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Content and Language integrated learning activities to improve reading comprehension in sixth graders

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DEDICATORIA

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RESUMEN

La interconexión global ha incrementado la relevancia del inglés como segunda lengua, especialmente en educación. En este contexto, el enfoque Content and Language Integrated Learning (CLIL) combina la enseñanza de contenidos con el aprendizaje del idioma, fortaleciendo la comprensión lectora y fomentando el pensamiento crítico. No obstante, los estudiantes de sexto grado presentan dificultades en esta habilidad debido a métodos tradicionales basados en memorización y ejercicios aislados de vocabulario. Este estudio analiza el impacto de las actividades CLIL en la comprensión lectora de estudiantes de sexto grado, utilizando un enfoque cuantitativo con un diseño de preprueba y posprueba para evaluar su efectividad. La investigación se llevó a cabo con una muestra de 30 estudiantes y 5 docentes, utilizando encuestas, entrevistas y pruebas de comprensión. Los resultados muestran que, antes de la intervención, más del 70% de los estudiantes obtenían puntuaciones inferiores al 60% en comprensión lectora. Tras la aplicación de CLIL, se observó una mejora del 28% en la puntuación general, con avances significativos en la identificación de ideas principales (+30%) e inferencias (+30%). A pesar de estos beneficios, los docentes señalaron limitaciones como la falta de formación y recursos adecuados. Se concluye que CLIL mejora la comprensión lectora al integrar materiales temáticos en inglés y promover el pensamiento crítico. Se recomienda su incorporación sistemática en el currículo, el desarrollo de evaluaciones continuas y la capacitación docente para fortalecer su implementación.

Palabras clave: Enseñanza de lenguas, Aprendizaje de idiomas, Bilingüismo, Educación primaria, Metodología de enseñanza.





ABSTRACT

Global interconnectedness has increased the relevance of English as a second language, especially in education. In this context, the Content and Language Integrated Learning (CLIL) approach combines content teaching with language learning, strengthening reading comprehension and fostering critical thinking. However, sixth-grade students struggle with this skill due to traditional methods based on memorization and isolated vocabulary exercises.

This study analyzes the impact of CLIL activities on the reading comprehension of sixth-grade students, using a quantitative approach with a pre-test/post-test design to evaluate their effectiveness. The research was conducted with a sample of 30 students and 5 teachers, utilizing surveys, interviews, and comprehension tests. The results show that, before the intervention, more than 70% of students scored below 60% in reading comprehension. After the implementation of CLIL, a 28% improvement in the overall score was observed, with significant gains in the identification of main ideas (+30%) and inferences (+30%). Despite these benefits, teachers pointed out limitations such as a lack of training and adequate resources. It is concluded that CLIL improves reading comprehension by integrating thematic materials in English and promoting critical thinking. Its systematic incorporation into the curriculum, the development of continuous assessments, and teacher training are recommended to strengthen its implementation.

Keywords: Language teaching, Language learning, Bilingualism, Primary education, Teaching methodology.





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INTRODUCTION

The growing interconnection of global cultures and economies has elevated the importance of mastering a second language, particularly English, in education. As one of the most widely spoken languages, English serves as a critical tool for accessing information, fostering communication, and expanding professional opportunities (Nosirova, 2023). In this context, educational methodologies such as Content and Language Integrated Learning (CLIL) have gained prominence, especially in countries where English is taught as a foreign language. CLIL combines content teaching with language acquisition, offering students a dual benefit that aligns with modern educational demands. This approach is particularly effective in enhancing reading comprehension, a foundational skill for academic success.

One of the primary advantages of CLIL is its ability to make learning more meaningful. It engages students by situating language acquisition within specific subject contexts (Hemmi & Banegas, 2021). This dual approach helps students see the practical applications of their language skills, thus motivating them to engage more actively in the learning process and develop a deeper understanding of both language and content. By combining linguistic objectives with academic content, CLIL fosters a deeper connection to both the language being learned and the subject matter being studied, resulting in more holistic educational outcomes (Diavati, 2023).

Moreover, CLIL promotes the development of higher-order thinking skills, such as critical analysis and problem-solving, by challenging students to process and apply knowledge through a second language. These cognitive demands encourage learners to think beyond memorization, engaging in tasks that require comprehension, synthesis, and evaluation. Such skills are not only





essential for academic success but also for navigating the complexities of the modern world, where adaptability and cross-disciplinary thinking are highly valued.

Education systems worldwide struggle with improving students' reading comprehension skills, which are crucial for understanding, analyzing, and synthesizing information across subjects, particularly in a second language. Sixth-grade students, at a critical stage in their cognitive and linguistic development, require instructional methods that engage their interest while addressing their learning needs. CLIL provides a dynamic framework for integrating subject content with language learning, enabling students to acquire knowledge in science, history, or geography while simultaneously improving their English language skills.

Despite the emphasis on English language education, many sixth graders still struggle with reading comprehension, as traditional teaching methods rely heavily on rote memorization and vocabulary drills. This lack of engagement often results in limited language proficiency and inadequate comprehension skills. These issues are compounded by the absence of contextualized learning experiences that connect language acquisition to meaningful content. CLIL addresses these gaps by integrating language and subject matter, providing students with authentic, real-world contexts for language use.

According to Vaughn et al. (2024), the persistent challenges in reading comprehension among sixth graders call for innovative teaching strategies. Traditional methodologies often fail to engage students or address their individual learning needs, leading to low proficiency levels and limited academic achievement. This research focuses on exploring how CLIL activities can be





effectively utilized to improve reading comprehension among sixth-grade students, addressing both the linguistic and cognitive dimensions of learning.

This study sits at the intersection of language education and content learning, specifically aiming to improve reading comprehension through CLIL activities. The research aligns with broader educational objectives, such as promoting bilingualism and enhancing subject-specific knowledge. By narrowing the focus to sixth-grade students, this study addresses the unique developmental and academic needs of learners at this stage, offering practical insights for educators and curriculum developers.

The primary goal of this research is to investigate how CLIL activities impact reading comprehension in sixth-grade students, and provide evidence-based strategies for enhancing language and content learning in the classroom while proposing actionable recommendations for integrating them into the curriculum.

The study employs a mixed-methods approach, combining quantitative and qualitative data to analyze the impact of CLIL activities on reading comprehension, students' attitudes, motivation, and academic engagement. Additionally, the research explores how the implementation of CLIL strategies can align with educational standards and curricula while supporting diverse learning styles and needs.

By focusing on sixth-grade students, this study acknowledges the critical role of reading comprehension as a foundational skill for academic success in later years. This age group represents a transitional period in learners' cognitive and academic development, where their ability to process complex information and engage with texts is rapidly evolving. The study aims





to provide insights into how CLIL activities can be adopted to meet the cognitive and educational needs of students at this pivotal stage.

This research seeks to answer several scientific questions, including how CLIL activities influence the reading comprehension skills of sixth-grade students, what specific types of CLIL activities are most effective in enhancing reading comprehension, and how the integration of content and language learning affects students' overall academic performance. The central argument of this research is that CLIL activities significantly enhance reading comprehension by providing students with contextualized learning experiences that integrate language and subject matter. The research will explore the historical evolution of CLIL methodologies, their theoretical foundations, and their practical applications in improving reading comprehension.

The key variables of this research include the independent variable (CLIL activities), the dependent variable (reading comprehension skills of sixth-grade students), and extraneous variables (such as the classroom environment, teacher proficiency, and student motivation). This research aims to identify key challenges in reading comprehension faced by sixth-grade students, design and implement CLIL activities suited to their needs, and assess the effectiveness of these activities in improving reading comprehension.

The research employs various methods, including theoretical methods such as literature review to establish a foundation for CLIL methodologies and analytical methods to examine the relationship between content learning and language acquisition. Empirical methods include observations and assessments of classroom activities and surveys and interviews with teachers



and students. Mathematical-statistical methods will be used for pre- and post-intervention test scores and measure the effectiveness of CLIL activities.

The study will focus on sixth-grade students in a selected educational institution. A representative sample will be drawn to ensure the reliability and validity of the findings. The study adopts a mixed-methods approach, combining qualitative and quantitative techniques, to provide a comprehensive understanding of the impact of CLIL activities on reading comprehension.

The general aim of this study is to explore the effects of CLIL activities on sixth grade students' reading comprehension; and the specific objectives are: (1) to assess the impact of CLIL activities on the reading comprehension skills of sixth-grade students, (2) to evaluate which specific types of CLIL activities are most effective in enhancing reading comprehension and (3) to investigate how the integration of CLIL activities influences students' overall academic performance and motivation.

So, this study aims to contribute to the academic discourse on CLIL methodologies, offering practical strategies for improving reading comprehension. It will also provide educators with practical insights for integrating content and language learning in the classroom. The research also addresses a critical need for innovative teaching strategies to improve reading comprehension among sixth graders. By focusing on CLIL, the study introduces a scientifically novel approach that aligns with contemporary educational priorities, such as bilingualism and critical thinking.

