

Maestría en Lingüística Aplicada y Educación bilingüe



FUNDACIÓN UNIVERSITARIA
JUAN N. CORPAS

Educación y Salud de Calidad
con Sentido Social

Tesis de grado

**CLIL: Proposal for Oral English Language Production in Nursery Senior Students at
Pedagogical and Technological University of Colombia**

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**Final Master research project to get certified as a Master degree in Applied
Linguistics and Bilingual Education**

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Master in Applied Linguistics and Bilingual Education

Bogotá D.C

2022

Final Mark

Master thesis jury members.

Inscription

It has been a great pleasure to be part of this Educational Institution and Master Academic Program whose educational components have had a vast impact in the world for that drive of bilingual societies. I want to thank God for this dream; Dr. Oscar Acero for his relentless and meaningful support for me to keep going; Dr. Ivan Miranda and his family for that contribution to enlightening the relevance for having a different society that can command a foreign language for bilingual purposes; My family that lovingly has encouraged me to be a good professional and person.

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Resumen

Una de las cosas necesarias por llevar a cabo en la Educación Colombiana es mejorar el aprendizaje de la Lengua Extranjera (ALE). Con la llegada de la pandemia, es interesante considerar el ALE a través de un método diferente, actualizado y contextualizado. AICLE, considerado como un enfoque que involucra el aprendizaje de Contenidos y Lenguas al mismo tiempo, es llevado a procesos de formación en línea. Con un paradigma cualitativo y de Investigación-Acción, fue fundamental diseñar e implementar Actividades Mixtas basadas en los contextos que viven los estudiantes, con el fin de mejorar la producción de la habilidad oral que los motiven a hacer uso de esta para expresar sus ideas y opiniones en relación con el Covid-19. Así, se llevó a cabo la aplicación de cuestionarios, una revisión documental, ejercicios de observación no participante y un grupo focal para ver el alcance de la propuesta en temas metodológicos y de habilidad oral, en veinte estudiantes de último año de Enfermería superior de la UPTC. El ALE después de la implementación de las Actividades Mixtas, permitió que los estudiantes pudieran trabajar en ellas a partir de sus contextos personales, sociales y culturales. Las actividades en línea contribuyeron a tener más contacto con la lengua nativa para que se pudiera almacenar más vocabulario en los estudiantes y así potenciar el dominio en las actividades orales. Las clases presenciales permitieron mostrar lo que los alumnos sabían y eran capaces de hacer oralmente frente al profesor para ser evaluados. Su habilidad oral mejoró al interactuar con los compañeros de clase. La expresión oral, la comprensión y la negociación de mensajes desempeñaron un papel fundamental en la comunicación a pesar de los errores de pronunciación, la estructura del lenguaje, las dudas y la falta de vocabulario que surgieron en este ejercicio.

Palabras Clave: AICLE, producción de la habilidad oral, Actividades Mixtas, Mejoramiento, ALE

Abstract

One of the most pertinent things to make happen in Colombian Education is that of improving the FLL into the society. With the advent of the pandemic, it is captivating to consider FLL through a different, updated, and contextualized methodology from the traditional one. CLIL, looked upon as a methodology that involves Content and Language learning at the same time, is taken into online training processes. That way, in a qualitative paradigm related to Action Research, it was fundamental to design and to implement Mixed Activities based on students' backgrounds for the oral skill production improvement, that motivate students into using this skill in order to express their ideas and opinions on Covid-19. Thus, it was considered the implementation of questionnaires, a documentary review, non-participant observation exercises, and a focus group to see the extent of the proposal for methodological and oral skill issues in twenty Nursing senior students at UPTC. The FLL after the implementation of the Mixed Activities, let students work on them regarding their personal, social, and cultural contexts. The online activities contributed to having more contact with the FL to acquiring as many vocabulary content components as possible to deal orally with the activities. The in-person lessons could show what students knew and were capable of performing orally in front of the teacher for assessment. Their oral skill improved by interacting with the lesson mates. The oral expression, comprehension and negotiation played the seminal role of communication regardless of the mistakes in pronunciation, language structure, hesitation, lack of vocabulary that came up in this exercise.

Keywords: CLIL, Oral skill production, Mixed Activities, Improvement, FLL

Introduction

One of the most relevant aspects nowadays in the world is to have global citizens who are capable of using technology, controlling their emotions for personal, social and cultural matters, and commanding a Foreign language (thereinafter FL). Against this last background, upon having bilingual societies in Colombia, Education might be that way for citizens to learn and to use a FL for personal, social and professional interest that allows them to have a considerable type of life, and opportunities to live in proper conditions despite the contentious reality FLL has had across the whole country. The following paper is centered on the UPTC Nursing Senior students FL oral skill production that is taken to class by the use of Mixed Activities (Online and in-person ones) in pandemic time. Through qualitative research, it was possible to know students' experiences regarding their previous FLL process in order to select the most suitable and stunning aspects to be born in mind, at the moment of the Mixed Activities designing and implementation under the CLIL methodology.

The research process aimed at fostering FL Oral skill production primarily by taking into account students, their background, likes and their whole cosmovision to be involved in learning. From the beginning of the research, the students had to deal orally with a questionnaire that evidenced what their oral skill level was; a participation of experts in CLIL to assess the pertinence of it to include Content and Learning in online learning environments; non-participant observation to analyze how the mixed activities set influenced on students' oral proficiency and the proposal itself; and, a focus group to identify relevant aspects not only about the impact of the research but the oral skill process experienced along the mixed activities in every lesson. The results were captivating for students' oral skill production and purposes that could contribute to making use of the FL oral skill adequately which, takes constant reinforcement regarding the mistakes and hardship this communicative skill has, when it comes to being produced everyday be it at university or the life itself.

**CLIL: Proposal for Oral English Language Production in Nursery senior students at
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CHAPTER 1

1.1 Statement of the problem

In the last years, the world has quickly changed itself due to the globalization process which has been ingrained in many social and educational areas thus putting forward, high educational and professional standards for people to reach or follow suit in this unrelenting reality that makes part of individuals nowadays (World Commission on the Social Dimension of Globalization, 2004; Standing, 2008). For the coming years, human beings are believed to be endowed with specific and revolutionary characteristics and features that will be instilled at school, university, and society in the end in order to be eligible for this current and competitive world (Harari, 2019); for Friedman (2010) the fittest people will have the best opportunities to grow, to get interesting jobs and appropriate lifestyles around the globe. However, the rift between private and public education still will go on for long (Manzano & Tomé, 2016), there is not a fair educational learning phase that benefits everyone with the same infrastructure, curricula, quality education and economic condition. Nowadays, for instance, according to Neely (2011) people who are not capable of using a computer and social media accordingly alongside a FL use appropriately, are foredoomed to failure. As for languages, in a bid to prompt readiness and willingness to learn foreign languages need to be a priority in order to guarantee such an education quality that may improve the life of people.

The language learning around the world has focused on social, business, educational, and personal matters (Rudolph, 2012; Sanden, 2016); currently, to master a mother tongue is not enough and the experts urge on looking for the most trained individuals who can take up all work, professional and educational challenges this current world has. Apart from Spanish and Chinese languages, the English one has been considered itself as the universal one for people to start using and getting familiar with (Drubin & Kellog, 2012; Ranta 2013). It is one of the most important characteristics people need to deal with not only to be a skilled citizen (Warschauer, 2000), but also to have communicative activities on people when it comes to getting a job, looking for specialized

information, reading literature, addressing technology, having a trip and so forth (Chavez et al., 2019)

By and large, language education has been a primary necessity whose impact has come from Europe; not long ago, other than the mother tongue, the UE (European Union) asked for population to master at least three languages to “have that chance for better jobs, to have a proper coexistence among towns and countries and to raise children from school under this favorable educational experience” (Miret, 2001, p.13). In all likelihood, by having a particular language to cater to people bare necessities in their daily life, English language in Europe is soon to become the main one for most individuals; Coggo (2016) acknowledges the pertinence most people from this part of the globe have, in acquiring this language currently; there is a 40 percent of them who know how to communicate and to establish regular conversation out of necessity; and the other part are being trained at schools and universities upon request (Miret, 2001)

Although the English language is most spoken in Canada, England, Ireland and Australia (Potter et al., 2021), people from other countries have regarded this language as the key to having access in the world at large in knowledge and research. Therefore, from childhood in India, the arrival of English speakers in Africa, and the impact of education in China, this kind of learning has increased lately (Wong, & Dubey, 2015). It is likely to have more English language speakers as the foreign language than a second or mother tongue; and the tally of these new English language speakers in the not distant future, will outnumber those who have this language as the mother or second tongue (Jenkins, 2006). There is no doubt the position the English language has for all on the planet and the dire need to raise children under this clear grounding. The effect it has on Europe is being felt everywhere, some communities in non-English speaking-lands such as Thailand, Uruguay, Indonesia for example, have started on bilingual processes that are much alike to some extent, what is practiced in Europe (Bax, 2010; Cronquist & Fiszbein, 2017). Despite not having the proper methodologies, language educational teaching levels, the infrastructure or revenue to educate students in these not Anglo speaker-countries, governments have at last grasped the message and the formative point their people have to follow sedulously, to be

competent with this international language and the requirements this planet has now for all (Miret, 2001; Fandiño et al., 2011).

One example of the above is Colombia, whose people are being raised at schools and universities under this important enterprise. Notwithstanding, the results themselves have not had that impact governments have expected to. The shortcomings of proper methodologies, trained teachers, a special and meaningful language program, internet coverage so necessary in pandemic, the infrastructure and the motivation in students have created an unconventional educational environment (British Council, 2021); people mostly are not interested in this kind of learning. The most significant memory individuals have after finishing their studies at school is the use of the tedious verb “to be” and the lexicogrammar lessons that reputedly are going to continue for long (Gómez, 2020). The use of communicative skills has been undermined and less worked alike (Bernal, 2010). Despite having introduced different English language projects for the last twenty years such as: Programa para el Fortalecimiento de Lenguas Extranjeras (PFDCLE) (2012) whose main interest laid with having teachers and students ready to develop communicative competence; Ley 1651 de 2013, Ley de Bilingüismo (2013) that controls language learning and teaching guidelines at universities and schools; and Programa Nacional de Inglés (PNI) (2014) that deals with the motivating goal to be one of the best educated country in south America regarding the English language; the results finally have been disheartening hitherto. These proposals all had uplifting perspectives and ideals for Colombian citizens to turn into bilingual, but according to Sanchez (2013) the lack of analysis and how students live and the whole context they belong to generally were not taken into consideration upon setting such taxing ideals to make happen. The Private schools and universities have had free autonomy to teach this language following either European methods or updated ones (Miranda & Echeverry, 2011), their students may be benefited thus marking a great difference among people in Colombia (Mejia, 2016).

The OECD (The Organization for Economic Cooperation and Development) founded in 1961, is a special association of 38 countries which look for not only stimulating economic progress and world trade, but better policies for better lives. It has special interest in countries to grow educationally or for egalitarian coexistence besides, it

issues global standards to live and the nations that are part of it have to stick out to its competencies and educational policies (OECD, 2016). Colombia is one of these countries alongside Chile, Costa Rica, and Mexico. Argentina, Brazil, and Peru are under consideration to be part of OECD. If making it part of OECD, education must be such an adventure that improves the life of its members, the population involved in it. Education of this ilk according to López and Santamaría (2004), seeks an integral learning that starts from the collected experiences all countries have got in accordance with a specific issue, to solve educational problems in the end. As striking an agreement in tandem after analyzing the formative juncture at point, the OECD establishes some competences and policies to be fulfilled afterward.

The PISA “Programme for International Student Assessment” is the tool OECD has to assess students aged 15 years in all associated countries with regards mathematics, reading skill, sciences and the necessary and demanding skills students need to deal with this globalized world (Sjøberg, 2015). The results let disadvantaged countries compare and be compared with their processes and results from other developed nations in order to learn, to copy, to correct, to restructure educational reforms, and to be successful based on particular features and cultural conditions from every assessed country when it comes to contriving learning processes. The yielded results in 2021, in pandemic time, according to the ICFES (2021), *Colombian Institute for the Promotion of Higher Education*, have presented upsetting outcomes that have ranked Colombia in the last place among all OECD countries. And it goes without saying that for the year 2025, OECD through PISA test will assess students’ English language performance on account of the necessary activity to master language for all communities and better future, (Europapress, 2020).

As for the foreign language learning, the OECD has considered it quite noteworthy to implement significant strategies for people to master two or more languages since it is a great opportunity for people to have a better future, to respect each other culturally, and to take care of fundamental rights (OECD, 2020; Marconi, 2021). If the people want to be part of this ruthless and competitive world, need firmly to start having overwhelming language learning process; OECD (2020) and even the UNESCO (2003) stand with this commendable drive. All countries which either are part or are getting the approval to be

part of OECD have to dwell on this lofty ideal to make happen. The methodologies used in OECD-European countries to work under this important FLL for instance, have to be checked, analyzed, copied and even taken to those underprivileged nations as it should happen with Colombia not to go further (Miranda & Echevarria, 2011; García et al., 2018).

With the American countries that are part of OECD such as Mexico, Chile, Costa Rica, Colombia and the key partners as Brazil and Peru, the OECD has been present to deal with investment, education, inclusiveness, competition, good governance, anti-corruption, and fiscal policy (OECD, 2020). In terms of education, the purpose is to have proper formative and egalitarian processes in these countries, to pull together to reach that dream of having societies highly educated to live up to the current world demands, be it at work or in education. As for the English language education, the levels of learning are low in South America, and mid-level high in Central America countries due to the influence of the neighboring USA in these places (Cronquist & Fizbein, 2017). For South America, the task has been demanding due to the autonomy and independence these countries have to structure the FL process (Acosta et al., 2018). In Colombia, learning a FL is mandatory and there are even proper and structured FL learning standards with high goal to reach; in Brazil, FL is obligatory but there is not a golden guideline for people to follow suit; in Peru, FL is not specifically compulsory, and the guidelines to have a clear formative process are scarce, Instead, in Chile there is particular interest in having a FL in the population that let not only have a constant analysis of the guidelines for this educational purpose, but teachers and students training and assessment (Cronquist & Fizbein, 2017; Massó, 2020). In fact, Chile has compelling resources to make this ideal happen: teachers training, language quality measurements, FL acquiring, and a constant assessment of this educational process. Additionally, in Chile the PIAP (English Opens Doors Program) is the guideline since 2004 they have for people to become bilingual (Manual de orientaciones sobre el Proceso de Enseñanza-Aprendizaje del Inglés, 2017), and whose starting point comes from childhood grounding in order to make this formative purpose a lot stronger to have advantageous results in the last educational stages.

Due to the application of the PISA questionnaire in 2015, and after having been analyzed by experts from OECD, they all concurred that in terms of foreign language training (OECD, 2016), it is noteworthy to ponder over:

Government and school policies, Students and learning, Teachers' training and profile, and Teaching practices. In addition, the framework addresses two transversal topics that overlap these four policy domains: Information and communication technologies, and the Use of the target language for instruction in other subjects (Marconi et al., 2020, p. 5)

That way, the framework to learn a common language for all, entails that Government, teachers' staff, students, significant training and teaching practices, the use of technologies and the merger of language and subject content may be a possibility to have successful results even more so in these pandemic times, when it comes to mastering English language at least in those associated OECD countries. Even though ICT's is the craze in all type of education recently (Fu, 2013; Hutchison & Reinking, 2011), CLIL (Content and Language Integrated Learning) rises itself to be the suggested method to learn languages under OECD policies (Marconi, G., et al., 2020).

In that vein, Spanish education made use of language learning approaches whose main core could be content and foreign language training, more than the customary grammar method that prevailed in 1960 and the keen interest to include writing and speaking skills as the most necessary ones into curricula (Madrid et al., 2019). Language policies there in the end, were inclined towards CLIL method due to its generalities (real practice of communicative skill such as speaking, reading, writing, and listening) to learn and to use target language under considerable communicative purposes apart from the quotidian FL in-form lessons (Coyle, 2010; Lahuerta, 2017), later, it was spread along Europe. It was necessary to consider either academic or professional content while learning or improving a foreign language on account of the impact it has caused on European people' education (Perez, 2012). There has been substantial research in primary, secondary, or tertiary education with CLIL in Europe, all the more Spain, Italy, Sweden, Turkey and so forth; this tendency embraces Japan and Korea in Asia as well (CLIL, n.d; Devos, 2016, Mathole, 2016).

Within Colombian formative context as a member of the OECD, FLL has been reviewed several times to have effective learning episodes under the influence of the Common European Framework of Reference for Languages (CEFR, 2001) and Colombian foreign language standards (MEN, 2006). The Colombian language education has proper tenets to follow suit; notwithstanding, in words of Cronquist and Fizsbein (2017), it is not a mandatory objective learning a FL, and the autonomy in teachers and schools allow to do and to set other type of educational activities or even undermining what is suggested in these national papers to have a kind of FLL of such great value (Le Gal, 2018).

According to Farari (2021), FLL around the globe should comprise the communicative abilities (speaking, reading, listening and speaking) to be reinforced and by which, a real learning process start shaping itself for worldwide challenges to be taken up by individuals afterwards (Guapacha & Benavidez, 2017). The grammatical classes have been present ever since and this situation has outshined the pertinence of communicative skills for learning. The oral skill is the least worked not only in classrooms but the whole student's context (Rico, et al, 2016; Torres et al., 2018) due to not only for FL grammatical components but several hardships Colombian education is dealing with currently such as: the lack of teacher interests to overhaul their teaching process accordingly, the lack of technology and online activities that reinforce knowledge in in-person lessons, the uneasy situation students may feel such as that shyness after being mocked or judged when it comes to speaking in English language before the class, and the shortage of immersion and chances to talk under comfortable environments at school (Truscott & Romero, 2005; Mejia, 2016).

At the present time, the human being has to be educated in order to meet the important and standardized characteristics the world has. This is the nature of learning, that chance of involving people into part of the competitive world. The Global Citizenship Education according to Davies and Pike, (2010), relates human beings with social justice that not only deal with international awareness and being a well-learned person, but make students aware of their wide role as part of the world, the respect and values diversity, having a solid knowledge about the world and how it works in economy, politics, social, cultural, technological and environmental issues to have a fair and sustainable place to live

for all (OXFAM, 1997). And to do so, it is important that the individuals being raised under a special learning as the use of a FL that can be used orally as a means of interaction and learning. It is the task that has to be forged in the world education, whose main tenet may be that of having proper education for people to be endowed with a FL and the oral skill constant practice and training, to cope with the needs the world has as a final process of global citizenship training (OECD, 2020; Covacevich & Vargas, 2021).

Thus, the current situation the planet has for people to live as globalization, diseases, technology, unfairness, inequality, environmental catastrophes, social differences, learning at home virtually because of Covid- 19 and so forth under the scope of the OECD's motto to take into the whole world for instance, sets the chance for people to seize in order to not only be informed with present news but learn from them or make the most of them in terms of education and professionalization of the humanity (Lantolf & Thorne, 2006; Cummins, 2008). For Martinez (1999) Teachers and students need themselves to wallow in recent fields individuals endure, to have accurate meaning about FLL. The Pedagogical and Technological University of Colombia and the International Institute of Languages staff in Boyacá, have had the same considerations about how to improve the FL level of proficiency in their students. They have carefully sought to have a real educational experience that may help students with FL mastery and development of communicative competence in pandemic time. Thus, the possibility to enhance the FLL process orally therein arises as calling for nursing academic program senior students to participate through teacher's designed mixed CLIL activities (online and in-person ones) based on specific and basic epidemiology content, treatment and analysis process concerning the current respiratory infectious disease: Covid-19.

1.2 Research question

How the design and application of mixed activities under CLIL methodology, may foster UPTC Senior Nursery Students' English language oral skill production?

1.3 Background to the Research

In order to make clear the idea how CLIL works and does with learning, it is necessary to review the information and result obtained throughout the time and the process these models have had in OECD countries: international, south American and national experiences. It is to define the importance of CLIL research under pre and during covid-19

disease outburst, and the reason why this method may contribute to the improvement for language and content education and language skills development, namely, the oral one in the coming state of art.

1.3.1 International

For this analysis, it was important to consider the experience of those OECD countries that have had some knowledge of the CLIL process when it comes to learning. In the same way, it was possible to see how CLIL is being accepted across the globe due to the impact it has on language education and the enterprise of having bilingual contexts. Mese and Cinar (2018) consider quite relevant motivation into these CLIL courses and activities. They held a research idea at Istanbul University in Turkey. They worked with nineteen students to see how motivation elated students to study and to do better with English language proficiency. The process lasted eight weeks and the results were interesting. Students had to interplay with professional content, every activity taken to class was full of motivation. According to Entwistle (1988) motivation is the essential issue when learning, people feel comfortable and the challenges and different tasks to do are going to be met positively to some extent. The students first had to familiarize themselves with vocabulary, English expressions to start working on activities. Motivation was pervasive, students and teachers were overjoyed, and the goal was met.

In relation to culture, Lockley (2015) wanted in his text: Promoting international posture through history as content and language integrated learning (CLIL) in the Japanese context, to introduce CLIL learning experiences at a Japanese university. He believes that students have to be immersed in a complete and meaningful world bursting with social problems, ideologies, religions, social status, and so forth. These worldwide problems are going to help students to learn. He called upon students of international communication to participate despite them being from South Korea and China. They accepted that bidding and through history subject, they could relate the content to the English language as a whole. With the activities laid down to work in lessons, the students could first improve their language learning and comprehend how the world is like. Second, the possibility to learn from past and their history not to make the same mistakes currently but to live in a place which discrimination, marginalization and inequality were the commonplace in bygone days to have prosperous and egalitarian societies in a significant extent.

Mukminatien et al., (2020) in their project: “CLIL Audio Materials: A Speaking Model for Library Science Department Students” considered the importance of including new audio material through online activities to improve communicative skills at Universitas Negeri Malang Library students in Indonesia. The proposal was characterized by quantitative and qualitative research to identify English language skill proficiency in students with the former; and with the latter, the students’ opinions to see how teaching English language lessons were like. The results were accurate when concocting material under online lessons to improve oral skill process, since the students need to feel drawn to different materials whose main issue might be highlighted by their interest, educational issues and current reality in order to motivate them into using their FL oral skill in face-to-face lessons. Despite having reached the goal in this research exercise, it was noteworthy to acknowledge how interesting each audio material was planned regarding exploration, developing, validating and implementation phases to be used in order to improve FL oral skill with Librarian academic content. Notwithstanding, it is quite important to initiate CLIL project at Universities and Schools syllabuses whose tenets might be related to students immediate personal, social and cultural situations (Gómez, 2020)

In Spain, O’Dowd (2018) proposes in his text: “Innovations and Challenges in Using Online Communication Technologies in CLIL” the relevance to use CLIL through technology as an opportunity for university students to understand better the world and social situation they live and to improve their communicative skills, specifically, the oral one based on interaction and telecollaboration. Under qualitative research, he considered not only how interculturality, the essentials to teach topics through online tools, the role of the current teacher to use these updated alternatives for lessons, but the challenge to take students beyond the customary self-presentation tasks orally, might be used for students’ motivation to have successful results in learning. That way, it was possible to see how virtual exchange provides students with basic grounding to be used in tasks subsequently, and how communicative skills as the oral one was the golden tool to have into account when it comes to negotiating meaning. Despite the mistakes and hardships that might appear during the educational exchange such as pronunciation, grammar structure and fluency when ideas were exposed, the bidding to adopt a different mindset for teachers to

include these online technologies in their lesson is evident. Practicing is the maximum all students have to live by in order to use English language suitably.

In order to keep improving EL oral skill, it was pertinent to count on online settings in order to provide university students the basic knowledge to be used in communicative exercises. That way, Yükselir, and Kömür, (2017) in Turkey, undertook a qualitative project at Osmaniye Korkut Ata University: “Using Online Videos to Improve Speaking Abilities of EFL Learners”, whereby five videos were the essential key to giving students necessary information to be considered during oral skill activities. There were two groups under analysis in this research task: one of girls and another with boys. In consequence, girls were attentive and used video information to speak and to express their feelings, points of views and consideration based on the videos’ data; they outdid boys orally; and, they saw a great chance to use videos information to complement their ideas and opinions. When using communicative skills, one of the overriding components to enable speaking activities in individuals lies at the material and how the input is transmitted.

A particular research process was made at Guangdong University in China, Martyn (2018) set special lessons under CLIL model in first-year business students to introduce the language learning process differently. This researcher analyzed for several years the language procedure these students experienced and despite having little information about the model at issue, it was highly pertinent to start leafing CLIL information through in order to have the proper groundings, and to lay foundations to help students with such learning. She included the academic subject Introduction to Contemporary Business to work on this proposal. Not did many students reach the objectives in the end, they were bereft of either English language mastering or interest to be successful with FL; unlike those who actually felt motivated to upgrade their English learning methodologies, and language understanding irrespective of the linguistic shortages. The concept to raise bilingual environments has been pivotal given that it is one the basic and fundamental rights all individuals need to be capable of dealing with this world’s demands (Miranda, 2012); all educational institutions across the planet have the duty bound to keep this last watchword in mind when charting process under such language substantial features.

Peterson, (2019) makes clear in the text: “The formation of student key competences based on business English” the urgent need to have CLIL learning processes everywhere, it has to be fused into people's realities such as: belief, social class, region, culture among others. Students from the business program at Russian University had the opportunity to deal with English language and content to give rise to “Business English”. The course "Business English" used interdisciplinary connections with such disciplines as "Theory and practice of Public Relations," "Theory and practice of Advertising," "Social psychology," "Imagology," "Management," "Marketing," "Psychology of Mass Communication." She assessed the ins and outs this learning of that ilk had on her students to plan activities subsequently. Nevertheless, she reckoned the importance of including learning methods to have successful results. Students got comfortable with the proposal and were able to use their critical thinking to evaluate the process and to have recommendations for future research (Biçaku, 2011; Marti & Portolés. 2019).

As it happens with Filice (2020) in her text: “CLIL in Pharmacology: Enabling Student Voice”, deals with a great experience with CLIL in academic fields. She had in mind pharmacology students at an Italian university. She was dedicated to analyzing the ins and outs of the CLIL model for educational purposes. Despite the plethora of information this model has across the globe, Filice found the golden chance to find out what this experience was like for these students during their language training. She noticed these students did better in speaking and writing skills and called for the opportunity to do research on listening and reading skills under this model. In the same token, the students’ point of view must be considered to arrange and to have successful lessons such as the way they have their input, how it is reinforced and stored virtually for example, to be used subsequently in lesson activities. These students agree on the importance of learning language by considering the context and culture in order to activate cognition (De la Barra et. al, 2018), and thereby consolidating language lessons and language use as well.

For Amiti (2020) in a research done in Turkey: “The Importance of Oral Language Proficiency in EFL Online Teaching Setting” took into account the COVID 19 pandemic that beset the world that time. She worked with students from North Macedonia to improve English language oral skill. She organized different lessons with a lot of virtual material

done by herself or taken from online sources such as: videos, games, videoconferences to use in each class. The students were comfortable with this material of that ilk to study and to feel part of the learning process. The students could speak in English despite making mistakes in pronunciation and fluency as it happens to these language processes in the very beginning; yet with a painstaking organization and steady practice, these hardships in learning may be withered in the end. The opportunities about what students experience when learning must be considered to improve teachers' tasks and teaching matters.

Danilov et. al (2020) in their work: "Developing Computer Literacy of Bilingual Student via CLIL Methodology" had engaging research about CLIL at Kazan University in Russia. All they mulled over the grim fact students had regarding the current foreign language training. They thought about CLIL as a chance to conduct language programs under different categories like the virtual one by taking into account the implementation of technology worldwide. It is to say that they included CLIL in the informatics subject to learn content by using their foreign language. Sixty- nine students participated in this idea and the result the researchers got from this experience was appealing; students could use their English language while learning content and it was possible to improve literacy systems in learners drawing on content, culture and the implementation of informatics activities that helped much.

Thus, Yufrizal (2021) undertook a particular project at Lampug University in Indonesia whose chief interest was to promote proper language learning by taking into account the four skills in students to improve proficiency. In his study: "The impact of project based-CLIL on students' English proficiency", the quantitative paradigm was considered to have some test in relation to students' language use, the qualitative part of it came into play whenever students produce output, be it written or oral one. The generalization to have CLIL model in this proposal laid with the need to involve English language and some content in subjects such as chemistry, mathematics, biology, and social studies for learners in groups of five of them. The English language level was better than before in all language skills, especially in speaking and writing due to the importance of having cooperative work in in-person lessons, and 120 hours for self-work by bearing in kind virtuality and online activities to reinforce the knowledge. Nieto (2016) gives a

significant remark when conducting CLIL activities based on all students' contexts and learning tools to be used, and the unfortunate downside some language abilities have over others; listening and reading ones are being outshined.

One of the weighty aspects of having improved English language learning around the world is the advent of several methods and models to achieve this purpose. However, as it happens with CLIL, EMI, another model (English Medium Instruction) explained in detail by Deardon (2014) set itself the idea to learn just English language and content in a population whose native language is not English. However, for Corrales et al., (2016) EMI and CLIL must be joined to have far better results in the end irrespective of the learning yardsticks they endorse. The proposal had twenty-seven computer academic program students at a Colombian university in order to gauge how good they did with both models. The students were exposed to EMI activities but, the lack of mastery with the target language, did not let them have significant effects since being active with an EMI lesson was not equated with success. The teachers have to be imbued with this model to plan and to implement advantageous lessons either with EMI or CLIL ones. CLIL can help EMI to expedient findings thanks to the social groundings and its interest in language use.

