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TITLE

The Use of the CLIL Approach to Improve Reading Comprehension in A1 Students' Level

RESEARCH WORK PRESENTED TO OBTAIN THE ACADEMIC TITLE OF
MAGISTER IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

AUTHORS:

Albán Taipe Johanna Elizabeth
Avilés Bajaan Edith Patricia

TUTOR:

Rodrigo Antonio Guerrero Seguro

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Dedictory

I dedicate this achievement to God for giving me a lot of insight throughout this process. To my mother Fatima, who shaped me into the woman I am today by teaching me principles and values by her humility and perseverance. To my father Gregorio, my sister Rocio who helped me to take care of my daughters during this process. To my joys, my loves, my precious kids Amy and Ellie, who are my motivation to keep going. My whole family, who supported and encouraged me to complete this important project to advance my career. This achievement is not only mine; it is also yours.

Edith

Dedicatory

Firstly, I want to dedicate this academic work to God for giving me the strength to finish this scholarly process. Additionally, I dedicate this accomplishment to myself too, for believing in my capacity, abilities, and never giving up. I have learnt that perseverance, effort, and faith are the key components to reaching my goals. Finally, to my family who are the core of my life and the pillar that supported and encouraged me every day to continue. It has not been an easy journey, but without the help of all of them, I wouldn't have finished it. Without a doubt, this is not only my achievement, but also theirs.

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Resumen

Este estudio examina la aplicación del enfoque CLIL en clases de lectura para mejorar las habilidades lectoras mediante la implementación de hojas de trabajo con ejercicios interactivos para estudiantes con un nivel de dominio del inglés A1. El estudio se llevó a cabo en la Unidad Educativa Sagrado Corazón de Jesús, ubicada en Latacunga, Ecuador. La metodología empleada para recopilar datos completos y legítimos fue cuantitativa y cualitativa, mediante encuesta, pre-test, post-test y entrevista para determinar las habilidades y actitudes de los estudiantes respecto al uso del enfoque en la habilidad de leer textos. El objetivo de este estudio fue analizar el uso del enfoque CLIL en los estudiantes con el fin de conocer el impacto que tiene en el momento de completar actividades de lectura comprensiva. El estudio demostró que el uso de este enfoque en actividades de lecturas comprensivas tuvo un resultado moderado en el desarrollo de actividades cognitivas de lectura de una segunda lengua. Adicionalmente, se comprobó que el uso de los componentes de lectura de predecir, conectar, comprensión inferencial que corresponden a actividades de prelectura fueron componentes específicos que mejoraron los estudiantes después de la intervención. Al finalizar el proyecto de investigación y la aplicación de la propuesta, se llegó a la conclusión de que el enfoque CLIL promueve la mejora y el desarrollo de los componentes que se aplican en la práctica de lectura comprensiva a través de ejercicios que promueven la exploración, apoyados de recursos visuales. En referencia a las recomendaciones, se sugiere incorporar este enfoque en las planificaciones de clases diarias cuando se practique la habilidad de lectura ya que esta metodología proporciona una mayor participación mediante el uso de textos auténticos donde se incorporen actividades cognitivas antes, durante y después de leer ya que los resultados demostraron que el proyecto tuvo un impacto moderado en esta habilidad, los estudiantes que participaron lograron comprender componentes necesarios para mejorar la comprensión lectora del idioma Inglés.

Palabras claves: comprensión lectora, enfoque CLIL, habilidad, participación.

Abstract

This study examines the application of the CLIL approach in reading classes to enhance reading skills by implementing worksheets with exercises for students with an English language proficiency level of A1. The study was conducted at Unidad Educativa Sagrado Corazón de Jesús, situated in Latacunga, Ecuador. The methodology used to collect complete and legitimate data was a combination of quantitative and qualitative approaches, including a survey, a pre-test, a post-test, and an interview, which were conducted to assess students' skills and attitudes regarding the focus on reading texts. The objective of this study was to analyze the influence of the CLIL approach on improving the students' reading comprehension. The findings demonstrated that the use of the CLIL approach in comprehensive reading activities had a moderate effect on the development of cognitive reading activities of a second language. Additionally, it was verified that the use of predicting reading components, such as connecting and inferential understanding, which correspond to Pre-reading activities, were specific components that improved the students after the intervention. At the end of the research project and the application of the proposal, the conclusion was that the CLIL approach promotes the improvement and development of the components applied in comprehensive reading practice through exercises that encourage exploration, supported by visual resources. About the recommendations, it is suggested to incorporate the CLIL approach in daily class planning when reading skill is practiced since this methodology provides greater participation through the use of authentic texts where cognitive activities are incorporated before, during and after reading since the results showed that the project had a moderate impact on this ability, the students who participated managed to understand components necessary to improve the reading comprehension of the English language.

Keywords: reading comprehension, CLIL approach, skill, participation

INTRODUCTION

Description of the general background and analysis of the situations that justify the presentation of the proposal.

CLIL is considered the best method to develop reading skills effectively (Zurek,2012). Because it is a method that integrates Content Language and Language Learning as a main tool of learning, English allows for the interrelation of the subject with the language (Marsh, 2002). Bayram et al. (2019), developed a study in Turkish contexts to examine students in the fifth year. In the same way, Nieto (2016) carried out a study to investigate the impact of the approach on the acquisition of L2 competences and skills in the fourth year. In Ecuador, Calle (2023) conducted a study to analyze the effectiveness of the CLIL methodology on reading lessons to improve vocabulary in A2 students' level. The results of the studies showed that students significantly outperformed their non-CLIL counterparts in reading comprehension, receptive and productive vocabulary knowledge. Thus, they had significant differences in understanding space-time relations, global comprehension, and identification of detail in reading. Furthermore, the vocabulary of the experimental groups increased. Without a doubt, the studies provided the basis for the theoretical framework, approaches, and methodologies to support that CLIL is an approach that lets make improvements in the teaching and learning process. On the other hand, reading is one of the most significant skills that students need to develop because it plays a significant role in their learning experiences and achievement in their academic and personal aspects (Iman, 2017). According to Bojovie (2010), reading skill is a cognitive ability that a person uses when interacting with written texts. In addition, Mickulecky and Jeffries (2004) stated that reading contributes to enrich students' knowledge about the English language, because they can think in English, increase vocabulary, improve writing, and obtain new ideas, facts, and experiences. Thus, the purpose of reading is that readers interrelate their background knowledge to understand, reflect, and interpret the written information (Kendeou, 2014).

Description of the problem to be investigated and the elements that justify the proposal.

Considering that reading is a skill that students need to develop to acquire a second language successfully, because it helps them to be aware of the way that a language works. (Wallace, 1998). In addition, this skill lets students decode a text, analyze, explain, and express their ideas about written texts (Gilkajani and Sabouri, 2016). However, the development of this skill has turned into a challenge for teachers because they have been unable to apply innovative strategies that encourage and involve learners in a correct reading process. Thus, this research proposal was motivated by the reason that the students of the fifth grade at the Unidad Educativa Sagrado Corazón did not develop a purposeful reading process because they had difficulties analyzing, understanding written texts, and identifying their main ideas and vocabulary. All these aspects caused problems when they answered comprehension questions related to the texts. So, students require constant teacher support. That is why the need to investigate the effectiveness of the use of activities is based on the CLIL approach that allowed students at the A1 level to improve their reading comprehension so that they could predict, connect, infer, and summarize information in written texts.

Statement of the problem

The problem of this research project was to determine the influence of the CLIL approach on improving the reading comprehension of A1 students' level.

Precision of the topic

The topic *'the use of the CLIL approach to improve reading comprehension in A1 students' level* was framed with the research lines of pedagogy, didactics, and management of education, as well as with the research topic pedagogical innovations. Both were established by Universidad Bolivariana del Ecuador. So, the topic of the investigation aimed to contribute to applying an innovative teaching approach that centered the learning on students, motivated and involved them actively in the learning process to improve their reading comprehension.

Description of the research object

The main objective of this research is to focus on using the CLIL methodology as a strategy with students to understand the influence this methodology has on them when completing reading comprehension activities. While exploring this

research project, very important information was found that allowed us to understand the level of difficulty students have in completing exercises applied to the reading comprehension strategy. This way, contributing knowledge in the educational field of teaching English as a foreign language using strategies that improved the reading outcomes for A1 students' level.

Research aim

To analyze the influence of the CLIL approach to improve the reading comprehension of the students of the fifth year of General Basic Education at Sagrado Corazón de Jesús Educative Unit in Latacunga City.

Specific research objectives

1. To diagnose the research problem to identify the factors that affect the development of reading comprehension in students by using a survey.
2. To assess the effectiveness of the CLIL approach in improving the reading comprehension of the students by using a pretest and a posttest.
3. To identify which specific components of reading comprehension were improved after using the CLIL approach through a pretest and posttest.
4. To identify the pedagogical implications and the effectiveness of the use of the CLIL approach to improve the fifth-grade students' reading comprehension through an interview.

Description of the conceptual and operational categories

Independent variable: the CLIL approach.

CLIL is a method that was developed by David Marsh in 1994, which combines language and content acquisition, focusing on improving vocabulary, memory, and reading comprehension. Bentley (2010) defined CLIL as a curriculum-based technique or method that combines the teaching of a non-native language with curricular material. Furthermore, in the same way, Coyle et al., (2010) stated CLIL is a dual strategy that emphasizes both language and content. Thus, CLIL increases motivation, the quality of teaching input, and encourages learners' active participation and interest (Marsh, 2002).

Dependent variable: reading comprehension

Reading comprehension is the process of identifying, extracting, and synthesizing information from written texts using the background of readers and English knowledge (Koda, 2005). According to Krashen (1989), reading comprehension aims to make the input comprehensible. Harmer (2007) claimed that reading comprehension contributes to developing students' vocabulary, reading rate, reading fluency, and overall language. Certainly, reading comprehension plays a significant role in the acquisition of a second language and expands students' eagerness to keep reading a text for more understanding, using cognitive skills.

Description of the research approaches and methodologies to be used

In the research process, a mixed-method approach was used to analyze and understand the perceptions and influence of the CLIL approach on A1 students. The quantitative and qualitative methods were used to understand the progress of the research. The data collection phase is called quantitative and allows examination of the positive and negative aspects of the CLIL methodology in this area of activities. The quantitative assessment instruments used to collect the information included a diagnostic survey, a pretest, and a post-test. Furthermore, a qualitative phase was used to collect and understand the students' qualitative experiences. This phase allowed us to note their perceptions of the CLIL methodology. For this phase, an interview was used as an instrument, which facilitated the collection of experiential data regarding text comprehension. In this way, we identified which components students needed to improve. The analysis of these results was conducted through a thematic analysis that identified students' experiences with this methodology. The research was conducted in a classroom setting, where students at the A1 level did activities on worksheets based on reading cognitive strategies divided into the stages of the reading process: Pre-reading, while reading and post-reading. The data collection involved progress monitoring and reading comprehension scores during the different assigned tasks.

Description of the research instruments

The study used a combination of quantitative and qualitative data collection instruments to obtain a deeper understanding of the effectiveness of the CLIL approach in improving reading comprehension among A1-level students.

Quantitative instruments

The first instrument applied in the development of the proposal research was a survey that helped identify the factors that limit the students' reading comprehension. After that, a pretest was conducted to determine the level of the students' reading skills and to develop the initial diagnosis. Finally, a post-test helped check the students' progress, identify the specific components of the reading comprehension skill that were improved, and assessed the effectiveness of the proposal.

Qualitative instruments

An interview was conducted after the application of the proposal to gather data about the influence of the CLIL approach on enhancing students' reading comprehension. This instrument provided data about the students' perception to know what they thought about the approach used to support their points of view. In addition, it came up with assisted customized assistance, strategy evaluation, scaffolded learning, enabling A1 students to develop into competent readers and critical thinkers.

Description of the beneficiaries of the proposal

The participants of the proposal research were 30 students of the 5th year of the General Basic Education at Unidad Educativa Sagrado Corazón de Jesús. They had an A1 level according to the European Common Framework. The students were aged from 9 to 10 years old, 10% of them were men and 90% were women.

Description of the research context

The proposal research was conducted at Unidad Educativa Sagrado Corazón de Jesús during the school year 2024 – 2025. The institution was in Latacunga City in the Cotopaxi Province. It was a private institution that has elementary, pre-intermediate, intermediate, upper-intermediate, and baccalaureate. The AMIEH code of the institution is 05H00107, which belongs to the district 05D01.

Description of the practical contributions of the proposal, its importance, and its social need.

Practical contributions. The study on the use of the CLIL approach to improve A1 students' level of reading comprehension at Unidad Educativa “Sagrado Corazon de Jesus” came up with useful contributions to raising the reading comprehension levels of A1 students. They improved their language skills and had greater knowledge of the material by combining topic and language education. This method fostered critical thinking abilities, interdisciplinary linkages, and an immersive language-learning environment.

Importance. The CLIL approach highlighted the significance of providing authentic and meaningful content to get students interested in their learning so that they can integrate subject content with language learning. Then, students identified the relevance and applicability of what they were learning to facilitate the transfer of knowledge from one subject area to another.

Social need. The social need perspective in the use of the CLIL approach to improve A1 students' reading comprehension level was another essential element. Most of the students had different cultural backgrounds and needs. Therefore, teachers considered the integration of the content in the instructional design that best fitted all students' lives and addressed real-world issues so that they linked the topic and their own experience.

Description of the contents of each chapter

The Introduction. This chapter provided an overview of the research and its structure. It included background, justification, problem statement, research questions, hypothesis, the research methodology, and the objectives. Thus, highlighting the significance of studying the impact of the CLIL approach on A1 students' level.

Chapter I. The Literature Review. This chapter includes a summary of the literature review where the CLIL approach has already been applied in different contexts around the world. In this section, different studies were analyzed to find the pedagogical implications of using the CLIL approach to improve the reading comprehension of students.

Chapter II. Research Methodology. This chapter focused on the analysis of the research scheme, the samples, the people involved in the population, the

methodology of using data to collect information and results, and the instruments that were used to carry out the project in the research stage. Moreover, this chapter covered the variable matrix, where there was a complete explanation about the dimensions and indicators that were evaluated with the application of reading comprehension activities based on the CLIL approach. Finally, this section encompassed the diagnostic stage, the instruments, the scope of the study, the methodological framework, and the justification of the methodology.

