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**PROYECTO DE INVESTIGACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO
DE LICENCIADO EN LENGUA INGLESA MENCION EN ENSEÑANZA Y
ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL**

THEME:

**“EFFECTIVENESS OF CONTENT-BASED INSTRUCTION APPROACH TO
IMPROVE A1 LEVEL STUDENTS’ ENGLISH LITERACY AT “UNIDAD
EDUCATIVA BENJAMIN BLOOM DURING THE SCHOOL YEAR 2018-2019”**

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<p>RESUMEN: la enseñanza de cursos presenciales basados en contenido requiere creatividad y colaboración entre colegas. Sin embargo, esto debe ser visto como un desafío en lugar de un obstáculo. Al trabajar en cooperación, los profesores pueden encontrar fácilmente una variedad más amplia de recursos en los que se integran todas las destrezas del lenguaje. Además, los estudiantes de los cursos basados en contenido desarrollan actitudes más positivas hacia el idioma objetivo, muestran una mayor confianza en sí mismos en su capacidad de usar el idioma objetivo y expresan su interés en progresar en su estudio. Por último, CBI empodera a los estudiantes, para que puedan convertirse en estudiantes autónomos.</p> <p>El modelo CBI adoptado debe estar adecuado para el contexto y los usuarios</p>	

implicados. Las metas y objetivos del programa CBI, así como las necesidades e intereses de idioma y contenido de los estudiantes deben ser tomados en serio. Los materiales auténticos en el idioma de destino deben estar fácilmente disponibles, y las bibliotecas escolares tendrán que mantener el nivel de adquisiciones necesario para apoyar los programas de CBI. Los instructores deben ser altamente competentes en el idioma objetivo y tener una fuerte comprensión y dedicación a los principios de la CBI. Deben estar dispuestos a adquirir nuevos contenidos, proporcionar a los estudiantes una variedad de actividades en las que puedan hacer uso del idioma objetivo y evitar una corrección excesiva de errores con el fin de mantener un entorno de baja ansiedad propicio para la adquisición de dichos conocimientos.

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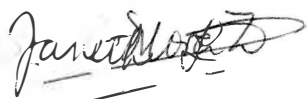
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “Effectiveness of Content-Based Instruction Approach to improve A1 level students’ English literacy at “Unidad Educativa Benjamin Bloom during the school year 2018-2019”, presentado por los estudiantes Ángel David Herrera Peña y Esther Tatiana Phillips Mejía como requisito previo, para optar al Título de Licenciados en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL encontrándose aptos para su sustentación.

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CHAPTER I

1. THE RESEARCH PROBLEM

1.1. Theme

Content-Based Instruction – A bridge between students’ academic English acquisition and societal literacy requirements on A1 level students.

1.2. Background of the problem

In the last five years, the records of students’ achievement in the subject Foreign Language at Unidad Educativa Benjamin Bloom show a decrement in the average of final reports. The report written by the English Department Coordinator points out some problems identified in teachers staff and students. First, Poor supportive classroom environment. Students do not participate in creative activities or fun projects. Teaching is focused on Grammar structures. English skills such as word study, decoding -or sounding out- word activities are not practiced in class. Functional usage of a number of structures are not familiarized for a better comprehension. The same report includes some students’ interviews. They express their want to improve their reading and listening skills in order to understand tons of pieces of information related to their hobbies such as music, technology, how to articles, etc.

Although Unidad Educativa Benjamin Bloom introduced a textbook with a cross-curricula content based on scientific, social, and literary topics, teachers express not to be prepared to use literary and academic vocabulary in their lessons. The report adds that, in classroom observations, teachers have ignored the textbook teacher’s guide suggestions. For example, although the textbook include nonfiction articles about science, math, and social studies, teachers do not use the tools given by the textbook to approach the content of the different subjects the students take in school. The transition from the Grammar-translation approach toward a methodology which permits to acquire a much more complex set of skills has not been accomplished. After reading the English Department report, it is found out that the literacy practice in Unidad Educativa Benjamin Bloom is too out-of-the-way from everyday students’ needs to use English. Students do not have a wide range of individual and collective literacy practices in other areas in-the school EFL lessons.

Progress files of the 182 students at Unidad Educativa Benjamin Bloom during the school year show a decrement of about a 40 percent in the last five years. Only the 60 percent of students present their homework at the agreed time. Students achieve a 60 percent of proficiency in written tests and only a 40 percent in oral tests. Just about the 40 percent of

students get grades above 7 in the final average. The students of 8th grade of basic education and 1st course of high school have the lowest achievement marks. Because of the poor academic achievement of students in EFL, Unidad Educativa Benjamin Bloom has drawn the target of improving literacy proficiency scores in students of Middle school (8th, 9th and 10th grades) as well as High School (1st, 2nd, and 3rd courses). And, as the school's orientation of ELT is toward vocational and social purposes, it has begun a process to reintroduce a content-based instruction methodology for the students in 8th grade who are beginning the process of secondary school. A prior positive experience of applying the content-based instruction approach in students from 2nd to 7th grade is the basis of the institution to adopt the current action. The project is been applied in the students of 8th grade. They have A1 level of English. During the present school year 2018-2019, the institution expects to get an increment of about a 50 percent in the EFL school subject.

Now, the purpose of the present document is to prove the effectiveness of the content-based instruction approach to improve A1 level students' English literacy at Unidad Educativa Benjamin Bloom during the school year 2018-2019.

1.3. Statement of the problem

How effective is the content-based instruction approach to improve A1 level students' English literacy at Unidad Educativa Benjamin Bloom during the school year 2018-2019?

1.4. Broad Objectives

To measure the effectiveness of content-based instruction approach to improve the English literacy in A1 level students in 8th grade at Unidad Educativa Benjamin Bloom.

1.5. Specific Objectives

- To apply a summative evaluation by the administration of a quiz with 70 multiple choice items of vocabulary, grammar, comprehensive reading, oral reading, listening, and writing.
- To measure the level of students' improvement of literacy practice by the records collected in the last 6 weeks of the research.
- To compare the level of improvement of literacy skills in both groups, by mean of the assessments scores.

- To plan the implementation of the content-based instruction approach by writing a document to be shared among the English department teachers and the school authorities.

1.6. Justification of the study

There are a variety of approaches a teacher may implement to teach EFL. One mostly effective method is content-based instruction (CBI) which is a group of methods that teach authentic content, such as Math, Social Studies, Science, through Language Arts instead of old-fashioned methods of teaching language explicitly. Another way to look at it is that CBI focuses on the target language as a mean to get information about a particular subject rather than focusing on English itself. For example, the teacher might introduce a lesson on the Independence War by using the English language. Students can also discuss current events from a native English speaker newspaper. The main idea of implementing CBI in the EFL program is that inherent motivation of students increases when their young minds are immersed in authentic content. Furthermore, new technologies have changed students' literacy practice styles. And as literacy practices are set in larger contexts, literacy domains, such as school, chat groups, religious communities, etc. It is necessary to find the way to match the curriculum, textbooks, tests and classroom practices to students' interests.

Based on the findings pointed above, this research finds important to explore and interpret foreign language literacy practices with the implementation of a methodology that let students to match their own learning styles, their own perspectives of the world in a real communicative environment where English is not the final goal but the mean to reach it. The students of 8th and 9th grades of Benjamin Bloom School and their EFL teachers are willing to participate in this academic investigation. Eventually, the findings can help the school to introduce innovations in the EFL text edition, assessment practices, curriculum planning. Of course, the study is also necessary as a contribution of previous investigations in the field.

1.7. Scope and Delimitations of the Study

The aim of the present research is to explore the impact of the Content-based Instructional Approach versus the classical Grammar Translation Method on the effectiveness of motivating literacy practice in young people learners of A1 level.

In order to achieve the study's aim, two different Content Based instructional models have been applied at the moment of elaborating the lesson plans. They are: partial immersion

and English-medium instruction. In both cases, the intention is to produce meaningful learning that leads students to better long-term retention. Although both methodologies focus on form at the analytic level with pedagogical tasks designed with more complex approximations to tasks in the real world, the partial immersion method use content in science, math or social studies as cross curriculum, however, .

For beginners, the content often involves basic social and interpersonal communication skills achievement report charts for data collection which will be divided into three areas. (1) Students responds to the introduction of scientific and cultural real content. (2) The study will analyze the level of participation of students in “the give and take relationship.” That is, the time spent in listening and reading activities as well as the time spent in language production (speaking and writing). Students participating in the study will record their activities related to the use of English after school and the communication skill that was performed during the process. Next, (3) the investigation will explore if cooperative learning experiences such as (a) shared reading and writing and (b) group discussions of scientific and cultural topics obtain or not better results than independent practice. A test prepared in reading, writing, listening and speaking skills will be applied to both groups separately.

The research will not include a “Perceptual Learning Preference Survey” which would permit to know how learners’ preferences affect the learning style. It neither intend to measure the fun factor in students nor the teachers’ skill in the classroom management. Another irrelevant factor in the research is how the gender of students may or not interfere in their level of engagement.

The institution where the research will be implemented is Unidad Educativa Benjamin Bloom. This is a Private Vocational School in Business Services located in Duran, Guayas, Ecuador. The Institution has 182 students who start their education in middle school (8th, 9th, and 10th grades) and then pass to high school (1st, 2nd, and 3rd years). The total population of Benjamin Bloom represents about the 0.79% of the whole student population in Duran. The research has two randomly assigned groups: (1) an experimental group, that is, a group of subjects who are exposed to the variable under study. In this case, the target group is built-up by 36 students coursing the 8th grade, and (2) a control group, the 31 students of 9th grade, to be precise, a group of subjects narrowly close to the treatment group in many demographic variables but not receiving the factor under study and thereby serving as a comparison group when results are evaluated. Both groups are pretested before the experimentation in order to measure degree of influence of the independent variable on the subjects studied. Then, “the treatment is applied to the

experimental group.” Finally, “the post-test is carried out on both groups to assess the effect of the treatment and how the independent variable affects the dependent variable.” Bernard, H. R., & Bernard, H. R. (2012). *Social research methods: Qualitative and quantitative approaches*.

1.8. Hypothetical Approach

The Content-based instruction approach improves A1 level students’ English literacy at “Unidad Educativa Benjamin Bloom” during the school year 2018-2019.

1.9. Identification of Variables

The independent variable is the application of the content-based instruction approach to the A1 level of the EFL program in Benjamin Bloom School. The premise is that if a group of students only receive a classical Grammar-Translation method of teaching, their literacy practice process will be slower, lack of self-motivation and engagement, and at the end, with poor achievement scores. Otherwise, if a group of students participate in an English language learning process with a Content-based instruction approach, they will improve their literacy skills faster, highly self-motivated, and strongly engaged.

The dependent variable is the improvement of literacy practice reached by the students. Depending on the teaching-learning methodology, the level of students’ proficiency in literacy skills practice will be more or less successful. Students’ achievement scores recorded by the teacher in an initial, middle and final stages of the researching process are the evaluation incomes. Finally, the comparison of both, the experimental group results and the control group outcomes will verify if there is or not a direct relation between the Content-based instruction approaches applied to the students of A1 level of Benjamin Bloom School and the literacy practice improvement of students.

1.10. Education Faculty Research Lines

Teacher’s Performance and Professionalization

1.10.1. Research Sublines

Communicative Competence in Teachers and Students

CHAPTER II

2. RESEARCH THEORETICAL FOUNDATIONS

2.1. Theoretical Framework

In order to understand what the Content-Based Instruction (CBI) is, it is necessary to recognize the basic idea behind the integration of content and language. That is, that languages are not learned first and then used but they are learned by being used. This idea was exposed and supported by Fred Genesee as one of the collaborators of the academic work *International Handbook of Language Acquisition* (2019). The CBI focuses not only on learning a second language, but also using that language as a mean to learn academic subjects. In other words, language is used as a medium for learning content and content is used as a resource for learning and improving language. This view seems to be the same as the one given in the work of Freeman, Donald, Anne Katz, Pablo García Gómez, and Anne Burns (2015) “English-for-Teaching: Rethinking Teacher Proficiency in the Classroom.” *ELT Journal* 69 (2): 129–139] where the article proposes the construct of ‘Language knowledge for content teaching’ which means that teachers must have domain of common language knowledge and specialized language knowledge for teaching both content and language.

This method first appeared on the general language teaching scene in the mid- to late 1980s. Its popularity and success has made that teachers used it in a variety of language learning contexts for the last thirty years. However, no CBI proposal refers to programs in which the majority language, which is the L1 of most students, is used as the medium of instruction and additional languages (second, foreign) are taught as school subjects without any special attention to the integration of language and content. Most CBI programs are characterized by both the majority language and an additional language are used as languages of instruction and as subjects. Indeed, this is the case of most CBI/CLIL programs including immersion. Dales (2017) introduces a lineage metaphor to “capture the several lines of thinking about language teaching in school contexts broadly represented by FLT, SLT, and L1 Teaching.” He states that CBI and CLIL are built on the first two lineages without a negative effect on L1 learning.

Another essential feature of CBI programs is that they aim at multilingualism. Of course, the linguistic goals to be reached can be more motivating if the mother language and the target language are closely related to each other. When students meet the English Lexis, it is easy to identify the influence of Latin words on the academic English vocabulary.

Content-based instruction is based on two important linguistic concepts. The first one was proposed by Krashen in 1982. The concept claims that language acquisition occurs when students, in a stimulating, low-stressed context, are provided with comprehensible input, which is slightly above the students' level of understanding. When people, young people are not the exception, are in an unstressed environment it is easier to learn. However, the stimuli should be agreeable as well as realistic. Krashen also mentions that input must be comprehensible. Although authentic every day lexis is difficult to be filtered to fit it to the learner's level of comprehension, the teacher still can create the classroom atmosphere to expose the learners to authentic language in use. That may come from the teacher, classmates and the environment around the learner. The second concept proposed by Crandall in 1987 states that the second-language proficiency involves control not only of social but also of academic language. In content-based classroom, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation. Topics such as globalization, education, or environment may be part of the content that students have to relate to their own contexts. The activities should encourage students to bring their own knowledge, experiences, and opinions to the topic. Of course, students feel involvement and motivation through real audio-visual resources. These literacy practice let them not only master vocabulary, functional language, pronunciation and other language skills but also the information from real readers, videos, etc., let them to analyze topic from different angles in order to produce interactional writing and speaking. Furthermore, Butler (2005) clarified that CBI enables learners in the process of conveying meaning and practicing the productive language skills, which will help them to focus on forms as well as meaning. As words do not have a unique meaning but they may have a variety of different definitions according the context they are used, CBI permits students to recognize meanings in context. At the same time, grammar structures are not learned forcedly. They are identified and understood while students read and listen, in other words, during the language acquisition.

A lot of evidence shows that content instruction is taken effective in a wide range context in bilingual education, such as U.S.A. Hispanic/English immersion program. Canada, New Zealand, and China have shared similar experiences with bilingual immersion programs. There are also numerous references to the application of the CBI in countries other than the United States with specific documentation referred to contexts such as Australia, Japan, and Indonesia with positive points of view of CBI effects on students. However, some educational investigators such as Genesee & Lindholm-Leary (2013) are not so enthusiastic.

“Even if the results of CBI can be very positive, research has indicated that students develop very high levels of reading and listening proficiency but do not do as well in productive skills. In fact, even in very intensive CBI programs such as full immersion, students use restricted vocabulary and non-idiomatic language and they have some problems with grammatical accuracy and sociolinguistic competence.”

With regard to the plurality of educational levels in which CBI can be used, the model has proved to be a valid approach for language teaching at all stages of instruction. For example, it has been a part of elementary and secondary school in both ESL and EFL teaching programs. CBI is also considered as one of the most representative contributions to contemporary EFL pedagogy in the new editions of influential titles in the field such as Paran, A. (2013). *Content and language integrated learning: Panacea or policy borrowing myth?* Víctor Marconi de Souza (2014), “Perceptions of Content-Based Instruction in an English as Foreign Language Setting”. Laura Baecher, Tim Farnsworth, Anne Ediger (2014), “The challenges of planning language objectives in content-based ESL instruction”.

