

# TEACHER-DEVELOPED WORKSHEETS FOR VOCABULARY LEARNING

Teacher-Developed Worksheets Based on CLIL Principles for Vocabulary Learning

July Marcela Sánchez González

Thesis Director: Julio César Gómez Barón Ph.D.

Universidad Externado de Colombia

School of Education

Master's Program in Education with Emphasis on English Didactics

Bogotá D.C., Colombia

2021

---

Note of acceptance

Julio César Gómez Barón Ph.D. Thesis Director

Astrid Núñez Pardo Ph.D. Juror

### **Acknowledgments**

I would first like to thank to my sixth graders, despite the difficulties and the obstacles we faced during the lockdown, they always had a smile and their commitment to develop the different teacher-developed worksheets. This study was completely devoted to look for different ways to improve their lives and their futures.

I am going to be eternally grateful to my thesis director professor Julio César Gómez by doing the research exercise accessible for me, giving the accurate words in moments of difficulty. I also want to thank my juror, professor Astrid Núñez Pardo for showing the invaluable impact the art of designing and implementing my own teaching materials have in my teaching practice.

I immensely thank my husband, Leonardo, and my beloved daughters Isabella and Silvana, and my daughter Angely, by standing to my side and letting to demonstrate myself the things I could be able to do, even being mother and teacher. Last, but by no means least, it is in the memory of my uncle Gildardo, his exemplary life will inspire me for the rest of my life.

### **Abstract**

This qualitative action-research study examined what is disclosed about developing and implementing some teacher-developed worksheets incorporating some aspects CLIL principles regarding sixth-graders' vocabulary learning in a private school. The participants of the study were 18 sixth graders and the instruments used to collect data were students' artefacts and focus group interviews. The findings show that the teacher-developed worksheets strengthened students' self-confidence, made them feel at ease towards their English learning process by providing pertinent and comprehensible input. Regarding the CLIL methodology, the teacher-developed worksheets contributed substantially to address the students' needs, focusing on generating cognitive engagement, developing both English language acquisition and content comprehension, and leading to a change in the way learners perceived their own culture. In terms of vocabulary learning, there was an improvement in terms of the receptive, conceptual, and grammatical vocabulary knowledge. However, orthographical knowledge still in an initial phase. Finally, this study contributed to the reflection and the realignment of the school's bilingual policy, raising the awareness about the need to invest in teachers' development and the implementation of teacher-developed worksheets that respond to development of the target language and content knowledge.

***Keywords:*** *Materials development, CLIL principles, vocabulary learning.*

### Resumen

Este estudio de investigación-acción analiza que se devela en el diseño y la implementación de unos talleres de autoría docente, que incorporan algunos aspectos de los principios de la metodología AICLE (Aprendizaje Integrado de Contenido y Lenguas Extranjeras) en términos del aprendizaje de vocabulario en un colegio privado. Los estudiantes participes fueron 18, y los instrumentos empleados para recolectar la información fueron: producción de los estudiantes y dos grupos focales. Los resultados muestran que las hojas de trabajo elaboradas por el profesor reforzaron la confianza de los alumnos en sí mismos y les hicieron sentirse cómodos en su proceso de aprendizaje del inglés al proporcionarles información pertinente y comprensible. En cuanto a la metodología AICLE, las hojas de trabajo elaboradas por el profesor contribuyeron sustancialmente a satisfacer las necesidades de los alumnos, centrándose en generar un compromiso cognitivo, desarrollando tanto la adquisición de la lengua inglesa como la comprensión del contenido, y conduciendo a un cambio en la forma en que los alumnos perciben su propia cultura. En cuanto al aprendizaje de vocabulario, se produjo una mejora en cuanto a los conocimientos de vocabulario receptivo, conceptual y gramatical. Sin embargo, el conocimiento ortográfico sigue en una fase inicial. Por último, este estudio ha contribuido a la reflexión y al reajuste de la política bilingüe del colegio, concienciando sobre la necesidad de invertir en el desarrollo de los profesores y en la implementación de hojas de trabajo desarrolladas por los profesores que respondan al desarrollo de la lengua meta y al conocimiento del contenido.

***Palabras clave:*** desarrollo de materiales, principios AICLE, aprendizaje de vocabulario.

## Resumen Analítico en Educación – RAE

### General information

Type of document:	Magister thesis
Access to the document:	Universidad Externado de Colombia
Document title:	Teacher-developed Worksheets Based on CLIL Principles for Vocabulary Learning
Author:	July Marcela Sánchez González
Thesis director:	Julio César Gómez, Ph.D.
Publication:	August, 2021, 112 pages
Sponsor Unit:	Universidad Externado de Colombia
Key words:	<i>Materials development, CLIL principles, vocabulary learning</i>

### Description

This qualitative action research study aimed at unveiling what the development and implementation of teacher-developed worksheets, embodying CLIL tenets, disclose about sixth graders' vocabulary learning in a private school. The participants were a group of eighteen students from Instituto San Bernardo de la Salle. To collect and analyze data, students' artifacts and two focus groups were the selected instruments. The theoretical constructs that grounded this research study were materials development, CLIL tenets and vocabulary learning. In regard to materials development, several scholars were considered (Alazri & Al-Rashdi, 2014; Byram, 1989; Castillo, 2017; Garton & Graves, 2014; Gilmore, 2007; Jang, 2018; Jollie & Bollito, 1998; Levis & Sonsaat, 2016; Núñez et al., 2004; Núñez & Tellez, 2009; Núñez & Tellez, 2012; Núñez & Tellez 2015; Shrum & Glisam; 2000; Tomlinson, 2003; Tomlinson, 2011; Tomlinson 2012) Concerning CLIL tenets, the considered authors were Coyle, 2005; Coyle 2009; Bonces, 2012; Heriksen, 1999; Ioanou, 2012; Laufer & Nation; 2001; Mckeown & Curtis, 2014; Mehisto, 2012; Nation, 2011; Richards, 1976; Simmerman, 1997) Concerning vocabulary learning, the standpoints that supported this study were considered from (Beck, 2013; Cameron, 2001; Castles, 2003; Crow, 2014; Koda et al., 1997; Laufer, 1990; Mancilla & Vagh, 2013; Nemat, 2009; Oxford et al., 1990; Pavlenko, 2009; Richards, 2013; Shiotsu, 2007; Zhang, 2012). The development of students' confidence and the feeling of easiness were possible based on the findings, thanks to the teaching materials appraising previous knowledge recalling, scaffolded instructions and a well-framed didactic sequence. Furthermore, the development of the language and the apprehension of the content by the means of the CLIL principles were possible due to the inclusion of the contextualized topics related to their health and self-care practices, reflecting on causes and consequences of pursuing foreign lifestyles and its negative impact in people's liberties and identities. In that sense, EFL teaching, and learning processes become for students a means of performing leading roles in the context they are involved in. Also, vocabulary learning improved thanks to the development of learning strategies, immersed in the different activities that allow to develop the communicative skills altogether, making the learning meaningful and accessible to them.