Chapter III. Data Analysis and Results. This chapter reports the data collection analysis and the results. Thus, it included the survey, pre-test, post-test, and interview. The statistics were presented with quantitative data using tables. Also, the qualitative data collection was obtained from the students' interviews. Finally, the researchers mentioned the limitations of the study during the whole process of investigation, application, and results.

Conclusion and Recommendations. This section included a summary of the study and the final thoughts about the results. In addition, it presented some suggestions about the study as well as the difficulties that the researchers found in the study.

CHAPTER 1

THEORETICAL FRAMEWORK

Research background

Some researchers carried out studies to find the effectiveness of using the CLIL approach to improve the students' reading comprehension. Bayram et.al. (2019), developed a comparative study in two private secondary schools in Turkish to examine to what extent CLIL students in the fifth year differ from non-CLIL students in terms of reading comprehension. The results showed that CLIL students significantly outperformed their non-CLIL counterparts in reading comprehension, receptive and productive vocabulary knowledge.

In 2016, Nieto carried out a small-scale qualitative action research study in Spain to investigate the impact of CLIL on the acquisition of L2 competences and skills in students in the fourth year of primary education. The findings of this study showed that CLIL students have significant differences in understanding space-time relations, global comprehension, and identification of detail in reading regarding non-CLIL students.

Romero and Cárdenas (2019) developed an action research study to analyze the effect of CLIL on the development of reading comprehension skills in English of students in eleventh grade in Colombia. The findings showed that CLIL was effective in improving students' reading comprehension because they easily understood the texts, identified the central theme of the texts, and highlighted key ideas of reading. They improved their class participation, increased their vocabulary, improved teamwork, and gained self-confidence.

In Ecuador, Calle (2023) conducted a quasi-experimental study to analyze the effectiveness of the CLIL methodology on reading lessons to improve vocabulary at A2 students' level. The results demonstrate that the use of CLIL in reading shows a positive impact on learners. Furthermore, the vocabulary of the experimental group increased substantially. Without a doubt, the studies contribute to supporting the argument that CLIL is an approach that lets make improvements in the students' reading comprehension.

Suttipun (2019), worked on a project titled “*A study of content and language integrated learning (CLIL) on improving Thai lower secondary school (ninth grade) students’ reading comprehension.*” This experimental Project research was conducted at a public secondary school in Bangkok. The objective of this study was to investigate the effects of CLIL on Thai lower secondary (ninth grade) students’ reading comprehension. The target population was 20 of the lower secondary school (ninth grade) students in a public school in Bangkok, whose English proficiency was at an elementary level. This study research followed a mixed method since the data collection was done quantitatively and qualitatively. The research instruments consist of a reading comprehension pretest and posttest, lesson plans, and questionnaires. This experimental research involves a one-group pretest and posttest design. The results showed that students’ reading comprehension was positively improved after using the CLIL approach because students were motivated by the content, the reading strategies included top-down and bottom-up approaches, cooperative learning promoted their critical thinking, and the use of a variety of materials was a key component of improving students’ language learning. Moreover, based on the results of the questionnaire it showed that students were enthusiastic about learning the language, and better able to comprehend the reading lessons.

Equally, Hamidavi et al., (2016) conducted an experimental study to investigate the effect of CLIL on EFL Iranian junior high school learners who were aged from 12 to 14 years old to determine the effects of this approach on their reading comprehension. The results of the study demonstrated that the learners’ reading skills involved in a CLIL project have a significant advantage over those students who were not involved in the CLIL program. It is because the CLIL learners are much more exposed to reading texts and which makes the input to them more comprehensible.

Content and language integrated learning (CLIL) approach

The acronym CLIL was defined and established by David Marsh and Anne Maljers in 1994 as a kind of methodology that encompasses different forms of teaching and learning practices (Kelly, 2016). This educational approach was

introduced to respond to different contextual needs (Hamidavi et al., 2016). In European contexts, this term is very used to teach a curriculum subject in a foreign language with dual goals increase the students' knowledge of the subject and develop their proficiency in the target language (Ioannou-Georgiu & Pavlou, 2011) According to Marsh and Frigols (2013), CLIL is a dual-focused educational approach with two core functions: teaching the language itself and focusing on the subject content. In CLIL environments, the means of instruction is a different language from the learners' mother tongue (Coyle et al., 2010).

Thus, the formal introduction of this approach has become more popular, especially in systems of multilingual education. That is why various definitions of CLIL have arisen, which let different interpretations about the approach. Marsh (2002) described CLIL as an educational dual-focused approach that uses an additional language for teaching content and language. Other authors, such as Mehisto, Marsh and Frigols (2008), in their definitions highlight the significance of CLIL in the acquisition of the language, combining subject content and learning objectives simultaneously. Cenoz (2005) considered CLIL as a flexible methodology due to its ability to integrate language and content in different educational contexts.

CLIL aims to develop proficiency in content and language, although their relevance may differ from one to another on specific occasions (Commission, 2006). There are different models for CLIL, not just one, because this approach is flexible and adaptable to different contexts (Coyle, 2005). The CLIL methodology offers an innovative solution to this challenge by combining subject instruction with foreign language learning (Zakharevych, 2025).

Lasagabaster and Sierra (2009) stated that the three core domains of CLIL's objectives are linguistic, cognitive, and cultural goals. Linguistic goals let learners increase their target language proficiency through real-world content. Cognitive objectives contribute to developing learners' critical thinking and problem-solving skills. And cultural goals encourage learners to develop their intercultural understanding of diverse perspectives.

The use of CLIL as a teaching approach provides students with a lot of advantages. Coyle, et. al. (2010) stated that this approach lets students understand the

content, engaging them in a cognitive process that allows them to develop their language skills and their intercultural awareness. Moreover, CLIL provides students with the opportunity to study content, accessing a subject-specific and their terminology using the target language (Darn, 2006). In addition, through the CLIL approach, students can use the target language within different meaningful contexts, no matter the subject that they are learning or studying (Ioannou-Georgiou and Pavlou 2011). Bentley (2010) mentioned that the CLIL approach contributes to studying content through different perspectives, diversifying methods, and forms of classroom practice, and increasing learners' motivation to improve in students' confidence to use a target language.

Other advantages of this approach are related to its interdisciplinary. CLIL contributes to creating naturalistic environments that reinforce language acquisition and learning and lead to the development of learners' proficiency (Lyster 2007). Coyle et al., (2010) argued that using the CLIL approach increases the students' motivation because they can use the target language in direct and real applications, which helps them develop positive attitudes towards learning the language. In the same way, cognitive skills are improved since the language is learned in natural contexts that improve learners' cognitive flexibility, memory, and problem-solving abilities (Lagabaster, 2011). Finally, CLIL promotes linguistic immersion by providing advantages and a chance to apply the language in different contexts, which makes the use of language more dynamic and restricts the traditional school language-learning environments (Dalton-Puffer,2008).

The CLIL approach was founded on prominent educational and linguistic theories that contributed to developing its principles. Thus, based on the constructivist theory of Piaget (1971) and Vygotsky (1978), the social interaction that lets learners use the target language as a tool of learning is crucial for the construction of knowledge. Then, the Zone of Proximal Development (ZPD) is quite significant for CLIL to support the learners' language acquisition through scaffolding techniques. Furthermore, CLIL is based on the Communicative Language Teaching method, because both emphasize meaningful communication as the core part of the learning process. So, CLIL promotes the use of language in authentic and real-life

contexts. Additionally, the Cognitive Load Theory, which was developed by Sweller in 1988, supports the CLIL approach because understanding learners' cognitive demands is important in structuring lessons that are challenging for them.

Principles of the CLIL approach

Coyle et al., (2010) described the four elements that constitute this approach and presented the 4Cs framework, which are the guidelines that orient a CLIL curriculum. These principles incorporate content, communication, cognition, and culture that contribute in context to developing cognitive skills, creative learning, and cultural awareness. Therefore, the 4Cs contribute to having a structured plan to understand how each component of this approach plays a significant role in offering learners an integrative learning experience.

Content. It integrates the curriculum area with the language. So, it relates to the thematic focus or subject matter that can include different subjects such as science, math, history, or geography to enhance the cognitive and linguistic abilities of students (Marsh, 1994). According to Coyle et al. (2010), content involves students' holistic learning because it connects knowledge, skills, and understanding to acquire relevant information, providing reflection and interpretation. In addition, content can vary from topics and themes that subject teachers need to cover as part of the curriculum (Crandall, 1994). According to the methodology, some models are aligned with the goals of the lessons. Soft CLIL is one of them, which is focused on language due to some topics of other subjects being taught in language classes whose primary goal is developing the students' language competency, while the subject knowledge is the second one (Ikeda, 2013). On the other hand, hard CLIL is emphasized on the content because it involves the teaching of some subjects of the curriculum in a foreign language (Bentley, 2010).

Moreover, CLIL encourages students to learn vocabulary in context, so they are exposed to the total linguistic environment repeatedly, knowing the semantic and morphological form of the target words that allow them to have a full understanding of words (Nation, 2001). Zimmerman (1997) defines vocabulary development as "arguably central to language acquisition and use" (p.17). Tang (2023)

stated that CLIL also provides meaningful input for students, which is necessary for classroom management. Thus, it promotes the use of language and vocabulary knowledge, which are significant to promote communication between students and teachers as well as ensure students' learning (Canga, 2015).

Another important fact to consider is the use of authentic materials that make the content more engaging and help students reflect on real-world situations that contribute to developing their language skills and linguistic competences (Mehisto et al., 2008). In the same way, Lorenzo et al., (2009) argued that the use of authentic materials allows the development of learning in an integrative way, developing not only subject-specific knowledge but also language proficiency. So, using authentic materials in CLIL environments is significant to encourage students' deep understanding and long-term retention of content and the target language (Stryker and Leaver, 1997).

Communication. This is considered a core component of the CLIL approach due to language is used as a tool for demonstrating understanding of content so that students can interact and apply it in meaningful contexts (Coyle et al., 2010). Thus, communication is a dynamic process that is used to construct and negotiate meaning so that students can interact actively in discussions, explanations, and argumentations (Llinares et al., 2012). To Smit and Dafouz (2012), communication is a process that embraces linguistic, cognitive, and social dimensions because it requires the ability to use the target language to support the content and academic discourse.

CLIL is considered a multi-faceted approach that enhances the proficiency of English of students because it promotes a more naturalistic learning due to "replicating the conditions to which infants are exposed when learning their first language" (Mehisto et al., 2008, p. 26). So, the dual focus of CLIL promotes students' language production that leads to improving their linguistic skills (Dalton-Puffer, 2007). Notably, developing linguistic skills is based on communication because students acquire vocabulary and language structures in a natural way, which helps students promote language development (Mohan, 1986).

Moreover, CLIL promotes autonomy in students because they can take responsibility for their learning process, developing strategies to manage the time and self-assessment that let them reach their learning goals (Meyer, 2010). Hence, in CLIL environments, students plan, monitor, and evaluate their learning process, which contributes to supporting their ability to use language and content accurately (Coyle et al., 2010). Then, the active use of language is stimulated so that students learn content and improve their language acquisition to carry on effective communication using the target language (Dalton-Puffer, 2007).

According to Nikula (2010), CLIL creates an environment that provides students with more opportunities for interaction than the traditional way of carrying on teaching a foreign language. Thus, Conan (2013) argued that the main tool for CLIL's success is promoting the development of interaction and participation of students. Because of this, it encourages cooperative learning, scaffolding, and the enlargement of learning skills (Casal, 2008). Through interaction, students can share information to improve the group's cohesion (Dörnyei, 1997), which contributes to create a more comfortable environment that allows them to increase motivation and enhance their self-esteem so that they participate actively in task resolution, applying the linguistic skills that they have acquired (Poisel, 2012).

Cognition. This stage concerns the cognitive process that is involved in the learning of content and language. So, this mental process allows students to process content knowledge and understand it while developing their language skills simultaneously, which is associated with thinking skills that allow them to analyze, synthesize, and evaluate information (Coyle et al., 2010). Then, students can construct their knowledge, transforming information using thinking skills to discover meaning and solve problems (Hanesová, 2014). Thus, CLIL emphasizes the development of students' cognitive and learning strategies to help them face the challenge of acquiring new content through a foreign language (Halbach, 2009).

Furthermore, CLIL goes beyond memorization to stimulate the development of critical thinking skills that contribute to understanding information in another language (Bentley, 2010). In this way, students are challenged with complex, real-world problems so that they can apply the acquired knowledge critically

(Meyer, 2010). Therefore, CLIL fosters the development of creativity and critical thinking so that students can use original and productive processes to solve the problems of real life (Cruz, 2021). That is why Jie et al., (2015) argued that in the 21st century, critical thinking is considered the most essential skill that must be developed by teachers for students. Because this skill is the vehicle that allows students to educate students' minds and enables them to handle and overcome social problems in a practical way effectively (Shakirova, 2007).

Culture. It is the component of the CLIL approach that influences language learning and content understanding because culture integrates the social practices, beliefs, and values that are transmitted using language (Byram et al., 2002). So, different perspectives of cultures and cultural sources are considered in this component. Coyle (2005) stated that culture is interrelated by two strands, the first one which encompasses social values, and the second is related to the culture embedded in the home and other contexts. For this reason, it is significant to develop students' cultural awareness, exposing them to different perspectives and contexts so that they can reflect on their culture as well as others' cultural identities (Marsh et al., 2001).

A key component of culture in CLIL is to develop learners' cultural awareness to promote intercultural competence. Coyle et al., (2010) defined cultural awareness as the capacity that learners have of understanding different perspectives and cultural viewpoints to promote global citizenship. Moreover, culture involves civic behaviors as well as global awareness and values that one has, which is known as awareness of self and otherness (Byrman, 1997). Additionally, considering that language plays a significant role in cultural knowledge, cultural awareness recognizes that language is a mediator that reflects cultural norms, values, and practices in different cultural contexts where the language is used (Meyer, 2010). Larsen-Freeman (2011) stated that cultural awareness encourages learners to identify the way that the language functions according to different cultures, which is noted in the idiomatic expressions, politeness strategies, and communication styles that help them understand how language shapes and is shaped by culture.