The increasing use of English as an additional language of instruction which follows the international trend to acquire communicative competence in English as a global language has driven some writers as Vítor Marconi de Souza (2014), to study students’ perceptions of CBI benefits. In his findings, he noticed that “although content was used as the organizing principle in the course, some learners paid little attention to the content and expressed a desire to improve their language skills, not realizing that it was possible to do both.”

This kind of finding where English is learned as foreign language let distinguish strong and weak forms of bilingual education. The four indicators are the following: (1) the language background of the child, (2) the language level of the classroom, (3) the linguistic aims (Linguistic aims focus on the systems of the language: grammar, vocabulary, pronunciation and discourse), and (4) the societal and educational aims (If you set a linguistic aim, remember to also state the context in which language is going to be used.) This study uses these four indicators to measure the suitability of CBI versus the traditional methodology used in Unidad Educativa Benjamin Bloom’s classrooms.

As the integration of language and content in the foreign language (FL) classroom may be seen as an approach very different from traditional approaches. This concept would

considerably lighten the need of highly, and interdisciplinary prepared EFL staff that can integrate content of some areas of the curriculum and language skills teaching. And although, the interest in the use of CBI methodology has been growing in the teaching of EFL among academics, such interest has not been the same among text book writers. Just a few have developed text books programs that permit students cognitive and linguistic development simultaneously. Most text book writers as well as teachers in the classrooms have followed a dogmatic separation of some formal aspects of language that has produced very poor results in the learning of English. Additionally, studies run in the last thirty years stresses the fact that sequential and synthetic teaching is not the best way to teach a foreign language, and the same studies favor a task-based approach supported on a wide bibliography and classroom practice.

Another factor to be considered is the improvement of the cognitive structure of the adolescent, with regard to related elements and relations. For example, C. Coll says, “Memory is not only the record of what one has learnt but also the basis from which new learning situations arise.” In other words, if the cognitive structure of the student is rich in elements and relations, his possibility of forming new meanings will be increased.

Otherwise, the idea that EFL teaching based on tasks offers an alternative to the structure syllabus arises from the fact that language is something acquired holistically and not by synthesis. The vision of task as facilitator of interactions through which understanding of the input can be achieved. The use of this discourse in interaction is the process by which students acquire knowledge of a second language, if this interaction is meaningful. Tasks help to direct students to specific features of contents and systems of processing information. Therefore, students learn how to acquire information and to practice different conceptual operations necessary to carry out the assigned task. Lambert, Philp & Nakamura (2017), found that “tasks which draw on content which learners find interesting, wanted to share, and thought that their partner would enjoy hearing about resulted in increased engagement in language use in the classroom.” Additionally, task-based syllabus is also tightly connected to CBI because of the integration of four basic stages in syllabus design, (1) the identification of learners’ needs, (2) the definition of the syllabus content is widely open, (3) the organization of the opportunities which lead the student to the acquisition of language mainly holistic, and (4) the evaluation of students’ progress is based on real language production tasks.

Another prior study and proposal the present study explores is the “Cognitive Academic Language Learning Approach” (CALLA) that U. Chamot and J. M. O’Malley developed.

The CALLA tries to achieve the development of linguistic skills in English by the teaching of content in Social Studies, Mathematics, and Science, in a foreign language.

Besides, Vygotsky's theory also plays a fundamental role in this investigation. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child". Vygotsky's observations may help the readers to understand and apply the definition of literacy as the ability to make and communicate meaning from and by the use of a variety of socially contextual symbols. Within a progressive set of levels of developmental ability, a literate person can arise and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills. In other words, the learning of a language is not the final goal but the mean by students, first in social and then in personal contexts produce the development of communicational skills. Additionally, when students share information or work with other partners, especially through social networks in Internet, the notion of literacy is modified.

One of the difficulties related to the literacy acquisition in the formal education identified is that systems can be linear in the core curriculum and syllabus documents providing a list of different stages in reading, writing, spelling and oral language. Yet teachers know that linear development in literacy skills is unreal. Students develop at different rates, depending upon certain inner interests and environmental activities. Students may find the activities of the classroom remarkably dull and not develop their literacy skills, even though they are fully capable of engagement but others may find the classroom environment very interesting and dynamic if they are encouraged to find and share socio-cultural and technological pieces of information. Multiple Literacies Theory recognizes this disparity, and designates multiplicity at the heart of literate communication.

2.2. Conceptual Framework

"Approach": A definition provided by the British Council, an approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

"Content": Refers to the matter contained in a particular field of study such as, social studies, science, mathematics and other subjects.

“Instruction”: The process of acquisition of a particular piece of knowledge. A repetitive and systematic sequence of steps a teacher or the learner him/herself can apply in order to achieve certain knowledge or skill; the purposeful direction of the learning process.

“Literacy”: It has two different ways to be understood. First, it represents the set of four language skills which permit a person to communicate with others. Listening and reading are the skills required to collect the pieces of information, meanwhile, speaking and writing are the skills to produce the responds to comprehensive linguistic verbal and non-verbal codes. Second, the ability of a person to communicate.

“Language”: The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

“Acquisition”: The learning or developing of a skill, habit, or quality.

“Meaning”: What is meant by a word, text, concept, or action; significant quality, implication of a hidden or special significance; the logical connotation or association of a word or phrase, the logical denotation or extension of a word or phrase.

“Methodology”: A system of methods used in a particular area of study or activity.

“Multiple Intelligences”: The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are: Linguistic intelligence (“word smart”), Logical-mathematical intelligence (“number/reasoning smart”), Spatial intelligence (“picture smart”), Bodily-Kinesthetic intelligence (“body smart”), Musical intelligence (“music smart”), Interpersonal intelligence (“people smart”), Intrapersonal intelligence (“self-smart”), Naturalist intelligence (“nature smart”). It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

“Practice”: It is used to identify the events when students exercise one or more skills to communicate. The training activity may be performed in-the-school environment or out-of-the school.

“Whole Language”: Whole language is an educational philosophy of which the ‘whole-language’ approach stems from a school of thought that children, in the learning of a language, is able to assimilate and understand the dichotomy of the language make-up through meaning making. It is often contrasted to acquisition of language through

phonics. Whole language practitioners practice the belief in their teachings that learning a language needs to be contextualized and experiential.

2.3. Legal Framework

ACUERDO Nro. MINEDUC-ME-2016-00020-A

Artículo 1.- **Ámbito y objeto.-** A través del presente Acuerdo Ministerial se establecen los currículos de Educación General Básica para los subniveles de Preparatoria, Elemental, Media y Superior; y, para el nivel de Bachillerato General Unificado con sus respectivas cargas horarias, mismo que es de aplicación obligatoria en todo el Sistema Educativo Nacional; a partir de septiembre de 2016 en los establecimientos escolares con régimen Sierra y en el año lectivo 2017-2018 en los de régimen Costa. El documento se incluye como anexo integrante al presente Acuerdo Ministerial.

Artículo 2.- **Plan de estudios para Educación General Básica.-** Para el nivel de Educación General Básica que se establece el siguiente plan de estudios con su respectiva carga horaria sugerida:

Table 1 *Weekly Course Load for Middle School*

Sub-level of Basic Education		
Academic Area	School Subjects	Pedagogical weekly load
Language and Literature	Lengua y Literatura	6 hours
Mathematics	Matemática	6 hours
Social Studies	Estudios Sociales	4 hours
Natural Science	Ciencias Naturales	4 hours
Culture and Art	Educación Cultural y Artística	2 hours
Fisical Education	Educación Física	5 hours
Foreign Language	Inglés	5 hours
School projects		3 hours
Total		35 hours

Made by: Herrera, A. & Phillips, E. (2019)

Artículo 3.- La flexibilidad en el Plan de estudios para Educación General Básica.- Cada institución educativa podrá aumentar o disminuir la carga horaria de las áreas instrumentales (Lengua y Literatura, Matemática y Lengua Extranjera) en función de las necesidades que presenten sus estudiantes orientándose a cumplir con los objetivos curriculares de cada una de estas áreas en cada grado y nivel.

Disposición General Quinta establece;

QUE las instituciones educativas no reconocidas legalmente como bilingües ofrezcan alguna de las asignaturas de las áreas del currículo en lengua extranjera, siempre y cuando

la carga horaria de estas asignaturas sea inferior al 40 % del total, que se garantice el cumplimiento de los estándares nacionales de aprendizaje y que el equipo docente cumpla con los requisitos exigidos para las instituciones educativas bilingües de acuerdo a lo señalado en el segundo párrafo del artículo 111 del Reglamento General a la LOEI.

ACUERDO Nro. MINEDUC-ME-2016-00020-A

Disposición Transitoria Segunda establece;

Que el currículo de Lengua Extranjera - inglés se implemente de manera progresiva hasta contar con el talento humano apropiado que posibilite atender eficientemente la enseñanza de este idioma. La implementación del currículo del idioma inglés desde el segundo hasta el séptimo grado de Educación General Básica en todas las instituciones educativas del país se deberá realizar a partir del año lectivo 2016-2017 para el Régimen Sierra y 2017-2018 para el Régimen Costa. En el currículo Integrador del Subnivel de Educación General Básica Preparatoria se introducen un conjunto de contenidos básicos de Lengua Extranjera-Inglés, los mismos que sentarán las bases (starter level) del nivel Pre A1.1 del Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación (MCER) que se desarrolla en el subnivel Elemental a establecerse a partir del año lectivo 2016-2017 para el régimen Sierra y 2017-2018 para el régimen Costa. Los niveles propuestos para la implementación en las instituciones públicas, municipales y fisco misionales de todo el país, se describen a continuación:

Tabla 2 Curriculum implementation – Coastal Region

CURRICULUM IMPLEMENTATION – COSTAL REGION						
Years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
First grade of BGE	Starter Level	Starter Level	Starter Level	Starter Level	Starter Level	Starter Level
Second grade of BGE	Pre A1.1	Pre A1.1	Pre A1.1	Pre A1.1	Pre A1.1	Pre A1.1
Third grade of BGE	Pre A1.1	Pre A1.2	Pre A1.2	Pre A1.2	Pre A1.2	Pre A1.2
Fourth grade of BGE	Pre A1.1	Pre A1.2	Level A1.1	Level A1.1	Level A1.1	Level A1.1
Fifth grade of BGE	Pre A1.2	Pre A1.2	Level A1.1	Level A1.2	Level A1.2	Level A1.2
Sixth grade of BGE	Pre A1.2	Level A1.1	Level A1.1	Level A1.2	Level A2.1	Level A2.1
Seventh grade of BGE	Pre A1.2	Level A1.1	Level A1.2	Level A1.2	Level A2.1	Level A2.2

Source: Ministerio de Educación (2017)

Los niveles de Lengua Extranjera detallados en este Acuerdo son los mínimos a cumplirse para todas las instituciones educativas a nivel nacional. En el caso de que las instituciones educativas particulares no hayan ofertado la Lengua extranjera-Inglés desde segundo grado de Educación General Básica, deberán ajustarse a la implementación propuesta en esta normativa; caso contrario, la institución puede elegir los niveles según el MCER, siempre que se garanticen los mínimos obligatorios.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Type of Research Description

The research is pre-experimental. However, it is necessary to highlight the fact that in Social Studies the experimental investigation is quite different to the empirical process followed in Science investigations. Science is defective, especially when it is applied to human behavior and performance. Psychosocial and physiological individualities of the people studied create a complexity and variability within the nature of the research. There are some assumptions in scientific research that have to be considered such as the nature of the experimentation that is orderly and regular. Second, to some extent, events are consistent and predictable. Third, events or conditions have one or more causes that can be discovered. Subsequently, this enables establishing cause and effect relationships. Of course, it is essential to prove the validity of independent and dependent variables and actually, evaluate the effects of the first variable on the second one.

“Experiments are designed to create ‘real-life’ situations, ideally under controlled circumstances, in which the influence of different variables can be modified and measured” (Kendall 2006:34). The reflexive analysis of Kendall about the level of adaptability that an experiment must reach in order to re-create real situations sets the need to control the interrelationship between the variables. And although the researcher may modify the variables, such modifications should not affect the validity of the environment as well as the social circumstances of real conditions intended to be replicated.

As every experiment must fix specific settings, it is important to build a plan that blueprints the design of the research. The methodology must be unmistakably patterned through a set of actions, and tools of control to measure the accomplishment of objectives and strategies.

The hypothesis exposed in the present research have to be contrasted with the results of the quantitative sources of information collected during the process. In this exercise to determine cause and effect within the specific academic phenomena studied the independent variable is the “Content-Based Instruction Approach” and the dependent variable is “the level of improvement achieved by the students”.

3.2. Methods, Techniques and Research Instruments

The methodology applied to this investigation is the “Pretest – Post-test Model”. This kind of design has two randomly assigned groups: (1) an experimental group, that is,

a group of subjects who are exposed to the variable under study and (2) a control group, to be precise, a group of subjects narrowly close to the treatment group in many demographic variables but not receiving the factor under study and thereby serving as a contrasting group when treatment results are evaluated. Both groups are pretested before the experimentation in order to measure degree of influence of the independent variable on the subjects studied. Then, “the treatment is applied to the experimental group.” Finally, “the post-test is carried out on both groups to assess the effect of the treatment and how the independent variable affects the dependent variable.” Bernard, H. R., & Bernard, H. R. (2012). *Social research methods: Qualitative and quantitative approaches*.

One of the main problem the investigation has to solve is whether the instruments used to evaluate the departure point and final achievement scores are actually measuring what it is intended to be measured. To enhance the validity and reliability of the tests applied to the subjects studied, the analysis criteria in this study are based on the Ecuadorian Ministry of Education (MinEduc) English curriculum standards. This government entity has aligned the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized—since 2012 and provides a common basis for the elaboration of language curriculum guidelines and syllabi in Ecuador.

In agreement with Richards and Rodgers (2001), the MinEduc recognizes that the main objective of the present English curriculum design is to help students develop their communicative language skills through the consideration of the following principles: (1) Language is a system for the expression and conveyance of meaning, (2) the primary function of language is interaction and communication, and (3) the structure of language reflects its functional and communicative uses.

The principles listed above suitably fit with UNESCO Measuring literacy skills, consequently they are also appropriate to the hypotheses previously introduced in this research paper. Examining the logical relationships that exist between assessment measures. UNESCO, and of course, the MinEduc understand the measuring literacy skills as a continuum. For that reason, a Literacy Assessment and Monitoring Program (LAMP) has specifically been designed to provide researchers interested in the public debate on literacy with the information required to effectively plan and implement literacy program improvements. To do so, LAMP measures three levels of literacy, which can be evaluated over time.

In the first level, respondents can identify literal, concrete information in simple one-paragraph passages when 1) identical vocabulary is used in the passage and the question, 2) only everyday informal vocabulary is used, and 3) distractors are absent.

In the second level, respondents can identify literal information in reading passages provided. The passages require information appears in a brief and visibly marked section or near the beginning of the text. Additionally, distractors are absent although the vocabulary used in the passage and in the question is not identical. Respondents can paraphrase, understand more academic language, and write answers with complete sentences.

In the third level, respondents can identify literal information in longer comprehension reading texts with a higher degree of abstraction, including texts with potential distractors, linguistically dense passages or where required information appears in the middle or towards the end of the text. The vocabulary used in the passage and in the question is not the same. Respondents can paraphrase, understand more academic language, and write answers with complete sentences.

As the present research is interested in evaluating change over time. The paper examines correlations of change scores using the three levels of literacy assessment within the three terms of the first quimestre in the school year 2018-2019.