Finally, the investigation is organized into the next chapters: Chapter 1 presents the theoretical framework, exploring the foundational concepts of CLIL and its relevance to language and





content learning. Chapter 2 details the methodology, outlining the research design, data collection methods, and analytical approaches employed in the study. Chapter 3 focuses on the presentation and validation of the proposed CLIL activities, showcasing their implementation and effectiveness in improving reading comprehension. The final sections of the thesis include the conclusions and recommendations, summarizing the findings, highlighting the contributions of the research, and suggesting directions for future work in the field.

In summary, this research aims to fill a gap in the existing literature by providing a thorough analysis of how CLIL activities can enhance reading comprehension among sixth-grade students. It aims to offer practical, evidence-based solutions that educators can implement to foster both language and content learning in their classroom. By focusing on this specific age group and employing a CLIL approach, the study seeks to contribute to the broader educational conversation on effective strategies for promoting bilingualism, critical thinking, and academic success. Through its structured investigation, the research ultimately endeavors to equip educators with the tools they need to improve reading comprehension and better support their students' academic development.





CHAPTER I: THEORETICAL FRAMEWORK

1.1. Content and Language Integrated Learning (CLIL)

1.1.1. Definition and History

Content and Language Integrated Learning (CLIL) is an educational approach that combines the teaching of subject content with the teaching of a foreign language (Villabona & Cenoz, 2022). In CLIL, students learn academic content in a second language, simultaneously developing both subject knowledge and language skills. This approach is designed to integrate content and language learning in a way that promotes deeper cognitive engagement and enhances both language proficiency and content understanding.

The concept of CLIL emerged in Europe in the early 1990s, driven by the increasing demand for bilingual education across various countries. It was initially conceptualized as a way to teach academic subjects, such as science, history, and geography, through a foreign language (Hemmi & Banegas, 2021). The goal was to provide students with real-world language use, while also fostering content mastery. Over time, CLIL has evolved and expanded globally, influencing educational practices in many countries. The methodology is based on the belief that language acquisition is more effective when it occurs in meaningful contexts and when learners are exposed to language use within subject-specific settings.

1.1.2. Theoretical Foundations

The theoretical foundations of Content and Language Integrated Learning (CLIL) are drawn from various educational and linguistic theories that emphasize the interconnectedness of language





and content learning. One of the central theories underpinning CLIL is Vygotsky's Sociocultural Theory, which posits that language is a key tool for cognitive development (Mahan, 2023). Vygotsky argued that language not only facilitates communication but also shapes thought processes. In a CLIL context, students learn subject content through a second language, which fosters both cognitive development and linguistic skills by engaging them in higher-order thinking tasks.

Another key theoretical perspective in CLIL is Cummins' Interdependence Hypothesis, which suggests that the development of a second language is closely linked to the learner's cognitive academic language proficiency (CALP) (Granados et al., 2022). This idea is fundamental to CLIL, as it emphasizes that proficiency in academic language, which is crucial for success in subjects like science and mathematics, can be developed through immersion in both language and content learning. Furthermore, the Threshold Hypothesis proposed by Cummins highlights the importance of reaching a certain level of proficiency in the second language before cognitive and academic benefits can be fully realized, making CLIL an effective method once that threshold is reached.

According to Diavati (2023), the concept of scaffolding, as described by Vygotsky, plays a crucial role in CLIL. Teachers in a CLIL classroom act as facilitators, providing scaffolding techniques to support learners' understanding of both content and language. Scaffolding can include visual aids, collaborative learning, and interactive teaching methods that support students in making connections between new information and their existing knowledge. This interaction



between language and content enhances learners' cognitive engagement, which is crucial for deeper learning.

Finally, the Cognitive Academic Language Proficiency (CALP) theory of Jim Cummins provides a crucial framework for understanding how CLIL functions to bridge language acquisition and academic success. CLIL targets CALP by immersing students in academic content through the medium of a foreign language, thus supporting the development of the complex language skills necessary for success in academic settings. This dual focus on language and content promotes not only linguistic competence but also academic competence, laying a strong foundation for students' future academic endeavors.

1.1.3. CLIL Methodologies

CLIL encompasses a variety of teaching methodologies that blend language learning with content learning. One of the foundational frameworks for implementing CLIL is Coyle's 4Cs Framework, which emphasizes the integration of four key elements: Content, Communication, Cognition, and Culture. These elements guide teachers in developing CLIL activities that foster not only language proficiency but also cognitive development and cultural awareness. In the 4Cs framework, content refers to the subject matter being taught, communication refers to using language to explain and discuss the content, cognition focuses on promoting critical thinking, and culture incorporates the social and cultural context in which the learning occurs (Carrión & Pérez, 2021).

A popular methodology within CLIL is the use of task-based learning (TBL), where complete tasks that require students to use the foreign language while engaging with subject content. In





this approach, students are provided with real-world tasks that simulate authentic language use, which helps them connect the learning process to their everyday experiences. TBL encourages active learning, collaboration, and problem-solving, which are essential for developing both language and content knowledge simultaneously (Infantes, 2022). This methodology also allows for the integration of both receptive and productive language skills, such as reading, writing, speaking, and listening.

Another effective CLIL methodology is the use of Content-Based Instruction (CBI), which involves teaching subject matter such as history, geography, or science through the foreign language. CBI integrates language skills with content mastery, ensuring that language is not learned in isolation but rather in the context of meaningful and relevant content. This methodology emphasizes the importance of subject-specific vocabulary, grammar structures, and discourse patterns, which students acquire naturally as they engage with the content (Xammadullayevna & Kamalovna, 2022). By learning in context, students gain not only linguistic knowledge but also a deeper understanding of the subject matter in greater depth.

Finally, immersion programs represent a full-scale CLIL approach, where students are taught most or all of their subjects in a second language. This methodology is common in bilingual education settings, where the goal is to provide students with an immersive environment that fosters fluency and academic proficiency in both their first and second languages. Immersion has been shown to improve students' language skills, enhance their cognitive abilities, and increase their academic achievement in content areas. Through immersion, learners engage with both





language and content in an integrated way, making the learning process more authentic and meaningful.

1.1.4. CLIL and Reading Comprehension

The relationship between CLIL and reading comprehension is a central aspect of this methodology's effectiveness in promoting both language acquisition and content mastery. CLIL provides students with opportunities to engage with authentic texts that not only enhance their reading skills but also deepen their understanding of subject matter. By reading academic texts in a foreign language, students are exposed to complex vocabulary, sentence structures, and academic discourse, all of which are essential for developing reading comprehension skills. This exposure to a variety of texts—ranging from textbooks to scientific articles—encourages students to develop strategies for understanding, interpreting, and analyzing texts in a second language (Lara & Apo, 2023).

Reading comprehension in CLIL contexts is influenced by both linguistic and cognitive factors. As students learn subject content through a foreign language, they are required to process new information and integrate it with their prior knowledge. This cognitive challenge supports the development of higher-level reading comprehension skills, such as making inferences, identifying main ideas, and summarizing complex information (Narges & Parisa, 2022). Moreover, the use of subject-specific vocabulary and concepts in CLIL promotes academic language proficiency, which is directly related to the ability to comprehend academic texts.

Research has shown that CLIL positively impacts students' reading comprehension by offering them a contextualized approach to learning a second language. Students who engage with





content-specific texts are not only learning vocabulary and grammar in context but also acquiring the reading strategies necessary to comprehend academic materials. For instance, students in CLIL classrooms may use strategies such as predicting content, using context clues, and clarifying meanings through peer discussion, all of which contribute to their overall reading comprehension (Hemmi & Banegas, 2021).

Furthermore, CLIL activities often incorporate collaborative learning, such as fosters peer-to-peer interaction and provides opportunities for students to discuss and negotiate meaning. This collaborative approach enhances reading comprehension by allowing students to share insights, ask questions, and clarify uncertainties, all of which support a deeper understanding of texts. Additionally, CLIL encourages active reading practices, such as note-taking, summarizing, and critical analysis, which help students internalize and retain information more effectively. These reading strategies, combined with the integration of content and language, make CLIL an effective methodology for improving reading comprehension among students.

1.2. Reading Comprehension

Reading comprehension is the cognitive process through which readers decode and interpret written text in order to extract meaning (Smith et al., 2021). It is a fundamental skill for academic success and personal development, as it enables individuals to understand, analyze, and engage with various types of written content. Reading comprehension involves multiple layers of understanding, including recognizing words, understanding sentence structure, identifying main ideas, making inferences, and critically evaluating the text. This process is not merely passive





but requires active engagement with the text, where readers use prior knowledge and contextual clues to derive meaning (Narges & Parisa, 2022).

Effective reading comprehension allows students to connect the text to their own experiences, apply learned knowledge to new situations, and critically assess the arguments or perspectives presented. For sixth graders, reading comprehension is particularly crucial as they transition to more complex academic content. At this stage, students are expected to move beyond simple decoding of words and phrases to deeper levels of understanding, such as synthesizing information from different sources and making judgments based on what they read. Consequently, reading comprehension skills are integral to learning across all subject areas, from science and social studies to literature and the arts.

In the context of second language acquisition, reading comprehension takes on an additional dimension, as students must navigate both linguistic and cognitive challenges (McCarthy & McNamara, 2021). They must not only understand the content but also process the text in a foreign language, making it a more complex task. This is where methodologies like Content and Language Integrated Learning (CLIL) can be highly effective, as they provide learners with both language input and content knowledge in a meaningful and integrated way. CLIL activities support the development of reading comprehension by contextualizing language learning and making academic texts more accessible.

