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Artículos científicos

CLIL como metodología de enseñanza de inglés mediante música y literatura

***CLIL as a Teaching Methodology of the English Language Through Music and
Literature***

CLIL como metodologia de ensino de inglês por meio da música e da literatura

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Resumen

La enseñanza del inglés como segunda lengua ha ganado un lugar importante en los sistemas educativos del mundo. Por ello, se han desarrollado metodologías buscando que los estudiantes alcancen un aprendizaje significativo de la lengua inglesa. El objetivo del presente trabajo fue aplicar la metodología *content language integrated learning* (CLIL) a través de la música y la literatura para mejorar el proceso de enseñanza-aprendizaje del inglés de los estudiantes del nivel B1 de la Jordan Language School durante el primer módulo del periodo académico abril-agosto 2020. Se trata de una investigación con un enfoque cuantitativo; un estudio cuasiexperimental. Como parte de los resultados se encontró que el proceso de enseñanza-aprendizaje basado en el método comunicativo enfatiza el conocimiento de gramática y vocabulario para desarrollar las destrezas de producción oral de manera fluida, pero resta intervención a la escritura y lectura. Al aplicar la metodología CLIL mediante la música y

literatura, se integra una secuencia de actividades integrales que permite el desarrollo de las cuatro destrezas básicas del idioma, además de dar un valor agregado al incluir contenidos no lingüísticos. A partir de la implementación de CLIL, los estudiantes mejoraron su desenvolvimiento usando el inglés en diferentes contextos sociales, entendiendo las variedades lingüísticas del idioma y produciendo composiciones académicas de forma escrita siguiendo las normas establecidas por el Marco Común Europeo de Referencia para las Lenguas.

Palabras clave: aprendizaje, CLIL, enseñanza, inglés, metodología.

Abstract

Teaching English as a second language has gained an important place in the educational systems around the world. For this reason, different methodologies have been developed for students to achieve significant learning of the English language. The goal of this work was to apply the content and language integrated learning (CLIL) methodology through music and literature to improve the teaching-learning process of the English language of the students from level B1 of Jordan Language School during the first module of the academic period April-August 2020. It is an investigation with a quantitative approach; a quasi-experimental study. As part of the results, it was found that the teaching-learning process based on the communicative method emphasizes the knowledge of grammar and vocabulary to develop oral production skills in a fluent way, but reduces intervention to writing and reading. By applying CLIL methodology through music and literature, a sequence of integral activities is integrated, which allow the development of the four basic skills of the language, giving added value by including non-linguistic content. From the implementation of CLIL, students improve their performance using English in different social contexts, understanding the linguistic varieties of the language and producing written academic compositions following the standards established by the Common European Framework of Reference for Languages.

Keywords: learning, CLIL, teaching, English, methodology.

Resumo

O ensino do inglês como segunda língua tem ganhado um lugar importante nos sistemas educacionais do mundo. Por esta razão, metodologias foram desenvolvidas a fim de que os alunos alcancem um aprendizado significativo da língua inglesa. O objetivo deste trabalho foi

aplicar a metodologia de aprendizagem integrada de linguagem de conteúdo (CLIL) por meio da música e da literatura para melhorar o processo de ensino-aprendizagem de inglês para alunos do nível B1 da Jordan Language School durante o primeiro módulo do período letivo abril-agosto de 2020. É uma investigação com abordagem quantitativa; um estudo quase experimental. Como parte dos resultados, constatou-se que o processo de ensino-aprendizagem baseado no método comunicativo enfatiza o conhecimento da gramática e do vocabulário para desenvolver as habilidades de produção oral de forma fluida, mas subtrai a intervenção da escrita e da leitura. Ao aplicar a metodologia CLIL através da música e da literatura, integra-se uma sequência de atividades abrangentes que permite o desenvolvimento das quatro competências básicas da língua, para além de proporcionar valor acrescentado ao incluir conteúdos não linguísticos. A partir da implementação do CLIL, os alunos melhoraram o seu desempenho utilizando o inglês em diferentes contextos sociais, compreendendo as variedades linguísticas da língua e produzindo redações académicas de forma escrita seguindo as normas estabelecidas pelo Quadro Europeu Comum de Referência para as Línguas.

