language, and it is essential to acquire the vocabulary to be able to understand conversations and to be able to express your ideas because vocabulary is not only single words but also includes phrases.

Obviously, grammar is also important, but what good is a person who has grammatical knowledge if he listens to a conversation and does not know what it means, cannot understand, and therefore cannot communicate?

Vocabulary teaching

The correct teaching of a language, it is essential to know what methodology to use; in 2014, a study was conducted on vocabulary learning through CLIL methodology, which led to

this conclusion: “The results of the Levels Tests for the sixth-graders indicate that the CLIL learners scored, on average, significantly better than the pupils studying in the general classroom, i.e. They appear to have larger receptive and pro-ductive vocabularies” (Merikivi & Pietila , 2014)

CLIL method is a good resource for teaching a language that the application produces great benefits mainly to a student who has acquired vocabulary for his communication process since the more words he learns, the better the skills and ease of exchanging information based on the students' own opinions.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework that has been applied in this research project on the CLIL method to teach English vocabulary for A2 level; in order to collect information to be analyzed and interpreted, this chapter is important because the correct application of the methodology helps the researcher to know the variables of the study.

The method selected in this research is qualitative, where a structured interview is conducted with eight open questions for the sample to share their opinions and experiences from applying CLIL methodology in their classrooms. The results obtained will help us collect the necessary information to be evaluated and analyzed correctly, leading us to draw the respective conclusions.

Methods

The methodological framework that has been applied in this research project on the CLIL method to teach English vocabulary for A2 level; in order to collect information to be analyzed

and interpreted, this chapter is important because the correct application of the methodology helps the qualitative method has been used to obtain more specific results on the research topic. Likewise, the techniques and instruments to be used will focus on this method, allowing the researcher to determine the impact of the CLI methodology on the learning process.

QUALITATIVE METHOD

This method is characterized by generating hypotheses, gathering information, experiences, or opinions of the participants; the research can be carried out by interviewing a specific group to obtain information related to the research topic; according to (Tenny, Brannan , Brannan , & Sharts-Hopko, 2017), the qualitative research is a type of research that explores and provides deeper insights into real-world problems.

APPLIED RESEARCH

Qualitative research in its application is characterized by asking open-ended questions, appropriating direct information with the participant where he/she can give reasons for his/her answers or opinions, and explaining why he/she relies on those answers or opinions “the process of data collection in these studies is usually longer with a prolonged contact with the field; it is often not a one-time interaction between the researcher and informants, but is protracted with opportunities for several meetings, from several angles and at different locations” (Nanjappan & Zodpey, 2012)

Type of Research

Phenomenological Studies

The phenomenological study is frequently used in qualitative research because with this type of research, a direct relationship with the participant is obtained, where the

individual shares his or her opinions on the subject to be investigated by collecting information from experience acquired individually; this type of research seeks to obtain descriptive information of the facts in order to interpret them, and at different locations” (Nanjappan & Zodpey, 2012)

Data Collection Technique

In the data collection technique, the one-on-one interview has been selected; where both the researcher and the interviewee will have a direct conversation between them, this tool is straightforward, fast, and effective for this type of research since it has the necessary resources for the evaluation and interpretation of the results.

Instruments:

The research instruments are the resources used by the researcher to collect information on the subject under investigation; the information can be obtained by different means: questionnaires, interviews, observation sheets, notes, photographs, and even through direct observation of the environment with the sole purpose of obtaining as much information as possible. In this case, the instrument used is the questionnaire, which includes open-ended questions to conduct an interview.

Questionnaire

The questionnaire is an instrument used for data collection, which is composed of a set of specific research questions written in a coherent, structured, and sequential manner; due to the results with which it has been handled, it is one of the most used and reliable instruments for the collection and analysis of information.

In this research, a structured questionnaire containing open-ended questions has been used as an instrument; the people collaborating in the research know or have applied this methodology, and the questionnaire is taken individually from each participant.