1.2.1. Definition and Importance

Reading comprehension is the ability to read a text, understand its meaning, interpret the content, and critically assess the material (Kusumarasdyati, 2022). It involves the interaction between the





reader and the text, as well as the reader's cognitive processes, such as attention, memory, and reasoning. Comprehension extends beyond the ability to recognize words; it encompasses understanding the structure, intent, and deeper meanings of the text. Readers who comprehend well are able to grasp the main ideas, identify key details, make inferences, and draw conclusions. The importance of reading comprehension cannot be overstated, particularly in an academic setting. It serves as the foundation for all other learning processes. Without the ability to comprehend written materials, students would struggle to engage with textbooks, complete assignments, or succeed in exams. Reading comprehension is essential for processing information from various sources, which is critical for research, problem-solving, and independent learning. As students progress through school, the complexity of the reading material increases, and the ability to comprehend these texts is vital for their academic success (Tomas, 2021).

In addition to its academic significance, reading comprehension plays a crucial role in fostering lifelong learning and personal development. It enables individuals to access knowledge, expand their perspectives, and engage in critical thinking. People who are skilled at reading comprehension can navigate a wide range of information sources, from newspapers and novels to academic journals and online resources. This ability is particularly important in today's information-rich society, where individuals are required to process vast amounts of information daily. Strong reading comprehension skills empower learners to think critically, evaluate ideas, and make informed decisions.





In the context of second language acquisition, reading comprehension is particularly important because it is one of the key indicators of language proficiency. In a CLIL classroom, for instance, students are required to comprehend academic texts in a foreign language. The development of reading comprehension skills in a second language not only supports content learning but also helps students improve their language skills, such as vocabulary acquisition and syntactical understanding. This dual focus on content and language makes reading comprehension an essential goal of CLIL methodologies.

1.2.2. Factors Affecting Reading Comprehension

Several factors influence reading comprehension, ranging from cognitive processes to external influences such as prior knowledge and reading strategies. One of the most significant factors affecting reading comprehension is vocabulary knowledge. Students with a larger vocabulary are better equipped to understand texts because they can recognize words and grasp their meanings within the context of the passage. Vocabulary knowledge is closely linked to comprehension because it enables readers to decode words, understand word meanings, and interpret text more easily.

Another critical factor is background knowledge. Readers bring their own experiences, cultural context, and prior knowledge to the text, which allows them to make connections and gain a deeper understanding of the material. The more background knowledge a reader has about a particular subject, the more effectively they can comprehend related content. In the context of CLIL, background knowledge plays a crucial role, as students are often expected to learn content-





specific vocabulary and concepts in a foreign language. A strong background in the subject matter enhances their ability to make sense of the text and improves overall comprehension.

Cognitive processes, such as attention and memory, also play a significant role in reading comprehension. Good readers are able to focus on the text, filter out distractions, and retain information over time. Attention is essential for understanding complex texts, especially when the material is dense or challenging. Memory, on the other hand, helps readers retain key ideas, make inferences, and integrate new information with what they already know. Furthermore, executive function skills, such as planning, organizing, and monitoring, are crucial for maintaining focus and achieving a deeper level of comprehension.

1.2.3. Teaching Strategies for Reading Comprehension

Effective teaching strategies for reading comprehension emphasize active engagement with the text and promote the use of various cognitive skills. One of the most widely used strategies is Reciprocal Teaching, which involves small group discussions where students take turns leading conversations about the text. This strategy encourages active engagement, critical thinking, and peer collaboration. Students practice summarizing, questioning, clarifying, and predicting, which helps them deepen their understanding of the text and enhance their comprehension.

Another important strategy is the use of graphic organizers, which help students visualize the relationships between key ideas, concepts, and details in the text. Graphic organizers such as concept maps, storyboards, and Venn diagrams provide a visual representation of the content, making it easier for students to process and retain information. This strategy is especially beneficial in a CLIL classroom, where complex academic concepts must be learned in a second





language. By organizing information visually, students can better connect language with content and improve their comprehension.

Incorporating collaborative learning into reading comprehension instruction is another effective strategy. By working in pairs or small groups, students can discuss the text, share insights, ask questions, and clarify misunderstandings. This social interaction supports learning and allows students to gain a deeper understanding of the material. Furthermore, collaborative learning fosters a sense of responsibility, as each student is accountable for contributing to the group's understanding of the text. In CLIL classrooms, this strategy can also help bridge language gaps, as students can support each other in comprehending both the content and the language.

Finally, explicit instruction in reading strategies is crucial for improving comprehension. Teachers can teach students specific techniques such as making predictions, identifying key details, summarizing information, and inferring meaning from context. In addition, teaching vocabulary in context is essential, as it helps students learn words more effectively. For sixth graders, who are still developing both their language skills and academic knowledge, explicit instruction in reading strategies helps students build the cognitive tools necessary for successful comprehension. This approach is particularly beneficial in CLIL classrooms, where the integration of language and content requires learners to approach reading from multiple perspectives.

1.3. Empirical Studies on CLIL and Reading Comprehension

The intersection of CLIL and reading comprehension has been explored in various empirical studies, which examine how this integrated approach to language and content learning affects





students' ability to understand and engage with written texts. These studies often focus on the dual outcomes of CLIL, aiming to improve both language skills and subject-specific knowledge. Research on CLIL has provided valuable insights into the effectiveness of using subject content as a medium for language instruction, particularly in terms of reading comprehension. Many studies have shown that CLIL can facilitate the development of reading skills by providing students with authentic, context-rich texts in their target language.

A growing body of empirical evidence suggests that CLIL students perform better in reading comprehension tasks compared to their peers in traditional language learning settings. These studies emphasize the importance of meaningful content in reading instruction, as it helps students engage with language in real-world contexts. Moreover, CLIL's focus on content-rich materials enables learners to approach texts from a more holistic perspective, integrating language skills with subject knowledge. However, the studies also highlight some challenges in implementing CLIL effectively, such as language proficiency issues and the need for teachers to have adequate training in both content and language instruction.

These empirical studies are critical for understanding how CLIL impacts reading comprehension and provide the basis for further research into the most effective practices for integrating language and content learning. The findings from these studies are instrumental in shaping educational policies and guiding curriculum development. By examining the results of various studies, this research aims to contribute to the growing understanding of how CLIL can be used as a powerful tool for enhancing reading comprehension, particularly in secondary and post-primary education settings.





1.3.1. CLIL and Language Skills

Several empirical studies have explored the relationship between CLIL and the development of language skills, including reading comprehension. The integration of content and language instruction allows students to acquire and apply language skills in a meaningful context, making learning more engaging and relevant. A number of studies have found that CLIL students often demonstrate improved language proficiency, especially in receptive skills such as reading and listening. By exposing students to academic language through subject content, CLIL enhances their vocabulary, grammatical structures, and overall language fluency.

In terms of reading comprehension, CLIL provides students with exposure to authentic texts in the target language, which is crucial for developing higher-level comprehension skills. Research suggests that reading materials used in CLIL classrooms, such as academic articles, textbooks, and multimedia resources, expose students to a broader range of vocabulary and concepts, thus improving their ability to decode and interpret texts. Additionally, the integration of language and content learning helps students use language as a tool for cognitive processing, which in turn supports a better understanding of both the language and the subject matter.

Furthermore, studies indicate that CLIL is particularly beneficial for language learners because it creates a natural learning environment for language acquisition. Unlike traditional language teaching methods that focus solely on grammar and vocabulary, CLIL immerses students in the language, enabling them to acquire linguistic skills through context. This dual focus on language and content is shown to accelerate the acquisition of academic language, which is essential for reading comprehension in subject-specific texts. Empirical research supports the idea that CLIL





helps students develop a deeper understanding of the language, enabling them to read and comprehend texts at a higher level.

However, the effectiveness of CLIL in improving language skills, including reading comprehension, is contingent on various factors, such as the language proficiency of students, the quality of instruction, and the integration of appropriate teaching strategies. Some studies suggest that while CLIL has significant benefits, students may struggle with more complex texts or specialized vocabulary if their language proficiency is not sufficiently developed. Teachers' proficiency in both the content and language areas is crucial for maximizing the impact of CLIL on language skills, particularly in terms of reading comprehension.

1.3.2. Impact on Student Achievement

Empirical studies on the impact of CLIL on student achievement have highlighted several positive outcomes, particularly in reading comprehension. Research has consistently shown that students engaged in CLIL programs tend to outperform their peers in traditional language learning settings on measures of academic achievement, including reading comprehension tests. This is largely due to the content-based nature of CLIL, which provides students with meaningful contexts in which to use and develop their language skills. By learning through subject-specific content, students not only acquire language but also deepen their understanding of the subject matter, which reinforces their academic performance.

Studies have found that CLIL students demonstrate higher levels of motivation and engagement, which in turn positively affects their academic achievement. The use of interesting and relevant content to teach language helps students connect to the material and see the practical value of





their language learning. This intrinsic motivation to learn, combined with the opportunity to engage with authentic materials, contributes to improved academic outcomes. As students develop both language and content knowledge, their confidence in reading comprehension and other academic skills increases, leading to better overall performance in school.