For example, the students who followed the tutored program of CBI should show higher increases in comprehension reading as well as in academic writing, whereas those whose literacy practice would be patterned by ordinary literacy instructions suggested in the text book, capacity improves should experience less and slower development. When using an achievement test, the research intend to apply an instrument's validity.

The LAMP methodology has been tested, validated and refined based on extensive pilot testing in diverse countries. As a result, LAMP provides to countries at all stages of development a trustful tool of evaluation. As a proof of this asseveration, Ecuador monitor its national-set targets for literacy level of improvement with the PISA assessment. Also, LAMP has been validated in ten languages –included English- belonging to six linguistic families using three different scripts and two numeral systems.

The research has to face a range of challenges resulting from the collection of data. The shift from a traditional learning methodology toward the Content-Based Instruction Approach represents a variety of new tools of evaluation and data collection. For example, the use of an academic online platform has presented a challenge not only to students but also to teachers.

First, although students can find extra activities to re-enforce the practice of literacy at home, language tasks require a bigger effort. In traditional activities focused on Grammar, students only followed sentence patterns with a limited number of grammar rules. Teachers just verify if students complete or fill the blanks with the correct alternative (usually one of two) written next to the statements. However, when the language instruction is based on content and language itself must be understood by inferencing the functions and observable patterns within a paragraph or group of paragraphs containing a greater number of words working in an academic context is really a big challenge for students with scarce or none prior practice following CBI strategies. Additionally, as Unidad Educativa Benjamin Bloom use the Cambridge Learning Management System, an educational platform in Internet, students must practice academic language by writing content on different topics in the way of wikis, forums, blogs, etc. The free construction of writing is much more difficult not only for students to produce but also for teachers to correct and grade the works with and standardized score. Second, something similar happens when teachers evaluate oral production and comprehension reading. The present research uses an instrument of evaluation (a 75 items post-test) that focuses on comprehension and language production instead on memorization or lexis and grammar rules. As the results intent to be pedagogically complete and trustful measurable learning outcomes. However, the integrity of the grading process by discouraging the influence of teachers' subjective interference is not easy in the case of oral production.

Finally, another problem faced is the reluctance of students' parents of acquiring the Cambridge LMS as part of the school tools of learning. 5 of the 36 students in the group studied do not possess internet service at home or in their cellphones.

3.3. Research Population and Sample

The universe (μ) of A1 level students at Unidad Educativa Benjamin Bloom are sixty seven (67) students. Following the scientific method, the sample size for the finite population has been achieved solving a statistical formula to find the sample of a predetermined universe.

The factors in the operation are the following:

Z^2 = Critical value for the desired degree of confidence, usually the 95% (1.96)

P= Proportion of the favorable results of the variable in the population, in this case, 5% (0.05)

Q= Proportion of the unfavorable results of the variable in the population, in this case, 95% (0.95)

E²= Standard error, usually ±5% of the proportion of the cases (0.05)

N= Finite population (67)

As the result of the equation (n= 35.1848 students) is a decimal number, it is rounded to the nearest one (36).

The research sample population profile is the following:

Table 3: Population Profile

POPULATION PROFILE		
Academic Level:	Age:	Socio-economic group:
Middle School (mostly A1 English level)	Young people students between 12 and 13 years old.	C1 Lower middle class, children of skilled administrative workers and C2 Skilled working class, children of skilled manual workers.

Made by: Herrera, A. & Phillips, E. (2019)

Beyond a socio-economic profile of the target population, it is necessary to build an academic profile. First, teachers were asked about their perception of students' commitment on English lessons at Unidad Educativa Benjamin Bloom. The three teachers agreed on the low academic marks of a high percentage of students because of their lack of commitment. Then, a survey was applied to the target group at the beginning of the research. Students had to answer a set of five multiple choice questions and one yes/no question in order to establish their education profile. The survey's questionnaire is in Annex 1

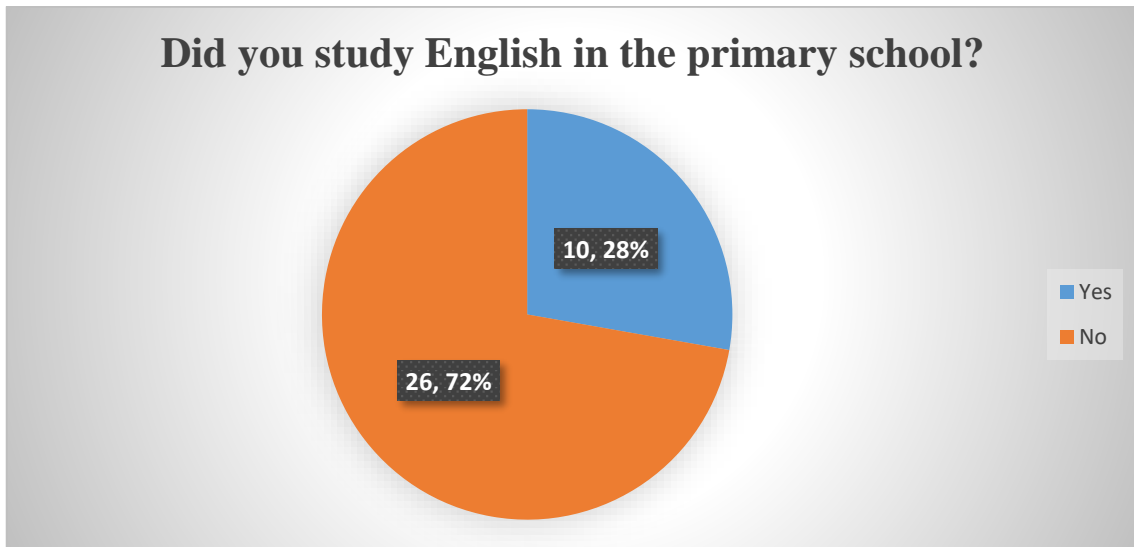
Question 1

According to the findings, only ten of the thirty six students have received EFL teaching in the primary school. That is, only the twenty eight percent of the group have gotten prior knowledge of English as foreign language in face to face classes at school. However, it does not mean that the other seventy two percent of the group does not have knowledge of English at all.

Table 4: Survey - Question 1

SURVEY		
Questions	Possible Answers	N° answers
1 Did you study English in the primary school?	Yes	10
	No	26

Made by: Herrera, A. & Phillips, E. (2019)



Graph 1 : Survey – Question 1

Made by: Herrera, A. & Phillips, E. (2019)

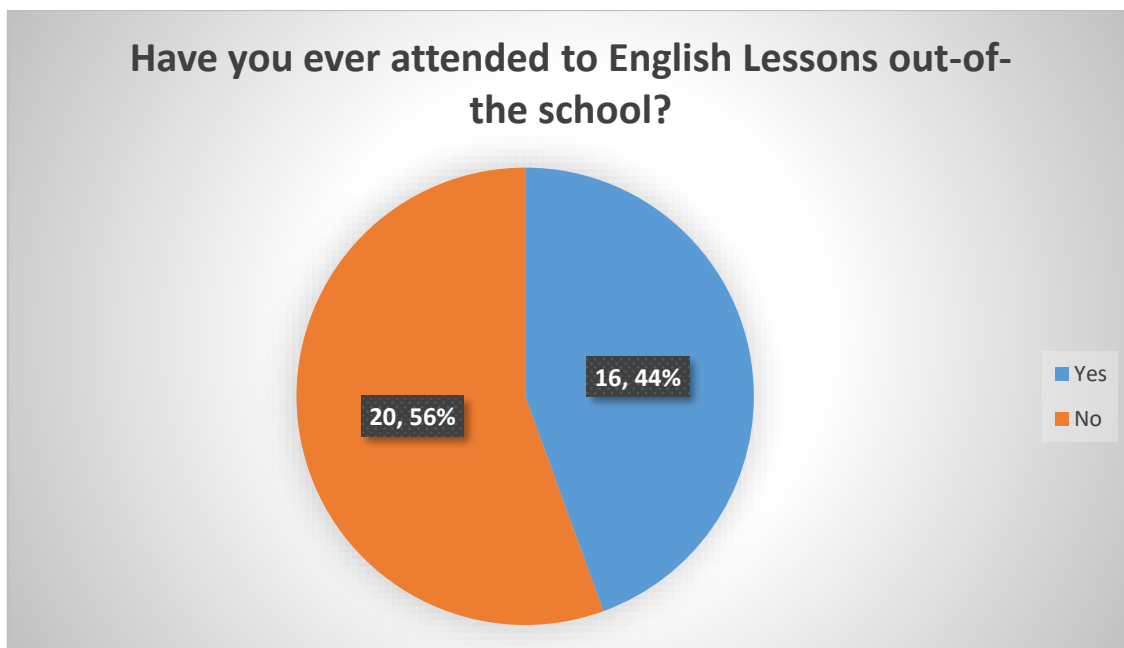
Question 2

In a deeper investigation through an interview applied to the thirty six students of eighth grade of basic education, sixteen students of the thirty six have studied in English Language Academies at least once during their educational process in primary school. It might mean that the other twenty students belong to the group of students who had not studied EFL at all during primary school. This finding and the fact that the Ecuadorian society in one way or another receives the cultural influence of English speaking countries, let the researchers infer that the other fifty six percent of the students surveyed actually possess at least a minimum knowledge of English vocabulary.

Table 5: Survey - Question 2

SURVEY		
Questions	Possible Answers	N° answers
2 Have you ever attend to English Lessons out-of-the school?	Yes	16
	No	20

Made by: Herrera, A. & Phillips, E. (2019)



Graph 2: Survey – Question 2

Made by: Herrera, A. & Phillips, E. (2019)

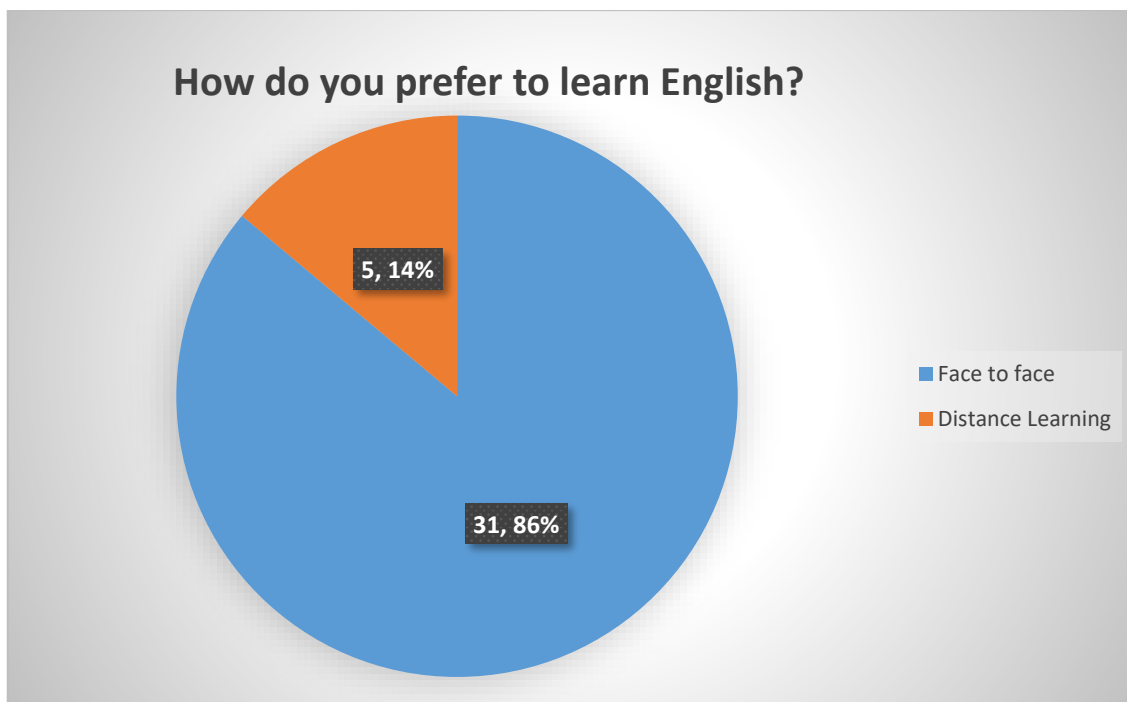
Question 3

When the thirty six students were asked about their preference for the type of English course, if face to face or distance learning, thirty one students expressed their preference for the face to face classes. When they were asked about the reasons of their answers, they said that “Distance learning seems to be more difficult”.

Table 6: Survey - Question 3

SURVEY		
Questions	Possible Answers	N° answers
3 How do you prefer to learn English?	Face to face class	31
	Distance learning	5

Made by: Herrera, A. & Phillips, E. (2019)



Graph 3: Survey – Question 3

Made by: Herrera, A. & Phillips, E. (2019)

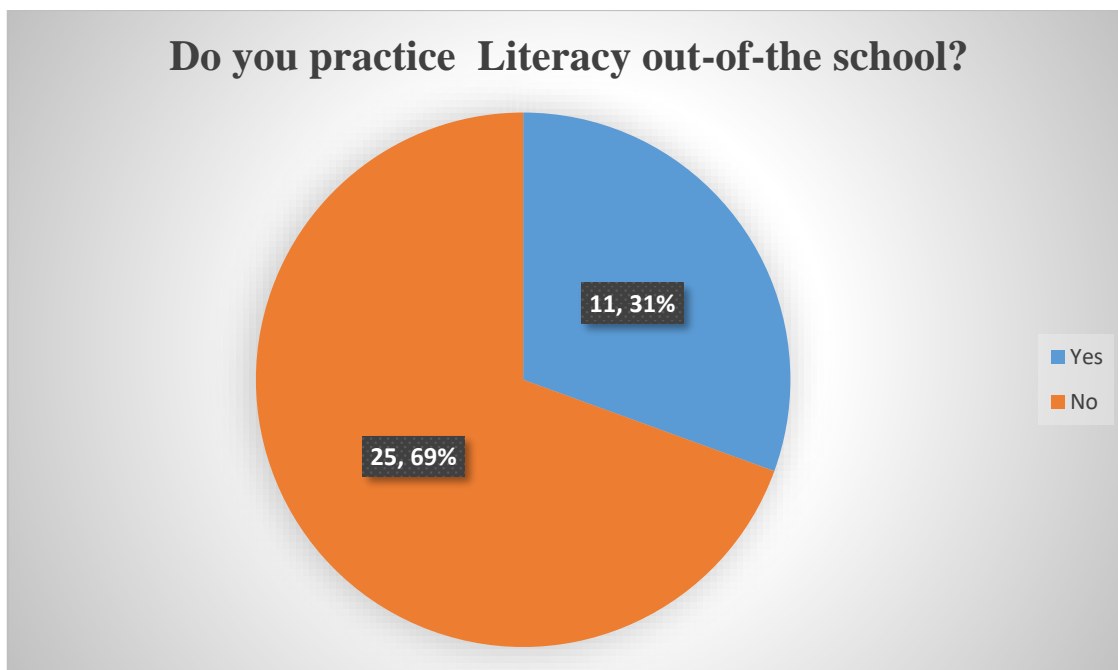
Question 4

In the fourth question, twenty five students answered they do not practice English literacy out-of-the school. The relevance of this question is related with the level of commitment on English learning.

