

**CLIL METHOD AS A STRATEGY TO STRENGTHEN THE ENGLISH LEARNING
PROCESS, THROUGH THE USE OF A WEB-PAGE AS A MOTIVATIONAL TOOL
IN THE SEVENTH-GRADE STUDENTS OF NUESTRA SEÑORA DE FATIMA
SCHOOL IN TUNJA-BOYACÁ.**

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Abstract

This research proposal determinates how the use of the CLIL method and the implementation of a web-page can contribute to strengthen the English learning process in a positive way in the seventh grade students of Nuestra Señora de Fátima School in Tunja-Boyaca, keeping in mind that according to the results achieved in the ICFES test, some students have obtained an A-2 English level, which this institution does not meet with the levels of schooling according to the National English Program, for that reason it is necessary to research what English skill with more weakness is, with the purpose to implement a strategy to solve this problem, using the CLIL method through a web-page to increase the motivation, interest, and confidence beginning with the seventh grade students, due to this grade should have the best English basis of A-2 English level before advancing to the next grade; This method will play an important role to strengthen the English learning, changing the way to acquire a second language using other subjects matters such as science, history, geography or others in the target language, practicing with different interactive activities to encourage the English class in order to facilitate their acquisition and comprehension with the impacts and advantages that the technology brings us especially in the English learning process.

Keywords: CLIL Method, ICT, Target language, Motivation, English learning process.

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Introduction

Learning English as a foreign language not only increases cultural understanding, but also paves the way towards a more culturally diverse and tolerant society in Colombia, where this country will not only increase the diversity of the nation, but also offer them a more competitive edge in the acquisition of a target language, for that reason this research is important because the students should study the English language from an early age at the school, to develop good competences and communicative skills during their growth and formative process; It is important to acquire more vocabulary and to have the best basis about this language, because when the students will begin their higher education they have to achieve a high English level like a degree request, for that reason students in Colombia study towards a range of English exams throughout their school and higher education careers, the most notable of which are the Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS), which are used to evaluate and standardise English language levels of students around the world, for that reason it is important to improve the English knowledge in this institution focusing on seventh-grade, because in this grade they should have the A-2 English level, with the purpose to continue the next grade with the best basis to avoid several problems when they will finish the school and to begin the next step of their life where nowadays the English language is a need to obtain a job or to get a professional degree.

Justification

The significance of this study is to achieve that the application of the content and language integrated learning (CLIL) method, allows students to strengthen the acquisition of a second language due to the fact that it is an approach to teaching and learning which combines the learning of a foreign language with another discipline or class subject, also because Marsh (2002) defines CLIL “As a generic umbrella term which would encompass any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role”(P.58).

Keeping in mind that one of the main advantages of CLIL is that the language becomes a tool not only for communication but also to support the English skills, also it involves students to learn and to think in a foreign language to increase learner’s motivation and confidence, allowing more contact with the target language in order to improve the English skills. On the other hand, this proposal can obtain a positive social impact in the teaching process because it is important to include that the CLIL method can involve an important and effective strategy to learn English, like the use of Information technology and communication, because with "ICT" as well as achieving excellent results in the acquisition of a second Language, it favors the development of autonomy, creative and collaborative work to facilitate the teaching and learning process in a funny and interesting way; also the seventh grade students will be able to learn more vocabulary and to strengthen their English knowledge to have more comprehension clearing doubts before, to begin the topics of B-1 English level in the next grades according to National English Program.

Statement of The Problem

This research proposal has emerged from the results obtained by the Nuestra Señora de Fatima School in Tunja-Boyaca in the ICFES test, the last three years it is evidenced that according to the Common European Framework of Reference for Languages, some students have obtained an A-2 English level, keeping in mind that in 2004, the Colombian Ministry of Education (MEN) created the National English Program, aimed at offering all school pupils the possibility of reaching a B1 level of proficiency in English at the end of their school studies (MEN 2006a:57), this program is intended to improve the learning of English as a foreign language with the following levels of schooling: A1 Students of third grade of primary education, A2 Students of seventh grade of secondary education, B1 Students of eleventh grade of basic education media, B-2 higher education and English Teachers, C-1 foreign language careers and others.

For that reason, this institution evidences that the results obtained in the ICFES test and according to the National English Program, some students do not meet with the level of schooling and the purpose of this institution is that all students can fulfill with this request; Since a logical point it is necessary to strengthen the English skills of this institution focusing on the seventh grade, because they should have the best basis of English language to obtain an A-2 English level, avoiding delays in their degree or perhaps hate toward to the English language, for that reason it is important to develop and to implement a strategy to strengthen the English skills from an early age, involving methods that wake up the interest of the learners such as the use of CLIL and the integrating of ICT as a motivational tool, which are a perfect mixed idea to change the traditional teaching method, in order to facilitate and to strengthen the acquisition of a second language.

Objectives

General Objective

To strengthen the English learning process, through the CLIL method and the use of a web-page as a motivational tool in the seventh-grade students of Nuestra Señora de Fatima School in Tunja-Boyacá.

Specific Objectives

- To determinate the main English learning difficulties that the seventh-grade students have.
- To identify which class matter the seventh-grade students would like to work in English.
- To design and to apply a web-page with interactive activities to develop the CLIL method in the class matter chosen by the students.
- To evaluate the knowledge acquired by the seventh-grade students through a progress report per each session given.
- To analyze and compare the results obtained in the pre and post-test after the implementation of the web-page.

Literature review

This research mentions different concepts which are important such as the Bilingual education, the significant learning, Content and Language Integrated Learning, and the use of Information and Communication Technology. The following authors have investigated the positive impact that these concepts offer to the community, focusing on learning a second language in the educational environment, in order to facilitate the English learning process.

Bilingual education

Nikuta (2016) mentioned the following argument about this topic:

Perhaps more children and students worldwide are educated in a second language (L2) than in their first language (L1). In many nations and societies, the language of schooling is not the same as the home language for a substantial group of learners. This is usually taken for granted (children will eventually learn anyway) or approached from a deficiency perspective (children need to overcome their language deficit in the educational context). Teachers, as a consequence, may feel that language development is their pupils' own responsibility or the responsibility of language teacher colleagues. In bilingual education, we have deliberately created challenges for content and language learning. By teaching content through an additional language, we aim to reach higher levels of L2 proficiency within the curricular programme, without lowering the aims for content learning outcomes (p.13).

Bilingualism

Ramirez & Kuhl (2017) defined this concept as follow:

Bilingualism does not cause confusion or language delay; children who are bilingual perform equally well or better than monolinguals when both languages are considered.

Studies suggest that optimal learning is achieved when children begin learning two languages at an early age through high-quality interactions with live human beings (not through TV or other media), and both languages are supported throughout the toddler, preschool, and school years. Supportive environments for bilingual learning encourage caregivers to use the language in which they are most fluent and comfortable, value both languages equally, and view bilingualism as an asset (p.43).

Significant Learning

Fink (2003) argued that the central idea of the phrase “significant learning” is that all teachers not only want students to do something more than just learning course content into their short memory, but also they want to demonstrate that this kind of learning in most learners make a difference learn to become part of how they think, what they can and want to do, what they believe is true about life and we want this learning to increase their capability for living meaningfully, to achieve this it is necessary that they learn whatever topic with their life rather than just with their courses life, with the purpose that learning will have the potential for changing their lives in an important way.

On the other hand, it becomes just one of six major categories of significant learning and Fink (2003) affirmed that these categories can be briefly described as follows:

Foundational knowledge describes understanding and remembering specific information and ideas. This type of learning provides a basic apprehension of a particular subject.

Application means learning how to engage in some new type of intellectual, physical, or social action. It allows the other types of learning to be useful.

Integration involves connecting learned material with other ideas, people, or realms of life.

This type of learning allows students to draw parallels and connections between ideas or

actions that may have initially seemed disparate. It strengthens the web of meaning through interrelatedness.

Human dimension refers to learning important information about oneself or others. It allows students to discover personal and social implications for their studies.

Caring involves developing new feelings, interests, and values. This type of learning allows students to interact with the subject on a personal level and thus create new energy and enthusiasm for learning.

Learning how to learn means becoming a better student by learning to be inquisitive and self-directed. It is important because it allows students to become lifelong learners and to engage in future studies with greater effectiveness and efficiency (p. 30-32).

CLIL: Content-based Instructional Approach to Second Language Pedagogy

Awan & Sipra (2018) concluded that CLIL is the outcome of the evolutionary process from theories of learning blended with modern notions of communication and supported by the contextual factors such as immigration, globalization and language politics. It is bound to succeed because it blends subject knowledge, technology, future preparation, cognition, motivation, the authenticity of context as well as purpose, the economy of time and resources and above all an instrument of transforming diverse societies into pluricultural communities. Pedagogically, CLIL comes very close to an ideal teaching environment where teachers allow learners to think through and articulate their own learning, classes are interactive and dialogic in nature, cooperative learning is promoted and by doing so the dual purpose of transfer of knowledge related to content as well that of language is skilfully achieved (p.131).

Other researchers about CLIL method:

Martinez (2012) affirmed:

The experience of Gabriele Azzaro and Richard Rice on different occasions in the recent past; we have used at least three variants of CLIL proper: we have had content as a support for developing language skills using technology, technology as a support for language skills necessary for study in a CLIL context and technology as a support to genuine CLIL experiences. In this case, students will need to be competent and fluent in a subject both in the foreign language and on their own. They should be able to mentally function as creatively as possible in both languages, and they will also have to be able to do so with the full appreciation of the foreign cultural make-up and background. This calls for at least three prerequisites. Intelligent students; motivated students; fluent students. When these conditions are not met, remedial work will be necessary, outside the classroom; this is where technology fits in well, especially with an eye for “inclusive” CLIL (p.154).

Martinez (2012) Keeping in mind the experience of Gabriele Azzaro and Richard Rice who argued the following:

In the early stages of CLIL programs, self-esteem, motivation, and enjoyment, in general, are threatened by the challenge of adapting to interaction in the foreign language, whereas at later stages communicating in L2 in the classroom is felt as a great personal achievement and therefore it increases motivation²⁰ (p.173).

Martinez (2012) also mentioned that:

CLIL is often seen as the instrumental use of a second language to teach another subject, as the language itself ceases to be the direct object of teaching and learning. Nevertheless, this is only partly true: both the content subject such as mathematics, biology or history

and the language used as a medium are involved more or less equally in defining the learning goals. According to the European Commission of languages, the main objectives of CLIL are three-fold: -to allow students to broaden their knowledge of a subject -to improve students' abilities in a foreign language -to give students an intercultural perspective of the subject, thus stimulating their interest in and shaping new attitudes toward other cultures In addition it is hoped that CLIL's multi-faceted approach will motivate students through more diversified teaching methods (p.2).

Technology in Content and Language Integrated Learning

Martinez (2012) mentioned that:

Technology is by now inescapable in language teaching even in CLIL contexts. Although CLIL focuses neither on content nor language – both are interwoven – and is clearly different from EAL and content-based teaching, it expands on traditional language learning techniques, it is flexible, amenable to different learning contexts, and it involves a wide range of models suitable to different geographies and schools.

The integration of using ICT in CLIL:

For this research, it is necessary to keep in mind that the use of technology plays an important role to develop the activities proposed and also facilitates the English learning process, in order to practice a lot through different interactive activities until the understanding by the seventh-grade students obtain a comprehensible and accurate knowledge.

The integration of ICT in teaching physical education using English as a medium of instruction with the CLIL approach would be an effective pedagogical choice because technology combined with foreign language objectives through a PE class would be highly

motivating and facilitate both content and language learning (Fazio, Salvador, Chiva Bartoll, Isidori & Barbatbun, 2018, p.246).

Methodology

Type of study:

The research design for this study is descriptive because it is analyzed through qualitative methods, to identify numerous details about a subject through observation due to the need to apply interviews and questionnaires to identify the interest and motivation to strength the English learning process of seventh-grade students through the CLIL Method and the use of the ICT with the implementation of a web-page, in order to determinate their satisfaction levels at the end of this research proposal, derived from participant passive observation of their behaviors seen during the development of this study. On the other hand, it is descriptive because it is based on the concept learning English through technology, where the aim is describing what was observed during the application of a web-page to facilitate the learning process.

Research approach:

This research has a mixed approach due to the fact that a part of this study is qualitative because the participant observation is used to collect information that occurs naturally, in order to analyze the effectiveness of the different interventions developed during each activity with the seventh grade students into the classroom, which are fundamental ; On the other hand, the other part of this study is quantitative because it will allow completing the answers of the questions given through tables that contain data in form of numbers and statistics graphics that will facilitate the result interpretations with the purpose to detect and analyze the specific objectives.

Population.

The population sample to be used in the development of this research corresponds to the seventh grade students of Nuestra Señora de Fátima School, which was founded in 1962 by the nun SOR TERESA DE SAN PABLO and it is located in the Capital of the Department of Boyacá, in Tunja. The students of this private institution are the police officers' children., and the teaching methodology is offered in face to face environment. This institution has only one seventh-grade that it is integrated by 26 students: 9 girls and 17 boys between 12 to 14 years old. They have 5 hours per week for learning English language. On the other hand, in this year the English teaching hours were increased because the academic area realized about the need of this matter in order to improve the results in the ICFES test, not only to fulfill with National English Program but also to achieve that the students can finish their education in this school with the best possible level before starting their high education in college.

Procedure:

- Determination of the statement of the Problem
- Creation the type of study.
- Application of an Interview to the English teacher of the seventh grade.
- Population surveys, about CLIL, the use of ICT and English skills.
- Transcription of the information obtained.
- Evaluation through the web-page like a diagnostic test to determinate the English knowledge of the subject matter chosen by the students.
- Creation of the web-page and selection of the technological tools to practice the English language per each topic of the subject matter chosen.

- Practice by the students on the web-page.
- Creation of an observation format to evaluate the behavior of the students during the implementation of this research proposal.
- Final online evaluation through the web-page.
- Comparison of the results obtained from the initial and final online evaluation.
- Conclusions.
- Bibliography.

Instruments

The main data collection techniques used in this research study are the following:

Interview

The main purpose of the structured interview in this study is to obtain information about the performance, experiences, beliefs, behavior, and motivations of the seventh-grade students in the English class.

Structured interviews are, basically, questionnaires administered orally, in which lists of predetermined questions are formulated, with little or no variation and without the possibility of follow-up questions to answers that justify further elaboration. As a result, they are relatively quick and easy to administer and can be particularly useful if clarifications of certain questions (Gill, Stewart, Treasure & Chadwick, 2008, p.291).

Table 1

Interview template.

Interviewed: English teacher of seventh-grade.