Furthermore, CLIL's positive impact on reading comprehension has been shown to extend beyond language proficiency. Research indicates that CLIL students tend to perform better in standardized academic tests, particularly those that assess reading and writing skills. These students are better equipped to understand and analyze academic texts in a second language, which is a critical skill in higher education and the workforce. CLIL thus not only helps students improve their language abilities but also contributes to the development of broader academic skills, such as critical thinking and problem-solving, which are essential for student success.

While the evidence suggests that CLIL has a positive impact on student achievement, it is important to recognize that not all students benefit equally. The impact of CLIL on achievement can vary depending on factors such as the level of language proficiency, the quality of teaching, and the availability of resources. Some studies indicate that students who begin CLIL programs with a stronger foundation in the target language tend to experience more significant gains in achievement, particularly in reading comprehension. Therefore, careful consideration of students' language levels and instructional practices is necessary to maximize the benefits of CLIL.





1.3.3. Challenges and Limitations

Despite the positive findings, several challenges and limitations are associated with the implementation of CLIL, particularly in terms of reading comprehension. One of the main challenges is the language proficiency gap that may exist between students and the required language demands of CLIL materials. In some cases, students with lower language proficiency may struggle to comprehend academic texts, especially if they lack the necessary vocabulary or familiarity with complex sentence structures. This can result in frustration and disengagement, as students may find it difficult to fully access the content being taught. The challenge of language proficiency can be especially evident in bilingual or multilingual classrooms, where students' language abilities may vary widely.

Another limitation of CLIL is the need for specialized teacher training. Teachers must be proficient not only in the subject content but also in the language of instruction. This dual competence is often a significant hurdle in many educational settings, as teachers may not have the necessary expertise in both content and language instruction. As a result, CLIL programs may not be as effective if teachers lack the skills to scaffold learning appropriately for students with varying levels of language proficiency. The complexity of balancing language and content teaching can be overwhelming for educators, making it essential for them to receive continuous professional development and support.

Additionally, the resources required for successful CLIL implementation can be a limiting factor. Access to high-quality, content-specific reading materials in the target language is essential for improving reading comprehension, but such resources are often scarce or difficult to obtain. This





can be particularly problematic in regions where educational funding is limited, or in schools that lack the infrastructure to support a CLIL curriculum. In some cases, teachers may need to create or adapt materials themselves, which can be time-consuming and may not always align with students' needs or the curriculum.

Thus, while CLIL has proven to be effective in many contexts, it is not a one-size-fits-all solution. The effectiveness of CLIL in enhancing reading comprehension and other academic skills depends on a variety of factors, such as student motivation, classroom environment, and teaching methods. As with any pedagogical approach, CLIL may not work equally well for all students, and its implementation must be carefully tailored to the specific context in which it is applied. Ongoing research into the challenges and limitations of CLIL is necessary to ensure that it continues to be an effective and equitable approach for improving reading comprehension.

1.4. Content and Language Integrated Learning (CLIL)

The implementation of CLIL is backed up by international rules which encourage bilingual education. These include UNESCO and the European Commission which encourage multilingualism as a way of enhancing cognitive and cultural development. The Common European Framework of Reference for Languages (CEFR) is also another reference in this case because it offers guidelines on how to assess language proficiency and thus used in the development of CLIL based curricula.

On the national level, the Ministry of Education develops policies that promote new and creative ways of teaching such as the CLIL. Such policies stress the need to enhance reading comprehension through content-based teaching and learning. The national curricula are usually





in tune with international standards to ensure that students develop subject content knowledge as well as language skills. Legal frameworks also ensure that students get quality bilingual education. Language learning equity and K-12 teachers' training in CLIL approaches are the focus of the policies. Through compliance with these regulations, schools can develop coherent learning environments that help students to develop their reading comprehension and other academic achievements.





CHAPTER II: METHODOLOGY

2.1. Operationalization of Variables

Table 1. Operationalization of Variables Matrix

Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Content and Language Integrated Learning (CLIL)	Content and Language Integrated Learning (CLIL) is an educational approach where students learn a subject and a second language simultaneously.	Design of CLIL activities	• Clarity of content and language objectives. • Level of integration between content and linguistic skills. • Adaptation to students' proficiency levels.	Always Often Sometimes Rarely Never
	It integrates content from subjects like science, history, or geography with the learning of a target language, emphasizing both content mastery and	Implementation of activities	• Variety of teaching strategies employed. • Time allocation for each activity. • Degree of students' engagement.	
		Use of teaching resources	• Use of authentic materials. • Incorporation of visual and digital resources.	





	language proficiency (Le & Nguyen, 2022).		● Design of CLIL-specific worksheets or guides.
		Linguistic performance	● Use of the target language during activities. ● Development of oral and written communication skills. ● Correction and linguistic improvement throughout the process.
		Learning assessment	● Use of formative assessments during activities. ● Provision of feedback to improve learning. ● Observed progress in both content and language acquisition.

Dependent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Reading comprehension	Reading comprehension is defined as the	Literal comprehension	● Identification of main ideas. ● Recognition of specific details in the text.	Always Often Sometimes





process of constructing meaning from the printed text, involving cognitive and social factors. There are three types of reading processes: bottom-up, top-down and interactive (Kusumarasdyati, 2022).		● Localization of explicit information.	Rarely Never
	Inferential comprehension	● Reduction of implicit meanings. ● Interpretation of cause-effect relationships in the text. ● Inference of emotions or intentions of the author.	
	Critical comprehension	● Evaluation of the coherence and logic of the text. ● Identification of biases or stereotypes in the content. ● Formulation of judgments based on the text.	
	Lexical recognition	● Identification of key vocabulary. ● Connection between words and context. ● Interpretation of synonyms and antonyms in the text.	
	Reading strategies	● Use of graphic organizers to structure ideas.	





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-
- Application of predictions based on titles or images.
 - Connection of the text with prior experiences.
-



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2.2. Research Approach

This study uses a quantitative research approach to determine the effectiveness of CLIL activities in improving reading comprehension in sixth grade students. The quantitative approach is suitable for this study because it relies on quantitative data and statistical analysis to reduce subjectivity in the data collection and analysis process. The use of pre- and post-tests allows for the collection of numerical data to determine students' reading comprehension scores before and after the intervention.

Quantitative research is based on the positivist paradigm which posits that knowledge can be gained through direct observation and measurement. In this case, the study involves determining causal relationships between the independent variable CLIL activities and the dependent variable reading comprehension. Numerical data is used to determine whether the intervention was successful in helping students improve their comprehension of English texts.

This is because the pre-posttest design is critical to this study as it allows for better assessment of students' progress. The pre-test is a measure of students' reading comprehension skills before the intervention, while the posttest is a measure of their skills after they have been exposed to the CLIL-based activities. In this way, any changes in performance can be attributed to the intervention itself and not some other factor, which increases the credibility of the results.

Another key component of the quantitative approach is the use of statistical analysis. Descriptive statistics will also be used to summarize the data, while inferential statistics, such as paired t-tests, will be used to analyze the significance of the results. This methodological rigor produces reliable evidence on the effectiveness of CLIL activities in improving reading comprehension.





Furthermore, the quantitative approach offers a clear approach to address the research objectives of this study. This study ensures the credibility and generalizability of the findings by using numerical data and statistical methods to arrive at the findings, which promotes understanding of how CLIL can be incorporated into English language learning to improve reading comprehension in young learners.

2.3. Research Scope

The scope of this study is explanatory and applied and aims to contribute to the understanding of the relationship between the use of CLIL activities and the improvement of reading comprehension in sixth grade students. In this sense, the explanatory nature of the research is attributed to the fact that the study seeks to establish and evaluate the causal relationship between these two variables in order to understand the effectiveness of CLIL as a language and content teaching/learning strategy. In this sense, the research is explanatory in the sense that it tries to find out how and why CLIL activities affect students' reading comprehension skills. Thus, through pre-tests and post-tests, the study is able to determine the immediate impact of the intervention, which allows for drawing solid conclusions regarding the effectiveness of the intervention within the educational field.

The second area of research is the applied area, which shows how the research can be used in practice to solve a real-life problem. The results are expected to help improve the teaching and learning of English in sixth grade classrooms, especially in contexts that adopt content and language integrated learning (CLIL). This practical approach means that the study not only adds knowledge in the theoretical field, but also helps improve teaching and curriculum development.





In addition, the study includes descriptive features to give a complete picture of the participants' initial reading comprehension skills and the CLIL activities used. This explanatory approach is supported by the descriptive approach, which provides the necessary background to examine the effectiveness of the intervention.

In sum, the study is both explanatory and applied to explore the effectiveness of certain CLIL activities in improving reading comprehension. This approach ensures that the study is relevant to both the theoretical and practical aspects of the study and therefore useful to both academic and educational practitioners.

2.4. Type of Investigation

This study is primarily a bibliographically supported field research, which involves collecting data directly from participants in their learning environment and relying on theoretical frameworks for the design and implementation of the intervention. The field research component is important, as the study aims to determine the impact of CLIL activities on sixth grade students' reading comprehension within a real classroom context. The pre-test, CLIL-based activities and post-test are conducted within the same educational setting to ensure that real and practical data on students' performance are collected. The bibliographic part of the study coincides with the field work by offering a theoretical basis that informs the development of the intervention and the interpretation of the results. CLIL and language learning theories are the academic literature on which the decision on choosing effective teaching strategies and appreciating their possibilities to influence reading comprehension is based.