Another important fact that is related to culture is the intercultural competence that allows learners to communicate and interact effectively with people from different cultural backgrounds. Deardorff (2006) defined the intercultural competences as the ability that people must have to communicate appropriately in intercultural situations applying their intercultural knowledge that is related to the cultural self-awareness and cultural knowledge, skills that involve listening, observing and adapting, and attitudes that encourage respect, openness and curiosity (Coonan, 2013). In the same way, Fantini (2000) considered that awareness, attitudes, skills, and knowledge are the four dimensions that are involved in intercultural competence and allow learners to interact in contexts of different cultures. For Spitzberg and Changnon (2009), intercultural competence, motivation, knowledge, and skills allow learners to develop an ability to carry out intercultural interactions and relationships across different cultures. Chen and Starosta (1996) argued that three dimensions of intercultural competence encourage understanding cultural differences. The three dimensions are intercultural sensitivity, which is related to the affective aspect, intercultural awareness that involves the cognitive aspect, and intercultural adroitness that highlights the behavioral aspect.

The third important feature aligned with the culture in the CLIL approach is the integration of language and culture, which is considered to have a multidimensional nature. Considering that CLIL involves a dual focus that integrates content and language learning, culture plays a significant role in developing learning in meaningful contexts because culture is viewed as the background knowledge that shapes the way that the language is learned in specific content areas (Coyle et al., 2010). Meyer (2010) stressed that the integration of language and culture allows students to provide a holistic approach that considers cognitive, linguistic, and cultural dimensions. Thus, the cultural element immersed in the language used is transmitted through the content taught. That is why CLIL is a powerful tool for cultural learning (Dalton-Puffer, 2005). Therefore, the core element of CLIL is the development of learners' intercultural competences, which contributes to their understanding and appreciation of different cultural perspectives as well as developing their communicative competences (Sercu, 2006).

Reading comprehension

According to Kusumarasdyati (2023), reading comprehension should be approached from the cognitive view, according to which the reader actively constructs meaning, instead of simply extracting it by activating schemata or knowledge structures in his/her mind to relate the knowledge that is already possessed to the new ideas stated in a passage. Reading comprehension involves much more than readers' responses to text, since the text presents letters, words, sentences, and paragraphs that encode meaning (Ramadhianti et al, 2023). According to Oranpattanacha (2023), reading in English, especially in the EFL/ESL context, plays a crucial role in gaining information from original printed English and digital texts. Therefore, effective instructional strategies are necessary to enhance students' ability to process and understand texts (Axrorova, 2025).

Zahran (2025) mentioned that reading comprehension is operationally defined as the pupils' ability to use knowledge, tools, and strategies to comprehend the text. Agustina and Ro'isatin (2024) claimed that the development of critical thinking skills enriches reading comprehension by fostering a deeper understanding of complex texts and enhancing the ability to make connections between disparate ideas. As a unique language skill, reading serves as a gateway for learners to deepen their understanding of academic subjects (Agustina and Ro'isatin, 2024). Tsegaw et al., (2024) reading is viewed as a social interactional practice and an active constructor of students' learning environments to foster the development of students' learning skills effectively. Julita (2023) stated that improving the reader's comprehension makes it possible to comprehend the writer's message entirely. According to Azimah and Sujannah (2024), developing proficiency in reading can enhance their ability to understand spoken language, communicate effectively in writing, and express themselves when speaking.

Reading opens the door to knowledge, understanding, and effective communication (Azimah and Sujannah, 2024). In the same way, Metruk and Kováčová (2025), consider that literacy is not only the ability to read words, sentences, and entire texts but also to understand what has been read and to work with the content and information one has obtained. Since instructors play a major role in the

successful development of foreign language skills (Metruk, 2021). For Shirkhani and Poorhadian (2024), reading comprehension is a major language skill that can contribute to the development of both general knowledge and L2 competence. According to Asnawi et al., (2025), reading serves as a gateway for learners to access globally connected information. Mastering reading in English opens doors to vast knowledge and provides substantial benefits across various domains of life (Asnawi et al., 2025).

Dimensions of reading comprehension

Cognitive strategies in reading

Kurvonalievaya et al., (2025) claim that for English Language Learners (ELLs), developing strong reading comprehension is essential for academic success, social integration, and overall language proficiency. Ahmed et al., (2024) consider that teachers do not employ reading teaching tactics to help students become autonomous readers, nor do they provide the skills to apply cognitive and metacognitive reading strategies. Engaging in social reading strategies enhances comprehension, promotes critical thinking, and encourages deeper engagement with EFL texts (Fierro et al., 2023; Mekuria et al., 2024). Together, cognitive and metacognitive components shape a dynamic reading process, where the reader's strategies interact with the text's characteristics to foster understanding (Alderson, 2000; Li et al., 2024). Reading allows students to immerse themselves in the target language and improve their linguistic skills (Khan et al., 2020; Quinonez et al., 2023). The strategies involve various techniques that enable learners to be more active and aware as readers, gaining a better and more in-depth understanding of texts (Khurram, 2022; Pahrizal, 2024). Reading strategies constitute a crucial element for understanding a text. Cognitive strategies involve direct mental engagement with the text to enhance understanding (Matyoqubova, 2025). The cognitive strategies in reading are:

Predicting. This strategy promotes the use of prompts before starting to read. Predicting is considered one of the most important strategies for improving students' reading comprehension skills, because it helps readers both understand and retain the content they have read, which strengthens their ability to remember

and learn the information (Küçüköğlü, 2013). Predicting helps students to organize their thoughts, as they move from considering what is in the text to predicting their background knowledge. The significance of the person component in predicting word meaning can be attributed to the development of a sense of self as an active cognitive agent, centrally involved in cognitive activities (Teng and Mizumoto, 2024). According to Theobald et al. (2022), asking students to generate a prediction before presenting the correct answer is a popular instructional strategy. For instance, reading newspaper headlines is the fastest way to apply prediction because the title gives a notion of what the text will be about.

Connecting. Making Connections is to read beyond the lines, where the reader looks at the current information of the reading text through their previous experiences (Asmara, 2019). The reader matches it with the other literature or cultural and international matters to cultivate the meanings and develop the understanding of the author's point of view. While reading, readers take excerpts from the reading material and then write down their views on the chosen text that has a significant impact on the transition of comprehension (Riahi and Pourdana, 2017). This strategy involves linking what is being read (the text) to what is already known (schema, or background knowledge). According to Fadila and Siagian (2024), by connecting new information to existing knowledge, readers can enhance their understanding, retention, and critical engagement with texts. It involves making connections with prior knowledge or earlier parts of the text as one reads, drawing inferences and predictions, thereby assessing comprehension while reading (Hasani and Pahamzah, 2022).

Summarizing. Summarizing a text or condensing its key ideas into one or two paragraphs is an effective learning strategy and an excellent summary technique. A summary is a succinct statement that only offers the major ideas or essential details of something significant. A summary is a succinct statement that presents the major ideas or essential details of something significant (Nafiilah, 2024).

According to Nurdiana (2023), summarizing effectively helps students refresh their memory of the content. Students try to read the material, and they are expected to assess how much they can remember and explain in their own words. Summarizing

is an important step. Students were asked to summarize what they had read in their own words (Nurfauka, 2021).

Levels of reading comprehension

According to De-la-Peña and Luque-Rojas (2021), the most accepted model of reading comprehension, processing levels are differentiated, specifically. A fundamental level of reading comprehension is considered, indicating the degree to which A1 level students can read and comprehend material. The levels of reading comprehension are:

Inferential comprehension. The inferential level is also known as reading between the lines, and it involves understanding the meaning that is not immediately apparent in the definitions of individual words. Inferring assists the students in developing critical comprehension skills since they must connect automaticity and background knowledge (Rice et al., 2019; Pinto Ruiz, 2018). The process of text comprehension involves the construction of text-based and situation models. Text-based model construction necessitates local coherence inference, while situation model building necessitates global coherence inference (Britt et al., 2017). Inferential comprehension is defined as the understanding of implicitly stated in the text being read or messages that are not stated but implied (Kamagi, 2020). It is considered an important strategy since it provides a deeper information processing of the text, and it can contribute to a better comprehension of the text (Wang, 2011; Hamouda, 2021). To reach the level of inferential comprehension, students are required to connect two or more explicit pieces of information in the text they read to infer a third one that is implicit (Kukus, 2021).

Literal comprehension. According to Lin et al., (2021) found that the use of cognitive strategies itself had a direct effect on lexicon-grammatical reading ability, which primarily concerns learners' competence in literal comprehension. Literal comprehension refers to understanding explicitly stated information in the text (Lin et al., 2021). Patty (2021) suggests that the ability to understand and remember reading material becomes a significant factor in supporting students' success in school and everyday life. It is the most superficial level of reading comprehension. The author also stated that readers recognize what they see and read at this stage;

hence, it refers to understanding the text explicitly. Literal comprehension is commonly identified as "right-there" comprehension because it involves simple questions that, most of the time, require quoting precise words from the text. Literal comprehension, or reading on the lines, requires that a student be able to extract information that is explicitly stated in a passage (Carnine et al., 2009; Saadatnia, 2017).

Evaluative comprehension. According to Safitri and Melati (2023), Evaluative Comprehension is the ability to evaluate the text material. Evaluative comprehension is a key component of critical reading activity. Critical comprehension depends on literal, interpretive, and significant comprehension. It involves using the text for other purposes beyond understanding. Student opinions are also accepted at this point, and readers can agree or disagree with the text's ideas (Alonzo et al., 2009). Furthermore, several critics can ask to evaluate the text's content, language, and even the writer's point of view, comparing them with the reader's experiences and perspectives regarding the text. The frameworks identify three levels of reading comprehension, i.e., literal comprehension (understanding the texts and recalling the information), inferential comprehension (inferring the intended meaning of the texts), and evaluative comprehension (making explicit links between the written word and the larger world) (Kintsch and Rawson, 2005) in (Yu et al., 2022).

Reading subskills

Chen and de la Torre (2023) stated that L2 reading comprehension needs to be better understood by examining specific comprehension subskills themselves rather than other language and cognitive constructs that contribute to successful reading. Due to the purposes that reading comprehension serves, various reading sub-skills are required. The subskills are the following:

Skimming. Skimming allows readers to quickly scan a text to gain a general sense of its content, enabling them to decide whether it contains valuable information for them (Famelia et al., 2022). Skimming is another comprehension strategy that involves reading for the main idea or gist. Yépez (2020) highlights that the purpose of skimming is to understand what a text is about. The purpose of skimming is to satisfy readers' curiosity about the reading text rather than approaching

answers to questions. Skimming is generally considered of great importance by language reading experts. Kong (2019) states that skimming facilitates people in saving time to confront many books with a variety of meanings and information. In skimming, readers only need to extract the most important information and the main idea rather than reading all the words (Yusuf et al., 2017). In the skimming technique, pupils will take steps: (1) Read the title, (2) Read the beginning paragraph in the introduction, (3) Read the beginning sentence of each paragraph, (4) Read the last paragraph thoroughly, (5) Read the text to look for nouns, word instructions, and the relevance of each paragraph (Dewi, 2022). Skimming is a technique that involves rapidly scanning the text to identify the main idea and gain a quick understanding of the text's gist (Afriani and Wijaya, 2022).

Scanning. The primary effectiveness of scanning is to extract specific information without reading the entire text, which relates to the fast-reading activity (Fatmawan et al., 2023). It refers to searching for specific information within a text, where a glance is taken to find the relevant information without having to read the entire text. According to Fauzi (2003), scanning is a device used to locate specific details that may be requested at the end of the assignment. Scanning is one of the strategies used to retrieve a particular piece of information. According to Foorman et al. (2018), scanning refers to reading strategies for points. Scanning is the process of quickly glancing through a reading text in search of specific pieces of information. Scanning involves listing a specified amount of supporting details, looking up names or dates, or both (Agustin et al., 2023).

Reading for detail. Singkum and Chinwonno (2021) claim that there is significant student reading development and positive motivation to engage in EFL reading exercises and resources. Reading for detail is a valuable method for improving reading comprehension (Anjulo et al., 2019; Fitria, 2023). The reader can quickly and appropriately locate the necessary information by examining the page clues found in the contents and indexes. The author also states that readers can look up the definition of a term they require in the glossary. Furthermore, when reading for details, readers rarely examine the text's details to obtain specific information from the whole text. Hence, meaning is the main goal while using this reading

subskill. Readers find links between every single word and sentence to understand samples of language use.

Stages of reading

Each stage of reading comprehension has a crucial role, and it is an essential component of reading. Therefore, the stages of reading comprehension will help ensure the effective use of leveled texts when applying reading instruction methods to A1-level students.

Kulbrandstad (2003) stated that these methods are divided into three phases: Pre-reading, while reading, and post-reading activities. Teachers must ensure that students participate actively in each of these reading stages and provide opportunities for them to reflect on what they have learned. According to Mulatu and Regassa (2022), reading is an excellent way for students to make progress in language learning, and implementing different Pre-reading, While-reading, and post-reading activities is not only practical to integrate the other skills but also a very beneficial and effective way of developing students' reading and understanding comprehension (Baleghizadeh and Zakervafaei, 2020).

Pre-reading. According to Banditvilai (2020) and Yung et al. (2024), this was achieved by providing students with Pre-reading questions to activate their thinking and relate relevant background knowledge to the text, to preview important points, and set a purpose for reading. Mulatu and Regassa (2022) explain that the Pre-reading phase has been a significant response to increasing insights about the role of schematic knowledge in reading and has been the focus of current reading methodologies at the Pre-reading stage. The role of these activities is to create an effective means to stir up students' prior knowledge and activate their schemata before asking them to embark on a given reading comprehension passage to get its authors' intended meaning (Khartite, 2021). Pre-reading routines aim to activate students' prior knowledge, develop vocabulary, and encourage students to think critically about the topic to be read (Phonekeo and Macalister, 2021).

While-reading. This stage facilitates the development of reading methods, fluency in other languages, and the ability to comprehend challenging text sections. Furthermore, because reading is mostly a solitary activity at this point, it is

challenging to consider tactics for doing so. The While-reading activities should match reading skill training, enhance the depth of text understanding, and promote the accumulation of students' reading experiences (Rao, 2024).

As Banditvilai (2020) pointed out, the purpose of the While-reading stage is to help students comprehend the writer's goal, style, and skills, as well as to enhance the comprehension of the text structure, explain the text topic, and identify the main idea. stated that this stage is a crucial one in which EFL teachers must help students focus on fulfilling the outcomes of the reading passage. So, various activities and strategies can be employed by teachers during the reading stage to help students understand the text, including asking students to answer questions while reading, taking notes, identifying main ideas, and analyzing the text (Rehman et al., 2020).