### References

- Aguilar, M., & Rodríguez, R. (2012). Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism*, 15(2), 183-197. <https://doi.org/10.1080/13670050.2011.615906>
- Al-Busaidi, S., & Tindle, K. (2010). Evaluating the impact of in-house materials on language learning. In B. Tomlinson & H. Masuhara (Eds.) *Research for Materials Development in Language Learning: Evidence for Best Practice*. (pp 137-149). Bloomsbury.
- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International journal of scientific & technology research*, 3(10), 249-254.
- Alanen, R., (1995). *Input enhancement and rule presentation in second language acquisition. Attention and awareness in foreign language learning*. [Unpublished master's thesis]. University of Hawaii.
- Allender, J., & Manke, M. P. (2004). Evoking self in self-study: The analysis of artifacts. Journeys of hope: Risking self-study in a diverse world. *Proceedings of the fifth international conference on self-study of teacher education practices*, 27, 20-23.
- Apel, K., Henbest, V. S., & Masterson, J. (2018). Orthographic knowledge: Clarifications, challenges, and future directions. *Reading and Writing*, 32(4), 873-889. <https://doi.org/10.1007/s11145-018-9895-9>
- Austin, T. (2019). Towards decolonizing heritage language teacher education. In D. Macedo (Eds.) *Decolonizing Foreign Language Education*. (pp. 131-151). Routledge.
- Beardsmore, H. B. (1986). *Bilingualism: Basic principles* (Vol. 1). Multilingual matters.
- Beardsmore, H. B. (2008). Multilingualism, Cognition, and Creativity. *International CLIL Research Journal*, 1(1), 4-19.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Benander, R., & Lightner, R. (2005). Promoting transfer of learning: Connecting general education courses. *The Journal of General Education*, 54(3), 199-208. <https://doi.org/10.1353/jge.2006.0001>
- Bonces, J. R. (2012). Content and language integrated learning (CLIL): Considerations in the Colombian context. *GIST: Education and Learning Research Journal*, (6), 177-189.
- Borda, O. F. (1979). Investigating reality in order to transform it: The Colombian experience. *Dialectical Anthropology*, 4(1), 33-55. <https://doi.org/10.1007/bf00417683>
- Breunig, M. (2005). Turning experiential education and critical pedagogy theory into praxis. *Journal of Experiential Education*, 28(2), 106-122.
- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38(2), 57-74. <https://doi.org/10.1017/s0261444805002661>
- Burns, A. (2009). Action research. In J. Heigham & R. Croker (Eds.) *Qualitative research in applied linguistics. A practical introduction*, (pp. 112-134). Palgrave Macmillan.
- Byram, M. (1989). *Cultural studies in foreign language education* (Vol. 46). Multilingual Matters.
- Caffarel, A., Martin, J. R., & Matthiessen, C. M. (Eds.). (2004). *Language typology: A functional perspective* (Vol. 253). John Benjamins Publishing.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT journal*, 57(2), 105-112.
- Canagarajah, A. S. (2002a). Globalization, methods, and practice in periphery classrooms. In D. Block & D. Cameron (Eds.) *Globalization and language teaching* (pp. 144-160). Routledge.
- Canagarajah, S. (2002b). Reconstructing local knowledge. *Journal of Language, Identity, and Education*, 1(4), 243-259.
- Canga Alonso, A., & Arribas García, M. (2015). The benefits of CLIL instruction in Spanish students' productive vocabulary knowledge. *Encuentro: revista de investigación e innovación en la clase de idiomas*, 15-31.
- Castillo, C., Insuasty, E., & Jaime, M. (2017). The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School. *Profile Issues in Teachers' Professional Development*, 19(1), 89-104. <https://doi.org/10.15446/profile.v19n1.56763>
- Castles, A., Holmes, V. M., Neath, J., & Kinoshita, S. (2003). How does orthographic knowledge influence performance on phonological awareness tasks? *The Quarterly Journal of Experimental Psychology Section A*, 56(3), 445-467.
- Cook, V. J. (1983). What should language teaching be about? *ELT Journal*, 37(3), 229-234.
- Colenbrander, D., Miles, K. P., & Ricketts, J. (2019). To see or not to see: How does seeing spellings support vocabulary learning? *Language, speech, and hearing services in schools*, 50(4), 609-628.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International journal of bilingual education and bilingualism*, 10(5), 543-562.
- Coyle, D., Holmes, B., & King, L. (2009). *Towards an integrated curriculum—CLIL National Statement and Guidelines*. The Languages Company.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL*. Cambridge University Press
- Craig, D. V. (2009). *Action research essentials* (Vol. 11). John Wiley & Sons.
- Cummins, J. (2005). Teaching for cross-language transfer in dual language education: Possibilities and pitfalls. In *TESOL Symposium on dual language education: Teaching and learning two languages in the EFL setting*. 1-18.
- Dale, L., Van der, W., Tanner, R. (2010). *CLIL skills*. European Platform.
- Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Greenwood Publishing Group.
- Darvin, R., Lo, Y. Y., & Lin, A. M. (2020). Examining CLIL through a critical lens. *English Teaching & Learning*, 44(2), 103-108.
- Darvin, R., & Norton, B. (2017). Language, identity, and investment in the twenty-first century. In T L. McCarty & S. May (Eds.) *Language policy and political issues in education*, (pp 1-15) Springer International Publishing.
- De Graaff, R., Koopman, G. J., & Westhoff, G. (2007). Identifying effective L2 pedagogy. In *content and language integrated learning (CLIL)*. *Vienna English Working Papers*, 16(3), 12-19.
- De Zarobe, Y. R., & Jiménez R. M., (2009). Content and language integrated learning: Evidence from research in Europe. *Multilingual Matters*, 41, 11-15

- Delgado, W. (2017). *The role of contextualized teacher-built materials in vocabulary learning* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Denardi, D. A. (2017). Didactic sequence: A dialectic mechanism for language teaching and learning. *Revista Brasileira de Linguística Aplicada*, 17(1), 163-184. <https://doi.org/10.1590/1984-6398201610012>
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research*, 6(2), 80-88.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry*, 36(6), 717-732.
- Freire, P. (1970). Cultural action and conscientization. *Harvard Educational Review*, 40(3), 452-477.
- Gardner, R. C., Tremblay, P. F., & Masgoret, A. M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81(3), 344-362.
- Garton, S., & Graves, K. (2014). Identifying a research agenda for language teaching materials. *The Modern Language Journal*, 98(2), 654-657.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL quarterly*, 37(2), 247-273.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.
- Giroux, H. A. (2004). Public pedagogy and the politics of neo-liberalism: Making the political more pedagogical. *Policy Futures in Education*, 2(3-4), 494-503.
- Glaser, B. G., & Strauss, A. L. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge.
- Gough, S., & Scott, W. (2000). Exploring the purposes of qualitative data coding in educational enquiry: Insights from recent research. *Educational Studies*, 26(3), 339-354.
- Goulden, R., Nation, P., & Read, J. (1990). How large can a receptive vocabulary be? *Applied linguistics*, 11(4), 341-363.
- Graves, K. (Ed.). (1996). *Teachers as course developers*. Cambridge University Press.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 106-116). Thousand Oaks, CA: Sage.
- Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.
- Heigham, J., & Croker, R. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. Springer.
- Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent & Adult Literacy*, 44(3), 268-279.
- Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in second language acquisition*, 21(2), 303-317.
- Hutchinson, S. A. (1986). Education and grounded theory. *Journal of Thought*, 50-68.
- Hyland, K., & Wong, L. L. (Eds.). (2013). *Innovation and change in English language education*. Routledge.
- Ioannou, G. S. (2012). Reviewing the puzzle of CLIL. *ELT journal*, 66(4), 495-504.
- Jolly, D. & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson, (Ed.),

- Materials development in language teaching.* (pp. 90-115). Cambridge University Press.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research.* Springer Science & Business Media.
- Kennedy, C. (1987). Innovating for a change: Teacher development and innovation. *ELT journal*, 41(3), 163-170.
- Kincheloe, J. L. (2008). *Critical pedagogy primer* (Vol. 1). Peter Lang.
- Kincheloe, J. L., McLaren, P., & Steinberg, S. R. (2011). Critical pedagogy and qualitative research. *The SAGE handbook of qualitative research*, 163-177.
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4), 549-566.
- Koda, K., Coady, J., & Huckin, T. (1997). Orthographic knowledge in L2 lexical processing. In J. Coady & T. Huckin (Eds.) *Second language vocabulary acquisition*, (pp. 35-52). Cambridge University
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development.* FT press.
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1(8), 227-247.
- Krashen, S. (1992). The input hypothesis: An update. In J. E. Alatis (Ed.) *Linguistics and language pedagogy: The state of the art*, (pp. 409-431). Georgetown University Press
- Kumaravadivelu, B. (2003). *Beyond Methods.* Yale University Press.
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), 539-550.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod.* Routledge.
- Kumaravadivelu, B. (2012). Individual Identity, Cultural Globalization, and Teaching English as an International Language: The Case for an Epistemic Break: B. Kumaravadivelu. In *Principles and practices for teaching English as an international language* (pp. 17-35). Routledge.
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL quarterly*, 50(1), 66-85.
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in language Learning and Teaching*, 5(1), 3-18.
- Laufer, B., & Nation, P. (2001). Passive vocabulary size and speed of meaning recognition: Are they related? *Eurosla Yearbook*, 1(1), 7-28.
- Laufer, B. (1990). Ease and difficulty in vocabulary learning: Some teaching implications. *Foreign Language Annals*, 23(2), 147-155.
- Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education.* Routledge.
- Levis, J., & Sonsaat, S. (2016). Pronunciation materials. In M. Azarnoosh et al (Eds.) *Issues in materials development.* (pp. 109-119). Sense Publishers.
- Littlewood, W. (2013). Developing a Context-sensitive Pedagogy for Communication-oriented Language Teaching. *English Teaching*, 68(3), 3-25.