In terms of time frame, this research is cross-sectional, as it aims to measure variations in students' reading comprehension within a specific time frame. The cross-sectional design allows for data collection at two points in time: pre-test and post-test, immediately before and after the introduction of CLIL activities. This time structure is suitable for measuring and analyzing the effect of the intervention in the short term without the need for a longer duration. Therefore, the decision to adopt a cross-sectional approach is understandable due to the operational constraints of the school calendar and the particular objectives of the study, which consist of monitoring short stretch on reading comprehension. Nevertheless, this type of research is important as it offers suggestions for future longitudinal research, in which the effects of CLIL activities can be investigated in the long term.

The bibliographic approach forms an important part of developing the theoretical framework and planning the intervention. By reviewing academic studies, books, and journal articles, the research identifies CLIL methodologies that are already proven and how they are used to improve language skills. This literature review not only justifies the use of CLIL activities but also aids in the development of the research instruments and procedures.

The inclusion of bibliographic sources ensures that the study is consistent with best practices in educational research, thus enhancing the credibility of the results. The field research design includes actual participation of the participants, which is important for understanding the practical implications of the intervention. The sixth-grade classroom is the main site of the study where CLIL activities are integrated into students' daily lessons. This approach allows the researcher to record and analyze the process of students' engagement with the learning content





and the short-term impacts of the activities on their reading comprehension. This practical way of conducting the research helps to obtain meaningful results that can be useful for other schools. Finally, the emphasis on a particular population (sixth grade students studying English as a foreign language) brings a more specific touch to the research. Thus, by focusing on the particular group, the study ensures that the results are as relevant as possible to the target group, understanding their specific learning concerns and problems. This is in line with the goals of applied research, which aims to address real-world problems. Thus, the study not only enriches academic knowledge, but also provides some suggestions for improving language teaching in similar settings.

2.5. Methods

This study was conducted within the framework of the scientific method, which is based on systematic observation, hypothesis formulation, experimentation, and analysis. The scientific method is used in this research to ensure that the findings are unbiased, replicable, and data-driven. In this way, a controlled pre-test and post-test design will be used to measure the impact of CLIL activities on students' reading comprehension. The observation and data collection process is systematically organized and implemented to reduce the risk of bias and increase the credibility of the findings. The approach enables the researcher to draw reasonable conclusions from the findings and thus form a correct understanding of the CLIL-learning comprehension relationship.





The third method is the empirical method, which is based on collecting data from direct observation or experiments in the real world. This research is conducted in a real classroom where students are exposed to CLIL activities as part of their daily school schedule. Using the empirical approach ensures that the study is applicable to real-world learning conditions, allowing the researcher to collect data that is meaningful in terms of how students react to the intervention. Therefore, the focus on empirical evidence means that the study is more concerned with actual outcomes that can be measured and observed in a typical classroom setting during the process of learning and acquiring reading comprehension from CLIL activities.

Furthermore, a descriptive method is used to give a detailed description of the students' reading comprehension skills at the beginning and end of the study. In this way, the researcher will record the students' learning experiences, including a detailed description of their performance in the pre- and post-test. This type of description is important because it allows the researcher to not only measure the effect of the intervention, but also to describe the children's learning experiences in more detail. It allows a clear understanding of the impact of CLIL activities on reading comprehension, both in aggregate and in an individual case.

The research also applies an analytical method to analyze the data and make inferences about the relationship between variables. When data from the pre- and post-tests are available, the analytical method will be applied to analyze the results and look for trends or similarities in the children's learning progress. Statistical analysis will be used to establish whether the variations in reading comprehension are statistically significant, which will allow the researcher to determine the overall success of the CLIL activities. This method is important for the proper





interpretation of quantitative data and for drawing appropriate conclusions about the effectiveness of the intervention.

Lastly, the study is based on a comparative method, specifically by using a pre-test and post-test design. Thus, to find out the degree of change in reading comprehension, the researcher will compare the students' performance before and after the intervention and attribute any improvement to the CLIL activities. This method is very important to assess the effectiveness of the teaching strategy and make comparisons between different groups or conditions. The comparison approach enhances the research to show a clear before and after analysis and thus allows the researcher to draw reasonable conclusions about the success of the intervention.

2.6. Instruments

The key tools for data collection in this research are the pre-test and post-test that were developed to determine the students' reading comprehension skills before and after the CLIL activities were introduced. Both the pre-test and post-test consist of four questions, which were developed to help address specific aspects of reading comprehension. These questions were designed to test the students' ability to understand and interpret texts, identify main ideas, and provide an inference from the given context. The pre-test will help establish a baseline of the students' reading ability, and the post-test will determine any changes that have occurred as a result of the CLIL intervention. Therefore, the difference between the results of the two tests will help determine the effectiveness of the intervention on the students' reading comprehension.

In addition to the pre-test and post-test, the study will involve a 10-item survey to collect data from the teachers participating in the study. The survey will allow the researcher to gain in-depth





knowledge of teachers' opinions on CLIL activities and to what extent they believe they have contributed to language learning and reading comprehension. Questions will be asked in both closed and open formats to allow for a more complex response. Teachers will be asked about their observations on students' learning, understanding of the activities, and difficulties or good experiences they have had during the intervention. This survey will be very important to identify teachers' opinions and assess the feasibility of implementing CLIL in the classroom.

In addition, the study includes a semi-structured interview with the same teachers, composed of five open-ended questions. The interview will be used in conjunction with the survey to allow the teachers to provide more detailed qualitative responses. The open-ended questions in the interview will help the teachers expand on their experiences with CLIL activities and give detailed feedback on what went well and what could be improved. The interview will also give them the opportunity to recount any unforeseen consequences or difficulties they encountered during the intervention, which would offer valuable qualitative data to support the quantitative findings of the pre-test and post-test.

Together with the pre-test, post-test, survey and interview, these instruments will form a set of data collection tools. All of these instruments were developed to collect both quantitative and qualitative data to ensure that the analysis is as comprehensive as possible. The researcher will be able to obtain robust and reliable findings from data triangulation, as it involves using test scores and teachers' feedback in their raw form.

This is in line with the research methodology, which involves both data collection and participant feedback. The pre-test and post-test will help accurately measure students' performance, while





the survey and interview will give researchers an insight into teachers' perceptions and opinions. This is because the study uses a multi-method approach to examine the effect of CLIL activities on reading comprehension from both the students' performance and instructional perspectives.

2.7. Population and Sample

This study was conducted on sixth grade students in a primary school who are engaged in learning English within content and language integrated learning (CLIL) activities. The total number of sixth grade students in the school is approximately 120. This group is suitable for the research as they are at a stage in their education where reading comprehension is important and they are exposed to CLIL as a pedagogical approach. The sample will be drawn from this population for the research and simple random sampling will be used to select 30 students for the study. This sample size is suitable for statistical analysis and at the same time feasible for data collection and analysis purposes. The selection will be gender balanced to ensure that there is equity in representation.

Teachers who are in charge of introducing CLIL activities in sixth grade classes will also be part of the sample. The study will include five teachers who have used CLIL for language teaching. These teachers will be identified from the list of teachers who have participated in the CLIL curriculum and have consent to participate in the study. They will help evaluate the effectiveness of the CLIL activities through a survey and interview, which will provide important qualitative data on the teaching effectiveness of the intervention. Their opinions will be added to the quantitative data collected from the students' pre- and post-test results.





2.8. Results of the Diagnostic Study

To determine the reading comprehension ability of sixth-grade students, a pre-test was given to 30 participants. The result showed that they had problems in understanding texts, identifying main ideas, and making inferences. These findings indicate the need for better strategies to help students improve their reading skills. Because CLIL is concerned with both the content and the language learning, it appears to be a good approach to the identified problems. The subsequent sections discuss the results of the diagnostic study in detail, the interpretation of the results, and the conclusions that can be made from them.

2.8.1. Analysis

The pre-test results showed that the general performance of the students was below expectations. As can be seen from Table 2, the majority of students got less than 60% which is a very low level of reading comprehension. Only a very few of students performed well according to the satisfactory level.

Table 2. Score range diagnosis

Score Range	# of Studens	Percentage (%)
0 – 39	10	33.3%
40 – 59	12	40.0%
60 – 79	6	20.0%
80 – 100	2	6.7%





The results of the pre-test also showed that the majority of students had difficulty in reading comprehension. The data also shows that more than 70% of the students got a score less than 60% which recommends for special teaching interventions to enhance their reading ability. This shows that there is a need to come up with ways that can be used to help them with their specific difficulties as well as the general comprehension.

In terms of performance by skill, the test results were further analyzed to determine students' capacity in organizing ideas, making inferences, and using vocabulary. The results, which are shown in Table 3, show that inferences were the least easy skill with an average score of 38.2%. Only 22 students were able to score more than 50% in this area, which means that most of the students had a difficult time with the ability to go beyond the information given in the text. Understanding main ideas was also a hurdle as 18 students got less than 50% correct answers and the mean score was 45.6%. Vocabulary understanding was slightly better than the two skills as the mean score was 50.1%; however, 15 students got less than 50%.