Post-reading. In the post-reading stage, all the connected ideas are concluded. Additionally, it provides an overview of the reading content. Additionally, its primary goal is to establish a connection between what students read and their lives (Nisa, 2017). One of the activities that EFL teachers may use in this stage is asking students to give their opinions about the reading material (Nordin et al., 2013). The second possible strategy is summarizing the main ideas of the text (Cakıcı, 2016). Here, teachers can lead a discussion based on the reading and highlight key concepts and illustrative evidence. Students also remember key passages from the text and describe them in their own terms. The author also states that there are numerous ways students might react to reading (e.g., by writing, role-playing, using music, creating posters, making videos, engaging in debate, or participating in pantomime). Teachers are encouraged to incorporate post-reading activities into their classrooms to engage students in what they have read (Puspitasari et al., 2024). During the post-reading stage, developing metacognition and representing text were used to facilitate students' practice with direct guidance and to share their understanding of the text with peers during reading activities (Yawiloeng, 2022).

CHAPTER II

RESEARCH METHODOLOGY AND DIAGNOSTIC

A key component of language acquisition is the development of reading comprehension skills, particularly for A1-level students who are at the early stages of acquiring a new language. The purpose of this study titled “The Use of the CLIL Approach to Improve Reading Comprehension in A1 Students ‘level’” is focused on explore the influence of integrating the CLIL into teaching-learning process due to this approach applied a dual-focused educational model combining language instruction with subject specific content that provides learners with meaningful contexts to evolve their language skills (Marsh, 1994). Additionally, this approach is also aligned with the development of cognitive and linguistic abilities, which makes it an effective strategy for engaging A1 students in reading comprehension activities (Quintana et al., 2019). Thus, the purpose of this section is to provide information that helps readers have a better understanding of the methods, principles, and procedures that support the development of the study.

So, this chapter begins with the description of the conceptualization and operationalization of significant variables and categories that are essential to this study and details the rationale for selecting the CLIL approach and its relevance to addressing the challenges faced by students at the beginning level. Additionally, it outlines the research methodology employed to investigate how this approach can enhance students’ reading comprehension. A significant component of this chapter is the diagnostic phase, which involves assessing the students’ initial reading comprehension skills and identifying their needs, strengths, and areas for improvement. Thus, the diagnostic process contributes as the foundation for designing and implementing CLIL-based interventions.

Then, this chapter offers readers an outline of the approach employed to ensure openness and validity in the research design, as well as describes the study type that was employed is then stated, along with a statement and justification for the technique that was used. The next section of this chapter describes the population, sample, and the selected sampling procedure, explaining the techniques that were used in the study and evaluating each one of the objectives that contributed to

concluding the research. Furthermore, it reports the tools and techniques used to gather data as well as the statistical techniques to process and analyze it. All these arguments provided the information so that the findings of the research may be accurately described and effectively generalized.

Conceptualization and operationalization of main categories

To better understand how the CLIL approach was used to improve reading comprehension in A1 students' level of the fifth year of General Basic Education, at Unidad Educativa Sagrado Corazón de Jesús in Latacunga city, this section summarizes and explains the major categories involved in the development of the proposal. These categories played a crucial role in organizing and interpreting the data collected throughout the research process. Thus, the main categories identified for this study included:

Independent variable: CLIL approach

CLIL is considered an educational approach where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" (Marsh and Maljers, 2000). Thus, the focus of CLIL is based on content, cognition, communication, and culture (Coyle et al., 2010).

Dependent variable: reading comprehension

Reading comprehension is also influenced by various factors, such as text characteristics, learner characteristics, task characteristics, etc. (Grabe, 2009). According to Vygotsky and Cole (1978), cited in Ebadi and Asadi (2021), reading is viewed as a social skill that requires active participation, interaction, and involvement of learners.

Table 1

Chart of Variables, Dimensions, and Indicators

Independent Variable		Dependent Variable	
CLIL Approach		Reading Comprehension	
Dimension 1: Content		Dimension 1: Cognitive Reading Strategies	
1	Subject Content	1	Predicting
2	Vocabulary	2	Connecting
3	Authentic Materials	3	Summarizing
Dimension 2: Communication		Dimension 2: Levels of Reading Comprehension	
4	Linguistic Skills	4	Inferential Comprehension
5	Learning Strategies	5	Literal Comprehension
6	Students' interaction	6	Evaluative Comprehension
Dimension 3: Cognition		Dimension 3: Reading Subskills	
7	Cognitive Skills	7	Skimming
8	Critical Thinking Skills	8	Scanning
9	Processing Information	9	Reading for Detail
Dimension 4: Culture		Dimension 4: Stages of Reading	
10	Cultural Awareness	10	Pre-reading
11	Intercultural Competence	11	While-reading
12	Integration of Culture and Language	12	Post-reading

Elaborated by: Johanna Albán and Edith Avilés (2024)

Research approach and design

The project titled “The Use of the CLIL Approach to Improve Reading Comprehension in A1 Students’ Level” is a mixed-method study. According to Cresswell (2012) the mixed method “involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data” (p.543). Therefore, the mixed method lets integrate qualitative and quantitative methods to define the effectiveness of the CLIL approach and determine what is happening, why it is occurring, and how the study may accomplish the goal of the research to have a better understanding of the phenomenon under study.

The quantitative phase focuses on collecting numerical data to evaluate the impact of the CLIL approach on reading comprehension tasks. This approach allows researchers to collect, assess, and present numerical data to conduct precise and dependable statistical analysis (Calle, 2023). The first instrument used was a survey designed to identify the factors that limit the development of reading

comprehension in students. After this, a pre-test and post-test were implemented to measure the students' progress and enhance their reading abilities. The pre-test evaluated students' reading comprehension, their prior knowledge, and knowledge gaps that contributed to information to adjust lessons. Meanwhile, the post-test tracked students' progress and assessed the effectiveness of the lesson plans of the applied proposal.

Meanwhile, the qualitative phase aimed to gather qualitative data to gain deeper insights into the students' experiences and perceptions about the CLIL approach. According to Ryan and Bernard (2003), qualitative research is a planned action whose main purpose is to understand and transform human behaviors in a specific environment. So, this phase involved a survey and classroom observations to explore students' attitudes, thoughts, and the overall impact of the CLIL approach on their reading comprehension.

To sum up, the mixed-method approach was appropriate for this proposal's research because it provided a thorough and well-rounded study of the research issue, guaranteeing both statistical accuracy and contextual depth in the findings to determine the pedagogical implications of the CLIL approach to improve students' reading comprehension. Using this method proved to be the most appropriate strategy for examining how well fifth-grade students' reading comprehension skills were improved by the CLIL approach. This was accomplished by combining quantitative assessments of reading skill with qualitative insights into students' experiences and perspectives.

Scope of research

The proposal research was both descriptive and explanatory because it explored and described the influence of the CLIL approach on the improvement of reading comprehension in students of the fifth year of General Basic Education at Unidad Educativa Sagrado Corazón de Jesús in Latacunga city. According to Nasaji (2015), descriptive research is oriented to report a phenomenon and its characteristics, describing what happens rather than how or why something has happened. Then, the proposal identified factors that limit students' reading comprehension, outlined strategies and methodologies for implementing the CLIL approach, and

the session plans to accomplish the research objective. Data collection included pre- and posttests that provide numerical data about students' progress before and after the application of the CLIL approach (Cooper and Schindler, 2014).

On the other hand, explanatory research was aimed at identifying the causes and effects of a particular phenomenon. (Frankel & Wallen, 2006). Cooper and Schindler (2014) stated that explanatory research is conducted to clarify the characteristics of certain phenomena and determine the extent to which a variable influences another variable or variables. Thus, the explanatory aspect of the proposal research was focused on explaining how and why the CLIL approach influences reading comprehension of students, identifying the components of reading comprehension that were improved. So, classroom observations and a student's interview provided this kind of information. Moreover, it is significant to mention that the application of the study was restricted because the selected sample is a small group of only 30 students of A1 level of language proficiency.

Research purpose

The implementation of the CLIL approach to improve reading comprehension in A1 level students aims to enhance their proficiency as readers. The objective of this project is to analyze the influence of the CLIL approach to improve the reading comprehension of students of the fifth year of General Basic Education at Unidad Educativa Sagrado Corazón de Jesús in Latacunga city. The main challenge that the students face is the lack of interest in reading activities because of their limited knowledge of strategies to predict, connect, and summarize information in written texts. Additionally, they cannot predict vocabulary based on their prior knowledge, which limits their ability to comprehend a text while they are reading it. That is why the use of the CLIL approach, and the implementation of cognitive reading comprehension activities has proven effective in helping them in the process of improving their reading comprehension skills.

Research questions

Based on the specific objectives, four questions were framed about this research. Research Question 1: What factors affect the development of students' reading comprehension?

Research Question 2: To what extent did the CLIL approach improve the reading comprehension of the students?

Research Question 3: Which specific components of reading comprehension were improved after using the CLIL approach?

Research Question 4: What are the students' perceptions regarding the implementation of the CLIL approach in improving reading comprehension?

Research proposal justification

During the diagnostic period, which began with the application of a diagnostic test in which students received a low grade in questions that are related to reading skill, which demonstrated that students did not know about strategies that help them to understand written texts. Based on this information, a diagnostic survey was developed to identify the factors that limit the development of students' reading comprehension. This period lasted during September at the beginning of the school year 2024-2025. So, the information gathered in this stage contributed to determining that students needed to improve their reading comprehension skills.

The project was completed within 18 weeks with a 36-hour class of 45 minutes each. Although students have 5 hours of English in their school schedules, two hours on Thursdays were dedicated to conducting the application of the proposal. The study began on September 6th up to January 30th, when the intervention officially ended. In this period the planned learning objectives related to reading ability of A1 English level were achieved; students improved their understanding of very short, simple texts, recognizing familiar names, words, basic phrases and main ideas as well as identify the topics-based headlines and exploiting visual information that helped them to have a general knowledge about texts.

Delimitation of population, sampling, and sample

The proposal research was applied at Unidad Educativa Sagrado Corazón de Jesús, which is in Latacunga city, whose population is 460 students. However, the sample selected for the study was thirty-one students in the fifth grade of General Basic Education. The study was a purposive non-probabilistic one. According to Fraenkel and Wallen (2006), a non-probabilistic sample is a technique that allows researchers to select the participants not based on random. Instead, researchers

make judgments about the accessibility, convenience, and specific characteristics that the group possesses, which are relevant for the study. Therefore, the type of study was selected considering the following criteria: 1) All the students of the group have the same level of proficiency A1. 2) English is considered part of their academic instruction in their school schedules. 3) Students are aged from 9 to 10 years old. 4) There is the acceptance of the institution and parents so that children take part in the study.

Table 2

Sample Population

Participants	Sample Population	Percentage
Boys	3	10%
Girls	27	90%
Total	30	100%

Elaborated by Albán and Avilés (2024)

Research context

The study was conducted at the Unidad Educativa Sagrado Corazón de Jesús, which is a private institution that has elementary, pre-intermediate, intermediate, upper-intermediate, and baccalaureate. The institution provides face-to-face instruction in the morning shift. It is in the urban area of Latacunga city between Sánchez de Orellana and Guayaquil streets. The students who are part of this school come from different socio-economic strata as well as family structures. The participants in the study were students in the fifth year of General Basic Education, whose ages were from 9 to 10 years old.

Research stages

The research on using the CLIL approach to improve reading comprehension in A1 students' level was divided into six phases: delimitation of the problem, literature review, elaboration of the instruments, application, data analysis, and redaction of conclusions and recommendations. The first phase involved identifying and delimiting the problem through a diagnostic test, which revealed students' difficulties developing reading activities without constant teacher support. So, this phase contributed to defining the research objectives and the approach to it. In the

second phase, the researchers conducted a literature review to examine previous studies about the topic, which provided the theoretical foundation that supported the study.

The third phase focused on developing the instruments, which included a diagnostic survey, pre- and post-tests, and a questionnaire for an interview. These instruments were examined and approved by experts before the application to students who took part in the study. The fourth phase involved the application of instruments to collect data and analyze the information to identify the pedagogical implications of applying the CLIL approach to improve the students' reading comprehension. In the fifth phase, the findings were determined based on the data analysis, highlighting students' progress in reading comprehension. Finally, the sixth phase addressed drawing conclusions and recommendations, considering the insights from data analysis, which was presented in a final report.

Table 3

Stages of the Research Project

Stages	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous studies	Researchers Tutor
Literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researchers
Elaboration of Instruments	Establish the required criteria to obtain data for the study.	Elaboration of the questionnaires for the pre-survey, pre-test, and post-test, as well as the interview.	Researchers and experts to validate the instruments.
Application of Instruments	Apply the instruments to gather information.	Apply the pre-survey, pre-test, posttest, and the interview.	Researchers
Data analysis	Elaborate a report with the results to share information about the improvement of students' reading comprehension.	Application of statistical analysis to obtain data to draw conclusions.	Researchers
Final report on data and conclusions	Reported the findings of the research.	Elaborate on a final report to explain the conclusions and recommendations of the study	Researchers

Elaborated by Albán and Avilés (2024)

Instruments derived from the selected methodology.

According to the methodology and based on the independent and dependent variables of the study, the selected instruments included a diagnostic survey, a pre-test, a posttest, and an interview. The diagnostic survey was applied in the third week of September. The pretest was carried out in the last week of September, while the posttest was conducted during the second week of January 2025. Both tests were completed within a two-hour class period, equivalent to 90 minutes. Finally, the interview was conducted in the last week of January to gather supplementary data that provides insights into the students' opinions and attitudes towards the study.

Validation of the instruments

The instruments were created as part of the activities developed in the course EFL Research Proposal under the guidance of MSc. Jonny Campoverde. Then, to determine the appropriate instruments, the research objectives, questions, and the type of study were considered. Once the instruments were reviewed by the professor of the course, they were sent to Professor Antonio Guerrero, the study tutor, for validation, who provides valuable feedback and gives the final approval before their application.

Data processing and statistical analysis

Data analysis is the process of reducing and interpreting a large amount of gathered data meaningfully. (Le Compte and Schensul, 1999). According to (Patton, 1987). Three primary steps are involved in this process: organizing data, summarizing and categorizing, and identifying and connecting patterns and themes. In this study, an Excel spreadsheet was used to gather, arrange, and analyze data from all the quantitative applied instruments as part of a methodical process. Furthermore, statistical analysis of this study was conducted by using descriptive statistics because the data was analyzed quantitatively through statistical analyses such as frequencies, percentages, or averages that contribute to determining relationships (Gall et al., 2007). To accomplish this process, the parameters considered were:

Sample Size. The number of students who took part in the study which were 30 students of the fifth grade of the "Sagrado Corazon" Educative Unit.