- Mäkiranta, P. (2014). *CLIL teachers as materials designers*. [Unpublished master's thesis]. University of Jyväskylä.
- Mancilla, J., & Vagh, S. B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly*, 28(3), 555-567.
- Mangal, S. K. (2002). *Advanced Educational Psychology*. PHI Learning Pvt. Ltd.
- Marsh, D., & Frigols, M. J. (2012). Content and Language Integrated Learning. *The encyclopedia of applied linguistics*. Blackwell Publishing Ltd.
- Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 261-271.
- McKeown, M. G., & Curtis, M. E. (Eds.). (2014). *The Nature of Vocabulary Acquisition*. Psychology Press.
- McLaren, P. (1999). Research news and comment: A Pedagogy of Possibility: Reflecting Upon Paulo Freire's Politics of Education: In memory of Paulo Freire. *Educational researcher*, 28(2), 49-56.
- McNiff, J. (2013). *Action research: Principles and practice*. Routledge.
- Meara, P. (1996). The dimensions of lexical competence. *Performance and competence in second language acquisition*, 35, 33-55.
- Mehisto, P. (2012). *Criteria for Producing CLIL Learning Material*. Online Submission.
- Mertler, C. A. (2009). *Action research: Teachers as researchers in the classroom*. Sage.
- Miller, G. A. (1999). On knowing a word. *Annual review of psychology*, 50(1), 1-19.
- Ministerio de Educación Nacional [MEN]. (2013). *Orientaciones para la Implementación de Proyectos de Fortalecimiento de inglés en las Entidades Territoriales*. Bogotá D.C.: Ministerio de Educación Nacional. MEN.
- Ministerio de Educación Nacional [MEN]. (2016a). *Basic Learning Rights: 6th to 11<sup>th</sup> grades*. Bogotá D.C.: Ministerio de Educación Nacional. MEN.
- Ministerio de Educación Nacional [MEN]. (2016b). *Suggested Curriculum Structure: Grades 6th to 11th. English for diversity and equity*. Bogotá D.C.: Ministerio de Educación Nacional: MEN
- Ministerio de Educación Nacional [MEN]. (2016). *Lineamientos para proyectos de fortalecimiento de inglés*. Bogotá: Ministerio de Educación Nacional: MEN.
- Moats, L. C. (2005). How Spelling Supports Reading. *American Educator*, 6, 12-22.
- Mukoroli, J. (2011). *Effective Vocabulary Teaching Strategies For The English for Academic Purposes. ESL classroom*. MA TESOL Collection.  
[https://digitalcollections.sit.edu/ipp\\_collection/501](https://digitalcollections.sit.edu/ipp_collection/501)
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2) 129–132
- Nation, I. S. P. (2011). Research into practice: *Vocabulary. Language Teaching surveys and Studies*. Cambridge University Press.
- Nation, P. (2003). Materials for teaching vocabulary. In B. Tomlinson (Ed.). *Developing materials for language teaching*, (pp. 394-405), Continuum.
- Nikula, T., & Marsh, D. (1998). Terminological Considerations Regarding Content and Language Integrated Learning. *Bulletin suisse de linguistique appliquée*, 67, 13-18.
- Norton, B. (2008). Identity, language learning, and critical pedagogies. In J. Cenoz & N. H.

- Hornberger (Eds.) *Encyclopedia of language and education: Knowledge about Language* (2nd ed.) (pp. 45-59). Springer Science.
- Norris, J. M., & Ortega, L. (Eds.). (2006). *Synthesizing research on language learning and teaching* (Vol. 13). John Benjamins Publishing.
- Novak, J. D. (1988). Learning science and the science of learning. *Studies in Science Education*, 15(1), 77–101
- Núñez, A., (2010). The teaching of English within the theory-practice alternance model. In Dirección de Investigaciones y Estudios Empresariales Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá (Ed.), *Innovación y competitividad: memorias de la Jornada de Investigación 2010* (pp. 32-54). Uniempresarial.
- Núñez-Pardo, A. (2018). The English textbook. Tensions from an intercultural perspective. *GiST Education and Learning Research Journal*, 17, 230-259.  
<https://doi.org/10.26817/16925777.402>
- Núñez-Pardo, A. (2019). A Critical Reflection on Developing and Implementing In-house EFL Textbooks. *Revista Papeles*, 11(21), 11-31.  
<http://186.28.225.70/index.php/papeles/article/view/581>
- Núñez-Pardo, A. (2020). *Decolonizar el libro de texto de inglés: una apuesta desde la interculturalidad crítica* [Unpublished doctoral dissertation]. Universidad Pedagógica y Tecnológica de Colombia.
- Núñez-Pardo, A. (2021). Rethinking the EFL textbook from a critical interculturality stance. In J.A. Álvarez-Valencia, A. Ramírez-Espinosa, & O. Vergara-Luján (Eds.), *Interculturality in teacher education: theoretical and practical considerations* (pp. 136-161). Universidad del Valle
- Núñez-Pardo, A., & Téllez-Téllez, M.F. (2021). Tracing the cultural component in teacher generated EFL materials. In A. Núñez-Pardo, & M.F. Téllez-Téllez (Eds.), *Defying Culture Hegemony through Teacher Generated EFL Materials* (pp. 28-102. Departamento de Publicaciones Universidad Externado de Colombia. (in press)
- Núñez, A., Pineda, C., & Téllez, M.F. (2004). Key aspects for developing your instructional materials. *Profile: Issues in Teachers' Professional Development*, 5(1), 128-139.
- Núñez, A. & Téllez, M. F. (2009). ELT materials: The key to fostering effective teaching and learning settings. *Profile, Issues in Teachers Professional Development*, 11(2), 171-186.
- Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW*, 22(2), 54-74.
- Núñez, A., & Téllez, M.F. (2018). The argumentative competence through in-class debates. In A. Núñez, M.F. Téllez, & J. Gómez (Eds.), *Teacher-developed materials for language teaching and learning* (pp. 19-103). Bogotá, Colombia: Departamento de Publicaciones Universidad Externado de Colombia.
- Núñez, A., Téllez, M., & Castellanos, J. (2012). A framework for materials development: A path for in-service teachers to build up the instructional design of their research projects. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Teacher research on English didactics issues* (pp. 17-30). Bogotá: Publicaciones Universidad Externado de Colombia
- Núñez, A., Téllez, M., & Castellanos, J. (2013). *Proposal for the research line materials development and didactics* (Ascribed to the Research Group: Critical Pedagogy and Didactics for Social Transformation). Universidad Externado de Colombia, Bogotá
- Núñez, A., Téllez, M. F., & Castellanos, J. (2017a). Materials development for teachers'