In her text: "Open Educational Resources for Language Learning and CLIL in Italy During the COVID 19 Pandemic", Cinganotto (2022) proposes the significant idea to use open educational resources (OERS) in language lessons. In pandemic times, it is necessary to make use of these tools to complement, in a way, students' knowledge. The process was undertaken in Italy and with the help of some teachers was possible to draw some conclusions: learning has to carry on; language skills need to be worked remotely; the use of videos, gamification and other online tools come in handy when learning; the most challenging skills to be reinforced were listening, oral production and oral interaction (Llinares et al., 2012); and the most beneficial way to solve these drawbacks was the use of Youtube videos, online sites to reinforce knowledge and speaking ability, and the opportunity to speak with partners by videoconferencing. The OERS chosen had to be analyzed and weighed before taking them into lessons. This was a cycle learning and teaching activity to see how good or bad the elements and virtual tools were on students' language competence and the whole educational idea as such.

1.3.2 South America

In Mexico, Herrera and González (2017) did timely research in: “Developing the Oral Skill in Online English Courses Framed by the Community of Inquiry”. It was necessary to stress how pertinent the technology and virtual learning are to reinforce knowledge. The students are accustomed to attending in person lessons and the possibility to learn outside the classroom and to put into practice the learning is scarce. That way, in communicative oral skill practice, the chance to improve it is minimal too. If knowledge and lesson organization are seen in other learning environments as the virtual one, it is likely to make the most of the students’ setting to learn. The research in English language communicative skills is still new, yet the implementation to foster students’ communication either at home or at different contexts became a priority to be lived up. Despite having mistakes in grammar, pronunciation and fluency, the purpose to motivate students into using their foreign oral skill was captivating them thanks to the myriad of online educational elements that teachers can use in order to include in their lessons. The teacher's lesson planning must be accurate and always related itself to students' realities.

Ponte (2020), in her text: “CLIL teaching based on the use of task-based classroom activities for the enhancement of student’s oral skills”, suggested that there must be a revolution in language learning education. In Peru, in Piura University clearly, this idea came to light opportunely. It is that the designing and implementation of activities when teaching lay the foundation in how English language education might be in the not distant future. Thereby, all process has to be raised from primary education to enable students’ communicative skills as it happens to the oral one that, on one hand, it is not trained the way it might be expected (Djigunović, 2006); and on the other hand, it must be considered in learning to have worldwide citizens capable of communicating and being part of this competitive world (Fajardo et al., 2020), For this, teachers have to be well-trained in CLIL matters in order for them to be motivated into using engrossing alternatives their students like, for learning purposes such as: technology, and current social characteristics humanity is experiencing.

1.3.3 National

In Colombia, Jaime et al., (2019) conducted a radio program with eighteen students from the Surcolombiana University under the influence of the CLIL method and the oral

competence performance. This study “A Radio Program: a Strategy to Develop Students’ Speaking and Citizenship Skills”, motivated students to speak in terms of different social issues by using an improvised radio station. The results were serious, the students felt comfortable by being able to interact with their peers while developing the use of their oral proficiency in English; moreover, the mistakes that could have been made were not an impediment to achieve the objective. The main goal that sought the interaction and the use of this foreign language towards familiar and social issues of the students, allowed to successfully generate a new concept in foreign language learning and the constant need for the creation of strategies that benefit the community cognitively. When language awareness emerges and is taken into account, critical thinking appears to value how vital the new knowledge is for everyone. Not only does CLIL set the different process to involve language and content at the same time, but in words of Llinares et. al (2012) to raise critical thinking, its intent, and the cause to learn language under conscious circumstances.

When it comes to using mixed activities (online and in-person ones), it is important according to Gutiérrez (2022) to organize online activities for learners to seize and to improve communicative skill as much as possible. In his text: “Promoting Communicative Competence in EFL through CLIL: A Musical Perspective”, he developed a research process in which music lessons and content must be involved with CLIL activities, and that opening to consider blended learning not only to design virtual activities but to create that space for students to understand the knowledge and to reinforce it by gamification in the end. He did a deep analysis on how online activities through music lessons could be handy for students learning. He arranged everything for their students to work with the online issues despite some of them not having internet connection as it has happened to some communities in rural areas, where virtual material was printed for these specific students and even more so, in pandemic times or for instance, the few chances to work with students in physical settings. The results were proper in most students and there was suitable English language learning use, regarding music and physical topics in spite of lack of internet and other scarcities Colombian students have to deal with daily.

In the same vein, in English language education specifically in Colombia, there have been several projects and educative proposals being used to bolster the language

learning process such as: Bilingualism National Program (PNB) 2004-2009, that focused bilingual education on indigenous communities; the Language education models that control the FLL in educational Institutions; and the language that is taught in school for communicative purposes. *Los estándares básicos de la Lengua Extranjera ¡El Reto!* In 2006, proposed to have a standardized language teaching and learning component that matches World demand. The National Bilingualism Plan to foster FL (PFDCLE, *Programa de Fortalecimiento del Desarrollo de Competencias en Lengua Extranjera*) 2010-2014, aimed at developing strategies for public sector teachers and students to command language for global and labor purposes. In 2003, The Bilingualism Law (1651 law), set priorities for people to learn the FL and to improve the use of the communicative skills (writing, reading, speaking and listening) for FL real communicative situations in the most vulnerable states in Colombia. And, The National English Program 2015-2025 “*Colombia, Very Well*”, that was created to enhance FL proficiency on people based on their contextual shortages and needs. All of these projects have been presented with poignant goals to be reached, but the effects have thus far fallen themselves short because of the lack of either trained teacher staff, improper infrastructure, or the whole context the learners are part of to learn. These aspects among others generally have not been taken into consideration to meet these Colombian language education standards (Truscott & Romero, 2005; Cummins, 2008; Mejia, 2016).

1.3.4 Local

Although little research has been done in Boyacá for Foreign language learning oral skill based on mixed activities, there has been important research with CLIL. Notwithstanding, in this case, it is going to be highlighted two relevant documents that relate oral skill production on one hand, and the use of online and audiovisual elements to include in lessons for students’ oral competence in CLIL on the other hand.

That way, in Tunja city, Pardo et al., (2017) proposed the text: “La Metodología AICLE Aplicada en el Área de Educación Ambiental”. They worked with 503 students from two schools: Julio Cesar Turbay Ayala in Soacha and Centro Juvenil Amigoniano of Tunja. The content was environmental, and the purpose was to improve students’ oral expression. The students were able to speak in FL and to include environmental topics in each exercise that teachers had already set. The concept of environment has been familiar

to students for years and to take advantage of it for FL spoken purposes, was the auspicious chance to use when it comes to expressing ideas and opinion in FL orally.

Álvarez et al., (2022) in their text: “CLIL: Oral skill expression improvement in Politécnico school students from Sogamoso-Boyacá”, developed an absorbing idea of how environmental topics might be taught at school under CLIL methodology. Fascinating aspects were found thereafter: first, students got familiar with the topic due to the pollution they live far and wide in this city; second, they could speak in English language thanks to the activities every lesson plan had for this purpose as a whole; and finally, with the advent of the pandemic, some audiovisual, online and in person resources and material were designed to make that enterprise of using oral expression happen. This research was merely qualitative and had a cyclic reflection every time either the process, methodology or the planned activities were put into practice, proper assessment was done to improve possible mistakes. This relentless assessment was the lynchpin matter to be considered to get students speaking in FL.

1.4 Justification

The way people at schools and universities learn a foreign language in Colombia up through the time, has been worrisome and ineffective (Mejia, 2016). The results yielded are not good hitherto regarding ECAES (National test for Superior Education) and SABER 11' (National test for high school students) examinations, which gauge students' competence in accordance with some social subjects such as: writing, reading, technical content, citizenship competences and English language. The results in these two examinations have not shown a significant response and pertinence as it already was seen in the PISA test (Semana, 2019).

Colombia, despite being part of the OECD since 2020, has raised the Language Standards for Colombia (MEN, 2014) based on MCER (2001) to have a clear process to master foreign languages. These all have an overarching scheme for teachers and learners to struggle with not only writing, listening, speaking and reading objectives to achieve but grammar essentials when learning. All these language yardsticks have substantial guidelines to follow suit procedurally from all educational periods (primary, secondary and tertiary); however, the proposal is still a utopia to be fulfilled in Colombia since these

guidelines were set forth under European educational conditions (EF English First, 2016). As Gómez (2020) has stated several times, these standards are so general that most of the Colombian population will not experience the objective similarly owing to different backgrounds, social class, education, technology, and possibilities to enroll in university.

In words of Candia et al., (2018) those students who live in main cities and whose economic resources are considerable roughly speaking, might reach this language's educational purposes to a significant extent. Unfortunately, the opportunities are for few and a whole bilingualism program must be reshaped as soon as possible by assessing these social matters firstly to overhaul language teaching and learning processes suitably. That way, it is possible to match all society and communities' needs accordingly and these language national documents objectives, to plug the gap equitably when it comes to FLL (Truscott, 2017) as is highlighted in OECD educational policies. A FL process for all irrespective of the money, sexual gender, marital status or race the learners may have (Stevenson et al., 2019).

In that way, most universities essentially have agreed on the relevance of bilingualism in their institutions and have started small bilingual projects that benefit their students' oral skill to give heart to the essence of mastering a foreign language (Canale & Swain, 1980). These institutions have thought of having seminal lessons apart from those Language lessons with heterogeneous topics and grammatical issues to be taught. It is to say that other than their customary English lessons, there are several subjects whose main language of instruction is English (Krashen, 1981), and the students have had to adapt themselves at mastering this language not only with daily and wonted activities, but academic and technical ones as well to deal with oral situations and exercises (Cummins, 1989). The revolutionary and constant change the world has given chanconsidering nowadays aspects that involve people's existence to learn a foreign language for instance under absorbing topics such as technology, diseases as Covid-19, sports, climate change, displacement, food, animal mistreatment among others. These topics might benefit learning due to the great socio-cultural impact they have on the individuals.

The OECD seeks to have egalitarian communities with meaningful training episodes for world learners. That way, the aim to develop the English language skills namely the oral one rather than the grammatical part for Colombia, is an activity that takes improvement and special attention in the student's education (El Tiempo, 2019), and whose dire interest is rested on OECD policies when it comes to having competitive citizens for those challenges few people are going to be capable to take up (Fandiño et al., 2011). For Gurría (in OCED, 2019) OECD educational policies seek to

Help countries answer important questions facing education policy makers and practitioners alike: how to identify and develop the right skills and turn them into better jobs and better lives; how best to allocate resources in education to support social and economic development; and how to offer everyone the chance to make the most of their abilities at every age and stage of life. (p. 3).

That way, for Pinto (2019) the purpose to include a method that enables language learning at private and public institutions in Colombia has been the springboard of significant learning; a method that relates four language skills and the sociocultural matter that shows the relationship between learning and students' situational context as CLIL has done irrespective of the current pandemic. The sociocultural issue and the context field themselves have lent to chart an eligible process that covers all students' settings and lives when it comes to learning in Europe and OECD countries (OECD, 2019). The Pedagogical and Technological University of Colombia (UPTC hereinafter) for instance, experiences disheartening results with language learning, despite having seven branches and nearly 5000 students in all academic programs. The findings obtained in universities such as La Salle and La Sabana among others, have raised fruitful results concerning bilingual realities under Content Based Learning models (Mejia, 2016). As such, by having gripping language episodes at UPTC with a model that may encompass students' likes, culture, communication, and the use of oral language ability as it happens with Content-Based models would be a fascinating adventure to explore. So, CLIL (Content and language integrated learning) characterized by these content-based models, and being the suggested learning method of the OECD for language training (INNE, 2016), involves language learning and content learning at the same time (Suarez, 2005; Marsh & Coyle, 2010; Lesca,

2012); Not only does it include learning a language and some subject content, but the merger of culture, cognition, and communication aspects to have significant training process when learning an L2. And despite gaining currency in Europe, CLIL and its characteristics may be used and tailored under Colombian students' variant features to learn both content and to improve the use of English language learning (Morales et al., 2017). Another challenge FLL has now with CLIL is the pandemic, the social distancing is still a topic to consider; mixed activities such as virtual, online and in-person ones come into play to undertake the educational process and it depends on teachers' creativity to make FLL successful.

According to the Bilingualism policies at UPTC (2021), students need to have FL lessons that promote the use of the communicative skills such as: writing, reading, listening and speaking as much as possible; to use the context, the academic and professional content as a medium for students to learn and to use a FL; to contrive FLL based on their pedagogical model: project-based learning; and to invite students to go beyond what they know in FL through the different FL workshops the university has in order to improve the use of the productive skills as it happens to the oral one. Notwithstanding, Senior students at the Nursing academic program at UPTC are accustomed to having English language classes with students from other types of academic programs as it has happened with Commerce and Finance, Psychology, Civil Engineering and Public Accountancy among others, whose students share the same lesson, classroom, and material to learn. The current FLL is too general and the sense of learning a FL might lose its track if these disheartening realities inevitably continue being that way. There is no way to make use of language skills properly in these lessons because traditional classes are still evident. Take, for instance, in the Nursing academic program, there is a large number of health and shocking topics nowadays that have inflicted significantly upon people's lives, but positively just in educational terms (Muntaner, 2000; Mena & Ramiro, 2017), and whose data is found in English language on papers, books, and the internet. To make use of oral purposes would be a golden chance to help in this drive of bilingualism for Colombia. It is to say that using the English language orally while studying academic content is learnt, may be the way through the oral skill reinforcement and production in these nursery students. The purpose of the present study is to reinforce English language oral skill production based on

academic content as to the outburst of the covid-19 disease at UPTC Nursing senior students, through the design and implementation of CLIL mixed activities that call upon students to participate with their considerable spectrum of ideas, realities, worldviews, and stances verbally.

With the advent of the pandemic, first of all, this Research proposal had three scenarios: the pre-pandemic, during and post one. The education shifted from being in-person to the online one in order to transmit and to acquire the knowledge; and it shifted once more from an online education into having an in-person one to see the final results after online education implementation. Although the initiatives to take CLIL to online and virtual learning settings have been new (O’Dowd, 2018), the exercises done that way have shown seminal results under proper, articulated and sequenced learning procedures not only to take knowledge into students, to reinforce it and to have the final results, but to ponder over CLIL in mixed education, materials, and activities about how this methodology has helped for the students’ oral skill proficiency (Ceyhun & Şevki, 2017; Herrera & González, 2017; Pardo et al., 2017; O’Dowd, 2018; Martyn, 2018; Jaime et al., 2019; Filice, 2020; Amiti, 2020; Danilov et al., 2020; Mukminatien et al., 2020; Yufrizal, 2021; Gutierrez, 2022; Álvarez et al., 2022). With difficulty, all this presents some great benefit to work on CLIL in mixed education because it is a challenge the teacher has to take up in order to contrive their CLIL lessons under this new reality: the use of technology elements as: computers, tablets, cellphones, applications to reinforce in-person lessons as a result of the pandemic’s situation the society was taught.

1.5 Objectives

1.5.1 General Objective

To foster the English language oral production in UPTC Nursing senior students through the implementation of mixed activities under CLIL method in COVID 19 period.

1.5.2 Specific objectives

Specific objective 1. To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities.

Specific objective 2. To interpret the current use of UPTC Nursing senior students' English language oral production.

Specific objective 3. To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production.

Specific objective 4: To demonstrate the extent the implementation of mixed activities in Covid-19 period under CLIL method had regarding Nursing senior students' English language oral production.

CHAPTER 2

2.1 Referential Framework.

The following theoretical framework presents the essential tenets to carry out this research idea. It includes noteworthy aspects related to sociocultural and interaction factors to consolidate, if possible, English language learning nowadays in a multifaceted world whose drive of being bilingual and mastering a second language as it happens with English one, is latent. From CLIL, the 4C's, English teaching in OECD countries, oral English language skill in Colombia topics would let readers have proper guidelines about the component of this work and what procedures to a significant extent, were considered to do so.

2.1.1 Teaching and Learning language in OECD countries.

It is clear the aim OECD has for egalitarian societies, the purpose to change people's lives positively, the benefit of people's talents to be considered in order to reach their goals in life, and that economic development all countries might have if OECD measurable policies are taken into account (OECD, 2019). In that way, as for Education, OECD has highlighted three basic but noteworthy tenets to be contemplated to build as an educational basis that boost students learning process, they are:

Assist OECD and partner economies in planning and managing their education systems, and in implementing reforms, so that their citizens can develop the knowledge, skills, attitudes and values they need throughout life. Ensure that

learners understand their own learning needs, and have the opportunity and means to choose paths that help them develop. Ensure that educators have the knowledge and skills to improve their practices and have a positive impact on learning. (OECD, 2019, p.4)

If some aspects to be improved in a formative process are those of teachers teaching and students learning, apart from content and feedback in lessons, the initiative to having new compelling processes to teach and to learn in classrooms are a priority, (Ali & Hamza, 2018; Hafeez, 2021) as posited by OECD in its three main objectives. All participants in an educational situation need to reflect upon how to teach, to learn and to integrate the knowledge into their immediate contexts. If life and contexts change, human beings have to do similarly (Mahar & Harford, 2004). That way, OECD calls for considerable analysis, implementation and pertinence with students learning for better future; after having assessed students' reality, skills and lives, the context demands, and how the knowledge is going to impact on student's background and future alike, it is possible to enact appropriate educational projects for all communities.

All in all, OECD in language education, has prioritized the need for students to be part of a meaningful learning; for, it makes sense to have language educational experiences under social aspects that in words of Lin (2008, cited by Verde, 2018), let language be part of students reality that helps not only to build their context and identities but to foster intercultural exchange instead foisting students on learning it forcibly, since its relevance on preserving equality and predominant global capital. CLIL (content and language integrated learning) has been fundamental to master languages in most of Europe, America and Africa, its effects have been positive not only in learning professional and academic content but using and learning languages as it has happened to English one (European Commission, 2012). EMI (English Means for Instruction) and CLIL are looked upon as noteworthy when it comes to learning languages, the use and improvement of communicative skills specifically the oral one with the latter, and the proper results in the end of the process (Morell et al, 2014; Clift, 2018). EMI takes root mainly in content rather than language just as CLIL does it in both language and content at the same time (Francomacaro, 2011; Madhavan & McDonald, 2014; Nieto, 2016).

Thus, it is more significant to include sociocultural methods in OECD countries as it happens to CLIL in variant UE countries such as Turkey, Denmark, Italy, Belgium and Spain specially among others, whose result have been helpful and conspicuous given the effect it has caused on communicative skills , besides, CLIL has placed itself upon citizenry not only as a method “embedded both in European level policies and in growing awareness of the new orientations to language learning introduced, for example, in language immersion research” (Nikula, 2017, p. 1), but the most advisable strategy to be used in OECD countries. For OECD (2012) and Morales et al., (2017) the immediate context, social matters, politics, health, professional and technical issues, business, academic groundings, foodstuff are some cases to include in language learning processes; the use of English language production must be involved with personal, social, cultural and professional topics into a wholesome learning featured by the updatability of new pedagogical methods, that have utterly relationship with every country’s competitiveness.

Although EMI (English Means for Instruction), CBI (Content Based Instruction), ESP (English for Specific Purposes) have been methods to learn language across the globe and whose results have been positive, (Brown & Bradford, 2016) CLIL is thought to be the most appropriated because of its bound to culture, content, cognition and communication tenets that make aware students about their learning and the opportunity to fuse language into their whole lives (Martin del Pozo, 2013; Morales et al., 2017).

2.1.2 Colombian English Language Education.

In Colombia, there has been the need to include different models and methods to seek that enterprise of bilingualism to come true in the entire community. A lot has been said about it, the students learning, teachers’ methodology when teaching, the infrastructure, books and material to contribute to that. However, the efforts have not been enough and the results have fallen short in the end (OECD & Banco Mundial, 2013).

In Europe, some countries in America and Asia, some models were adopted to train students into this English language. The audio-lingual method in 1950 dealt with language structure, repetition and how the impact in communicative contexts was (Richards & Rodgers, 2011; Campo, Flórez & Ochoa, 2017). Saussure's linguistics theory (1930) came in the use of a limited group of combinations and phonemes, and the development of habits

and grammatical procedures. Chomsky's generative grammar (1957) was the benchmark for a new teaching and learning experience; people tried to learn a language and due to the repetition activity, were able to store information in their minds (language patterns) in order to use them in communicative situations. Harris' theory (1969) was assumed; people learned based on two perspectives: on one side the recognition to use four proficiency language skills (Speaking, writing, reading and listening); and on the other, the review of morphology, grammar and fluency.

Since then, new methods continued emerging and the chance to have meaningful conversations and learning experiences was a social priority (Campo, Flórez & Ochoa, 2017) and a historical watershed for language acquisition. Canale and Swain (1980) claimed the importance of society to master a different tongue. Krashen (1981) stated the relationship between the knowledge and the role of students' backgrounds to keep learning; Cummins (1989) mentioned the need to relate specific details ingrained in contexts in order to improve learning (Malavé, 2003); he also added the interest of a native language and a second one, and the exigency to consider absolutely conversational skills along with Basic Interpersonal Communication ones (BICS) and Cognitive Academic Language Proficiency (CALP). However, the purpose was not fulfilled due to variant issues that have been sullied Colombian language education, the lack of training in teachers, confidence in most students to learn and to be able to use the language accordingly, and the lack of proper settings for students to learn are some flaws actual education has to deal with every day (Cronquist & Fizbein, 2017).

One aim to have bilingual societies in Colombia has let new bilingual proposal to come up to help, and that idea to build competitive communities that may match world demands is the dire need to solve; thus, Plan Nacional de Bilingüismo (PNB) (2004) that sought to have citizens capable of communicating in English language at diverse contexts and situations; Programa para el Fortalecimiento de Lenguas Extranjeras (PFDCLE) (2010) whose main interest laid at having teachers and students ready to develop communicative competence; Ley 1651 de 2013, Ley de Bilingüismo (2013) that controls language learning and teaching guidelines at universities and schools; and Programa Nacional de Inglés (PNI) (2015) that deals with the motivating goal to be one of the best educated country in south

America regarding the English language, are some samples about how the Colombian bilingualism policies have been like to consider having a more prepared society for the world. Although that drive of bilingualism is not clear to occur yet, Colombia as part of the OECD takes suitable instruction and tools to make that L2 purpose to happen itself. The need to have world citizens to be able to take up work challenges to help society to grow, has been the target to be hit. The internationalization of Colombian people through competitiveness is still the objective in PNI (Plan Nacional de Inglés); rather, with the adopted the Common European Framework of Reference for Languages (CEFR) parameters, as the international standard for describing language ability, it is seeking to place students in B1 level or higher (OECD & Banco Mundial, 2013), as it has happened with Colombian private tertiary students since that, if English language were not considered as an isolated subject but a complement of the syllabus and part of the academic and professional subjects, the language education might be a new one, (Cummins, 2008; Morales et al., 2017).

2.1.3 CLIL

Throughout the time, the importance of being proficient with a second or a foreign language has been completely necessary (Mejia, 2016). With the advent of globalization and the chances for people to be part of it, the use of language methodologies, methods, and techniques to learn have come into play to help and to lay foundations for subsequent language learning processes that involve all students' settings (Johnson, 2002; Figueiredo, 2005). CLIL has been relevant on it because of its relation to the culture, cognition, communication, and the content of knowledge areas to be fused into just a method that may enable people learning by means of interaction, social current situations, and the possibility to gather content at the same time. Marsh, et.al (2010) consider CLIL as “a dual focused educational approach in which an additional language is used for learning and teaching of both content and language” (p.1); or “an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level” (Dalton-Puffer, 2011, p. 183)

CLIL as the OECD possible method to learn languages (Marconi et al., 2020) is based on three main educational fountainheads. It is pertinent to acknowledge the narrow

relationship CLIL has with Systemics functional linguistics by Halliday and Matthiessen (2004), the sociocultural model by Vygotsky (1978) and the social model of second language acquisition (Lantolf and Thorne, 2006). These three main components are the essence of CLIL since:

Students are engaged in the development of higher cognitive functions through schooling (Vygotsky), and in doing so they use language to make meanings through which school subject knowledge is built (Halliday). By doing that in a foreign language, they develop ever-greater levels of communicative competence through participating in the social interaction in the classroom, (Linares et.al, 2012, p. 14)

In Vygotskian perspective, the interaction is the most important axis to get knowledge. Interaction is defined itself as a process that is contingent upon an exchange of messages with real meaning among people who belong to a specific social group in most cases (Carrillo, et. al., 2017). Vygotsky aimed to show the knowledge acquisition procedure through interaction and negotiation people may have when it comes to socialization. The way people learn is highly related to the culture and customary setting they live in (Franco & Galvis, 2012); in the same way, the social group's participation students often deal with, may co-build the knowledge, and have a conventional significance for all. The interaction itself for Ellis (2008) and Kelly (2010), has a thought-provoking feature when learning, people involved in a process of such characteristics may analyze, socialize, listen, propose, build, and strike agreements collaboratively irrespective of the mistakes, hardships, doubts that can occur as acquiring the knowledge. The interplay of ideas, experiences, behaviors, belief, communication, and realities may represent the proper explanation how socialization and interaction play that seminal role to learn essentially.

As with Halliday and his Systemics functional linguistics (2004), the chief idea to communicate by taking on board the context, has helped a great deal due to the importance mainly of eliciting messages in accordance with linguistics hallmarks the people from a specific place may have when interacting. The person has bare necessities to fulfill, he uses his either native tongue, a second or foreign ones to communicate under special characteristics that are more meaning-centered (Gómez, 2020) than just grammatical ones.

The real purpose to communicate resorts to using as many linguistic and contextual tools as possible to have meaning when dealing with comprehension in a particular background (Gil, 1999). The text proposed in a situational context under functionalism idea according to Acuña and Sentis (2004), addresses three dimensional matters: field, tenor, and mode. Field is that situation where the topic to talk is born in a specific situation; Tenor is about relation among people who participate along the process; and the mode tackles the resources to use properly when communicating by way of writing or speaking activities. As such, all of them conform the register that impact on language use (Linares et.al, 2012)

Thus, the social-model of second language acquisition (Thorne & Lantolf, 2006) presents a manifold of methods that contribute people to learning and acquiring a second language. The main features about Social Models are the cognitive, culture and linguistic part of it (Duff, 2019). The learning process nowadays has to define itself by the interaction, social and cultural matters to have proper knowledge and language acquisition in L2 learners (Lantolf et. al 2018; Thorne et al, 2015; Storch, 2017; Swain & Deters, 2007). It is not acquiring a language just by means of grammatical matters and isolating language components as customary but social interplay. From there, people are going to get more familiar with the target language than even before due to the fact that, insofar as the content is assimilated, learners have extensive (social) exposure to language by demonstrating strong form–meaning mappings, that let them participate, bolster interaction to have a position and opinion in consideration to a specific topic. (Ellis et al., 2015; Ellis, 2019; Ortega, 2019). The socio-cultural situations let learners analyze, comprehend, assess, learn, and use languages in accordance with the context and social situation (Franco and Galvis, 2012). By integrating culture, social matters, motivation, education, interpersonal fields in language learning under social models, it is possible to have satisfactory results for second language acquisition since learners feel homely upon interacting with others to develop their L2 (Arbe & Echeberría, 1982; Schumann, 1997), without being abstained from making mistakes when working in small group work, or in research labs with interlocutors or even individually.

CLIL as a socio-cultural model that calls for interaction to produce meaning communicatively, has come into play to help learners to acquire content knowledge and to

learn a second or foreign language drawing on personal, social, and cultural aspects from them. Ruiz de Zarobe and Jimenez (2009) consider CLIL itself as a faster method to attain L2 acquisition. Students may be familiar with L2 since it is at hand everywhere so is the learning. It is to say that L2 skills are more in contact with CLIL contexts than others due to the content assimilation; students have more opportunity to practice academic language and to train their personal skills (Nikula, 2009). However, in order to get successful in CLIL, it is necessary for teachers to involve academic content and language in lessons to reach that bilingualism goal, as it happens with Covid-19 disease academic content through CLIL model activities that may reinforce language oral skill in Nursing senior students at UPTC.

2.1.4 The 4C's Framework

Within these four “C’s” frameworks, it is possible to see the necessary approaches that CLIL has in order to have amazing and beneficial results to work with students. Communication, content, culture, and cognition are the essential parts that must be considered to carry out processes under this relevant model.

The 4cs are the main reason for CLIL use. They are the core of a CLIL-based curriculum (Coyle, 2006). If academic content and L2 use are successful in non-native L2 contexts, the responsibility lies in how these four components were designed, organized, and planned in a particular CLIL lesson (Linares et al, 2011; Gómez et.al, 2021). The close relationship between them (4C) enables learners to be active and willing to comply with the activities in CLIL; this is because the Content is focused on the topic at hand and learners' interest: maths, sciences, social studies and even professional or technical topics are considered to learn under a foreign language use.

Communication deals with the learning and use of languages (language triptych: language to learn, language to learn and language through learning) (Coyle, 2000; Dalton-Puffer, 2007); it is to say, it is the most important axis for the student to be able to make use of the language while learning. It is important to take into account the phases of this component since, from there, the oral texts will be constructed. “The language of learning” is the main part about vocabulary and expressions relevant to organize texts; “the language for learning” is that one which will be addressed by teacher for students to learn new things in terms of content and language alike, and thanks to the language of learning, students

will be able to use and to assimilate this new knowledge; “the language through learning” is the goal to be achieved, it is the last phase of communication and how, with the knowledge already learned, it will allow acquiring new erudition. (Coyle et al., 2010)

The Cognition as learning and as a thinking process. It is how knowledge and learning experiences activate themselves the acquisition of knowledge. For Malini et al., (2019), the same personal, social, and cultural individual is surrounded by situations that generate understanding and the learning that is rooted in the world, an essential part of the life of the human being. In the words of Felix (2019), cognition can be defined as the capacity of some human beings to get data form the settings based on its processing by the brain, to interpret it and give it meaning. In this sense, cognitive processes depend on both sensory capacities and the central nervous system.