This instrument provides answers based on our own opinions, which contributes significantly to the research because it helps us obtain more information and not limit ourselves to multiple choice answers.

The questionnaire consists of eight questions all of them directly related to the topic, which in this case is: the CLIL method for teaching vocabulary in English for A2 level, where the three participants share their experiences and opinions in a personal and individual way, this questionnaire will be conducted online so that participants feel comfortable and can do it at the time they want.

Data Collection Processing and Resources

A survey was conducted with five English teacher from different educational institutions to collect data for this research. In addition, a small sample teachers with experiences in applying CLIL methodology in the classroom was taken into account. The objective is to analyze the results obtained and make comparisons based on the authors experiences cited in the theoretical framework to conclude whether this method helps in acquiring A2-level vocabulary.

Sample

A sample is a small part of the population selected for the research; in this case, the participation of five teachers in the English area has been selected to know their experience using the CLIL methodology in the classroom.

A small part is taken because it is impossible to know with all the teachers, but with a small representative group to collect data and analyze relevant factors to the investigation. The main characteristics of a sample are:

- The sample set to be studied must be as representative as possible of the subject to be investigated, each participant must meet the characteristics according to the required profile.
- The sample must be selected randomly and must meet the representative profile.
- A purposive sample can also be taken in which a specific person is sought to participate in the research.
- The people who participate in the sample must have the following essential knowledge about how to apply CLIL methodology in class.

CHAPTER IV

ANALYSIS OF FINDINGS

Interpretation of data from the interview.

The following information was obtained through the responses of five teachers interviewed in the Centro Bilingue Educa, located in Salinas, giving positive results in the use of this methodology that will help students improve and acquire vocabulary by teaching the learning of a second language acquisition.

In the interviews addressed teachers had mentioned the way in which they can apply this methodology with their students, indicating that they use it in different ways, such as the application of didactic resources and teaching materials that help to teach them development learning meaningful in their classroom, showing interesting topics and engagement new vocabulary.

In addition, teachers should use different methodologies for teaching a new language such as English, taking into account that these methods make their classes more dynamic, interactive and enjoyable activities to have a new approach in teaching learning during and after their classes' lessons.

The interviewed teachers from school level, answered that during the time they have been working in the English area using the CLIL methodology, they thought this method was active and communicative according the classes they taught using vocabulary to develop the four skills such as speaking, reading, writing, and listening, finally the questions results were different, indicating that the students liked it.

It is important to consider CLIL as an ideal methodology because it is the best way to communicate with their students and makes teaching a new language fun and thus catches their attention so that they do not present difficulties in learning new vocabulary.

Teachers indicate that CLIL methodology could be the best option to teach vocabulary, but for this it must also be complemented with the use and application of other methodologies that provide positive results in learning. English teachers can use methodology to teach in the best way, they should apply methodology strategies during the teaching learning process.

The teachers interviewed use different strategies when planning a CLIL class and the main thing is to be clear about the objectives that are going to be presented before starting a class, another strategy is to use activities that help to socialize the topic more easily to have a better communication with their students.

This methodology is recommended because it facilitates to engage new vocabulary to build up colloquial and spoken short sentences, teachers and students can benefit with the acquisition of new words and transcend about all language.

The advantages of using the CLIL methodology mean that students are active, show interest in learning something new through other subjects, and are able to express their opinions freely in a second language.

Interpretation of bibliographic review

Pedagogy is responsible for studying the methodology, techniques, and strategies that the teacher uses in the classroom to achieve active learning in students, according (MasterSoft, 2021) emphasizes that pedagogy helps to acquire theoretical and practical knowledge, and the educator seeks the most effective way to meet the classroom objectives; (Ayua, 2017) tells us that a teaching strategy is a technique, method, or pedagogical plan of actions or interactions in the classroom to achieve specific teaching/learning objectives.