Table 7: Survey - Question 4

SURVEY		
Questions	Possible Answers	N° answers
4 Do you practice Literacy out-of-the school?	Yes	11
	No	25

Made by: Herrera, A. & Phillips, E. (2019)



Graph 4: Survey – Question 4

Made by: Herrera, A. & Phillips, E. (2019)

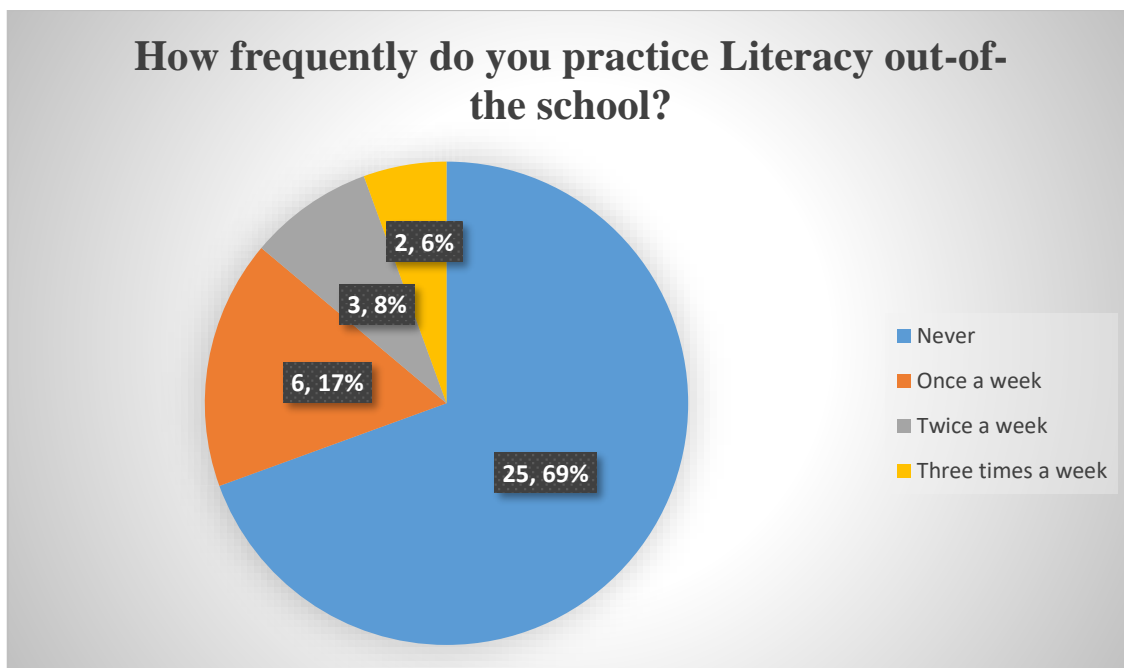
Question 5

Later, it was asked the frequency of literacy practice. Twenty five students said that never, that is, the sixty nine percent of the group. The other eleven students were divided into three sub-groups. Six students answered once a week. Three practice twice a week. And finally, just two students practice three times a week. These answers confirm the assumption that students spend low amount of time in literacy practice out-of-the school. Consequently, students' achievement on EFL is also poor.

Table 8: Survey - Question 5

SURVEY		
Questions	Possible Answers	N° answers
5 How frequently do you practice Literacy out-of-the school?	Never	25
	Once a week	6
	Twice a week	3
	Three Times or more	2

Made by: Herrera, A. & Phillips, E. (2019)



Graph 5: Survey – Question 5

Made by: Herrera, A. & Phillips, E. (2019)

Question 6

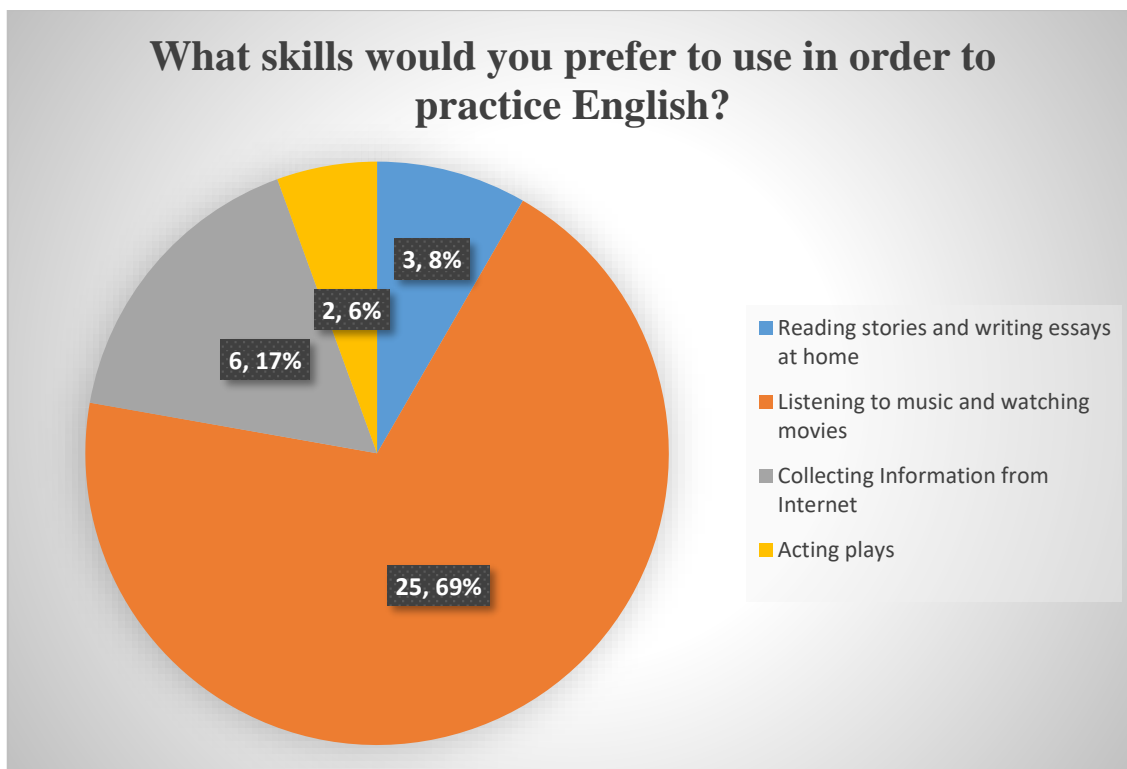
The next item of investigation is the students' preferences for English practice by themselves. According to the results, students expressed they prefer practicing listening and reading rather than speaking and writing. The largest number of students, a sixty nine percent of the group answered listening to music and watching movies. Six students expressed their preference for surfing in Internet. Only three students claim to prefer reading and writing activities. And two like better practice dialogues.

In a deeper interview with three of the students, they said that they felt frightened when they intend to produce oral or written communication but they feel more comfortable with reading and listening. This means that passive techniques of language acquisition is often preferred by students.

Table 9: Survey – Question 6

SURVEY		
Questions	Possible Answers	N° answers
6 What skills would you prefer to use in order to practice English?	Reading and writing at home	3
	Listening to music and watching movies	25
	Collecting information from Internet	6
	Practicing dialogues for acting plays	2

Made by: Herrera, A. & Phillips, E. (2019)



Graph 6: Survey – Question 6

Made by: Herrera, A. & Phillips, E. (2019)

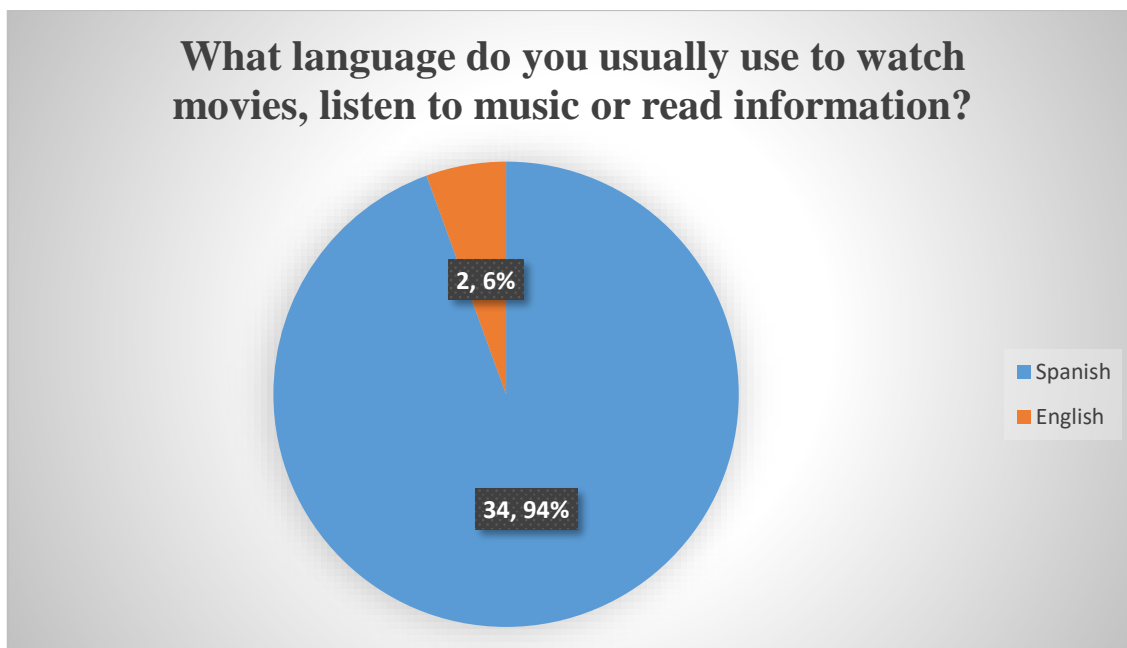
Question 7

Next, students were asked about the language they usually use to communicate and acquire information. Their answers help the investigation to establish the motivations for learning English. As it was supposed, only two students expressed to spend many hours watching movies, listening to music, or surfing websites in Internet using English. The other thirty four students do not show interest in spending their leisure time using English.

Table 10: Survey - Question 7

SURVEY		
Questions	Possible Answers	N° answers
7 What language do you usually use to watch movies, listen to music or read?	Spanish	34
	English	2

Made by: Herrera, A. & Phillips, E. (2019)



Graph 7: Survey – Question 7

Made by: Herrera, A. & Phillips, E. (2019)

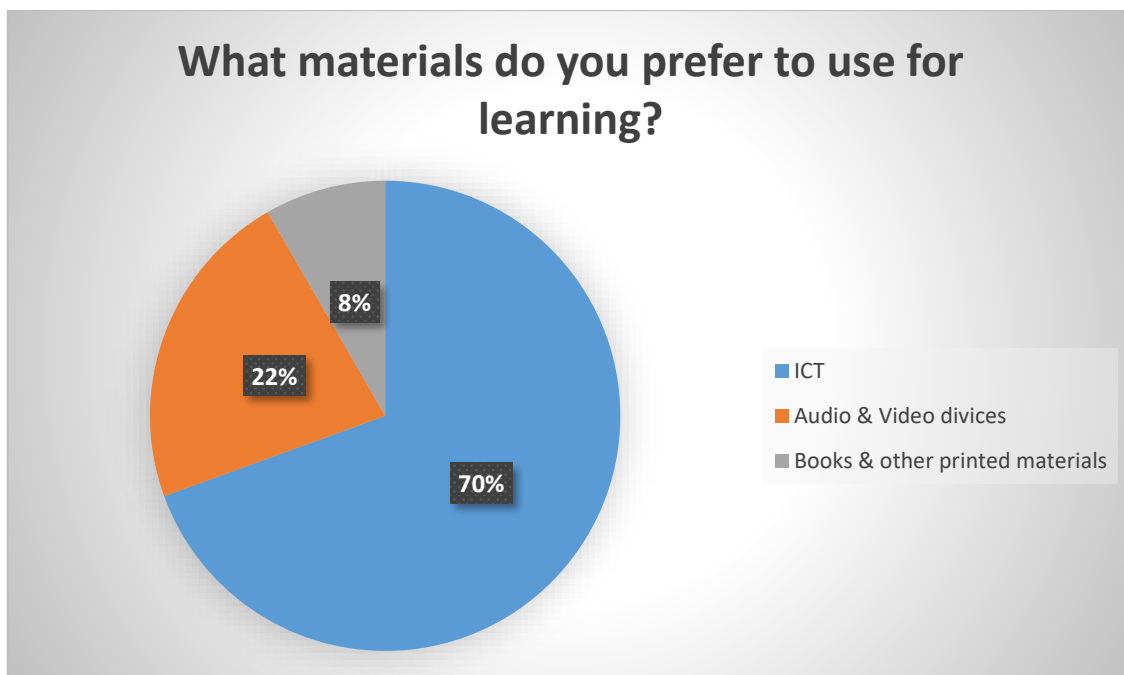
Question 8

Finally, in order to establish the tools to be used when introducing content in an EFL context, students were asked about the materials they prefer to use for learning. Only the eight percent of the group still prefer traditional tools such as books. The other ninety two percent of the students find more motivating to use audio-visual tools or ICT.

Table 11: Survey - Question 8

SURVEY		
Questions	Possible Answers	N° answers
8 What materials do you prefer to use for learning English?	Internet Resources	25
	Audio and video devices	8
	Books and other printed materials	3

Made by: Herrera, A. & Phillips, E. (2019)



Graph 8: Survey – Question 8

Made by: Herrera, A. & Phillips, E. (2019)

As the first survey showed that the group of students is not homogeneous. And after a few weeks after beginning the process of investigation, apparently, students find oral language production highly difficult. In order to clarify the causes of such situation, a second survey was applied in the tenth week to establish if CBI might be a good alternative to correct the learning curve. The questions take note the components and content of the school year program followed by the students under observation. The questionnaire is in Annex 2

Second Survey

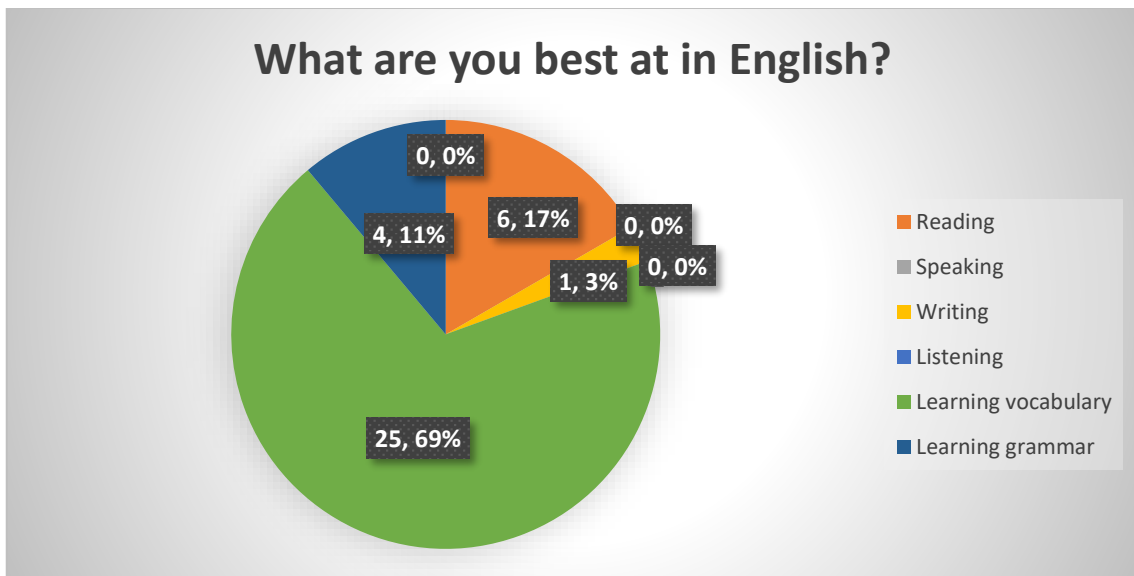
Language Factors Confidence

By a wide margin, students positioned vocabulary as their strongest language skill. When the students were asked why they thought that way, twenty one of the participants in the survey connected the limited or none knowledge of phonics rules with their needs of improvement in speaking, listening or writing skills.