Minimum. It stands for the data set's lowest numerical value.

Maximum. It represents the greatest numerical value found in a data set.

Mean. It is the total value divided by its total number of values in a data set, which provides an overall impression of the typical value of them.

Standard Deviation. It determines the average distance between each data value and the mean by calculating the spread of the data values within a data set.

Thus, considering all these parameters allowed to evaluate the students' improvement as well as summarize gathered information, determine the findings of the study, compare with other studies, and support conclusions of the study objectively based on numerical evidence. On the other hand, in respect of qualitative data, these were analyzed through thematic analysis, which allowed to collection of data about students' views, opinions, knowledge, or experiences to identify, analyze, and report patterns within data (Braun and Clarke, 2006). Therefore, using thematic analysis contributed to collecting data through students' interviews, so that they shared their thoughts or experiences about the use of the CLIL approach in the improvement of their reading comprehension. In this way, researchers had a deeper understanding of the phenomenon under study and identified patterns and themes to provide descriptions and explanations of collecting data to generate interpretative, understandable insights about the research facts.

Description of the diagnostic stage

Before implementing the research, a diagnostic phase was conducted, which was divided into two stages: the application of Hutchinson and Waters' learning-centered analysis approach and the use of a diagnostic survey. Hutchinson and Waters' analysis was employed to gather useful information about the target and learning needs. This analysis provided a deeper understanding of the areas that students require improvement. The next stage, based on the Hutchinson and Waters analysis, a survey was designed to further assess students' reading comprehension, so students were able to identify the factors that limit the development of their reading comprehension skills. The survey included 12 items focused on the indicators of the dependent variable, using a scale from 1(low) to 4 (high). The entire diagnostic phase was carried out over two weeks, divided into 4 periods of classes of 45 minutes each one, from the second week of September. By the end of the process,

it was evident that reading was the least developed skill among students, and it turned into a challenge for them, highlighting the need for center efforts to improve their reading skills.

Hutchinson and Water analysis

Nowadays, students have acquired an active role in education so that they have become the main characters of the teaching-learning process. Consequently, understanding the way that students learn is fundamental to applying activities that facilitate their learning and make it successful and meaningful. Then, a significant component in research is needed analysis because it contributes to addressing the specific needs of the target population that takes part in the study, to decision-making, and determines what learners need to learn to guarantee the effectiveness of the investigation (Richards, 2001). Thus, Hutchinson and Waters (1987) developed the learning-centered approach's requirements analysis methodology, which is divided into two categories: learning needs and target needs.

Bearing in mind that target needs are the desired outcomes or objectives that learners aim to achieve (Nunan, 1988). Thus, it is crucial to gather information about the learners' necessities, lacks and wants to meet their specific requirements. According to Robinson (1991), necessities are the academic or occupational requirements of the target situation. Lacks are the specific skills, knowledge, or attitudes that learners do not possess but need to acquire (Mager, 1997). Wants are the personal expectations of the students and hopes towards acquiring English (Hutchinson and Waters, 1987). Thus, this framework emphasized understanding the learners by considering their identity, socio-cultural context, educational background, age, gender, prior knowledge of specialized content, prior knowledge of English, and their attitudes towards this language.

Target needs

The fifth-year students of the General Basic Education at the "Sagrado Corazón de Jesús" Educative Unit in Latacunga city are learners who use English for academic purposes. They study the language as part of their curriculum to develop their communicative competencies and enhance their overall language proficiency according to their level. During English classes, the language is primarily used to

communicate with their teacher and classmates; however, it will be used to develop reading activities that promote the development of their reading skills. The topics of the worksheets were related to Science and Physical Education, focusing on themes such as Natural Disasters, Sports in Ecuador, Recycling, and Food. These themes provided the context for developing reading activities, helping them expand their vocabulary and better understand short texts. Throughout the school year 2024-2025, students used the English language in academic settings to engage in classroom activities that encourage them to apply the practical application and the improvement of their reading comprehension.

Learning needs

At the “Sagrado Corazón de Jesús” Educative Unit, fifth-grade students, aged from 9 to 10 years old, whose grade is integrated by 3 boys and 27 girls. These students have prior knowledge of English according to their age and level, as they have been studying the subject since the Initial level. So, they need to develop their communicative competences aligned with A1 learners according to the Common European Framework, which includes skills such as predicting, connecting, inferring, and summarizing information from simple written texts. Students are interested in English learning and enjoy doing collaborative and ludic activities. They aim to improve their reading comprehension and enjoy doing reading activities. Therefore, the topics of the worksheets implemented in the proposal are related to their academic background, and the students are familiar with these themes in their mother tongue through their prior exposure in subjects like Science and Physical Educational They are focused on improving their reading comprehension skill, expanding their vocabulary, and identifying main ideas to summarize information effectively. Furthermore, they consider English as an important and useful subject that they need to learn. However, they think that it is sometimes difficult, and it has turned into a challenge for them.

To address these needs, the CLIL approach will be employed because this approach allows students to learn content from other school subjects, emphasizing cognitive reading strategies, interaction, and collaborative learning. Teachers are interested in helping students improve their English skills, particularly reading

comprehension, as well as the acquisition of vocabulary, expressions, and subject-specific content. The institution provides technological resources that support students' learning with a variety of strategies and activities that engage them in English learning. Using a diversity of resources like videos, songs, worksheets, and collaborative exercises that motivate and involve students in their learning process. However, they have limited exposure to English outside the classroom, which restricts their practice opportunities. They also recognize the significance of learning English and that cultural understanding plays a crucial role in this process. The proposal will be implemented during their school schedule, with students working on one worksheet topic per three weeks over 45-minute two-class periods each week. This structured approach allows students to engage in reading activities designed to enhance their reading comprehension.

Results of the diagnostic stage

Research question 1:

What factors affect the development of students' reading comprehension?

During the diagnostic phase, the quantitative approach was applied, and the methodology used by the researchers was the survey.

Table 4

Results of the diagnostic survey

Indicators	Statements	Min	Max	M	SD
Cognitive Reading Strategies	You can predict the topic of the writing texts just by observing the titles and images provided by the passage.	2	3	2,83	0,38
	You can connect the new knowledge with their prior experiences or learning about a topic easily.	1	3	2,33	0,80
	You can summarize and synthesize information after reading a passage.	1	2	1,53	0,51
Level of Reading Comprehension	You can infer the meanings of non-explicit information in a written text by connecting clues such as pictures, headings, subheadings, context, and prior knowledge.	1	2	1,23	0,43
	You can recognize the topic and main ideas discussed in a written text.	1	2	1,83	0,37
	You can conclude or make judgments after reading a passage.	1	2	1,13	0,34
Reading Subskills	You can identify the content of written texts, key words, or phrases based on a glance at them.	1	2	0,17	0,38
	You can point out the main topics, themes, and key points covered in the text.	1	2	1,80	0,41
	You can understand the meaning and significance of each detail presented in a passage and remember them.	1	2	1,40	0,50
Stages of Reading	You can extract information or gain insights into the written texts, considering the titles, captions, and visual elements that they provide before starting to read.	2	3	2,77	0,43
	You can identify the main ideas and key points that are covered in a passage while you are reading it.	1	2	1,47	0,51
	You can summarize the key points that were covered in the text and identify the message that the author wanted to transmit in the passage.	1	2	1,3	0,47

Elaborated by Albán and Avilés (2024)

Discussion: The data gathered provided useful insights concerning the factors that limited students' reading comprehension. The results evidenced that the primary limiting factor is identifying the main ideas and key points that are covered in a passage. It registers a M= 0.17 and a SD= 0.38, which represents an underperformance of students regarding this skill. The other constraining factors are concluding that shows a M=1.13 and SD: 0.34; infer non-explicit information with a M=1.23 and a SD = 0.43; summarize information with values of M=1.30 and SD=0.47 and

understand each detail of the texts with values of $M=1.40$ and $SD=0.50$. Thus, the inability of students to recognize clue information in texts and understand the meaning and significance of each detail presented in them turns into the root that affects the other mentioned reading comprehension skills. These limitations struggle the students' ability to discern the author's message as well as draw conclusions or make personal judgments after completing the reading process.

Ethical considerations

In every study project, ethical issues are crucial, particularly when human beings are involved. Protecting participant data and personal information falls under the principles of data privacy and security. Therefore, to ensure ethical compliance, the informed consent of the principal of the institution and the representatives of students were required. The informed consent signature was positively obtained from the educational community, the director, and legal representatives of the course where the research was applied. By following legal requirements and ethical standards, the study ensures that each participant's rights and well-being are upheld.

CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

This chapter explores the data obtained from the application of the CLIL approach to improve reading comprehension with a 30-group of students from the fifth grade. This section will provide information about the objectives, whether these were attained or not. Additionally, the research question will be answered, as well as the hypothesis. The results of this study were presented around the research questions.

Topic of the proposal

Implementation of reading comprehension worksheets based on the CLIL approach to improve reading comprehension at the A1 students' level.

Background

This study employs the Content and Language Integrated Learning approach as an engaging and significant tactic to raise students' reading comprehension. First, several academic studies involving students of different ages and abilities were analyzed to determine how this approach impacted their reading comprehension. Thus, this study looked at the objectives, methods, and conclusions that determine how this investigation should be conducted. According to the students' pre-test scores, they struggle to pinpoint the primary concepts and important details that are discussed in the text. These worksheets show some attractive reading activities based on the approach mentioned to help students improve their reading comprehension skills. According to Dalton-Puffer (2008), this approach is particularly helpful for developing receptive language abilities such as vocabulary, morphology, and fluency. In consequence, using this method allows students to integrate content and language learning. Besides, this method is seen as essential to both reading comprehension and communication skills. Students used to find reading activities difficult because they were not engaged. Therefore, the implementation of reading comprehension worksheets is a positive alternative for students to improve their reading comprehension skills. CLIL is used to promote students' development of English communication skills and knowledge of the subject matter,

while preserving the local values and cultures (Muniroh et al., 2023). As a result, children can develop their reading comprehension abilities while also learning about other cultures. Six interactive reading worksheets that emphasize integrated content language acquisition are now offered for use in English classes to improve reading skills. According to Fitrawati et al. (2023), it is vital to develop classroom activities that encourage communication between individuals, groups of individuals, and groups within groups.

Justification

This project proposal is based on the diagnosis carried out at Unidad Educativa Sagrado Corazón de Jesús, where students present difficulties in reading skills. The implementation of the worksheets is justified since it seeks to improve the reading comprehension of fifth-grade students through applying support material to the book to facilitate the teaching-learning process in the institution. These worksheets show authentic exercises based on an interactive approach and reading comprehension strategies, which promote cognitive processes in students, contributing to the acquisition of vocabulary and the development of thinking skills. Mikulecky and Jeffries (2004) stated that reading is one of the most important skills in teaching a second language because it promotes imagination and curiosity, increases lexical competence, motivates readers to get new experiences, and builds meaningful knowledge. Moreover, students encourage the learning of other subjects such as Natural Science, Social Sciences, and Physical Education, among others. In this way, students can engage in interactive learning based on real-world contexts using interactive reading activities, which inspire them to participate in the tasks. Because they participate in the lessons and demonstrate excitement in the development of activities. Students can strengthen their language abilities while also learning new information through the usage of the approach that focuses on reading. According to Casco (2021), reading can help improve other language skills because it provides a lot of information and structures. According to Gutierrez and Ruiz (2017), reading skills and reading literacy are a necessary tool for successful language learning, especially in an important educational stage as primary education. Wolff (2005) stated that reading and reading skills are regarded as highly

important in the CLIL classroom. According to Sanad and Ahmed (2017), it is important to note that the Content and Language Integrated Learning technique has a strong emphasis on the development of a variety of abilities, reading being one of them, since it aids students in improving their reading comprehension, vocabulary development, and memory skills. Finally, boost the proper use of language. In addition to standard readings, other activities that highlight the subject's content and put the language in context have been taken into consideration. The Content and Language Integrated Learning approach offers plenty of alternatives to design activities that are appropriate for every student, encouraging them to keep learning and exposing them to English language acquisition in a natural setting.

General objective of the proposal

To implement reading comprehension worksheets based on the CLIL approach to improve reading comprehension at the A1 students' level.

Specific objectives of the proposal

- To choose the most widely used and beneficial CLIL reading activities.
- To develop lesson plans based on the dimensions of reading comprehension according to the student's level.
- To engage students in reading tasks to improve their reading comprehension skills.

Methodology

This innovative method is beneficial for the development and continuity of the project because it is expected that students will reach a higher level and improve their reading comprehension and development. Implementing this activity will increase students' desire to read and answer questions based on real texts. Using drawings and other tasks based on the student's interests, the exercises are connected to real-life situations. Moreover, students improve their reading comprehension abilities more rapidly and efficiently in this method. Their reading comprehension skills are strengthened by ongoing exposure and practical experience in academic settings. By doing this, the Content and Language Integrated Learning methodology improves educational time and resources by enabling students to study and practice reading comprehension material at the same time. Because the English language is

acquired about appropriate, real-world topics, learning becomes more defined and meaningful.

Description of the proposal

This project proposes creating reading worksheets based on the CLIL approach to enhancing reading comprehension in A1 students, covering 6 lessons. It was implemented over two weeks, with each class lasting 45 minutes. Each worksheet features six reading comprehension lessons with cognitive strategies, addressing topics like Food, Natural Disasters, Seasons, Recycled Art, Hummingbirds, and Artistic Sports.

Using cognitive reading strategies tasks, students are engaged in both collaborative and individual tasks, fostering their ability to answer questions fluently, exercise autonomy in problem solving, and employ critical thinking and reasoning. The activities implemented in the worksheets actively involve students in the classroom, encouraging and improving their active participation. The lesson is divided into four stages that are activation, where students activate their prior knowledge; Pre-reading, which are instructional activities carried out before students conduct real reading activities; While-reading, where students match reading skill training and enhance the depth of text understanding; and post-reading, where all the connected ideas are concluded. Each stage of the exercises in the worksheet is divided into these indicators: predicting, skimming, scanning, connecting, literal comprehension, reading for details, summarizing, and evaluative comprehension. Each exercise is made according to their students' level using engagement activities in which they can respond by selecting options. The following is a detailed explanation of the activities created throughout the research, taking into consideration this learning process:

Activity 1. Predicting

According to Okasha (2020), in reading, students receive and perceive the content of the text and then produce their comments, interactions, and suggestions. In this predicting activity, students observe pictures, brainstorm, ask questions, identify patterns and structures, discuss, and share predictions to increase active participation and improve comprehension. To start, the teacher encourages students to

read and predict by asking questions, observing pictures, and brainstorming. Then comes, where students start guessing, predicting, and sharing predictions with other students. In this way, this activity generates interest and curiosity in students. Finally, Students work in an activity by matching or selecting the correct answers according to their predictions and guesses. The teacher checks the answers as a whole class. According to Alamri and Alharbi (2021), the successful prediction of student performance has a significant impact on many stakeholders, including students, teachers, and educational institutions.