- professional growth. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Materials for the learning of English and teachers' professional growth* (pp. 19-68). Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.
- Núñez, A., Téllez, M., & Castellanos, J. (2017b). Teacher-developed materials in a master's programme in education with emphasis on English didactics. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *The Role of Teacher-Developed Materials in Fostering English Language Skills* (pp. 19-64). Bogotá: Publicaciones Universidad Externado de Colombia
- Núñez, A., Téllez M, Castellanos, J., & Ramos, B. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers*. Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.
- Oxford, R. L., Ehrman, M. E., & Lavine, R. Z. (1990). Style Wars: Teacher-Student Style Conflicts in the Language Classroom. In S. S. Magnan (Ed.), *Challenges in the 1990s for College Foreign Language Programs*. (pp. 14-38). Heinle & Heinle Publishers.
- Otwinowska, A., & Forys, M. (2015). They learn the CLIL way, but do they like it? Affectivity and cognition in upper-primary CLIL classes. *International Journal of Bilingual Education and Bilingualism*, 20(5), 457-480.
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, 55(4), 174-200.
- Pavlenko, A. (2009) Conceptual Representation in the Bilingual Lexicon and Second Language Vocabulary Learning. In A. Pavlenko (Eds.) *The Bilingual Mental Lexicon interdisciplinary approaches*. (pp. 125-160). Multilingual Matters.
- Pinto, A. (2018). *CLIL and reading strategies worksheets to foster reading comprehension* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Pulverness, A.(2003). Materials for Cultural Awareness. In B. Tomlinson (Ed.). *Developing Materials for Language Teaching*, (pp. 426-438). Bloomsbury Academic.
- Ramos, B., & Aguirre, J. (2014). Materials Development in the Colombian Context: Some Considerations About Its Benefits and Challenges. *How*, 21(2), 134-150.
- Rico, C. (2012). Language teaching materials as mediators for ICC development: A challenge for materials developers. *Signo y Pensamiento*, 31(60), 130-154.
- Richards, J. C. (1976). The Role of Vocabulary Teaching. *TESOL quarterly*, 10(1), 77-89.
- Richards, J. C. (1996). Teachers' Maxims in Language Teaching. A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect. *TESOL quarterly*, 30(2), 281-296.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Rodgers, T. S. (2001). Language Teaching Methodology. *ERIC Issue Paper*. 459-628.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied linguistics*, 11(2), 129-158.
- Shiotsu, T., & Weir, C. J. (2007). The relative significance of syntactic knowledge and vocabulary breadth in the prediction of reading comprehension test performance. *Language Testing*, 24(1), 99-128.
- Shor, I. (1993). *Paulo Freire's critical pedagogy. Paulo Freire: A critical Encounter*. Routledge
- Shrum, J. L., (2015). *Teacher's handbook, contextualized language instruction*. Cengage Learning.

- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL quarterly*, 23(2), 201-217.
- Simon, R. I. (1987). Empowerment as a pedagogy of possibility. *Language Arts*, 64(4), 370-382.
- Tapias Cadena, M. (2019). *Contextualized teacher-designed workshops based on cognitive strategies for vocabulary learning* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Taylor, B. P. (1983). Teaching ESL: incorporating a communicative, student-centered component. *TESOL Quarterly*, 17(1), 69-88.
- Templeton, S. (1992). Theory, nature, and pedagogy of higher-order orthographic development in older students. In S. Templeton & D. R. Bear (Eds.), *Development of orthographic knowledge and the foundations of literacy: A memorial festschrift for Edmund H. Henderson* (pp. 253-277). Hillsdale, NJ: Erlbaum.
- Thurmond, V. A. (2001). The point of triangulation. *Journal of nursing scholarship*, 33(3), 253-258.
- Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. A&C Black.
- Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. *Language Teaching*, 45(2), 143-179.
- Tomlinson, J. (1999). *Globalization and culture*. University of Chicago Press.
- Udas, K. (1998). Participatory Action Research as Critical Pedagogy. *Systemic Practice and Action Research*, 11(6), 599-628.
- Usman, A., & Abdullahi, D. M. (2018). Productive Vocabulary Knowledge of ESL Learners. *Asian Journal of Interdisciplinary Research*, 1(1), 32-41.
- Vaughn, S., Schumm, J. S., & Sinagub, J. M. (1996). *Focus Group Interviews in Education and Psychology*. Sage
- Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *Autonomy, Self-direction and Self Access in Language Teaching and Learning: The History of an Idea*, 23(2), 223-234.
- Vidal, C. P. (2007). The need for Focus on Form (FoF) in Content and Language Integrated Approaches: An Exploratory Study. *Revista española de lingüística aplicada*, 1, 39-54.
- Wang, Y. H., Tseng, M. H., & Liao, H. C. (2009). Data mining for adaptive learning sequence in English language instruction. *Expert Systems with Applications*, 36(4), 7681-7686.
- Webb, S. (2005). Receptive and Productive Vocabulary Learning: The effects of Reading and Writing on word knowledge. *Studies in second language acquisition*, 27(1), 33-52.
- West, R. (1994). Needs Analysis in Language Teaching. *Language Teaching*, 27(1), 1-19.
- Wilkinson, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. Psychology Press.
- Williams, M., Mercer, S., & Ryan, S. (2016). *Exploring Psychology in Language Learning and Teaching*. Oxford University Press.
- Winter, R. (2003). Some principles and procedures for the conduct of action research. In O. Skerritt (Ed.). *New directions in action research* (pp. 9-23). Routledge.
- Xanthou, M. (2011). The impact of CLIL on L2 vocabulary development and content knowledge.

- English Teaching: Practice and Critique*, 10(4), 116-126.
- Xiao, J. (2010). *Cultural contents of an in-use EFL textbook and English major students' attitudes and perceptions towards culture learning*. [Unpublished doctoral dissertation]. Prince of Songkla University.
- Yang, W. (2018). The deployment of English learning strategies in the CLIL approach: a comparison study of Taiwan and Hong Kong tertiary level contexts. *ESP Today-Journal of English for Specific Purposes at Tertiary Level*, 6 (1), 44-64.
- Young, D. J. (1991). Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin. *Foreign Language Annals*, 25(2), 157-172.
- Zhang, D. (2012). Vocabulary and grammar knowledge in second language reading comprehension: A structural equation modeling study. *The Modern Language Journal*, 96 (4), 558-575.
- Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. *Second language vocabulary acquisition*, 6(1), 5-19.
- Zhong, H. (2011). Learning a word: From receptive to productive vocabulary use. *The Asian Conference on Language Learning official proceedings*. 116-126.  
[http://iafor.org/acll\\_proceedings.html](http://iafor.org/acll_proceedings.html)

## Content

This research comprises five chapters. Chapter I sets the statement of the problem, the research question and its general and specific objectives, the related studies, the setting, and the rationale. Chapter II discloses the literature review with the corresponding theoretical constructs. Chapter III shows the methodological design, including research and pedagogical design. Chapter IV describes the data analysis procedure and its findings. Finally, chapter V presents the conclusions, limitations, pedagogical implications, and questions for further research.

## Methodology

This qualitative action research study is underpinned by methodological and pedagogical design. First, the approach and type of study, the participants (students and teacher as a researcher and text developer), data gathering instruments (students' artifacts, focus group) were included in the methodological design. Second, the pedagogical design portrayed the implications of the pedagogical intervention and its SLA principles, the pedagogical objectives, intervention as innovation, the theory of the nature of language and language learning, and the methodological design which deals CLIL pedagogical outcomes and tenets. Besides, the pedagogical phases were explained involving the proposal of materials development framework, the informed consent, the sensitization, the implementation of materials, sample of workshop, the chronogram of the pedagogical intervention and its budget.

### **Conclusions**

The design and implementation of the teacher-developed worksheets incorporating the learning outcomes of CLIL methodology for vocabulary learning contributed in EFL class contributed to San Bernardo de la Salle. The findings show that the teacher-developed worksheets strengthened students' self-confidence, made them feel at ease towards their English learning process by providing pertinent and comprehensible input. Regarding the CLIL methodology, the teacher-developed worksheets contributed substantially to address the students' needs, focusing on generating cognitive engagement, developing both English language acquisition and content comprehension, and leading to a change in the way learners perceived their own culture. In terms of vocabulary learning, there was an improvement in terms of the receptive, conceptual, and grammatical vocabulary knowledge. However, orthographical knowledge still in an initial phase. Finally, this study contributed to the reflection and the realignment of the school's bilingual policy, raising the awareness about the need to invest in teachers' development and the implementation of teacher-developed worksheets that respond to development of the target language and content knowledge.