Question: How long have you been a teacher at Nuestra Señora de Fatima school of Tunja-Boyacá?

Question: Do you direct the English subject of the seventh-grade students?

Question: How do you describe the English performance of this group of students?

Question: Keeping in mind the national bilingualism program in Colombia and according to the common European framework reference (CEFR); Do you believe that the seventh-grade students meet with the English level according to their scholarship?

Question: What is the English level of the seventh-grade students?

Question: What kind of strategies do you use to improve the English learning process?

Question: Have you ever heard, or do you know about CLIL Method of the English teaching?

Question: What do you think about including other subjects to be addressed in English?

Question: Do you believe that the implementation of a web-page could give a positive impact to strengthen and facilitate the English learning process by part of the Seventh-grade students? why?

Farewell and gratitude.

Note: This table is the interview template to ask questions to the English teacher of seventh-grade in order to know about the student's behavior and English performance.

Transcribing process.

The transcribing process was indispensable, because the main approach for this research is qualitative, for that reason the use of an audio recording was used to collect and take data from the previous interview applied to the English teacher of seventh-grade, with the purpose to write the spoken to obtain an excellent analysis, also Bailey (2008) affirmed that:

Data for qualitative study may comprise written texts (e.g. documents or field notes) and/or audible and visual data (e.g. recordings of interviews, focus groups or consultations). Recordings are transcribed into written form so that they can be studied in detail, linked with analytic notes and/or coded (p.127).

Online survey

In this research emerged the idea to apply an online survey because it is a way to facilitate the collecting process, it was created with a technological tool called kahoot.com, through this tool it was possible to create and design an online survey out of the ordinary to obtain not only the results in a funny way, but also to achieve the interest and participation by the surveyed, as a result the seventh-grade students developed it as a game, the link to access to this online survey is: <https://play.kahoot.it/#/k/b6059058-1207-4884-a442-84548f966d97>; With this tool it is possible to create online surveys and for this one different questions were included, such as multiple selections and closed elections addressed to the 26 students of the 7th grade of the Nuestra Señora de Fatima of Tunja – Boyacá.

Pre-knowledge and post-test:

In order to know the 7th grade performance and progress-of the students, it is necessary to apply a pre-knowledge before the development of this study and a post-test with the purpose to compare the results obtained after the implementation of the web-page, for that reason it was included the following basic topics of science subject matter: The digestive system, Landforms and water forms, part of the tree and plants and the seasons and weather; Creswell (1994) mentioned that "during an experiment, a researcher makes observations or obtain measures by using instruments at a pre-test and post-test stage" (p. 129).

To access to this pre-knowledge and post-test, the students received a brief introduction about the online test posted in the following web-page: <https://juancarlos3042.wixsite.com/7nusefa-english-2018>, it was created to evaluate the development of each topic given, where the students could access easily through the evaluation icon. It was created with <https://www.quia.com/web>. It is a complete online testing system that offers 30 days to use it with a free account, this resource contains automatic grading, immediate feedback, and detailed reporting, with this online tool, the students must enter with their first and last name before to solve the different questions, in order to obtain an excellent analysis with the results obtained.

Observation:

The observation plays an important role in this qualitative research because it was indispensable to be involved into the classroom keeping in mind that according to Gray (2009) argues that “Observation provides an opportunity to get beyond people’s opinions and self-interpretation of their attitudes and behaviors, towards an evaluation of their actions in practice” (p.397). On the other hand, it was used because the participant observations was involved in order to collect significant dates. Also conforming to Gray (2009) mentions:

The central intent of this method is to generate data through observing and listening to people in their natural setting and to discover their social meanings and interpretations of their own activities. Part of this process is the reporting of the researcher’s own experiences, feelings or fears (p.399).

In addition, it was a participating passive observation, because in spite of the observer was present in the classroom the observer never interacted with their activities proposed through the web-page, with the purpose to take important notes in the development of the proposed sessions,

about the behavior, time management and exceptional aspects during each session given through the following format to take notes.

Table 2

Observation format

Observation format	
N° Session	
Topic	
Date of the observation	
Time of the observation	
Grade	
Number of students	
Institution	
Relevant information	
Item	Comments
Class development	
Behavior	
Time management	
Exceptional aspects	
Signature of the observer _____	

Note: It was created to take notes in the participant passive observation.

Source: Own authorship

Results

From the information obtained in the interview, the online surveys and the diagnostic test, the following qualitative and quantitative analysis was carried out, which served as a basis for the creation of the guide workshops, taking into account the weaknesses detected.

Interview:

The following is the result obtained from the interview applied, to the English teacher:

Table 3

Table about the questions and answers applied to the English teacher.

Interviewed: Teacher Lyda Fonseca - English teacher of seventh-grade students.

Question: How long have you been a teacher at Nuestra Señora de Fatima school of Tunja-Boyacá?
Answer: 6 years approximately with the schools of the Police and in Tunja-Boyacá 2 years ago.
Question: Do you direct the English subject of the seventh-grade students?
Answer: Yes, I do.
Question: How do you describe the English performance of this group of students?
Answer: They are good, they like the English language, however, some of them have some difficulties and sometimes they do not pay attention but they perform very well.
Question: Keeping in mind the national bilingualism program in Colombia and according to the common European framework reference (CEFR); Do you believe that the seventh-grade students meet with the English level according to their scholarship?
Answer: ¡ Yes, sr!
Question: What is the English level of the seventh-grade students?
Answer: We are working the A2 English level.
Question: What kind of strategies do you use to improve the English learning process?

Answer: We are using ludic games and programs of roleplay because they like this.

Question: Have you ever heard or do you know about CLIL Method of the English teaching?

Answer: No, I do not know about that.

Question: What do you think about including other subjects to be addressed in English?

Answer: I think that it will be an excellent idea, and it will help to improve the English level and handle it within a more realistic context.

Question: Do you believe that the implementation of a web-page could give a positive impact to strengthen and facilitate the English learning process of the Seventh-grade students? why?

Answer: Yes, I agree about it because I think that it will help them a lot, as they are in touch with the technology, and I believe that technology is a way to motivate them and It would bring them closer to learning a foreign language.

Farewell and gratitude.

Note. This table contains the transcribing process of each answer taken from the English teacher of seventh-grade students.

The previous answers given by the English teacher, allow to conclude that in this grade there are some difficulties which are necessary to mention that the results obtained in the figure number 4, the 27% of the students think that this language is difficult and the 15% of them consider that English class is boring, these percentages could be for the strategy or methodology used by the teacher, in this case not all of them catch their attention to learn a second language through the use of ludic games or programs of roleplays, considering that they need other learning methods

which let them to be interested and motivated, for that reason there is distraction during the class development. On the other hand, she knows that sometimes they do not pay attention during the class, where it is evident that she should change her teaching method to strengthen the learning process, furthermore she accepts that involving the CLIL method and the use of technology it is a great idea to improve the English level and facilitate the acquisitions of the target language.

Online survey

The following graphics show and explain the results obtained from the online survey applied through Kahoot.com, with 14 different questions of multiple selection and closed election, applied to the 26 students of the 7th grade of the Nuestra Señora de Fatima of Tunja Boyacá with the following link to access to the survey: <https://play.kahoot.it/#/k/b6059058-1207-4884-a442-84548f966d97>. This survey was applied in the students' classroom, so the use of the internet was fundamental to access the survey and the use of cellphones for students to answer all questions. The following photos were taken during this collection of data as an evidence of the activity.



Once the students finished answering all questions, the following results per question were obtained:

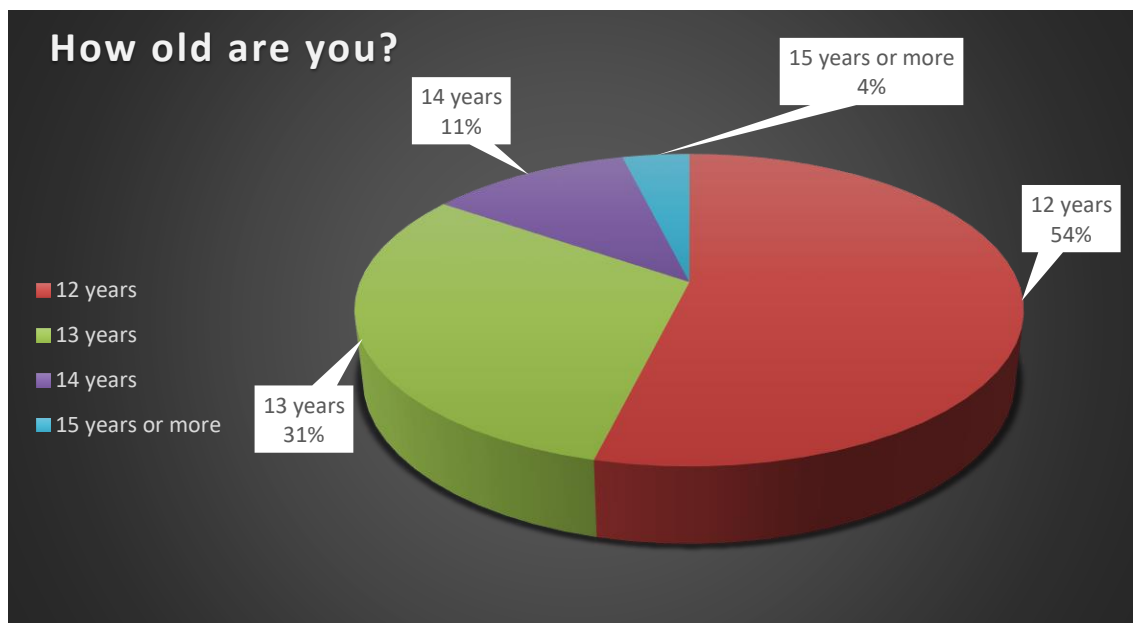


Figure 1. First question of the survey applied to the seventh-grade students.

This figure shows that the 85% of the students are 12 and 13 years old, and solely the 15% of the students oscillate between 14 and 15 years old.

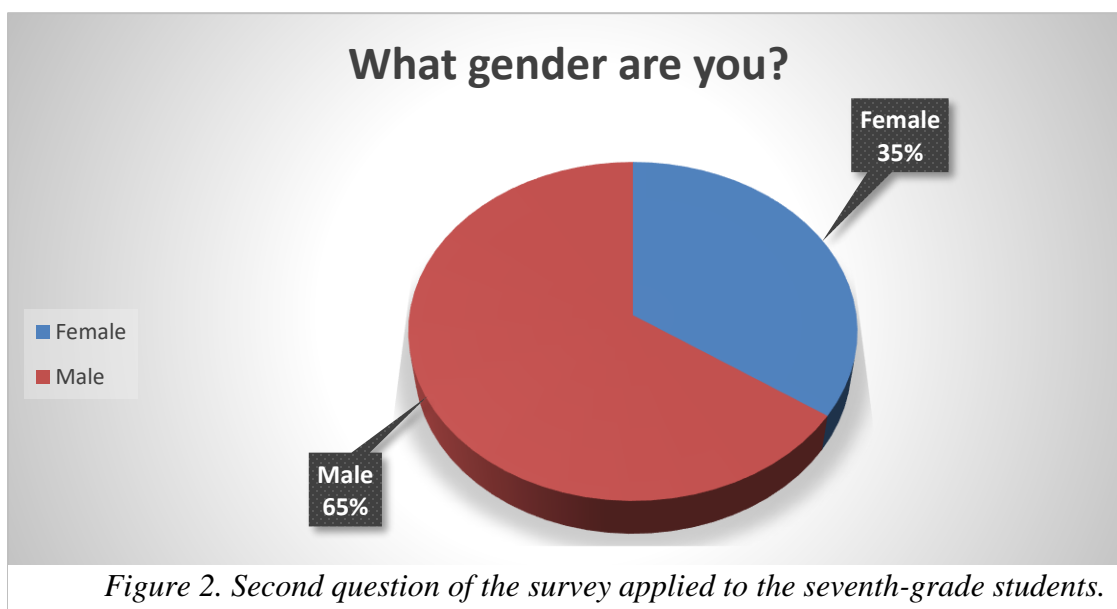


Figure 2. Second question of the survey applied to the seventh-grade students.

The previous figure shows that in this grade the 65% of the students are male, and the 35% of them are female, it means that the predominant gender in seventh grade is the male.

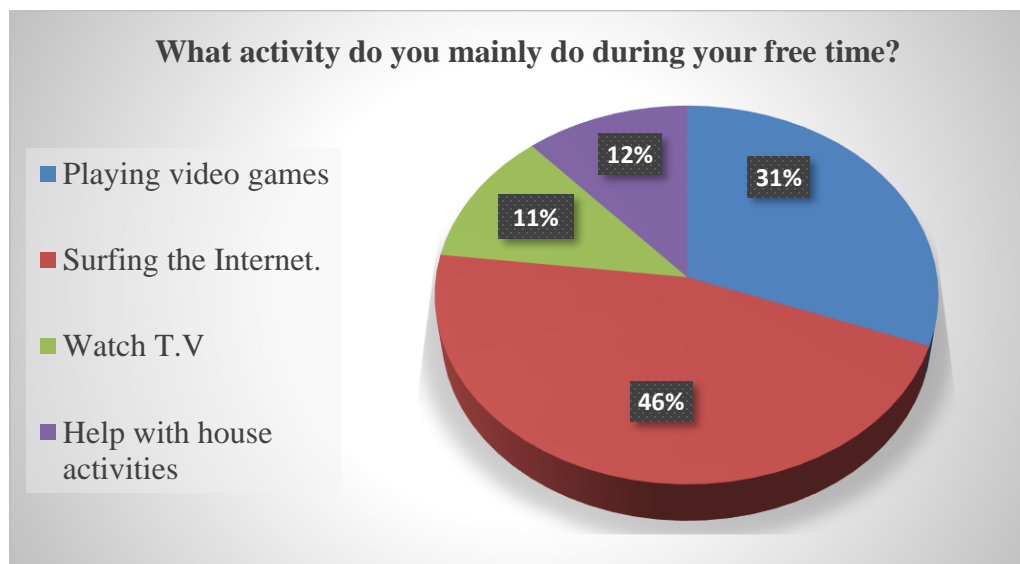


Figure 3. Results obtained from the third question of the survey applied to the seventh-grade students.

The most developed activity by the students in their free time is surfing on the internet with a 46% it means that the most part of the students enjoy the use of technology, the next activity most preferred by the students is playing video games with the 31%, and the 23% of the rest of students spend they free time watching TV or help their parents with the house activities.