Palavras-chave: aprendizagem, CLIL, ensino, inglês, metodologia.

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Introduction

The importance of speaking English in different social contexts that include the educational, economic, social, work, cultural and research fields is increasing. Being able to relate to other people through this language, inside and outside the country, has become a great need. As a consequence, the teaching of English is taking on an essential role in the educational systems of several countries (Nunan, 2003).

Although several methodologies have been developed for teaching English, many of them have not provided favorable results, mainly because they do not respond to the needs of students. Nowadays, an educational approach that does not address and consider the concerns of students, beyond being considered traditional and obsolete, is not very effective.

Over the last century, however, content and language integrated learning (CLIL) has positioned itself as a growing methodology because it creates a high-grade bilingual context in which students learn English through different school subjects and artistic expressions. like literature and music. Unlike traditional methodologies, which seek only to develop language

skills, CLIL promotes English learning through construction rather than instruction (Coyle, Hood & Marsh, 2010).

In fact, an investigation carried out in Spain studied the implementation of the CLIL methodology through music and determined that bringing together these two elements, music and the teaching-learning of English, is a great resource to acquire, deepen and reinforce knowledge, since it improves the ability to listen, invent, express and interpret; In short, it encourages motivation to find something fun and playful in English (Castro, 2014).

Along the same lines, an investigation carried out in Santander, Colombia, applied the CLIL methodology through literature in a group of students between 11 and 12 years old. Based on the reading of literary texts, various activities were carried out such as dramatizations, summaries and songs that allowed students to enrich their English. As a result, it was determined that literature stimulates the acquisition of this language and provides significant learning, at the same time that it increases interest and motivation to such a degree that learning the language occurs in a more pleasant way (Abascal, 2016) .

Despite these studies, the application of the CLIL methodology is not a reality in most countries of the world. In the case of Ecuador, English has become part of the educational system. However, despite the efforts that have been made to improve the quality of their teaching, many shortcomings have been detected. In 2019, the EF English Proficiency Index, conducted by the international company EF Education First [EF] (2019), evaluated the level of English language skills and ranked Ecuador 81st out of 100 participating countries. According to EF (2019), it is at a “very low” level. One of the main causes of these results in Ecuador is the application of a traditional and systematic methodology.

According to Frigols (2011), CLIL only has advantages, since it accelerates content and language learning in a fun way. In this sense, it is understood that the teaching-learning processes of English require the immediate application of this methodology, since it allows the knowledge of the language to merge with the knowledge of the content and in this way the language is acquired naturally and innovatively.

This work is of social relevance and is closely related to the educational proposal of good living (Constitution of the Republic of Ecuador, 2008; Lara and Herrán, 2016), as well as what is established by article 26 of the Ecuadorian constitution: "Education is a right that people have throughout their lives." Likewise, it is based on Agreement 0052-14 established by the Ministry of Education (2014), which establishes that from the 2016-2017 school period, English

would be implemented as a compulsory subject from the second year of basic education to the third year of high school in all institutions in the country. Said agreement also authorizes the implementation of the CLIL methodology in the teaching of this language.

Finally, the research in question is supported by bibliography that was obtained in scientific digital sites such as Dialnet and Latindex, among others, and is developed in a practical environment; contributes to solving problems that arise in the process of learning English as a second language, by proposing and applying a new methodology that offers English teachers a broad view of content and the flexibility to create, produce and execute new ones techniques and strategies that go beyond what is traditionally applied.

The aforementioned elements allowed to formulate the following research question: how to effectively teach the English language to students at the B1 level of the Jordan Language School?