Table 12: Second survey's figures- Question 1

SECOND SURVEY		
Questions	Possible Answers	N° of answers
1 What are you best at in English?	Listening	0
	Reading	6
	Speaking	0
	Writing	1
	Learning vocabulary	25
	Learning Grammar	4

Made by: Herrera, A. & Phillips, E. (2019)



Graph 9: Second Survey – Question 1

Made by: Herrera, A. & Phillips, E. (2019)

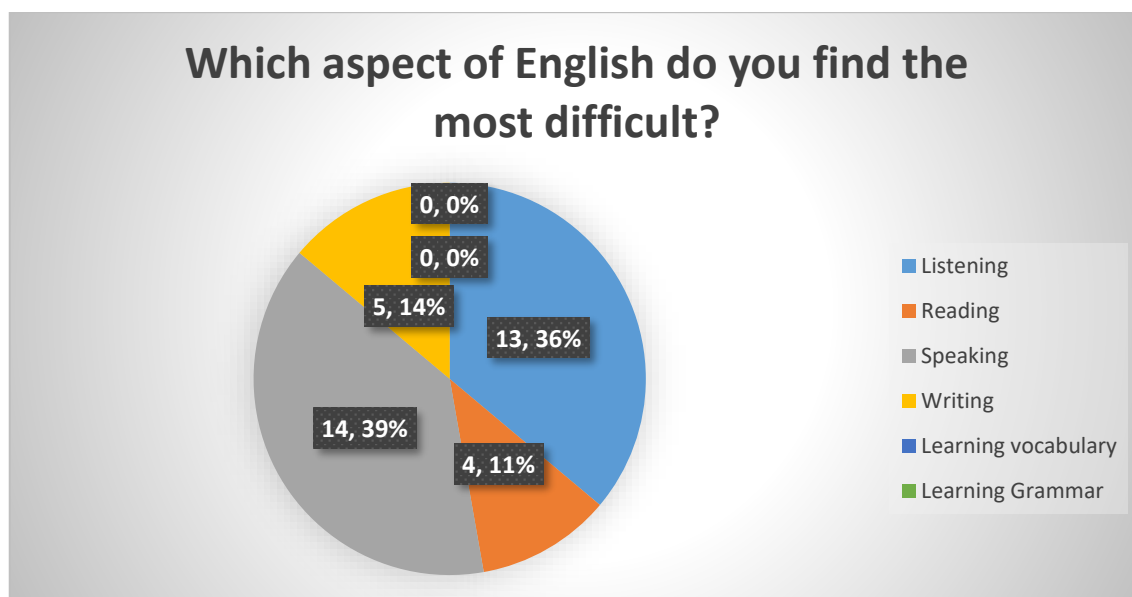
Self-awareness of English Literacy needs.

The research finds that current English learning Programs still emphasise vocabulary learning, that is, words in isolations over other learning factors. And, although grammar is another main element of traditional teaching, students still get poor performance when building sentences. Some of the students express that although teachers spend a lot of time explaining structures and practicing oral drilling activities, it is difficult to build more complex sentences or give personal opinions, in order words, be creative at the moment of producing speech.

Table 13: Second survey's figures- Question 2

SECOND SURVEY		
Questions	Possible Answers	N° of answers
2 Which aspect of English do you find the most difficult?	Listening	13
	Reading	4
	Speaking	14
	Writing	5
	Learning vocabulary	0
	Learning Grammar	0

Made by: Herrera, A. & Phillips, E. (2019)



Graph 10: Second Survey – Question 2

Made by: Herrera, A. & Phillips, E. (2019)

Students' preference of Academic Content

Another interesting aspect of the results is the preference of topics linked to social studies and science, rather than those related to mathematics or literature. Additionally, it was found that although students show interest on technological topic, they prefer a wide diversity of topics related to cultural studies, anthropology, management, etc.

Students also commented they enjoy working in group activities rather than in individual tasks. Reading together, exchange ideas, and the support of those students with prior experience and knowledge encourage them to actively participate in class.

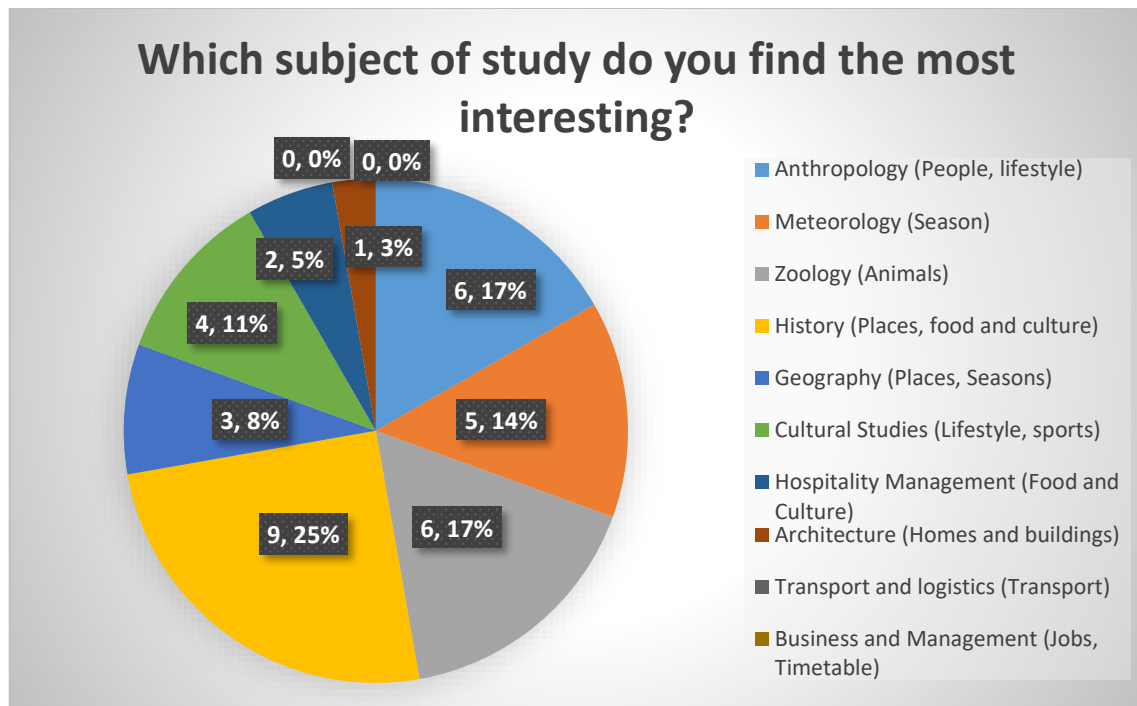
Finally, students suggested a list of topics they would like to study as part of the EFL program. This last aspect of students' preferences help the researchers to understand that in

the case of Unidad Educativa Benjamin Bloom is better to introduce a model of partial teaching of content in English adapted to students' level of language.

Table 14: Second survey's figures- Question 3

SECOND SURVEY		
Questions	Possible Answers	N° of answers
3 Which subject of study do you find the most interesting?	Anthropology (People, lifestyle)	6
	Meteorology (Season)	5
	Zoology (Animals)	6
	History (Places, food and culture)	9
	Geography (Places, Seasons)	3
	Cultural Studies (Lifestyle, sports)	4
	Hospitality Management (Food and Culture)	2
	Architecture (Homes and buildings)	1
	Transport and logistics (Transport)	0
	Business and Management (Jobs, Timetable)	0

Made by: Herrera, A. & Phillips, E. (2019)



Graph 11: Survey – Question 3

Made by: Herrera, A. & Phillips, E. (2019)

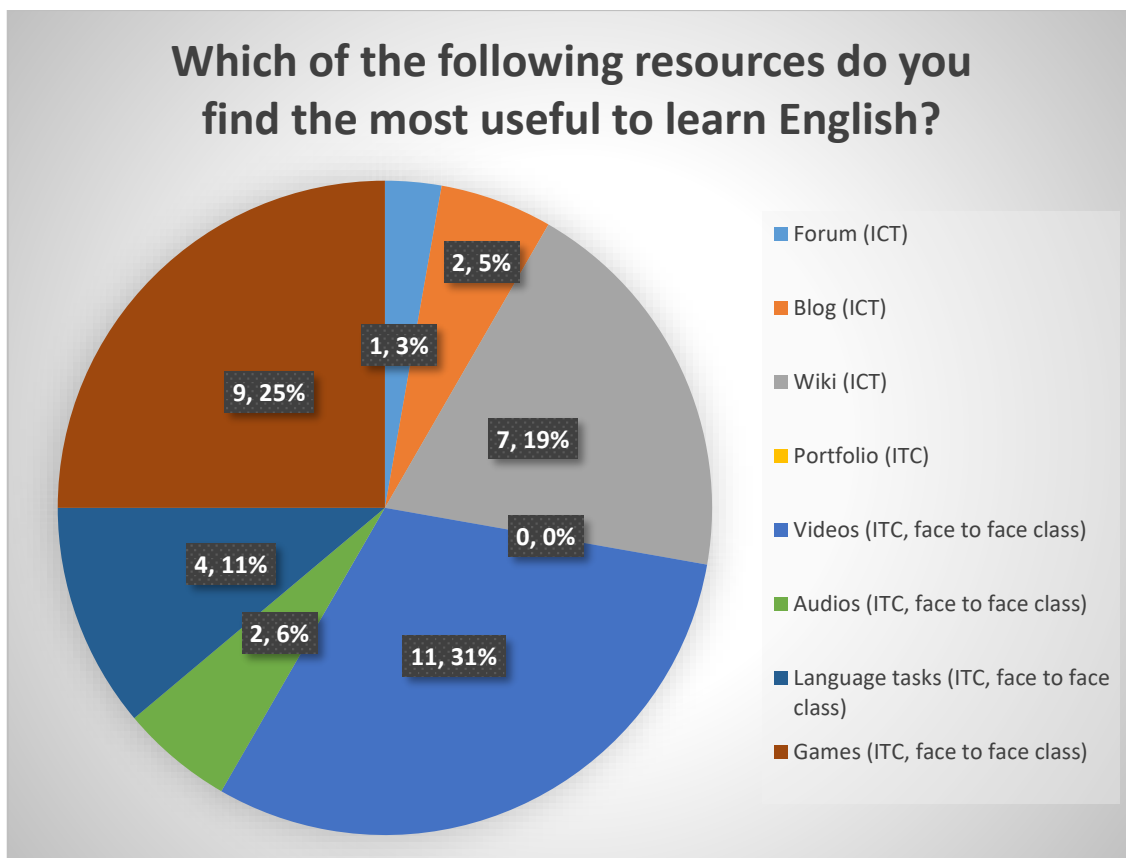
Preference of learning resources for literacy practice

Once students have experimented during ten weeks with the CBI approach, they were asked about the resources they find the most useful to learn English. Eleven and nine students respectively enjoy and prefer videos and games as resources for learning. The use of wiki was preferred among other resources such as forum, blogs and portfolios by seven students. The answers of the other nine students show the trend toward the use of investigation and communication technology. This fact is very important at the moment of planning an English teaching program. So far, most data collected favours the use of CBI as the approach Unidad Educativa Benjamin Bloom has to use in the next five years Institutional Education Plan (PEI).

Table 15: Second survey's figures- Question 4

SECOND SURVEY		
Questions	Possible Answers	N° of answers
4 Which of the following resources do you find the most useful to learn English?	Forum (ICT)	1
	Blog (ICT)	2
	Wiki (ICT)	7
	Portfolio (ITC)	0
	Videos (ITC, face to face class)	11
	Audios (ITC, face to face class)	2
	Language tasks (ITC, face to face class)	4
	Games (ITC, face to face class)	9

Made by: Herrera, A. & Phillips, E. (2019)



Graph 12: Survey – Question 4

Made by: Herrera, A. & Phillips, E. (2019)

Another fact that must be consider in the present project is if students consider the current learning time enough to reach language learning objectives. Twenty eight students of the thirty six expressed their desire of learning time increment.

Table 16: Second survey's figures- Question 5

SECOND SURVEY		
Questions	Possible Answers	N° of answers
5 Would you like to spend more time to practice English?	Yes	28
	No	8

Made by: Herrera, A. & Phillips, E. (2019)



Graph 13: Survey – Question 5

Made by: Herrera, A. & Phillips, E. (2019)

Finally, from the twenty eight students who want longer time of English learning practice, almost fifty percent would prefer three or more sessions in a week and the other fifty percent think that only one session is enough to reinforce their English language skills.

Students also consider that teachers are a great support in out of the school Literacy practice. Only 6 students think that relative or tutors at home would be able to help them to achieve their communication skills.

Table 17: Second survey's figures-Question 6

SECOND SURVEY		
Questions	Possible Answers	N° of answers
6 How much time would you like to spend practicing English?	Never	8
	Once a week	11
	Twice a week	7
	Three times a week	10

Made by: Herrera, A. & Phillips, E. (2019)



Graph 14: Survey – Question 6

Made by: Herrera, A. & Phillips, E. (2019)

3.4. Sources, Resources, and Timeline

The present project will require an *expenditure* of time, energy and financial resources. The sources of incomes for the project are both, from the own researchers, and from students’ parents. In order to state the cost and expenses to carry out the research project, it has been provided a chart to visualize the list of items required and their financial cost.

Table 18: Project Budget

PROJECT BUDGET				
Description	Quantity	Unit Price	Line Total	Financial Source
Salaries and Wages				
Consultants	1	\$000.00	\$000.00	Researchers
Materials				
Questionnaire forms	31	\$ 00.05	\$ 1.55	Researchers
Test sheets	434	\$ 00.05	\$ 21.70	Researchers
Photocopies	90	\$ 00.05	\$ 4.50	Researchers
Services				
Educational platform rental	31	\$ 8.00	\$248.00	Students’ parents
Report sheets	90	\$ 5.00	\$450.00	Researchers
Spiral binding	2	\$ 4.00	\$ 8.00	Researchers
Total:	-	-	\$733.75	

Made by: Herrera, A. & Phillips, E. (2019)

Other resources needed when carrying out this project are part of the initial stage of the investigation. In order to build the students' profile, it is necessary to get prior databases of students' proficiency, teachers' reports and counselors' exploratory studies. Consent documents signed by the parents are also mandatory. All the files required are provided by the school's administration. Additionally, Internet service, projectors and specialized books in the four main school subjects (Language and Literature, Mathematics, Science, and Social Studies) are also provided by Unidad Educativa Benjamin Bloom.

The project has been planned for a period of five months to fulfill the complete process. Although, the best in these cases is to divide the planning stage into a Draft Plan, an evaluation of the Draft Plan, and finally the presentation of the Final Plan. Because of the short period for the appointed time to present the final paper, the project stages have been set in 21 week period. The timeline of the overall research project shows the various operational steps and tasks and their respective time of completion. Annex 1

3.5. Processing, Presentation and Analysis of Results

The present paper has collected a lot of information from a number of bibliographic sources and internet. Traditionally, the mechanics of integrating the research usually involved intuitive processes that occur inside the head of the investigator. Of course, a serious research will not accept as valid the primary conclusion of a prior investigation. The simple reading of study outcomes cannot be sufficient warrant for a conclusion. Any claim must be tested. Statistical testing have to include each one of the variables in the problem. At the beginning of the investigations, students are evaluated to determine the level of prior knowledge of English language acquired in the primary education. The researchers obtain arithmetic means from the records of the diagnostic test. The, the means are label according to the table established by the Ministry of Education.

In order to simplify the interpretation of data in the tables, pie charts with colored sectors for each component are drawn. These graphs or pictorial presentations are used for each one of the items in the surveys as well as each test applied to the target group.

The 36 students of 8th course are evaluated at the end of every term of six weeks. By comparing the grades of the three terms in the first quimestre the researcher are able to prove students' evolution or progression. Further, the results of classroom activities have to be averaged with homework and online tasks in order to grade across all learning contexts, and online activities that include video and listening resources. The results of the diagnostic test and final tests must be contrasted. Finally, the results of the studied group have to be compared with the results of the control group.