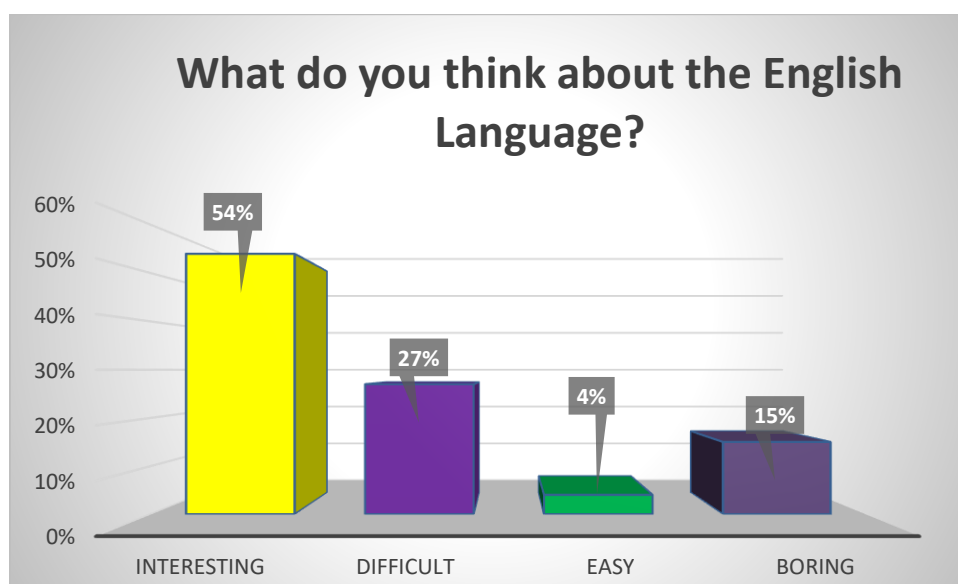


Figure 4. Results obtained from the fourth question of the survey applied to the seventh-grade students.

It is evident that the 58% like the English language and some of them think that not only it is interesting, but also it is easy, however, the 27% have difficulties with this language and the 15% of them consider that this language is boring.

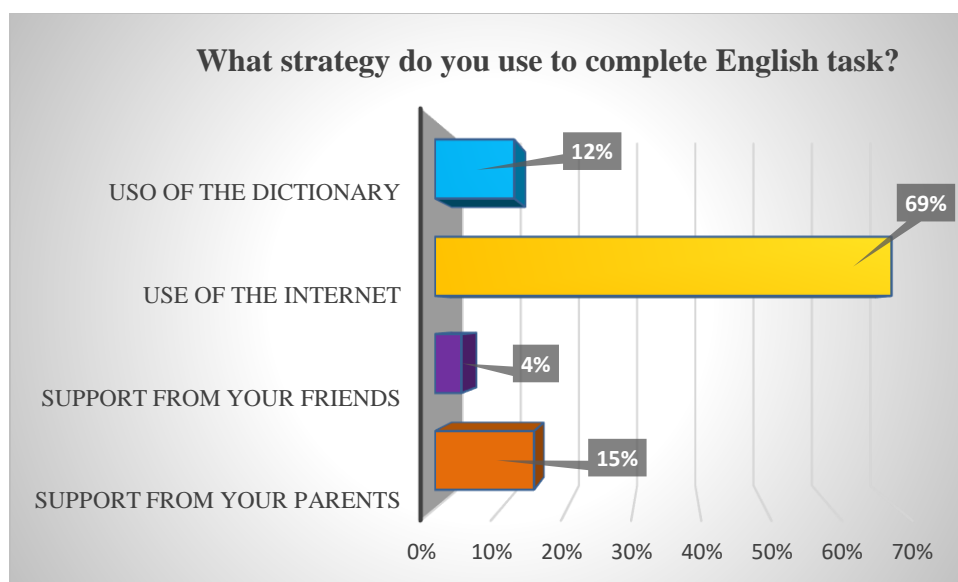


Figure 5. Results obtained from the fifth question of the survey applied to the

seventh-grade students.

According to the survey, the majority of the students use the internet as a strategy to develop their homework, the 27% prefer the use of the dictionary or the support by part of their parents and solely the 4% use the support of their friends.

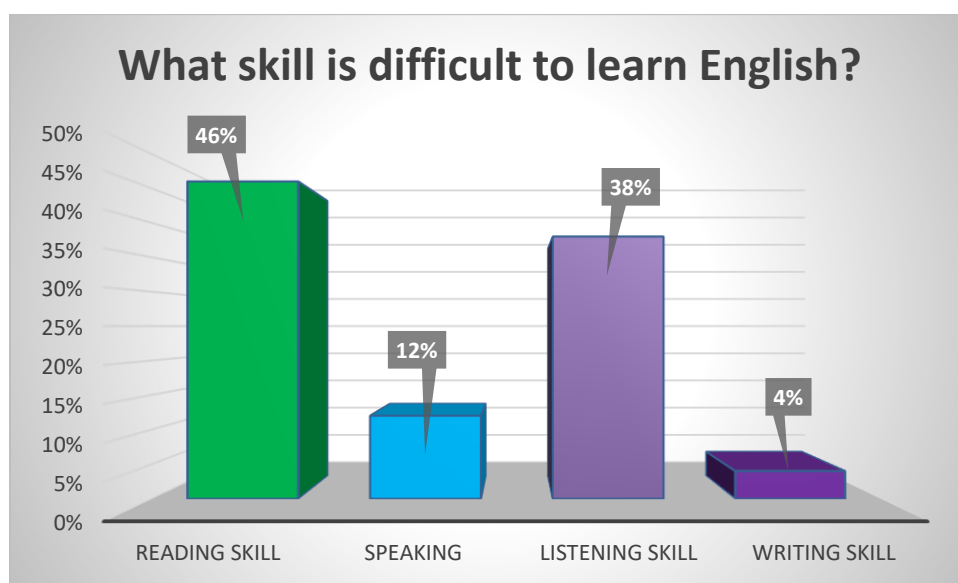


Figure 6. Results obtained from the sixth question of the survey applied to the seventh-grade students.

About the English skill that presents more difficulties to learn this language is reading, because the 46% of the students consider that it is a weakness, and the second one is listening with the 38% of them.

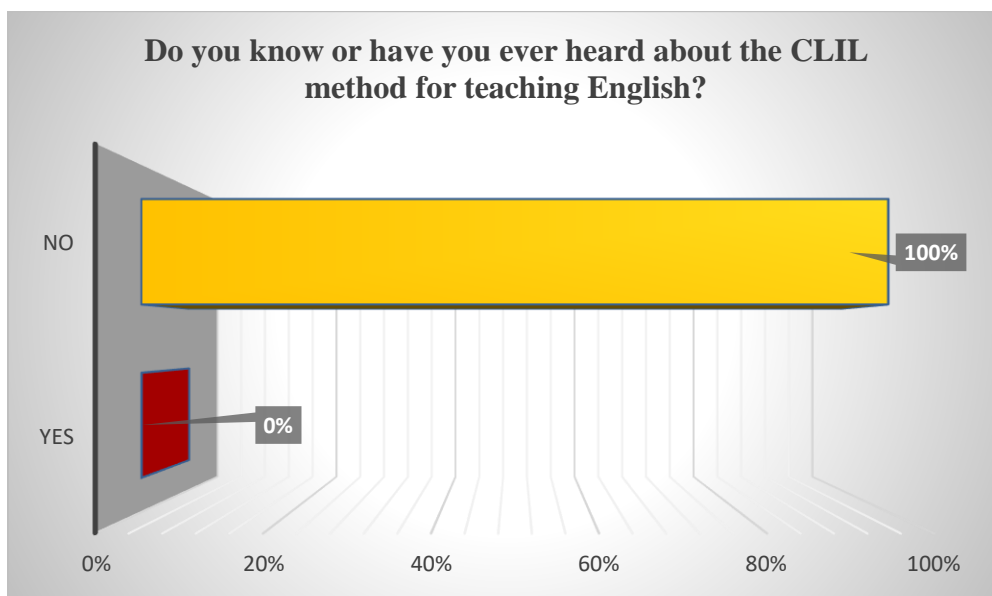


Figure 7. Results obtained from the seventh question of the survey applied to the seventh-grade students.

The previous graphic shows that all students do not have knowledge about the CLIL method for teaching English.

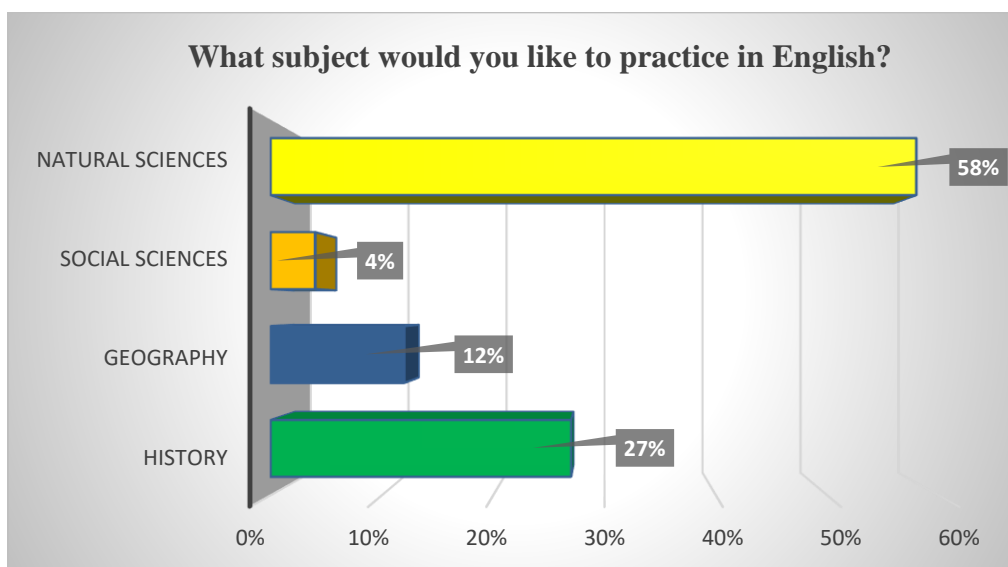


Figure 8. Results obtained from the eighth question of the survey applied to the seventh-grade students.

This statistic graphics show us that the most preferred subject by the students is Natural Sciences to practice in English language, because the 58% of the students like this subject in their mother language and they want to learn it in the target language. The 27% of them like History, the 12% geography and only the 4% prefer the Social Sciences.

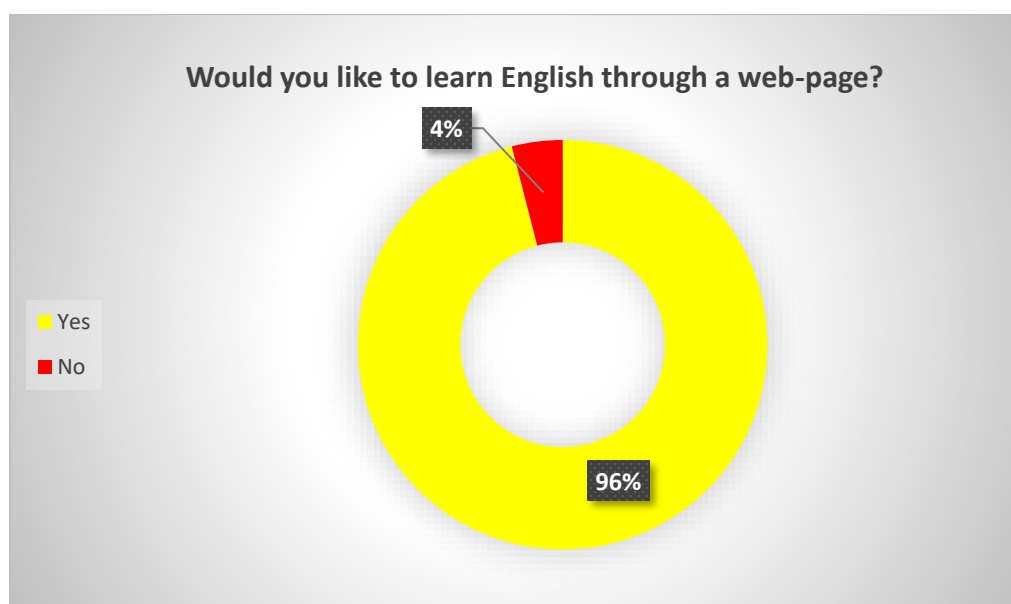


Figure 9. Results obtained from the ninth question of the survey applied to the seventh-grade students.

According to the results obtained, the 96% of the students would like to learn English through a web-page, which means that most part of the students prefer the use of the technology to acquire a second language.

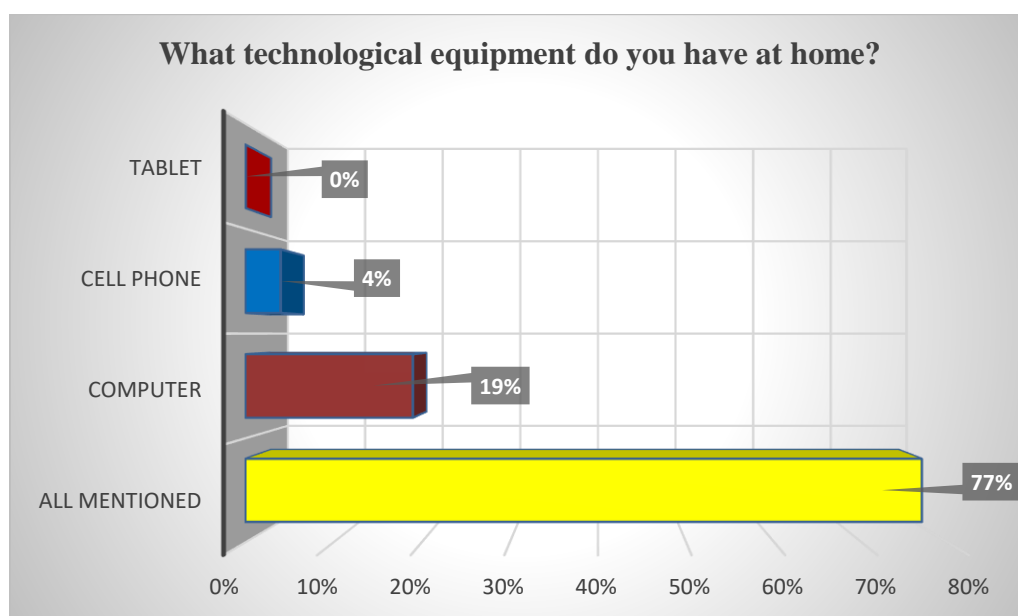


Figure 10. Results obtained from the tenth question of the survey applied to the seventh-grade students.

The majority of the students with 77% have the three technological devices mentioned in this survey, the 19% of them only have a computer in their house and the 4% have a cellphone, it means that the data most predominant about this grade of students is that a big part of them have a technological device.