This problem is systematized through the following questions:

- 1) What methodology does the English teacher apply in the teaching-learning process of the English language of the B1 students of the Jordan Language School?
- 2) What methodology can be applied to effectively teach the English language to students at the B1 level of the English center in question?
- 3) What results are obtained from the application of the CLIL methodology for the effective teaching of the English language to students at level B1 at the Jordan Language School English center?

Based on the problem detected, the following objectives have been set:

- Apply the CLIL methodology through the Music and Literature subjects to improve the teaching-learning process of the English language of the B1 students of the Jordan Language School during the first module of the academic period April-August 2020.
- Describe the methodology applied by the English teacher in the teaching-learning process to identify possible problems.
- Implement the CLIL methodology for the effective teaching of the English language through the subjects of Music and Literature.

- Evaluate the results obtained from the execution of the CLIL methodology for its permanent implementation in the English center.

Finally, to answer the research question, the following hypothesis was formulated: the teaching of the English language will be effective from the application of the CLIL methodology.

Materials and methods

The applied methodology carries with it a quantitative approach, since the data collection was carried out based on the identified problem and the literature review, which led to the formulation of the hypothesis that was tested by using the design of research (Hernández, Fernández and Baptista, 2003).

The study is quasi-experimental in nature, since the teaching process was investigated in its real context and was limited to the quarterly academic period of the English center April-August 2020, where the data was collected at different stages during class hours.

Convenience sampling was used. The study population consisted of nine male and female students between the ages of 13 and 16 at the B1 level of the Jordan Language School in the city of Santo Domingo, Ecuador. This work group was chosen because, being at a B1 level (pre-intermediate), it is more susceptible to using the CLIL methodology, since the students do not have interference from previous content in the mother tongue and its bases in the second Language allows them to understand the new contents referring to the areas of literature and music.

A diagnosis of the methodology used by the teacher was made. It consisted of the application of a survey composed of a series of closed questions that the students answered based on the characteristics of the activities applied during the classes in comparison with the description of the methodologies defined in each of the items of said survey. The data obtained allowed to have a first approach with the communicative method, identified in the survey. To verify their effectiveness, a lesson plan was developed on one of the basic topics of level B1, which included a series of the most frequent activities to which students have been exposed since they began their language learning process. English (from levels A1 and A2 to B).

Tabla 1. Plan de clase. Método comunicativo

Teacher: MSc. Génesis Barberán	Class: Level B1	Institution: Jordan Language School	
Objective: Describe the current methodology applied by the English teacher in the teaching-learning process in order to identify possible problems.			
Stage	Activities	Resources	Evaluation
Beginning	<p>Warm up:</p> <ul style="list-style-type: none"> • Show to the students a series of pictures about my last vacation and ask them to say a verb to represent each one. • Use the verbs said by the students in order to relate the story of my vacations by describing the pictures one by one. • Brainstorm students asking them what they did in their last vacations. • Play a song and ask students to write and say all the verbs in simple past that they identified. 	<ul style="list-style-type: none"> • Pictures • Computer • Internet • Virtual Classroom • Realia 	<p>Students will be evaluated through:</p> <ul style="list-style-type: none"> • Rubric Scales • Written Test
Construction	<ul style="list-style-type: none"> • Give students the lyrics of the song and ask them to sing it at the same time they listen to it. • After students sang the songs, explain that they have to change the lyrics 		

	<p>into negative form using “didn’t” and the verb in present.</p> <ul style="list-style-type: none"> • After students changed the lyrics of the song into negative, ask them to say the lyrics in an interrogative form by using “did” at the beginning of each question. • Ask the students to work in pairs in a breakout virtual room and create a dialogue using the simple past tense in affirmative, negative and interrogative form. • Students have to role play their dialogues. 		
Consolidation	<ul style="list-style-type: none"> • Students have to tell in front of the class a story about their most wonderful vacations. 		
Evaluation	Students have to take a test about the simple past tense based on the CEFR.		