(Ayua, 2017) makes an essential contribution to education and the need to prepare lesson plans carefully; each lesson should have a learning objective, analyze the competencies that the student will develop, focus the material, and that all the resources used are adapted to the learning objective, also tells us that it is necessary to focus on: Induction to the game to capture the attention of the students, it is essential to look for an entertaining or fun activity, a planned class, vary the techniques or the way of giving the course so that the style is not monotonous and boring, effective use of questions, conclusion or summary of the class. In addition to this (Souza, 2021) made a manual in which he says: "A good teacher-student should show, among other important things, the four elements of calm" This refers to the fact that the teacher during his class should show essential qualities such as enthusiasm, confidence, warmth and mainly support

the student throughout the learning process because when a teacher shows willingness in the classroom, it makes the student interested in learning, the teacher must create an environment in which students feel safe and have confidence and security to participate in the activities, the teacher is obliged to provide help or guidance to students who need it.

Methodologies are based on different techniques, and tools teachers use to teach their classes to meet the necessary objectives and competencies. Currently, many strategies and methods are utilized for teaching the English language; one of the most used is the direct method (Kivunja, 2018) That this method is characterized by learning a natural language based on their environment and what they see or hear.

The grammatical translation method, according to (Skutil, Havlíčková, & Matějčíková, 2016), tells us that this method is traditional; it is one of the most used because it is based on grammatical learning where students formulate sentences related to grammatical rules.

(Asher, 1966) tells us that the Total Physical Response method is a method somewhat similar to the direct method, with the difference that, this method is based on learning a language naturally, i.e., it is based on learning a language naturally, i.e., it is based on the environment.

Since the CLIL method focuses on vocabulary and learning a subject by integrating a language, this method is one of the most widely used methods today. Many teachers teach other subjects, such as science, social studies, and history, using English vocabulary, and students show great interest in learning. In addition, (Suwannoppharat & Chinokul) say that the application of this method has good benefits. One of them is: Active participation in CLIL modules encourages students to be more interactive, and teachers are more satisfied, as cooperation and collaboration with CLIL learning encourage students to learn to solve problems and work with others.

Several studies have been conducted on the use of this method (Amat, Vallbona, & Marti, 2017) interviewed primary school teachers; the participants expressed that it was something new for them and, therefore, they felt fear and trepidation when teaching a language while teaching another subject, as many teachers are used to the traditional methodology and do not dare to make changes out of fear. However, when they use it, they get good results, as is the case (Merikivi & Pietila , 2014). In addition, when students were evaluated, the results of their level of knowledge.

Additionally, (Muñoz, 2002) talks about the benefits offered by this method and why they should use it; it is said that while its application, students acquire significant learning because this method helps in the ability to process information. After all, it improves skills and linguistic proficiency, developing cognitive learning; it also helps the student feel motivated since they will be using two languages simultaneously.

There have been several studies on the use of this method (Amat, Vallbona, & Marti, 2017) interviewed primary school teachers; the participants expressed that it was something new for them and, therefore, they felt fear and trepidation when teaching a language while teaching another subject, as many teachers are used to the traditional methodology and do not dare to make changes out of fear. However, when they use it, they get good results, as is the case (Merikivi & Pietila , 2014). Moreover, when the students were evaluated, the results of the level of knowledge were impressive; the participants were sixth graders who improved their performance, acquired new vocabulary, and were enthusiastic about learning.

Analysis and discussion of the interview or focus group vs bibliographic review.

Pedagogy, in general, encompasses the methodologies that are used in the classroom, including techniques, strategies, materials, and resources that are used in a class, the role of the

educator is to find the effective way to teach a language for it is required to implement the appropriate methodology, so (Ayua, 2017) focused that for meaningful learning is necessary to implement didactic strategies and make lesson plans that include all the resources and materials that will be needed to meet the objectives of the class, which is a very true theory, since both interviewee one and interviewee three emphasize the importance of planning to complete the course objectives and that different strategies should be implemented, and that it is necessary that in the lesson plan, the teacher identifies the materials that will be needed.