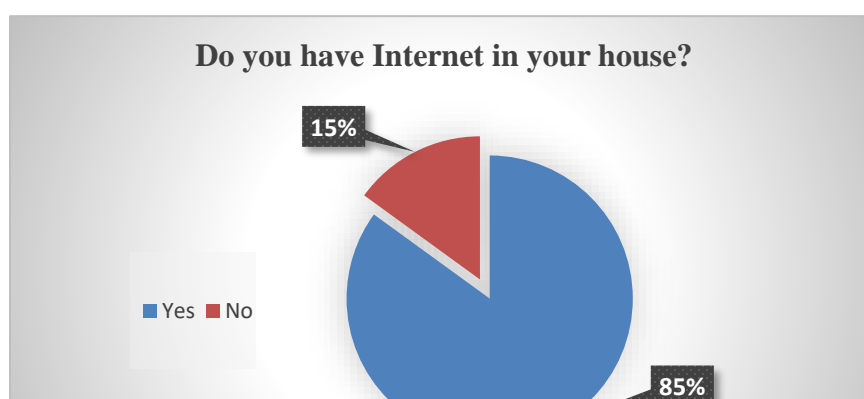


Figure 111. Results obtained from the eleventh question of the survey applied to the seventh-grade students.

The 85% of the students have the possibility of the use of internet at home, and only the 15% have not this possibility at home but they have the opportunity to use it in the school.

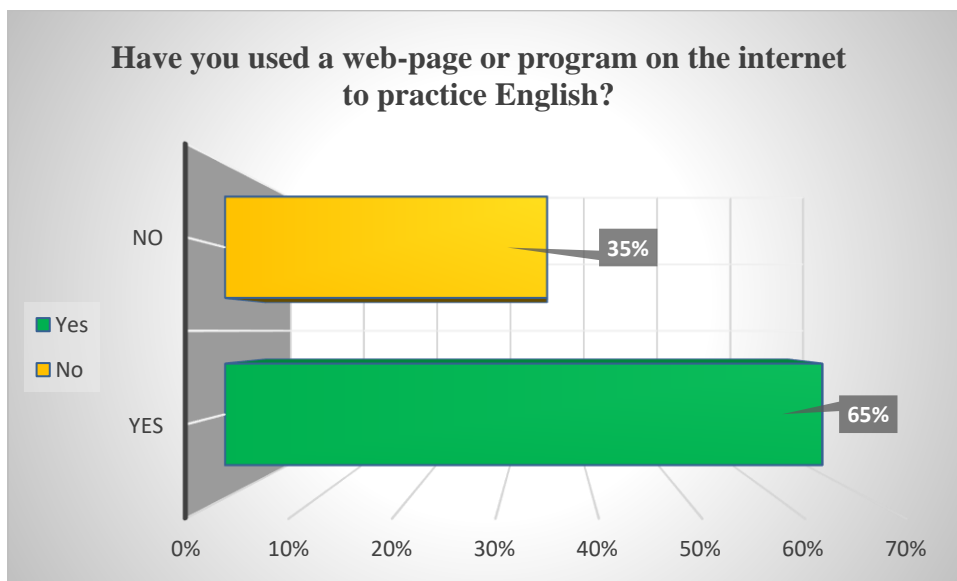


Figure 12. Results obtained from the twelfth question of the survey applied to the seventh-grade students.

The figure N°12 shows us that the 65% of the students have used a web-page or program to practice English.

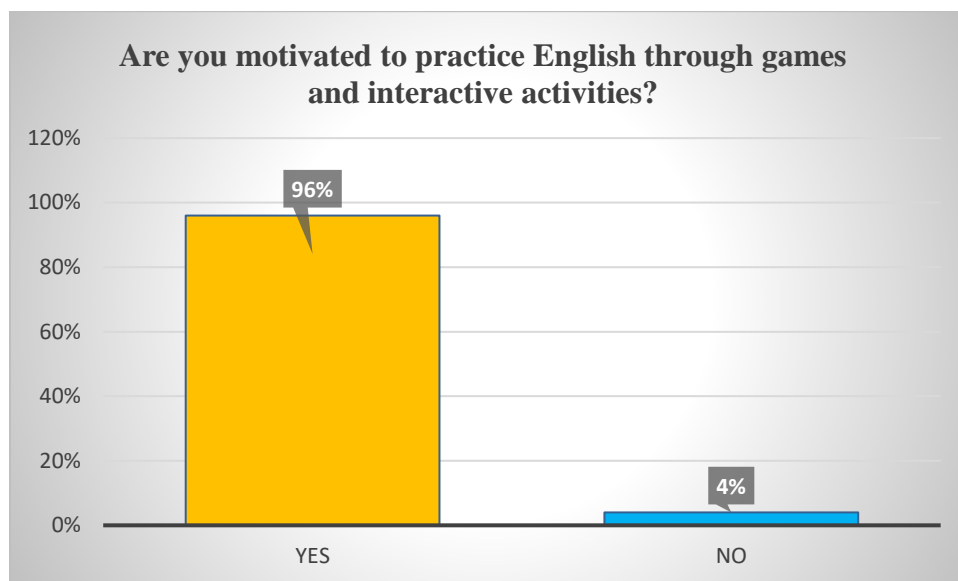


Figure 13. Results obtained from the thirteenth question of the survey applied to the seventh-grade students.

The 96% are motivated to practice English through interactive activities, it means that majority of them would like to practice the English language through technology and the difference of 4% could be related to the kind of the technological tool that most prefer.

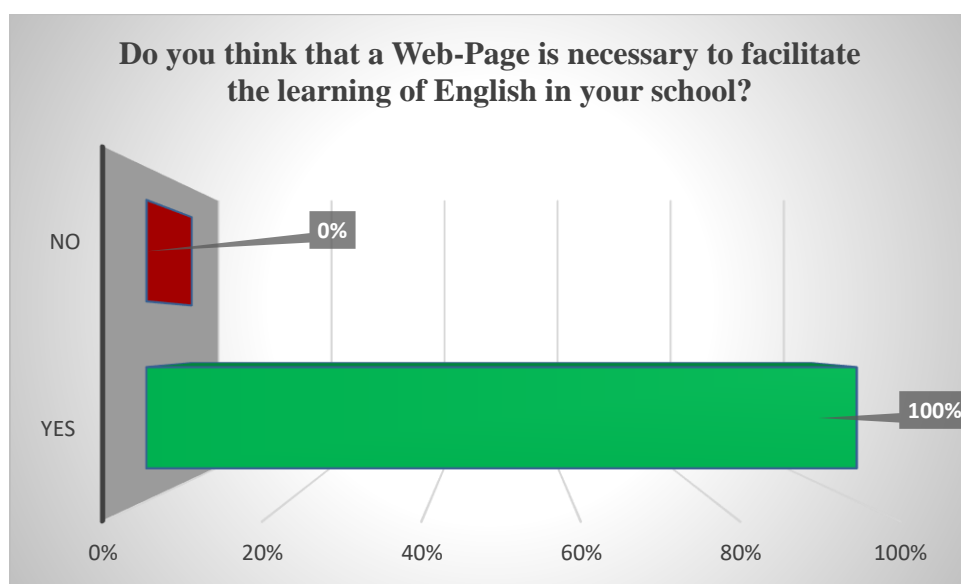


Figure 14. Results obtained from the fourteenth question of the survey applied to the seventh-grade students.

The previous statistic graphics shows that all students are motivated to practice English through online games and interactive activities, for that reason the 100% of them believe that the use of a web-page facilitate the English learning process, and as an important conclusion is that definitely, the most part of the students are interested to involve ICT in their English learning process.

Pre-knowledge test:

The following table and graphics explain the analysis obtained from the pre-knowledge test applied to the seventh-grade students located in the second option of the web-page, see more in the figure 15, otherwise, it is divided into two parts: The topics that present difficulties and the topics that present the highest scores in the preknowledge test, as a meaningful commentary it is

that the following topics were suggested by the English teacher keeping in mind that these topics are dominated by the learners in their mother language.

Table 4

Table with results obtained for each topic of the pre-knowledge test applied.

Question	Topic	Correct	Incorrect
Question 1	Landforms	19%	81%
Question 2	Landforms	23%	77%
Question 3	Waterforms	73%	27%
Question 4	Waterforms	27%	73%
Question 5	Landforms	19%	81%
Question 6	Digitive System	38%	62%
Question 7	Digitive System	38%	62%
Question 8	Digitive System	50%	50%
Question 9	Digitive System	38%	62%
Question 10	Parts of Tree	50%	50%
Question 11	Parts of Tree	54%	46%
Question 12	Parts of Flower	27%	73%
Question 13	Parts of Flower	62%	38%
Question 14	The Seasons	31%	69%
Question 15	The Weather	42%	58%

Note: This chart shows the percentage obtained per question by part of the students in the pre-knowledge test.

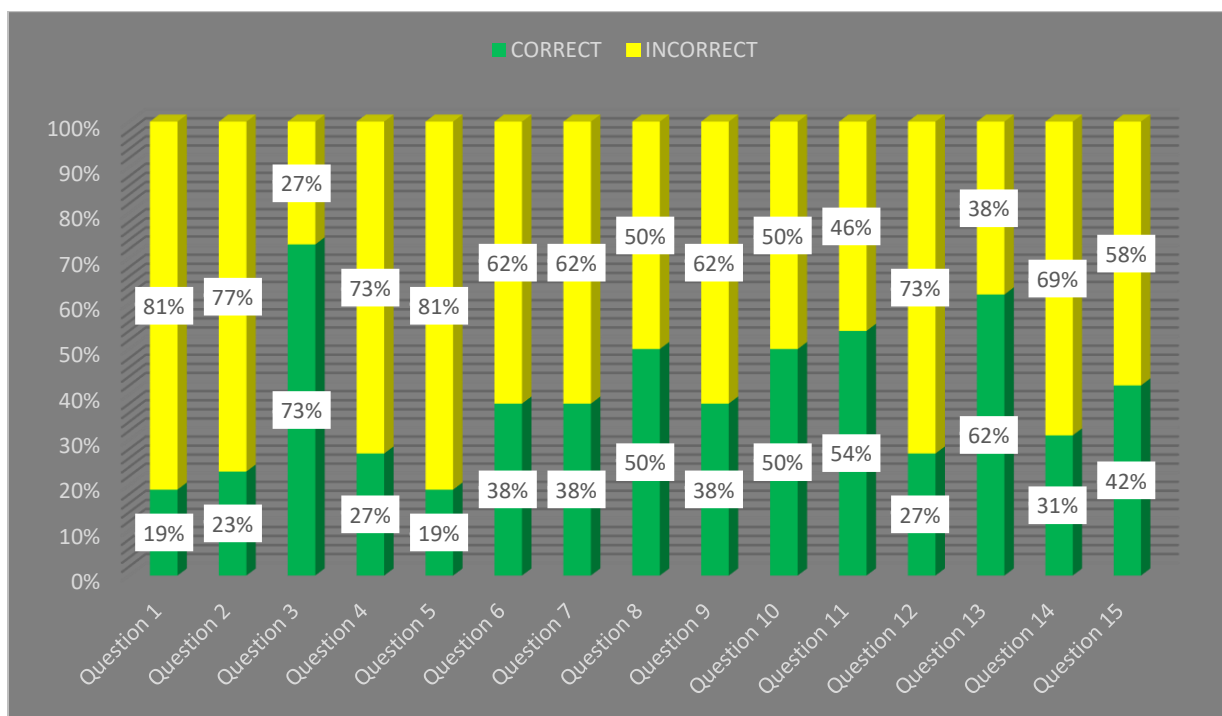


Figure 16. Results obtained from the pre-knowledge test applied to the seventh-grade students.

Topics that presented more difficulties-among the seventh-grade students:

- Keeping in mind the results obtained from the pre-knowledge test applied to the sixth grade students, it is possible to observe that they present some difficulties with the topic of landforms, because the results of these topics corresponding to the questions N. 1,2,4 and 5 obtaining the following percentages: only the 19%, 23% and 27% of the students answered the questions given about this topic correctly, it means that the lowest results obtained in this pre-knowledge test are related with the topic of landforms.
- Another weakness detected in this result is about “the seasons”, because the question N. 14 given with this topic, only the 31% of the students answered this question correctly, it means that 69% of them have difficulties with it.

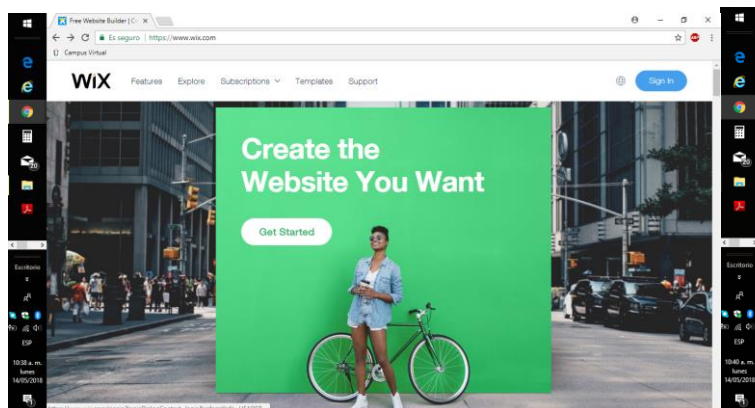
- With the results obtained it is clear to detect another problem and it is about “the digestive system” because the questions N. 6,7,8 and 9 are with the 38% of the students answering this topic correctly, but without doubts this topic presents a weakness because the 62% of them answered these questions incorrectly.
- On the other hand, the 58% of the students answered the question N. 15 about “the weather” incorrectly, it means that this topic also presents a difficulty, because the 42% of them answered this question of the correct way.
- In the results of the pre-knowledge test applied, the questions N. 10 and 11 about the topic “the parts of the tree” obtained the 50% and 54% of the questions answered incorrectly, it means that the half of them also have some difficulties about this topic.

Topics that presented the highest scores in the pre-knowledge test:

- According to the results of the pre-knowledge test, the question N.12 and 13 are about “the parts of the flower”, the result in the question N. 12 only the 27% of the students answered it correctly, however in the question N.13 the 62% of the students answered it correctly, nonetheless exist a little bit of confusion by part of the students and it is necessary to practice it, in order to clarify the doubts.
- The questions N. 3 and 4 are about “the water-forms”, the N.3 presents the highest score in this pre-knowledge test, because the 73% of the students answered this question correctly, however the N.4 presents the same problem than the previous explanation, because in this question only the 27% of the students answered it correctly, it means that this topic is not clear and it is necessary to practice it, in order to clarify the doubts.