Fuente: Elaboración propia

The lesson plan was executed in three sessions. Throughout these graphs related to the theme of “Holidays” were shown and they were instructed to say a verb related to each of them. Subsequently, the aforementioned verbs were used to tell a story about the holidays, which led to brainstorming about the activities that the students did on their last vacation. A song was played and the students listened and wrote the verbs in the past tense that they identified in it; Later, the lyrics of the song were projected so that the whole group could sing it at the same time as they listened to it, and at the end of this each one of them had to change the lyrics from affirmative to negative and to interrogative using the auxiliary verbs did and didn't, respectively. The Zoom rooms were divided so that the students would work in pairs and carry out a dialogue using the grammatical tense in the past affirmative, negative, interrogative and short answers to act it out in a role play. The students were evaluated orally and in writing.

After the diagnosis and description of the communicative method, the CLIL methodology was implemented within the teaching-learning process of the English language from the design of a didactic module that was developed during five class sessions, and which included the integration of activities innovative and attractive for students, which implied different contents related to the literary and musical areas (which is why two more sessions were added than the previous methodology without affecting the results of the research), in addition to the activities of the language English referring to the same topic studied in the initial diagnosis.

First session. Introduction

A video on life before and after Christ was shown, then students were asked what they would like to learn about the history of the class and their opinions were taken and then included in the teaching process. A content map for the module was presented and a video on the biblical story of Queen Esther was shown.

Second session. Research

Images of the characters in Esther's story were projected and the students identified each of them by saying their names. Next, they chose a character and made gestures for the rest of the class to guess who she was and selected a representative adjective forming a phrase with used to (used to). Subsequently, various scenes from the story were projected, the

students arranged chronologically and explained what happened in them. To complete this activity, the teacher asked questions that the students answered with true and false.

Third session. Consolidation

The students formed pairs and made a graphic organizer about what they learned from the story; in addition, they classified the grammar and vocabulary used

Fourth session. Creation I

Each student prepared and exhibited a digital mini-book in which they summarized the story they learned. This activity gave way to the musical moment: a song related to Queen Esther was played so that they could identify the phrases that had also been used in the story, then the lyrics of the song were shared to verify the answers and this session ended with a group karaoke.

Fifth session. Creation II

The students, without any support material, told the whole biblical story to the class emphasizing their favorite character, using grammar structures correctly, with a wide vocabulary, fluency, intonation and pronunciation. At the end of the presentations, they answered questions that the rest of their classmates had asked.

Once each one of the activities of the CLIL module had been carried out, their effectiveness was evaluated by applying an evaluation rubric and a bank of questions based on the Common European Framework of Reference for Languages (CEFR). In addition to these two instruments, a test was designed to finally examine the contents of the Music and Literature subjects. Thus, both language skills and knowledge of new subjects could be measured.

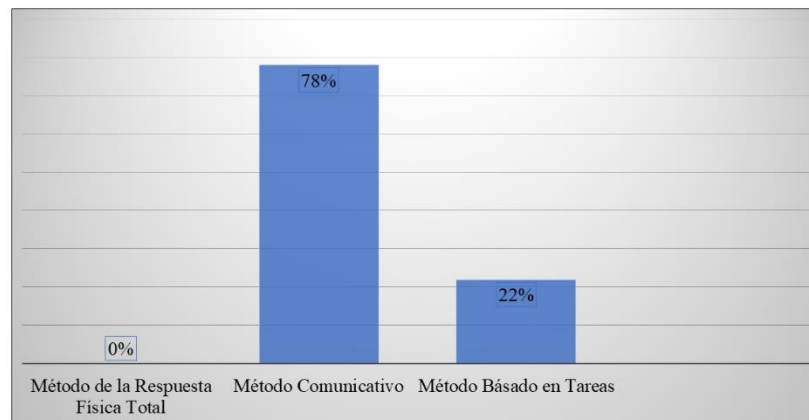
Results

The diagnosis of the teaching methodology traditionally used by the English teacher was made, applied and evaluated. The CLIL methodology was implemented by executing a lesson plan and evaluating its effectiveness through oral and written activities. The results of both methodologies were compared to determine the conclusions.