The Culture works in the development of intercultural understanding and global situations (Marsh, et al, 2010). It is relevant to talk about culture because from this point, knowledge takes force. Culture lets learners identify the purpose of using language. It is necessary to project language at different settings and places, language will be stronger and the assimilation might be appropriate (Ali et al., 2015; Soomro et al., 2015; Zhan, 2016). Culture is one of the major forté CLIL has when learning or acquiring languages either from childhood or at adult ages. It is because students can compare, analyze, interpret, draw conclusion whenever their reality is set, in order to make comparison to other cultures and countries in the world through different cultural situations that affect human being life.

2.1.5 The importance of speaking English language

Being able to communicate and to interact in a different language, has been one of the most noteworthy characteristics the new generations have to deal with. English (1.132 million speakers), Mandarin (1.117 million speakers), Hindi (615 million speakers), Spanish (534 million speakers), and French (280 million speakers) are the most spoken languages around the world (Berlitz, 2021). Every day, most of the population on the planet is trained to master English one due to the personal, social benefits it has for all in terms of internalization and opportunities to be part of this ruthless and unrelenting globalized world (Aziza, 2020). In Europe, apart from local languages, it was necessary for every country to reflect upon the relevance to master other languages due to the impact socialization and

cultural integration around the world, it was going to have. Not only Spain but France, Italy, Portugal, Ireland, and the United Kingdom considered this type of learning and started working on this educational issue (Vitores, 2017). It is normal for European people to go and to come in the whole Europe by using the English language everywhere to interact; this language has major currency in the world and its use has to be extended across the planet (Labrie & Quell, 1997).

Thus, business activities, education, professionalization, interaction, tourism, health, food and cuisine, work updatability, and current lifestyles among others, are now developed and presented in this language (Rao, 2019). All information is in the English language and we have to be familiar with it; it is not a comfort but a necessity we have to afford (Jaimechango, 2009). For it is relevant to use the oral skill that has been undermined at school last years to a significant extent, be it lack of confidence in students to use it or lack of training in teachers (Roldán, 2016). It does not matter how old a person is, the place people are or the studies they have, English oral skill is a priority to be covered and developed everywhere (Jaimechango, 2009). When it comes to speaking in L2, people are in front of a challenge set by the world and all its high exigencies. Nowadays, in both Central and South America and other non-English speaking countries, oral skill has been the task to accomplish, to boost students to use it first of all with everyday matters to reach, to more complicated and professional ones in the end. English language oral skill is the most important one over listening, writing and reading, because of that necessity to be used in real and immediate contexts and the assessment it has on students' performance (Brown & Yule, 1963; Rao, 2019); thus, the language oral skill will be part of every individual, students and professional through debates, interviews, groups discussions, better job opportunities, presentations, and among others to enhance the life quality, improve business and strengthen confidence (Khaydarova, & Muhammedov, 2019; OECD, 2020).

According to Alahmadi (2019) and Sudarmo (2021), the input in reading and listening has to be abundant and under quality characteristics in order to gain vocabulary and language expression to be used either in a customary conversation or communicative situations that require more specialized knowledge (Krashen, 2004; 2017). But apart from using a FL, people have to learn how the FL works to acquire it accordingly. If there is a

salient exposure to input in FL, students will be able to store information, to understand what is being exposed in terms of language to use it at last, with communicative purposes (León, 2016). So, this way, individuals will have lexico-grammatical components to participate in conversations which will let them to get familiar with all sociocultural, pragmatics, and linguistic aspects that relate all speakers' lives and backgrounds they belong to. A communicative process that makes speakers part of a specific social group.

Thus, in order to have oral skill production and with a good input and intake in students, it is necessary as mentioned by Cassany et al., (1994) to have techniques and exercises such as: dialogues, linguistic games, theatrical games, workgroup, brainstorming, repetition activities, debates, written texts, specific communication, presentation of prepared topics, and improvisation among others that can give rise to oral skill improvement. That way, it is plausible to have moldable learners' oral exercises that match the communicative exercise through some categories just as happens to pragmatic competence, since its main focus is in the written and oral text construction with organizative, functional, and interaction purposes (González & González, 2015). These categories are: *flexibility, turntaking, thematic development, coherence and cohesion, and Spoken fluency* (De Europa C, 2002).

In this vein, *Flexibility* is that ability to adjust the language to diverse human being situations to speak whenever necessary; the *turn taking* is that initiative and willingness the speaker has to participate in conversations, to construct and to finish his participation through interaction; *thematic development* is the text construction distinctly, hierarchically, and on purpose; *the coherence and cohesion* seek to have clear, logic, organized and coherent messages that can evidence messages comprehension among speakers; and spoken fluency is related to a holistic meaning in oral and written texts based on personal, social, cultural, and technical topics. (MCER, 2020; Criollo et al, 2020)

2.1.6 Mixed activities

Throughout the teaching and learning process for a FL, in-person education has been the main tenet for students to attend in Educational Institutions. Due to the hard-working activities the students have to do at work, or at home with their families, it was vital for El-Sabagh (2021), to have another option for people to attend their learning, an

online one. It engendered another chance for people to make the most of their time to learn, to take advantage of their free time to study and to find all material, lessons, activities, feedback to do their activities mainly by accessing a virtual platform that is available all time. For Nejad and Nejad (2011) online Education can be considered:

“as an excellent alternative to traditional education, but Virtual Education as a new way can be combined with learning and various teaching methods. Given the significant benefits of Virtual Education in comparison with traditional education and the progress of learners in E-Learning, obviously this method can be bring more satisfaction for students and faculty” (p.11)

The scenarios students learn are different and confident to make the most of (Jaime et al., 2019). The material students found therein to study is characterized by audiovisual elements that have benefited the learning and the complement of it. Teachers have to create the learning material or get into the internet to look for virtual elements to consolidate their teaching and to provide their students, according to Phillips (2005), attractive and appealing elements for them to get the knowledge and to complement it by using online exercises and webpages that can contribute to doing so. Online education stated by Karber (2003) has grown tremendously over the past ten years. The increased accessibility of the internet and the World Wide Web has spawned a myriad of opportunities for non-traditional education to be conceived through this medium. Many institutions around the globe have opted to include this sort of education for all citizens and to try to cover education in almost all societies (Sun & Chen, 2016). It does not matter how many activities people have to deal with everyday at work or at home, Online education is always a chance to study.

However, with the advent of the pandemic, virtual, remote, online education and even work took root themselves in global education more than even before that the learning scenarios were moved from being in face-to-face lessons, to having an online one at home (Cinganotto, 2022, Gutierrez, 2022). With the customary in-person lesson and all the characteristics it has, the reality of studying from home was stronger now that the methodology, material, and activities students had to do and to study in order to reach the lesson goals had to be revamped and improved not only by teachers but Educative Institutions indeed (Onyema et al., 2020; Basilaia & Kvavadze, 2020). In the same way, as

far the FLL is concerned in pandemic, the teacher had to deal with clear, overwhelming, serious and convincing FLL processes in order for the learning to be reconsidered to get that goal of a bilingual Nation (Miranda & Fajardo, 2022) that was already set for face-to-face learning scenarios.

The term mixed activities is defined by Rogers et al., (2002) as by using either physical tools, digital tools, or a combination of these to learn. A new way of getting closer to knowledge by using online and physical elements for educational purposes (Peña et al., 2012). A type of education as Blended Learning (BL) that in words of Lane et al., (2021) may motivate students to learn thanks to the synchronous and asynchronous activities and learning they might find in order to reinforce their education first online, and second in in-person ones. An education that can be itemized and highlighted by two important learning tenets: the virtual and face-to-face ones, a revolution that benefits not only learners' education but teacher's teaching and methodology in an updated way, (Aparicio et al., 2013).

When dealing with mixed activities just in this case, one of the most sought-after points to make real was that of having essential FLL that may contribute to having students competent with a FL orally. To do so, it is necessary to take advantage of online and in-person lessons at the same time to study. The remarkable dream is that of improving FL oral skill production and contriving suitable online classes to help students to have proper learning effect on their oral skill to be developed for in-person lessons.

Thus, the virtual lessons have to be characterized by the large number of online elements teachers can take into account for their teaching purposes (Hiltz, 1993; Benigno & Trentin, 2000). The students of now are fond of technology and virtual elements for either recreation, education or information (Chauhan, 2017; Miranda, 2022). They are in contact with the outside world by using the internet in accordance with Peterson (2019), in cell phones, computers, tablets and so on. Irrespective students may be, the internet is close to them and so is education (Banica et al., 2017). That way, the purpose to use online learning in this case will be to present the topics to students, to train, to put into practice their knowledge with the activities and exercises and to reinforce what they are learning. Based on the Pedagogy Wheel proposed by Carrington (2015) and the importance to undertake

educational projects centered on students specifically, and the way they receive the information currently by taking into account the internet, technology and the current pandemic. The wheel lets teachers identify what they want the class to be, what applications and virtual elements can use for their lessons, and the different elements of the wheel to help a great deal to reach the goal for every lesson.

Figure 1

1The Padagogy Wheel



Note: Taken from Padagogy Wheel by Mr. Allan Carrington

As it was mentioned previously, the virtual activities are part of this research exercise to use online learning *to present the topics to students, to train, to put into practice their knowledge with the activities and exercises and to reinforce what they are learning.* To start concocting the class, it is important to present the topics for students. To do so, it is necessary to lead learners to the purpose of the class. In order to do so and having in mind the wheel of padagogy, it is useful to use virtual elements such as: Youtube videos, slides, teachers' VLO (Virtual Learning Object), so that students can understand what the lesson is and the reason why the displayed information was held (Angarita, 2017). With this as well, students will be able to identify FL verbs, vocabulary and expression in the output

provided in those virtual elements. As a second place, it is possible *to train, to put into practice their knowledge with the activities and exercises* since by rendering students FL basic information as it often happens to CLIL methodology, files such as: slides, pdf, audios, videos can contribute to transmitting the knowledge of the lesson to students (Álvarez et al., 2022). They will have the information at hand to review, to check over again and to consolidate the learning they attend in class; moreover, in this phase of learning, FL basic vocabulary is collected to get ready to speak in FL (*Language of learning*). Thereupon, gamification and educational pages are handy to *put into practice* what students have learned and to reinforce basic information as FL components and professional content to store, to know their usefulness in terms of using the language on purpose, and to make use of them in previous and ongoing oral exercises during the online lesson (*Language for learning*) (Álvarez et al., 2022; Gutierrez, 2022). Finally, *to reinforce what they are learning* is going to be the last online phase of learning because it is how students can interact virtually with other students, to practice the language based on a specific topic and the use of FL as a vehicular language to express messages and ideas orally. Thus, videoconferencing tools such as: skype, google meet, zoom, video forums are useful to get students speaking in FL synchronously (Del Rio et al., 2021), besides virtual dictionaries to help students such as: wordreference, collins, linguee can proffer to correct learners' mistakes either in vocabulary, verbs, expression or pronunciation while practicing in lesson oral exercises; and theory webpages that cater to content and FL knowledge to improve students learning. In this vein, the reason to set primary and secondary activities virtually lies in students having to practice both professional or academic content alongside, basic training with the FL to learn, to reinforce FLL orally, and to put it into practice through diverse exercises. In order to evidence all acquire learning in content and in FL, in-person lessons come into play to evidence to what extent students are capable of using the FL for real communicative purposes (Miranda, 2022; Grinevich, 2022).

In-person lessons are related to traditional gathering people learning at school, the customary lessons most citizens in the world used to have shortly before the pandemic. With face-to-face lessons, teachers organize their lessons and activities, provide guidance and monitoring, and let students construct knowledge based on the learning students have acquired, and finally, offer feedback and assessment (Hutain & Michinov, 2022). After

having trained FLL virtually, for this project, the set physical activities let students go beyond what they know. Teachers prepare the lesson to work on, according to Schwab (2011), individual, group and personal activities such as: monologues, dialogues, presentations, case analysis, comparison and expressing of opinion among others, students put into practice their FL oral skill rested on specific either professional or academic content. It is the vital point of learning since students are going to use their FL orally to show what they know and are capable of doing with these in-person activities (*Language through learning*). That way, the teacher is going to assess not only the pertinence of online activities but the in-person ones for improvement of FL students' oral skill.

CHAPTER 3

3.1 Methodological Framework

This new chapter is going to present the methodological components that are part of this research at length. The questionnaires, focus group and the implementation of the mixed activities are going to be presented and detailed themselves to see the influence they had on this research exercise. At the same time, it is going to be possible to identify the research paradigm, the research method, the approach and the different tools not only to collect information but to give response to the main and specific objectives.

Chart 1

Horizontal and longitudinal Analysis Array

<i>RESEARCH QUESTION</i>	<i>GENERAL OBJECTIVE</i>	<i>SPECIFIC OBJECTIVES</i>	<i>ANALYSIS CATEGORIES</i>	<i>TECHNIQUES</i>	<i>TOOLS</i>	<i>WHO IS APPLIED TO</i>
How the design and application of mixed activities under CLIL methodology, may foster UPTC Senior Nursery Students' English language oral skill production?	To Foster the English language oral production in UPTC Nursing senior students through the implementation of mixed activities under CLIL method in COVID 19 period.	OBJECTIVE 1: To contextualize and to give fundament about how CLIL may improve oral skills production by using mixed activities	The use of CLIL in language oral skill improvement by using online and in-person scenarios for students to learn	Experts unstructured questionnaire and documentary review	Questionnaire/ documentary review guide	experts and prior academic documents
		OBJECTIVE 2: To interpret the current use of UPTC Nursing senior students' English language oral production.	The use of current oral English language skill in students. Likes and dislikes to learn a foreign language.	Unstructured questionnaire	Questionnaire	20 Nursing senior students of UPTC
		OBJECTIVE 3: To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production.	Pertinence and relevance of the proposed mixed activities for oral skill production improvement.	Non participant-observation	Observation guide	Proposal
		OBJECTIVE 4: To demonstrate the extent the implementation of mixed activities in Covid-19 period, under CLIL method had, on Nursing senior students concerning their English language oral production.	English language oral production use, and applied methodology and mixed activities assessment.	Focus Group	Questionnaire	Object study group

Note: Author's own elaboration

3.1.1 Qualitative Research

Qualitative research is well- known for its narrow relationship to people's personal, social, and cultural situations (Cisterna, 2005). It deals with populations or social groups to provide a solution to a reality that besets the educational, social, and cultural process a community has. For Vara (2015) this type of research focuses on social processes taking into account small groups in order to analyze their problems and propose solutions that can gradually change and improve the quality life of people all the more so, the participants of the proposal (Hernández & Baptista., 2010). This type of research is related to behaviors, beliefs, views, principles, experiences, meanings that society maintains to transform its environment.

In addition to being a purely social research, qualitative research is inductive since it goes from the particular to the general (Ruiz, 1996) as it happens to the current oral

language skill situation Colombia students have to improve their use and output, and the more basic ins and outs to be considered in order to contrive successful process under this oral skill production. It is holistic because the whole reality that involves the research exercise is considered important above the analysis of its parts; it does not seek to test hypotheses but they are generated during the process; its approach is humanistic leaving aside positivist aspects such as statistics (Quecedo & Castaño, 2002). it concentrates more on the depth and understanding than on the measurement of variables; it is not standardized but dynamic and focuses on the reconstruction of reality as it is perceived by the actors in their context; the researcher studies the context and people as a whole, moves himself away from their beliefs and opinions when investigating and uses multiple sources of data and research instructions to build or to improve new knowledge (Vara, 2015; Fernández & Del Valle, 2017; Sampieri, 2018)

Besides, this experience of improving English language oral skill lets learners under this type of research, resort to their emotions, behaviors, feelings, and beliefs not only to learn, but to measure their language learning process since communication and interpretation are part essential of it (Miles & Huberman, 1984). For qualitative research, the researcher details the events experienced at length, the place and special features students' contexts are like, without even omitting elements within this investigation undertaking and those furnished or proposed as mixed activities under CLIL approach and the Covid-19 topic. With this, it is possible to evidence and to understand argumentatively the impression this paradigm had on students. That is to say, the researcher can recreate what was experienced in this exercise and interpret it qualitatively and critically, being supported as well, by theoretical postulates that help to provide a solution in this social-pedagogical enterprise of transforming the society's reality into a profitable one for all (Hernández & Mendoza, 2018).

That way, within the following research process, qualitative research is used to analyze and to design mixed activities as a follow-up effort that motivates Nursing senior students to make use of their foreign language oral skill through Covid-19 disease basic content. After having made a careful process of interviewing, it was completely necessary to know students' likes, positive and negative aspects that could come up with their FLL,

the relationship they have with technology, and how the command of the content at issue is in order to first concoct the mixed activities to improve English language oral skill production and secondly, to see how influential this research has been on the learners' behaviors, spoken productions, students' points of view concerning the L2 oral skill development and the research proposal itself.

3.1.2 Research method

Due to the design and implementation of some lesson plan under CLIL method to change Nursery students' English oral skill production into a better one, drawing on some identification, analysis and application steps, assessing the ins and outs the mixed activities have for every lesson either to make them better or to consolidate them, it is advisable to work with action research.

Action research is a process of collective analysis related to situations and social-formative practices that seek to investigate and to analyze pedagogical development in order to improve the quality of educational action where a situation takes place (Miles & Huberman, 1984). This type of research is an activity where the reflection of those who are dedicated to inquiring about the pedagogical practice in relation to the problems, deficiencies, difficulties, knowledge, perspectives, expectations that human beings may experience; it is an evident process to promote changes and to obtain favorable results regarding their learning procedures and the impact on their natural environment (Lewin, 1992; Kemmis, 1988; Lomax, 1990; Elliot, 2000; Latorre, 2003).

For Kemmis and McTaggart (1988) this research is participative and collaborative by seeking change through planning and observation with a reflective character towards problem solving; the intervention of experts in the field is vital to consolidate the research exercise and the theory that was originated as a basis for future studies. In FLL, action research plays an important role in the strategies designed and applied by the researcher, and how these ones influence on the teaching-learning process the group under study has (Elliot, 1990); that is, the activities that are the core idea to modify not only the schemes of thought but the strengthening of the use of the language supported by the behaviors, interests, perspectives and worldviews with social projection that the student participant can acquire (Quecedo & Castaño, 2002). The action research will be the exact key to see how

the situations and the information resulting from the research activities and strategies will give meaning to the development of the general objective.

3.1.3 Descriptive Approach

According to Morales (2014) the descriptive approach “consists, fundamentally, in characterizing a phenomenon or concrete situation indicating its most peculiar or differentiating features” (p. 1). The objective of descriptive research is to get to know the prevailing situations, customs, and attitudes through the exact description of activities, objects, processes, and people as it happens to the mixed activities and the students FL oral skill performance. Its goal is not limited to the collection of data, but to the prediction and identification of the relationships that exist between two or more variables. Researchers are not mere tabulators but data- collectors on the basis of a hypothesis or theory, carefully state and summarize the information, and then analyze the results in order to draw meaningful generalizations that contribute to knowledge (Seixas et.al, 2017).

Seixas et.al, (2017) also agree that descriptive data are expressed “in qualitative and quantitative terms” (p.4). One or both can be used at the same time. Qualitative (using verbal symbols): these are used in studies whose objective is to examine the general nature of phenomena. Qualitative studies provide a great deal of valuable information, but have a limited degree of precision, because they use terms whose meaning differs from different people, times, and contexts. Qualitative studies help to identify the important factors to be measured. Quantitative (by means of mathematical symbols): The numerical symbols used for the presentation of data come from a calculation or measurement. Different units, elements or identifiable categories can be measured.

3.1.4 Data Collection Tools.

3.1.4.1 Documentary Review.

It is an exercise that focuses primarily on the review of bibliographic information or state of the art related to the objective of the project. The idea to be studied must be supported by previous research that serves as the basis for initiating and solving the topic of interest (Vasilachis, 2006). With the documentary review it is possible to understand the central phenomenon of study, it is possible to search inside to know the antecedents, experiences or situations produced in previous investigations (Hernández et. al, 2006),

which will serve as a grounding to be able to find the state of the investigation and other exercises that have been done in its stead and even with different perspectives. In the same way, this type of documentary activity can be done in letters, personal diaries, photographs, audio and video recordings by any means, objects such as post and audios (Vara, 2015).

That way, the documentary review has been fundamental since, through the proposed studies, there are diverse strategies that offer the possibility of focusing this research idea and the paths to follow and innovate. For Kabir (2016), it is good to analyze the context, find the reality that needs to be understood and transformed and then go to information sources such as physical and virtual libraries to find enough material to give us a clearer and more objective view of the state of that reality. In this research through different studies done across the globe, this tool provides the importance to know how FLL under CLIL methodology has been like; moreover, that chance to know how mixed activities have been for educational purposes and FL skills improvement as it has happened to the oral one. That way, it is important to adopt a persistent vision full of concerns to obtain answers. So, it is very clear to find out how the situation under study is and how much has been investigated and proposed. This task is one of the first activities to be done in order to be able to situate the research exercise and to know which the precise and prudent path to take is. It is pertinent to investigate as much as possible and that the documentary review, to a certain extent, can refer the researcher to the task to be done. According to this, the coming chart ([See attachment 3](#)). presents the documentary review studied based not only on CLIL advantages, Oral skill improvement, mixed activities but the influence CLIL on OECD countries, for that reason, eleven international research processes, two american, two Colombian and two local studies were considered in order to accomplish the first specific objective of this research: *To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities.*

3.1.4.2 Questionnaire.

The questionnaire is a collecting data tool which is made in order to get facts, a standardized tool that gathers information in a particular fieldwork (Meneses, 2016). The questionnaire in research lets researchers know the most relevant and essential ideas and opinions from people as regards a specific topic or reality a group of people may experience. In order to do so, Arribas (2004) states that the questionnaire is composed of a

set of questions (open-close, opinions and facts, direct and indirect) analyzed and checked previously by an expert in order to apply it in the end; these questions are organized in such a way interviewees can give their answers systematically. The importance of the questionnaire in words of Muñoz (2003), is that the collected data is made selectively and organized into the research group, it is because every answer is contributing to making clear how a social phenomenon is like, to identify its ins and outs and to select a methodological process properly to get solution afterwards.

After pinpointing the phenomenon and the reality the research group has, the researcher structures his questionnaire tool for people, this tool tends to set the space and environment for the interview to feel comfortable in order to provide as much important information as possible. Questions must be set to collect mainly facts, opinions, attitudes, feelings, inducements, and cognitions from people under research process (Muñoz, 2003), that may complement as Meneses and Rodriguez (2011) has established, what the researcher analyzes and studies to get enough basis and fundamentals for coming research decisions about how to proceed investigatively, what methodology of study to choose and what strategies and process are worth considering in a singular research exercise to make communities' life better. Despite bearing a resemblance between questionnaire and interview tools, questionnaires in research does not have a direct relationship with interviewees since the people entrusted to apply the tool “ just introduce the interviewee to the group and set the instructions to work on it” (Muñoz, 2003, p. 2), whereupon it can help meaningfully the research process by having real and not-biased information (Córdoba, 2005).

In the same way to accomplish the first objective, it was necessary to apply a questionnaire by the use of an interview to two CLIL and Bilingualism expert teachers who had provided such a great help to know the importance of CLIL, and the dire need to improve FL oral skill based on mixed activities even so more, due to the advent of the Covid- 19 pandemic. The interviewed teachers were: Dr. Iván Ricardo Miranda and M.A Natalia Ginevich who have had research processes based on these methodological features. The questions presented therein looked for precise and timely responses about the

pertinence of CLIL in FLL and how virtual activities may also improve students' process when it comes to learning and using their FL orally. ([see attachment 1](#))

Figure 2

2Excerpt from the applied questionnaire

<u>Question</u>	<u>Dr. Ivan Miranda</u>	<u>M.A Natalia Grinevich</u>
How do you consider the role of CLIL to improve oral skill production by using mixed activities?	RIP11M: Considering your first question about the role of CLIL to improve the oral production I think that is very valuable first of all. I think that CLIL provides enough basis [Methodology with great chances to learn] for students and for teachers as well to start promoting in student oral production and considering also that we are in a post pandemic situation it is necessary to consider what happened before I that's exactly what you are referring to in	RIP1NG: Thank you for inviting me here. It's a pleasure to help you with this research. Concerning CLIL and mixed activities one of the very important principles of CLIL is, ... It is very difficult for students to come to a classroom and face speaking activities or any other production activities because as we know, they demand more time and investment in development. That is why for these reasons building up previous knowledge is very important, to help them come to the stage. To be able to

Note: Questions and interviewed answers

For this research project, a second questionnaire was applied ([see attachment 2](#)) to students in order to give answer to the second specific objective: *to interpret the current use of UPTC Nursing senior students' English language oral production*. Besides identifying the current FL oral skill production at UPTC Nursing Senior students, these last questions for this questionnaire also pretended to provide enough basis to strengthen the mixed activities designing and implementation with CLIL in order to reach the third specific objective. That way, before designing the activities, it was demanding to pinpoint students' necessary experiences for FLL; their likes and dislikes to learn a FL regarding personal strategies and updated activities; their opinions on how important is to learn a FL differently, rested on social situations to foster FLL oral skill production.

The method to analyze the information in these two questionnaires will be done under content analysis for information distillation by Vazquez (2013) which contains the coming stages: First classification of the stories on the basis of the criteria; Selection of the

stories based on the first recurring term; Selection, or trimming, of the stories resulting from the relevant sections; Rescreening of the clippings; List and mix of descriptors; Recovering the basic information from the first categories resulting from the analysis; and, Drafting of the text accompanying and explaining each category

Chart 2

2Content analysis for information distillation, Vasquez (2013)

<i>STAGE</i>	<i>ACTIVITY</i>
<i>First classification of the stories on the basis of the criterion</i>	<i>Exploration of the base text for the analysis, a transcription of the information obtained. A code was assigned to each participant. A consecutive number respectively to each question.</i>
<i>Selection of the stories based on the first recurring term.</i>	<i>This first classification takes into account the most recurrent terms in the stories based on the criteria.</i>
<i>Selection, or trimming, of the stories resulting from the relevant sections</i>	<i>Recurrent terms were selected for their relevance</i>
<i>Rescreening of the clippings</i>	<i>A new screening of the clippings is performed. A short phrase or descriptor is necessary.</i>
<i>List and mix of descriptors</i>	<i>Listing and mixing of descriptors, it is necessary to make a list and a subsequent grouping of descriptors.</i>
<i>Recovering the basic information from the first categories resulting from the analysis</i>	<i>The categories that will be the basis for the selection of the most frequent concepts obtained.</i>
<i>Drafting of the text accompanying and explaining each category</i>	<i>The initial questionnaire applied to the participating students and the need to respond the second and fourth specific objectives.</i>

Note: stages of information Analysis provided in the two questionnaires.

3.1.4.3 Non-participant Observation

This technique is the basis for data collection in qualitative research in which not only the researcher *looks* but also *seeks* to decipher the meaning through the other senses (Fernandez & Del Valle, 2010). Observation makes it possible to record the behavior of the individual where the researcher maintains a certain distance in order not to influence the development of the group under study regarding their thoughts, behaviors, points of view within situations proposed in the research (Kabir, 2016). Observation is not only limited to a visual exercise but also to a task that involves all the senses since many situations allow the observer to investigate and to question the actions performed by those who are observed in the research process. The task of observation will always be a task that will be present everywhere and will be linked to all the strategies designed to achieve the purpose of the research task. Therefore, it is always good to know that observation is not only done to detail characteristics and manifestations of the population at issue, but also to understand processes and experiences or circumstances; to identify social problems; and to generate hypotheses for future studies (Ibáñez, 1992).

With the non-participant observation, it is expected to answer the third objective: *To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production.* Thus, Non-participant observation tools will focus mainly on how the students will be able to perform with each proposed mixed activity for four classes ([See attachment 3](#)). The observation will be the center for the different tasks students have to do virtual or in-person ones, their behavior, their attitudes, personal and social progress, their kinesthetic response and other verbal and nonverbal information that may arise as the main element of information (Canals, 2017). At the same time, it would be possible to assess the methodology and how the mixed activities are going to impact the Nursery senior students FL oral skill production by the use of a grid which, contained six considerable points to be analyzed with the lessons development; they were: *in-person activities, online activities, oral skill production in L2 and content, oral skill production in L2 and cognition, oral skill production in L2 and culture, oral skill production in L2 and communication.*

Thus, it will be the primary task of the observers to record all the facts or indications that generate information, conjectures, and statements regarding the development of the research process under the four CLIL components (*content, culture, cognition and communication*) that are going to be likewise, the measure structures to analyze the collected data. With this, the information collected with this instrument can be triangulated with the other results obtained from the other tools in order to be able to promote solid findings (Kabir, 2016).

3.1.4.4 Focus group

A focus group is “a technique in which a moderator introduces a topic of discussion to a group of individuals, giving them the opportunity to interact with their comments and opinions projected towards the objectives of the analysis” (Vara, 2015, p. 310). The focus group is that tool where you work collectively to build knowledge through a topic at issue. For this, it is important to organize the questions with well-defined purposes in relation to the goal of the research and to select the people who are going to participate in it. For Humai and Varela (2012), the focus group focuses on the topic or content selected in the research process rather than on aspects of the research exercise or its structure. It builds and generates clear informative components found by the researcher. With the focus group as the last collecting tool to be implemented in this research, it was looked for specific information based on the mixed activities set for every FLL lesson, the importance of the applied CLIL methodology to improve FL oral skill production, and the improvement of Nursery senior students oral skill production that gave answer to the fourth specific objective: *To demonstrate the extent the implementation of mixed activities in Covid-19 period under CLIL method had regarding Nursing senior students English language oral production.* To do so, four questions were asked in-person activities, and each aimed to assess real FL oral skill production in students by using thought-provoking questions ([See attachment 4](#)) in order to have the most evident, important and considerable information about how the research process and methodology was in the students’ both learning and FL oral skill production..