# TEACHER-DEVELOPED WORKSHEETS FOR VOCABULARY LEARNING

## Table of Contents

Acknowledgments.....	iii
Abstract.....	iv
Resumen .....	v
Resumen Analítico en Educación – RAE.....	vi
Table of Contents .....	xvii
Introduction.....	1
Chapter I .....	3
Research Problem.....	3
Statement of the Problem .....	3
Research Question .....	6
Research Objectives.....	6
General Objective.....	6
Specific Objectives.....	6
Related Studies .....	6
Setting .....	10
Rationale.....	10
Chapter II.....	14
Literature Review .....	14
Materials Development .....	14
Historical Development of MD.....	15
Materials Development as a Field of Study.....	16
Type of Materials .....	17
Teacher-developed Materials.....	18
Content and Language Integrated Learning (CLIL).....	20
CLIL: Main Tenets.....	22
Teacher-developed Materials and CLIL Methodology: Crucial Considerations.....	23
What Learning Words Demands .....	24
Vocabulary Knowledge Features .....	25
Vocabulary Learning Strategies.....	28

Chapter III.....	30
Methodological Design.....	30
Research Design .....	30
Paradigm .....	30
Approach.....	30
Type of study .....	31
Participants.....	31
Data gathering instruments .....	33
Pedagogical Design.....	34
Pedagogical intervention .....	34
General objective.....	39
Specific objectives.....	39
Intervention as Innovation .....	39
Theory of the nature of language and language learning .....	41
Methodological approach underlying the pedagogical intervention.....	43
Connection of the pedagogical intervention with the research question.....	44
Instructional Phases.....	44
Sample of worksheet .....	46
Chapter IV.....	47
Data Analysis .....	47
Data Analysis Procedure .....	47
Research Categories.....	49
Teacher-developed Worksheets: Engaging in Meaningful Vocabulary Learning Through Meaningful Content and a Sound Didactic Sequence .....	50
Content, Culture and Cognition to Enhance Vocabulary Learning .....	60
Laying the Steppingstones for Vocabulary Learning.....	66
Chapter V.....	72
Conclusions and Pedagogical Implications .....	72
Conclusions .....	72
Pedagogical Implications .....	74
Limitations.....	75
Questions for Further Research .....	75

References.....	76
Appendices.....	93
Appendix A: Student’s artifacts.....	93
Appendix B: Focus Group Schedule.....	106
Appendix C: Informed consent.....	107
Appendix D: Informed consent.....	109
Appendix E: Expert Validation of Instruments.....	111

## TEACHER-DEVELOPED WORKSHEETS FOR VOCABULARY LEARNING

### Introduction

Our country has assumed the challenge of preparing the youngsters to develop language skills in English as a foreign language (EFL) to enhance communication, prolong the value of our identity and foster an international understanding of the world outside. Most of the policies framed by the local government to develop English language skills are underpinned in foreign teaching methodologies, it is the teachers' endeavor to comprehend the teaching and learning theoretical foundations, these are framed on embodying them in consciousness practices and pertinent materials design.

*The Programa Nacional de Bilingüismo (PNB) del Ministerio de Educación Nacional (MEN)* [Ministry of National Education's National Bilingual Program] is the policy that responds to the forementioned goals. Despite PNB objectives seem not to occur, this policy provides pedagogical and methodological insights about EFL teaching and bilingualism programs in public and private settings.

The PNB consists of two documents: *Derechos Básicos de Aprendizaje (DBA) The Basic learning rights* and *Curriculo Sugerido, The Suggested English Curriculum*. These two documents focus on helping "students achieve a level of English that allows them to communicate, interact and exchange knowledge so that they can enhance their professional and human capabilities" (MEN, 2016a, p 4) This is thought with the purpose of "generating educational equality and making the teaching and learning of English to be seen as a strengthening tool for comprehensive and appropriate development for the 21<sup>st</sup> century students of Colombia" (MEN, 2016, p 7). In this regard, aiming to fulfill the requirements of current language policies and becoming bilingual, private institutions have adopted teaching

methodologies such as *Content and Language Integrated Learning (CLIL)*. The current study took place in one of these schools and sought to explore how the design and implementation of teacher-developed materials embracing the tenets of the CLIL methodology contribute to the vocabulary learning of sixth graders.

This document comprises five chapters. Chapter one is composed of the research problem, research question, general, and specific objectives. Besides, it introduces the related studies, setting and rationale. The second chapter establishes the literature review that presents the theoretical constructs that underpin the present research study. Chapter three describes the methodological design. Chapter four presents the data analysis procedure and its findings. Finally, chapter five depicts the conclusions, pedagogical implications, and limitations for further studies.

## Chapter I

### Research Problem

#### Statement of the Problem

Instituto San Bernardo de la Salle (ISB) decided to start a process towards becoming a bilingual school in 2016. This process required adopting different legal, methodological, and pedagogical guidelines. One of them was provided by the Ministry of National Education of Colombia (MEN) through the General guidelines for the strengthening of English language projects that suggested some strategies for their implementation, including “teachers’ development, materials design, and continuous assessment and monitoring” (MEN, 2016b, p. 14). In that sense, I decided to revise the content of the syllabus and MEN requirements, seeking for new teaching, and learning insights that respond to today’s world. I realized that there was a need to make CLIL principles meaningful and contextualized through the teaching materials, contributing to vocabulary learning and content knowledge.

Besides, ISB English teachers and content teachers were encouraged to adopt the *Content Language Integrated Learning* (CLIL) approach since 2017, as a strategy that enhances a cross disciplinary understanding. Regarding this methodology, it is “a suitable option in this dilemma in how to educate bilingual students” (Coyle et al, 2010, p. 1). Despite having agreed to implement CLIL in the materials designed for the English classes, English and subject matter teachers faced several challenges. On the one hand, textbooks purposed exercises that do not achieve a genuine development of the CLIL tenets (cognition, content, culture, and communication). On the other hand, teachers lacked understanding about the way to incorporate CLIL principles in the teaching materials one the main manners to bring the language to the classrooms. These difficulties did not allow to achieve CLIL teaching and learning outcomes: the

apprehension of content and the development of the language altogether. For those reasons, I conducted a needs analysis to identify what situations required special attention to my students' learning process by applying some reading comprehension and vocabulary tests. After analyzing this information, it was evident that sixth graders have problems to make the learning of vocabulary meaningful across the subjects.

Addressing one of the issues mentioned before, the use of commercial textbooks published by foreign editorial houses or their localized branches in Colombia may not appropriately depict CLIL principles specially the local culture. In Cook's words (1983) the content of the lesson should be driven by students' voices and their culture to understand different lifestyles. Not only CLIL textbooks and downloadable worksheets are disconnected to the students' context, but they also promote the adoption of foreign consumption and living patterns, developing CLIL principles shallowly and reducing the learning of the language to the development of basic communicative skills.

According to MEN (2013) in *Las Orientaciones para la Implementación de Proyectos de Fortalecimiento del Inglés en las Entidades Territoriales* [Orientations for the implementation of English language strengthening projects] along the country, appraised that "...learning of a new language opens the possibility to interact with other cultures, learning and valuing the immense complexity and richness of diversity and multiculturality" (p. 22) to do that, MEN suggested the use of "textbooks, visual and recording materials" (p. 36). However, there are not clear guidelines that orientate how to embody this methodology in the teaching materials, attending to students' needs, enabling both the language learning and the appropriate incorporation of the cognition, content, culture and communication perspectives. Additionally, these prescribed materials show a marked and growing disparity in terms of how culture is represented what thinking skills are

convenient to develop in Latin American countries, limiting the potential of the teaching and learning outcomes of these foreign methodologies. Thus, I want to address this issue by designing and implementing my own teaching materials that cover the following needs: the improvement of language knowledge and use, the learning of vocabulary and the implementation of CLIL pedagogical principles avoid reproducing foreign teaching practices, narratives, and cultural prototypes.

The role and benefits of being materials developers require an empowering practice, defined by the comprehension of language learning theories and materials development theoretical frameworks. This understanding allows teachers to “gain the confidence and self-esteem” (Pulverness, 2003, p. 518); comprehending the “language teaching as a prime source for sensitizing learner to social inequalities that confront them, and for developing necessary capabilities for addressing those inequalities” (Kumaravadivelu, 2006, p. 1752), In this regard, it is important to comprehend what the theoretical assumptions demand in terms of the designing and implementing of “teacher-developed materials” (Núñez et al., 2017a, p. 22; 2017 b, p. 19) including content related to current events in the didactic sequence, looking for the development of proper thinking skills and unveiling how current practices affect lives and liberties.