All these researches have indicated that methodology is fundamental to teach the class, (Kivunja, 2018) (Skutil, Havlíčková, & Matějčková, 2016) (Batool , Anosh, Batool, & Iqbal, 2017) made references to fundamental methods such as: The direct method, The grammatical translation method, and the total physical response focused on teaching naturally, grammatically and their environment to which in question number two the teachers talked about the methodologies they use in their class and indeed the grammatical translation method, and the total physical response were included in the results, additional to this, in the a research conducted in 2015 by (Suwannoppharat & Chinokul) it was revealed that the main benefit that brings the application of CLIL methodology is that it encourages the active participation of students, with this information it can be determined that indeed when teachers stop using traditional teaching methods and use modern methods students show interest in learning, this is because it is something new for them, and good results are obtained as : increased confidence of the students, better understanding of the subject matter, the acquisition of knowledge of a general subject and in turn the acquisition of the English language.

CLIL methodology focuses on vocabulary acquisition (Bai Z. , 2018) (Nation, 1990) focus on the importance of vocabulary; however, there are several components in learning a

language, the most important is vocabulary acquisition, based on the interviews conducted with the three participants, they agree that vocabulary is fundamental in learning a language and that CLIL methodology is the most appropriate.

CLIL methodology is the most appropriate for vocabulary teaching because both Merikivi and Amat were interested in this methodology and conducted research. As a result, both were able to conclude that its application achieves good results in their students and improves their level of knowledge.

The last question about the advantages or benefits they have obtained with the use of this method is analyzed, which according to (Muñoz, 2002) states that the application of CLIL helps in the learning process in a significant way by developing the ability to process information and the improvement of linguistic competence skills and motivation, so interviewees one, two and three recommend applying it because they have made use of it previously. Students have shown much improvement and interest in learning. The main benefit has been that students have acquired vocabulary through other subjects, active participation, and motivated them to learn.

It can be concluded that the methodology used in teaching any subject, especially in the English language, is fundamental to meeting the objectives of a class. This, in turn, establishes a relationship with the lesson plans where the teachers must determine what they want to achieve and select the appropriate method and didactic resources, method has its different approach, so teachers alternate each of them and not only can use one method for all classes, this helps students feel motivated to learn because they are not in a traditional or monotonous class. The application of these methods helps meaningful learning, the development of skills and the ability to process information, for example, in English language learning, the main step on the pyramid

language is vocabulary acquisition. Therefore, it can be stated that the CLIL method is the most appropriate strategy to acquire vocabulary.

CHAPTER V

REFLEXIONS OF THE STUDY

The appropriate methodology for teaching English vocabulary is the CLIL methodology because it accelerates learning with the knowledge of other subjects and the acquisition of English vocabulary in a natural and fun way.

The acquisition of vocabulary facilitates the communication process, so it is important to teach it; this methodology is a tool that manages to awaken the students' interest in learning and develop their active participation.

Teachers who have applied CLIL in their classes have obtained good results, continue to use it, and recommend its application to other teachers and educational institutions.

This research helps to know and solve some doubts, knowing the advantages that the methodology offers when applied to students for acquiring new vocabulary in a second language and teaching different subjects.

It is essential to know that we can not only focus on teaching new things, but it is also necessary to give feedback before starting with a new subject to help students develop their skills and have the facility to be able to perform in class. There are different ways to use this method to teach vocabulary through games in the classroom related to interesting topics, interaction, and participation of the students to show that they are learning and enjoying the teaching.

On the other hand, it is fundamental to consider that making a class dynamic with didactic materials helps a lot in teaching and acquiring vocabulary because this will help them focus on the use of new words and be able to discuss a topic.

The field of research is a primary factor in education, and a researcher can expand their knowledge, analyze each of the variables, interpret the data, and draw conclusions.

However, during this process, it is difficult to obtain information from up-to-date sources; most information comes from past rather than current events. It is necessary to analyze well what variables are essential in the study because, on many occasions, information that is not very relevant to the subject is included.