Activity 2. Skimming

The skimming technique is usually used when there is a lot of material in the text being read (Sandi, 2021). That's why implementing skimming in worksheets helps students to easily find the main idea of the text they are going to read. One such strategy is skimming, which involves quickly scanning the text to identify its main ideas and overall structure. Kievit et al. (2018), asserted that this can be especially useful when trying to define if a text is relevant to a particular topic or research question. In the skimming activities elaborated in the interactive worksheets, students must skim the text and underline, highlight, unscramble, and put a tick in the correct answers to find the main idea of the text below. First, the teacher emphasizes to the class that skimming does not require reading every word; hence, teachers frequently assign this as a timed activity to promote speed. After that, students have high motivation to do exercise because they feel motivated, and the teacher uses the timer to accomplish the activity, making students more competitive. Finally, students, raise your hands when finished following the teacher's instructions. So, they compare their answers in pairs and then tell the teacher if there are similarities or differences in their responses. In this way, students enjoy working collaboratively. According to Saffar (2019), skimming is one of the effective teaching methods in teaching reading

Activity 3. Scanning

Scanning as a technique, which means reading quickly to identify specific information, is appropriate to be applied in various types of texts (Abidin, 2020). Efarni and Syahriani (2024) claimed that reading is not just spelling words or making

sounds but reading about how we understand the meaning or how we get the information contained in the text. Within the activities developed in this part of scanning in the interactive worksheets, we have exercises such as reading the question and underlining the correct answer, completing the sentences with the missing words, and circling if the statements are true or false, or yes, no, according to the text given. To start this activity, the teacher explains to students that they will perform an exploration reading to find concrete information to have a small notion about what is written in the text and answer the questions required in the exercise. After that, the teacher provides students with time to swiftly identify the text's specific content without having to read it all. At the end of the activity, students answer the questions with the information they read. While students can find the information they need in a text without reading it all, they develop into active readers. According to Pratiwi and Indra (2024), it is very useful for getting information; students may overlook other aspects since they focus exclusively on discovering details rather than comprehending the text's content. Using the Scanning Technique can be alternated to build the students' active learning to improve students' reading skills (Luisianti, 2024).

Activity 4. Connecting

Using the text-to-self reading-connection instruction for reading comprehension, students can activate prior knowledge with reading connections and personal experiences (Aisyah et al., 2021). Harvey and Goudvis (2000) pointed out that readers naturally bring their prior knowledge and experience to reading. Exercises like these are included in the interactive worksheets' activities created in this section on connecting: underline the correct statements with yes/no, choose the best option, circle the correct answer, and match the pictures with the corresponding word. To start this activity, the teacher explains to students that it is important to make connections between real life and the texts they are reading. The teacher emphasized that the Content and Language Integrated Learning approach is helpful to improve reading skills. Besides, the teacher indicates that this method not only offers a way to link two texts based on similar language and substance, but also on how it connects to the readers' experiences and the outside world. Then, students

read the whole text to connect the text with their experiences and select the correct answers to the instructions given in the exercise. Finally, they talk with the teacher about important facts of the reading and share with their partners what they know about the topic and engage with the activity. According to Lumbantoruan (2019), “making connections is a strategy that is used to enhance reading comprehension; readers may relate their previous learning and background knowledge to the text.”

Activity 5. Literal comprehension

Mason et al., (2024) mentioned that an interactive effect of condition and cognitive reflection emerged for literal text comprehension that favored readers in the condition of experimenter-provided highlighting with higher ability to resist automatic thinking. A representation that is coherent enough to account for all the information, the key concepts and specifics expressly supplied in the text is a sign that a reader has successfully understood the contents of the text. The literal comprehension level main component is a reciprocal peer questioning-answering process, where the specific questions given are intended to generate conclusions and self-explanations. The exercises included in this part of the worksheets are the following: classify the food, look at the pictures and write the correct number, match the vocabulary with the correct definition, work in pairs, and circle the yes or no statement. To start doing this part of the exercise, the teacher encourages students to read the text again to let them know that the main objective of literal comprehension is to achieve optimal understanding so that students can recognize everything explicit in the text. After that explanation, the teacher tells students to work in pairs and read the command in the exercise. So, as students know, they must read again to complete the exercise. Finally, when students complete the exercises, they can compare their answers with their partners and share more about what they comprehend in the text. Literal comprehension primarily involves linguistic processes, including word recognition, syntactic parsing, and semantic-proposition formation (Grabe, 2009).

Activity 6. Reading for details

Reading a range of materials outside of the standard ESL curriculum, like textbooks, academic journals, and articles, can aid in acquainting students with

difficult vocabulary (Aeni, 2024). When students apply reading for detailed sub-skills, they can read a text and gather specific information. In this section of the worksheet, the following exercises are implemented: read the text and put a tick in the correct answer, underline the correct sentence, circle the correct answer, highlight the correct word, and complete the missing word. To start this part of the worksheet, the teacher explains to students that connecting textual details to the main ideas they have already determined is known as reading for details. Moreover, students can re-read the text to connect pictures and words related to the reading topic and answer the questions. Then, students try to understand the text by asking and answering questions among themselves. They complete the exercises and the whole class checks them following the teacher's instructions. Finally, students' evidence of what they learn and understand about the text is in their answers. Close reading means reading a text closely: looking at the details and discussing how those details lead you to make conclusions about the text (Taqiyuddin, 2018). Close reading is re-reading a text carefully, and with purpose (Boyles, 2013).

Activity 7. Summarizing

McNamara et al. (2024), stated that participants' summary quality may vary due to various individual factors, including prior knowledge, reading skills, writing skills, intrinsic and extrinsic motivation, as well as several contextual factors. According to Hua (2024), writing summaries is one type of task that helps students read successfully. Therefore, the activities proposed on the worksheet in this section of summarizing are the following: According to the reading make a list of the food to stay healthy, write the steps of the plant life, correct the mistakes in the sentences, answer the question by completing the missing words, look at the first letter then write the parts of hummingbirds and answer the questions by looking at the first letter. First, the teacher tells the students that summarizing is an activity that involves converting the text into an extract of the most relevant elements of the reading. Then, students read the exercises, and they can read again to answer the activities in the summary with the information required. Finally, the teacher emphasizes to students that this exercise and activity can help them to have better comprehension and remember the information they read because it allows them to write and

highlight the essential ideas and points in the reading comprehension. Summarizing is the process of automatically condensing and rewriting large portions of text to create a small, snappy summary (Azizah et al., 2025).

Activity 8. Evaluative comprehension

According to Du and Gao (2024), for a critique to properly evaluate a resource, both critical reading and analysis must be applied to point out to readers the strengths and weaknesses of the arguments given. Taking into account the meaning of this important indicator in reading comprehension, the activities proposed on the worksheets in this stage are the following: work in pairs, read the text again and select true or false, draw the life cycle of the plant, answer questions about the seasons reading, read the text about recycling and circle the correct answer, read the text about hummingbirds and circle the answers, read the text about artistic sports and circle the correct answer. To start the exercise, the teacher explains to students that this stage is going to help them evaluate the reliability and accuracy of the information they are taking in the readings. After that, the teacher set the time to do the activity, and the students started reading again to answer the questions proposed in this stage. Finally, the teacher asks students to compare their answers as they work in pairs and gives small feedback in case of any incorrect answers to improve the teaching and learning of this activity. Comprehension can be measured by answering several questions about the reading materials, rewriting the information obtained by using their sentences, or sharing the ideas with others (Suzanne, 2020). Evaluative comprehension requires the reader to go beyond further denotation to consider what they think and believe about the message in the text (Buelvas, 2024).

Feasibility

Technical feasibility

To develop this project, researchers decided to carefully choose the tools and materials needed for its development. This includes resources like paper, markers, pens, pencils, sheets, laptops, internet, a projector, and more.

Financial feasibility

The budget for the design of this proposal was provided by the researchers. The expenses that were considered for the application of the study were: the printing

and copying of the instruments, as well as the worksheets that included the cognitive reading task based on the CLIL approach.

Presentation of results

Research question 2

To what extent did the CLIL approach improve the reading comprehension of the students?

The scores achieved by learners were the results of the pretest, which is the obtained data that is presented following: 12 aspects were used as criteria to evaluate the pretest: predicting (1 point), connecting (1 point), summarizing (1 point), inferential comprehension (1 point), literal comprehension (2 points), evaluative comprehension (2 points), skimming (2 points), scanning (3 points), reading for detail (3 points), Pre-reading (1 point), while reading (1 point) and post-reading (2 points). So, the final score was 20 points.

Table 5

Summary of the pretest results

N	Criteria	Min	Max	Mean	SD
30	Predicting	0,00	1,00	0,82	0,31
	Connecting	0,00	1,00	0,83	0,33
	Summarizing	0,00	1,00	0,58	0,42
	Inferential Comprehension	0,00	1,00	0,70	0,47
	Literal Comprehension	0,00	1,50	0,92	0,51
	Evaluative Comprehension	0,00	2,00	0,43	0,57
	Skimming	0,00	2,00	1,13	0,87
	Scanning	0,00	3,00	1,02	0,95
	Reading for detail	1,00	3,00	2,07	0,78
	Pre-reading	0,00	1,00	0,73	0,31
	While-reading	0,00	1,00	0,22	0,41
	Post reading	0,00	2,00	1,15	0,60

Elaborated by Albán and Avilés (2025)

Discussion: According to the results obtained in the pretest and the criteria evaluated on it, the component that showed more difficulties was “*evaluative*”

comprehension” since it just obtained the values of $M 0.43$; and $SD 0.57$. This outcome demonstrated that students had difficulty in analyzing and comprehending deeply a text to evaluate comprehension on a reading. The second component that students struggled was “*while reading*” with the values of $M 0.22$; and $SD 0.41$. This result showed that students had trouble comprehending and evaluating words, phrases, and sentences in a text while they were reading. The third component that showed difficulties was “*inferential comprehension*” with the values of $M 0.70$ and $SD 0.47$ this result proved that students had trouble making inferences in the text. The fourth component in which students struggled was “*summarizing*” with the values of $M 0.58$ and $SD 0.42$ which meant a problem for students to select the most important ideas to sum up a text. The fifth component that showed student’s difficulty was “*Pre-reading*” with the values of $M 0.73$ and $SD 0,31$ This result showed that students had difficulty in identifying key ideas before reading a text. The sixth component that students struggled with was “*predicting*” with the value of $M 0.82$ and $SD 0.3.1$ This result indicated that students had difficulty in making accurate predictions to get meaning from a text. The seventh component that students struggle was “*connecting*” with the value of $M 0.83$ $SD 0.33$. This result showed that students struggle in constructing meaning using previous information and experiences. And the last component that showed students’ difficulty was “*literal comprehension*” with the value of $M 0.92$ $SD 0.51$. This result revealed that students had difficulty understanding a short text and getting specific answers to simple questions related to the text. However, “*skimming*” ($M 1.13$, $SD 0.87$), “*scanning*” ($M 1.02$, $SD 0.95$), “*reading for detail*” ($M 2.07$, $SD 0.78$) and “*post reading*” ($M 1.15$, $SD 0,60$) were the four most significant components. These results were made possible by the fact that students could comprehend the text's main idea only by reading its keywords. Additionally, students were able to locate the information they required by connecting the visuals to the material. Additionally, students were able to relate the concepts in the reading by skimming and scanning the written text to reaffirm what they had just read.

Table 6

Summary of the post-test results

N	Criteria	Min	Max	Mean	SD
30	Predicting	0,80	1,00	0,98	0,06
	Connecting	1,00	1,00	1,00	0,00
	Summarizing	0,00	1,00	0,82	0,31
	Inferential Comprehension	1,00	1,00	1,00	0,00
	Literal Comprehension	0,50	2,00	1,22	0,34
	Evaluative Comprehension	0,50	2,00	0,92	0,32
	Skimming	0,50	2,00	1,42	0,59
	Scanning	0,50	3,00	1,33	0,77
	Reading for detail	1,00	3,00	2,22	0,68
	Pre-reading	0,50	1,00	0,90	0,20
	While-reading	0,00	1,00	0,50	0,39
	Post reading	0,50	2,00	1,30	0,50

Elaborated by Albán and Avilés (2025)

Discussion: Considering the evaluated criteria, the component that generated the best results was “literal comprehension,” with a mean of $M = 1.22$ and a standard deviation of $SD = 0.34$. This means that at the end of the intervention, students were able to understand short texts and get specific answers to simple questions related to the texts. “Skimming” with a value of $M 1.42$ and $SD 0.59$ indicates that students were able to quickly review the written text and gain a general understanding of the topic. “Scanning” with a value of $M 1.33$ and $SD 0.77$ indicates that students were able to quickly review the text to answer specific questions about the readings. And “post-reading” with a value of $M 1.30$ and $SD 0.50$ indicates that students managed and completed the tasks without any issues because they were able to process the information they had just read. The most noticeable component was “reading for details,” with a mean of $M 2.22$ and a standard deviation of 0.68 . indicates that students were able to conclude the intervention by reading for detail quickly and accurately, thereby relating specific information in the text to the primary concepts they had previously determined. Conversely, the components that demonstrated minimal variation were “predicting” with values of $M 0.98$ and $SD 0.06$, “connecting” $M 1.00$ and $SD 0.00$, “summarizing” $M 0.82$ and $SD 0.31$, “inferential

comprehension” M 1.00 and SD 0.00, “evaluative comprehension” M 0.92 and SD 0.32, “Pre-reading” M 0.90 and SD 0.20, and “while reading” M 0.50 and SD 0.39. The results above demonstrate that students overcame obstacles and maintained nearly the same level of performance.