Additionally, in terms of the cultural perspective, the materials want to problematize prototyped lifestyles, becoming English teachers aware about their political and social role they have in the societies, towards “construct, reconstruct, and deconstruct theories based on their real practices” (Ramos & Aguirre, 2014). Therefore, I decided to design and implement worksheets based on CLIL principles to encourage English and subject matter teachers to develop teaching materials by their own, disclosing current local issues, making the learning of the content meaningful by problematizing social and living practices in classrooms.

**Research Question**

What do the development and implementation of teachers-developed worksheets based on CLIL principles disclose about sixth-graders' vocabulary learning in a private school?

**Research Objectives*****General Objective***

To analyze what is disclosed about developing and implementing teacher-developed worksheets, regarding sixth-graders' vocabulary learning in a private school.

***Specific Objectives***

(a) to assess the appropriateness and usefulness of the development and implementation of teacher-developed worksheets to foster sixth graders' vocabulary learning; (b) to describe how the CLIL methodology contributes to content, language, and vocabulary learning; (c) to analyze students' learning of vocabulary in terms of receptive, conceptual, grammatical, and orthographic knowledge, memory, and phonological skills.

**Related Studies**

In the following lines, I will depict some studies pertinent to frame the three main constructs of my research study: materials design, *Content and Language Integrated Learning* (CLIL), and vocabulary learning.

Research related to Materials development and CLIL approach has been developed in the different levels of schooling. Pinto (2018) conducted an action research study and examined the design of worksheets following CLIL approach to boost reading comprehension skills in nursing and physical therapy students at Manuela Beltran university. The participants were twenty-five students from both the nursing and physiotherapy programs and the instruments selected to collect the data were students' artifacts, field notes and focus group interviews. The study unveils

how students are encouraged by developing materials through CLIL approach, these materials help them to realize the need of English in their professional paths assuming consciously their learning process. This study contributes to my inquiry the advantages of making the content as a core for our materials not only to address our students' expectations and needs, but also highlighting our culture and raising awareness.

Similarly, Mäkiranta (2014) explored the materials development process of CLIL teachers at the moment of planning activities for their classes. This exploratory research was carried out at two different elementary schools in Finland with 3 teachers as participants. The researcher conducted interviews and recorded think-aloud protocols. This action research shows how both experienced and novice teachers shared similar stages when designing CLIL materials. The researcher attributes the characteristic of “core stage” to the planning and production of materials, giving a more relevance to these phases, teachers balanced the planning among materials-oriented and activity-oriented way. This inquiry provides information about the stages to go through to design CLIL materials

Regarding CLIL instruction and vocabulary learning, Canga and Arribas (2015) conducted qualitative research to analyze what is disclosed in terms of productive vocabulary by means of CLIL methodology. This research was carried out with 111 participants aged 15-16, of tenth grade of two secondary schools in Spain, they were divided among CLIL (73 students exposed to Natural Science and Arts and Crafts content subjects since seventh grade) and non-CLIL groups (38 students). A *Productive Vocabulary Test Levels Test* (PVLTL) in its 2.000 band version was used to gather data, this test requires semantical, pragmatical, morphological and phonetical knowledge. The researcher found that one of the CLIL group participants obtained the mean and highest scores in terms of productive vocabulary knowledge, while one of the non-

CLIL participants got the lowest score. Neither CLIL and non-CLIL participants achieved significant results in the test, bearing in mind this test measures basic command of vocabulary learning, thereby either presented difficulties to understand oral and written information in English due to a lack of vocabulary. In terms of vocabulary learning, CLIL participants demonstrated a more significant knowledge and production of words, However, both groups underperformed the test because they achieved less than 1000 words. However, CLIL group demonstrated better performance. These results are slightly significant since they were assessed with the most basic band of the test, which means neither of them is achieving basic levels of the language. This study shows that CLIL methodology may foster vocabulary learning, nonetheless, the results of CLIL methodology are still weak in terms of basic language domain. This research points out the need to encourage vocabulary learning to enhance other communicative skills.

Likewise, Xanthou (2011) conducted an action research study to observe the impact of CLIL on L2 vocabulary development and content knowledge on two groups of sixth graders at urban and suburban private schools in Cyprus. There were 77 participants in this quasi-experimental study that included experimental and control groups, the first experiment showed 15 students in the first control group, and 16 students in the experimental group with the following characteristics respectively: the control group received content through the mother tongue, the experimental group received the content in the second language. The second phase showed 21 participants were the control group and the other 25 participants were the experimental group following the characteristics previously mentioned. The instruments used for data collection were pre- and post-treatment vocabulary test, audio, and video recordings. Xanthou highlights the benefits of CLIL instruction and materials for the development not only of academic vocabulary knowledge, but also the improvement of communicative skills in

English. Some relevant findings include that both the experimental and control groups demonstrated learning of content and vocabulary. However, the enhancement of the vocabulary through the exposure to language-oriented activities and meaningful settings is evident in CLIL group. This study provides me insights about the need to activate prior knowledge and also, a scaffolded construction of the meanings when implementing CLIL programs.

In relation to materials development and vocabulary learning, Delgado (2017) examined, in a qualitative action research study, the contribution and implementation of contextualized materials to enhance the vocabulary learning of sixth graders in a public school in Bogotá. Some strategies applied by the teacher were grouping, using imagery, semantic mapping, and the placing new words to meet the purpose of the study. The instruments used to gather data were students' artifacts, field notes and an entry and exit survey. Main findings are relevant for this research as they suggest that contextualized materials based on specific memory strategies, increase students' confidence because the topics were closely related to them. Besides, including vocabulary learning activities that devote content to the development of affectivity and self-esteem influenced in their learning processes.

Similarly, Tapias (2019) analyzed the impact of contextualized teacher-designed workshops based on explicit cognitive strategies on vocabulary learning. The study was carried out with tenth graders in E.I Santa Ana. Students' artifacts, teacher's field notes and a focus group interview were the instrument implemented. The results showed that including meaningful topics and everyday situations close to the learners increased students' interest in learning. The development of cognitive strategies through the associations, using imagery, graphic organizers, word formation enable students to have better performance in terms of vocabulary learning. This

study provides valuable information about the role of cognitive strategies to develop confidence to solve the activities and communicative skills as well.

### **Setting**

The Instituto San Bernardo de la Salle is a private institution located in the third locality, Santa Fe, in downtown in Bogotá. This school belongs to the *Community of the Brothers of Christian Schools*. In 2010, the school decided to become bilingual and increased the number of hours of English instruction and teaching some content area subjects in English in primary school. The English area considered some local and international policies to frame the syllabus: The Basic learning rights (DBA), The Suggested Curriculum of English and The *Common European Framework of Reference for Languages* (CEFR). Regarding the methodology, the CLIL methodology was adopted as the appropriate pedagogical approach to enhance the teaching and learning processes.

In terms of materials, the school adopted Oxford textbooks and Books & Books examination books. The selection of these materials was influenced by the current methodologies presented in the textbooks, and the apparent impact of being assisted by an international publishing house along the implementation of intensive English or bilingual programs in schools. However, criteria in this process were not clear, the content of the different textbooks tackle social issues in a shallow depth, and the presence of the local culture is not evident.

### **Rationale**

There is a lack of understanding related to the principles that underline the CLIL approach and how to make them evident in the designing of teaching materials. The institution did not provide enough information for teachers to facilitate the comprehension of CLIL methodology and know which actions should be followed at the moment of mediating the classes and

designing the materials. It seems that the expected language and content learning outcomes have not occurred considering the hours that students are exposed to the language, not only in the English classes, but also in subject content area classes. Besides, the implementation of this methodology presents a learning regression in terms of both: language and content. In that sense, Aguilar and Rodríguez (2012) asserted that “a well-designed CLIL...pedagogy should provide students with opportunities to express and communicate about issues” (p. 48). Despite the foreign nature of this methodology, teachers have to incorporate the universal teaching and learning principles from a more situated perspective.