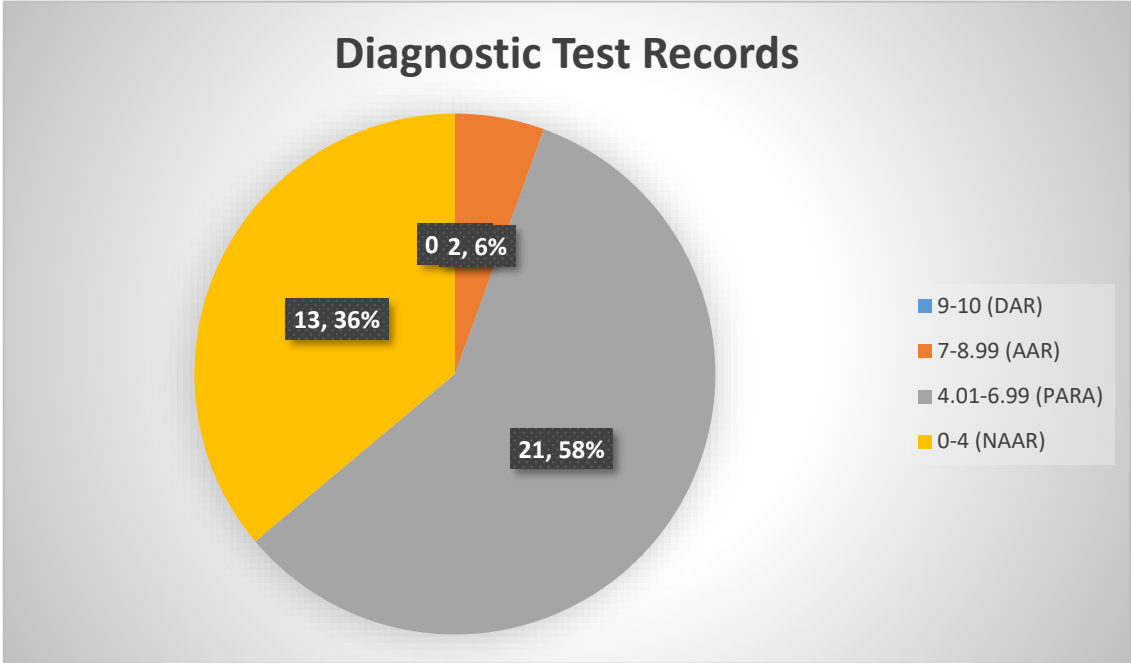
Diagnostic Test Records

Table 19: Diagnostic Test Records

Grades	Number of students
9 -10 (DAR)	0
7-8.99 (AAR)	2
4.01-6.99 (PAAR)	21
0-4 (NAAR)	13
Total:	36

Made by: Herrera, A. & Phillips, E. (2019)

Graph of Diagnostic Test Records



Graph 15: Graph of Diagnostic Test Records

Made by: Herrera, A. & Phillips, E. (2019)

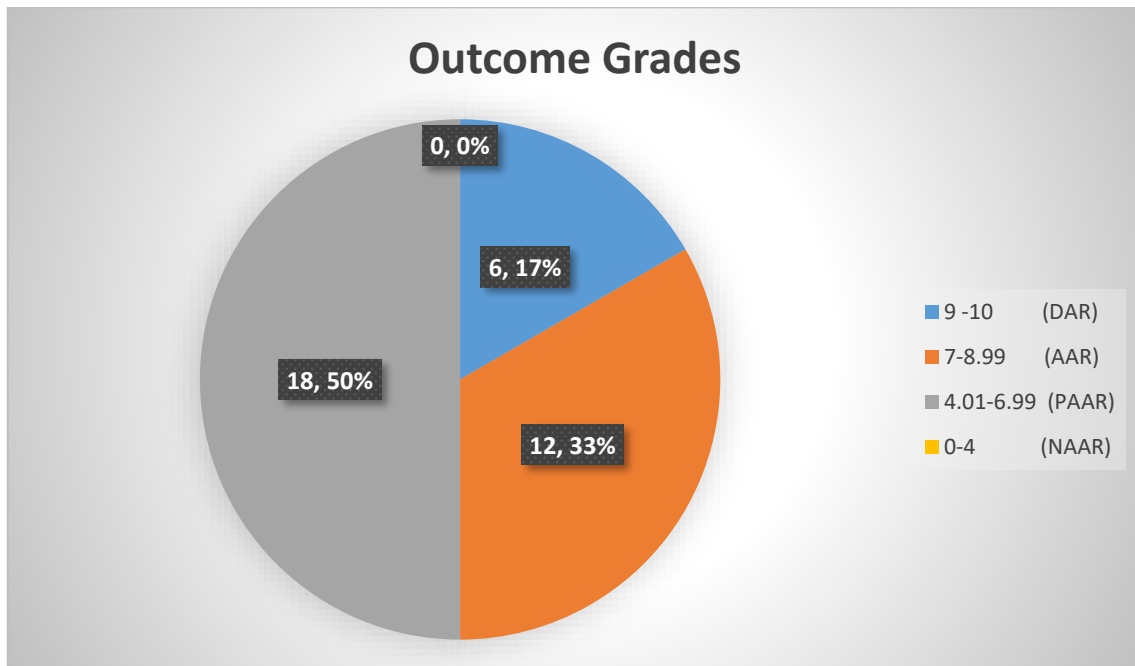
Outcome Grades

Table 20: Outcome Grades

N°	Names	1 st . Term	2 nd . Term	3 rd . Term	Exam	Average
1	Aguilar	7.62	8.76	8.73	7.50	8.19
2	Carranza P.	8.50	6.75	7.40	2	6.32
3	Carranza Ch.	8.89	8.22	9.10	7.70	8.52
4	Carranza M.	8.67	5.73	5.95	5	6.42
5	Castillo	8.14	3.98	8.3	7	6.84
6	Celi	9.81	9.95	10	9.7	9..87
7	Cevallos	8.24	8.42	7.98	6.7	7.90
8	Chamaidan	6.88	5.64	4.73	6.4	5.88
9	Delgado	7.32	6.8	7.09	5.6	6.77
10	Fonseca	8.59	9.1	8.48	7.55	8.48
11	Guerrero	8.32	7.69	8.69	6.6	7.90
12	Lavayen	8.69	8.57	6.54	5	7.34
13	Litardo	9.33	7.97	5.99	6	7.40
14	Llamuca	8.51	8.95	9.31	7.13	8.56
15	Maiza	9.67	9.89	10	9.3	9.74
16	Maldonado	7.16	7.44	6.04	6.81	6.86
17	Martínez	7.78	6.3	5.89	4.6	6.24
18	Merino	9.82	9.6	9.28	8.8	9.40
19	Moya	8.14	7.11	6.81	5	6.88
20	Naranjo A.	7.94	7.23	6.34	6	6.93
21	Naranjo G.	8.18	7.08	8.2	7.7	7.79
22	Ormazabal	9.46	9.07	9.3	8.7	9.15
23	Quishpe	8.67	4.38	4.35	5.13	5.66
24	Reyes	9.53	9.52	9.87	8.5	9.41
25	Rivera	8.57	7.26	6.27	7.42	7.37
26	Robinson	8.02	4.42	5.14	3.7	5.42
27	Solis	9.76	9.89	10	9.86	9.87
28	Vascones	7.43	6.22	6.87	2.53	5.97
29	Vega I.	7.48	6.14	5.4	6	6.27
30	Vega Y.	7.41	5.13	5.34	3.7	5.5
31	Vera	8.4	6.54	3.18	5.5	5.83
32	Vinueza	7.34	6.98	7.27	3.58	6.46
33	Yugsán	7.89	6.3	6.27	3.25	6.10
34	Zambrano H.	7.16	7.2	6.48	2	5.95
35	Zambrano A.	8.79	7.99	5.91	6.5	7.34
36	Zurita	8.7	6.9	7.18	-	7.59
	Average	8.33	7.36	7.21	6.12	7.33

Made by: Herrera, A. & Phillips, E. (2019)

Outcome Grades



Graph 16: Outcome Grades

Made by: Herrera, A. & Phillips, E. (2019)

For this study, the achievement of eighth grade students is compared with nine grade students' achievement. Both classes use the same text book. Both groups use online and face-to-face language activities. However, only the first group follows a CBI program. Independent observations should be applied to confirm the claim that CBI is a more effective language approach. At the end of the quimestre, a final survey must be run.

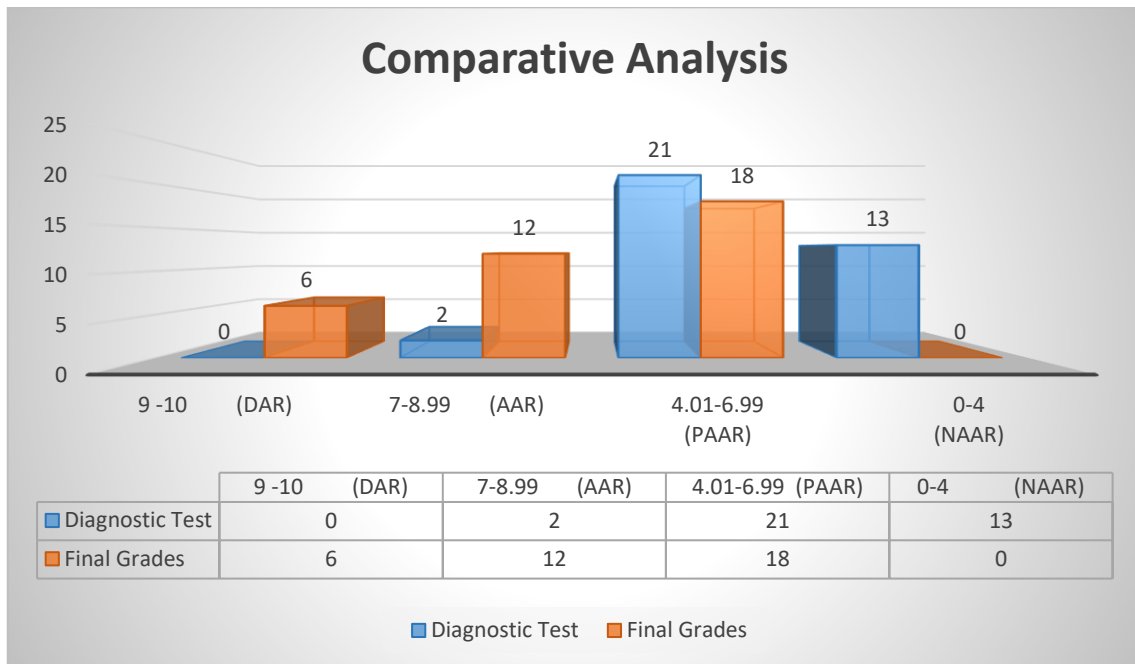
Comparative Data

Table 21: Comparative Data

Grades	Diagnostic Test	Final Grades
9 -10 (DAR)	0	6
7-8.99 (AAR)	2	12
4.01-6.99 (PAAR)	21	18
0-4 (NAAR)	13	0
Total:	36	36

Made by: Herrera, A. & Phillips, E. (2019)

Comparative analysis



Graph 17: Comparative Analysis

Made by: Herrera, A. & Phillips, E. (2019)

In order to answer the question, how effective is the content-based instruction approach to improve A1 level students' English literacy at Unidad Educativa Benjamin Bloom during the school year 2018-2019, the study calls the attention to the fact that in the control group, that is, 30 students of 9th course of basic education.

The same survey found that new technologies such as: Computers, cell phones or tablets are used by the 74.2% of the students to listen to music, surf Internet sites in English, chat using English slangs and acronyms, or watch videos in English. The 22.6% of the students use books' CD ROMs to expand their Literacy practices. Only the 3.2% of the students still use printed books for Literacy practice out of the school.

How the interests and hobbies of students in 8th and 9th grade at Unidad Educativa Benjamin Bloom could affect the English literacy practices? According to the fifth question in the survey applied to the sample group before the beginning of the investigation, the 73% of the 31 students use Technologies of Investigation and Communication being the favorite the use of internet in cell phone and tablets. However, only the 6.67% of the students told that listening music and watching movies with English subtitles are the main sources of English for their practice of listening and reading. According to same investigation, most students prefer listening to music in Spanish rather than music in English. This means that traditional ways of introducing English into their out-of-the school activities through movies

and music should require certain level of induction in order to get more concern from students. It is also found that chatting and sharing of pictures are the main use of ICT.

Once established students' learning preferences, now it is necessary to match teachers' features in order to effectively accomplish the goals of applying content-based instruction approach in A1 level students at Unidad Educativa Benjamin Bloom? In order to answer this question, there are some factors that must be considered. First, teachers have to possess proficiency not only in English language but also in Science, Social Studies and Mathematic contents. Second, teachers

What should be classroom environment characteristic in order to effectively accomplish the goals of applying content-based instruction approach in A1 level students at Unidad Educativa Benjamin Bloom?

The experimental course required the use of the following resource components: Reading & Writing Students Book and Listening & Speaking, Online Workbooks, eBook for tablet devices, Software for Interactive whiteboards and Online Academic platform.

For this project, and in order to adapt the lessons to the CBI proposal the institution selected textbooks from Cambridge University Press and a learning management online system from the same publisher and Discovery Education videos and extra printed materials. For this process the classroom should have a projector with loud speakers, Internet service and WIFI device.

What should be the school material design to help students to succeed in all areas of A1 level school studies at Unidad Educativa Benjamin Bloom?

➤ **About the Textbooks**

The textbooks include: Vocabulary boxes, readers, pictures and photos, Language development activities related to the reading, Critical thinking activities that contain brainstorming, evaluative and analytical tasks as preparation for writing tasks. Sections to practice all the writing skills needed for writing tasks.

➤ **About the Audio-visual aids**

The videos from Discovery Education are included in every unit through the course to introduce topics, promote discussion, and motivate learners. The videos have interesting topics with appropriate language for the A1 level of students. The activities encourage students to bring their own knowledge, experiences and opinions to the topics.

➤ **About the Unit Word Lists**

Glossaries at the end of the units provide definitions, pronunciation and handy summaries of all the key vocabulary. The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

➤ **About The Cambridge learning Management System (LMS)**

The system provides resources for learner progress and save valuable time by an automated marking tool. Additionally, the platform has blogs, forums, and other tools available to facilitate communication between students and teachers.

3.6. Preliminary Conclusions

Because of the lack of enthusiasm of the fifty four percent of students to practice Literacy skills and the insufficient activities students are involved with English as the language of new knowledge acquisition, it is necessary to structure a school program that follows a set of learning methodologies linked each other by the Content Base Instruction Approach. Constructivist and communicative approaches must be integrated to a process which must include the use of ICT.

The recommendation is to increase the interpersonal accountability between teachers and students as well as the increment of institutional commitment to high quality online education.

Teachers have to receive a training on the correct use of CBI resources, classroom activities and methodologies of evaluation. They have also to plan the lessons maximizing the participation of students in classroom language tasks instead of long lectures and teacher centered activities. Furthermore, textbooks, and audiovisual resources to be used in class must be content-centered.

Students who have not received prior education of English as foreign language have to be given additional language lessons focused on reading skills such as spelling and phonetic. The vocabulary should covered the Common European Language Framework A1 lexis.

Finally, classrooms must also receive the implementation of some technological resources which guarantee students their connection to research tools, and means of communication to accomplish their academic goals. Following this set of suggestions, it is expected to get higher academic achievement and better language production.

As lack of engagement and lack of motivation were the first two factors identified in the results of the survey, it is necessary to check what prior studies show about the results of introducing content-based instruction approach to the EFL programs in A1 level students. Is the lack of motivation connected to the teaching methodology? Would students respond more encouraged if CBI were the teaching methodology?