Creation of the Web-page

Firstly, the web-page was designed through <https://www.wix.com/>, it is a technological tool that allows creating a free website, it can be found on whatever browser to get the start, but it is necessary to subscribe with a Hotmail or G-mail accounts to sign in.



Source: <https://es.wix.com/>

Figure 18. Access to the Wix site.

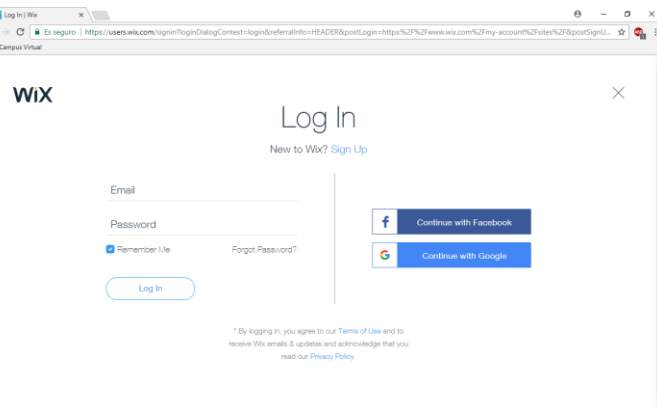
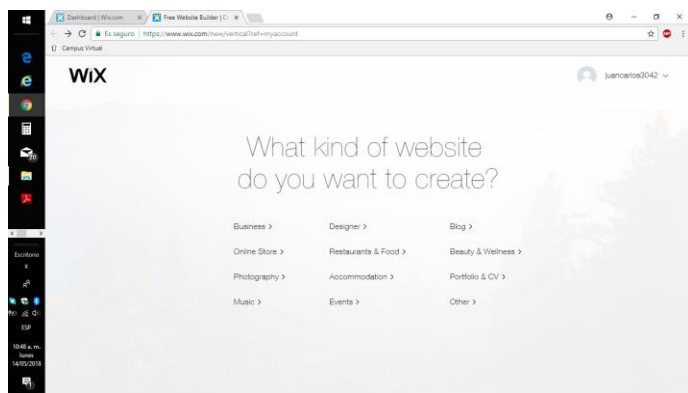


Figure 17. Access to the Wix account.

Then, it is necessary to choose what kind or how you want to create the website, it is possible to obtain different templates as a guide to build it easier or simply create a new one with a blank template, in this case, the “Strip Header Layout” was chosen because the site proposed contains different topics and activities to carry out:



Source: <https://es.wix.com/>

Figure 20. Selection of type of website on Wix.

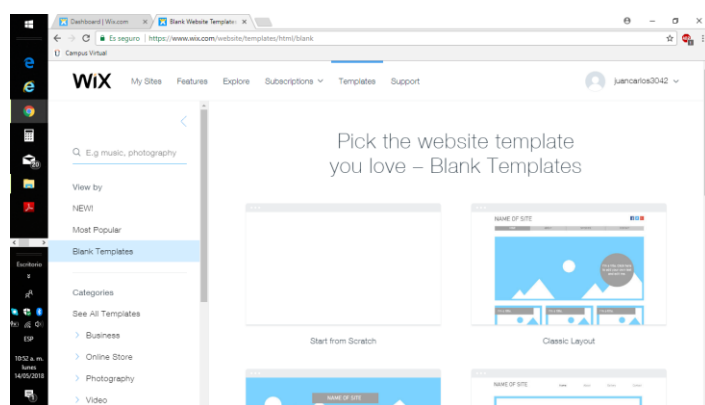


Figure 19. Selection of template of website on Wix.

Once the template was chosen, this tool brings different options in order to build the website and organize it in the best possible way, adding menus, pages, pictures, sources, documents and different effects to attract the attention of the seventh-grade students that will be visiting the website.

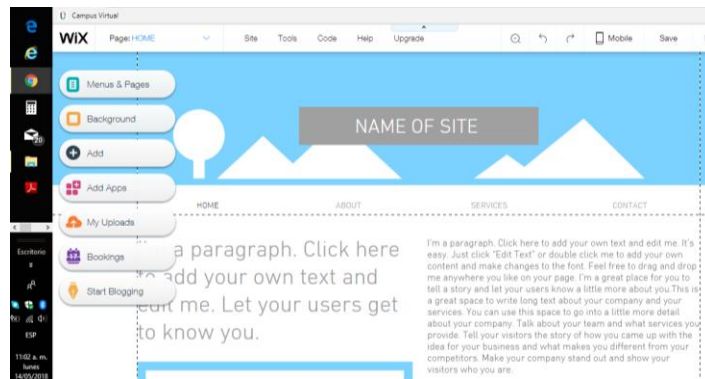
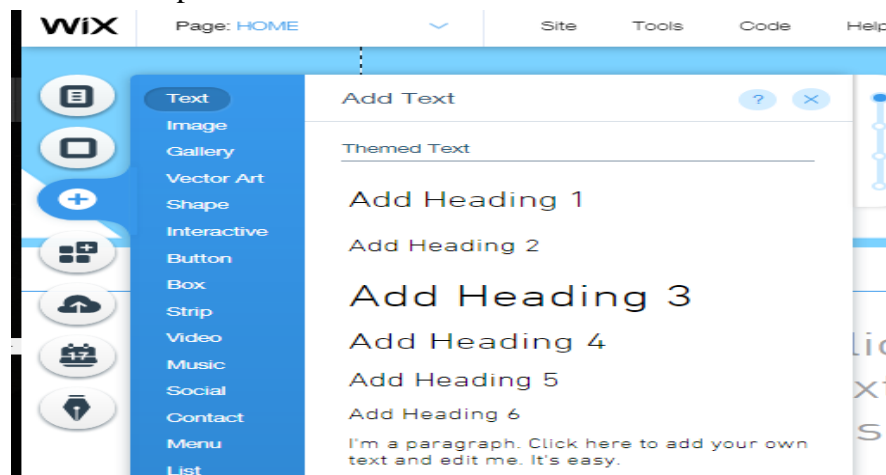


Figure 21. Options to select in order to build the website proposed.

Source: <https://es.wix.com/>

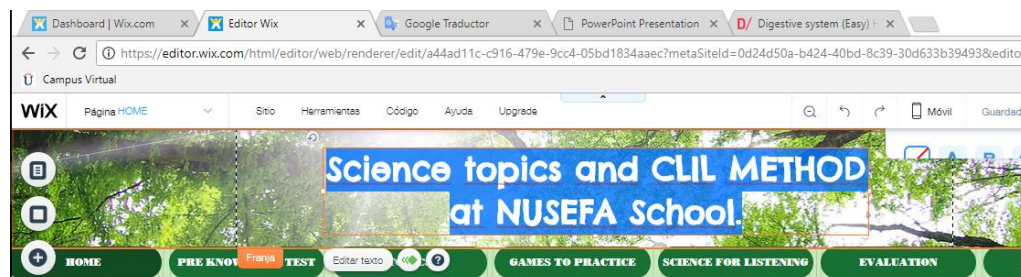
After that, it is necessary to choose what kind of letter do you want or for example, the position, the size, and distribution for each page selection to work on what the following icon that it is located into the same template:



Source: <https://es.wix.com/>

Figure 22. Kind of letter to choose on Wix.

With the previous options it is possible to write the title of the web-page that is according to the topic and the research proposal and it contains effect to make it flashy.



Source: <https://es.wix.com/>

Figure 23. Title of the web-site proposed on Wix.

This website, contains seven pages and sixteen subpages that allow visualizing the contents and resources for the topics given of the following organized way: Home - pre-knowledge test – topics – games to practice – science for listening – evaluation – final exam.

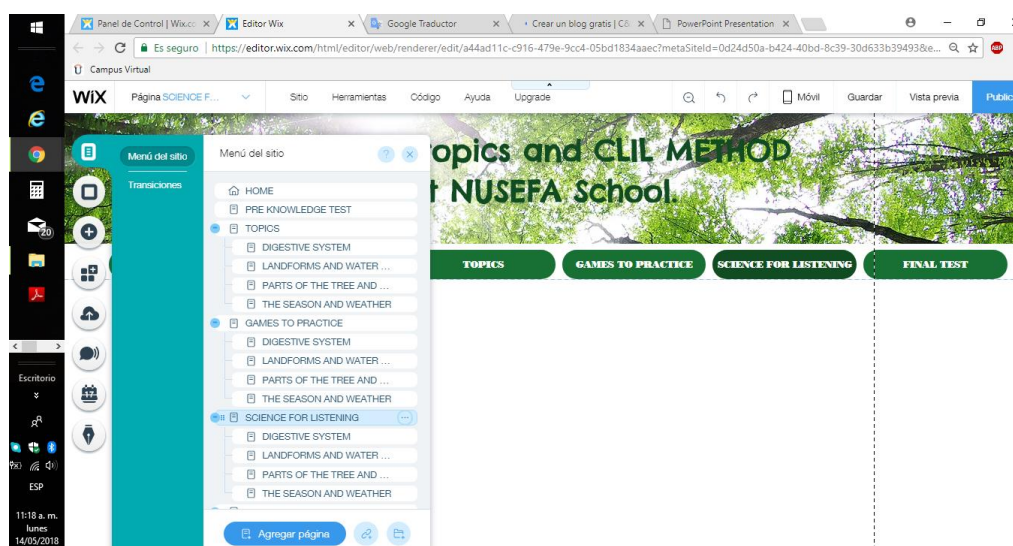


Figure 24. Pages and subpages created on the web-site proposed.

Source: <https://es.wix.com/>

Secondly, when the web-page was configured, it was important adding the content for reading, because it was the skill with more weakness, for that reason the dynamic of this web-page begins with reading presentations for each topic, in order to practice each one to reinforce the reading skill and at the same time acquire new knowledge through online activities to practice and listening activities with the purpose to listen to the correct pronunciation of the new vocabulary acquired and each topic contains a short evaluation in order to check the knowledge acquired.

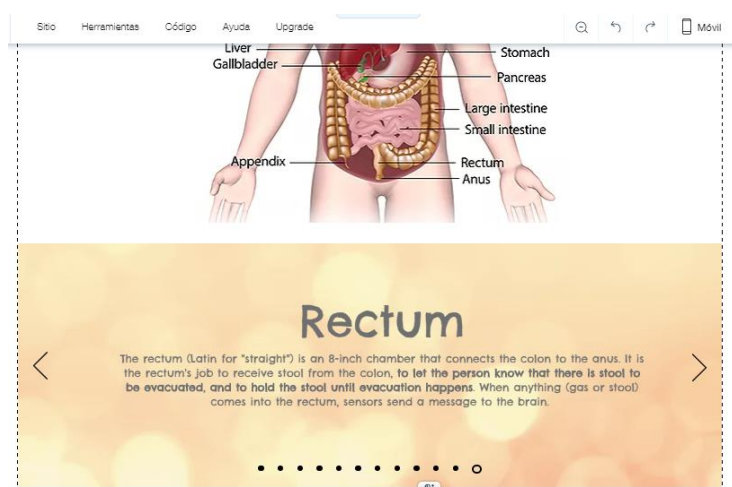


Figure 26. Reading material on the web-site.

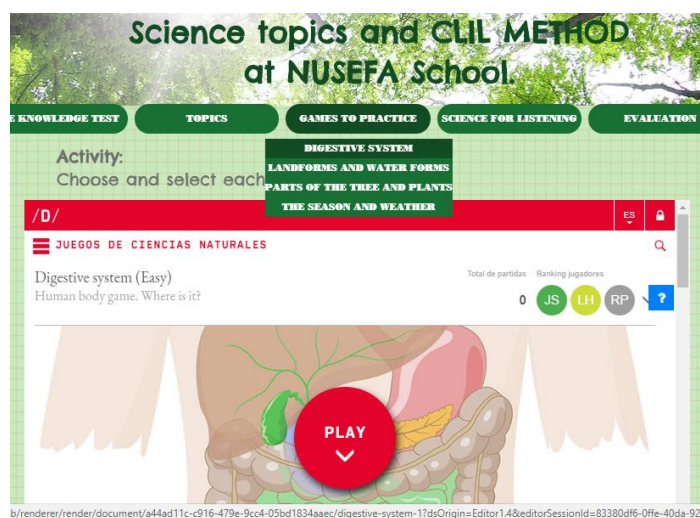


Figure 27. Interactive activities on the web-site.

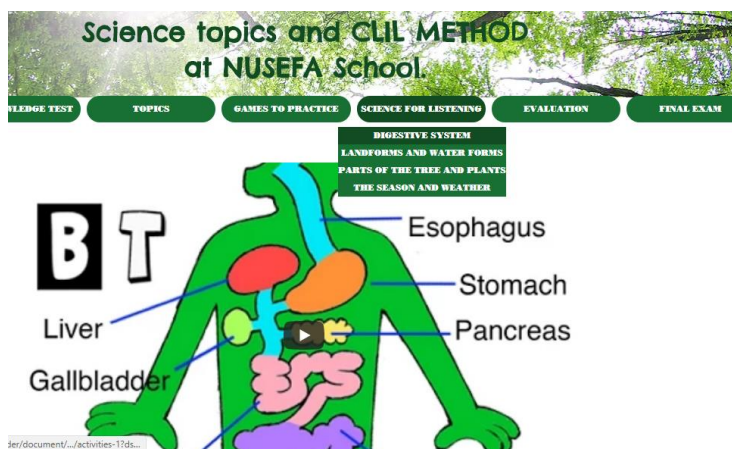


Figure 28. Listening activities on the web-site.

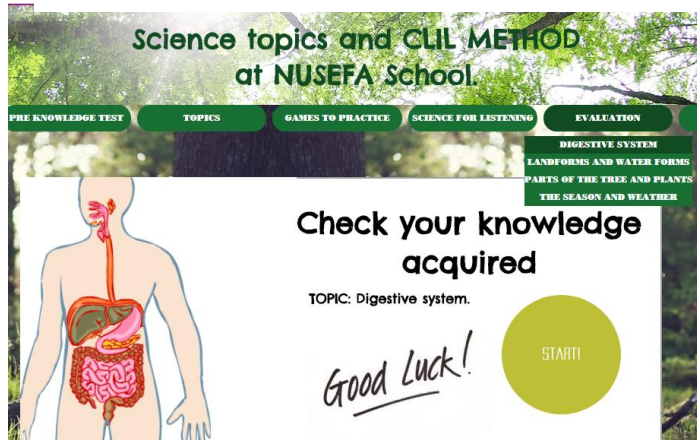


Figure 25. Evaluation bottom on the web-page.

Finally, once the web-page proposed was ready only it is necessary to click on the save and publish buttons and immediately Wix.com throws a message with the link to copy and paste on the browser to work with the seventh-grade students.