3.1.5 Population

In this project, it was possible to have twenty nursing senior students from UPTC aged 20 to 26 years. There are twelve women and eight men from basic social stratum who

wanted to participate in their free time after professional practice. In accordance with Hernández et al., (2010) the population must be selected under specific conditions related to the research idea. The selection is not-randomized due to the interest to see how farther these students may be. That way, it would be possible to select seven students of these twenty ones who fulfill several characteristics: the first one to be considered is how good these people deal with English language oral skill production, their process from the very beginning of the activity to the last CLIL learning activities taken into class, how widened it was; the second, the age, they need to be from 20 to 24 years old due to the possibility for them to work with the activities after work at hospitals and to acknowledge how valuable the research proposal was on their English language oral proficiency; and, the third, the commitment they have to work on the activities, to participate in the oral exercises and to provide behavior oral English language issues that enable the objective of this research to be met.

CHAPTER 4

4.1 Analysis of the Results and Discussion

One of the most appropriate activities to bear in mind is how the methodology was going to be unfolded itself along the whole Project implementation. The coming analysis is going to be related to the obtained information given in the different collecting tools used for this oral skill purpose, and how they are weaving the particular road to answer the General Objective of this Research: *To Foster the English language oral production in UPTC Nursing senior students through the implementation of mixed activities under CLIL method in COVID 19 period*, that was set in order to assess the extent of the mixed activities (Online and In-person ones) to contribute to improving students' FL oral skill production in pre, during and post-pandemic times. In order to do so, it is relevant to stress on the Qualitative paradigm with Action Research (AR) that were present along the students and teacher participation, not only to design the mixed activities but to see how students dealt with them for oral skill results.

Within the structure of this proposal, it was necessary to know the relevance of CLIL as a methodology by which Content and Language can be taught in unison in lessons, and that craze of technology and online resources to be included in educational goals as a

complement for future FLL processes. That way, it was relevant to have a *documentary review* and an *oral questionnaire for experts* that helped to give response to the first objective: *To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities*. Second, there was a *questionnaire for students orally* which showed students' realities and experiences with their FLL, beliefs, opinions and participation to know first, possible opportunities to design the mixed activities and second, how their FL oral skill was like before the activities designing and implementation to answer the objective: *To interpret the current use of UPTC Nursing senior students' English language oral production*. For the third objective: *To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production*. It was important to have a *Non-Participant Observation* to see how the mixed activities after their designing and implementation were. To do so, it was necessary to observe behaviors, attitudes, participation, and FL use orally to assess the impact of these mixed activities under CLIL methodology for oral skill production purposes. And finally, for the fourth objective: *To demonstrate the extent the implementation of mixed activities in Covid-19 period under CLIL method had regarding Nursing senior students' English language oral production*. The students through a *focus group* expressed their opinions on the methodology used for this proposal, the mixed activities taken into consideration for FL lessons and how their FL oral skill production was after the activities implementation. (See Chart 1)

4.1.1 Analysis Specific Objective 1

For this analysis, to respond the first specific objective: *To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities*, it has been possible to count on a *Documentary Review* of the background research already mentioned in the first chapter of this text, on their findings and impact on FLL and oral skill production improvement; in the same token, it was necessary to include the *questionnaire applied to two experts*, their answers and opinions provided about CLIL and the FL oral skill improvement based on mixed activities.

Chart 3.

3Documental review.

TITLE	CLIL: PROPOSAL FOR ENGLISH LANGUAGE ORAL SKILL PRODUCTION IN NURSERY SENIOR STUDENTS AT PEDAGOGICAL AND TECHNOLOGICAL UNIVERSITY OF COLOMBIA
GENERAL OBJECTIVE	To Foster the English language oral production in UPTC Nursing senior students through the implementation of mixed activities under CLIL method in COVID 19 period.
SPECIFIC OBJECTIVE	To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities.

DOCUMENTARY REVIEW

TITLE	AUTHOR	YEAR	COUNTRY	RESEARCH PARADIGM	MAIN FINDINGS AND POSSIBLE RECOMMENDATIONS
Promoting international posture through history as content and language integrated learning (CLIL) in the Japanese context	Thomas Lockley	2015	Japan	The research had an exploratory , small-scale study with a focused qualitative investigation.	<ul style="list-style-type: none"> • The idea of promoting respect and marginalization reduction among cultures with CLIL may be a possibility. • The chance to consider historical topics to improve English language skills. • CLIL must be included in EFL curriculum to use language skills and to boost interculturality and respect

among
societies

**CLIL Audio
Materials: A
Speaking
Model for
Library
Science
Department
Students.**

Mukminatien, N.,
Yaniafari,
R. P.,
Kurniawan,
T., &
Wiradimadj
a, A.

2020

Indonesia

For this
research, it
was used a
mixed
research

- The importance of creating and to use online activities to reinforce the EFL input through audio material.
- The face-to-face lessons are necessary to have English language oral skill activities and processes.
- The whole world the students deal with on a day-to-day basis must be considered when having and designing audio materials to improve FL oral skill production.

**Innovations
and
Challenges in
Using Online
Communication
Technologies
in CLIL**

Robert
O'Dowd

2018 Spain

It was used
qualitative
research

- The need to include technology in CLIL lessons is fundamental, students prefer to learn based on current matters.
 - The exchange of information was vital, there was negotiation on account of interaction and the use of oral skill.
 - The information that may be provided virtually as games, information and so on, may enable students comprehension .
-

**Using Online
Videos to
Improve
Speaking
Abilities of
EFL
Learners**

Ceyhun
Yükselir ,
Şevki
Kömür

2017 Turkey

The
process
held
qualitative
research

- The use of videos provided the necessary information for students to be used in speaking exercises.
- The videos might give essential information and English language characteristics that could easily be adopted by students.
- Activating cognition and communication is not a hard task to do if audiovisual elements are set properly for students' oral skill production.

Integrating content and language in Business English teaching in China: First year students' perceptions and learning experience

Elaine Ruth Martyn 2018 China

This process had a qualitative research

- One of the important reasons to improve language skills lies in the internationalization of the professional people.
 - The students felt appealed to have CLIL lessons. It was due to the necessity to learn content and to use English for language communicative processes such as the oral and writing.
 - The input through different material of business was vital, the students identified the relevance of the English language component through content to use it down the line in the exercises.
-

The formation of student key competences based on business English

Irina Peterson

2019 Russia

The paradigm used was qualitative

- The need to have self-education processes that make students responsible for their learning process.
- The use of the internet, gamification, use of virtual theory must be considered to reinforce in person lessons.
- Mobile learning allows students to improve their language knowledge due to the plenty and conspicuous tools on the web to be used for educational purposes that complement in person lessons and the use of language skills.

**CLIL in
Pharmacology: Enabling
Student Voice**

Serafina
Filice

2020 Italy

A mixed
method
approach
was used

- The pharmacology topics are currently presented in English language, the students need to learn the language to make use of this information.
 - It is clear to boost students to use language skills as the oral one. However, it is relevant to organize lessons suitably not only to transmit the knowledge but the students feel part of it.
 - It is important to consider students' point of view to design lessons; it is to say, to find a way to transmit the vocabulary and necessary English language expression to endow students with the proper tools to use this foreign
-

language
accordingly.

**The
Importance
of Oral
Language
Proficiency in
EFL Online
Teaching
Setting**

Flora Amiti 2020 Turkey

It had a
qualitative
research

- The class organization is vital in pandemic times. Online resources have to be included in each class.
- Online resources and a proper selection of tools have to be fundamental to complement students' knowledge by using gamification or virtual spaces for them to keep learning.
- Autonomous learning has to be essential for students. They need to recognize what vocabulary and english expressions are necessary clearly to be used in each lesson.

Developing Computer Literacy of Bilingual Students via CLIL Methodology	Danilov Andrew V, Zaripova Rinata R, Salekhova Leila L, Anyameluh or Nnamdi	2020	Russia	There was a qualitative study	<ul style="list-style-type: none">• The CLIL methodology can adapt itself at different levels and teaching and learning sources as the computer one.• The students felt appealing to interact with both the activities and their classmates virtually in order to use the oral skill.• It is possible to implement a scaffolding strategy like this, while developing bilingual student's computer literacy.
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The impact of project based-CLIL on students' English proficiency.

Hety
Yufrizal

2021 Indonesia

For this research, it was used a mixed research

- The implementation of group and personal activities was essential to achieve the lessons' goals.
- Interaction is vital to gain confidence to speak and to write in English language.
- The more students have opportunities to practice their English skills as the oral one, the better; teachers have to consider how to set activities and from what sources they may be presented to the class.

Open Educational Resources for Language Learning and CLIL in Italy During the COVID 19 Pandemic

Letizia Cinganotto

2022 Italy

The process had a qualitative research

- The online activities came to help in pandemic times.
 - The students felt concerned about their English language learning. Teachers have to make the most of students' context to improve their lessons.
 - The use of videos, gamification and training websites were essential to reinforce knowledge, to diminish anxiety and that fear of interacting among students through a monitor.
 - All language skills can be benefited when learning if and when activities and tools are well selected in each lesson for students.
-

**Developing
the Oral Skill
in Online
English
Courses
Framed by
the
Community
of Inquiry.**

Luz Edith
Herrera
Díaz,
Darlene
González
Miy

2017 México

A mixed
research
was
implemente
d

- Teachers need to turn their eyes to technology and virtual learning to complement their classes.
- Oral skill development and production can be improved if accurate online material and training activities are well-selected.
- Despite considering online activities and the oral products, there are still problems in pronunciation, grammar, and fluency.

CLIL teaching based on the use of task-based classroom activities for the enhancement of students' oral skills.

Sonia Lucila Ponte Tovar de Breustedt

2020 Peru

It was used a quasi experimental studio

- The teacher needs to be involved in the CLIL component to select and to use proper alternatives for their students' learning process.
 - The alternatives and strategies to be used in lessons must be related to students' real environments.
 - The learning process for oral skill has to consider problem-solving skills, decision-making skills, critical thinking skills, and presentation skills as a part of analyzing information, negotiating and cooperating with one another.
-

A Radio Program: a Strategy to Develop Students' Speaking and Citizenship Skills.

María
Fernanda
Jaime
Osorio

Mabel
Catalina
Caicedo
Muñoz

Iván
Camilo
Trujillo
Bohórquez

2019 Colombia

A qualitative paradigm was used based on action research.

- The radio program let students participate orally as an alternative to complement their English language learning at University.
- The radio program was motivating and students felt free to speak despite mistakes and hesitation.
- The students were reluctant to speak from the beginning, However, they mustered their courage to speak and to express their opinion critically that the program was finally appealing to practice.

**Promoting
Communicative
Competence
in EFL
through
CLIL: A
Musical
Perspective.**

James
Gutiérrez
Lol

2022 Colombia

It had a
qualitative
research

- The connectivity and the internet let people find out, learn and be connected to different matters and people; an opportunity to improve FL skills and the music thematic.
 - In times of pandemic, virtual tools are important to keep teaching and learning and even more so, keep interaction among students orally in FL based on musical matters.
 - There is realistic learning if students have a real musical instrument at hand, as they can approach the parts of the instrument faster than when looking at a simulator.
-

La metodología CLIL o aicle aplicada en el área de educación ambiental.

Rocha Alvarez, Cristian Alexander Pardo Espejo, Nelly Estella Londoño, Luz Adriana

2017 Colombia

There was a qualitative proposal under action research

- The content on the environmental field was essential for students FL oral expression due the high relevance it has on students' context.
- There was FL in students' oral skill production despite some grammar, pronunciation mistakes.
- The critical thinking and that consciousness to deal with the environment and the problems that beset students' context was evident to experience in this exercise.

AICLE: Fortalecimiento de la Expresión Oral en Inglés en los Estudiantes del Colegio Politécnico Álvaro González Santana de Sogamoso- Boyacá.	Ileana Álvarez Fedra Martínez José Albeiro Gómez Molano	2022	Colombia	There was a qualitative proposal under action research	<ul style="list-style-type: none"> ● The topics related to students' lives are fundamental to have successful educational processes. ● There was a proper selection of online tools and audiovisual elements to reinforce knowledge in every lesson to get students speaking in FL. ● The critical thinking and the consciousness about the environment was elated and presented in each student's discourse.
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Note: Author's own elaboration

The essence of CLIL nowadays has been fundamental when learning (Mede & Çinar, 2018), many OECD countries have considered having a new change in the FLL at educational institutions. It is vital to get a different type of FLL that may involve all students' settings and features in order to have a significant learning process (Gómez, 2020). OECD (2020) posits the idea to have a fundamental methodology that contributes to learning, making individuals part of a serious language learning, a FLL that may be for everybody, for global and professional matters, a type of learning that may be found and made use of everywhere be it in the university, school, streets, home or wherever students may hang out in (Cummins, 2008). This is the way learning could be consolidated, the

knowledge is not going to be part only at schools and universities any longer, it is the chance for people to use knowledge significantly in all the places they may stay.

CLIL as a methodology to learn language and content simultaneously (Suarez, 2005; Coyle et al., 2010; Lesca, 2012) provides the opening to merge content and language into a beneficial FLL process. Inasmuch students attend their academic, technical or professional lessons, their FLL starts making part of this process due to the reading, writing, speaking, and listening activities they have to deal with gradually, with a FL as an interaction vehicle (Miret, 2001). In Europe, CLIL has been considered a good methodology to improve FLL (Yang, 2015), it has another outstanding feature that gains strength day by day, it is a methodology that can be used to learn and to improve academic, technical or professional topics (Cinganotto, 2022). The idea generally is that learners can be good at using a FL as the English one and cope with all daily activities they may find on their own. In order to do so, it is relevant to start from the ground up and to train teachers into assessing how their lesson may be, what their students' language competence is like, how their environment and real situation are to live (Álvarez et al., 2022; González, 2022) just for learning matters, as it happens to the current pandemic and that option to draw on online tools to make FLL better.

One of the most striking results CLIL has had in research exercise has been the oral skill improvement (Ceyhun & Şevki, 2017; Herrera & González, 2017; Pardo et al., 2017; O'Dowd, 2018; Martyn, 2018; Jaime et al., 2019; Filice, 2020; Amity, 2020; Danilov et al., 2020; Mukminatien et al., 2020; Yufriзал, 2021; Gutierrez, 2022; Álvarez et al., 2022); the writing, reading and listening skills under CLIL proposal are still being studied (Pérez & Roquet, 2015; De Diezmas, 2016). Although CLIL is important orally, it is relevant to see how it gets involved itself in learning. The context students frequently deal with is one of the most vital raw materials to work with CLIL, students have been drawn to learning when customary activities and places they live and do on a regular basis are brought up into learning (Gómez, 2020; Mukminatien et al., 2020). This lets students be elated and feel part of the knowledge, the knowledge that also starts making part of students' lives significantly (Miranda, 2022) to learn and to use for their future. This also prepares students to use the FL and to feel confident about not only the learning but the use of it orally for this case

(Mukminatien et al., 2020). When motivation and respect are the main basis to study, it is possible to boost students to make use of their oral FL skill, so confidence will be pivotal because it will be the support they need to speak, to correct mistakes and to keep speaking without having any kind of bad criticism or restriction (Grivenich, 2022); that motivation that for Peterson (2019) and Halperin, et al., (2018) might cause students to study and to work on their own autonomously to reinforce or make their FLL better.

Irrespective of the methodology countries may include in learning processes, motivation must be essential and ingrained in all activities students have to cope with before, during and after the lesson (Stipek, 1993). The more students are elated, the better for successful and meaningful FLL processes. In CLIL lessons, apart from having included students' lives, students may use their academic content and FL (Grinevich, 2022) for negotiating, comparing, analyzing and reflecting about the content they have already attended confidently into different places in the world; what they have already learned is going to have a far-reaching impact in international scenarios (Diab et al., 2018).

That way, it is necessary to consider that current students belong to a different era, the way our forebears learned is not the same now. According to Miranda (2022) we have a new group of students and we have to adapt to new learning situations, which sets a special analysis about the type of FLL Colombian students have had hitherto. Though there have been some Colombian language projects in the last years (Ocampo et al., 2017), they have fallen short of effectiveness and singularity when being taken to those different and diverse lesson scenarios (Urrea, 2018). It is relevant from the Colombian government to every university, school and their teacher staff to raise awareness about the value CLIL has across the world in FLL in order to invest in this purpose accordingly. It is to say that in order to reach that goal on one hand, there must be a new, contextualized, full of research, and of easy adaptation curriculum designed faithfully to the students' personal, social and cultural realities, that provides opportunities to grow professionally (Miranda, 2022; Grinevich, 2020). On the other hand, it is mandatory to have proper infrastructure and economical budget to overhaul FLL in Colombia. It is not only to be willing to learn a FL under CLIL tenets but to have cozy and inspiring places to set that FLL into motion. Last but not the least, teacher training is quite essential. It is demanding to have proper teachers training

whose principal goal may be to unlearn the way they teach FL to adapt a new method that can be contextualized in students' reality, full of updatability, a persistent relation to the current world demands and the improvement of FL skills (Fandiño et al., 2011; Miranda & Fajardo, 2021).

Against this background, CLIL as a dual model to learn (Marsh, et al., 2010) is a methodology that may be involved in all academic and professional fields, a methodology that gets students to learn. It is normal to find research done with CLIL about history, musical matters, pharmacology, primary education, environment areas, mathematics, accountancy and so on that looked for simultaneously either FLL or FL skills reinforcement (Ceyhun & Şevki, 2017; Herrera & González, 2017; Pardo et al., 2017; O'Dowd, 2018; Martyn, 2018; Jaime et al., 2019; Filice, 2020; Amity, 2020; Danilov et al., 2020; Mukminatien et al., 2020; Yufrizal, 2021; Gutierrez, 2022; Álvarez et al., 2022). CLIL as an opportunity to learn, has four components such as content, communication, cognition and culture that let students acquire knowledge (academic or professional content and FL) significantly to be used not just for a single class but for life, for future communicative processes that will place individuals upon communicative situations in a myriad of topics, social scenarios, societies and cultures that might contribute to having partly, competent citizens who stand ready to interact at several episodes of the life (Martyn, 2018; OECD, 2020).

Communicative skills in FL are necessary to be used for having bilingual citizens. The oral skill is a tool to communicate and to have interaction among speakers (Agudo, 2019). However, in order to have oral skill production under CLIL components, it is quite significant to have organized and contextualized lessons (Miranda, 2022; Grinevich, 2020). For Ponte (2020) the teacher has to concoct a proper lesson that boosts students to participate orally, to make them feel part of the lesson. Therefore, while the students are familiar with the academic or professional content, the teacher has to provide lexicogrammatical and FL expressions tools for students to use in every exercise of the lesson by drawing on different information sources (Yufrizal, 2021). Every student will understand the purpose of the lesson, the content to work with and relate the given FL linguistics elements on his own to start participating in classes (Pardo et al., 2017).

According to Álvarez et al., (2022) the oral skill will be improving itself because the class is going to be the auspicious setting for every student to work on the activities alone, to acknowledge the FL purposes to speak in order to have interaction and to start negotiating and interchanging oral messages based on a particular academic matter as for this case with the Covid- 19 virus in the world; in words of Grinevich (2022) this is the most effective way to acquire the language and improve oral proficiency.

In pandemic times, it has been essential to have remote, online and virtual education. Despite people having to spend great time at home, it was necessary to rethink other types of learning whose only aim was to educate people from every home (Cinganoto, 2022; Gutierrez, 2022). That way and in accordance with blended learning (BL), it is possible to organize and to create online material to complement in-person lessons knowledge, thus, students may learn and answer lesson activities on their own, making the most of their free time to study (Graham, 2006), it is a kind of education full of autonomy and responsibility (Snodin. 2013; Banditvilai, 2016; Amiti, 2020). This is how new learners could have access to education because of their work and other personal matters and errands they run normally. In CLIL, there is a lot of research and training in in-person lessons, notwithstanding, O'Dowd (2018) suggests that technology and learning with CLIL can be mixed with online resources. Students can learn and use their FL rested on virtual and remote educational environments (Gutierrez, 2022). While the impact of the pandemic starts to minimize, students can get involved in online activities. In order to improve FL oral skill production, it is important for teachers to learn how to use the technological devices, sources and material to have significant lessons virtually (Herrera & González, 2017; Mukminatien et al., 2020). When it comes to dealing with mixed activities, it means to have virtual lessons with online material that teachers have to design for students to feel enticed to working (Filice, 2020; Danilov et al., 2020); it is to say for Martyn (2018), that teachers have to consider the academic or professional topic to be taken into these virtual spaces.

According to Amiti (2020) teachers have to create OVAs, audiovisual material, call on gamification and make up quiz and test minutely for students not only to complement their knowledge, learn meaningfully but to put it into practice to go beyond what they know (Álvarez et al., 2022). The appointed activities for every virtual learning have to be selected

and created accordingly since it takes a long time to be created (Amiti, 2020; Álvarez et al., 2022). In CLIL, the activities and selected online material to teach must consider the input quality, Martyn (2018) suggests it is how students are going to learn not only the academic content but the necessary linguistic component to be used in every class orally. For Cinangoto (2022), the audiovisual material such as videos, audios, readings and gamification have to be coherent with the FLL purpose like the oral one (Danilov et al., 2020). In CLIL according to Miranda (2022), the learning with mixed activities must be focused on students and so do the online material for this case. The students are very fussy and assess not only what they learn but the method the knowledge is transmitted (Mukminatien et al., 2020; Álvarez et al., 2022), that is the relevance to select activities and online material properly.

As the purpose is to reinforce the FL oral skill production, it asks for students to be committed to learning based on their own realities, setting and an utterly background (Gómez, 2020; Mukminatien et al., 2020). The teacher has to design as many proper lesson activities and appropriate virtual material as possible for oral skill production (Miranda, 2022; Grivenich, 2022), that way, students could feel familiar with the FLL, content and that idea of learning differently. What is looking for in this first part of FLL with CLIL and mixed activities, in words of Gutierrez (2022) is to reinforce the content and linguistic matter, to identify how FL into academic or technical content can be used for oral skill activities, to store as much vocabulary as possible, to have appropriate input and to start working on oral skill activities autonomously and individually.

Miranda (2022) states that working on FL oral skill production virtually may fall short itself due to the possible tricks or traps students can use to speak; using already written exercises to be read which does not evidence a real learning of FL proficiency in students. That way, what is learnt virtually has to be taken to face-to-face scenarios for students to participate by using their FL oral skill (Peterson, 2019); a real oral process that entails FL expressions, academic or technical vocabulary, a proper input, and a set of online activities and material to reinforce knowledge (Ceyhun & Şevki, 2017; O'Dowd, 2018; Peterson, 2019; Cinganotto, 2022), can be done virtually in order to see students making use of their FL oral skill in face-to-face lessons afterwards; an oral process brimming with hesitations, lack of vocabulary, catchphrases, seatbacks when speaking (Gómez, 2020).

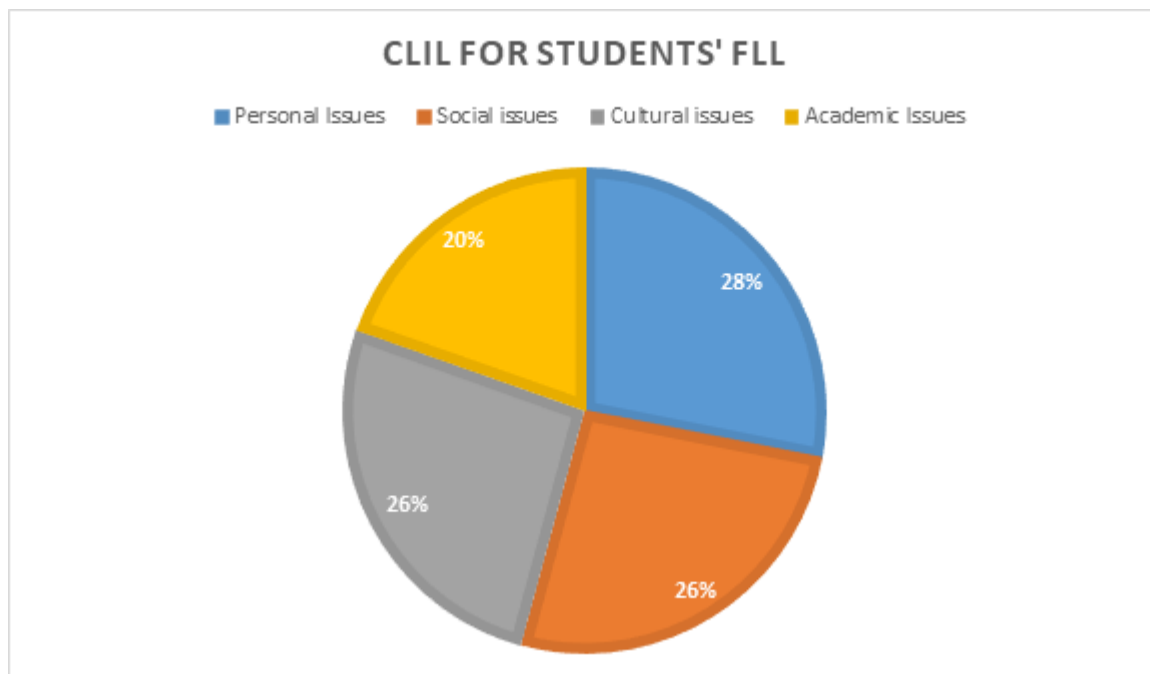
Individual and group work activities in the classroom let students negotiate and strike agreement for learning (Vigostky, 1978; O'Dowd, 2018) and give meaning to improving language oral skill production under CLIL methodology and the use of mixed activities.

For this *Questionnaire for experts*, the questions let the researchers have a deep analysis and consideration why CLIL in FLL can be a possibility to take in FL lessons. That way, the answers and points of view of Ph.D. Miranda and M.A Grinevich ([see attachment 1](#)) could give rise to three important bedrocks for FLL that really can contribute to having CLIL scenarios in all Colombian schools and universities, in order to reinforce the FLL and those chances for the students from the diverse and vast parts of the country, to learn their academic content in a different language in a contextualized and updated way. A language that is the main interaction element the societies have in the world (Clyne & Sharifian, 2008).

CLIL as a good language learning approach to foster oral FL skill is the principal consideration the experts have in common since its important effects in FLL (Lasagabaster & Heras, 2015). The students in in-person lessons have been able to work on CLIL because it is a methodology that has involved all students' settings and all population characteristics into the learning process. Fortanet and Ruiz, (2009) have suggested CLIL as an open space for language and learning for all communities and without mattering the places students come from, CLIL can be adapted to the specific characteristics and main activities the population makes for living, recreation, tourism, local cuisine, personal, social and regional beliefs etc. that may be part of FLL with CLIL (Grinevich, 2022), and can show (figure 3) the CLIL adaptability to different situations of the quotidian lives of the human beings.

Figure 3

3CLIL adaptability in Students Learning Background



Note: Author's own elaboration

Thus, according to Marsh and Frigols (2013), CLIL can be adapted to different people's setting to have a better learning, based mainly on personal and social aspects of human beings' lives since CLIL is an interdisciplinary methodology that helps learning being consolidated. That way, students feel confident to work on lesson activities, to assess the relevance of the learning they attend, to use the FL into their contexts and outside of them, to reinforce the FLL and to put into practice all communicative skills as the spoken one for production improvement. According to Dörnyei, (2009) "Language is used for human social interaction, and so its origins and capacities are dependent on its role in our social life" (p. 235) thereby making a special distinction on different people's personal, social, cultural, educational and professional environments that boost the use of students' FL communicative skills as the oral one by means of individual and group learning activities.

In the same vein, another important bedrock that was considered by the experts was that of CLIL to improve oral skill production by using mixed activities. It is highly necessary to distinguish that CLIL in face-to-face lessons has had the biggest contributions to learning content and FL (Lasagabaster & Sierra, 2010). However, with the pandemic time, it turns out to be fantastic to have in mind the technology and internet to design CLIL

lessons, a great opportunity that has to be seized upon by teachers (O'Dowd, 2018; Cinganotto, 2022). If students and human beings spend a lot of time by checking their smartphones, e-mails, social media in fact, it would in the words of Miranda (2022), be tantalizing to contrive online learning strategies that way (Peterson, 2019). It is clear that according to Lasagabaster, (2011), students are largely bored of having traditional FLL that does not promote students' motivation to learn; traditional learning that is centered on teacher interest under non-updated and out-of-context methodologies. Talking in-person lessons to online environments is a chance that has to be analyzed and valued for the students' learning sake. That way, Grinevich (2022) makes clear as saying that CLIL has not only great chances for people to learn but a methodology that can be applied everywhere in a distinct learning format, because a lot of people in pandemic times want to keep learning from their homes, thus, autonomy for learning as claimed by Banegas (2012), is going to be assumed by every learner to deal with each online activity and exercise, they may find on their way.

In that sense, Dr Miranda (2022) and Grinevich (2022) agreed that online activities have to be well-structured for every lesson, and that the in-person classes can be the scenario to see how good students did with the learning in oral activities after being learning at home (Peterson, 2019). The activities have to be conformed with special online material that makes part of the lives of students. The teacher has to contrive online activities that impel students to learn based on their previous knowledge to be connected to the new one to evidence a real linkage between the learning process to have cognitive results (Vygotsky, 1978). Every learning has to be reinforced through gamification or browsing on the web activities to get information as part of the learning, thus making a good basis for it to be consolidated (Peterson, 2019; Amity, 2020; Cinganotto, 2022). The online activities have to be designed in order to provide students as many online pertinent oral activities as possible to enhance oral skill production with, in the words of Herrera and González (2017), proper virtual material to have significant processes that are going to pave the way for CLIL methodology, seen from other perspectives as the online one in the end.