Determine the methodology applied by the English teacher in the teaching-learning process

The results show that 78% of the sample indicates that the teacher applies the communicative method during the teaching of the English language, uses materials that attract attention, achieves the student's motivation and also creates the need to speak and understand the second language . This is identified in figure 1.

Figura 1. Metodología aplicada por el docente

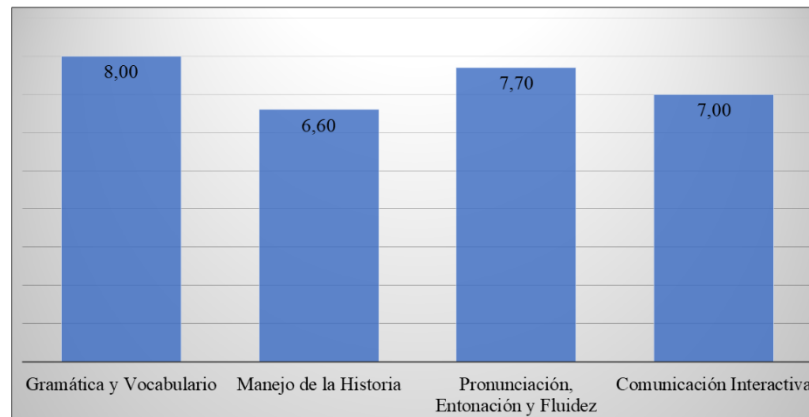


Fuente: Elaboración propia

The students were evaluated through a rubric and a questionnaire based on the CEFR. These instruments made it possible to measure the level of the four skills of the students and to identify the effectiveness of the communicative method. In oral production, they created a story in the past tense and told it to the class.

Greater difficulty was identified in properly managing the story and interacting with other people using the English language. This is also reflected in the ratings, with the lowest ranging from 6.6 to 7.0 out of 10 (see Figure 2).

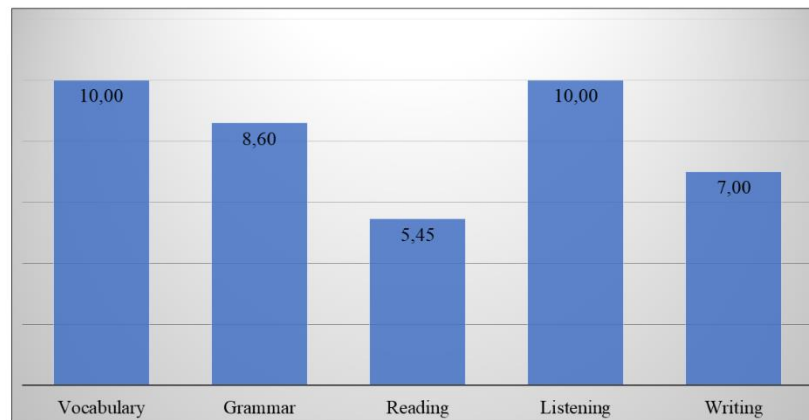
Figura 2. Calificaciones obtenidas en la destreza de hablar



Fuente: Elaboración propia

The results obtained in the standardized test allowed identifying that the students presented difficulties in reading, with an average score of 5.45, and in writing, 7.0 out of 10, as evidenced in Figure 3.

Figura 3. Calificaciones de gramática, vocabulario, lectura, escucha y escritura



Fuente: Elaboración propia

Implementation of the CLIL methodology for the effective teaching of the English language through the subjects of Music and Literature

For the application of this methodology within the already specified English center, a module of five sessions was developed, in which the same grammatical topic that was taught to students through the communicative method was worked on.