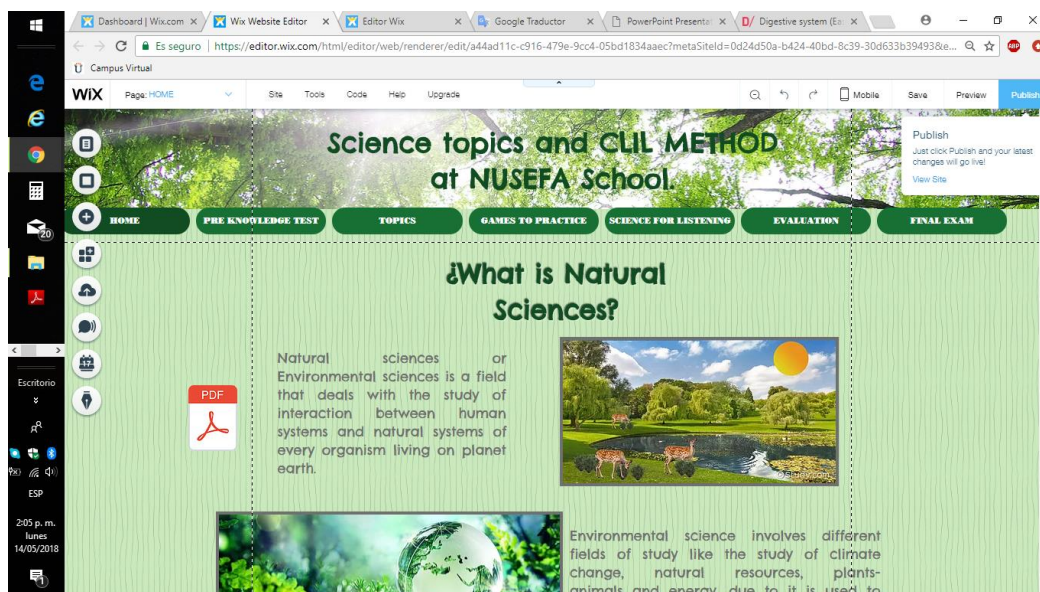
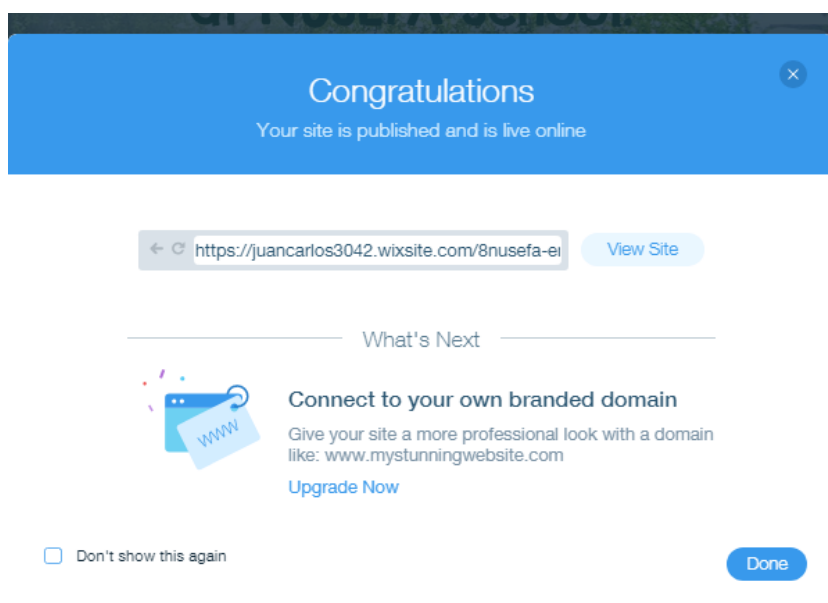


Figure 29. Final web-page model proposed.



<https://juancarlos3042.wixsite.com/8nusefa-english-2018>

Figure 30. Web-page published.

Descriptions of the web-page

Web-page reading contents and descriptions:

Table 5

Contents of reading included in the web-page and descriptions.

Item	Observations	References
Introduction	This part of the web-page contains a brief introduction about what is natural sciences and two pictures about the topic.	Conserve Energy Future. (January, 01st. 2017). What is Environmental Science?. [Blog message]. Retrieved from https://www.conserve-energy-future.com/what-is-environmental-science-and-its-components.php
Pre-knowledge test	It contains 15 questions about the topics given, it was created and administrated through https://www.quia.com/web	MadameCarbonneau. (October 27th, 2011). <i>Quizzes on Quia</i> [Video File]. Retrieved from https://www.youtube.com/watch?v=UHSOPgPBhKY&t=44s
Digestive system	The digestive system information was taken from an online article available on the internet	Cleveland clinic. (2017). <i>The Structure and Function of the Digestive System</i> . Retrieved on November 27th, 2017 from https://my.clevelandclinic.org/health/articles/7041-the-structure-and-function-of-the-digestive-system
Landforms and water forms	The Reading material about landforms was taken from another website available on the internet, about the water forms were taken from an online dictionary also available on the internet.	Mocomi. (2011). <i>Types of Landforms</i> . Retrieved from http://mocomi.com/landforms/#commentss-section

Part of the tree and plants	The Reading material about plant parts and tree parts was taken from another website available on the internet.	Reddy, B. (2017). What are the parts of a plant and their uses?. <i>Quora</i> . Retrieved from https://www.quora.com/What-are-the-parts-of-a-plant-and-their-uses KidZone.ws (2016). <i>Trees</i> . Retrieved from http://www.kidzone.ws/plants/trees.htm
The seasons and weather	The Reading material about seasons was taken from an online site, about the weather information only through the online dictionary.	Amsel, Sheri. "Changing Seasons - The Tilted Earth" Exploring Nature Educational Resource ©2005-2018. May 6, 2018< http://www.exploringnature.org/db/view/Changing-Seasons-The-Tilted-Earth >
Evaluation Final exam	The pre-knowledge test was included 15 questions about the topics given, it was created and administrated through https://www.quia.com/web	Billie Haase. (9 de 05 de 2015). <i>CAE Speaking Part 1[Archivo de video]</i> . Retrieved on April 28th, 2018 from https://www.youtube.com/watch?v=CvkmXC6pwyo&t=1s

Note: The table shows the different observations and resources which were taken.

Web-page interactive activities and descriptions:

Table 6

Contents of interactive activities included in the web-page and descriptions.

Item	Observations	Resources
Digestive system	The online game was taken from https://cienciasnaturales.didactalia.net/ that allows practicing the different parts of the digestive system, the game is available and it is	Didactalia. (2016). <i>Digestive system</i> (Easy) Human body game: Where is it?. Retrieved from https://cienciasnaturales.didactalia.net/en/resource/digestive-system-easy/7f583ddc-a65a-4d7e-a420-58d578f9007f

	about to point out each part into the exact location on the online map.	
Landforms and water forms	The online activity included in this topic was created through “Match the memory” it is an online tool that allows creating new games of matching style, it which you can upload different images about the topic needed and also the game can be free published.	Curtis Gibby, (November 2009). <i>Match The Memory</i> . Retrieved from https://matchthememory.com/create
Part of the tree and plants	The online activity included in this topic was created through “Educaplay” that it is an online page to facilitate training to the educational community, in order to create and publish free interactive activities.	https://es.educaplay.com/
The seasons and weather	The online activity included in this topic was created through “Educaplay” that it is an online page to facilitate training to the educational community, in order to create and publish free interactive activities.	https://es.educaplay.com/

Note: this table was created to observe the different resources to practice included in the web-page.

Web-page listening contents and descriptions:

Table 7

Contents of listening material included in the web-page and descriptions.

Item	Observations	Observation
Digestive system	The video file for this topic was included into the web-page proposal, because according to the	Braintofu. (September 20th, 2014). Digestive System for Kids - How Digestion Works - human body parts for children. [Video File]. Retrieved from

Landform s and water forms	<p>survey applied to the students the listening is the second skill with more difficulties, for that reason it was included in order to the seventh-grade students have the opportunity to listen to the correct pronunciation about the new vocabulary and it was taken from youtube.com. The video file for this topic was included into the web-page proposal, because according to the survey applied to the students the listening is the second skill with more difficulties, for that reason it was included in order to the seventh-grade students have the opportunity to listen to the correct pronunciation about the new vocabulary and it was taken from youtube.com. The video file for this topic was included into the web-page proposal, because according to the survey applied to the students the listening is the second skill with more difficulties, for that reason it was included in order to the seventh-grade students have the opportunity to listen to the correct pronunciation about the new vocabulary and it was taken from youtube.com.</p>	<p>https://www.youtube.com/watch?v=0eAI7kmiryQ</p>
Part of the tree and plants		<p>Dinaz L. (November 23th, 2015). What Are Landforms?. [Video File]. Retrieved from https://www.youtube.com/watch?v=uYUzvMFvnps</p> <p>XL Kids. (April 16th, 2013). Parts Of The Tree. [Video File]. Retrieved from https://www.youtube.com/watch?v=iwm32O8BXUk</p> <p>Peekaboo Kidz. (March 25th, 2015). Parts Of A Plant The Dr. Binocs Show Learn Videos For Kids. [Video File]. Retrieved from https://www.youtube.com/watch?v=p3St51F4kE8</p>

The seasons and weather	The video file for this topic was included into the web-page proposal, because according to the survey applied to the students the listening is the second skill with more difficulties, for that reason it was included in order to the seventh-grade students have the opportunity to listen to the correct pronunciation about the new vocabulary and it was taken from youtube.com.	<p>Armagan Citak. (March 9th, 2015). <i>Seasons, weather and clothes</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=eXFe4tUCd40</p> <p>English Singing. (October 12th, 2016). Kids vocabulary - Weather - How's the weather? - Learn English for kids - English educational video. [Video File]. Retrieved from https://www.youtube.com/watch?v=CXKj7bm4Ops</p>
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Note: This chart shows the references of the videos taken from youtube included in the web-page.

Observation format

The observation in this study was fundamental to collect the information needed, before to the make a descriptive analysis, for that reason a format template was created in order to take important notes during the four sessions given into the classroom with the students, each session was developed for 1 hour and while the learners were working on the web-page, the role of the observer was carried out with the purpose to make an qualitative data analysis about their attitudes, feelings and behaviors.

During the application of the proposed sessions, a passive accompaniment was carried out, in order to observe the development of the students in them and to take note of the most relevant aspects, the results obtained were very similar in the four cases and to carry out an analysis, the following transcripts were taken, where the most important thing to mention is that the use of CLIL and the web-page really made strengthened the learning process and at the same time increased the interest and motivation of the students to learn new vocabulary in the target language.

Transcription obtained from the observation format:

Table 8

Transcription of the first observation format.

Observation format	
N° Session	First session.
Topic	The digestive system.
Date of the observation	April 4th, 2018.
Time of the observation	From 12:45 to 1:45 pm.
Grade	Seventh-grade.
Number of students	26 students.
Institution	Nuestra Señora de Fatima of Tunja-Boyacá.
Relevant information	
Item	Comments
Class development	Firstly, the class began in the audiovisual room where there are 19 computers, then, it was important to bring them my computer and the English teacher's computer because this grade is composed of 26 students, however 5 students do not have computers, for that reason it was possible that they work in pairs with another student; Then, the teacher socialized with a brief introduction the objective of the use of the web-page with science topics. After that, I explained them the dynamic, order and how to use the web-page correctly.
Behavior	During this session the seventh-grade students demonstrated a positive classroom behavior, their attitudes corresponded effectively to the correct use of the web-page, because the organization and their interest was notable during this first session given, however they asked a lot of questions about the use and order for each activity but it was normal because it was the first time to work on the web-page.
Time management	About the time, I believe that 1 hour is enough time, because the most part of them had finished the reading material about the different parts of the digestive system in 20 minutes, the next activity about the games to practice they finished it for 15 minutes, the listening activity for 5 minutes and 15 minutes to develop the evaluation to check their knowledge acquired for this topic. In total 55 minutes were destined to develop the activities proposed.
Exceptional aspects	In this session the outstanding aspect detected was the interest that all students demonstrated, because they were motivated and the most important thing was that the most part of the students had a high score in the evaluation about this topic, it means that learned new vocabulary and they developed all activities of organized way and they used the web-page correctly before to take the evaluation.

Signature of the observer Juan Carlos Pita Vargas

Note: This is the transcribing process obtained from the first session.

Table 9

Transcription of the second observation format.

Observation format	
N° Session	Second session.
Topic	Landforms and water forms.
Date of the observation	April 26th, 2018.
Time of the observation	From 12:45 to 1:45 pm.
Grade	Seventh-grade.
Number of students	26 students.
Institution	Nuestra Señora de Fatima of Tunja-Boyacá.
Relevant information	
Item	Comments
Class development	The class was developed in the same audiovisual room like the last class, keeping in mind that this classroom contains only 19 computers, the English teacher facilitated 4 computers more and my computer too to have 24 computers in total, however 2 students worked in pairs but it was not a problem because they are very friendly and it seems to be that they are very companions.
Behavior	The behavior for this topic was that in spite of they were tired because this is the last class hour, they were so motivated and animated to continue the use of the web-page, for this session was notable that all students arrived on time to the class and they wanted to choose a computer quickly with the purpose to discover what topic and activity were available for today.
Time management	Like the previous session I think that 1 hour is enough time to develop the activities proposed through the web-page, because the most part of them had finished the reading material about the landforms and water forms for around 30 minutes, the next activity about the games to practice they finished it for 15 minutes, the listening activity for 5 minutes and 10 minutes to develop the evaluation to check their knowledge acquired for this topic. In total 60 minutes were destined to develop all activities proposed.
Exceptional aspects	The most important aspect to keep in mind for this session, I realized that they enjoyed the use of the English language to remember concepts and vocabulary of a basic topic of the science matter that they knew since their mother language, for that reason they were more interested in to learn how to say that vocabulary that they knew but in English language, their motivation played an important role because

	they were searching the meaning of the new words, on the other hand the activity that most liked them was the game included into the web-page about matching the picture with the correct vocabulay, because I observed that all students really were encouraged to develop this interactive activity and they also had a hight score during the evaluation to check their knowledge acquired of the topic given.
Signature of the observer	<u>Juan Carlos Pita Vargas</u>

Note: This is the transcribing process obtained from the second session.

Table 10

Transcription of the third observation format.