Table 7

Data on the difference between the means

N	Pretest		Post test		Difference between the means		Overall % increase
	M	SD	M	SD	MD	SD	
30	10,6	3,1	13,59	2,02	2,99	-1,08	28,21

Elaborated by Albán and Avilés (2025)

Regarding the data obtained, the difference was MD = 2.99 in a positive direction. The difference between standard deviations was SD = -1.08 in the negative direction, indicating an improvement in the data distribution. Means that the posttest results were concentrated nearer the posttest mean value, while the pretest data spread farther away from the pretest mean. To conclude, the overall increase at the end of the intervention was 28.21%, indicating a moderate improvement in a positive direction.

Research question 3

Which specific components of reading comprehension were improved after using the CLIL approach?

Table 8

Pre-test and Post-test Results

PRETEST						POST TEST				
No.	Criteria	Min	Max	Mean	SD	Criteria	Min	Max	Mean	SD
30	Predicting	0,00	1,00	0,82	0,31	Predicting	0,80	1,00	0,98	0,06
	Connecting	0,00	1,00	0,83	0,33	Connecting	1,00	1,00	1,00	0,00
	Summarizing	0,00	1,00	0,58	0,42	Summarizing	0,00	1,00	0,83	0,31
	Inferential Comprehension	0,00	1,00	0,70	0,47	Inferential Comprehension	1,00	1,00	1,00	0,00
	Literal Comprehension	0,00	1,50	0,92	0,51	Literal Comprehension	0,50	2,00	1,22	0,34
	Evaluative Comprehension	0,00	2,00	0,43	0,57	Evaluative Comprehension	0,50	2,00	0,92	0,32
	Skimming	0,00	2,00	1,13	0,87	Skimming	0,50	2,00	1,42	0,59
	Scanning	0,00	3,00	1,02	0,95	Scanning	0,50	3,00	1,33	0,77
	Reading for detail	1,00	3,00	2,07	0,78	Reading for detail	1,00	3,00	2,22	0,68
	Pre-reading	0,00	1,00	0,73	0,31	Pre-reading	0,50	1,00	0,90	0,20
	While-reading	0,00	1,00	0,22	0,41	While-reading	0,00	1,00	0,50	0,39
	Post reading	0,00	2,00	1,15	0,60	Post reading	0,50	2,00	1,30	0,50

Elaborated by Albán and Avilés (2025)

Discussion: The pretest and posttest findings were completed by the 30 students who took part in this study. According to the outcomes, Predicting, Connecting, Inferential Comprehension, and Pre-reading were the specific components of reading comprehension that demonstrated a noticeable improvement after the intervention. Connecting and inferential comprehension reported a standard deviation (SD) of 0. This implies that the study was quite successful because these skills saw consistent improvement. Furthermore, predicting points a very low SD of 0.6, showing a consistent and noteworthy improvement in the students' performance. Similarly, the Pre-reading component had an SD of 0.20, demonstrating that the intervention was efficacious in developing this skill of reading comprehension.

Research question 4:

What are the students' perceptions regarding the implementation of the CLIL approach in improving reading comprehension?

After analyzing the information gathered from the students' interviews, a summary of their answers is presented below, divided into two categories: Positive and Negative.

Most of the class expressed positive perceptions towards the implementation of the CLIL approach for developing reading. These are some of their opinions:

“CLIL was an approach that helps them read texts that are related to their real context. So, they had previous knowledge in their mother tongue about the topics that were developed in the worksheets, which helped them to connect information. “According to students, the topics that they liked the most were natural disasters and food because these topics are part of their everyday life. In the case of natural disasters, they mentioned that living in a city whose main attraction is a volcano, they have always participated in drills. That is why it was an interesting topic to develop in English classes.” “Students considered that yes, because they can learn new words in English about topics that they review in other subjects, such as Science.” “Students mentioned that reading is a difficult skill. However, they believed that developing this skill helps them to improve their knowledge of the English language, making it easier to do their homework or activities and improve their grades in the subject.” “Students felt that the aspects of reading skills that improved were predicting, connecting, and inferring information. Additionally, supporting texts by visual aids provided them with clues that helped them develop these skills and better understand the content” “Their answer was yes because they learn some strategies to use when reading, such as using pictures to understand the context or words that they didn't know and connecting simple information with things that they already knew. However, they felt that they needed to continue doing activities that helped them improve their reading comprehension skills.

On the other hand, few students express their disapproval of the implementation of this approach in reading activities, stating that they:

“Found it difficult to comprehend the texts while reading because they felt insecure about their ability to recognize sentence structures as well as

understand the meaning of unfamiliar words.” “Even though they could understand the topics of the texts, they had problems identifying specific details about them, which made their overall comprehension difficult.” “The texts were not so long; however, they were unable to identify the main ideas of it, which turned into a challenge answering questions correctly.” “They cannot summarize the most important points as well as express their thoughts about what they have read.” “They didn’t practice enough during the reading process because they couldn’t identify key words, words in context or details about the texts, which limited their reading comprehension.”

Discussion of the results

The diagnosis phase contributed to answering the first research question because students were able to recognize that identifying main ideas, understanding the meaning and significance of each detail of the texts, summarizing the information, drawing conclusions, and making personal judgments are the factors that affect the development of their reading comprehension skills. These students’ diagnostic survey results are in line with the problem addressed in the study carried out by Stricklin (2011) in an urban elementary school in the United States, where many fifth-grade students faced many issues with reading comprehension. Although they can decode words, learners do not know the strategies to make sense of what they read.

The second research question was addressed by the intervention’s outcomes, which corroborate that the use of the CLIL approach had a positive impact on the development of reading comprehension, especially in some core sub-skills. To develop their deeper understanding, students applied logical thinking successfully, their prior knowledge, and the contextual clues provided by the texts. Without a doubt, supporting texts with visual aids played a crucial role in that learners understand unfamiliar vocabulary and textual information, as well as in the development of these learners’ skills.

So, contrasting these results with the research background, Romero and Cárdenas (2019) concluded that the soft CLIL method was effective in the

improvement of reading comprehension strategies before, during, and after reading. In their study, they mentioned that students use the images to identify the main ideas of the texts, read aloud without fear of correction, follow teachers' readings, and reread the text to look up unknown vocabulary. These strategies help students become more involved in class, expand their vocabulary, work better in groups, and feel more confident. Furthermore, Hamidavi et al. (2016) claimed that the CLIL approach provides students with more exposure to the target language through reading resources that lay out comprehensive input to facilitate the cognition and thinking process. It contributes to having better concept formation, understanding, and language. Besides, the use of visual aids and graphics aids learning, including increasing motivation, attention, clarification of the material, and processing support.

Regarding the third research question, the outcomes pointed out that Predicting, Connecting, Inferential Comprehension, and Pre-reading were the components that were improved after using the CLIL approach. Nevertheless, the study also showed that there is a need for further instructional support in reading strategies due to students still having trouble with summarizing the information of texts, as well as evaluative comprehension. These results are in line with the findings of Nieto (2016), who affirmed that CLIL students showed significant differences in understanding space-time relations, global comprehension, and identification of detail compared to non-CLIL students. However, its effectiveness is not noticeable in young primary school learners; it's probably due to the hours of exposure of students to the target language, which are not sufficient to obtain significantly better results. In addition, the students' age would be another limited factor due to students of 9-10 years old having their cognitive, learning, and transference strategies relatively undeveloped. That's why it might be essential to wait till learners are older to take advantage of the benefits of CLIL methodology.

Finally, relating to the fourth research question, the results revealed that students had favorable opinions about the CLIL approach because it improved their reading comprehension, particularly when the activities included visual aids, familiar content, and engaging topics. These aspects made reading more approachable, increasing their confidence to complete reading assignments more successfully.

These opinions concurred with the findings of Suttipun (2019) who reported in their study that the five main reasons to get better results in reading comprehension, using CLIL were the facts that students were motivated by the familiar content, the inclusion of top-down and bottom-up approaches to predict meaning and decode individual words, their motivation was impacted positively, their critical thinking was promoted by cooperative learning, and the use of a wide range of materials. In the same way, Calle (2023) stated that the use of the CLIL approach significantly enhances students' vocabulary knowledge by allowing them to use a broad range of vocabulary in contexts that are relevant to their learning, which strengthens their reading skills. And Bayram et al., (2019), who claimed that CLIL lets students cover different topics in class, exposed them to a variety of texts that improve their reading comprehension based on the content-driven of this educational approach.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Regarding the results of the survey to identify the factors that affect the development of reading comprehension in students. It is concluded that one of the biggest challenges students face in developing reading activities is identifying the main ideas and important details of a text. These aspects impact the ability to identify essential information, summarize effectively, and discern the author's perspective. So, the inability of students to grasp the importance and meaning of every detail in the text is the root cause of these problems. As a result, after completing the reading process, students often struggle to conclude, make inferences, or make critical judgments.

Then, the scores obtained on the pretest and posttest revealed that the application of the Content and Language Integrated Learning approach improved the students' reading comprehension level moderately. Their initial reading comprehension level was low. Later, because of being exposed to a range of reading activities, students' vocabulary and content understanding of the texts improved moderately. The intervention helped students find the exercises of each stage simple so that they could comprehend the reading passages. Furthermore, almost all the exercises aided students in consolidating the vocabulary and content they had learned. And it encouraged greater interaction among them. The content that students were reading for the test was easier for them to understand. As a result, fifth graders' performance improved from a low to a moderate average on the post-test.

After that, considering the outcomes of the pretest and posttest, the specific components of reading comprehension that students improved, as evidenced by their progress in these indicators in the posttest results, included predicting, connecting, inferential comprehension, and Pre-reading. To support the development of these skills, exercises were included that promoted exploration, supported by visual aids, which contributed to activating their prior knowledge and reinforcing vocabulary, facilitating adequate comprehension. Thus, students were engaged with the reading materials, and they could recognize familiar vocabulary, deduce or infer unknown vocabulary, and complete tasks that let them strengthen their reading

skills in meaningful contexts. On the other hand, they completed the most challenging assignments related to reading for details and summarizing. However, it is paramount to continue developing exercises that promote the development of these components.

Finally, according to the interview results, students provided both positive and negative responses. They reported an overall improvement in their reading skills, which enabled them to learn more about the English language. Thus, the intervention made it easier for them to complete assignments and other tasks, enabling them to achieve better scores in the subject. Students believed that inferring, connecting, and predicting information were the areas of their reading skills that had improved the most. These thoughts are aligned closely with the results of the posttest. Furthermore, learners emphasized that visual aids were significant tools that provided them with contextual clues, enhancing their comprehension of the material and helping them improve their reading abilities. In addition, students provided a favorable response regarding the strategies applied during the intervention, as they had learned practical reading strategies to read and comprehend passages. These reflections demonstrate not only the effectiveness of the intervention but also that students enhanced their metacognitive awareness of how to approach texts more strategically.

Recommendations

First, based on the biggest challenge in the factors that affect the development of reading comprehension that students face when completing reading tasks such as identify the main idea in a text, find important facts in a text and summarize a text, to improve this factors in students' reading comprehension, it is recommended to incorporate more interactive reading exercises using illustrations and clues for students at this level and including the CLIL approach into lesson plans when teaching reading skill. For instance, reading texts that cover issues related to this strategy is essential for enhancing this talent. Furthermore, the breadth of content supported by this methodology provides teachers with a wealth of extra material ideal for activities before, during, and after reading.

Second, due to the moderate average obtained, it is recommended that

teachers design CLIL lesson activities that encourage deeper engagement by using authentic texts from subject areas such as Science, Geography, Physical Education, and other academic subjects. It is highly relevant to add and implement cognitive strategies when teaching reading comprehension, such as predicting, skimming, scanning, connecting, literal, evaluative comprehension, summarizing, and reading for detail. Reading sessions and exercises aimed at enhancing learners' English competencies should be incorporated by teachers and used to assess reading comprehension skills before and after class periods.

Third, to improve reading comprehension levels in students, teachers should identify the specific components that students need to enhance their reading comprehension skills. For this reason, teachers should use the Content and Language Integrated Learning strategy to assess students' reading comprehension both before and after a school period. This approach moderately increases the reading skills of students who enjoy practicing it. Therefore, each time a new school year begins, it is advisable to assess students in each of these skills. This involves monitoring their level, recording areas that need improvement, and working on them to strengthen their reading comprehension skills.

To conclude, it is essential to foster collaborative work in the classroom to spark interest and meaning in every action related to the teaching and learning process of reading skills. Besides, authorities should encourage cooperation between English teachers and other subject teachers to establish connections of generosity and share knowledge, resources, and ideas to arrange, coordinate, teach, and evaluate the same class of students using CLIL lessons, employing both linguistic and content knowledge. On the other hand, to change the negative perceptions, it is advised that teachers seek out professional development opportunities that expand their understanding of this method to prepare training workshops with other teachers, socialize the benefits of this approach, and modify assignments according to students' language proficiency levels to prevent overloading them with information beyond their comprehension. This transition will significantly enhance students' perception of the Content and Language Integrated Learning approach.

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_____ , _____ , _____ , _____ ,
_____ , _____ , _____ , _____ ,

Reading Strategies: Evaluative Comprehension

8. Read the text again and select True or False.

- | | | |
|---|------|-------|
| a) Fruit and vegetables are healthy. | True | False |
| b) Eating bread and pasta, you obtain calcium for your bones. | True | False |

- a) Hummingbirds are **big/small**
- b) They have feathers with **dark/bright colors**
- c) They have **feathers/hair**.

Reading Strategy: Summarizing

7. According to the reading. Look at the first letter and write the parts of a hummingbird.

- a) B_____
- b) F_____
- c) W_____
- d) T_____

Reading Strategy: Evaluative Comprehension

8. In pairs, read the text, circle, and answer the question.

1) What is the message of the passage?

- a) Hummingbirds
- b) Eagles
- c) Parrot
- d) Others

2) Write three facts about hummingbirds.

- 1) _____
- 2) _____
- 3) _____

- a) The history of artistic sports.
- b) The difference between artist sports.
- c) The benefits of practicing these sports.
- d) The materials you need to practice these sports.

Reading Strategies: Reading for detail – Post reading

6. Read the text above and complete the missing words in the paragraph.

- Skaters spend very long (a)_____ practicing so that they can (b)_____ their (c) _____ and give excellent (d) _____.

Reading Strategy: Summarizing

7. According to the reading. Answer the following question. Look at the first letter.

- Which sports would you practice being in good shape and healthy?
 - a) F_____ S_____
 - b) R_____ G_____
 - c) S_____ S_____

Reading Strategy: Evaluative Comprehension

8. In pairs, read the text, and circle the best answer.

1) Which sport do you like the most?