Online CLIL has to be fortified under special and suitable *culture, content, communication and cognition* activities that makes CLIL relevant in these educational

scenarios (Miranda, 2022; Grinevich, 2022). The online lesson is an opening for learners to be connected in their free time to do the activities, so the material and every lesson that way, have to be presented adequately to guide students into the learning and teaching as in-person lessons did before the advent of the pandemic (Mehisto, 2012). Thereupon, with the learned knowledge through online activities, the physical education activities are going to be focused just on oral skill production by the use of questions asked by the teacher, relating students' linguistics and content components to be explored as the final result of the exercise.

The third consideration the experts had was that of the challenges to implement language learning methods as CLIL in Colombia for oral skill production. It is a problematic Colombian Language Education has had for many years. The government has made its effort to set bilingual projects to reinforce the command of a FL in students and the whole population but it has not been enough (Zuluaga, 2020). The constant lack of either economical resources and infrastructure or the scarcity of teacher training is completely disturbing and worrisome. Despite teachers and Institutions not having the proper elements to lead students to a suitable FLL, Miranda (2022) considers it noteworthy to see that nowadays students are from a different era and the learning strategies and considerations have to match this eventual fact. Wu et al., (2018) state that all learning has to be in hand with students' real situation for successful results under an idoneous planning process and curriculum. A curriculum that can be designed under CLIL influence that to ponder first of all, in the words of Grinevich (2022,) what subjects can be used for this FL purpose. It is to raise awareness among teachers about the importance of the FLL in the society that calls on their participation to help and to shape these educational projects for the benefit of all educational community.

Notwithstanding, it is not only a process that has to be supported by the teachers. The Colombian Language policies have to look after suitable teacher training in order to have as stated by Miranda (2022), a new conception about learning content and language at the same time that implies for the National Government to tender economic resources for students and teachers formative objectives. There have been teachers who have started working on CLIL determinedly to pursue that enterprise of having bilingual societies to

help Colombians to become global citizens who can take up the world challenges and demands.

In short, the *documentary review* showed how CLIL has been fundamental for oral skill reinforcement across the OECD countries. It is a methodology that can be fused itself in different knowledge areas through distinct learning formats as the online one suggested by Miranda (2022) and Grinevich (2022). For O’Dowd (2018), the idea of having CLIL in online learning pays off in pandemic times because students are going to be in contact with Nursery Content and the use and learning of a FL orally, while the social situation with the pandemic gets better for humanity.

4.1.2 Analysis Specific Objective 2

In this vein, it was relevant to use a *Questionnaire for students* to know how the students have considered their FLL along their educational experience in order to recognize positive, relevant, stunning and inspiring aspects of their learning to mold the mixed activities to take to lessons subsequently. In the same way, it was necessary to identify how their FL oral skill production level was in order to respond to the second objective: *To interpret the current use of UPTC Nursing senior students’ English language oral production.*

All the questions in this questionnaire were developed and unfolded in FL ([see attachment 2](#)), it was important to set them that way because the research process looked for real and current FL oral skill production first-hand. In this implemented collecting tool, the questions were set to analyze firstly how students dealt orally with basic information such as age and technological devices they have to work with from home. Second, the information given by students in questions three, four and five helped a great deal to ponder over the type and characteristics the mixed activities were going to be for FL oral skill production, and whose influence will be explained during this research proposal’s third objective implementation. And finally, with all information provided by students in each question, it will make an analysis about the real and current use of FL oral skill students have in order to fulfill the second objective of this proposal under the study of five oral skill categories: *flexibility, turntaking, thematic development, coherence and cohesion, and Spoken fluency* (De Europa, 2002; Tordera, 2014).

Thus, it was pertinent to embrace students into an amiable and elating educational context to get the best out of them orally. That way the first question: *How old are you?* made students comfortable and motivated, their answers were accurate and it was possible to show their experience with grammar that all student did, when it comes to making use of verb to be for aging matters.

It is probable to affirm that grammar education in all their educational studies could contribute to having responses accordingly. It also occurred due to the repetition of these topics in education (Listia & Febriyanti, 2020). Even though Colombia FL education has been merely grammatical in many parts of the country, these types of answers have got stored in people' minds to be conveyed in FL class upon request or by repetition effectively (Büyükbay, 2007).

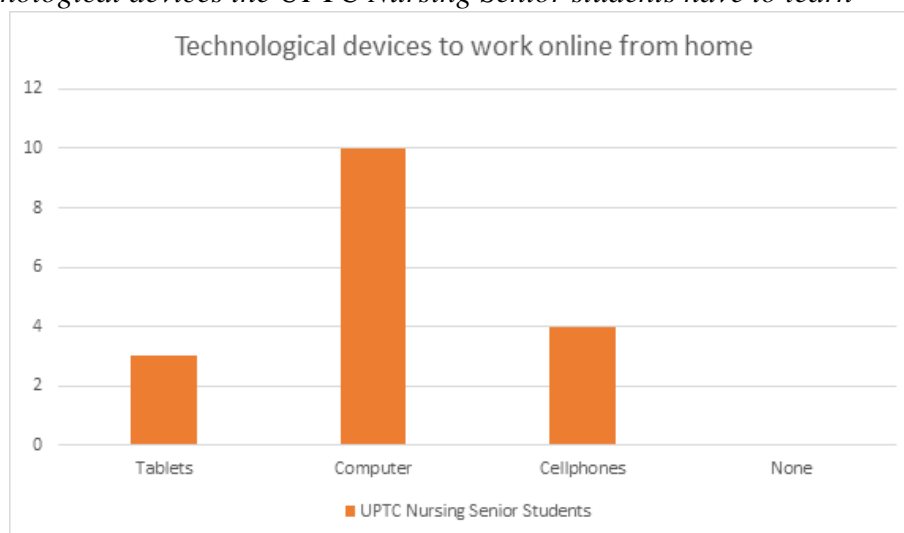
For the second and third questions: *Do you have proper internet connectivity to work on English language oral skill activities?*, and *Do you have appropriate technological resources to work on online oral skill activities? Which?* were necessary firstly to see how internet connection was at home for students to work on the mixed activities that, in this case, were merely virtual. They answered a *YES* roundly to this second question.

In order to get those affirmative answers, it was important to highlight the relation students have with the technological terminology that makes parts of their daily chores (Pardo et al., 2017; Cinganotto, 2022), and whose learning sources stem from mobile phones, their social media, google and diverse entertaining sources such as virtual tv programming, video games and so on. Peterson (2019) has stated that mobile learning allows students to improve their language knowledge due to the plenty and conspicuous tools on the web to be used for educational purposes that complement in-person lessons and the use of language skills.

The same happens to the third question. Answers given under the same educational context make students, gotten acquainted with the terminology, include technological devices-related terms to complement their opinions:

Figure 4

4Technological devices the UPTC Nursing Senior students have to learn



Note: Author's own elaboration

It is undeniable the need to have technological devices nowadays at home not only to learn or to run some errands, since the life quality has been better by means of these articles and, under this proposal, for learning processes. Ten students of the whole group have computers, four have tablets and just three of them counted on their cellphones to be connected to the online lessons. In word of Serostanova (2014) having technological devices to learn languages

“ allows representing any linguistic model in different contexts and speech situations. In addition, computer programs stimulate students' self-directed learning, cognitive activity and intensify their learning motivation. Learners can choose their own pace and exercises depending on their level of language proficiency, it promotes stress relief and creates favorable psychological climate” (p. 189)

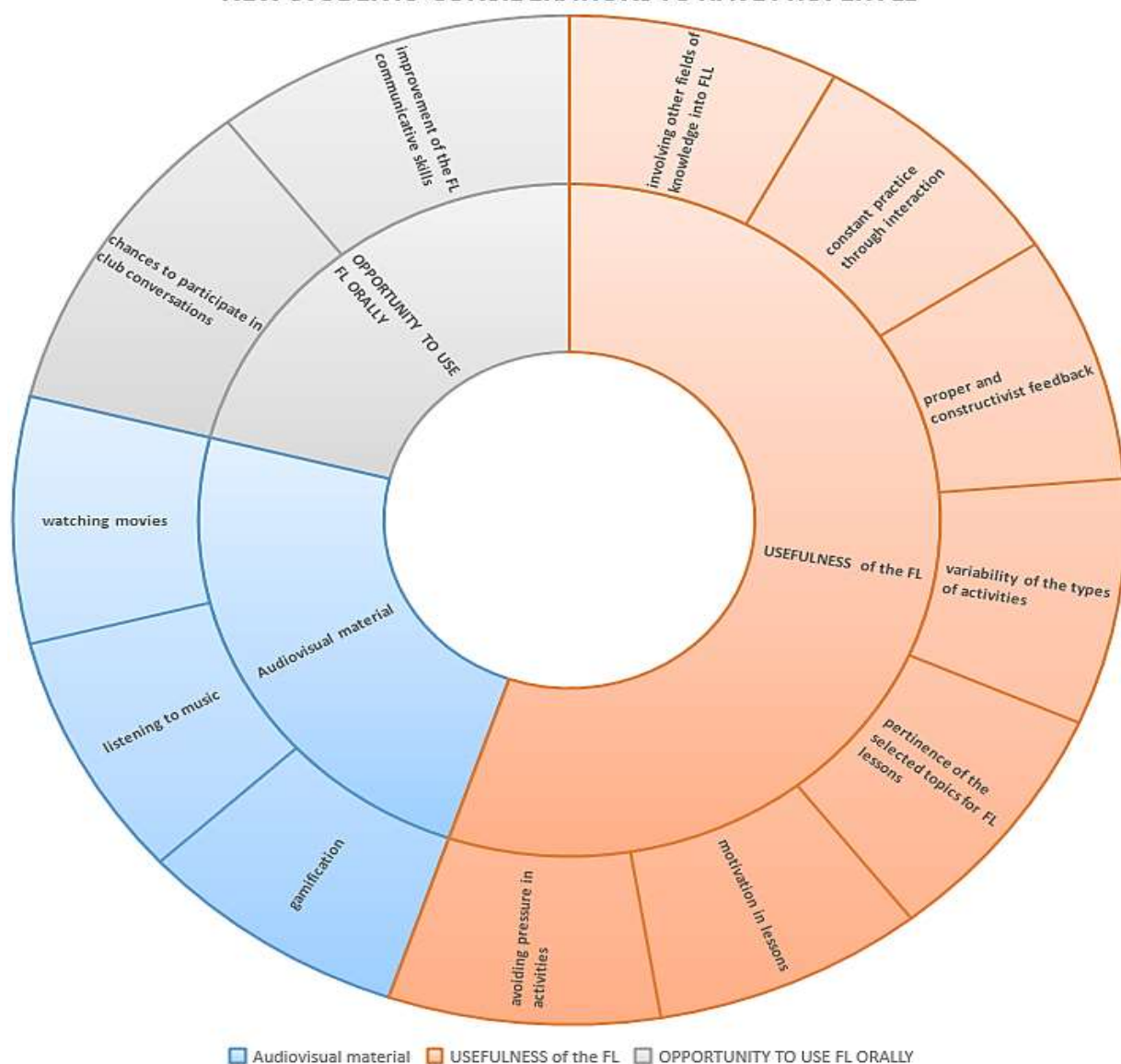
As for the question four: *What positive aspects do you consider highly important to learn the English language based on your previous language teachers' methodology? Why?*; students were asked to bring up seminal and positive aspects and experiences they have had when it comes to learning languages. With this question, research pretended to open the space for students to express their opinions and to lay foundations on how the coming activities under CLIL methodology can be like. It is necessary as already mentioned by Miranda (2022), to remember the importance of knowing we have different students, new ones in a different era with diverse realities and preferences, students who

learn better based on the context they belong to (Pardo et al., 2017; Cinganotto, 2022). That way, the sense of the proposal comes into being, having appropriate virtual and in-person activities for students to be able to use their FL oral skill. Answers given showed solid arguments to consolidate FLL under clear and overwhelming purposes to bear in mind when designing the activities for lessons. These results concluded that students appeal learning a FL under three important tenets ([See attachment 2](#)): Audiovisual Material such as watching movies, comics, gamification, games and drawings; Usefulness of the FL such as: conversation clubs, interaction use of grammar in context; and, Opportunities to use FL orally such as: listen to movies, audios, having that chance to use their FL at different learning and social settings for real communicative purposes, as it is presented in the figure 5.

Figure 5

5New perception of students for an updated and contextualized FLL

NEW STUDENTS' CONSIDERATIONS TO HAVE PROPER FLL



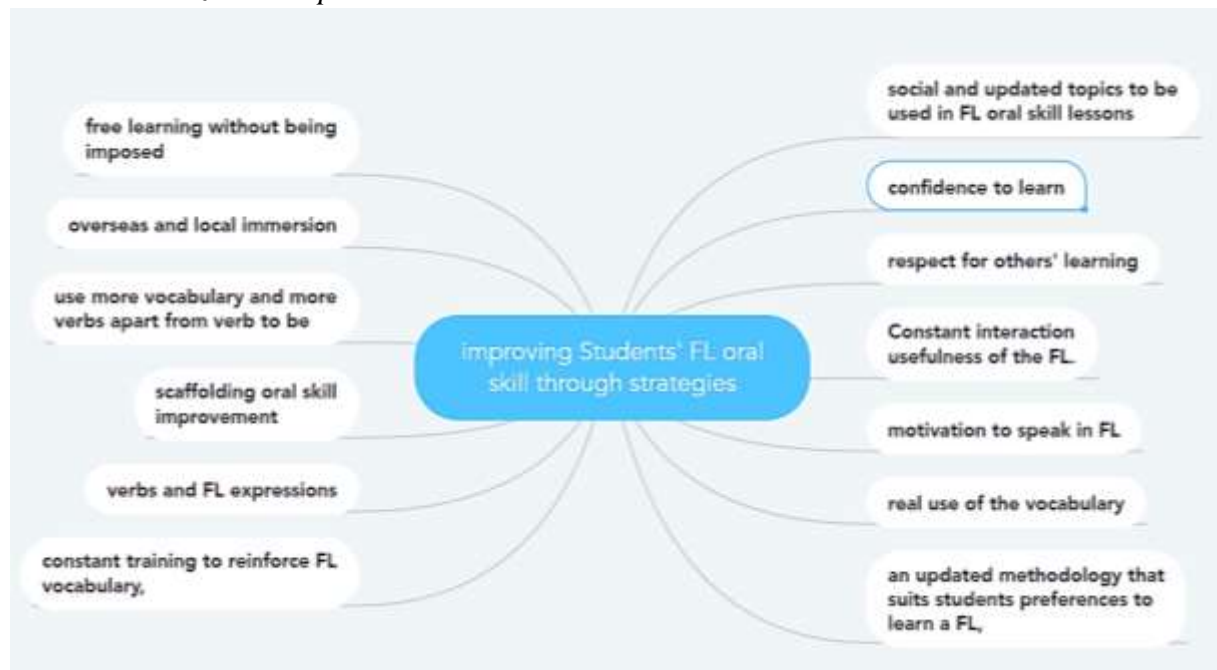
Note: Author's own elaboration

As for the fifth question: *What strategies would you include to learn the English language and to improve the oral skill?*, it was possible to overhaul the way FL is taken to students; shifting the learning from traditional to a more updated one (Miranda, 2022; Grinevich, 2022). There were outstanding opinions and results from this question that let the mixed activities be created based primarily on the confidence they need to participate, the vital aspect of having necessary FL vocabulary, expression and input sources for students to get involved with the lesson, and chances to make use of their FL orally; an opportunity in words of Mejia (2016) and Grinevich (2022), most private institutions have

over the public ones, and have seized themselves since the learning here is contextualized and focus on students and their realities, need and interests (Miranda, 2022). In accordance with this, the collected result showed that students want to be learning and improving their FL oral skill through strategies that are cemented on personal and social features ([see attachment 2](#)) as shown in figure 6.

Figure 6

6A contextualized and updated FLL characteristics.



Note: Author's own elaboration

That way, with this information, it was possible to see how the mixed activities, virtual and face-to-face ones, were going to be designed. All information students provided was analyzed and taken into account at the moment to work on activities contriving. At the same time, the effect of these new mixed activities under CLIL will be explained later on. Following on from having the seminal data about how the activities were likely to be conceived and the way the project has to undertake, it is highly noteworthy to pinpoint how the current FL oral skill in nursing students was before carrying this research idea out. With the implementation of this last questionnaire for students, the questions were open and let students not only go beyond orally but know what their proficiency was like. In order to do so, it is substantial to reckon with the categories of oral expression, these ones that are marked and supported by the MCER (2002) and the OECD (2020) when it comes to having

suitable FL users. To do so, the coming analysis encompasses these categories of FL oral skill: *flexibility, turntaking, thematic development, coherence and cohesion, and Spoken fluency* (De Europa, 2002; Tordera, 2014).

In this vein and according to the definition and theory these five oral categories have in the theoretical framework, it is viable to say that with the *flexibility* category, apart from being that way to adapt language to new situations and ways of thinking, it primarily was perceived in how linguistic elements were combined to be used when speaking:

R3P3SA: *yes, I have a computer*

R3P3JA: *yes, I have a tablet*

R3P3JA: *yes, I have a cell-phone*

R3P3NB1: *yes, I have a cell-phone*

Students have already learned in their FL classes the verbs *have* and *be* and how they work in different communicative processes. For Tomasello (2001) “the linguistic skills that a person possesses at any given moment in time... result from her accumulated experience with language across the totality of usage events in her life” (p. 2). The students often used these verbs to point out things and feelings they possess in a particular moment. Currently with the pandemic, it was possible to see how the verb *have* was used, adapted and related several times with some technological words regarding devices such as *computer, tables and cell phones* to have clear sentences and messages. Roberts and Kleiner (1999) suggest that learning needs to be considered as a process occurring not in an individual, but throughout the interconnected parts of a class, a family or another social grouping. Students in this case, brought their prior knowledge regarding technological devices and the use of verbs up to construct oral expression as a response to a specific topic, it is how in words of Ghorbani, (2011) the language starts to become meaningful for students when it comes to using FL communicative skills, for real purposes, for clear objectives to be solved. For question four: *What positive aspects, strategies and alternatives have you considered highly important to learn English language based on your old language teachers’ methodology?*, students expressed significant experiences they have had through all the time of their FLL. They tried to connect parts of the questions such as: *methodology, positive aspects, learn English, strategies and alternatives* to make their answers explicit, to make use of their current context and reality they have, and to reckon

with parts of the question with previous FL knowledge such as nouns, verbs, common words, day to day expression, and linguistics elements they have found either in FL class or in their nursing academic texts (Corcoll, 2021), in order to reach a coherent answer as much as possible, to know in the end what they think:

R4P4SA:...*Have more **interaction** between student and teacher and I think that it a good way to learn English and **good methodology***

R4P4JA:*Well, I think that the **most important** aspect for me is working on aspects like grammar, listening, and writing is **important** too.*

R4P4JA:*Ok so, I think that the **methodologies or strategies** to express our ideas in class without pressures...*

R4P4NB2:*The **aspects important** I consider in the moment to **learn English** are the listening because we need familiarizate with the new language , for example, we can listen music or watching TV or watching movies.*

R4P4JC:*A **positive aspect of learning English** is that is open many doors in the work place and the best **strategy** is to practice the language with pronunciation.*

It was notable the effort these students have made to speak, they made use of their FL knowledge and adapted it to specific communicative situations, they also counted on several linguistic elements to complement their answers. The gathering of the linguistic and pragmatic elements can help clearly to have messages and to express ideas (Ford & Thompson, 1996), and to see how language can be camouflaged and shaped according to the communicative situation.

Flexibility also leads students to have diverse meaning changes in conversations. It was plausible to see how students changed their thematic thread briefly and made use of other communicative circumstances either to reinforce their arguments or to have seminal remarks that were underlain within the conversation exercise (Strong, 2003), as a quintessence of social communicative process. It happened to be possible to find captivating responses that were supported under this aspect, question five as an example: *What strategies would you include to learn English language and to improve the oral skill?*, looked for strategies students felt quite essential to include in future FLL process, moreover, to do so orally, it also impelled some students to use other argumentative thematic elements to make their answers comprehensible:

R5P5SA:...*the teacher teach like with a structure like to be verb or like this, and I think that how do it like **this the babies when they born just learn a language**...*

R5P5NBI:...It's terrible. And other thing that is negative aspect is the few motivation because many times **I arrive to the school the teacher is like: Ok, listen this audio and answer the questions.**

Chart 4

4 Main Flexibility features presented in students' oral skill production

FLEXIBILITY FEATURES PRESENTED IN STUDENTS

COMMONLY KNOWN WORDS	COMMONLY KNOWN EXPRESSION AND VERBS	COMMONLY KNOWN AND USED EXPRESSIONS
<i>Computer</i>	<i>I have</i>	<i>this the babies when they born just learn a language...</i>
<i>Tablet</i>	<i>I am</i>	<i>I arrive to the school the teacher is like</i>
<i>Cellphone interaction</i>	<i>learn English</i>	<i>Ok, listen this audio and answer the questions.</i>
<i>good methodology</i>		
<i>most important</i>		
<i>important methodologies</i>		<i>to express our ideas in class without pressures help us to participate more</i>
<i>strategies aspects important</i>		
<i>positive aspect of learning English</i>		

Note: Author' own elaboration

However, there were students whose answers were narrowed down and the use of the oral expression was minimal, it did not let to know what the students actually felt. It hampers FL education and students are going to feel restrained and despondent from using their FL oral skill (Pomerantz & Bell, 2007), because of that lack of pragmatics elements they need to participate and to evidence a real use of a FL. (see chart 4)

According to Tello (2006) students have to resort to using as many discursive tools as possible to have rich answers full of linguistic and pragmatic elements, mistakes, catchphrases, hesitations and so on to evidence a clear use of a FL orally (Grinevich, 2022).

Flexibility sets that opportunity to have oral skill processes to reformulate information, to make emphasis in certain aspects, and to increase confidence and commitment.

R1P1TP: *I am twenty three years old*

R3P3CM: *yes, I have a computer*

R4P4JA: *Ok so, I think that the methodologies or strategies to express our ideas in class without pressures because help us to participate more*

A sample of this was found in the first answers, students talked about their age and the technological devices they have. It was not complicated to talk about these topics because first, the information is at hand every day for students; and second, the pandemic time is part of their lives and so is the use of technological devices (Miranda, 2022; Grinevich, 2022; Cinganotto; 2022). There was confidence to speak in FL due to the familiarity students have with the information and the customary things they have and need at home to study and to get connected with the information on the internet. Likewise, in the last questions, students emphasized certain aspects such as: *to express our ideas in class without pressures, help us to participate more, I wrote, I read, but anytime did I speak, I start to speak, the speaking of language* to express how they feel learning a FL. They provided answers with customary verbs and vocabulary that have already learned all the time of their FLL to make clear their messages and to improve confidence and motivation when speaking (Gardner, 2014); but they also were refrained themselves from using other linguistic and pragmatics tools due to the lack of FL knowledge, conversational exchange, and that fact of feeling afraid of being mocked after participating orally (Gómez et al., 2021).

R4P4ED: *I think it is the same as everything else. Practicing and listening to music (forth question)*

R5P5SA: *... We don't have interaction between teacher. And three, when teachers don't have dynamics like, I don't know, watch a movie (Fifth question)*

In broad terms, *flexibility* as a part of the FL oral students' analysis could show that students have some basis about FL components. They know nouns, expressions, prepositions, numbers, use of some verbs such as: *be, have, think, support* among others that have been part of their FL process, and that were learned constantly during not only primary, secondary but tertiary education or different extra FL courses students may take to improve their FLL (Tomasello, 2001). In the same way, few students can go beyond orally

in order to express their ideas and to join other pragmatic and argumentative resources such as language adaptation, changing meaning conversations, and use of customary FL vocabulary such as these ones of *technological devices* and *age* to complement what they say. They can mix basic FL linguistic elements to express ideas but others restrain themselves from daring to use a proper speech due to the lack of FL vocabulary, structure, pronunciation, and basic information regarding the topic they were asked of. An example of this was that some students tried to stick steadfastly to questions parts to make their answers solid, however as answering, this FL component shortage made some of them feel uncomfortable to keep speaking and quit talking in the end.

In the category of *turntaking* was necessary to affirm that importance students have when starting to speak, that initiative to strike conversations and to participate into a communicative situation as a way of interacting (De Europa, 2002). To do so, some students participated by expressing their ideas and beginning their discussions with FL expressions that they already knew and upon which drawing other people's attention was fundamental to open interaction while communicating.

R4P4JA: *Well, I think that the most important aspect for me is... (fourth question)*

R4P4JA: *Ok so, I think that the methodologies or strategies.... (fourth question)*

R4P4NB1: *I think that is so important practice the club conversations... I agree with Nancy ... (fourth question)*

R4P4NB2: *The aspects important I consider in the moment to learn English are... (fifth question)*

Within a communicative situation, the role of the speakers is paramount because it is how through interaction, communication comes into being (Llinares et al., 2012). These students were able to identify how to start participating and how to express what they think and to be able to finish their opinions in a proper way. The expressions they used such as *I think, I agree, I consider* and other discursive markers such as: *moreover, well, I mean*, to start their oral exercises were prepared and stored in their mind due to repetition and the constant use they have to provide opinions. Other students participated without considering these pragmatics initiatives and the way their comments were issued did not make such an impression on listeners, as there was already a thematic thread to deal with orally among participants, one of the endless problems Foreign language learners have had when making use of the FL communicative skills (González, 2020), the following excerpts exemplify the above-mentioned discussion:

R4P4TP:*I want to teacher. For us the monotony is a negative aspect. When we try to learn just by knowing the grammar... (fourth question)*

R4P4FO:*Nowadays is very important for learn a language or other subject is the practice... (fourth question)*

The use of prepared and stored FL expressions and discursive markers help speakers to buy some time to think and to structure their answers, to have and select proper words to include in their speeches, an absorbing method students need to get involved with to express their feelings and opinions in oral communication (Pan, 2022). At the same time, the use of parts of every question to answer can help as well to organize and to contrive suitably important ideas that may contribute to the communicative situation.

Notwithstanding, not all people implemented this ability to give opinions because of lack of knowledge and appropriation to express opinions. Some students in this oral questionnaire did not fulfill the oral skill production expectation and their ideas and participation were not overwhelming. According to Prabavathi and Nagasubramani, (2018) effective oral and written communication is a process that has to be weaved with painstaking care to express personal ideas and to understand others'; it is a half-half circumstance that communication has for speakers, the way a person speaks, to initiate conversations, to maintain it and to be able to finish it must be the main feature to base FL oral exercises.

As for the category of *thematic development*, the conveyed messages have to be related to a specific topic. Students have to speak and to express ideas, to join and to build messages based on other ideas and to weave a thematic thread that shows a clear rhetoric if possible. With the thematic development, students primarily had to tell stories and to construct sentences properly. The response of some students in the fourth question were:

R4P4SA:*The aspects positive that I saw it's when I was in the last grade of school I had a teacher who teach the English like watching movies or just like this, speaking*

R4P4LN:*I consider that some methodologies are important, for example, speaking, listen to songs in English or other dynamic activities ...*

In this excerpt from students' responses, there was thematic thread development, there was a topic (*positive aspects when learning a FL*) and ideas provided by students to complement their opinions. They made use of linguistic elements such as nouns, verbs, adjectives and prepositions to communicate situations. At the same time, by expressing ideas under this category, it is vital to count on examples in order for students to widen

their oral participation. It was possible to evidence these aspects in some oral texts that were produced by students along with the implementation of rhetoric resources as argumentative elements to have solid oral participation:

R4P4SA: *The aspects positive that I saw it's when I was in the last grade of school I had a teacher who teach the English like...*

R4P4LN: *...t, for example, speaking, listen to songs in English or other dynamic activities.*

R5P5DC: *... Another negative aspect is you make believe yourself you can't learn English I studied in a public school and I realized one of the problems is ...*

Most students in this category were able to produce texts orally based on constructing stories and points of view; they used pragmatics and argumentative elements to express their opinions. Thanks to these rhetoric resources in words of Andrews (2019), individuals feel free to speak and to maintain their point of view orally with topic identification, examples and discursive elements to support their opinions, (Mitchell et al., 2011). However, under a depth analysis, it is clear to state that albeit imperfectly the messages were emitted and then understood by listeners, there is still a huge gap between what students want to say in FL and how they use the FL to do so.

Figure 7

7Main basis to develop appropriate Thematic Development



Note: Thematic Development suggested by Mitchell et al., (2011)

R5P5SA: *..., I don't know, watch a movie only in English maybe with subtitles in English or learning some song, I don't know.*

R5P5NB2: *The aspects I consider negatives in the moment to learn English in my case is difficult in the grammar and also...*

Even though these previous examples let the listeners understand the message these students wanted to express, there are some problems in organization and language clarity to say things in FL overwhelmingly (see figure 7). It is not a problem when grasping messages, the lack of training gets things tougher to improve FL oral skill production in students though. Corder (1967, cited in Amara, 2015) stated that analyzing students' errors

in FL production let teacher know about the progress of the learner, and therefore what remains to be learnt; this shows an evidence of how a language is acquired and what strategies the learner employs in learning a language; and it is undeniable that making mistakes is regarded as a device the learner uses in order to learn. According to Swift (1991) the lack of foreign language competence leads to language becoming a barrier; that want of training and exposure of FL not only in the classroom but outside of it is going to make learning slower and almost imperceptible. Cummins (2008) suggests that FL has to be constant and must include all students' customary scenarios to practice, to make mistakes, to correct them and to scaffold.