Regarding materials design, Vidal (2007) reflected that teacher’s energies are focused exclusively on the apprehension of the content and the development of the language, neglecting the power that materials have. There is a need to seek for a balance between the content and the language, reconsidering the theoretical foundations of the Western thought, making the materials design a means of genuine learning. Therefore, this study emerges from the need to problematize the components of CLIL approach and how these components can be embodied through the teacher-developed worksheets from a more contextualized perspective, contributing to the development of the second language, the use of strategies for the learning of vocabulary, the interaction with meaningful activities for the learning of new cross-disciplinary content.

The main contribution of this study to sixth grade students resides in the students’ materials development and assessment to examine how the development of the teacher-developed worksheets truly contribute to their English vocabulary learning and content knowledge. This study may contribute to the objectives proposed at Instituto San Bernardo de la Salle to adjust its local policy to more context sensitive practices, supporting teachers in terms of providing insights

related to the design of contextualized materials embodying all the components of CLIL methodology appropriately.

This study and the teacher-developed worksheets implemented embrace and embody some of the main theoretical aspects that underlie on the research line on Materials Development and Didactics, which are according to Núñez et al (2013), empowerment, autonomy, and social awareness. First, this study is going to continue enriching this line, since it helps me to conceive English teaching and social justice as “essential [elements] of education in the development of skills and abilities and the comprehension and execution of the principles that allow us to live in society”, just as it was stated by Núñez et al. (2013, p 7). Second, empowering teachers to reflect on their pedagogical practices and reconsidering their previous knowledge about English teaching materials design, allow to “exercise a change in [teachers] belief system as well as the belief system of their students, proposing critical alternatives in response to what society demands of them” (Núñez et. al, 2013, p 8). On the one hand, involving topics that lead the reflection about current social issues associated to living practices of nowadays’ societies, allow the teaching and learning of English exercise to become a source for consolidating renewed social practices, highlighting not only the students and teachers’ role, but also the schools’ role in the societies.

On the other hand, relocating the English teachers’ practices and pedagogical knowledge towards more reflective and committed conceptualizations and practices are going to be the steppingstones to both teachers and learners assume a more active role, inspiring to mobilize individuals to the consolidation of genuine teaching and learning atmospheres.

Lastly, this study reflects on CLIL methodology problematizing the way foreign publishing houses and online generic teaching materials portrait and develop its main tenets: Cognition, Content, Culture and Communication. The design and the implementation of teacher-

developed worksheets not only embody pedagogical foundations of CLIL interlinked to the development of a dual focused language development, but also to embrace the development of some SLA principles pertinent to the context the study was carried out.

## Chapter II

### Literature Review

This section of the paper will deal with theories from authors who have studied the theoretical foundations of this research. Some of these concepts include materials development; *Content and Language Learning Integrated* (CLIL) and vocabulary learning.

#### Materials Development

Bringing materials to EFL classrooms not only does it imply following prescribed teaching sources of language structures given by foreign syllabus, but it also includes meaningful tasks that develop student's insights into the world outside. Tomlinson (2011) appraised that "materials development target to anything which is deliberately used to increase learners' knowledge and/or experience of the language" (p. 2). In this regard, despite having materials an apparently purposeful nature, these should propitiate both contextualized teaching and learning of the language.

Materials development (MD) as a branch of knowledge demands to pursue some language teaching and learning objectives, and the need to keep a reflective attitude about teachers' role in educational settings, embracing new theoretical foundations to perform themselves effectively in more academic spaces. In this regard, Jolly and Bolitho (1998) claimed that "the more teachers become sensitive and responsive to [develop a reflective attitude] the more they become involved in researching their classrooms" (p. 111) and exercising MD "allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language" (Núñez et al., 2013, p. 10). Hence, one of the main actions as materials designers is to appeal students' settings, strengths, weaknesses, and thoughts to frame new knowledge, implying "to update teaching materials in terms of the way learners would like to learn and what they need to learn in

today's increasingly globalized world” (Núñez & Tellez, 2009, p. 172). In this regard, students need to be provided with teacher-developed materials, teaching, learning and assessment practices that improve their communicative skills to face today's world issues.

Although, the sizeable theory about developing and designing ELT materials, there is a need, according to (Guerrettaz & Johnston 2013, as cited in Garton & Graves, 2014) “to step toward developing a theoretical framework for materials use by adopting a classroom ecology approach” (p. 654). Having said that, Materials developers should set an easygoing atmosphere by incorporating all the elements the act of education implies contextualized teaching materials, well-elaborated learning strategies in a comprehensive didactic sequence and student-centered instructions and activities.

### ***Historical Development of MD.***

For many years, MD field was not recognized as a relevant field of study. Tomlinson (2012) asserted that “it was not until the mid-1990s that materials development began to be treated seriously by academics as a field in its own right” (p. 144). Correspondingly, Núñez & Téllez (2015) underscored that MD “is a field of study focused on the effect of materials on the teaching-learning process of a foreign language” (p. 57). It implies English teachers and researchers alike should understand the area of materials design as an active research field for developing learners’ language abilities. Tomlinson (2012) defined this field of study as “a field it investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (p. 144). Learning about students’ needs and learning styles to design the materials allow teachers to be more conscious about their practices and the academic endeavor of developing materials (Núñez & Téllez, 2009; Núñez et al., 2009). Either theoretical support in

MD field and the exercise of contextualizing materials make it easier to perceive what theory and practice imply.

### *Materials Development as a Field of Study*

The development of any material gains validity through involving preliminary parameters and give a sense of flexibility in terms of learners and context needs, that not only enlighten the design but also meet nowadays' education needs. In this consideration, Tomlinson (2011) inferred learners need that “materials which are designed to facilitate systematic progress but which at the same time provide them with encounters with the reality of target language in use” (p. 88); considering that materials are “sociocultural resources” (Núñez et al., 2013, p. 10) becoming a “field of study that goes beyond authors' creativity and inspiration to design didactic materials” (Núñez et al 2013, p. 10). To do so, materials developers should “[become] more willing to take risks and make decisions related to the way they handle classes” (Núñez & Tellez 2009, p. 174) Despite the development of materials implies following essentials of theory and design principles, it should provide meaningful experiences associated with today's world and current events that allow them to confront the different edges the English language has in different countries, assuming its learning process, questioning themselves and others about the implications of English in globalization process, potentiating their language learning to become better human beings.

Other scholars warned about the disadvantages of providing decontextualized materials that meet neither learner's nor English teaching-learning outcomes. In that sense, Jolly and Bollito (2011, cited in Levis & Sonsaat, 2016) addressed the failure to any English teaching materials design work to the omission of any of the following steps “contextual realization, identification, exploration, pedagogical realization, and physical production” (p. 109). On the

other hand, Núñez et. al (2013) pointed out that the act of designing “make more inclusive didactic proposals to respond to the country’s agenda” as it “strengthen a cultural-linguistic identity that allows them to assertively overcome any intercultural encounter, characteristic of the globalized societies” and “recognize the importance of language teaching-learning materials as forms of socio-cultural mediation” (p.7). Materials developers should follow a sequence in terms of format keeping a life cycle teaching materials design.

### *Type of Materials*

The EFL teachers need to adopt helpful teaching materials to approach learners to frequent communicative situations, where English has the main role. According to Prowse (1998, as cited in Tomlinson,2003) developing materials is to seek a balance between three elements: to reflect teachers’ insights, consulting the canonized resources such as textbooks, and focus on curriculum development as well.

On the one hand, Tomlinson (2003) states that the authenticity strains between the content and the adaptation of materials for teaching purposes, these particularities may be balanced from a communicative perspective in a globalized world that demands effective social interactions. Similarly, Kramsch (1998, as cited in Gilmore,2007) stated that “Authenticity relates to culture, and the ability to behave or think like a target language group in order to be recognized and validated by them” (p. 4). In that regard, elements like student’s willingness, teacher’s recursiveness when exposing learners to authentic materials, and how these represent part of the world-wide oral and written foreign cultures and become relevant to make correspondences between learner, language, and genuine communication. Some of the benefits of bringing authentic materials to EFL classrooms are highlighted by Shrum and Glisan (2000) and Al Azri and Al-Rashdi (2014) in terms of the development of reading and listening skills confirming that

the disclosure of well guided and regular classroom's interactions through spoken and written authentic materials allow to gain better levels of apprehension. It implies that English language development when facing real communicative situations is determined by a close contact with authentic materials.