- a) Figure Skating
- b) Rhythmic gymnastics
- c) Synchronized swimming

2) Skaters give excellent _____

- a) Songs
- b) Performances
- c) Speech

Appendix 12: Lesson Plans

LESSON PLAN 1			
Group: 30 students		Subject: English	
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Food</p> <p>General Objective: Students will be able to identify vocabulary related to food groups and identify the main ideas of a short-written text about this topic.</p> <p>Communication:</p> <ul style="list-style-type: none"> • Vocabulary: meat, beans, nuts, milk, cheese, yogurt, rice, pasta, bread, protein, calcium • Grammar: Simple Present • Language functions: predict, connect, and identify. <p>Cognition:</p> <ul style="list-style-type: none"> • Cognitive skills: understanding, summarizing, and creating. <p>Culture:</p> <ul style="list-style-type: none"> • Students are aware of the importance of choosing their daily food that provides energy for their bodies 			
<p>Lesson objectives:</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify vocabulary about some food. • Predict information by examining the title and images of written text. • Recognize the main ideas of the written text. • Summarize the information. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p style="text-align: center;"><i>Activating prior knowledge:</i></p> <p>Students will be challenged by the teacher to write one food that starts with each letter of the alphabet. The teacher will talk to the class about what kind of food they must eat to keep up their health.</p>	Whole class	Whiteboard Markers Pen Pencils
10 minutes	<p style="text-align: center;"><i>Pre-reading</i></p> <p>1. The teacher will start the activity by asking the students to repeat the pronunciation of the words related to food. Students repeat the words while pointing to the</p>	Whole class	Whiteboard Markers

<p>5 minutes</p>	<p>pictures. Then, students will match the vocabulary. 2. Ask students to skim the text “The Food Plate You Need” and highlight the words about food found in the text. The teacher will provide feedback about the vocabulary of food.</p>	<p>Individual</p>	
<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p><i>While reading</i> 3. Ask students to scan the text “The Food Plate You Need” and focus their attention on the images and the title of the text so they can underline the correct answer to the question. 4. Ask students to read the text again to connect the ideas and underline yes or no to the statements. 5. Students will classify which foods are protein, dairy products, and grains. Then, compare with their partner the answers.</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers</p>
<p>5 minutes</p> <p>5 minutes</p>	<p><i>Post Reading</i> 6. Ask students to read the text for details again. Then, they will put a tick in the correct information. 7. Students will write a list of the food learnt in the text. 8. Ask students to read the text again to evaluate their comprehension, and they select true or false for the sentences. Compare answers with their partners</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers</p>

LESSON PLAN 2			
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Natural Disasters</p> <p>General Objective:</p> <ul style="list-style-type: none"> • Students will be able to identify some vocabulary about natural disasters. <p>Communication:</p> <ul style="list-style-type: none"> • Vocabulary: tornado, tsunami, volcanic eruption, earthquake • Language functions: Skim and scan, predict, connect, and identify. <p>Cognition:</p> <ul style="list-style-type: none"> • Cognitive skills: understanding, summarizing, and answering questions. <p>Culture:</p> <ul style="list-style-type: none"> • Students are aware of the importance of keeping well informed about natural disasters. 			
<p>Lesson objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify vocabulary about natural disasters. • Predict information by examining the images and the steps of a written text. • Recognize the main ideas of the written text. • Summarize the information. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p><i>Activating prior knowledge:</i></p> <p>The teacher will start the activity by showing some flashcards about events related to natural disasters around the world. Students repeat the words while pointing to the pictures. Then, they will match the vocabulary.</p>	Whole class	Whiteboard Markers Flashcards Ruler
10 minutes	<p><i>Pre-reading</i></p> <p>1. The teacher asks the students to repeat the pronunciation of the words related to natural disasters. They repeat the words while matching the vocabulary.</p>	Whole class	Whiteboard Markers
5 minutes	<p>2. Students will read the text and underline the vocabulary correctly. The teacher will provide feedback about the vocabulary related to natural disasters.</p>	Individual	

<p>5 minutes</p>	<p><i>While reading</i></p> <p>3. Ask students to scan the text and focus their attention on the images. Then, students will underline the correct answer to the question in the worksheet.</p>	<p>Whole class</p>	<p>Whiteboard Markers Markers Flashcards Worksheet</p>
<p>5 minutes</p>	<p>4. Ask students to read the text again to connect the ideas and choose the correct word.</p>	<p>Individual</p>	
<p>5 minutes</p>	<p>5. Students will write the correct answers about the vocabulary of natural disasters.</p>	<p>Individual</p>	
<p>5 minutes</p> <p>5 minutes</p>	<p><i>Post Reading</i></p> <p>6. Ask students to read the text for details again. Then, they will underline the correct sentence.</p> <p>7. Ask students to read again the text to evaluate their comprehension. Then, students will order the sentences about natural disasters</p> <p>8. Ask students to complete the graphic organizer about natural disasters.</p>	<p>Individual</p>	<p>Whiteboard Markers Worksheet</p>
		<p>Individual</p>	
		<p>Whole class</p>	

LESSON PLAN 3			
Group: 30 students		Subject: English	
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Seasons of the year</p> <p>General Objective:</p> <ul style="list-style-type: none"> Students will be able to recognize the four seasons of the year. <p>Communication:</p> <ul style="list-style-type: none"> Vocabulary: Spring, Summer, Winter, Fall Grammar: Simple present Language functions: Skim and scan, predict, connect, and identify. <p>Cognition:</p> <ul style="list-style-type: none"> Cognitive skills: understanding, summarizing, and answering questions. <p>Culture:</p> <ul style="list-style-type: none"> Students understand the significance of the four seasons of the year. 			
<p>Lesson objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Identify vocabulary about the seasons of the year. Make predictions by looking at the pictures and the instructions in a written text. Identify the written text's main ideas. Write a summary of the information provided. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p>Activating prior knowledge:</p> <p>The teacher will start the class by talking about the representation of a picture and will ask students to look at the photograph and guess the topic of the worksheet. Then ask them, "What season is in this picture? Is it summer? Is it winter? What's the season now in the city, etc." Finally, the teacher will tell students that they will learn about the four seasons of the year.</p>	Whole class	Whiteboard Markers Flashcards Worksheet
10 minutes	<p>Pre- reading</p> <p>1. The teacher will start the activity by asking the students to repeat the pronunciation of the words related to the</p>	Whole class	Whiteboard Markers Worksheet Pen

<p style="text-align: center;">5 minutes</p>	<p>seasons. Students repeat the words while pointing to the pictures. Then, students will write the words in the box under each picture.</p> <p>2. The teacher will provide feedback about the vocabulary related to the seasons.</p> <p>3. Ask students to skim the text about seasons and write the words in the box under each picture.</p>		<p>Pencil</p>
<p style="text-align: center;">5 minutes</p> <p style="text-align: center;">5 minutes</p> <p style="text-align: center;">5 minutes</p>	<p style="text-align: center;"><i>While reading</i></p> <p>3. Ask students to scan the text and focus their attention on the words that are missing. Then, students will complete the sentences with the missing words.</p> <p>4. Ask students to read the text again to connect the ideas and circle the correct word.</p> <p>5. Students will match the vocabulary about the seasons with the correct definition and write a-d next to the numbers 1-4.</p>	<p style="text-align: center;">Individual</p> <p style="text-align: center;">Individual</p>	<p>Whiteboard Markers Worksheet Pen Pencil</p>
<p style="text-align: center;">5 minutes</p> <p style="text-align: center;">5 minutes</p>	<p style="text-align: center;"><i>Post Reading</i></p> <p>6. Ask students to read the text for details again. Then, they will underline if the statement is True or False.</p> <p>7. Students will correct the mistakes in the following sentences.</p> <p>8. Ask students to read again the text to evaluate their comprehension. Then, students will answer the question about the reading.</p>	<p style="text-align: center;">Individual</p> <p style="text-align: center;">Pairs</p>	<p>Whiteboard Markers Worksheet Pen Pencil</p>

LESSON PLAN 4			
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Recycled Art</p> <p>General Objective: Students will be able to reduce waste and recycle materials to reuse and maintain a clean environment.</p> <p>Communication:</p> <p>Vocabulary: Plastic, Glass, Recycle, Paper</p> <ul style="list-style-type: none"> • Grammar: Gerunds • Language functions: predict, connect, identify, and read for details. <p>Cognition:</p> <ul style="list-style-type: none"> • Cognitive skills: understanding, summarizing, and creating. <p>Culture:</p> <ul style="list-style-type: none"> • Students are aware of the importance of keeping the environment clean by following the three R's (Reduce-Reuse-Recycle). 			
<p>Lesson objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify vocabulary related to recycling. • Predict information by examining the title and images of written text. • Recognize the main ideas of the written text. • Summarize the information. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p>Activating prior knowledge:</p> <ol style="list-style-type: none"> 1. Brainstorm about how to keep the environment clean, the city, and the school. Ask students about the things they can recycle. 2. The teacher will tell the students <p><i>Today, we are going to learn about recycled art.</i></p>	Whole class	Whiteboard Markers
10 minutes	<p>Pre- reading</p> <ol style="list-style-type: none"> 1. The teacher asks the students to practice the pronunciation of the words related to recycled art. Then students will look at the pictures and 	Whole class	Whiteboard Markers Flashcards Pen Pencil

LESSON PLAN 5			
Group: 30 students		Subject: English	
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Hummingbirds</p> <p>General Objective:</p> <ul style="list-style-type: none"> • Students will be able to recognize some facts of hummingbirds. <p>Communication:</p> <ul style="list-style-type: none"> • Vocabulary: Feathers, Tail, Wings, Beak • Grammar: • Language functions: predict , connect, identify, and read for details. <p>Cognition:</p> <ul style="list-style-type: none"> • Cognitive skills: understanding, summarizing. <p>Culture:</p> <ul style="list-style-type: none"> • Students appreciate and identify the various birds in their surroundings. 			
<p>Lesson objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify vocabulary about the parts of a bird • Predict information by examining the title and images of written text. • Recognize the main ideas of the written text. • Summarize the information. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p><i>Activating prior knowledge:</i></p> <p>The teacher will challenge students to play Hangman. The teacher will write the first and last letter of the reading text. Then, Students will tell the teacher one letter of the alphabet and guess the word. The Teacher will explain students that they are going to learn some facts about hummingbirds.</p>	Whole class	Whiteboard Markers
10 minutes	<p><i>Pre- reading</i></p> <p>1. The teacher will start the activity by asking the students to look at the image of a bird. Then the teacher will tell them the parts of the bird and students will repeat the pronunciation. After that, students will circle the correct answer.</p>	Whole class	Whiteboard Markers Flashcards Pen Pencils

<p>5 minutes</p>	<p>2. Ask students to skim the text “Hummingbirds” and unscramble the parts of the bird. The teacher will provide feedback about the facts of the hummingbirds.</p>	<p>Individual</p>	
<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p style="text-align: center;"><i>While reading</i></p> <p>3. Ask students to scan the text “Hummingbirds” and focus their attention on the images and the title of the text so they can circle True or False.</p> <p>4. Ask students to read the text again to connect the ideas and match the pictures with the words.</p> <p>5. Students will connect pictures with the words. Then, compare their answers with a partner</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers Flashcards Pen Pencils</p>
<p>5 minutes</p> <p>5 minutes</p>	<p style="text-align: center;"><i>Post Reading</i></p> <p>6. Ask students to read for details the text. Then, they will highlight the correct word.</p> <p>7. Students will look at the first letter and write the parts of a hummingbird.</p> <p>8. Ask students to read again the text to evaluate their comprehension, they circle and answer the question. Compare their answers with a partner.</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers Flashcards Pen Pencils</p>

LESSON PLAN 6			
Group: 30 students		Subject: English	
Level: A1		Course: 5 th grade	
Time: 45 minutes		Skill: Reading (Comprehension)	
Teachers: Johanna Albán and Edith Aviles		School Period: 2024-2025	
<p>Content: Artistic Sports</p> <p>General Objective:</p> <ul style="list-style-type: none"> Students will be able to identify vocabulary related to artistic sports <p>Communication:</p> <ul style="list-style-type: none"> Vocabulary: Figure skating, Rhythmic gymnastics, Synchronized swimming Grammar: There is/There are Language functions: predict, connect, and identify. <p>Cognition:</p> <ul style="list-style-type: none"> Cognitive skills: understanding, summarizing, and evaluating. <p>Culture:</p> <ul style="list-style-type: none"> Students are aware of the importance of practicing one of these sports to be in good shape and stay healthy. 			
<p>Lesson objectives:</p> <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> Identify vocabulary about some artistic sports. Predict information by examining the title and images of written text. Recognize the main ideas of the written text. Summarize the information. 			
Time	Activity	Interaction patter	Tools and materials
5 minutes	<p>Activating prior knowledge:</p> <p>The teacher will play a video about Artistic Sports, pausing students to repeat the vocabulary.</p> <p>https://youtu.be/1G1R2IwUBVo?si=RzU7aXbMkGrsnlZV</p>	Whole class	Whiteboard Markers Projector Video
10 minutes	<p>Pre-reading</p> <p>1. The teacher will start the activity by asking the students to repeat the pronunciation of the vocabulary related to Artistic Sport. Then, students will look at the pictures and write the correct words under the line.</p>	Individual	Whiteboard Markers Worksheet Pen Pencil

<p>5 minutes</p>	<p>2. Ask students to skim the text “ Artistic Sports ” and highlight the correct sentence related to the text.</p> <p>The teacher will provide feedback about the sentences in the task.</p>	<p>Individual</p> <p>Whole class</p>	
<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p><i>While reading</i></p> <p>3. Ask students to scan the text “Artistic Sports” and focus their attention on the images and the title of the text so they can circle Yes or No to the statements</p> <p>4. Ask students to read the text again in order to connect the images with their correct words.</p> <p>5. Students will read the text and search for the main idea of the reading. Then, they will circle the correct letter.</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers Worksheet Pen Pencil</p>
<p>5 minutes</p> <p>5 minutes</p>	<p><i>Post Reading</i></p> <p>6. Ask students to read for details the text. Then, they will complete the missing words in the paragraph.</p> <p>7. Students will answer the following question: Which sports would you practice being in a good shape and healthy?</p> <p>8. Ask students to read again the text to evaluate their comprehension; they will circle the best answer.</p>	<p>Individual</p> <p>Individual</p> <p>Pairs</p>	<p>Whiteboard Markers Worksheet Pen Pencil</p>