During the research, I was taught how to apply this methodology in the future as a teacher in the educational setting and use the different strategies to energize classes and capture the attention of students. Teaching new vocabulary is fundamental in people's lives because, in this way, we can apply it and approach different topics using a second language.

With this method, we can realize that the student is learning a new language and at the same time learning new content based on different topics. However, on the other hand, it also caught my attention that teachers can evaluate and give feedback on the contents of the subjects.

This methodology made it easier for the teachers to teach their class; however, it also influenced the students that if they use a proper process besides achieving the learning objective, it helps them develop and be participative.

Vocabulary learning is essential in the teaching of a language, and it is the most necessary to achieve communication and understanding of it, even if the student has a basis in

other skills, if he/she does not have the necessary vocabulary, he/she will not be able to communicate or understand the language.

The information is constantly updated, and the safest thing is that they implement new techniques and strategies when applying this and other fundamental methods for teaching a language. However, for future research, it is necessary to collect more theoretical information on the subject, contrast with more authors, compare theories, learning outcomes, and techniques used in a class, and analyze how to offer a quality class to future students.

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ANEXES

INTERVIEWS:

Content and Language Integrated Learning method to teach English vocabulary for A2 level.

This interview is part of a research project "Content and Language Integrated Learning Method to teach English vocabulary for A2 level".

The objectives of this research are:

- To describe the current situation of the use of the CLIL method and its influence on the process of teaching A2 level English vocabulary.
- To know the techniques and procedures used while applying this technique and its contribution to A2 level vocabulary.
- To evaluate previous studies and compare them with other methods to know their contribution to research.

INTERVIEWEE 1

1. How do you apply CLIL methodology?

I apply it in a variety of ways as the scope in terms of content and language is included in the day-to-day. In fact, with the implementation of this methodology one as a teacher can incorporate different materials and resources and associate them with the classes in this way the students have a significant learning experience.

2. Do you use methodologies to teach English language? Why?

Yes, because they make the teaching process more dynamic and active.

Something that students definitely like because it gives a new approach to the classes.

3. Have you ever used CLIL methodology in learning language? Why?

Yes, because the first time I used it I thought it was going to be difficult for the students but it wasn't, they really liked the class because it integrated the 4 English skills with a single topic. So, I can say that this method is very useful for teaching English.

4. What methodology do you consider ideal for English vocabulary acquisition?

Well, I consider that the best methodologies to teach vocabulary are those that are more practical and make students use their critical thinking. For example, content-based assignments, total physical response, communicative language teaching, etc. These complement the CLIL methodology.

5. According your experience, do you think CLIL is the best option for learners?

Why?

I think it would be a good option because for students to learn the new vocabulary but also do not forget that being an integrated content it should be complemented with other methodologies.

6. What strategies are taken into account when planning a CLIL class?

The first thing to consider is to be clear about the objectives of the class, from that I can say that if I use a reading, I can use the underlining of the new words and the search for the meaning so that the students can learn it. Then, depending on the skill to be worked on in class, educational strategies will be applied.

7. Would you recommend CLIL methodology in class? Why?

Yes, because it is a method that allows teachers to explore new ways of teaching. In fact, by using this methodology, monotonous classes focused only on the teacher are left behind, here student participation is fundamental.

8. What have been the greatest advantages you have gained during the implementation of this methodology?

Undoubtedly, the increased participation of the students, the confidence they showed in expressing their ideas using the English language, and the fact that they were able to express their ideas in the English language with more assurance.

Content and Language Integrated Learning method to teach English vocabulary for A2 level.

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- To evaluate previous studies and compare them with other methods to know their contribution to research.

INTERVIEWEE 2

1. How do you apply CLIL methodology?

In my case, I work with the book *guess what?* And at the end of each unit contains a CLIL lesson with fascinating topics selected from elementary school subjects across the curriculum; for instance, art, science, geography, math, sports, history, among others.