Observation format	
N° Session	Third session.
Topic	The tree parts and plant parts.
Date of the observation	May 7th, 2018.
Time of the observation	From 08:45 to 9:45 pm.
Grade	Seventh-grade.
Number of students	26 students.
Institution	Nuestra Señora de Fatima of Tunja-Boyacá.
Relevant information	
Item	Comments
Class development	The class was developed in the digital point class classroom in this classroom there are a lot of computers, for that reason all students had one computer with the purpose to develop all activities individually, it was a positive point because they were concentrated developing all activities disciplined and organized. On the other hand, comparing the previous session, in the session, the students did not have any doubts about the use or the sequence to develop the activities proposed in the web-page.
Behavior	The behavior for this topic was the organization of the students, the interest and the discipline that they had during the session, due to they developed all activities in silence and they were very concentrated in to learn new vocabulary about the topic.
Time management	For this session I realized that the most part of them had finished the reading material about the topic give through the web-page around 15 minutes, the next activity about the games to practice they finished it for 20 minutes, the listening activity was completed for 5 minutes and in 10 minutes they solved the online quiz, in total they spent 50 minutes, because all students developed all activities individually.
	I had the opportunity to evidence that once the class finished they used the rest of the 10 minutes left, to repeat the interactive activity

Exceptional aspects	included into the web-page and I observed that all students were happy and they also repeated it a lot of times, it was awesome because I sure that they could practice the vocabulary and it was useful to clear doubts and memorize new vocabulary even themselves can practice at home, because the web-page is available for them, in summary, I think that this topic was developed successfully and as an evidence all students had a high score in the evaluation given.
Signature of the observer	<u>Juan Carlos Pita Vargas</u>

Note: This is the transcribing process obtained from the third session.

Table 11

Transcription of the fourth observation format.

Observation format	
N° Session	Fourth session.
Topic	The seasons & weather and the Final exam.
Date of the observation	May 8th, 2018.
Time of the observation	From 10:15 to 11:45 pm.
Grade	Seventh-grade.
Number of students	26 students.
Institution	Nuestra Señora de Fatima of Tunja-Boyacá.
Relevant information	
Item	Comments
Class development	The class was developed in the audiovisual room, like the first and second sessions in this one was important sumininstrate my computer and the teacher offered 4 computers, becuae this classroom only has 19 computers, but it was not problem, becuae the rest of the students worked in pairs, in this sessio were destined 1 hour with 30 minutes, due to on Tuesdays the teacher has 2 English hours, for that reason before to develop the last session I socialized them that 1 hour was destined to develop the last session and 30 minutes were divided into two parts; 15 minutes to review all previous topics and to study before to the final exam, and the rest of 15 minutes were to solve 15 questions that the online final exam contains.
Behavior	In spite of the students were worried because they did not know that the final session has a final exam, they were more interested not only to study and review the previous knowledge acquired but also to pay more attention for this final session. On the other hand, I observed that the most part of them was sure in to obtain a high score in the final exam because they had excellent results in the last evaluations developed during the last topics, for that reason all students demonstrated

Time management	For this last session I realized that the most part of them had finished the reading material about the topic give through the web-page around 10 minutes, the next activity about the games to practice they finished it for 15 minutes, the listening activity was completed for 5 minutes and in 10 minutes they solved the online quiz, in total they spent 40 minutes, because all students developed all activities quickly due to this topic contains a short content and they used it as a strategy to have more time to study the previous topics and review all activities.
Exceptional aspects	As an outstanding aspect was the all students were so motivated to review all topics and activities that the web-page contains, also they demonstrated that the use of the web-page was useful to acquire new vocabulary, due to they used it again to review all topics and they realized that the order and sequence of the web-page was fundamental to review all topics, even some students developed the interactive activities twice before to solve the final exam. Finally, they presented the final exam and I realized that a big part of them were happy, because the score that they obtained was successful and after observed all grades obtained for them through Quia.com, I observed that all students had an excellent results comparing it with the pre-knowledge test applied before to begin with the sessions given, as a summary I think that all students are motivated and interested in to acquire new vocabulary from other subjects and it was a way to strengthen their English learning process.
Signature of the observer <u>Juan Carlos Pita Vargas</u>	

Note: This is the transcribing process obtained from the fourth session.

Source: Own autorship

Progress report per topic

The four sessions that were carried out for each topic as a reinforcement guides, the students developed an online quiz in order to check their knowledge acquired, for that reason the results obtained about each topic are in the following tables:

Table 12

Analysis per question of the results obtained in the first session

Topic	Question	Question type	Correct	Incorr ect	N° received the quiz	Students who
	Question 1	Multiple choice	96%	4%	26	

Digestive system	Question 2	Multiple choice	100%	0%	26
	Question 3	True-false	92%	8%	26
	Question 4	True-false	100%	0%	26
	Question 5	Multiple choice	92%	8%	26

Note: This table shows that all students obtained an excellent result in the evaluation.



Figure 31. Photo taken during the first session

Table 13

Analysis per student of the results obtained in the first session.

Student	Points (out of 5)	Correct %	Incorrect %
Student 1	4	80%	20%
Student 2	5	100%	0%
Student 3	5	100%	0%
Student 4	5	100%	0%
Student 5	4	80%	20%
Student 6	5	100%	0%
Student 7	5	100%	0%
Student 8	5	100%	0%
Student 9	5	100%	0%
Student 10	5	100%	0%
Student 11	5	100%	0%
Student 12	5	100%	0%
Student 13	5	100%	0%
Student 14	5	100%	0%
Student 15	4	80%	20%
Student 16	5	100%	0%
Student 17	5	100%	0%

Student 18	5	100%	0%
Student 19	5	100%	0%
Student 20	4	80%	20%
Student 21	5	100%	0%
Student 22	5	100%	0%
Student 23	5	100%	0%
Student 24	5	100%	0%
Student 25	5	100%	0%
Student 26	4	80%	20%

Note: This chart contains the different scores and percentages obtained by each student the low score were 80% and the most part of the students obtained the 100%.

Table 14

Analysis per question of the results obtained in the second session.

Topic	Question	Question type	correct	Incorrect	N° Students who received the quiz
Landforms and water forms	Question 1	Multiple choices	96%	4%	26
	Question 2	Multiple choice	85%	15%	26
	Question 3	Multiple choice	88%	12%	26
	Question 4	True-false	100%	0%	26
	Question 5	Multiple choice	96%	4%	26
	Question 6	Multiple choice	88%	12%	26

Note: This table shows that all students understand the topic given and obtained a high score in the evaluation.



Figure 32. Photo taken in the second session.

Table 15

Analysis per student of the results obtained in the second session.

Student	Points (out of 5)	Correct	Incorrect
Student 1	6	100%	0%
Student 2	5	83%	17%
Student 3	5	83%	17%
Student 4	6	100%	0%
Student 5	6	100%	0%
Student 6	5	83%	17%
Student 7	4	67%	33%
Student 8	6	100%	0%
Student 9	6	100%	0%
Student 10	4	67%	33%
Student 11	5	83%	17%
Student 12	5	83%	17%
Student 13	5	83%	17%
Student 14	6	100%	0%
Student 15	5	83%	17%
Student 16	6	100%	0%
Student 17	6	100%	0%
Student 18	6	100%	0%
Student 19	6	100%	0%
Student 20	5	83%	17%
Student 21	6	100%	0%
Student 22	6	100%	0%
Student 23	6	100%	0%
Student 24	6	100%	0%
Student 25	6	100%	0%
Student 26	6	100%	0%

Note: This chart contains the different scores and percentages obtained by each student the low score was 67% and the most part of the students obtained between 84 and 100% of correct answers.

Table 16

Analysis per question of the results obtained in the third session.

Topic	Question	Question type	Correct	Incorrect	N° Students who received the quiz
Part of the tree and plants	Question 1	Multiple choices	96%	4%	26
	Question 2	Multiple choice	100%	0%	26
	Question 3	True-false	92%	8%	26
	Question 4	Multiple choice	92%	8%	26
	Question 5	Multiple choice	85%	15%	26

Note: This table shows that the most of them understood the topic given and they obtained a high score in the evaluation.



Figure 33. . Photo taken in the third session.

Table 17

Analysis per student of the results obtained in the third session.

Student	Points (out of 5)	correct	Incorrect
Student 1	5	100%	0%
Student 2	5	100%	0%
Student 3	4	80%	20%
Student 4	5	100%	0%
Student 5	5	100%	0%
Student 6	5	100%	0%
Student 7	5	100%	0%
Student 8	3	60%	40%
Student 9	5	100%	0%
Student 10	5	100%	0%
Student 11	5	100%	0%
Student 12	5	100%	0%
Student 13	5	100%	0%
Student 14	5	100%	0%
Student 15	5	100%	0%
Student 16	5	100%	0%
Student 17	5	100%	0%
Student 18	4	80%	20%
Student 19	5	100%	0%
Student 20	3	60%	40%
Student 21	5	100%	0%
Student 22	4	80%	20%

Student 23	3	60%	40%
Student 24	5	100%	0%
Student 25	5	100%	0%
Student 26	5	100%	0%

Note: This chart contains the different scores and percentages obtained by each student the low score was 60% and the most part of the students obtained 100% of correct answers.

Table 18

Analysis per question of the results obtained in the fourth session.

Topic	Question	Question type	Correct	Incorrect	N° Students who received the quiz
The seasons and weather	Question 1	Multiple choices	92%	8%	26
	Question 2	Multiple choice	100%	0%	26
	Question 3	True-false	100%	0%	26
	Question 4	Matching	73%	27%	26
	Question 5	Multiple choice	100%	0%	26
	Question 6	Multiple choice	92%	8%	24

Note: This table shows that the most of them understood the topic given and they obtained a high score in the evaluation.



Figure 34. Photo taken during the fourth session.

Table 19

Analysis per student of the results obtained in the fourth session.

Student	Points (out of 6)	Correct	Incorrect
Student 1	5	83%	17%
Student 2	5	83%	17%
Student 3	6	100%	0%
Student 4	5	83%	17%
Student 5	6	100%	0%
Student 6	6	100%	0%
Student 7	6	100%	0%
Student 8	6	100%	0%
Student 9	4	80%	20%
Student 10	6	100%	0%
Student 11	5	83%	17%
Student 12	6	100%	0%
Student 13	6	100%	0%
Student 14	6	100%	0%
Student 15	5	83%	17%
Student 16	6	100%	0%
Student 17	6	100%	0%
Student 18	6	100%	0%
Student 19	5	83%	17%
Student 20	6	100%	0%
Student 21	5	83%	17%
Student 22	5	83%	17%
Student 23	5	83%	17%
Student 24	5	83%	17%
Student 25	6	100%	0%
Student 26	6	100%	0%

Note: This chart contains the different scores and percentages obtained by each student the low score was 83% and the most part of the students obtained between 83 and 100% of correct answers.

Table

20

Analysis per question of the results obtained in the final exam or post-test.

N°	Topic	Final exam	
		Correct	Incorrect
Question 1	Landforms	85%	15%

Question 2	Landforms	88%	12%
Question 3	Waterforms	88%	12%
Question 4	Waterforms	100%	0%
Question 5	Landforms	69%	31%
Question 6	Digetive System	100%	0%
Question 7	Digetive System	88%	12%
Question 8	Digetive System	85%	15%
Question 9	Digetive System	77%	23%
Question 10	Parts of Tree	58%	42%
Question 11	Parts of Tree	58%	42%
Question 12	Parts of Flower	96%	4%
Question 13	Parts of Flower	85%	15%
Question 14	The Seasons	65%	35%
Question 15	The Weather	85%	15%

Note: This chart contains the different scores and percentages obtained by each student the lowest score was 58% and the most part of the students obtained from 85 to 100% of correct answers.



Figure 35. Photo taken in the post test.

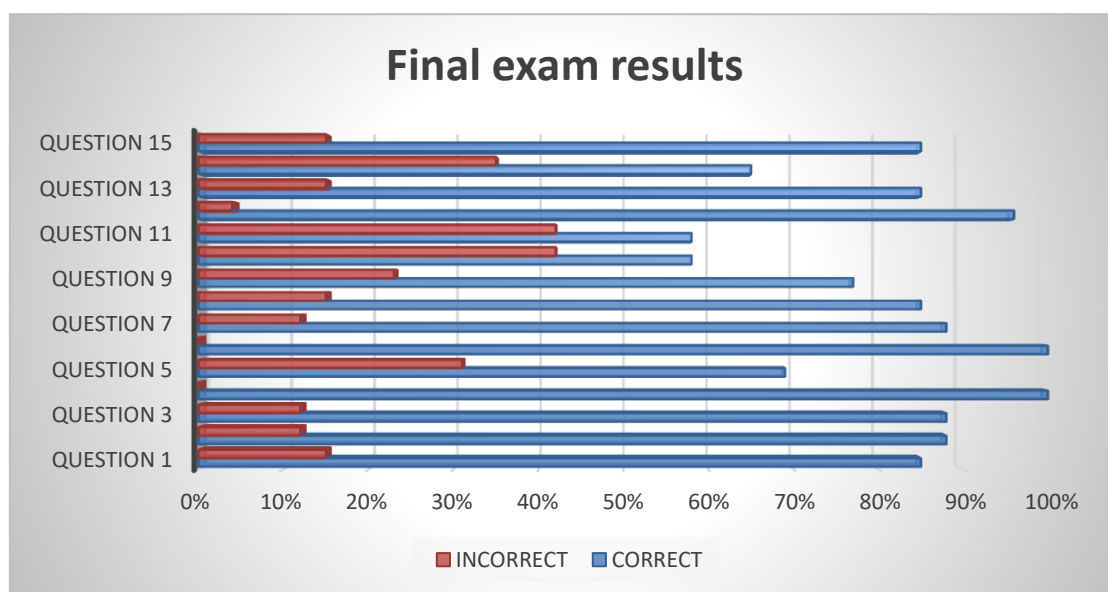


Figure 36. Results obtained in the post test.

The previous graphic shows the results obtained from the final exam developed by the seventh-grade students, keeping in mind the tables of results related above, the following analysis was carried out:

After the implementation of each reinforcement guide, it was observed that the majority of the students managed to solve the quiz with an approximate percentage of 70% of successful questions. This result reflects a greater capacity for understanding, understanding and acquiring new vocabulary.

It is evidenced by greater skill in conceptual knowledge, the students have better management of science topics worked on and the most important is that they show greater mastery of the target language because the learners demonstrated a better English language performance and it is evident that it was useful thanks to the use of the web-page proposed and its contents and interactive activities.

Analysis and comparisons

Table 21

Analysis per question of the results obtained in the pre and post-test.