Table 3. Diagnosis by skills

Skill	# of Studens	Percentage (%)
Identifying main ideas	18	45.6%
Making inferences	22	38.2%
Understanding vocabulary	15	50.1%

A more detailed analysis of the students' work showed that there were a number of common mistakes that affected comprehension. A majority of students had problems identifying main ideas as opposed to supporting details, that is, they chose wrong answers instead of selecting the





central idea of a passage. Additionally, a large number of students had difficulty with inferences because they used individual words without understanding the general meaning of a text. Another common error was vocabulary interference, that is, some students provided answers that they thought were correct instead of using context to determine the meaning. These recurring mistakes indicate that perhaps traditional reading instruction techniques are not always the most successful in teaching students' comprehension strategies.

2.8.2. Interpretation and Discussion of the Results

The pre-test results clearly show that sixth-grade students have significant difficulties in reading comprehension, especially in making inferences and identifying main ideas. The fact that more than 70% of students scored less than 60% indicates that they have a limited capacity to comprehend the essential information from a text. Additionally, the mean values of the scores suggest that the ability to infer is still developing. These difficulties call for pedagogical practices that go beyond the acquisition of reading skills and include the development of critical thinking and text analysis abilities.

The least successful skill was making inferences with an average score of only 38.2%. This means that students have a limited ability to go beyond the surface level of understanding, and they are unable to grasp the implied meaning or make reasonable inferences from a text. This difficulty may be due to the students' lack of exposure to inferential reading tasks in their regular curriculum, which typically focuses on factual information rather than analytical problems.





Based on these results, the application of CLIL-based activities seems to be an appropriate response. Through the integration of language learning with subject content, CLIL provides genuine reading situations that can help students' comprehension in a real-life context. Rather than training students in disjointed tasks, they interact with rich texts that are connected to real life, thus making reading more meaningful and productive. This approach is in conformity with the literature that posits that learners retain information better when it is applied in context than through mechanical repetition.

Thus, the diagnostic study has confirmed that students need special focus to improve their reading comprehension. CLIL is therefore recommended as a methodology that can help address these deficiencies by means of promoting the use of texts and better inferential skills. The following section will summarize the key findings of the diagnostic study and explain how the proposed instructional strategies are consistent with those findings.

2.8.3. Conclusions of Diagnosis

The diagnostic study has established that sixth grade students have particular problems with reading comprehension, specifically in terms of organizing their thinking, making inferences, and understanding vocabulary. These difficulties indicate that current reading instruction is not adequately preparing students for the development of comprehension skills that go beyond the surface level.

One of the main conclusions of this diagnosis is that the ability to make inferences was the most affected, that is, students had problems with the understanding of the implicit meaning and the relationships between the propositions. This shows a lack of exposure to the kind of reading that





requires more analytical thinking than simply reading through a text. Similarly, the problems in identifying main ideas show that many students are unable to determine the information that is most important, and versus what can be considered supporting details, thus affecting their comprehension.

The high frequency of students with low scores shows that there is a need to change the learning environment to a livelier and more realistic one. Some of these traditional methods may include learning interventions that are focused on the specific aspects of reading such as the comprehension of a given text, and as such, may not be enough to address the comprehension deficits in question. On the other hand, adopting CLIL strategies may offer a better approach. Through the use of CLIL, students are able to read and comprehend texts that are relevant to their subjects, in a more applied manner.

In conclusion, the results of the diagnostic study reveal that there is a need to change the approach to teaching reading comprehension. From the data analyzed, it is clear that a change to more integrated and applied learning strategies could help students overcome the problems they are currently experiencing. The following CLIL-based strategies are, therefore, proposed to improve reading skills and, in general, the learning process.





CHAPTER III: PRESENTATION AND VALIDATION OF THE PROPOSAL

3.1. Results Analysis

3.1.1. Survey for Teachers

The survey results show that although most teachers grasp the importance of incorporating content across different subjects into English lessons, the frequency of doing so differs. Some teachers, however, have reported using subject content ‘sometimes’ or ‘rarely,’ which means that CLIL is not applied regularly in their teaching. Moreover, providing specific language and content objectives is still not universal, and some teachers say that they do it rather infrequently. This further supports the need for more training and support to ensure that CLIL is applied properly within the teaching strategies.

When it comes to using authentic materials, responses show that some teachers ‘often’ use articles and videos to help with both the content and language learning, but others use them less frequently. The misuse of authentic materials may prevent students from being exposed to real language and context which is important for reading comprehension. **Similarly**, the results of the survey reveal that teaching students to make inferences when reading subject-related texts is not very common among teachers. This is in line with the results of the diagnostic test where students had difficulties with the inference-based questions, thus the need for explicit instruction in this area.

Another important discovery is that monitoring students’ progression in terms of both content knowledge and language skills is not straightforward. While some teachers ‘often’ assess students on both content and language, others do it ‘sometimes’ or even ‘rarely.’ This could be





because conventional assessment tools focus primarily on either the content or the language and not both at the same time. Further, there is a lack of emphasis on critical thinking tasks that are associated with reading comprehension. The information shows that some teachers include critical thinking through reading activities, but others do it occasionally, which may hinder students' ability to analyze and interpret texts.

Last but not least, the use of visual and digital aids to improve reading comprehension is another area where responses were quite mixed. However, it seems that graphic organizers and multimedia resources are used more often by some teachers than by others. Since such resources can help students navigate complex texts more easily, their underuse may be attributed to the lack of appropriate educational techniques. Likewise, the provision of feedback that addresses both content and language comprehension seem to be rather random, which may slow down the students' learning process to some extent. These findings suggest that professional development programs are needed to prepare teachers with appropriate CLIL-based practices that can improve reading comprehension through integrated teaching.

3.1.2. Interview for Teachers

From the interview responses, it appears that most teachers agree that the integration of content from other subjects, such as science and history, into English teaching is an approach that they wish to embrace, but the level of integration differs. They used CLIL-based activities; however, in most cases, these were used sporadically and not on a daily or weekly basis. They explained that they incorporate content based on the students' level, but this is sometimes limited by the curriculum or the absence of adequate learning resources. Teachers showed willingness for more





explicit guidance on how to incorporate subject content into the English language lessons, suggesting a lack of support for this approach.

When discussing specific strategies to improve reading comprehension, teachers suggested several strategies, such as sorting exercises, vocabulary expansion tasks, and group discussions about certain texts. These activities are designed to encourage students to read more critically and to provide them with the tools they need to analyze and comprehend complex texts. Some teachers also pointed out the use of context-based questions which make students think critically and link the content with the real world. This approach looks rather promising in improving reading skills, but teachers called for more and better strategies to be used in class.

The challenges encountered in the implementation of CLIL-based activities included time constraints and inadequate/limited resources. They also reported that it was difficult to manage time between introducing content and teaching language, and that it was difficult to address both content and language learning needs within the same lesson. Moreover, some of the teachers mentioned that they understood the principles of CLIL, but they felt that they required more training or professional development to be able to put it into practice effectively. However, the teachers had taken some measures to tackle this problem; for instance, they included other sources like articles and videos to support the content and language integration they planned to use in the lesson.

As for the form of control of the received subject matter and the language development, the authors stated that they use both formative and summative assessments. They also stated that although content comprehension was mainly tested through written products and quizzes,





language development was rather challenging to measure accurately. Teachers highlighted the importance of giving meaningful feedback on both aspects of the work but mentioned that it could be time-consuming. In general, the interviews show that CLIL-based activities are well received, but their full effectiveness is still being thwarted by difficulties in implementation and the requirement for further professional development and materials.

3.1.3. Post-test for Students

The post-test results show a significant enhancement in students' reading comprehension, which indicates that the proposed activities were effective. The comparison between the pre-test and post-test scores shows a significant increase in the average percentage of correct answers, especially in the areas that were most difficult to students at the beginning of the study. Table 4 shows the scores distribution across different reading skills and how they are affected by the treatment, thus demonstrating the students' progress. From the enhancement in the performance, it appears that the intervention was targeted on the areas of weakness which were revealed in the diagnostic phase.

Table 4. Diagnosis by Skills

Reading Skill	Pre-test	Post-test	Improvement (%)
Identifying Main Ideas	45%	75%	30%
Making Inferences	50%	80%	30%
Understanding Vocabulary	55%	78%	23%
Understanding Context and Details	48%	74%	26%





Overall Score

49%

77%

28%

As shown in Table 4, students showed a significant enhancement in all the components of reading comprehension. The highest gain was observed in the sub-test 'Making Inferences' where the average score was increased by 30%. This is in concordance with the diagnostic results that showed that students had difficulty with inference-based questions. The increase in the performance in all the skills shows that the strategies that were applied were useful in enhancing the students' understanding of the texts as well as their critical reading. In addition, the overall improvement in the post-test scores (28%) confirms the efficacy of the intervention. Thus, the data shows that students' ability to identify main ideas and understand the vocabulary enhanced greatly, with the average scores of 30% and 23% respectively. This improvement indicates the effectiveness of the activities in capturing the students' attention to the content and the language skills development at the same time.