The lesson is started with an eye-catching photo related to the topic so that students can share any prior knowledge about the topic. Then they learn new vocabulary accompanied by a short and dynamic video. Students then work together or individually to research and complete a project activity related to the CLIL topic. The kinds of projects vary from unit to unit and include fact files, posters, a map, a line chart, an information

chart, and a leaflet. To finish, students work on the workbook page to reinforce the topic and vocabulary.

2. Do you use methodologies to teach English language and why?

The methodologies that I always use are translation, CLIL, and total physical response.

3. Have you ever used CLIL methodology in learning language and why?

I always use this methodology at the end of each unit, because I consider it very important for learning new vocabulary related to different subject.

4. What methodology do you consider ideal for English vocabulary acquisition?

I consider that the ideal method is CLIC because the teacher develops communication with the student through subject, teaching vocabulary in a more playful and fun way.

5. According your experience, do you think CLIL is the best option for learners and why?

According to my experience teaching with this methodology, because it has given me good results because the students at the end of the lesson can remember the vocabulary and the context. It is also very interactive because when teaching a subject matter, students usually remember their subject teachers, and they consider it interesting because they are learning a second language related to a subject of the curriculum.

6. What strategies are taken into account when planning a CLIL class?

As a strategy I use a project activity on the theme of the lesson, this helps students relate more to the vocabulary and context. On the other hand, I applied fact files, posters, a map, a line chart, an information chart, and a leaflet.

7. Would you recommend CLIL methodology in class? Why?

I recommend this strategy in class because it is an added value to the students, this methodology has two important functions; learn a new language, and give feedback on subjects. On the other hand, learning is active, it has a stimulating learning environment, gradual and collaborative learning.

8. What have been the greatest advantages you have gained during the implementation of this methodology?

- Student attention because they are different and striking topics.
- Better understanding of the topic because the topic is presented with a video related to vocabulary and context, on the other hand, the project activity helps the student to have an experience on the topic.

Content and Language Integrated Learning method to teach English vocabulary for A2 level.

This interview is part of a research project "Content and Language Integrated Learning Method to teach English vocabulary for A2 level".

The objectives of this research are:

- To describe the current situation of the use of the CLIL method and its influence on the process of teaching A2 level English vocabulary.
- To know the techniques and procedures used while applying this technique and its contribution to A2 level vocabulary.
- To evaluate previous studies and compare them with other methods to know their contribution to research.

INTERVIEWEE 3

1. How do you apply CLIL methodology?

I apply that methodology through audios and videos.

2. Do you use methodologies to teach the English language and why?

I use different methodologies to teach English, for example, Grammar translation, Community Language Learning, and Content and Language Integrated Learning because I can make my class more dynamic.

3. Have you ever used CLIL methodology in learning language and why?

Yes, I use this methodology because for me it is interesting how to integrated new vocabulary.

4. What methodology do you consider ideal for English vocabulary acquisition?

The CLIL method is ideal for English because this motivates students in their classes and is a more common way of being able to teach a second language.

5. According to your experience, do you think CLIL is the best option for learner and why?

I consider that is the best option because this methodology it is focused on teaching other subjects and allows you to acquire vocabulary at the same time.

6. What strategies are taken into account when planning a CLIL class?

I use as strategies give feedback before starting a new topic, and another strategy is given pre teaching vocabulary.

7. Would you recommend CLIL methodology in class? Why?

Yes, because I considered that is the appropriate method to teach vocabulary and improve students' skills.

8. What have been the greatest advantages you have gained during the implementation of this methodology?

- Students acquire new vocabulary.
- Students participate in class.

Content and Language Integrated Learning method to teach English vocabulary for

A2 level.

This interview is part of a research project "Content and Language Integrated Learning Method to teach English vocabulary for A2 level".

The objectives of this research are:

- To describe the current situation of the use of the CLIL method and its influence on the process of teaching English vocabulary at A2 lev
- To know the techniques and procedures used during the application of this technique and its contribution to A2 level vocabulary.
- To evaluate previous studies and compare them with other methods in order to know their contribution to the research.