N°	Topic	Pre-knowledge test		Final exam	
		Correct	Incorrect	Correct	Incorrect
Question 1	Landforms	19%	81%	85%	15%
Question 2	Landforms	23%	77%	88%	12%
Question 3	Waterforms	73%	27%	88%	12%
Question 4	Waterforms	27%	73%	100%	0%
Question 5	Landforms	19%	81%	69%	31%
Question 6	Digestive System	38%	62%	100%	0%
Question 7	Digestive System	38%	62%	88%	12%
Question 8	Digestive System	50%	50%	85%	15%
Question 9	Digestive System	38%	62%	77%	23%
Question 10	Parts of Tree	50%	50%	58%	42%
Question 11	Parts of Tree	54%	46%	58%	42%
Question 12	Parts of Flower	27%	73%	96%	4%
Question 13	Parts of Flower	62%	38%	85%	15%
Question 14	The Seasons	31%	69%	65%	35%
Question 15	The Weather	42%	58%	85%	15%

Note: as a conclusion, the table shows that a meaningful progress was evidenced because the results obtained in the pre-knowledge test was very low in all questions, but on the contrary occurred with the post-test due to the most part of the students had a high score in all topics given.

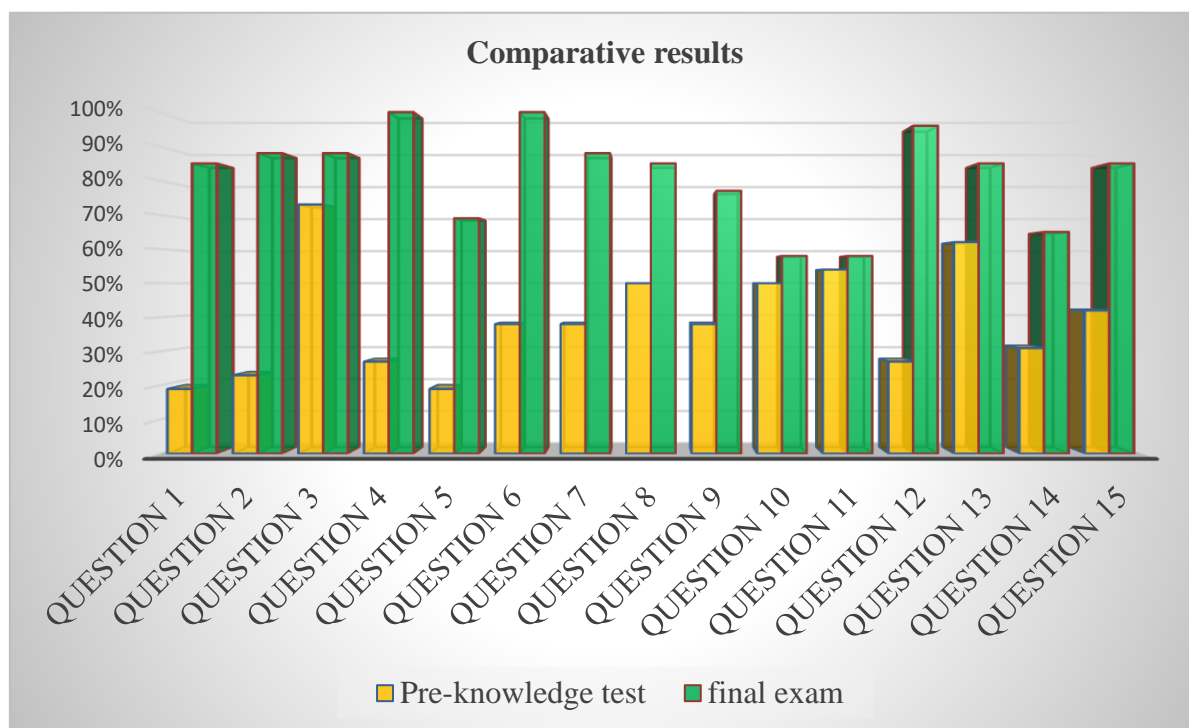


Figure 37. Comparison of the results obtained between pre and post test.

The previous graph shows the comparison between the results obtained from the pre-knowledge test and the final exam, it was a positive result considering the pre-knowledge test results, the best score was obtained in the question N°3 about the topic water forms with the 73% of the students who answered it correctly, the question N°11 with the 54% and the question N° 13 with the 62%. The rest of questions have a very low score and comparing the previous results mentioned with the final exam results, without any doubts it is possible to analyze that all students obtained excellent results in this final test and as a general summary is that the most of them have improved their score of meaningful way.

Discussion

The acquisition of a target language paves the way towards a more culturally diverse and tolerant society in Colombia, for that reason it is important to acquire new vocabulary and to have the best basis about this language from an early age, to strengthen the English learning process in this institution focusing on seventh-grade, with the purpose to achieve that they will begin the next grade with more motivation and interest to obtain positive results to fulfill with the English level of schooling required by the National English Program, to continue the next step of their life where the English language is a need to obtain a job or to get a professional degree.

In addition, it is important to highlight that in this study the use of CLIL method was a great idea, because one of the main advantages of CLIL is that the language becomes a tool for communication which involves to the students to learn and to think in an additional foreign language; Another important advantage is that with this approach was possible combining a content which learners acquired literacy skills since their mother tongue with other language, for example in this case the Sciences topic was implemented with the English language, focusing on learning both at the same time, because the students looked for content from a different and broader perspective when it was taught into another language obtaining an excellent result throughout the development of this study.

The results obtained in this study are the evidence of how the teaching strategy used into the classroom affects or works meaningful, as a general reflection the ability to acquire a second language depends not only from the method, but also from the resources used to facilitate the understanding, in this case the technology mixed with CLIL awake the attention and the interest to improve the target language.

The material included in the web-page demonstrated the importance to practice whatever topic of funny way, without studying only playing with the vocabulary acquired since the mother tongue but in other language, changing the traditional perspective of the acquisition of a second language, the Science topics chosen to develop this approach helped to facilitate the learning process, because memorize new vocabulary can be easier when new words are recognized or familiarized with something already learned.

The learners in this study enjoyed the resources integrated into the web-page, due to all visual aids and effects included were a complementary resource, which allowed the students to practice their weaknesses as many times as possible, through interactive activities in order to clear their doubts individually a lot of times until it was strengthen and memorized satisfactory, furthermore the option to evaluate the knowledge acquired also stimulate the self-monitoring, because the results can encourage to the student to improve the score obtained and also it is possible to find out the mistake and autocorrect it at the same time, with the purpose to detected the weakness much more easier using the technology as a complementary tool, until the new vocabulary can be fully comprehensible and accurate.

Conclusion

The implementation of the CLIL method in the seventh-grade of this Institution played an important role to strengthen the English learning process, because the students had the opportunity to open their mind and expand their knowledge in the target language, acquiring new vocabulary including Science topics, it was possible thanks to the correct use of the technology that allowed to complete the objective proposed in this research through the implementation of the web-page as a motivational tool in the English understanding as a foreign language, furthermore it was possible to capture the attention and awaken the interest of the seventh-grade students in their learning process. It was reflected in a better attitude and disposition obtained in the development of four different sessions as a reinforced guide influenced of meaningful way the progress of the students, evidencing an excellent percentage that shows the results increased in the final evaluation as a post test, which allows the learners the association of new concepts extracted from others fields.

In this way it is concluded that the CLIL method and the mediation by the ICT through a web-page, contributed not only to strengthen the English skills with more weakness found out in the population worked out in this study, but also the motivation toward to the acquisition of a second language to fulfill with the National English Program and its requirements in Colombia, to improve the basic competences in the seventh-grade students of Nuestra Señora de Fatima of Tunja-Boyacá, thanks to the reading material, interactive activities, video files and evaluation adapted to facilitate the understanding.

Recommendations

The main recommendation for this institution is the implementation of the use of CLIL method with the ICT in seventh grade English classes, using different interactive activities and other digital tools which allow the students to expand their English knowledge, another recommendation for this institution is that English teachers should receive a training course to learn how to use the ICT in educational environments, with the purpose to innovative the teaching English process with the use of the technology in order to facilitate the understanding of new vocabulary from other subjects.

On the other hand, it is important that the web-page created in this research project can be used incorporating other class, contents, inclusion of more educational and interactive activities, not only to practice, but also to complement the teaching English class as a requirement in the educational environment.

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Annexes

Evaluation created for the first session about the digestive system through Quia.com.

10/4/2018

Quia - Quiz

Version A



www.quia.com

Name _____ Date _____

Quiz about Digestive system

Assessment

1. The digestion starts here when taking the first bite of food. (1 point)
 - ☐ Liver
 - ☐ Esophagus
 - ☐ Mouth
 - ☐ Anus
2. The _____ receives food from your mouth when you swallow. (1 point)
 - ☐ Esophagus
 - ☐ Pancreas
 - ☐ Large intestine
 - ☐ Rectum
3. The stomach holds food while it is being mixed with enzymes that continue the process of breaking down food into a usable form? (1 point)
 - ☐ True
 - ☐ False
4. The small intestine is a 98-foot long muscular tube? (1 point)
 - ☐ True
 - ☐ False
5. The _____ facilitate that food that we roll inside our mouths pass safely through our alimentary canal. (1 point)
 - ☐ Mouth
 - ☐ Esophagus
 - ☐ Stomach
 - ☐ Salivary Glands

Evaluation created about landforms and water forms through Quia.com.



www.quia.com

Name _____

Date _____

Landforms and water forms

Seventh grade - NUSEFA

1. What is the highest landform on the surface of the earth? (1 point)
 - ☐ The mountains
 - ☐ Hills
 - ☐ Plains
 - ☐ Peninsula
2. What landform is usually covered with grass? (1 point)
 - ☐ Plateaus
 - ☐ Island
 - ☐ Hill
 - ☐ Deserts
3. A _____ is a piece of land that is surrounded by water from three sides. (1 point)
 - ☐ Valley
 - ☐ Peninsula
 - ☐ Hill
 - ☐ Desert
4. Waterfalls are also called cascades. (1 point)
 - ☐ True
 - ☐ False
5. How many oceans exist in the world? (1 point)
 - ☐ 4 Oceans
 - ☐ 6 Oceans
 - ☐ 3 Oceans
 - ☐ 5 Oceans
6. A _____ is a water body surrounded by land on all sides. (1 point)
 - ☐ River
 - ☐ Lake
 - ☐ Ocean
 - ☐ Sea

Evaluation created about parts of the tree and plants through Quia.com.



www.quia.com

Version A

Name _____ Date _____

Parts of the tree and plants

NUSEFA 7º 2018

1. _____ are the minerals providing parts of the plant. (1 point)
 - ☐ Leaves
 - ☐ Leafs
 - ☐ Roots
 - ☐ Steam


2. What part of the plants attract insects and other small animals? (1 point)
 - ☐ Stem
 - ☐ Leaves
 - ☐ Flowers
 - ☐ Fruits

3. The trunk transports water and nutrients from the soil and sugar from the leaves. (1 point)
 - ☐ True
 - ☐ False

4. The _____ is made up of the leaves and branches at the top of a tree (1 point)
 - ☐ Trunck
 - ☐ Braches
 - ☐ Roots
 - ☐ Crown

5. The _____ transports water and nutrients from the soil and sugar from the leaves (1 point)
 - ☐ Roots
 - ☐ Leaves
 - ☐ Trunk
 - ☐ Brach

Evaluation created about the seasons and weather through Quia.com.





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Name

The seasons and weather
Quiz for 7^o (NUSEFA SCHOOL - 2018)

- _____ is marked by gradual falling temperatures and the noon sun appearing lower in the sky.
(1 point)
 - ☐ Winter
 - ☐ Seasons
 - ☐ Autumn
 - ☐ Spring
2. What is the coldest season of the year? (1 point)
 - ☐ Spring
 - ☐ Winter
 - ☐ Summer
 - ☐ Autumn
3. Spring is marked by longer days and the sun higher in the sky.
(1 point)
 - ☐ True
 - ☐ False
4. Match the following items with the correct meaning: (1 point)

_____ Winter	a. Many places on Earth have regular changes in the weather throughout the year
_____ Spring	b. Plants begin to bud and start their life cycles again.
_____ The seasons	c. The leaves of deciduous trees change color and drop off.
_____ Autumn	d. IT Is the warmest season.
_____ Summer	e. This is the season of freezing cold temperatures
5. What is the weather like? (1 point)
 - ☐ Cloudy
 - ☐ Windy
 - ☐ Foggy
 - ☐ Rainy
6. What is the weather like? (1 point)
 - ☐ Sunny
 - ☐ Cloudy
 - ☐ Foggy
 - ☐ Windy

Final exam results obtained from Quia.com.

Unlabeled [\(top\)](#)

Each student's quiz contained 15 unlabeled questions.
15 unique unlabeled questions appeared on the quizzes.

Points Possible	Low Score	High Score	Mean	Median	Std deviation	# of Students
15	11 (73.3%)	15 (100%)	12.269 (81.8%)	12 (80%)	1.021 (6.8%)	26 of 26 (100%)

Individual student results

Student Name	Points	Percentage	
Acevedo, Jefferson	13/15	86.7%	<div></div>
alarcon, camilo	14/15	93.3%	<div></div>
amayor, stefania	12/15	80%	<div></div>
barrera vacca, esteban alexis	11/15	73.3%	<div></div>
becerra caceres, david santiago	13/15	86.7%	<div></div>
calvera villarreal, carlos david	12/15	80%	<div></div>
diaz rodriguez, larrel dayanna	13/15	86.7%	<div></div>
Fonseca Jimenez, Duvan Felipe	12/15	80%	<div></div>
gil suarez, paula alejandra	12/15	80%	<div></div>
gil diaz, kevin steve	14/15	93.3%	<div></div>
Gonzalez, Andres Jvier	11/15	73.3%	<div></div>
guajo, juan	12/15	80%	<div></div>
herrera, juan	12/15	80%	<div></div>
LOPEZ PATIÑO, DIANA CAROLINA	13/15	86.7%	<div></div>
lopez, steven	12/15	80%	<div></div>
lriyfh, igffg	11/15	73.3%	<div></div>
martinez, leura	15/15	100%	<div></div>
perez correa, karen nathalia	11/15	73.3%	<div></div>
pinzon garcia, juan sebastian	13/15	86.7%	<div></div>
Prada, Carlos Eduardo	11/15	73.3%	<div></div>
prieto buitrago, carlos manuel	12/15	80%	<div></div>
ramos salamanca, julian camilo	11/15	73.3%	<div></div>
rodriguez, santiago	12/15	80%	<div></div>
rozo, andres	12/15	80%	<div></div>
tebar saena, sofia	13/15	86.7%	<div></div>
terres, esmeralda	12/15	80%	<div></div>
Total (26)	12.269/15	81.8%	<div></div>

Frequency distribution of student scores

0-49	50-59	60-69	70-79	80-89	90-100	Mean	Median	Standard deviation
						12.269 (81.8%)	12 (80%)	1.021 (6.8%)