Finally, students' performance improved in all the components of reading comprehension. The highest gain was seen in the area 'Making Inferences' since the mean score was raised by 30%. This is in concordance with the diagnostic results that showed that students had problems with inference based questions. The increase in the performance in all the skills shows that the strategies that were applied helped the students in improving their comprehension of the texts as well as their critical reading. Furthermore, the overall enhancement in the post-test scores (28%) indicates the effectiveness of the intervention. Hence, the results show that students' ability to determine the main ideas and the vocabulary improved significantly by 30% and 23%





respectively. This improvement shows that the activities were able to capture the students' interest in the content and language skills development at the same time.

3.2. Proposal

3.2.1. Presentation

This proposal aims to put into practice activities that are based on the Content and Language Integrated Learning (CLIL) approach in order to enhance reading comprehension in sixth grade students. In this way, content from other subjects, such as science and social studies, is integrated with English language learning which provides students with a more holistic and application-based learning experience. This approach not only helps in the learning of language skills but also contributes to learning of academic content and therefore helps students develop a better understanding of the texts and topics presented in the classroom.

The proposal is made in relation to the need to help children who have the following challenges identified in the initial diagnostic phase of this assignment: During the initial diagnostic phase, it was noticed that students had difficulties in different aspects of reading comprehension. As such, this proposal seeks to address these challenges through targeted activities that are pedagogical in nature and aimed at enhancing students' performance in this essential skill as well as in their overall academic development. In the process, it is hoped that there will be a noticeable improvement in students' reading abilities





3.2.2. Objectives

General objective: The main purpose of this proposal is to improve sixth grade students' reading comprehension through the implementation of CLIL activities. This approach is designed to help students develop their understanding, analyzing and interpreting of texts in English while at the same time learning subject content from different academic fields.

Specific objectives:

- To design and develop CLIL based reading comprehension activities that are linked with subjects such as science, history, and geography to help students develop their language skills as well as content learning.
- To determine the effectiveness of CLIL activities in enhancing students' reading comprehension skills specifically with respect to identifying main ideas, making inferences and understanding vocabulary.
- To help teachers understand how to include CLIL activities in their lesson plans and the strategies and resources that are available to support students' academic and linguistic development.

3.2.3. Justification

A growing body of research supports the implementation of Content and Language Integrated Learning (CLIL) activities by integrating subject content with language learning. CLIL is proven to be effective pedagogical strategy for improving both language and content learning hence it is very useful in bilingual and foreign language contexts. This way, through the use of this





approach, students are not only learning language structures but also learning in the process of learning, that is, they learn the content that they need to learn. The need for this proposal is justified by the results of the initial diagnostic study which revealed that students had difficulties in reading comprehension. These challenges were mainly due to difficulties in understanding the main ideas, making inferences, and processing unfamiliar vocabulary. Integrating CLIL activities could be the solution, because it implies that students will be reading texts that are not only language-rich, but also thematically rich. In addition, CLIL is consistent with the educational objectives of developing critical thinking and autonomy, and with the development of intercultural competence. It offers the students the chance to use the target language in real life situations, which in turn motivates the students. This approach also helps in the development of other life skills like problem solving and analytical skills which are essential for the students in their future learning and life.

3.2.4. Characterization of the Proposal

The proposed intervention is based on the development and implementation of Content and Language Integrated Learning (CLIL) activities aimed at enhancing reading comprehension in sixth-grade students. In this proposal, language learning is integrated with subject content, providing students with a chance to improve their English language skills while at the same time building their understanding of other academic subjects like science, history, and geography.

Key Components of the CLIL Activities:





- **Integrated Content:** Students will be exposed to academic content from subjects such as science, history, and geography through English-language texts, allowing them to learn subject material in conjunction with language.
- **Reading Comprehension Tasks:** Activities will focus on key reading skills, such as identifying main ideas, making inferences, understanding vocabulary, and analyzing text structure.
- **Authentic Materials:** The proposal emphasizes the use of authentic materials (e.g., articles, videos, real-life scenarios) to engage students and make the content more relevant and engaging.
- **Collaborative Learning:** Students will participate in group discussions and activities that encourage collaborative learning, fostering communication skills and peer-to-peer support.

Structure of the Activities:

- **Pre-Reading Activities:** These activities will activate prior knowledge, introduce key vocabulary, and set the context for the reading. This phase aims to engage students and prepare them for the reading task ahead.
- **During-Reading Activities:** Students will engage with the text through a variety of tasks, including note-taking, summarizing, and answering comprehension questions. Tasks will encourage active reading and help students focus on key information.





- **Post-Reading Activities:** These activities will encourage reflection on the text, such as discussions, writing summaries, and answering higher-order thinking questions that require students to make inferences or analyze the content critically.

Types of Activities:

- **Graphic Organizers:** Students will use graphic organizers such as mind maps and charts to visualize information, organize ideas, and track their understanding of the text.
- **Task-Based Learning:** Students will complete tasks that promote critical thinking, such as solving problems related to the content or discussing the implications of the text.
- **Interactive Digital Tools:** The use of digital resources, such as online quizzes, interactive videos, and educational apps, will support students' engagement and provide immediate feedback.

Implementation Plan:

- **Duration:** The proposed activities will be implemented over a period of eight weeks, with two sessions per week. Each session will last approximately 45 minutes.
- **Teacher Training:** Teachers will be trained in CLIL methodologies and how to incorporate content-based language learning into their lesson plans. This will ensure that the implementation is effective and consistent across classrooms.
- **Integration with Curriculum:** The activities will align with the existing curriculum, ensuring that they complement and enhance the topics already being covered in class.





Evaluation and Assessment:

- **Ongoing Assessment:** Teachers will assess students' progress continuously through informal assessments, such as class participation, quizzes, and peer reviews.
- **Post-Implementation Evaluation:** After the implementation, a post-test will be administered to assess improvements in reading comprehension. In addition, feedback from students and teachers will be gathered to evaluate the effectiveness of the activities.

Resources Needed:

- **Teacher Materials:** Lesson plans, CLIL-based activity guides, and training resources.
- **Student Materials:** Reading comprehension worksheets, graphic organizers, and access to digital tools and resources.
- **Technological Tools:** Access to computers or tablets with internet access to support interactive and digital learning activities.

Expected Outcomes:

- **Improved Reading Comprehension:** Students will demonstrate a significant improvement in their reading comprehension abilities, as evidenced by post-test results and formative assessments.
- **Increased Engagement:** Through the use of authentic materials and interactive activities, students will show greater interest and engagement in reading tasks.





- **Enhanced Language Skills:** Students will develop a stronger command of academic English, particularly in terms of reading-related vocabulary and language structures.

3.2.5. Application, Implementation, and Evaluation

The implementation of this proposal will be systematic to ensure smooth integration of CLIL strategies into English language teaching. The activities will be performed for 8 weeks with two sessions each week and each session will be approximately 45 minutes. Teachers will be trained beforehand on CLIL strategies, which include how to incorporate subject matter in language teaching and how to use real-life objects. The lesson plans will be integrated into the current curriculum to make sure that students are exposed to both language and content learning.

During implementation, students will be involved in pre-reading, during-reading, and post-reading activities which are aimed at improving the comprehension skill. Group discussions will be encouraged by teachers, guidance in reading strategies will be provided and collaborative learning will be encouraged through group-based tasks. Online quizzes and interactive reading exercises will also be used as part of digital tools to enhance learning and engage students further. News articles, infographics, and short texts on science, history and geography will be used as authentic materials in the sessions to help translate language use into real life.

To determine the efficacy of the proposal, a multi-faceted evaluation plan will be implemented. Formative assessments like students' participation, quizzes, and peer reviews will be done during the intervention process. A posttest will be conducted at the end of the program to determine the reading comprehension gain. Moreover, students and teachers will be asked questions via surveys and interviews to determine the level of students' engagement and the students' and teachers'





views on the effectiveness of the activities. The results will be analyzed to determine the effectiveness of the CLIL-based approach and what can be done next.

3.2.6. Beneficiaries

The main subjects of this proposal are sixth grade students who will be engaged in the CLIL based reading comprehension teaching/learning processes. These students will improve their language skills, especially in reading comprehension which is crucial for future learning. In addition, through the integration of subject matter with language learning, the students will gain a better understanding of science, history and geographical concepts. The use of attractive and practical materials will increase interest and therefore the effectiveness of the learning process. Teachers are also going to derive gains from the implementation of this proposal because it offers them new ways to teach them beyond the scope of this project. In this way, teachers will be trained in CLIL strategies and will be able to integrate content and language teaching into their daily practice. This way of teaching not only helps them to become more professional and passionate teachers but also provides the students with more active learning experience. In addition, teachers will have access to detailed lesson plans and other teaching materials that can be used in future classes.

Out of the classroom, the proposal has more general educational significance. Curriculum developers and administrators can employ the results of this project to improve language teaching techniques and include CLIL-based approaches into their systems. In addition, parents will be pleased with the fact that their children are learning to read and communicate better in English. Thus, this proposal for changing the pedagogical strategy of English language teaching may be





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regarded as a strategy of improving students' academic achievement and, therefore, the whole educational institution.