INTERVIEWEE 4

1. How do you apply CLIL methodology?

Everytime I have to apply this methodology I have to take into account four important elements: if the content is related to the curriculum, if the communication is clear between me and my students, if they can develop their cognitive skills and if they are aware about the culture of the second language.

Only applying these four elements I can say that a class with the CLIL method is successful.

2. Do you use methodologies to teach English language and why?

There are many different methodologies that teachers can use during an English class, among all of them, I mostly use the Grammar Translation method, the Total Physical Response and the Content and Language Integrated method.

3. Have you ever used CLIL methodology in learning language and why?

Yes, I did. One of the schools I used to work made me teach Social Studies completely in English. I was an interesting approach to this method, because I have to adapt the content of the Social Studies curriculum with the learning of a second language.

4. What methodology do you consider ideal for English vocabulary acquisition?

The two most highlighted method are the CLIL method and the Total Physical Response method.

5. According your experience, do you think CLIL is the best option for learners and why?

It is a good option and improves language learning a lot, but sometimes it's very difficult for students concentrate in their knowledge of the subject when they are learning.

6. What strategies are taken into account when planning a CLIL class?

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7. Would you recommend CLIL methodology in class? Why?

The method is highly recommended because it allows you to advance to a higher level in the process of learning English.

8. What have been the greatest advantages you have gained during the implementation of this methodology?

One of the greatest advantages I have received is learning to adapt to the needs of my students so that they can understand both the subject matter taught in another language and the second language itself.

In addition, through this method students feel more confident to express themselves in the language they are learning.

Content and Language Integrated Learning method to teach English vocabulary for A2 level.

This interview is part of a research project "Content and Language Integrated Learning Method to teach English vocabulary for A2 level".

The objectives of this research are:

- To describe the current situation of the use of the CLIL method and its influence on the process of teaching English vocabulary at A2 level.

- To know the techniques and procedures used during the application of this technique and its contribution to A2 level vocabulary.
- To evaluate previous studies and compare them with other methods in order to know their contribution to the research.

INTERVIEWEE 5

1. How do you apply CLIL methodology?

Not just using the English subject as the only one form of learning English, but also use English in all the curricular subjects such as math, science, art, etc. in this way the students learn English in different contexts

2. Do you use methodologies to teach English language and why?

Yes, I do. Because as teachers we need to find the better ways in how to encourage the students at the moment of teaching something. Applying methodologies is useful for us since we can see different ways of teaching in an interactive form.

3. Have you ever used CLIL methodology in learning language and why?

No, I haven't. It is because I have not had the opportunity of using the English in another area. I have only taught in the English area.

4. What methodology do you consider ideal for English vocabulary acquisition?

I consider that a new language acquisition can be taught through Vocabulary Learning Strategies Methodology.

5. According your experience, do you think CLIL is the best option for learners and why?

I think it is a good option because it serves learners learn English in a general way and not just in a basic form as a simple subject

6. What strategies are taken into account when planning a CLIL class?

- Focus on task in the classroom

- Give feedback
- Use grammar in context
- Use of visuals

7. Would you recommend CLIL methodology in class? Why?

Yes, it seems me a great way of teaching out of our basic knowledge. It didn't not just teach as an English subject but it is applied in all the subjects, it means students can get lot of knowledge of different contexts.