Tabla 2. Módulo CLIL

<p>Objective: To implement CLIL Methodology for the effective teaching of the English Language through Music and Literature.</p>		
<p>Simple Past Tense Through CLIL: Music and Literature</p>		
Introduction	Previous knowledge	Project a video of the life before Jesus Christ and after Him.
	Students' Expectations	Ask the students about what they want to learn about the story. Complete the KWL chart.
	Learning map	Show to the class the mind map of the contents they'll learn.
	Introducción	Play a video about the Biblical story of Esther.
Searching	Total physical response	Show students flashcards of the characters of the story and ask them to identify them by saying their names. Students have to make gestures of the characters and the rest of the class has to guess who they are.
	Word definition	Show to the class the pictures of the story and ask them to mention one adjective by each one. Ask students to say completed phrases of the characters using "was, were" or "used to".
	Sequencing	Students have to order chronologically the scenes according to the story and explain them.
	Consolidation and self-stimulation	Students have to read the story and answer the true and false questions.

Consolidation	Spelling	<p>Ask students to say a value that they identified in the story.</p> <p>Write the values on the zoom whiteboard and ask students to spell them. The student who spells the words faster is the winner.</p>
	Classifying information	Students have to elaborate a creative graphic organizer in which they classify the information that they have learned.
	Working in groups	Distribute students in pairs and make them create a complete and creative diagram about their knowledge of the topic.
	Filling the text	Students have to complete the text with the correct grammar structures and appropriate vocabulary.
Creation	Individual work	Students have to elaborate a digital mini-book in which they summarize the story and expose them.
	Games and reinforcement activities	After the expositions, students have to listen to a song about the story of Esther and after that underline in the written story the phrases that they heard. When they finish the activity, they will see the lyrics of the song and compare their answers. Finally, students have to sing the song.
	Presentations	Without using any supportive material, students have to tell the story emphasizing a particular character in front of the class, making use of grammar correctly, and applying a good vocabulary, fluency, intonation and pronunciation.
	Content test	Students have to take the test about the content of the subjects and the language.

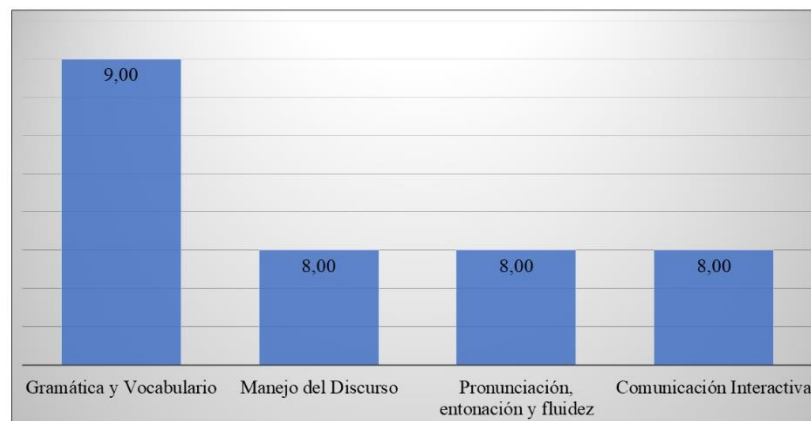
	Standardized evaluation	Students have to take the Cambridge based test adapted to the topic.
	Self-evaluation and conversation	Finally, the teacher will establish a conversation about the topics, students must be able to use the target language correctly in order to maintain the conversation. Students will be evaluated through a rubric based on the Common European Framework Reference for Languages.

Fuente: Elaboración propia con base en Cano (2013)

Evaluate the results obtained from the execution of the CLIL methodology for its permanent implementation in the English center

Once the activities developed through the CLIL methodology were completed, the results obtained in each of the language skills were evaluated. The contents of the integrated subjects (Music and Literature) made it possible to strengthen the practice that was difficult for them with the communicative method: proper handling of history and interaction with other people, which was reflected in their grades: from 6.6 to 8.0 and 7.0 to 8.0, respectively. This is evidenced in figure 4.