In the work “Treating of Content-Based Instruction to Teach Writing Viewed from EFL Learners’ Creativity” by Selamet Riadi Jaelani; Hamzanwadi University, Indonesia; October, 2017 and Published by Canadian Center of Science and Education states that CBI is effective to teach English as a second language because learners can develop their language skills through meaningful content. They are actively involved in the learning process. They do not depend on the teacher to direct all learning or to provide all information, students can learn through peer input, and additionally, they develop the pleasure of reading by themselves a wide range of topics related to science and society. “Skills of the target language are not separated from each other, and they together are involved in all activities, so that, they will assume active, social roles in the classroom, and involve interactive learning, negotiation, information gathering, and the co-construction of meaning.” After the analysis of results, Jaelani found that A1 level students in the experimental group, that is who were taught using content-based instruction, got scores between 53 up to 83, with a mean of 70.98 and a standard deviation of 8.798. In the work of Beatrice C. Dupuy,

“Content-Based Instruction: Can it Help Ease the Transition from Beginning to Advanced Foreign Language Classes?” it is reported that “students in experimental (Second Language Medium) SLM classes consistently made gains on several language measures that were comparable with or greater than those of ESL classes with more contact hours.”

Other three studies also indicated that students successfully learned the subject matter in comparisons with students taking these courses in their first language. Final examination scores, final grades, and other measures were the sources of information. What about Unidad Educativa Benjamin Bloom? Is there any previous experience in the school that suggests the benefits and validity of the proposal?

Between 1996 and 1998, UEBB implemented for first time the CBI model to the EFL syllabus. The experience was programed for A1 students in fourth, fifth and sixth grades of

primary school. The children in the experimental group had received a three-year program of English Language following the Pronunciation-vocabulary method. At the end, the students' proficiency scores in grammar, comprehensive reading, and oral fluency were between 70 and 93. Additionally, CBI helped students to acquire academic writing skill, word spelling improvement, and academic speech with scores between 77 and 96.

Certainly, the results were pretty good when CBI was applied to primary school students. However, some questions arise in the present research. Are the process inputs the same now as in the late 90's? How might new circumstances change the result of the hypothesis settled in the first stages of the present research?

The age of students, their level of English in the departure point of the learning process, the educational resources available,
At this point, what are some of the advantages and disadvantages expected by implementing the content-based instruction approach to the A1 level students at Unidad Educativa Benjamin Bloom?

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1. Title

“CONTENT-BASED INSTRUCTION APPROACH TO IMPROVE A1 LEVEL STUDENTS’ ENGLISH LITERACY”

4.2. Objectives

Broad Objective

To improve students habits of literacy practices increasing the time of practice and at the same time the quality of contents according to the requirements demanded by the Ministry of Education for A1 English level students.

Specific Objectives

Given a textbook to implement a strategy which facilitates the instruction of academic content adapted to A1 level of English Language Teaching.

Given 10 class periods a week to build up a school syllabus based on natural science and social studies as motivator of real communication in an academic environment.

Given an academic internet platform to elaborate an outside-school-literacy practice program to overlap the academic language with the everyday language usage.

4.3. Content Framework of the Proposed Project Plan

The project tries to solve the low effectiveness of traditional approaches for teaching English as foreign language. Repetition and learning by memorization have been used for long time as didactic methods. The results have been poor performance of students in language production. Lack of understanding of functional grammar, unawareness of phonetic rules, and the absence of motivation for learning English are some of the causes of the poor proficiency of students. For this reason, the project aligns with the overall strategic goals of Unidad Educativa Benjamin Bloom because it intend to settle the base for a motivating, productive and effective approach. To re-introduce de Content Based Instruction approach to the academic curriculum of Unidad Educativa Benjamin Bloom looks for to improve not only the grades of students in EFL but also to create beings capable of critical thinking and creativity at the moment of communicating.

Indeed, The CBI approach provides several benefits for the students of Unidad Educativa Benjamin Bloom. First, the CBI approach promotes a deeper understanding of

content. As the teachers must afford to use content more appropriately, they can show their students the importance of gradual development of intercultural communication, tolerance, and acceptance. Additionally, by integrating content (e.g., culture), language (e.g., vocabulary used to learn culture and intercultural differences), and learning strategies (e.g., vocabulary-learning strategies), teachers can, not only help learners make gains in a foreign language but also ensure that students will learn meaningful content (i.e., content they will be able to use outside of the language classroom).

The present project focuses on reading and writing skills. In order to evaluate the final results and effectiveness of CBI approach on students learning, it is necessary first to understand the process of reading and writing.

Table 22: Identified process approaches to teaching second language writing.

Phases	Techniques
1. Prewriting: Activities provide background information, stimulate interest	Readings, videos, discussion, whole-class, group or pair work, researching, brainstorming
2. First draft: [Learners] sketch out ideas without much preplanning	Freewriting, little or no emphasis on form (grammar, spelling), focus on content
3. Commenting: Peer or teacher reads first draft and comments	Peer reviews (pair work), teacher conferences, feedback on content
4. Second draft: [Learners] look at whole essay, use peer/instructor feedback, rethink, revise	Learner reorganizes, restructures, adds details, clarifies
5. Third draft: Learner edits, attends to writing conventions, rhetoric, grammar, vocabulary	Checklists, grammar logs, proofreading practice, dictionary checks
6. Postwriting: [Learners] share finished products	Discussion, pair/group work following up on topics covered, share products online, enter product into portfolio
7. Evaluation: Self, peer, and teacher assessment of the final written product	Using rubrics, teacher-student conferences, self-assessment

Reproduced from Brown & Lee, 2015, p. 444, bold in original

At the end of the suggested process of learning reading and writing, students will be able to read academic content, understand the information, apply the pieces of main ideas to specific tasks that involve writing and speaking activities.

The project is implemented in a period of five months. From April to September that correspond to the first school year term. It has been prepared a program of five units. Every unit containing a topic linked to science or social studies and lasting four weeks. The use of an online learning management system permits the teacher to control students'


progress and provide extra communicative activities to work at home. All the students receive instruction on how to use the online platform and effectively use tools such as Forums, Blogs and Wikis. Additionally, the researchers monitor the progress of the lesson plan by mean of a chronogram of activities and the records of class observations and evaluations.

There are some risks and issues the researchers have to consider. Changes in the school chronogram of activities, students' absence to classes, and the presence of students with cognitive of physical disabilities. In every case, the researchers have to elaborate a contingency plan.

At the end of the project, a complete report and analysis of results must be written. The physical and digital document are presented to the school authorities and the project's tutor for the final reflection and conclusions.

4.4. Proposed Project Plan.

Table 23: Lesson Plan

		UNIDAD EDUCATIVA BENJAMÍN BLOOM		SCHOOL YEAR: 2018 - 2019	
LESSON PLAN					
1. INFORMATIVE DATA					
Teacher: Ángel David Herrera Peña		Area: English as a Foreign Language	Course: 8th EGB		Class: "A"
Book: UNLOCK	Unit: 1 People	SPECIFIC OBJECTIVE OF THE CLASS: O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner. Students will be able to fill a profile, giving personal information in order to get friends.			
Periods: 2 HOUR					
2. UNIT PLAN					
Communicative goal: To talk personal information					
Linguistic goal: To identify the vocabulary related to the personal information					
Warm-up activity: What is your name? How old are you? Where are you from? Give some examples of profiles. Development: Students read a profile then, they read a profile and write the headline. SAVE THE PLANET! Figure 1. Exercise. Write your profile					
METHODOLOGICAL STRATEGIES		RESOURCES	PERFORMANCE INDICATORS		ACTIVITIES TECHNIQUES/INSTRUMENTS
THURSDAY, MAY 22nd, 2019 EXPERIENCING Look at the example of a profile and recognize the information given in it. Read the information in the profile given.		Student's Book Unlock • Teacher's Guide • Photocopiable worksheets PPT	Communication and Cultural Awareness I I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance		Activities • Write own information. • Talk about the information given in the profile. • Explain about the content in the headlines proposed. Techniques Reading


<p>REFLECTING</p> <p>What about is the information in a profile?</p> <p>Where is the text from?</p> <p>Which type of information should be in a profile?</p> <p>THINKING</p> <p>Interacting among students.</p> <p>They talk about family, life, address, hobbies and interests.</p> <p>Look and analyze the PPT with a profile.</p> <p>APPLYING</p> <p>Write information in your profile.</p> <p>Answer the questions in exercise 6, on page 19.</p>		<p>using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.10.1.</p> <p>Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies.</p> <p>(Example: asking for clarification, etc.) (I.3, J.3, J.4)</p>	<ul style="list-style-type: none"> • Read the headlines and write them above the information. • Use context clues to understand the meaning of the words. <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details. • Pay attention to background sounds. <p>Speaking</p> <ul style="list-style-type: none"> • Encourage a partner to take part in the activity by using appropriate expressions <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Writing Evaluation
<p>Students with Special Needs</p>	<p>Specifications of the Materials to Be Applied</p>		
<p>CBI Components</p>	<p>Cross Curricula</p>		
<p>Science / Technology / Arts</p>	<p>Intercultural awareness, tolerance, respect, multiculturalism, responsibility, Solidarity.</p>		

<p>DONE BY THE TEACHER:</p>	<p>REVISED BY: AREA COORDINATOR</p>	<p>APPROVED BY VICEPRINCIPAL:</p>
<p>Name: Esther Phillips Mejía</p>	<p>Name: Ángel Herrera Peña</p>	<p>Name: Lic. Jéssica Herrera Peña</p>
<p>Signature:</p>	<p>Signature:</p>	<p>Signature:</p>

Date:	Date:	Date:
30/04/2018	30/04/2018	30/04/2018

Made by: Herrera, A. (2019)

Table 24: Lesson Plan

		UNIDAD EDUCATIVA BENJAMÍN BLOOM		SCHOOL YEAR: 2018 - 2019	
LESSON PLAN					
1. INFORMATIVE DATA					
Teacher: Esther Phillips Mejia		Area: English as a Foreign Language		Course: 8th EGB	
				Class: "A"	
Book: UNLOCK	Unit: 2 Seasons	SPECIFIC OBJECTIVE OF THE CLASS: O.EFL 4.8 Integrate written and spoken text in order to identify cultural differences and similarities within a range of local, national and global contexts familiar to the learner. Students will be able to look at different features of the seasons, watch a story about the changing seasons. They will think about words and ideas connected to the different seasons or do a reading activity to find out more about the seasons. Then they will work together to produce a poster.			
Periods: 2 HOUR					
2. UNIT PLAN					
Communicative goal: To talk about the weather					
Linguistic goal: To identify the vocabulary related to the weather (e.g. warm, hot, cold, sunny)					
Warm-up activity: What is the weather like today? Is it hot/cold/sunny/ rainy? What season is it here? Show newspaper or Internet weather forecasts and look at the weather symbols for the city. Development: Students will do a research to set up a weather station to monitor the weather. Reading 1: The coldest city in the world (Geography) Reading 2: Cuba weather (Meteorology) Key reading skill: Scanning to find information Previewing Understanding key vocabulary					
METHODOLOGICAL STRATEGIES		RESOURCES		PERFORMANCE INDICATORS	
ACTIVITIES TECHNIQUES/INSTRUMENTS					
THURSDAY, MAY 27th, 2019 EXPERIENCING Focus on the video stills at the top of the		Student's Book Unlock • Teacher's Guide		Communication and Cultural Awareness I L.EFL.4.4.1. Learners can demonstrate an	
				Activities • Write own information. • Elicit ideas for the other seasons	

<p>page and ask learners to say what they can see. Looking at the layout, headings and visuals(photographs, illustrations, graphs, diagrams, etc.) in a text and using their knowledge and experience to decide what sort of text it is and the kind of information it will contain.</p> <p>REFLECTING</p> <p>Focus on the facts and numbers/words.</p> <p>Remind learners of the scanning explanation box and the scanning they did for Reading 1.</p> <p>THINKING</p> <p>Interacting among students.</p> <p>They talk about weather and tell some things associated with the different seasons.</p> <p>Look and analyze the PPT with a profile.</p> <p>APPLYING</p> <p>Match the words to the correct photographs.</p> <p>Answer the questions in exercise 4/5, on page 24.</p>	<ul style="list-style-type: none"> • Photocopiable worksheets • PPT 	<p>ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom interactions. (J.2, J.3, J.4, I.3)</p> <p>Oral Communication</p> <p>I.EFL.4.10.1.</p> <p>Learners can effectively participate in familiar and predictable everyday conversational exchanges in order to complete a task, satisfy a need or handle a simple transaction, using a range of repair strategies.</p> <p>(Example: asking for clarification, etc.) (I.3, J.3, J.4)</p>	<ul style="list-style-type: none"> • Explain that each group is going to make a poster for their season. <p>Techniques</p> <p>Reading</p> <ul style="list-style-type: none"> • Read the headlines and write them above the information. • <p>Listening</p> <ul style="list-style-type: none"> • Listen for specific details. • Develop the ability to listen courteously to others and be sensitive to turn taking <p>Speaking</p> <ul style="list-style-type: none"> • Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations. <p>Writing</p> <p>Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment.</p> <p>Use correct grammar, including articles, word order and tenses in a range of genres and text types.</p> <p>Instruments for oral and written evaluation</p> <ul style="list-style-type: none"> • Writing Evaluation
<p>Students with Special Needs</p>	<p>Specifications of the Materials to Be Applied</p>		
<p>CBI Components</p>	<p>Cross Curricula</p>		

Science / Technology / Arts	Intercultural awareness, tolerance, respect, multiculturalism, responsibility, Solidarity.
-----------------------------	--

DONE BY THE TEACHER:	REVISED BY: AREA COORDINATOR	APPROVED BY VICEPRINCIPAL:
Name: Esther Phillips Mejia	Name: Lic. Ángel Herrera Peña	Name: Lic. Jéssica Herrera Peña
Signature:	Signature:	Signature:
Date: 30/04/2018	Date: 30/04/2018	Date: 30/04/2018

Made by: Herrera, A. (2019)

4.5. Impact of the proposed project plan

Both teachers and learners play important roles in the learning process. CBI, if adopted carefully and well-planned, can provide the students with comprehensible learning tasks and activities stimulating both problem solving and critical thinking, resulting in more achievement in linguistic and content areas, as well as higher language learning orientations. It could be something that schools need to consider introducing across the curriculum or something that can experiment with just for one or two lessons. This study provides suggestions for this topic to develop further in the institution, and other schools of Ecuador, too.

It has many advantages to take into consideration such as: Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content & are engaged in appropriate language-dependent activities. Learning language becomes automatic. CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language and what they already know. This enhances the practical usability for the learners. Complex information is delivered through real life context for the students to grasp well & leads to intrinsic motivation. In CBI information is reiterated by strategically delivering information at right time & situation compelling the students to learn out of passion.

Greater flexibility and adaptability in the curriculum can be deployed to suit students' interest. Out-of-Classroom Content Based Instruction for English as Second Language (ESL) Learners: "More of the learning of a language is simply by the exposure of living.

It can make learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident.

CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.

Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.

The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.

CBI effectively increases learners' English language proficiency & teaches them the skills necessary for the success in various professions. With CBI, learners gradually acquire greater control of the English language, enabling them to participate more fully in an increasingly complex academic & social environment.

The settings in which CBI is found vary tremendously in terms of their educational and social contexts, including the roles of the students' first language (L1) and the target language (TL) within the given society, as well as the institutional and community support for language education. Accordingly, students' and teachers' needs, goals, and expectations for CBI vary greatly. CBI curricula thus vary in the way in which they balance the focus between language and content. Different emphases in curricula in turn influence the types of syllabi, lessons, activities, and materials that are employed in CBI, as well as how students' and teachers' roles are defined in such instruction (Davison & Williams, 2001).

CONCLUSIONS

To sum up, teaching content-based oral courses requires creativity and collaboration among colleagues; this is particularly important when the course program does not include a specific textbook. However, this must be seen as a challenge instead of an obstacle. By working cooperatively, professors can easily come up with a wider variety of resources in which all language skills are integrated.

Indeed, research findings indicate that students (beginning, intermediate, and advanced students alike) in short - term , non-intensive, content-based courses make language gains equal or superior to those of students in traditional language classrooms, and at a much faster pace. They also enlarge amounts of subject matter. Moreover, students in content-based courses develop more positive attitudes toward the target language, show increased self-confidence in their ability to use the target language, and express an interest in pursuing its study. Finally, CBI empowers students, so that they can become autonomous learners.