In the category of *coherence and cohesion*, students had to join suitably sentences and paragraphs when it comes to expressing their ideas. It is an exacting task to do and the practice itself makes students be ready to produce texts based on particular topics. That way, students had to give their stances on strategies, positive aspects to have seminal training in FL coherently; most of students had to use correct sentences, prepositions and paragraphs to have clear messages:

R5P5NBI: *Ok, negative aspects, **first** the grammar, **because when** I was in school*

R5P5LCI: *... learn English **when** the teacher use only papers **with** the exercise **and when** speak only in English...*

R5P5JC: *... making mistakes in English pronunciation **and** spelling. It can take a long time to learn it **so** you ...*

R5P5ED: *...do some things wrong, **and although**.... It is easy for me to read **but** I freeze...*

Although students gave their stances on a particular topic the questionnaire had for them, they did their best to express their point of view. They used FL to have messages and made use of prepositions and discursive markers to emphasize what they wanted to say. They intended to have as many well-constructed, cohesive and coherent sentences as possible no matter how many grammatical mistakes they made, the message was clear and copied by listeners. But, there were other students who disregarded the importance of this category and their messages were not clear:

R5P5SO: *One of them could be sometimes I learn a lot of things I don't put them into practice*

R5P5MN: *... learning English is that people don't understand things that are completely normal and for this reason the people prefer to not speak*

The lack of *coherence and cohesion* may cause a big trouble for students speaking proficiency. Their messages or ideas are not going to be understood by others. Students cannot speak offhandedly and without having a basis to say things in FL because the goal of speaking activities is going to be short in the end. By breaking the cohesion and coherence rule, the topic is not going to be developed nor comprehensible accordingly since in words of Phuong (2008), “conversations are comprehended or not mostly depend on the coherence or unity of them. On the contrary, without the coherence in speaking, the speeches will be difficult to understand and follow” (p. 34)

Finally, with the category of *Spoken fluency*, the spoken texts must be characterized by a particular and proper use of the FL, that way of expressing ideas orally in this case spontaneously and organized that let the speaker have proper oral performances. Within the texts half of the student group produced, there were ideas unfolding; use of linguistic elements such as nouns, verbs, adjectives, expressions; coherence and cohesion; flexibility. It was important to pinpoint how their previous knowledge in FL helped to express ideas and point of views roughly speaking, in higher levels than those some students were accustomed to doing.

R4P4LC1:... *important thing is the passion with the teacher **explain** the items and the use the music and the caricatures, draws, **another** things...*

R4P4JC: *A positive aspect of learning English is that **is open** many doors in the workplace...*

Although there were problems with the use of the verb *explain* in third person, the use of the incorrect determiner *another* instead of *other*, and the double verb to make sentences as *is* and *open*, the message, the communicative exercise and the spoken fluency are clear and acceptable among speakers and receivers. For Ahmad (2019) irrespective of the mistakes for effective communication, the practice and the time can solve this; besides, the messages can be understood and the oral exercise can be considered as positive if and when there is a right receiver in the right moment who understands the conversation context. Despite this, there is yet a huge gap in spoken fluency that may complicate the fluency when messages are expressed orally:

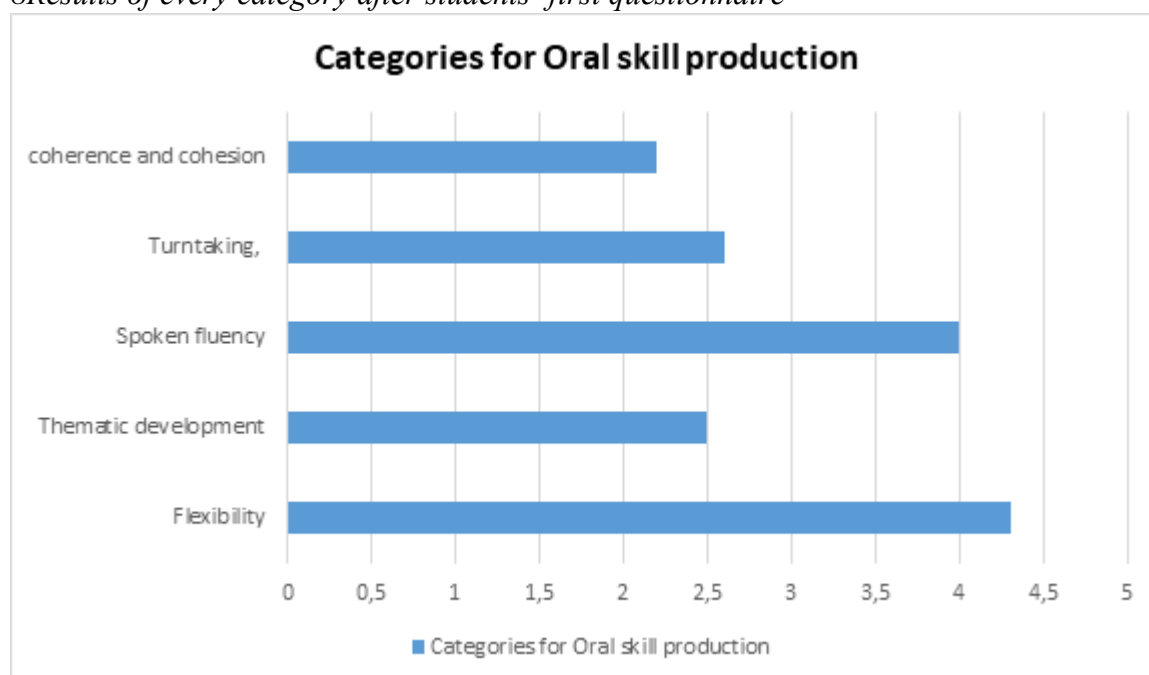
R4P4ED: *I think it is the same as everything else. Practicing and listening to music*

R5P5LC1:... *I don't understand and don't get importance to the vocabulary.*

On average, students can construct texts orally to express their point of views, however the lack of training their FL oral skill and knowledge about the FL itself hampers proper education and results as that of having fluency when speaking (Mejia, 2016). The messages largely were understood by the researcher despite the mistakes. The intention to speak in FL is clear and students with the appropriate linguistic and pragmatic tools, can perform these oral activities as best they expect.

Figure 8

8Results of every category after students' first questionnaire



Note: Current Students' oral skill production by categories

For this tool (*questionnaire for students*), students gave answers to five questions, each of one had specific purposes for this research process and let researchers identify the level of FL oral skill they had before the mixed activities implementation. The students did their best by speaking, they used both linguistic elements such as: pronouns, nouns, verbs, adjectives, adverbs, expressions, and pragmatic ones such as: discursive markers, exemplification, theory, comparison in order to complement the opinions in this questionnaire. There are oral strengths in basic information based on quotidian life such as technological devices, internet, the age of students, likewise in *flexibility and spoken fluency* categories (see figure 8). There are weaknesses in *thematic development*,

turntaking, and coherence and cohesion. All in all and according to those features mentioned previously with the students FL oral production, it is possible to say the current use of UPTC Nursing senior students' English language oral production is appropriate but reinforcement is demanded to improve oral tools, to gain confidence, to speak without restrictions and to have adequate elements to interact and to shape their discourse irrespective of the place, the topic, the people and the mood in order to have oral conversational situations.

That way, it is feasible to say that most students' oral skill level is categorized in A2 and others hardly reach B1 (see chart 5), because they are able to use basic sentence patterns with memorized phrases. Groups of a few words and formulae in order to communicate limited information in simple everyday situations. Use some simple structures correctly, but still systematically make basic mistakes. It can make him understood in very short utterances, even though pauses, false starts and reformulation are very evident. It can answer questions and respond to simple statements. It can indicate when the students are following but is rarely able to understand enough to keep conversation going of their own accord. It can link groups of words with simple connectors like "*and*", "*but*" and "*because*".

Chart 5

5Qualitative aspects of spoken language use - Table (CEFR): Common Reference levels

<i>LEVEL</i>	<i>RANGE</i>	<i>ACCURACY</i>	<i>FLUENCY</i>	<i>INTERACTION</i>	<i>COHERENCE</i>
--------------	--------------	-----------------	----------------	--------------------	------------------

B1	<i>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</i>	<i>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</i>	<i>Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</i>	<i>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</i>	<i>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</i>
A2	<i>Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.</i>	<i>Uses some simple structures correctly, but still systematically makes basic mistakes.</i>	<i>Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</i>	<i>Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.</i>	<i>Can link groups of words with simple connectors like "and", "but" and "because".</i>
A1	<i>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</i>	<i>Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.</i>	<i>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</i>	<i>Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</i>	<i>Can link words or groups of words with very basic linear connectors like "and" or "then".</i>

Note: CEFR elaboration, (2002)

4.1.3 Analysis Specific Objective 3

In a bid to answer the third objective: *To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production*, it was pertinent to use a *non-participant observation* to see the complete lessons and how the mixed activities were assumed to foster the oral skill production in students. That way, there were four lessons with four observation analyses each to assess how the ins and outs of the methodology and mixed activities were for students, and for the benefit of the methodology implemented in this research.

It is vital to point out that the mixed activities proposed in this research came into being thanks to the Nursery students points of view expressed in *the questionnaire for students* and whose questions fourth and fifth, set the space to understand what students have felt in their FLL hitherto: positives aspects they have considered as relevant to have an appropriate FL methodology that encompasses students world, context, interest and so on to learn. That way, the questions: *What positive aspects do you consider highly important to learn the English language based on your all language teachers' methodology? Why?; What strategies would you include to learn the English language and to improve the oral skill?.* ([see attachment 2](#)), were the basis for teachers to design and to implement the mixed activities since students' responses depicted highly a new FL teaching and learning model that could have strategies cemented on personal and social features (see figure 6). In the same way, within their answers, it was possible to evidence that the proposed mixed activities could be associated and designed to learn FL under three important tenets: Audiovisual Material, Usefulness of the FL and Opportunities to use FL orally (Figure 5).

In this vein, each class had its online activities to be organized in order for students to understand the lesson topic, to collect the basic vocabulary and expressions to participate, to work on online activities not only to collect information, review the new vocabulary, to reinforce it but to put it into practice, and to participate orally by giving opinions, constructing negotiating, and using FL the best they can. Thus, under CLIL four components (cognition, culture, communication and content) and considering that CLIL as a good methodology to plan and to teach lessons (Mariño, 2014; CLIL and the 4 C's, 2021), the learning is set on the students' world, a valuable element to consider to have favorable FLL processes (Gómez, 2020). That way, the activities were built and


issued primarily for online educational context as a training space for students to have the essential FL linguistic and pragmatics tools, to work and to deal with initial and training FL oral activities; and in the in-person education lesson, to have a final result orally when their FL oral skill production was produced and assessed as the last research process. The following measure analysis for this non-participant observation collecting tool, is made based on four CLIL components regarding the mixed activities designing and implementation during the FL lessons.

That way with Cognition, students need to be aware of the knowledge, to activate FL education through teacher's strategies that motivate individuals into learning, to find learning everywhere for students to be able to use it, to compare it and to keep their academic knowledge active. Kirschner, (2002) has stated that Cognition promotes long-term learning as it allows a person to connect previous knowledge with new materials to learn. In online activities, cognition was fundamental to open the class, to catch students' attention to learn and to have a reference about the learning they were going to acquire and how it was going to be related in all lesson sequences. In order to activate cognition, it is important as González and León (2013) mentioned, to build and to assimilate the learning from the very beginning of every educational process by means of perception, attention, comparison, codification, description, comprehension, metaphor, awareness, memory, classification, analysis and summary activities. In order to do so, the activities taken to online class were brainstorming, particular questions about the topic, speaking games, guessing the topic through videos and audios alongside proper material such as: slides files, pdf files, audiovisual elements provided by YouTube to complement the activity suggested on Padagogy wheel (Carrington, 2015):

Figure 9

9Excerpts from lessons organization

Material and resources	Virtual board, computer, virtual dictionary, slides. Gamification pages.	
Activities plan	<p>For this lesson, activities are divided as follows:</p> <p>1. Warming up: Teacher opens the class up by doing a brainstorming exercise concerning the most terrible diseases over the world in the last years, which of them they know and how they were effaced in a way from the existence.</p> <p>2. Teacher shows a video whose topic is that of what Coronavirus is and its main information. After watching it, teacher feedbacks how this virus is like and the impact on our society. Then he asks the students what happens if vaccination is not fruitful?</p> <p>3.</p>	<p>20 minutes</p> <p>10 minutes</p>

resources		
Activities plan	<p>For this lesson, activities are divided as follows:</p> <p>1. Warming up The teacher presents a slide file to refresh the previous knowledge and vocabulary. He invites students to practice the puzzle game once again to remember the words and to complement it with the question: what the covid-19 is.</p> <div style="text-align: center;"> <p>COVID BASIC CONTENT</p>  </div>	20 minutes

Note: Author's own elaboration

After presenting the material to initiate the lesson that in this case was for the Covid-19 content ([see attachment 5](#)), the teacher went on to ask simple questions for students to answer in FL. Questions such as: *What is this virus like and the impact on our society? What happens if vaccination is not fruitful?* make students aware first of all about the social topic humanity was going through; and with the information in these videos, pdf, and slides material, students were capable of drawing on their reality, to think, to analyze, to compare, and to describe their possible answers orally regarding Covid-19 content. For Vygotsky (1978, cited in Hedegaard, 2019) the subject-matter concepts are becoming part of personal concepts for people and children to use in daily life, the everyday or daily-life

concepts are learned and built jointly with practical activities in cooperation with other people. As the main topic was the virus, students got familiar with it because of its vast amount of information they could find on TV, news, internet, by word of mouth, familiar conversations, University lessons and their professional training in hospitals. Activities that came from these last information sources gave the opportunity to place students upon the topic of every lesson and the necessary virus data to be considered to analyze and to work on coming activities. It undoubtedly enabled cognition to be active all of the time since Covid-19 was a topic on a global scale. It also helped a great deal in students FLL because they are in contact with the topic as the situated learning (Hedegaard, 1998), and the information they have about the virus, could keep them involved cognitively with the classes (Brown & Yule, 1963). Every exercise called for students' cognition to be motivated and elated to deal with different activities:

Figure 10

10 Cognition through comprehension and classification

5. After having consolidated the knowledge, teacher prepares the class to have conversations matters in English language. First, teacher reviews the vocabulary students have already learned. Then, he has some questions for students to participate in a group debate:

30
minut
es

Debate

a. Can a person be considered infected with covid-19 if experiencing just mild coughs and sneezes? why?

Note: Cognition presence in lesson activities

As it is possible to see, Cognition was an essential part of the knowledge acquisition and use. After attending the lesson purpose, students knew the topic, collected the basic technical vocabulary (Covid- 19), related the information and brought their reality into play by assimilation to participate orally in the question: *Can a person be considered infected with Covid-19 if experiencing just mild cough and sneezes, why?*. According to Bloom's taxonomy (Armstrong, 2016) in a FLL process, it is quite essential that students to be able to remember the new knowledge and to join it to the previous one in order to have important cognitive linkages about how the learning is like and going to work; to understand it and to use it accordingly; to store it and to widen it based on the interaction.

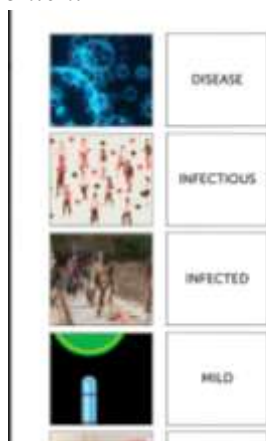
When Cognition is activated for educational purposes, it is possible that students do better in learning than using other non-updated and decontextualized educational models that do not emphasize on it properly. In the words of Von Kotzebue et al (2020), the activation of Cognition is one of the central quality characteristics of teaching. Studies which analyze cognitive activation in instruction are seized by learners. The core of the FLL must be both students and their lives to have important results in their education that according to Valian (2015), have a conspicuous relation between the mind and the language, a task teachers cannot disregard for FLL and Bilingual learning scenarios. Cognition here was initiated in all lessons and was the main tool students had to work on activities since Nursing senior students and the Covid-19 topic, had a handy and particular relation that provided the chance to activate learning in students to deal with the proposed online and in-person activities in each lesson. A similar reciprocity was found in physical lessons as students had to cope with questions to be answered orally in front of the teacher.

As for Content, CLIL must have a basis the learning lessons can count on. Content in CLIL is a representation of different personal, social, academic, and professional topics that are part of human life. In CLIL, the content is essential and is on hand with FLL. In this case the selected content was Covid-19, supported by the World Health Organization [WHO] (2021) information, and the technical teacher at UPTC. The selection of the content was in agreement with students' responses about having effective FLL: *social and updated topics to be used in FL oral skill lessons and pertinence of the selected topics for FL lessons*, ([see attachment 2](#)). It was feasible to concoct an idea about how Covid-19 was going to be tackled by teachers and students and how it was going to be presented piecemeal in every lesson. In these mixed activities, content was present more in online activities than in-person ones. One of the most significant parts of this research proposal was to use online material for content to make students motivated to learn and that for Martyn (2018), online resources and a proper selection of tools are fundamental to complement students' knowledge and to get them involved with oral and writing skills learning. The customary and traditional lesson has largely made content to be given short shrift to and nowadays for Ortega (2002), it is still evident in FLL lessons depriving students of real FL use, the final usefulness the language has in communicative situations. However, bringing up the answers of the students in the first questionnaire, students feel

appealed to have content in a different, current and innovative way by using *audiovisual material to learn*, and other types of educational elements that can be used to implement the content.

Figure 11

11A sample of a pdf file for Content



Note: pdf files to obtain and to acquire basic Covid-19 vocabulary

With the Content for this proposal, it was possible to design material and online activities for students to learn the content or to reinforce it. In this case, it was possible to use pdf, videos, audios, readings, games, forums to transmit the knowledge. According to Álvarez et al (2022) audiovisual material and online activities can help students to understand the topic and to use it later on other higher-level types of activities. That way the content is taken into account and has another functionality, that of being used for real purposes (Ceyhun & Şevki, 2017), the communicative ones or how the students have replied in the questionnaire: *usefulness of the FL, activities to motivate learning in students, variability of the types of activities, confidence to learn.*

Figure 12

12 Examples of how to acquire content and to use it communicatively

	<p>https://www.youtube.com/watch?v=D8Ti-Cj3DU</p>  <p>3. After having this brainstorming and video, teacher presents a slide file with main Covid-19 vocabulary, then they have to sit a virtual test according to this information to be consolidated and used orally communicatively afterward. This activity is developed and evaluated on puzzle.org gaming site.</p>	<p>10 minut es 10</p>
--	--	--

Note: Author's own elaboration

The Content took root itself because of the different online material and games to reinforce the learning in order to have the most essential thematic elements, to deal with other oral activities proposed by teachers under Covid-19 disease. The students were interested in activities in order to understand the importance of the topic lesson to be used in oral exercises later on. The material and activities used such as: audios, videos, pdf, gamification supported the process and students' learning properly. They received not only content but input that for Mukminatien et al., (2020), was enhanced under the creation and use of audiovisual and reading material files, which consolidated in this research, the learning and useful fundamentals to speak in FL whenever they were in contact with the content activities. The more students are fond of content, the better they learn. Martyn (2018) stated that it is the reason for successful FLL processes when the strategies and material for people to learn complement each other. If technology has come to make individuals' lives better, teachers have to select minutely how the content has to be transmitted (Herrera & González, 2017) and what strategies, material and activities can be used to involve their students in learning altogether.

Figure 13

13 Online material and activities to get Content and to reinforce it

2. Teacher uses a second slide file to introduce the new words and vocabulary to work on possible human organ damage, and the ways people may prevent this covid-19 virus from getting and spreading. The students and teacher must check this jointly and to resolve a spin game to consolidate the new information in the end.

30
minut
es



Note: Using appropriate activities to reinforce content is vital when learning

Culture as a chance in CLIL, helps students to know what is happening to other parts of the world based on a specific situation they live domestically, besides making people aware of the respect, empathy, diversity that promotes the intercultural comprehension (Lockley, 2015). Culture helps learners to be trained for the coming challenges the world has for them. For Nasir and Hand, (2006) culture can overlap learning, one complement other for clear purposes. With the Content set into motion in FL lessons in CLIL, Culture lets students relate this content (Covid-19 disease) to their whole lives in order to ponder the impact of it in their Tunja and Colombian context, since “The students not only study language and culture but also study language in culture and culture in language” (Zhan, 2016, p. 585). While Content was the core of learning, students had to analyze at the same time, how their reality with the thematic was, what their neighbors were experiencing, how people from the same place did to protect themselves from getting infected with the virus in order to have a solid learning component that is taken root in Colombian people culture for diseases. If people understood their context and the phenomena that besets them, Gutierrez (2022) states that, it would be possible for them to create strategies to solve it, to protect citizens, to warn others and to spawn new knowledge

based on it. Nursing senior students reckoned first of all what their society felt about the virus to see how culturally Colombian people, specifically from Tunja city, built knowledge, a particular one that came from experiences, reality, advice and recommendations to protect people from the virus; the rights and wrongs to do in pandemic times; what is true or false with this topic as a special cognitive component generated only from their context, despite having worldwide information about dealing with the virus that is useful to develop the activities orally in FL. Culture for Sinyava (2020) generates beliefs, conveys ideas, and shares knowledge on customs and values from specific and general places. All of these characteristics are informed through language which is an integral part of culture as a final process of interaction.

After attending the content and the activities, participating individually or in groups, acquiring the basic technical FL vocabulary and expressions, making students cognizant of the seriousness of the topic and its characteristics, and raising awareness, the Cultural component in CLIL came to a head. The activities set here to work on Culture were highly associated with comparison, reflection, comprehension, and analysis exercises. After attending the whole class, the teacher asked students to watch some videos, to look for information on the internet, to listen to audios about how in the world, the virus was being unfolded in order to complement knowledge.

Figure 14

14Excerpt taken from Culture activities with Covid-19 in CLIL proposal


 <p>https://www.youtube.com/watch?v=qevdETYUMLI</p> <p>6. And after watching this video, Teacher will ask students to make a comparison of one of the presented myths in class with the information provided in the last seen video with the reality that people in Colombia are living.</p>	<p>13 minut es</p>
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Note: Author's own elaboration

As mentioned, the audiovisual and reading material in lessons helped students to have input. The input in the words of Martyn (2018), was present and students got familiar with it to work on activities. The students with the already knowledge and the particular and technical linguistics and pragmatics tools ready to speak (Mukminatien et al., 2020), participated in activities by giving their opinion orally to know clearly how from other parts of the world the Covid-19 was considered and treated, and to draw conclusions as part of the final culture association. All of this contributed a great deal to students analyzing and organizing their oral participation to express ideas and viewpoints. The activities for Culture need to include the world for communicative purposes as that one of FL oral skill production since for Cinganotto (2020), Culture played the role as an important tenet upon which students could participate communicatively based on their realities, what their context endures and how all the people lives and context just here, are brought up for communicative skills improvement, the oral skill production improvement.

Figure 15

15Culture as conversations trigger

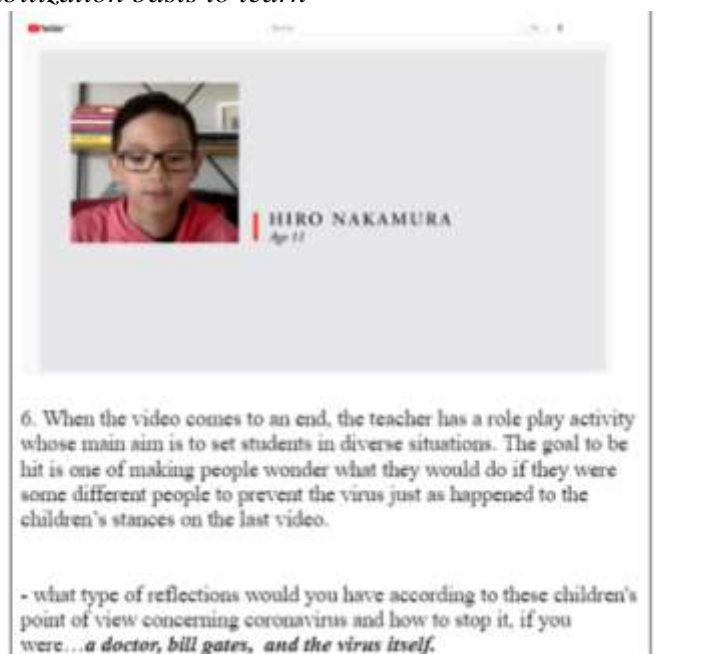
	 <p>4. After watching the video, the teacher sets a cultural question for students to answer. Thus, the new vocabulary will be joined and ready to be used in oral language communicative situations.</p> <p>Question: according to the local news: What human organ does covid-19 disease affect the most in this third wave in Colombia and the world? What is your opinion?</p>	<p>30 minut es</p>
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Note: Debates and students context realities that contribute to using the FL oral skill.

The comprehension of other's reality, what people from overseas experience can be included in FLL based on respect, reflection and assimilation that students can do in order to compare, to participate and to provide ideas in a FL. In the words of Pardo et al., (2017) the awareness, critical thinking and the sensibility for the problems that beset the world can open a chance for students learning not only to weigh the situation, to feel what others do, to find strategies to solve the problem but to use it with educational ends. The students in their FL oral production improvement, felt that world concern in either online or in- person activities that under staunch analysis, provided chances to help in order to have a better world for all through interaction and making use of their FL oral skill.

Figure 16

16Culture as sensibilization basis to learn



6. When the video comes to an end, the teacher has a role play activity whose main aim is to set students in diverse situations. The goal to be hit is one of making people wonder what they would do if they were some different people to prevent the virus just as happened to the children's stances on the last video.

- what type of reflections would you have according to these children's point of view concerning coronavirus and how to stop it, if you were...*a doctor, bill gates, and the virus itself.*

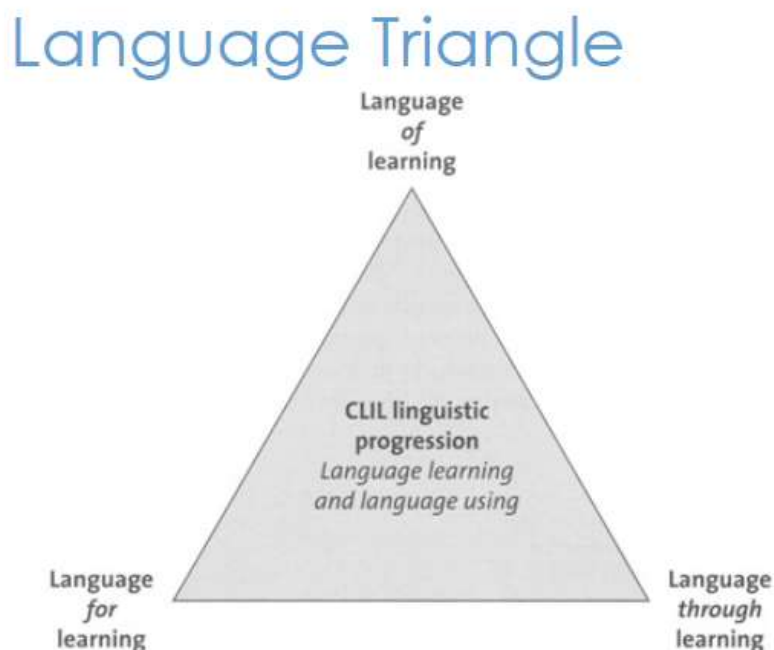
Note: Culture must assure comprehension of others' world

Communication in CLIL is the main element students have to interact with each other by sharing their opinions, negotiating, understanding others' point of view, interpreting, proposing, arguing, striking agreements and so forth under oral exercises for this case. In CLIL, communication is essentially represented by the language triptych (Coyle et al., 2010), that consolidates the communication process through the interrelationship between content and language objectives the teacher has to reckon with, in

an organized and sequenced way to deal with every lesson. It is to say that, every lesson has to be supported by: the most basic and vital linguistics components regarding a particular topic, how they relate to others to have autonomous and free participation to being part of the communication process in depth, which in words of Dalton-Puffer (2007), it is the manner for the language using to become language for “Knowledge construction” (p. 67)

Figure 17

17The language triptych



Note: The language triptych presented by Coyle, Hood and Marsh, 2010

Therefore, the *Language of Learning* is known as the principal linguistics tool students require to make part of the learning, “the language needed for learners to access basic concepts relating the subject theme or topic” (Coyle et al., 2010, p. 37). So, the teacher had to consider what pertinent material and activities were going to be used to transmit this grounding to his students. That way, every lesson had the particular language needed for the class and the selected activities to teach and to train students. The use of pdf, slides, Prezi and videos files was helpful for students to reach this learning.

Figure 18

18 Sample of linguistic elements to have as a basis for every lesson.

Outcome	daily news and sources of information.
C. Communicati on outcome	To have communicative situations regarding the COVID-19 main features at time of being infected or uninfected with this virus.
Language of learning (vocab & grammar)	Simple present. Covid 19 essential Vocabulary: disease, infectious, infected, mild, illness, prevent, slow down, rub, droplets of saliva, discharge from the nose, coughs, sneezes.
Language for	I think, I consider, it is good at, the best, the worst, the main features

Note: The identification of the necessary vocabulary and grammar for the lesson provide learners the essential material to participate in lessons.

In this vein, one of the most remarkable things to highlight in this process is to establish the special linguistics content components (vocabulary) to be learned in every lesson. Morin and Goebel (2001) urge the relevance of having the basic and adequate vocabulary to take part in oral lessons. In the same way, it is completely important to create according to Martyn (2018), the accurate material to teach these components to students, an updated and contextualized one that catches students' attention and interest in learning, this is the way students are going to be fond of the lessons. Files that in the words of Álvarez et al., (2022), explain the topic gradually and clearly, whose means of instruction is in those online spaces that are all the rage currently, thereby relating students' context in which their whole lives significantly are being part of the knowledge and even more so, the learning process (Rocha et al., 2018).