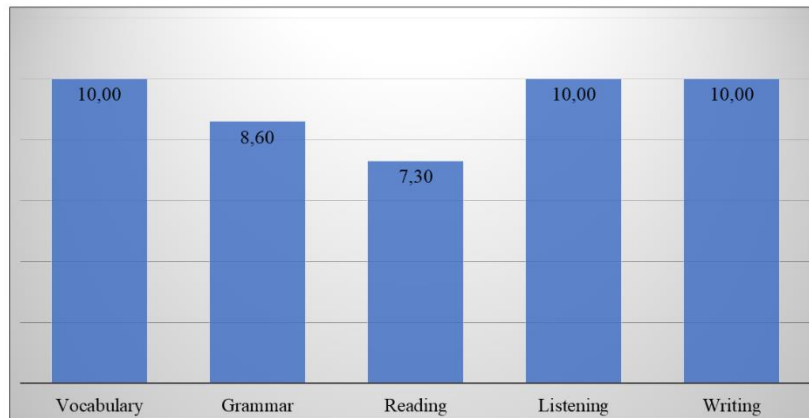
Figura 4. Calificaciones obtenidas en la destreza de hablar



Fuente: Elaboración propia

To assess skills in the areas of reading, listening, writing, in addition to grammar and vocabulary, the standardized test used in the communicative method was adapted to the contents developed through the CLIL methodology. The results showed that the students overcame the difficulties in reading skills, where their scores increased from 5.4 to 7.3, and writing scores increased from 7.0 to 10, as shown in figure 5.

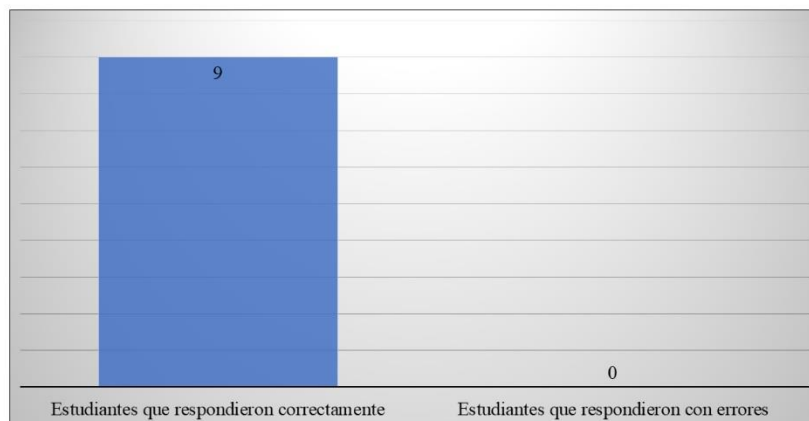
Figura 5. Calificaciones de gramática, vocabulario, lectura, escucha y escritura



Fuente: Elaboración propia

The effectiveness of the application of the CLIL methodology was evaluated through a content test based on the subjects of Music and Literature. The test consisted of eight questions referring to the story of Esther, to which all students answered correctly, that is, they obtained an overall score of 10 out of 10, which shows that they acquired additional knowledge to the skills of English.

Figura 6. Prueba de contenidos literarios y musicales



Fuente: Elaboración propia

Discussion

The communicative method traditionally applied in the teaching-learning process of the English language at the Jordan Language School allows students to develop a solid base of grammar and vocabulary in their speaking skills, coupled with relevant contributions: phonological characteristics of the words and interaction with very little help and support from the teacher. The skill of oral perception, listening, presents favorable results, since the students understand songs, dialogues and videos interpreted by native speakers of the English language, understanding their content, message and teaching.