8. What have been the greatest advantages you have gained during the implementation of this methodology?

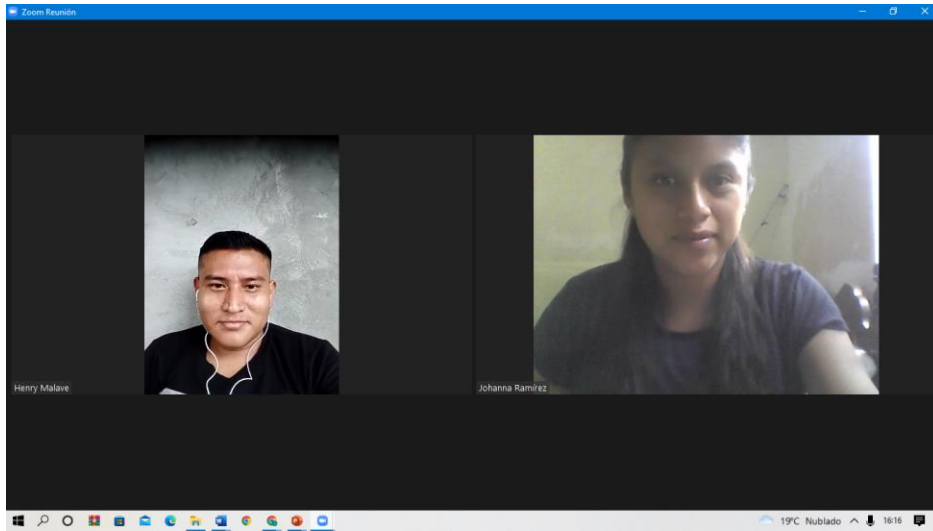
Well, I have not implemented it yet, but I am sure it can have a positive impact in all educational institutions.

Table 1

Interview results

QUESTIONS	INTERVIEWED 1	INTERVIEWED 2	INTERVIEWED 3	INTERVIEWED 4	INTERVIEWED 5
How do you apply CLIL methodology?	Incorporate different materials and associate them with the class.	Elaborating a study plan with adequate material and resources.	Audios and videos.	To take into account four important elements:	Use English in all the curricular subjects.
Do you use methodologies to teach English language and why?	Dynamic and active teaching process.	Grammar Translation method, CLIL, Total Physical Response.	Grammar Translation method, Community language Learning, CLIL.	Grammar Translation method, Total Physical Response.	As teachers we need to find the better ways in how to encourage the students
Have you ever used CLIL methodology in learning language and why?	CLIL is a good option.	CLIL is important for learning vocabulary.	Interesting methodology for integrated vocabulary.	To adapt the content with the learning of a second language.	The teacher has not had the opportunity
What methodology do you consider ideal for English vocabulary acquisition?	Content-based tasks, total physical response, communicative teaching and CLIL.	CLIL helps learning in a playful and fun way.	CLIL is an ideal methodology for teaching others subject and vocabulary at the same time.	The CLIL method and the Total Physical Response method.	Can be taught through another methodology

According to your experience, do you think CLIL is the best option for learners and why?	Good choice for your vocabulary learning.	Good choice for your vocabulary learning.	It's the best option.	It is a good option and improves language learning a lot.	It is a good option
What strategies are taken into account when planning a CLIL class?	Identify classroom objectives	Cards, posters, maps, graphs.	Identify objectives, resources and materials.	Technology plays a very important role in the correct implementation of this method.	Focus on task in the classroom
Would you recommend CLIL methodology in class? Why?	It helps the acquisition of vocabulary and student participation.	Two important functions: learning and providing feedback on class topics.	To use as a strategy give feedback and vocabulary.	It allows you to advance to a higher level in the process of learning English.	Students can learn more things using this methodology
What have been the greatest advantages you have gained during the implementation of this methodology?	Student participation, confidence to express their ideas with confidence.	Catch students' attention, better understanding of the subject matter and student acquisition.	Students acquire new vocabulary and the students participate in class.	Students feel more confident to express themselves in the language they are learning.	To have a positive impact in all educational institutions.



Survey: Survey directed to teacher

Autor: Ramirez Johanna



Survey: Survey directed to teacher

Autor: Ramirez Johanna

La Libertad, agosto 11 de 2022

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “CLIL method to teach English vocabulary for A2 level” elaborado por la estudiante Johanna Zullay Ramírez Ramírez, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

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Document Information

Analyzed document	CLIL METHODOLOGY.docx (D142841368)
Submitted	2022-08-12 04:05:00
Submitted by	
Submitter email	johanna.ramirezramirez@upse.edu.ec
Similarity	0%
Analysis address	rverac.upse@analysis.arkund.com