Figure 19

19Pdf to transmit linguistic components to students



Note: Author's own elaboration

After teaching the students this technical vocabulary, the online activities such as gamification and doing research on the internet are, according to Peterson (2019), useful to reinforce the learned knowledge and to consolidate the learning and motivation to summon the courage in students to participate in future oral exercises. The students had to play games online to match technical Covid-19 words with their images and create in their minds an association that contributes them for oral communication purposes. With basic technical vocabulary, for example, students are appealed to learn. Motivation plays an important role, students have the essential tool to take part of the lessons and the personal learning indeed (Kong, 2009). The students have to be endowed with the class elements that, on one hand, boost them courageously to deal with the activities for oral production improvement and on the other, have a broad technical vocabulary component and worthy experience after this implementation, that is going to pave the way for other communicative scenarios as stated by Filice (2020), that endowing students with the proper tools to use their this foreign language accordingly, leads them to reaching other and higher learning levels.

Figure 20

20A sample of gamification to reinforce technical vocabulary for lesson in CLIL



Note: Author's own elaboration

As with the *Language for Learning*, as mentioned Coyle et al, (2010) lends itself as the needed language to be used in order to undertake the lesson activities, it is the language to be implemented and evidence within activities proposed for each lesson. After getting the technical vocabulary in the *Language of Learning* phase, the teacher has to create and to contrive the activities for students not only to participate but to increase their knowledge component (Vygostky, 1978). That way is how students are going to scaffold in their learning. Activities in this phase were merely to lead students into practicing and improvement. For that reason, answering questions, doing presentations, comment situations, doing individual and group work based on Covid-19 thematic were the activities that could establish the use of FL. Students could make use of their FL orally, they made mistakes, hesitations, wrong FL structure and grammar use, doubts, but there was a special use of FL oral skill production under seminal motivation characteristics.

Figure 21

21 Sample of using the language through online activities

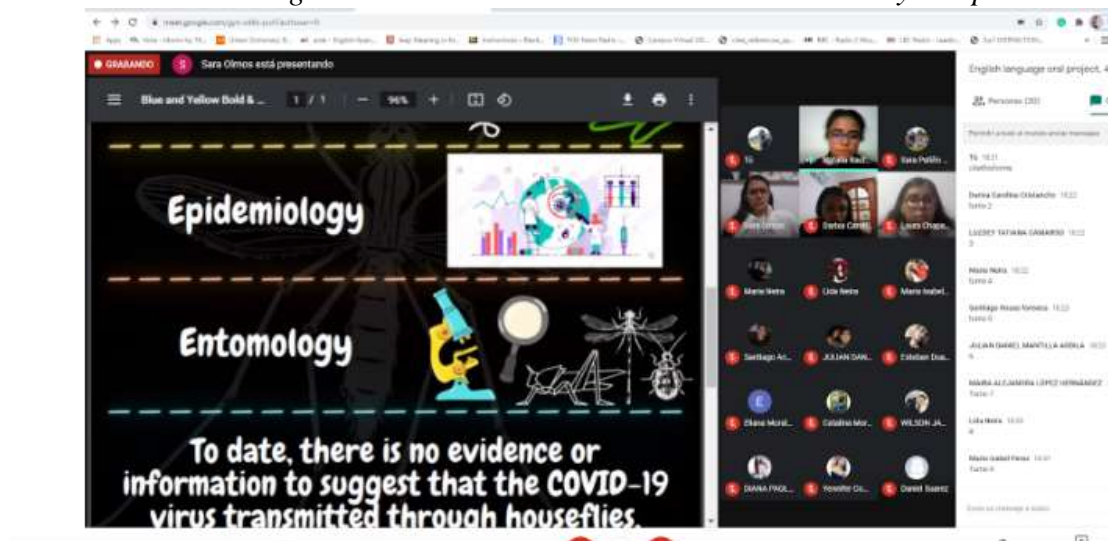
6. When the video comes to an end, the teacher has a role play activity whose main aim is to set students in diverse situations. The goal to be hit is one of making people wonder what they would do if they were some different people to prevent the virus just as happened to the children's stances on the last video.

Note: The use of material to trigger the FL oral skill production.

If students get confused with the technical vocabulary, Herrera and Gonzalez (2017) state that they can go back to previous exercises and to reinforce the knowledge. Gamification and online material are evidently useful for these FLL processes. Students find an opportunity in them to practice either alone or in group, and to keep working on the activities. Another seminal aspect is that, in order to trigger communication in students, it is possible to count on online material from other information sources that impels students to speak and to participate in the exercises. Needless to say, all these training activities and resources students had here, made students to be prepared for the coming exercises (Vygotsky, 1978), that were largely developed in face-to-face sessions with the teacher.

Figure 22

22Chances to go back to the material to review the vocabulary component.



Note: Image taken from the exercises students had to draw on to review the thematic.

In the *Language through Learning* section, it is possible according to Coyle et al., (2010) to see students “articulating their understanding, then a deeper level of learning takes place” (p. 37). This phase of learning goes beyond the customary oral and grammatical lessons, it demands a level of talk and interaction, it is not the same as usual in learning, it is improvement for FL learners. Here, it is seminal to make clear what students

are going to do and to achieve orally. It is how all the *Language of Learning* and *Language for Learning* phases besides motivation, interaction, content and language knowledge construction merge themselves into a communicative development in L2 students.

Figure 23

23Description of Language through Learning for FL learners

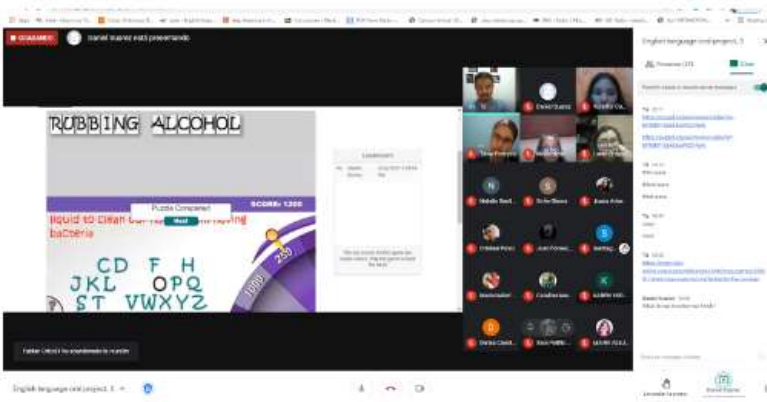
learning (expressions for discussion)	organ damages with this virus are..., I use, I have, I take care of it, I clean, I check. The Covid-19 is a ... disease that..., we can wear a...and...
Language through learning (combination of vocabulary and specific subject content knowledge)	Students have to identify what human organs are in higher risk with the virus. They have to use previous and current vocabulary to provide substantial communication based on social questions and perceptions they have, in order to slow down the level of infection. They have a role play activity to deal with the virus itself according to diverse children's worldviews.
D. Cultural /	Students will talk about the idea Colombian people have on this virus

Note: Author's own elaboration

In this way, teachers have to organize both online and physical education activities since the FL oral skill production is seen in this final phase as a result of the whole research implementation. To do so, the teacher has already assessed how the previous knowledge and the new ones are in the command of the students, and after having practiced with them in different online activities, the real use of the language orally based on Covid-19 takes place. Thus, comparisons, personal ideas, case analysis, debates, monologues, role playing ([see attachment 5](#)) were helpful activities to know what students think, like, defend, agree, criticize and endorse by using their FL oral skill production.

Figure 24

24 Exercises to get students speaking in FL.



3. Then, the teacher has a video whose main information is how infectious the virus has been hitherto, which human organ are affected by it and the possible tips and alternatives to curb the rate of infection for the whole society.

<https://www.youtube.com/watch?v=ArFQdvF8vDE>

10
min
es

Note: Pertinent topics to give rise to oral production.

In in-person lessons, teacher asked thought-provoking questions that not only were related to Covid-19 content by using students FL oral skill, but the chance to know about the importance of Covid-19 as a social topic to improve FLL in Colombian contexts: *Do you think that real social situation in this world such as Covid vaccination, violence, technology topics, may help to learn a foreign language?* The answers were completely striking, the students gave their opinion, shared ideas with other classmates, made use of all technical and conversational element to consolidate the oral exercise, tried to keep their FL oral skill clear, and were largely understood by the other speakers despite having the customary mistakes such as: hesitations, wrong FL structure and grammar use, doubts, pronunciation that characterize the oral process of this ilk everywhere. Ponte, (2020) agrees it is how participation and communication orally turn into a reality based on problem-solving skills, decision-making skills, critical thinking skills, and presentation skills as a part of analyzing information, negotiating and cooperating with one another.

After providing enough technical vocabulary, linguistics and pragmatics elements brimming with different mixed activities in the 4Cs of CLIL (*Content, Culture, Cognition*

and Communication), students were able to use their FL orally. They gained confidence and were able to make the most of the opportunities to speak despite the mistakes and possible hardships people who learn foreign languages may find on their way (Osorio et al., 2019). The online activities trained students with the essential and overriding thematic content and material to practice their oral skill. The in-person exercises could show the real use of FL in students far from a screen as asked by Miranda (2022), to assess how authentic students can do with their FL oral skill. All in all, the mixed activities set in this research, were appropriate to lead students to using their FL oral skill based on Covid-19 topic. It is relevant for teacher to think in depth how the academic and professional content in FLL can be taken to students by seizing upon their whole lives and customary contexts they hang around; the suitable selection of the activities taking into account technology, internet and online resources to have enthralling lessons for learners that can encourage the use of FL skills as it happened to the oral one.

4.1.4 Analysis Specific Objective 4

In this section, it was sought to know students' opinions on the mixed activities implementation and the oral skill improvement students have after the proposal to respond to the fourth objective: *To demonstrate the extent the implementation of mixed activities in Covid-19 period under CLIL method had, regarding Nursing senior students' English language oral production.* In order to do so, it was relevant to make use of a *Focus group* to collect the information among the students participating in this process.

The *focus group* as the last collecting tool to be implemented in this research, set the scenario for students to express their ideas orally in FL. The students had to gather all information and knowledge attended in the lessons to be able to answer orally the last four questions of this data collecting tool ([see attachment 4](#)). With the first question: *Do you think that real social situations in this world such Covid vaccination, violence, technology topics, may help to learn a second or foreign language?*, the students consider the importance of the social situation the world goes through to be taken into FLL settings. Students could understand that social topics relate their lives one way or another, and that being part of the world in words of Cinganotto (2022), makes them feel active members to analyze, to negotiate, to find solutions and to make life better for all through interaction that in this case, was carried out by using a FL orally, this can be seen in the following excerpts:

RIP1NB2: *I think that the traditional English language is the way that we learn English since the school ...and here we don't practice usually the speaking. I like social topics to work*

RIP1LC2: *Of course, I think that is a benefit for us to speak in English and to learn about the pandemic.*

They also consider that traditional classes blossomed and vanished some years ago. The traditional lesson has to be rethought and contextualized according to students' lives (Martinez et al., 2022). It is more tantalizing to learn based on social issues than attending verb to be lessons, because many of these students are unmotivated to learn under the customary books, copies, and material the teachers usually have for their classes, (Grinevich, 2022).

RIP1JD: *I understand by traditional English books and verb to be and repetition, a lot of repetition without applying in a vertical sense*

RIP1MN: *I think that the traditional English language education is just making sentences in books, just seeing the structure of the sentence...*

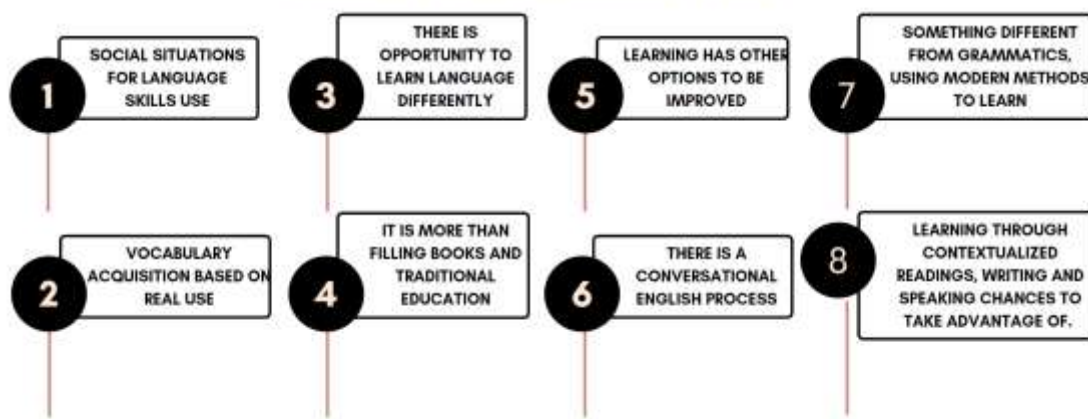
RIP1SO: *... I imagine a teacher in a class with the students and saying the verb to be is, develop the copies, go to learn about the numbers and the colors ...no more*

In the same way, students feel undeterred to learn excitedly if they have the time to participate in learning, if what they think, live or believe about FLL is considered (Martyn, 2018) before designing either material or activities for lessons. They specifically find in social topics that space to participate (Cinganotto, 2022), without pressure to make mistakes, to grow and to be undaunted to reach different levels with their FLL process. So, they stroke some conclusions they feel essential concerning social topic to learn or to improve a FL skill: (see figure 25)

Figure 25

25Conclusions of the importance for Social topics in FLL

Essential considerations concerning social topics to learn or to improve a FLL



Note: Author's own elaboration

With question two: *Have coronavirus topics been important to learn and to improve your oral language skill? Why?* it was expected to know how impacting the topic was for content learning and FL oral skill production. The topic had an all-encompassing command in the current population that the information of it was found everywhere: on news, internet, neighborhood, school and so forth. These Nursing students knew this topic well enough on account of their narrow relationship with it at university and hospitals where they did their internship. They found special interest to learn because in their mother tongue, the information of coronavirus has been stored (Gómez, 2020); however, to place it at the service of FL oral skill improvement was the challenge to achieve here. Among the answers students gave, it was possible to highlight that the selection of the topic was proper, the Covid-19 helped to acquire vocabulary and to use it in the mixed activities. People participated with their opinions in a critical way, raising awareness.

R3P2SO: *Yes, in my case because I feel that I learn two things at the same time. I learn about an important topic, the Covid-19, and at the same time I learn a second language*

R3P2BM: *I think that having topics about what is current in English and is happening is important for the class since we have several points of opinion and with this we can improve our oral expressions.*

Although the topic was of global dominion, some students struggled with getting the basic FL lexico-grammatical components to participate in the activities; notwithstanding, the unrelentless exposure of the activities fostered this issue and was possible for students to keep learning and participating orally. For Yufrizal (2019) inasmuch students acquired the basic Content elements to deal with the FL oral skill activities, they improved their oral skill production. Their answers were expressed and were complemented with additional information students wanted to use.

R3P2JA: *I think to talk about current issues help us to express what we want to say and to be more casual in the environment when we have to speak abroad or to a foreign person*
R3P2MN: *... with the different situations like the coronavirus, I think that when we implement this information in another language, in a class, we are learning English and it's a good tool to improve our skills...*

Thus, students in the end were motivated with this this kind of learning because with coronavirus as the core topic in order to improve FL oral skill, they could work their oral FL skill in FL lessons (see figure 26). With the third question: *By way of using this CLIL methodology, what positives aspects do you consider including for future English language lessons?*, the students could assess the process to learn under CLIL methodology, the process of working on Cognition, Culture, Content and Communication to improve FLL. The students had the chance to know what the methodology they used to learn was and how it was involved in all aspects and situations students live day in and day out (see [attachment 4](#)). The students could understand how CLIL was taking part in their FL and how through it, according to Gutiérrez (2022), they can get the best out of their personal, social, and cultural knowledge to be expressed in FL orally. That way students stated that the positive aspects to learn under this methodology were:

R2P3JA: *... because a lot of journals, news and articles that explain this content are in English and it is better to understand what is happening in the world, and help us talk and understand the English.*

R3P3NB1: *I learn new vocabulary and different topics, for example the vaccines, and I had the opportunity to learn different articles. So yeah, I think these kind of topics give me more knowledge and new vocabulary to improve my skills. I have new words that I did not know.*

Figure 26

26The importance of social topics for FL oral skill improvement



Note: Author's own elaboration

In the same way, the students stated that working with CLIL methodology, it is feasible to compare, associate, understand and assimilate the knowledge and the content information provided in every lesson to their reality because, as stated by Álvarez et al (2022), it is better to get familiar with the linguistic elements to be able to deal with the activities. They felt pleasant with the activities so that they could muster the courage to participate and to reduce the fear of speaking and making mistakes when speaking, which in the words of Mejia (2016), is still a bad conception Colombian learners have when it comes to practicing exercises in FL.

R3P3JC: *Yes, it has been very important. It was a complete new topic for me and my relationship with English has helped me learning new vocabulary in relation with these situation.*

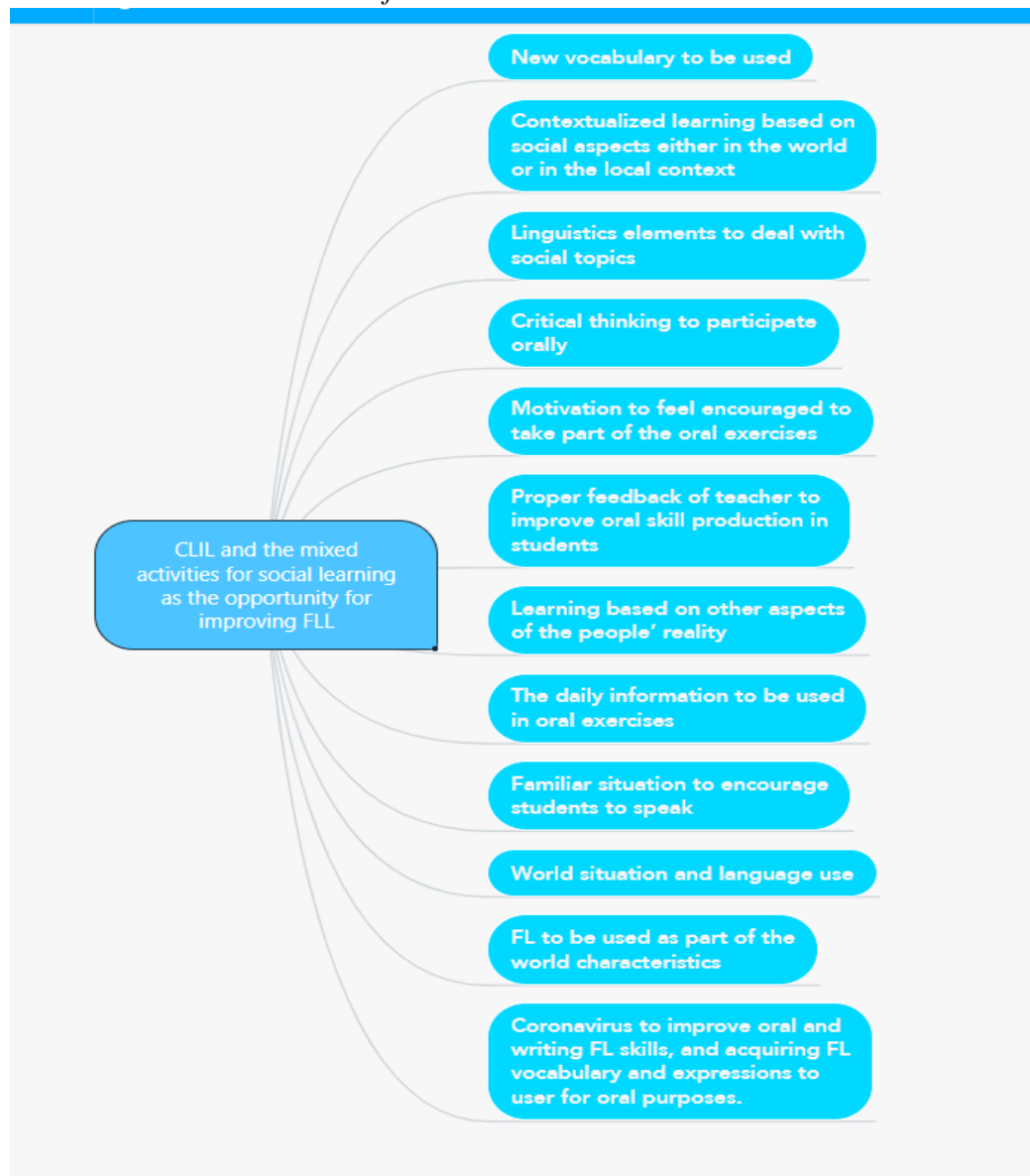
R3P3LC2: *The positive aspects of this methodology are that we lost our little fear of speaking and that it promotes the learning of new vocabulary.*

R3P3KD: *I consider it is important to use this methodology in aspects such as writing and speaking and to be active in exercises like the games we did in class.*

All in all, the use of the CLIL methodology was important and pertinent to work in pandemic times based on a global dominion topic as Covid-19. Topics that are familiar to the people are handy to be used for learning purposes (Gómez, 2020). The students defined CLIL and the mixed activities for social learning matters themselves, as the opportunity for improving FLL in order to have the learning settings mainly to make better students' lives and knowledge (see figure 27)

Figure 27

27CLIL and Mixed Activities for a better FLL



Note: Author's own elaboration

As for the fourth question: *What is your stance on using mixed activities to learn and to use English language oral skill?* The students' answers were clear since their context, reality, likes, interests, hobbies and the activities they do usually on the internet were taken into account in FLL in the end. True, these characteristics set a special learning environment that was depicted in the mixed activities. To have used online material to obtain better ways for the students to learn let the teacher think how the lessons and the

topic were going to catch the students' attention (Filice, 2020). The online activities for students were fundamental not only to initiate the class, to introduce the topic, to make them aware of the FLL process, to understand the topic and its functionality, to reinforce the learning and to interact with other classmates by using their FL oral skill (Peterson, 2019).

R2P4JC: *The mixed activities help me to understand the topic and the activities to work in a different ways, I really liked it*

R2P4CC: *I was with the online activities to foster my knowledge of the topic and the vocabulary to use in the activities, nice gamification activities, I learn more with online activities.*

With the in-person activities, the students felt concerned about the FL process they have to undertake in the classroom after being in online lessons. They were afraid of speaking before the teacher, and did not want to make mistakes when it came to speaking in FL. However, with the questions presented in this focus group, students jumped at that chance of speaking to provide information, and to use the FL oral skill as normal as it happens to their mother tongue. A process that as stated by Osorio et al., (2019), has mistakes, hesitation, catchphrases, and so on as evidence of a real use of the FL that can enhance FLL in Colombia.

R4P4DF: *...I felt comfortable working on my computer, I was scared of speaking in front of the teacher, but I know it could be good for me...*

R4P4KD: *...The idea to speak in english to my teacher can tell the knowledge I have to speak in english language...*

Online activities and material need to be included in the current FLL from now on due to the craze of technology among people. The students feel appealed to learn and to acquire the basic knowledge components that way. Peterson (2019) claims that students can browse on the web to practice learning through different virtual alternatives that technology and the internet have for the benefit of the education of humanity. The face-to-face lessons have another relevant role to play, that of making practice of the FL oral skill evident as mentioned by Miranda (2022), a learning that can be developed personally in every lesson

to construct, to go beyond and to increase students knowledge through interaction, communication, comprehension, negotiation, interpretation, proposition and argumentation.

One of the most important parts of this analysis was to assess how the implementation of the mixed activities was. However, in order to complement this dissertation, it is necessary to see how the characteristics of the oral production were unfolded and evidenced with the mixed activities: *flexibility, turntaking, thematic development, coherence and cohesion, and Spoken fluency* (De Europa, 2002; Tordera, 2014). The analysis described in the questionnaire for students showed strengths in the categories of: *flexibility and Spoken fluency* and some weaknesses in *turntaking, thematic development, coherence and cohesion*.

That way, with the category of *flexibility*, students kept doing well when speaking. They used FL vocabulary rested on content, expressions and verbs they not only have learned in these lessons but have already stored through all the time of their lives and their professional learning with the FL. As future Chief Nurses, the result of the category of *flexibility* in order to make their oral contribution stronger, it was possible to note that FL vocabulary, connectors and expressions were collocated in accordance with the intention of the message the students wanted to convey in their participations ([see attachment 4](#)):

R2P2NB1: *I think that **learning** a second language **depends on** the situation... if I want to talk about **technology** I know...that help me **improve** For example, if I talk about violence in my country **obviously** I read national newspaper,... we **learned** last class, about **Covid-19**, there are many information, many articles talking about Covid-19 that **I think is so important** to learn a second language*

R2P2CC: *Yes, I think that it was **important** and **interesting**. I wrote many things about the coronavirus and I ...*

In the category of *Spoken Fluency*, the students go on having organized participation orally that is detailed by the use of linguistic elements such as nouns, verbs, adjectives, expressions, coherence and cohesion. The oral production intention is clear and the messages were understood by the participants despite having mistakes when the oral skill is developed itself.

R3P3MN: *As I said in the last question **I think** with the knowledge in our language, with the different situations **like** the coronavirus...*

R3P3BM: *I think **that having topics about** what is current in English and is happening is important for the class **since we have several points of opinion** and with this we can improve **our oral expressions**...*

With the category of *Turntaking*, the students were capable of initiating their participation by using verbs and expression they already knew such as: *I think, in my case*, or some new ones learned during the oral exercises and the mixed activities development such as: *in my opinion, As I said* to reaffirm what they want to say as a personal contribution to the communication process. The use of discursive markers increased and enriched largely the oral process of the participants. According to Prabavathi and Nagasubramani, (2018) effective oral and written communication is a process that has to be weaved with painstaking care to express personal ideas and to understand others. To use common determiners and connectors that make sense not only to the speaker production but the comprehension of the listeners was relevant and pertinent.

R3P3SA: *This topic was important to me because give me the opportunity to understand many words **that** I didn't know, **like** fever and many other words and for **that** it was important to me*

R3P3MN: *As I said in the last question I think with the knowledge in our language, with the different situations **like** the coronavirus, I think **that** when we implement **this** information...*

In the category of *thematic development*, the students did better after attending to the Covid-19 topic in the mixed activities because they had a straightforward and identified topic to deal with. The students through Cognition, Content, Culture and Communication could evidence that the thematic was highly related to their interest, the professional one that helped a great deal to be used for oral purposes. So, against this background, they could work on activities, to follow a thematic thread, to interact, to negotiate, to participate in oral communicative situations hierarchically (Rocha et al., 2017). Their responses were also mixed with some rhetoric elements such as discursive subsections, that contributed not only to expressing students' ideas but to giving oral participation with some communicative nuances that consolidated the oral practice.

RIP1DC: *I have been in both, in a traditional English language education **in my college and to an English institute when** we learned strategies or where the teacher have modern methods to learn English*

RIP1LC2: *Of course, I think that is a benefit for us to speak in English and to learn about the pandemic. In addition, we can learn ...*

In the category of *Coherence and Cohesion* students used connectors to join sentences and paragraphs to express their ideas accordingly. In some participation, students did not join ideas properly and the expressed information was baffling. However, thanks to the thematic thread that was being built and considered to speak, the comprehension of these participations was clear. The students used discursive markers and rhetoric elements to have coherent sentences. Nevertheless, it is important to affirm that this category fell short itself due to the lack of practice of the oral skill, insofar as the students practice their oral discourse, their oral production in terms of Coherence and cohesion will be better. Students cannot speak offhandedly and without having a basis to say things in FL, because the goal of speaking activities according to Ahmed, (2010), is going to be short in the end, and it is a task that must be improved in the FL lessons by every teacher.

R1PIEM: *I think it refers to learning only vocabulary and not practice our speech or to be very rigid with your language.*

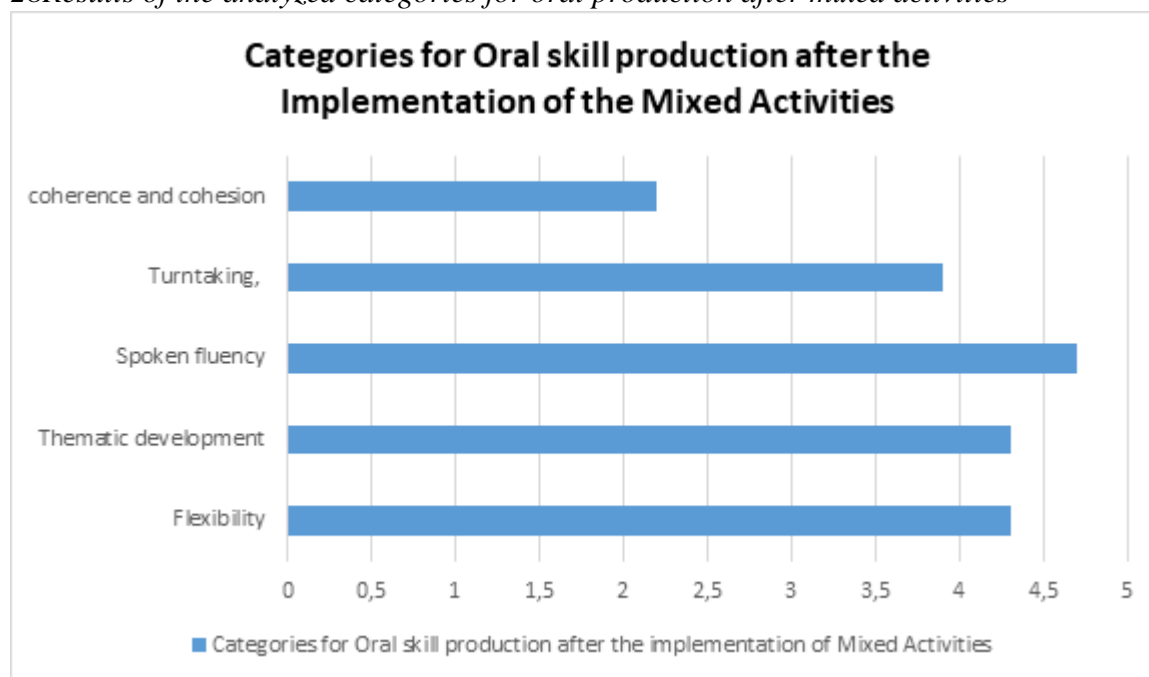
R2P2DC: *Maybe. It depends, I think in the history of the humanity all these situations always happen. Always have existed wars or situations in which they need documents and information to understand what it happening*

All in all, the extent of the implementation of mixed activities in Covid-19 period under the CLIL method was enthralling. The fact that students had had online activities to know the topic of the lesson, the FL linguistic elements for every class, to reinforce them through gamification and doing research on the internet to complement their learning, and to develop activities orally in FL, let students understand how important is to command a language and how trendy is to use the online resources to acquire knowledge nowadays. Miranda (2022) affirms that the current learners are new students who are in a different era where technology is all the rage for information, entertainment and education. The in-person activities were highly focused on real oral production with a diverse learning scenario away from the screen, and whose only participants were the students and the teacher. The basic language and content information learned in online activities had to contribute to students expressing their ideas orally without mattering the mistakes, hesitation, catchphrases or other communicative situations that may arise when it comes to

speaking. The learning with CLIL under mixed activities for oral skill improvement was suitable, the students could speak in FL, express their points of view, interact, negotiate, and understand others' opinions and stances. There were real oral exercises results that under the practice, the FL oral skill itself will be improving gradually since within students' oral discourses, the *flexibility, turntaking, thematic development, and Spoken fluency* categories were better due to the oral skill exercises the students had with the implementation of the mixed activities (see figure 28). However, the *coherence and cohesion* category is the matter to grapple with in FLL classes. It has to be reinforced to have clearer oral results that evidence the inception of new FL lessons that may contribute to those learning objectives pointed in the diverse National Foreign Language Education documents for Colombia.