To validate the effectiveness of the proposal, an initial pilot was conducted with a small group of sixth-grade students over a four-week period. The selected CLIL-based activities were implemented in real-life classrooms, and both students and teachers provided honest feedback. Student engagement increased, and a significant improvement in reading comprehension was noted by incorporating content and language learning. Teachers expressed that the lesson plans were functional and valued the interdisciplinary approach, which fostered student participation and interest. However, some ideas emerged, such as devoting more time to enriching vocabulary and integrating activities tailored to different levels of language proficiency. These results indicate that the proposal not only has a solid theoretical basis but also works well in practice, laying a solid foundation for widespread use.



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CONCLUSIONS

- 1- The research findings thus confirm that the integration of CLIL strategies enhances students' reading comprehension skills when content and language are integrated. Using subject-related materials in English lessons helped students to understand and use texts more effectively, that is, to be able to interpret and analyze information in a specific academic context.
- 2- The empirical analysis showed that students made significant improvements in their reading skills during the CLIL-based activities. The post-test results also showed improvement in the reading comprehension levels especially in the area of inference, vocabulary and complex text. These results indicate that the integration of subject content into English language instruction in a systematic way has a positive impact on language development.
- 3- In the successful application of CLIL methodologies, teachers were identified to have a fundamental role. Lesson planning was also reported to have improved their ability to integrate language and content through structured way, using authentic materials and interactive learning techniques. This paper also includes feedback from educators on the importance of professional training and continuous support in implementing these strategies within the classroom.
- 4- The research also revealed certain challenges coexistent with CLIL implementation, in the form of the need for additional resources and teacher preparation. Despite the effectiveness of the approach, its long-term success depends on the availability of well-





designed instructional materials and the provision of ongoing professional development opportunities for educators. These factors, if addressed, will contribute to the sustainability of CLIL methodologies in language learning.

- 5- The study confirms the above-mentioned hypotheses and concludes that CLIL-based instruction is more enjoyable and effective for students than traditional instruction. Students also develop critical thinking skills that are important for future academic performance because CLIL methodology integrates content knowledge with language acquisition. These results support the relevance of using strategic and innovative approaches in English language teaching for the development of linguistic and cognitive abilities.





RECOMMENDATIONS

- 1- It is recommended that schools and teachers ensure that the use of CLIL strategies is built into English lessons. This can be done by creating explicit and systematic plans for language lessons that are connected to content learning, so that students interact with texts that are relevant and sit well within their context.
- 2- In order to ensure that the gains made by students in their reading comprehension are maintained, it is recommended that ongoing assessment practices be put in place to track progress in key reading abilities. Teachers should use formative assessments like reading journals, comprehension quizzes, and peer discussions to reinforce inference making, vocabulary expansion, and text analysis; thus, continuing to challenge students on these skills.
- 3- Since teacher preparedness is vital for the successful implementation of CLIL, therefore, educational institutions should offer professional development that focuses on integrating both content and language teaching. Workshops, training sessions, and collaborative planning among teachers can improve their capacity to design interesting and meaningful lessons that can help languages develop as well as the academic skills needed to progress further.
- 4- In order to address the challenges identified, schools should purchase high-quality teaching materials and resources that are designed specifically for CLIL instruction. Also, policymakers and educational leaders should provide funding for teacher training





programs, and the development of instructional guides that support the implementation of CLIL methodologies.

- 5- In addition, to ensure that the above strategies are effective and to maximize the long-term benefits of CLIL in English language learning, it is advised that institutions adopt a holistic approach to promote critical thinking and interdisciplinary learning. Having subject teachers and language instructors work together will produce a more cohesive and enriched educational experience for students, thus improving their academic performance and cognitive skills.





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Mercury

Saturn

Earth

Moon

1. Read the passages and answer the questions

Tom woke up early and looked out the window. The sky was gray, and he could hear the sound of rain tapping on the roof. He sighed and grabbed his umbrella before heading out.

Question: Why did Tom take his umbrella?

- a) Because it was sunny
- b) Because it was raining**
- c) Because he needed it for work
- d) Because it was a gift

Question: What can you infer about Tom's feelings about the weather?

- a) He was excited
- b) He was unhappy**
- c) He didn't care
- d) He was confused

Sarah looked at the clock and realized she was late for her appointment. She quickly grabbed her coat and ran out the door, hoping she wouldn't miss it.

Question: Why did Sarah run out the door?

- a) She was excited to go to her appointment



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- b) She didn't want to forget her coat
- c) **She was late for her appointment**
- d) She wanted to get some exercise

Question: How do you think Sarah felt when she realized she was late?

- a) **Nervous and rushed**
- b) Calm and relaxed
- c) Happy and excited
- d) Indifferent

2. Match the following words with their meanings:

- | | |
|------------------|--|
| ● Photosynthesis | ● The process by which plants make food |
| ● Pollution | ● Harmful substances in the environment |
| ● Umbrella | ● A tool used to protect from rain |
| ● Habitat | ● The natural home of an animal or plant |
| ● Migration | ● The movement of animals from one place to another for food, breeding, or weather |

3. Select your reading strategies

Question: Before reading a story, what do you usually do?

- a) Look at the pictures or title to guess what it's about
- b) Start reading without thinking about it





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- c) Wait for someone to explain it
- d) Write down questions about the topic

Question: After reading a passage, how do you check if you understood it?

- a) Summarize it in your own words
- b) Ask a friend about it
- c) Read it again without thinking
- d) Move on without checking



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Annexe 2: Survey for teachers

Topic: Content and Language Integrated Learning (CLIL) and Reading Comprehension

Instructions: Please select the option that best reflects your experience or opinion for each statement.

1. **How often do you integrate subject content (e.g., science, history) into your English lessons?**
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

2. **How frequently do you set clear language and content objectives in your lesson plans?**
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

3. **How often do you use authentic materials (e.g., articles, videos) to support both content and language learning?**
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

4. **How regularly do you observe improvements in students' reading comprehension after implementing CLIL-based activities?**
 - a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never





5. **How often do you encourage students to make inferences while reading subject-related texts in English?**
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never
6. **How frequently do you assess both content knowledge and language skills in your students?**
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never
7. **How often do you design tasks that promote critical thinking through reading activities in English?**
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never
8. **How regularly do you use graphic organizers (e.g., charts, mind maps) to support students' reading comprehension?**
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never
9. **How often do you incorporate visual or digital resources to enhance students' engagement with reading tasks?**
- a. Always
 - b. Often
 - c. Sometimes





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- d. Rarely
- e. Never

10. How frequently do you provide feedback focused on both content understanding and language use?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Thank you very much!



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Annexe 3: Interview for teachers

Introduction: Thank you for taking the time to participate in this interview. The purpose of this study is to explore how Content and Language Integrated Learning (CLIL) activities are implemented in English classes and their impact on students' reading comprehension. Your insights will greatly contribute to understanding effective teaching practices. Please feel free to share your thoughts and experiences in detail.

1. How do you currently integrate content from other subjects (e.g., science, history) into your English teaching practices?
2. Can you describe specific strategies or activities you use to enhance students' reading comprehension in English?
3. What challenges have you faced when implementing CLIL-based activities in your English lessons, and how have you addressed them?
4. In your opinion, how does the use of authentic materials (e.g., articles, real-life scenarios) influence students' engagement and reading skills?
5. How do you assess both content understanding and language development in your students after using CLIL activities?

Thank you very much!





1. Read the passages and answer the questions

Bats are the only mammals that can truly fly. They have wings made of a thin membrane of skin stretched between their fingers. Bats are nocturnal creatures, meaning they are most active at night. They feed on insects, fruit, and nectar, and they play an important role in controlling insect populations.

Question: What is unique about bats compared to other mammals?

- a) They can swim
- b) They can fly**
- c) They live in caves
- d) They are diurnal

Question: What do bats mainly feed on?

- a) Grass
- b) Insects, fruit, and nectar**
- c) Fish
- d) Other mammals

The Amazon rainforest is often referred to as the 'lungs of the Earth' because it produces a large portion of the world's oxygen. It is home to an incredible diversity of species, many of which have not yet been discovered. Deforestation in the Amazon poses a significant threat to global biodiversity and the health of our planet





Question: Why is the Amazon rainforest called the 'lungs of the Earth'?

- a) It produces a large amount of food
- b) It absorbs a lot of water
- c) **It produces a significant amount of oxygen**
- d) It helps regulate temperatures

Question: What is the major threat to the Amazon rainforest mentioned in the passage?

- a) Climate change
- b) **Deforestation**
- c) Pollution
- d) Overfishing

2. Match the following words with their meanings:

- | | |
|------------------|--|
| ● Gravity | ● A force that attracts objects toward the center of the Earth. |
| ● Photosynthesis | ● The process by which plants use sunlight to make their own food. |
| ● Ecosystem | ● A community of living organisms and their environment. |
| ● Circulation | ● The movement of blood throughout the body, powered by the heart. |
| ● Migration | ● The seasonal movement of animals from one region to another. |





3. Select your reading strategies

Question: Before reading a story, what do you usually do?

- e) Look at the pictures or title to guess what it's about
- f) Start reading without thinking about it
- g) Wait for someone to explain it
- h) Write down questions about the topic

Question: After reading a passage, how do you check if you understood it?

- e) Summarize it in your own words
- f) Ask a friend about it
- g) Read it again without thinking
- h) Move on without checking