However, in the writing production skill, students complete the assignment with a limited form of the language, using repetitive sentences, and with little coherence between ideas. In their written perception, reading, they do not fully understand the message of the text, they show little analysis in the association of concepts and definitions, which shows that the communicative method places greater emphasis on oral skills by seeking that students express themselves fluently in different situations and by focusing on helping them acquire precise grammatical structures, but downplaying reading and writing, which are skills necessary for good command of the language.

Through the implementation and application of the CLIL methodology, students develop activities that strengthen their four language skills. During individual and group presentations, they demonstrate a good command of the language: grammar, vocabulary, pronunciation, intonation, fluency and interactive communication are shown naturally through dialogues, role plays, expositions, and presentations. In listening comprehension, they perceive a wide range of oral content and understand real-life situations reported in the past tense. They are able to understand specific expressions and messages in a literary text and identify key elements such as characters, characteristics, settings. In the same way, they produce texts with well-organized grammatical structures and ideas, with an emphasis on main ideas and maintaining coherence in their points of view.

The CLIL methodology presents simultaneous results both in the language and in the integrated subjects, since although the development of the four basic skills: listening, speaking, reading and writing is essential, with CLIL students also learn music and literary

writing in English , since the language is used as a bridge for the union of content and skills for use in different contexts and real situations, thanks to the design of activities that motivates them to use the second language to build new knowledge. In the first instance, they receive information from the two integrated subjects and connect it with the language and with their abilities to develop the activities proposed by the teacher: creating songs, musical poetry, changing lyrics and melodies, analyzing texts, paraphrasing stories, acting in dramas , shared readings, give opinions, write your own written productions and share them with the class using English.

This sequence of tasks allows them to retain their learning in the long term and in a meaningful way, as emphasis is placed on the repetition of the central content of the class through the different activities that require the active participation of all students, who are the center of the teaching-learning process. In this way, the studies carried out by Castro (2014) and Abascal (2016) in Spain and Colombia, respectively, are corroborated, and the evidence regarding the effectiveness of CLIL in the development of students is consolidated. Students use English in different contexts, such as real conversations and keynote presentations; Likewise, they understand the linguistic varieties of the language by identifying accents and typical expressions of the different native speakers; in addition, they produce academic compositions in written form following the norms and structures determined by the CEFR. These results lead to recommend the permanent application of CLIL at the Jordan Language School as a comprehensive methodology of great academic impact that does not limit teaching to a systematic process, rather it provides a construction space that adapts to the different learning styles of the students.

Conclusions

The application of CLIL as an English teaching-learning methodology through Music and Literature subjects fosters a comprehensive bilingual environment where students learn English through different non-linguistic school subjects and effective learning is promoted in a natural and innovative way. In this sense, the teaching of English faces the challenge of making a radical methodological change that encompasses many practices and where the language and the content have the same degree of prominence.

The communicative method emphasizes grammatical and vocabulary knowledge to achieve its only objective, which is oral production, therefore, students have a greater participatory involvement in oral use of the language and leave written production without intervention in the advancement of the skills. In this way, CLIL could be considered as a methodology that proposes a space for educational institutions, centers and English schools to implement a series of additional mechanisms to the curriculum that facilitate the development of oral and written language skills with a lasting effect on students, and thus change the focus from studying a language to learn it to using English to acquire it.

The effectiveness of the CLIL methodology does not lie in carrying out a study of the language where grammar, morphology, syntax and other areas occupy the center of the class, but in its main objective: that students use the language to learn non-linguistic knowledge, and in this way achieve a standard level of the language that allows them to solve problems of everyday life. By combining different school subjects, CLIL facilitates the transfer of information and skills between all areas and makes the student feel as if they are the owner of their own language learning. Finally, CLIL provides an innovative identity for all institutions, which adapts to the needs and demands of the 21st century.

Future lines of research

This research is of great impact for future studies inside and outside the country, since it presents favorable results before the implementation of a new methodology that can be applied in children, youth and adults of all institutions and educational centers in different areas in addition to music and literature, such as natural sciences, social studies, and mathematics, among others.

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