Figure 28

28Results of the analyzed categories for oral production after mixed activities



Note: Author's own elaboration

Findings

After analyzing and getting important information with five tools applied to collect the information (the documentary review, questionnaire for experts, questionnaires for

students, non-observation activities, and the focus group), it has been essential to highlight the findings this research proposal had to evidence how CLIL can contribute to FLL and FL oral skill production, the effect this exercise has caused on students FLL, the idea of having organized lessons in CLIL, the mixed activities as virtual and face-to-face ones to work, and the importance to know the implication mixed activities in CLIL can have when it comes to learning under pandemic times.

Findings for the specific objective 1: *To contextualize and to give fundamentals about how CLIL may improve oral skill production by using mixed activities.*

In the coming findings, it is possible to see what important issues were identified after the *documentary review* and the *questionnaire for experts* analysis in order to assess the extent CLIL has in FLL and the online scenario to be implemented in the classroom before, during and post pandemic.

Finding 1: Motivation as an important element to learn with CLIL

It is true that students are concerned about learning FL in Colombia. However, the presentation of different classes that are imbued under motivation are going to enable students' FLL. Motivation lets students feel comfortable to learn and stand ready and elated to take up FLL challenges as those ones they were involved to speak in this research project. That way, first, motivation in CLIL courses is as mentioned by Grinevich (2022), the vital support they have to speak and to correct mistakes and to keep working autonomously. Second, motivation as considered by Mese and Cinar (2018), invites students to study and to do better with English language proficiency since motivation provides confidence for students to take learning risks, and gives that opportunity to learn irrespective of the mistakes they likely make when learning a FL. Finally, respect must be present in all FL lessons, students need to be educated in proper settings. Respect stressed by Jaime et al., (2019), is the key to having a successful FLL in oral skill, and students will not be afraid of making mistakes in pronunciation, grammar, hesitations, catchphrases and so on.

In the same vein, for motivation and respectful lessons, students' reality needs to be present everywhere when learning. Indeed Cumming (2008) suggests students' realities must not be taken into account just in classrooms but outside when it comes to learning a

FL, it is because firstly, students can have another position or idea to reinforce their FL oral skill apart from the customary classroom. Secondly, learning outdoors lets students see how important and influential their FL is like, backs the communicative process and interaction that enable negotiation and agreements (Vigostky, 1978; O'Dowd, 2018). Thirdly, with academic or technical content as the Covid-19 here, students get familiar with it, because it makes part of their daily work and daily life; in accordance with this, motivation is also supported in CLIL because students specifically are in contact to technical and academic FL vocabulary and expressions to be used in lesson activities orally (Entwhistle, 1988); from the beginning of the CLIL lesson, as Filice (2020) has stated, students are endowed with the particular pragmatics and linguistics elements to accomplish every task in this FL oral skill improvement.

Finding 2: CLIL as an opportunity to improve FL oral skill.

When it comes to using and improving FL oral skill, CLIL is at the present time, a good chance to learn (Marsh, et al., 2010; Yang, 2015; Pérez & Lancaster, 2017; Agudo, 2019). CLIL has different components that make students closer to the knowledge. Knowledge that is at hand because first, it makes part of students' academic and professional fields, this lets individuals see that what they have already learned in content, can be merged and mixed into other topics and areas of learning as it happens to FL into history, musical matters, pharmacology, primary education, environment areas, mathematics, accountancy and so on for FL oral skill reinforcement (Ceyhun & Şevki, 2017; Herrera & González, 2017; Pardo et al., 2017; O'Dowd, 2018; Martyn, 2018; Jaime et al., 2019; Filice, 2020; Amiti, 2020; Danilov et al., 2020; Mukminatien et al., 2020; Yufrizal, 2021; Gutierrez, 2022; Álvarez et al., 2022). Second, CLIL sets learning not only in a FL and specific content but in those particular settings students normally hang around; it is to say, that knowledge is acquired meaningfully because CLIL entails the places where students live, their realities, how the content to learn is unfolded in their cities and the impact it has in the world broadly. These are the roles of the 4C's in CLIL (Content, culture, communication and cognition), that for Martyn (2018) get students to learn for future communicative processes that will place them upon communicative situations in a myriad of topics, social

scenarios, societies and cultures that might contribute to having partly, competent citizens who stand ready to interact at several episodes of the life (OECD, 2020).

Finding 3: CLIL and mixed activities

CLIL and the mixed activities are an important part of learning currently. Cinganotto (2022) has clearly stated that the pandemic has taken education to different scenarios as the virtual and in-person ones now even more than ever. Thus, first and foremost, learning and teaching in CLIL as pointed out by O'Dowd (2018) is adaptable to a virtual model but under a demanding, suitable, organized, realistic, resourceful, gradual and meaningful learning environment for students (Amiti, 2020; Miranda, 2022; Grinevich, 2022). Secondly, for mixed activities as the virtual ones here, have to be taken into account to learn, to reinforce and to put into practice knowledge by means of well-selected and contextualized audiovisual and online material such as: videos, OVAs, audios, readings, gamification, learning webpages to train and virtual quizzes (Ceyhun & Şevki, 2017; O'Dowd, 2018; Peterson, 2018; Cinganotto, 2022). Thirdly, in order to have real evidence of the FL oral skill production in students, it is quite important to have face-to-face activities and lessons (Mukminatien, 2020), because on one hand, Peterson (2019) quite rightly states that the FL oral skill process and production ensure significant results full of hesitations, lack of vocabulary, catchphrases, seatbacks, messages and negotiation in personal and group tasks (Gómez, 2020); and on the other, to mitigate according to Miranda (2022) possible traps and false oral skill results that might be produced in online FL processes.

Findings for the specific objective 2: To interpret the current use of UPTC Nursing senior students' English language oral production

These findings are going to show what students have thought about having a conventional and contextualized FLL. This analysis reveals enthralling considerations on how the future FL lesson can be, what important characteristics are idoneous to bear in mind in lesson planning and the oral skill production level students have before proposal implementation.

Finding 1: Basic information to participate in daily activities

It is clear the position students have nowadays when learning. Nursing students definitely know basic FL vocabulary, expressions, nouns, pronouns, some adjectives and adverbs to be used in speaking activities as it happened to this proposal. Within the requested aspects students dealt with orally in this questionnaire, they first were able to identify every question to be answered, and to do so, they drew on the verb *to be* to give responses for example, what their age was. Büyükbay, (2007) has stated roundly that FLL in the last years has been grammatical, and its constant repetition has made students to store basic FL data to be used in coming future FL communicative situations. Second, the context students usually are involved with helps a great deal and regarding technology terms in pandemic time, Nursing students counted apart from the use of verb *to have*, on particular technical words to refer to technological devices such as: computer, tablets and cellphones, to study from either home or even at University (Pardo et al., 2017; Cinganotto, 2022). Third, it is indispensable to affirm that answering question one, two and three let students feel themselves comfortable when answering because these types of issues set the proper educational atmosphere for students to learn, to work on activities, and to express their opinions easily to be considered for coming FL oral skill challenges (Truscott & Romero, 2005; Mejia, 2016).

Finding 2: The need to involve students' world wholly into FLL

At the turn of the implementation of the questionnaire for students, it was necessary to consider the students' whole context. It is not only about Nursing education but their lifestyles to learn, the realities they live, the contexts they are usually dealing with such as the pandemic time to have salient responses for each question. Cinganotto (2022), has stressed several times that relevance of social matters to bear in mind for FLL, that boosts students to use and improve their FL communicative skill as the oral one. True, teachers can not disregard this tenet in education because first as Miranda (2022) stated, the current learners and the way they learn are not the same as previous years, and the best way they get knowledge nowadays is based on what they usually live in different scenarios such as those of the age, the internet coverage, and the technological devices students have to study. Learners can lose interest in learning and practice if education is contrived under outdated and decontextualized methods or questions to answer. Second, all social and

cultural situations in the world are the main basis to undertake FL processes for the benefit of the individuals, as suggested by Lantolf & Thorne (2006), when FLL encompasses globalization, diseases, technology, unfairness, inequality, environmental catastrophes, social differences, and Covid- 19 to set fundamentally the chance for people to not only get informed with present news, but to learn from them or to make the most of them in terms of education and professionalization of the humanity.

Finding 3: Oral skill aspects related to FL oral production.

It is remarkable how the students got acquainted with the request every question in this questionnaire had for them to think and to speak subsequently. It is important to affirm that their FL oral skill production was good since first of all, as knowingly Bialystok (1993) has asserted, most students in this research purpose know FL linguistics and pragmatics elements to use language for different purposes, to convey messages that were largely understood by other speakers, and the command of the rules by which utterances come together to create discourse. In the same way, the relentless association with FL vocabulary is not only evident in FL lessons but the academic and Nursing professional content in FL these students have attended at university, be it in books, copies or another information source they have for their education and their oral production improvement (Mihaljevic, 2012). Second, with these all FL elements already acquired, and the implementation of the questions: *What positive aspects do you consider highly important to learn the English language based on your all language teachers' methodology? Why?; What strategies would you include to learn the English language and to improve the oral skill?* were possible to allow that the *flexibility* category could be seized upon due the wide range of responses students had to give orally, to explain, to present their ideas and to adapt themselves to face the communicative situation. Here Nieto (2016) holds the idea that speaking is conceived first through the reunion of knowledge and prior learning found in personal and quotidian environments for individuals to use the oral skill in FL. Third, with the *flexibility* category there was not a rigid structure nor a scripted participation here. Students' oral participation to answer and to have a clear and spontaneous FL oral skill production was evident; the conversation processes and exercises were unfolded and took different communication characteristics such as: propositions, argumentation, clarification

of doubts, question answering, complementing ideas etc. Third, at the same time, the *spoken fluency* category was remarkable since students could organize oral texts based on their FLL experience (Cummins, 2008). Most students can maintain short conversations and few, long ones. They know how to use some verbs in third person, and identify some determiners as “*other*”. They can have and produce clear but basic communicative situations orally despite making mistakes such as: double main verb in simple sentences, hesitations, repetition of words and phrases, and memorization that evidence the lack of oral skill training to have fluency when speaking (Mejia, 2016), and whose possible solution is according to Ahmad (2019), in the practice.

Notwithstanding, there were some hardships in their responses that may evidence their lack of precision when it comes to expressing ideas in order to see how the students FL oral skill production was like. Though they participated significantly, there are things left to improve. The category of *Turntaking* could let students first organize their sentences and use discursive markers to emphasize their sentences such as: *I think, I agree, I consider* and other discursive markers such as: *moreover, well, I mean*, to start their oral exercises. Sentences that clearly Büyükbay (2007) affirms, were the result of repetition and practice for communicative situations. Secondly, not all students have the same command of FL to express their opinions, they expressed their ideas unconsciously and without adequate language tools but the basics they have learned, and the messages were not proper as befits FL users. According to Prabavathi and Nagasubramani, (2018) effective oral and written communication is a process that has to be weaved with painstaking care to express personal ideas and to understand others’; it is a half-half circumstance that communication has for speakers, the way a person speaks, to initiate conversations, to maintain it and to be able to finish it must be the main feature to base FL oral exercises. In the category of *Coherence and cohesion*, the students still had problems with this. Irrespective of the conveyed messages and the effort the students made to provide messages as clearly as possible, it was not enough because first, there yet were loosen sentences with an evident lack of prepositions and suitable use of FL orally, that may connect ideas for providing points of views. Second, speaking in FL was an offhand process for this exercise some students did not take care of. They spoke to say things and to answer questions nonchalantly without even thinking of the speaker's comprehension that, is built iteratively by Phuong (2008), on

the coherence or unity of every part of the spoken discourse since the lack of it makes speeches be difficult to understand and to follow. In the category of *thematic development*, students acknowledged the topic. But, their experience with the FLL has been merely grammatical and to review FL linguistics and pragmatics elements to collect as many FL words, verbs and known expressions as possible to have the basic elements to construct opinions orally, to thread messages in tandem with their lesson mates, and mainly to negotiate meaning when being asked to give their opinions had fallen short in the end.

Findings for the specific objective 3: To analyze the mixed activities in Covid period for UPTC Nursing senior students under CLIL method, that promote the use and English language oral production.

In these findings, it is possible to assess how important the mixed activities implementations were based on 4Cs of CLIL for FL lessons. At the same time, how the activities and the designed and used online material may enhance learning rested on a particular topic of the human being as the Covid-19 pandemic.

Finding 1: Content and Cognition to trigger the Learning

Cognition is a fundamental task teachers have to provoke in students. Von Kotzebue et al (2020), clearly state that the activation of Cognition is one of the central quality characteristics of teaching. To do that, it is completely vital first of all for teachers to weigh what students like, do for leisure time, feel and live in their whole context to be used for learning purposes, it is going to cement the setting students feel comfortable with for learning. Second, the selection of the topic and the Content in lessons must significantly impact and be part of students' lives, because they feel appealed to learn if their realities are involved in learning. That way, they have vast and proper knowledge already provided on internet, television, word of mouth, on a day-to-day basis in their personal, social, educational context to get close to the learning as it happened to UPTC Nursing students and the Covid-19 topic. On one hand, the subject-matter concepts according to Vygotsky (1978), are becoming part of personal concepts for people and children to use in daily life, the everyday or daily-life concepts that are learned and built jointly with practical activities in cooperation with other people; and on the other, the Content takes strong if in the words of Ceyhun and Şevki (2017), is being used for real purposes, the communicative ones that

relate people' social situations or how the students have replied in the questionnaire: *social and updated topics to be used in FL oral skill lessons and pertinence of the selected topics for FL lessons*. Third, the mixed activities with Cognition and Content have to be prepared to make students guess the topic, resolve particular questions about the topic, speaking games, brainstorming underpinned under perception, attention, comparison, codification, description, comprehension, metaphor, awareness, memory, classification, analysis and summary activities.

Finding 2: Culture as an important component in learning.

Culture as an important bedrock to improve learning let students through mixed activities first of all, to know what is happening in the world and what people are enduring based on a particular topic as Covid-19, in order to lay foundation as Nasir and Hand (2006) have staunchly sustained, in contextualized FLL opportunities for people to take advantage of, under respect promotion and marginalization reduction among cultures with CLIL, (Lockley, 2015). In the same vein with this cultural contextualized opportunities and activities to learn in a FL, students can evidently contrast overseas realities to theirs by using the oral skill to work on points of view, ideas, cosmovision's activities associated with comparison, reflection, comprehension, and analysis exercises that the students in the words of Zhan (2016), are not going to relate specifically to the study of language for Culture, but language in culture and culture in language. Second, the comprehension of others' world within mixed activities, as Cinganotto (2020) has clearly stated in Culture as a learning activation element, paves the way for learners to look for information on internet, Youtube, online readings web pages that can complement not only the cultural issue students need to assimilate in learning, but their needed linguistic components to use orally in their online and in-person activities properly.

Finding 3: The use of Communication as a sequenced and organized process in FLL.

Within CLIL for FLL processes is relevant to acknowledge that the triptych of language plays a seminal role in order to know how the learners have access to the language components based on a particular topic to scaffold gradually in oral skill improvement. (Coyle et al., 2010). That way, with the mixed activities in the FL oral skill

production, it was possible to find that first, it is evident that providing students the most essential lexicogrammatical elements under online and proper material (Álvarez et al., 2022) helps them to recognize the linguistics tools they are going to have to deal with the oral activities. Besides, using and creating activities such as gamification, workgroups and checking information on the web to reinforce what is already learned, in order to consolidate their language and basic content component (*Language of learning*) is compulsory in this kind of oral exercises for FLL. Second, in order to participate in the activities and after having the basic linguistic components, the teacher has firmly to concoct activities such as: answering questions, comparisons, analyzing audiovisual and reading material, that impel students to participate orally in FL; thus, they can see the importance of the language and the content in order to use them jointly with communicative purposes which give positively chances students according to Horwitz (1988), to interact, to make mistakes, to correct them, to copy and to shrink from using the language for real goals (*Language for learning*). Third, under in-person activities, students have the opening to gather all learned information both in Content and in Language to use them orally. In doing so, students have the basics and the new linguistics and pragmatics elements acquired previously in the interaction activities, to deal with higher language level challenges, those ones that go beyond what the students were used to doing when it comes to speaking in FL. Thought-provoking questions that not only were related to Covid-19 content by using students FL oral skill, but the chance to know about the importance of Covid-19 as a social topic to improve FLL in Colombian contexts, let students time as stated markedly by Ponte (2020), to think critically, to analyze, to have an idea about the answer, to organize and to produce oral texts that evidence and contribute to having real use of a FL orally (*Language through learning*).

Findings for the specific objective 4: *To demonstrate the extent the implementation of mixed activities in Covid-19 period under CLIL method had, regarding Nursing senior students' English language oral production.*

The findings in the *focus group* implementation refer to how important the mixed activities in CLIL were for the oral skill production, the methodology and the use of social topics to be part of the future of FLL processes.

Finding 1: Mixed Activities for FLL processes.

At the moment to make up FLL lessons, it is important to think to what extent our students can get at. To do so, O’Dowd, (2018) undeniably believes that it is necessary to think first of all about how technology, internet and the online resources can work in tandem to create and to use activities for learning matters. It is to say that the basic content and FL component can be transmitted this way (Cinganotto, 2022). Second, face-to-face activities are fundamental to assess learning and to see how much level students’ FL oral skill level have reached after attending the mixed activities in lessons (Mukminatien et al., 2020; Miranda, 2022). Third, it is quite fundamental to get students speaking in FL because as mentioned openly by Osorio et al., (2019), they can summon the courage to speak, interact with others, learn, make mistakes, correct them, strike agreements, negotiate and scaffold with this relevant communicative skill. Fourth, assessing the process and methodology of the lessons wrapped by the mixed activities under CLIL grounding is mandatory in the words of Lockyer (1998), in order to get updated. contextualized and pertinent learning scenarios that boost students to acquire the FL to use it in communicative situations.

Finding 2: The oral production categories to enhance FL oral skill production

Within the oral production, it is noteworthy to keep improving the categories to have salient and effective FL oral skill results. That way, students have to find spaces to practice assiduously in order to have a better FL oral proficiency. The experiences the students can obtain after practicing makes them aware of the type of learning and results they have and want to have in the ensuing years. Thus first, the *flexibility* category will be determined by the specific context and the speakers to have conversations in agreement to the communicative situation, (Cummins, 2008). Second, the *thematic development* and the *spoken fluency* are in hand because there is a special relationship between them that open the chance for speakers to have a content basis to deal with orally in FL. Third, the *turntaking* is a result of the process, it is the category that is evolving every time the speakers makes use of their FL oral skill in communicative situations. And finally, the *coherence and cohesion* category that demands a great effort and exertion the speakers have to make in order to improve their oral skill messages production. If practice is

relentless, the oral process with this category will be better gradually, despite the lack of free time the Nursing students had because of their internship, and the four sessions to deal with the proposal activities.

After analyzing and obtaining the findings of this research proposal, it is possible to affirm that the proposal of mixed activities with CLIL in order to foster and to improve the FL oral skill production in students, can raise awareness about the learning and teaching process the teacher and students are living in classrooms currently. In conclusion, these eleven findings give the opportunity to retake the Research Question proposed in this research project, to make clear the importance from the several analyzed information points that the social topic of Covid-19 as Content, plays a seminal role to integrate Nursing Senior students into learning and fostering of the FL, due to that relationship they have with the thematic; that possibility for students to make part of the world and to compare the others' reality with theirs, with respect and learning characteristics, the Culture; the use of the topic concerning what the students live, experience, believe, listen to, learn at different daily context they have to participate and to speak in the activities as Cognition; and the several activities the students had for learning knowledge and language, for reinforcing it based on gamification and doing research on the web, in order to have the most basic linguistic and pragmatic elements to deal orally in FL with the online and in-person activities as Communication.

That way, it is attainable to give answer to the general objective because the Mixed Activities were varied and contextualized to students' reality and learning interest; the teachers could count on a social topic as Covid-19 whose information is everywhere: on news, radios, internet, by word of mouth, social media, books etc involving students and their FLL; the oral skill production was carried out and fostered accordingly, because of the 4C's the methodology CLIL has for learning language and content as was detailed above.

Conclusions

For this section of the research text, it is relevant to pinpoint the importance to reckon new methodologies in Colombian FL educational context to motivate teachers into setting their teaching firmly in communicative skills production, and to entice students into

using their oral skill. To keep reviewing curriculum, FL contextualized planning and implementation in classrooms for personal, formative, professional, social and cultural matters in students are mandatory. Thus, in CLIL and mixed activities for the improvement of FL oral skill production in lessons, it has been possible to consider four statements as shown below.

Some of the most remarkable aspects of learning a FL with CLIL, as feedback to the first specific objective, lie with that chance to learn a myriad of academic and technical content through the use and learning of a FL, the accurate selection of activities for every lesson, and how appealing and motivated students may be with them. Even though CLIL is a European method that is already taking part of American education (Coyle et al., 2010), it can be adapted and camouflaged itself into different settings and places students may be as for this case in pandemic times, at home. CLIL has had remarkable results in FLL processes and communicative skills' reinforcement (Dalton, 2011). The everyday and face-to-face activities designed through CLIL components (*Communication, culture, cognition, content*) can be taken into students virtually. O'Dowd (2018) and Cinganotto (2022) specially affirm that CLIL can be taken to virtual and online educational development, because of not only the current pandemic but that striking, conspicuous and sufficient online material teacher and students can run into or do with for educational purposes.

Not only is undeniable the impact online resources can have on students learning but that opening to reinforce what they have already learned be it in-person lessons or virtually. The organized, gradual, supported, creative and useful online material and activities teacher can design and consider for every FL oral skill production lesson (Amiti, 2020; Miranda, 2022; Grinevich, 2022), search to consolidate first of all, content and language knowledge alike to in-person class later, be put it into practice orally; that way, it is possible to evidence in words of Mukminatien (2020) and Miranda (2022), a real use of FL oral skill that narrows down possible traps and false oral skill results that might be produced in online FL processes.

It is tangible in this research that before mixed activities implementation for FL oral skill improvement, students dealt with the questionnaire orally for their real and current oral skill production could be identified and thereafter, started designing the mixed activities -

online and in-person ones- for students' oral skill improvement. Albeit almost imperfect their current oral production was, be it lack of oral skill training, the sufficient grammatical lessons, the FL vocabulary shortage, the strengths in *flexibility and Spoken fluency* categories, the weaknesses in *turntaking, thematic development, coherence and cohesion* categories or the unwillingness some institutions and teachers have to undertake appropriate and updated FLL in earnest for all people in Colombian, the UPTC Nursing senior students could answer the questions and transmit their messages as best as possible. Their knowledge of FL has been visible on account of not only the primary, secondary but tertiary education since the latter has provided most FL information to be stored by people (Büyükbay, 2007; Gutierrez, 2022) due to the myriad of books, copies and online information these students have had to deal with during all their academic program. And on that basis, the creativity and the salient experience of few and the lack of it of the rest of the group to speak in FL irrespective of the mistakes they made blatantly, it was possible to consider that the current level of FL oral skill production of this students ranges from A2 for most of them to B1 for the rest, according to the CEFR for spoken production requirements.

After being designed due to a special analysis and fundamentation rested not only on students personal, social and cultural realities but the use of online and in-person material and activities to work, the *Mixed Activities* in CLIL have to integrate Content, Cognition, Culture and Communication for solid learning and use of communicative skills that are being presented both online and in physical education. The process of oral skill production in mixed activities takes place when the learning is activated through Cognition, that is the essential part inherently of the human being to relate their world into knowledge. Content that is the core of learning, the thematic the students have to learn supported by the use of a FL. The Culture, as that representation of the world's social and cultural effects that relates itself with students' sensibilization and assimilation to participate respectfully. And communication which is split into three necessary tenets, that setting to gather the basic information to be part of the lesson (*Language of Learning*); the language that is to be in contact with the activities and whose aim is to widen the lexicogrammatical component and the oral skill production (*Language for Learning*); and the language that is going to be constructed through interaction, participation, negotiation and comprehension (*Language*

through Learning). In that vein, having bilingual societies is a not difficult task to make happen if all educational community such as: government policies, directives, teachers, parents and students agree on this purpose, if they set about on working on it underpinned by a suitable curricular design, pedagogical model, syllabuses, and activities to do so. Every learning forged at school in FL can take place for a constructivist bedrock that will favor all students.

The implementation of the Mixed Activities is an important tenet from now on that has to be considered for future FLL processes. The students can get the best out of it by learning through online material and activities that elate students' motivation to use their FL oral skill. In the same way, the in-person activities can set the final phase of learning as students have to deal with the learning orally by expressing their opinions before the entire class and the teacher, in order to evidence and to show what they are capable of doing with their oral skill in communicative processes. To do so, the Mixed Activities have to be designed before doing a special research about the topic to teach, the language to use, the students' FLL reality and contexts they often hang around in order to contrive the most significant online and face-to-face activities and lessons, that encourage the FLL in the Colombian educational Institutions as one of the most-sought after ideal of the OECD to make happen.

Recommendations

Within the recommendations for this project, it is necessary to keep fostering FL oral skill production in students and all people generally. If the educational institutions are going to have FLL with CLIL in a particular situation as the pandemic Covid-19, it is pivotal to make people, students, parents, teachers and directors aware of the need to consider a new methodology to teach; it is to say, a methodology that includes students' personal, social and cultural situations, that daily way of living students are exposed to, and the possibility to draw on online and virtual material and activities for FL oral skill improvement. That way, Miranda (2018) and Grinevich (2018) underline different and necessary issues to bear in mind this FL oral skill purpose, these are: CLIL for personal activities and negotiation; motivating students into FL learning and production; elating students confidence to use FL oral skill; having an organized, meaningful and gradual

FLL; a contextualized and idoneous planning process; designing proper virtual material to be used for lesson purposes; setting proper activities for students to practice; Selection of contextualized words and expressions to use in the lesson exercises; gamification and virtual material are important to reinforce knowledge; in person activities to increase emotion and confidence before, during and after activities; autonomous work to reinforce knowledge, and a constant training to make perfect.

The use of FL oral skill is an important task the government, educational Institutions, teachers and students have firmly to look after. Having grammatical classes has not been enough to have competent FL users in Colombia, FLL is more than that. FLL and its everyday activities either inside or outside the classroom have to be pivotal to impel students to do something different and positive for their FLL, to master a FL as it should be the case (Cummins, 2008). To do so, it is demanding to include in FLL the use of the communicative skills, to design activities students can speak, read, listen and read with under customary, experienced and quotidian settings students live or hang around frequently (Gómez, 2020). To have a bilingual Nation, Miranda and Fajardo (2022), claim that relevance to have FLL based on contextualized and updated curriculum whose students roots can be present in their FLL in order to scaffold their FL oral skill production at basic, personal, social, educational, and cultural levels that promote students to express opinions with sufficient FL command orally, as expected with the last two question of the questionnaire: *What positive aspects do you consider highly important to learn the English language based on your all language teachers' methodology? Why?; What strategies would you include to learn the English language and to improve the oral skill?.* Responses that could thus show a good FL level in Nursing students, brimming with a set of arguments, mistakes, hesitations, catchphrases FL learners do when it comes to learning a FL actually. A suitable FL level that can meet *flexibility, turntaking, thematic development, coherence and cohesion, and Spoken fluency* requirements for FL users (De Europa, 2002; Tordera, 2014),

A FLL planning lesson that disregards the most obvious characteristics of the human being, can have the same and traditional lessons and results that make students feel overly bored. The purpose of FLL is more than having grammatical classes with the same

material, assessing goals, and teachers' procedure to teach that is straying students away from the learning mainstay. In a country like Colombia that is supported by the OECD language policies and salient international, updated and revolutionary standards for FLL that make people learn better, it is feasible to take a look at other FLL perspectives like CLIL in mixed activities, in order to be implemented and adapted both in Educational Institutions and teacher's methodology. A better FLL that involves not only CLIL as a medium to acquire content while improving FLL and their communicative skills as the oral one, but the consideration of using Cognition, Content, Culture and Communication as part of the mixed activities (*online and in-person ones*), have to be rethought and contextualized for the benefit of every student, of their context, and of their FLL.

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