It must, however, be noted that the full impact of CBI will not be achieved unless certain conditions are met. The CBI model adopted must be appropriate for the context and clientele involved. The goals and objectives of the CBI program as well as the language and content needs and interests of students must be seriously taken into consideration. Authentic materials in the target language must be readily available, and school libraries will need to maintain the level of acquisitions necessary to support CBI programs. Students must be ready — cognitively, linguistically, and emotionally — for CBI to work, and instructors must be highly proficient in the target language and have a strong understanding and dedication to CBI principles. They must be willing to shelter content, provide students with a variety of activities in which they can purposefully make use of the target language, and avoid excessive error correction in order to maintain the low-anxiety environment conducive to acquisition.

RECOMMENDATIONS

There are some recommendations related to the implementation and management of such content-based language programs. Content-Based Curricular Development. First, it is recommendable that the initial curriculum writers and members of the project team create documentation and guidelines for future revision and development. If possible, the logic or reasoning behind the incorporation of particular themes into the syllabus, as well as explanations regarding why certain tasks or activities were included in the lessons, should be documented. In an institutional context in which instructors are limited to a finite contract, often newer members of an English language program may be asked to be involved with updating and revision at the beginning of an academic year. With the help of guidelines and/or details regarding content and teaching, this type of documentation can help ensure more continuity and assure the curriculum will be revised constructively. Second, administrators should plan and help organize orientation workshops for both instructors who are new to the course and those who have previous experience teaching the course. This can introduce the concept of CBI to those new to it as well as help remind the other teachers of its benefits and ways to overcome its challenges. This type of workshop could also be used as a forum for the discussion and sharing of teaching ideas, strategies, and materials that were effective. Support meetings during the school period will also be beneficial as a venue to share teaching ideas or opinions.

Finally, both the administration and the instructors should take into account the wide range of language proficiencies among students. In a program-wide situation, the disparity between the top and bottom proficiencies could be quite significant. The difficulty of curricular content and language included in the lessons, how much pre-teaching of content and/or language will be needed, and the pace of lessons are elements that need to be accounted for in both curricular development and actual teaching. Whether teachers have the flexibility to alter the curriculum, both content-wise, in what they teach, and Content-Based Curricular Development in the number of activities presented in a lesson, and/or have the ability to modify exams or assessment methods will also need to be discussed at length. Both discussions between teachers and the curricular writers and managerial direction within a program will be essential to the success of a content-based program.

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ANNEXES

Annex 1: Initial survey

Date: May 6th. 2019

Survey questionnaire

- 1 Did you study English in the primary school?
 - a. Yes
 - b. No
- 2 Have you ever attended to English Lessons out-of-the school?
 - a. Yes
 - b. No
- 3 How do you prefer to learn English?
 - a. Face to face class
 - b. Distance learning
- 4 Do you practice Literacy out-of-the school?
 - a. Yes
 - b. No
- 5 How frequently do you practice Literacy out-of-the school?
 - a. Never
 - b. Once a week
 - c. Twice a week
 - d. Three times or more
- 6 What skills would you prefer to use in order to practice English?
 - a. Reading stories and writing essays at home
 - b. Listening to music and watching movies
 - c. Surfing in Internet collecting information
 - d. Practicing dialogues for acting plays
- 7 What language do you usually use to watch movies, listen to music or read information?
 - a. Spanish
 - b. English
- 8 What materials do you prefer to use for learning English?
 - a. Investigation and Communication Technology
 - b. Audio and video devices
 - c. Books and other printed materials

Annex 2: Initial survey

1 What are you best at in English?

- a. Listening
- b. Reading
- c. Speaking
- d. Writing
- e. Learning vocabulary
- f. Learning grammar

2 Which aspect of English do you find the most difficult?

- a. Listening
- b. Reading
- c. Speaking
- d. Writing
- e. Learning vocabulary
- f. Learning grammar

3 Which subject of study do you find the most interesting?

- a. Anthropology (People, lifestyle)
- b. Meteorology (Season)
- c. Zoology (Animals)
- d. History (Places, food and culture)
- e. Geography (Places, Seasons)
- f. Cultural Studies (Lifestyle, sports)
- g. Hospitality Management (Food and Culture)
- h. Architecture (Homes and buildings)
- i. Transport and logistics (Transport)
- j. Business and Management (Jobs, Timetable)

4 Which of the following resources do you find the most useful to learn English?

- a. Forum (ICT)
- b. Blog (ICT)
- c. Wiki (ICT)
- d. Portfolio (ITC)
- e. Videos (ITC, face to face class)
- f. Audios (ITC, face to face class)
- g. Language tasks (ITC, face to face class)

h. Games (ITC, face to face class)

5 Would you like to spend more time to practice English?

- a. Yes
- b. No

6 How much time would you like to spend practicing English?

- a. Never
- b. Once a week
- c. Twice a week
- d. Three times a week

LEVEL TEST A1

Choose the correct option. Mark the correct answer with a dot on the chosen letter. ●

1.

- a. Where are you from?
- b. What is your from?
- c. What from are you?

2.

- a. He live on London
- b. He live in London
- c. He lives in London

3.

- a. I don't like coffee
- b. I doesn't like coffee
- c. I does like coffee

4.

- a. He goes to work in bus
- b. He goes to work by the bus
- c. He goes to work by bus

5.

- a. George has very big car
- b. George a very big car has
- c. George has a very big car

6.

- a. Look at that house over here
- b. Look at that house over there
- c. Look at that house under there

7.

- a. He Italian, he not Polish
- b. He is Italian, he is not Polish
- c. They is Italian, they is not Polish

8.

- a. Where is the train station?
- b. What is train station?
- c. Where the train station is?

9.

- a. Give me the book!
- b. The book me give!
- c. Give the book me!

10.

- a. What do you have breakfast?
- b. When do you have breakfast?
- c. Where breakfast you?

Answer the following questions

11. Do you speak English?

- a. Yes we do
- b. Yes we don't
- c. Yes they do

12. Are you French?

- a. Yes, I is
- b. Yes, he is
- c. Yes, I am

Write negative forms in the blanks

E. g. I like coffee but I don't like tea

13. I drink whisky but Rum.

14. He speaks Japanese but German.

15. They like Pop but Rock.

Add these words to each group

16 Germany, 17 twelve, 18 February, 19 rain, 20 Swedish, 21 Tuesday, 22 nineteen, 23 Greek, 24 brown, 25 December, 26 Italian, 27 April, 28 seventy, 29 Switzerland, 30 Norwegian, 31 June, 32 snow, 33 sun, 34 Friday, 35, eight 36 Sunday, 37 green, 38 wind, 39 orange.

Countries	Nationalities	Days	Numbers	Months	Weather	Colours

Add the correct verb to the following phrases below

- 40... a book. A ask
- 41.... a letter. B listen
- 42.... to a song. C live
- 43.... at a picture. D work
- 44.... a question. E read
- 45.... English. F speak
- 46.... in town. G look
- 47.... in a bank. H write

U. E. Benjamin Bloom

First Quimestre Quiz

Name: _____ Date: September 12, 2019

Vocabulary. Circle and color around the correct letter.

1 Aunt

- a. The brother of your father or mother
- b. The sister of your father or mother
- c. A female child
- d. A male child

2 Son

- a. The brother of your father or mother
- b. The sister of your father or mother
- c. A female child
- d. A male child

3 different

- a. Recognized by many people
- b. Not difficult
- c. How tall or high something or someone
- d. Not the same

4 easy

- a. Recognized by many people
- b. Not difficult
- c. How tall or high something or someone
- d. Not the same

5 sunny

- a. The sky with many clouds
- b. Abounding with rain
- c. Bright because of the sun
- d. Having a low temperature

6 rainy

- a. The sky with many clouds
- b. Abounding with rain
- c. Bright because of the sun
- d. Having a low temperature

7 Autumn

- a. When leaves fall from the trees
- b. The coldest season of the year
- c. When plants start to grow again
- d. When the weather is warmest

8 Winter

- a. When leaves fall from the trees
- b. The coldest season of the year
- c. When plants start to grow again
- d. When the weather is warmest

9 Biology

- a. The study of paintings, music, etc.
- b. The study of living things
- c. The study of substances and their reactions
- d. The study of the way trade and industry works

10 Chemistry

- a. The study of paintings, music, etc.
- b. The study of living things

c. The study of substances and their reactions

d. The study of the way trade and industry works

Vocabulary. Choose the correct definition of the following words. Circle and color a circle around the correct letter.

11 The day after Thursday and before Saturday

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Friday

12 The day after Sunday and before Tuesday

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Friday

13 A hot, dry area with very few plants

- a. farm
- b. field
- c. forest
- d. desert

14 Land used for growing crops

- a. farm
- b. field
- c. forest
- d. desert

15 A high area of rock with a very steep side.

- a. park
- b. mountain
- c. cliff
- d. valley

16 An elevation higher than a hill

- a. park
- b. mountain
- c. cliff
- d. valley

Circle and color a circle around the correct letter which complete the sentence.

17 _____ scores points by throwing a ball through a high net.

- a. Horse riding
- b. Karate
- c. Basketball
- d. Jogging

d. Jogging

18 _____ in the park is a great exercise.

- a. Horse riding
- b. Karate
- c. Basketball

19 Kathy thinks that Karate is _____.

- a. cheap
- b. expensive
- c. famous
- d. exciting

20 _____ is a sport in which people hit a small ball to each other over a net.

- a. Karate
- b. Tennis

- c. Jogging
 - d. Judo
- 21 Many young people find reading ____.
- a. boring
 - b. bored
 - c. famous
 - d. cheap
- 22 Michael Jackson was a _____ singer.
- a. bored
 - b. famous
 - c. cheap
 - d. high
- 23 The ____ for the concert are expensive.
- a. Tickets
 - b. Suns
 - c. Clouds
 - d. People
- 24 Basketball is a _____.
- a. Martial art
 - b. Fan
 - c. Team game
 - d. Judo
- 25 I study History at _____.
- a. Anatomy
 - b. Supermarket
 - c. Natural history
 - d. School

Grammar

Nouns and verbs – Choose the correct words to complete the sentences below.

- 26 Marika is from _____.
- a. lives
 - b. brother
 - c. Italy
 - d. shoes
- 27 Sultan Kösen _____ on a farm.
- a. lives
 - b. brother
 - c. Italy
 - d. shoes
- 28 London _____ a big city.
- a. works
 - b. is
 - c. are
 - d. boxer
- 29 Amir Khan is a _____.
- a. Italy
 - b. lives
 - c. boxer
 - d. works

Singular and plural nouns. Circle the correct answer.

- 30 My mother has one _____.
- a. sisters
 - b. sister
 - c. sleep
 - d. sleeps

31 The woman has five _____.

- a. and
- b. cat
- c. cats
- d. eats

32 I have only one _____ .

- a. book
- b. books
- c. read
- d. reads

The verb “be”. Circle the correct form of the verb be.

33 My name _____ Hamdan.

- a. am
- b. is
- c. are
- d. be

35 My sister and my brother _____ in South Korea.

- a. am
- b. is
- c. are
- d. be

34 I _____ Min Lee.

- a. am
- b. is
- c. are
- d. be

36 My sister _____ very tall.

- a. am
- b. is
- c. are
- d. be

Noun phrases and prepositional phrases. Circle the letter of the phrase that better fill the sentences.

37 _____ is cold.

- a. In two minutes
- b. New York
- c. At school
- d. On the table

39 _____ is hot in summer.

- a. In 0°C
- b. The weather
- c. Under the table
- d. Hot dog

38 The climate _____ is good.

- a. in Cuba
- b. Ambato
- c. season
- d. Monday

40 _____, it is windy.

- a. In October
- b. Ecuador
- c. New York
- d. The house

Reading – Read and then answer the questions below.

EXTREME WEATHER

The northwest of the United States is an area with tall mountains and thick forests. The air is cold and so there is snow – a lot of snow! – up to about 15 metres a year. And when it is windy, the snow becomes a blizzard. A blizzard is a snowstorm with very strong winds. In a blizzard, there is snow everywhere – in the cities, in the country and on the roads. A blizzard is very dangerous. Many roads close. When roads are open, drivers can't see. A blizzard can last for three hours and it is very cold. The temperature falls to minus 12 degrees Celsius. The big, white cloud you can see here is a storm. It is going toward the northwest of the United States. In the cold air of the mountains, the storm becomes a blizzard. Snow begins to fall from the clouds. Snow can be a big problem for people, like the driver of this car. Near the mountains and forest, there is more and more snow. He has a good car but it becomes stuck in the thick snow. He leaves the car and tries to walk. But it is cold and he is far from the city. He goes back to his car. The car is a safe place. There are tomatoes to eat and water to drink. The car is cold but he can turn on the engine to keep warm. Every day, he cleans snow from the car so people can see him. This blizzard lasts for 15 days. Finally, a policeman sees the car. The driver is saved!

- 41 The air is _____ in the northwest of the United States in winter.
- a. Cool
 - b. Cold
 - c. Warm
 - d. Hot
- 42 There is a lot of _____ - 15 metres.
- a. Snow
 - b. Rain
 - c. Wind
 - d. Sun
- 43 The man eats _____ in the car.
- a. Apples
 - b. Pears
 - c. Tomatoes
 - d. Potatoes
- 44 He has a _____ car.
- a. Good
- b. Bad
- c. New
- d. Old
- 45 The car is a _____ place.
- a. Dangerous
 - b. Safe
 - c. Save
 - d. Dark
- 46 The blizzard lasts for _____ days.
- a. 10
 - b. 15
 - c. 20
 - d. 25

Writing. Write about typical lifestyles in your country. Write what people typically eat, where they live, the things they have and what they do in your country. Use a topic sentence and supportive sentences. (At least 50 words) [4 points]

Introduction

Body

Conclusion



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL

Validation of the proposed Project Plan

**“EFFECTIVENESS OF CONTENT-BASED INSTRUCTION APPROACH TO
IMPROVE A1 LEVEL STUDENTS’ ENGLISH LITERACY AT “UNIDAD
EDUCATIVA BENJAMIN BLOOM DURING THE SCHOOL YEAR 2018-2019”**

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact		x			
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity		x			

Comments: CBI is implemented in most schools at a private level in Guayaquil. Therefore, the proposal here presented has a great value. It would be of great help for many teachers and institutions where English is taught. I consider this an excellent proposal.

Name:	Msc. Xavier Torres Feres	
Occupation:	Professor at Universidad de Guayaquil. -ELT Major	
Phone number	0984387319	

Authors: Esther Phillips Mejia
Angel Herrera Peña



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL

Validation of the proposed Project Plan

**“EFFECTIVENESS OF CONTENT-BASED INSTRUCTION APPROACH TO
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EDUCATIVA BENJAMIN BLOOM DURING THE SCHOOL YEAR 2018-2019”**

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments: Very significant for foreign language education; the proposal looks convenient. It is a very well organized research.

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**“EFFECTIVENESS OF CONTENT-BASED INSTRUCTION APPROACH TO
IMPROVE A1 LEVEL STUDENTS’ ENGLISH LITERACY AT “UNIDAD
EDUCATIVA BENJAMIN BLOOM DURING THE SCHOOL YEAR 2018-2019”**

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments:

The current article regarding the effectiveness of the Content Base Instruction Approach (CBI) as a valid strategy applied in an English as Foreign Language (EFL) class of Middle School students with A1 level, is in general a relevant topic and a very well written paper that uses good English structure, with comprehensible ideas and conclusions. In addition, the research tools were appropriately applied, and allowed to draw interesting and creative conclusions that proved to be feasible given the groundwork already done and the resources used. Furthermore, the proposal is based on original and interesting ideas, with a good potential of success if implemented at any educational institution. Finally, it is important to highlight that the authors considered in their paper the benefits the community can get if a second language learning includes the approach proposed, which in general terms can have positive connotations to English language teaching.

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