On the other hand, non-authentic materials are edited sources for teaching purposes in different EFL contexts. Some examples of these kind of materials according to Núñez and Téllez (2015) are “a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task”(, p. 57) either “authentic and non-authentic materials may be used as complementary sources in the quest of helping students learn a foreign language” (Núñez et al 2019, p. 18). Furthermore, Shoomossi and Ketabi (2007, as cited in Castillo et.al, 2017) enacted the need of non-authentic materials by underpinning that "non-authentic materials are as valuable as authentic materials. Indeed, there are some situations in which authentic materials are useless—especially when the learners' receptive proficiency is low" (p. 92). Finally, Byram (1989) criticized the process of recontextualizing that both authentic and non-authentic materials suffer, as non-authentic materials, the authentic ones are “restricted and limited version of using the language in the foreign culture and society, and the principal focus remains on the language and on learners' fluency and accuracy in language use” (p. 140). In general terms, both processes, authentic and non-authentic materials design should raise conscious teaching processes that appraise understanding and communication both in and outside of classes.

### ***Teacher-developed Materials***

Being English teachers imply dedicating time to design pertinent and situated teaching materials to make the experience of learning a foreign or a second language, more meaningful and engaging throughout their academic lives. Developing language skills by the means of

teacher-made materials are “more likely to provide learners with rich, contextualized and comprehensible input to facilitate their language learning targets; raise awareness of their own learning process and assist their on-going development of a balanced set of skills and content” (Núñez et al 2017b, p. 24). Nowadays, schools in the process of becoming bilingual institutions should make some agreements with foreign publishing houses, adjusting the curriculum and limiting the main materials source to the textbooks and online platforms development. These actions are taken to credit the process, they go through to coin the name of certified bilingual schools, however, these sources are underpinned in foreign lifestyles undermining the power of the local knowledge and diversity, making the learning of English misconfigured and superficial.

Despite commercial textbooks comprising practice with the four skills, it is important to seek for an articulation with other subjects to develop a cross-disciplinary understanding. These attempts seem not to occur to make English language learning a truly meaningful and long-lasting skill, meeting neither: the language and the content learning outcomes expected in the frame of a bilingual program. In that sense, English teachers should make extra efforts to find ways to innovate the design of the teaching materials. On the one hand, Núñez (2019) defined the efforts of teachers to design materials by their own are actions “to resist uniformed, standardized, homogenized, and generic materials” (p. 15). On the other hand, Al-Busaidi and Tindle (2010) described commercial textbooks are “culturally inappropriate, being unsuited to local teaching and learning styles, being unrelated to local needs and interests and being linguistically too challenging” (p. 137). Regarding to suggestions given by some scholars in terms of the pertinence of teacher-developed materials, following the pedagogical tenets of CLIL, Yang (2018) warned that “there is an urgent need to prepare tailor-made CLIL learning materials for its learners” (p. 238). In this sense, these four teacher-developed worksheets, take the teaching and

learning objectives from the CLIL methodology, and embodied through pertinent and meaningful learning strategies, relevant input related to their culture, lives, and issues. Due to Covid 19 pandemic, there was not possibility to take photos to them, so they decided to share a sticker to personalize the different pages of the worksheets. As we lived different situations during this time, we decided to name the different strategies as challenges, to involve students in the development of the exercises, as parts of a mission they had to accomplish. By the same token, these challenges were thought and designed keeping in mind the situation of not having the possibility to go outdoors, the main sceneries were their kitchens, living rooms, and rooms.

### **Content and Language Integrated Learning (CLIL)**

Colombian education authorities are adopting foreign approaches such as content and language integrated learning (CLIL) to teach English language and meet local and international education standards. In that sense, aspects such as the learning processes in students, teachers' development and materials development should be considered at the moment of adopting this type of foreign methodologies. Some of schools in Bogotá are implementing this methodology and exploring how to design materials to be implemented not only in the English classrooms but also in the content area subjects. There is a need to go over the foundations of this framework to see how its principles should be adopted effectively, and the possible benefits in terms of language skills development these can provide.

Many theories address what bilingual education means and the role of CLIL methodology to achieve this outcome. One of the most compelling is developed by Beardsmore (1986) who considered that bilingual education should sharpen learning purposes and not merely attempt to help learners learn the target language. One way to do that is through progressive and well-framed syllabus objectives and teachers' expertise oriented towards raising intercultural

awareness and an achievable linguistic competence domain. Different scholars such as Nikula and Marsh (1998), Coyle et.al (2010), de Zarobe et.al (2009) and Marsh and Frigols (2012) defined CLIL as an educational approach where both elements: content and language converge in teaching and learning processes. Despite being an approach for the learning of languages, they asserted that the most vehicular language is English. By the same token, Lasagabaster (2011) mentioned some of the CLIL tenets: skilled people to face today's world challenges, respect for diversity, assertive communication through a good linguistic command and enhance content area knowledge. However, Snow et al. (1989) warned about the need to set goals and objectives in regard to content and language since "it is unlikely that desired levels of second/foreign language proficiency will emerge simply from the teaching of content through a foreign language". (p. 204). In that sense, the success of adopting methodologies such as CLIL is going to be determined by the ability to rethink the main tenets in terms of the local teaching objectives, adjust language levels to truly promote local and intercultural understanding towards master appropriate domain levels of the language, evaluating the pros and contras during the process.

Some scholars have examined some aspects related to the CLIL approach. Beardsmore (2008) highlighted the cognitive benefits of a well-planned framework and the development of new approaches in CLIL programs. He argued that "it also promotes the development of cross-curricular skills through a focus on enquiry, information processing and problem solving" (Coyle, 2009, p.7). Bearing this in mind, the bilingual program in San Bernardo has to reconsider the theoretical and practical statements adopted to frame its bilingual program and make positive changes to guarantee that learners have better opportunities to learn content and develop the language adequately, conceiving the process of bilingualism not only as an opportunity to

provide better job opportunities for their graduates but also the possibility to raise awareness and make better and committed citizens.

***CLIL: Main Tenets***

CLIL programs are oriented by four guiding lines that allow the development of proper teaching practices and the development of pertinent materials. Coyle (2007) implemented the 4Cs Conceptual Framework “to provide a basis for bringing together different facets of CLIL in order to support the development of CLIL pedagogies... which will not be found in traditional...language [and] subject teaching” (p. 549). Coyle (2009) described the tenets of CLIL: Content, Cognition, Communication and Culture. The first one, Content “provides learning contexts which are relevant to the needs and interests of learners... can be explicitly linked to literacy, ...and should involve first and second language learning” (p. 25). In that sense, the learning of a second language has to develop not only the skills related to the language, but also promote an interdisciplinary understanding across the other content area subjects through effective teaching materials and well-planned learning strategies. The second one is Cognition “learner [progresses] in both language skills and knowledge construction. [it is necessary to] redefine the curriculum, sharpening the focus between language development and thinking skills” (p. 13). In this sense, there must be a dual development between the content and the language.

Regarding communication, teachers must provide opportunities to interact and participate not only in the classrooms but also make learning partnerships with other institutions. Finally, in relation with culture, CLIL embraces diversity, allows the comprehension not only of the language but also the speakers’ subjectivities, promoting the comprehension and the value for the local identity, and fosters cross-cultural awareness for the otherness. (Coyle, 2009). In short, CLIL has features that bring opportunities for educational places to base methodology on a local

context by considering local and cultural awareness in teaching and learning interactions., developing high thinking abilities, and promoting a cross-disciplinary understanding.

***Teacher-developed Materials and CLIL Methodology: Crucial Considerations***

The field of materials design has a wide variety of theoretical frameworks that present the different components and procedures to follow when assuming the challenging task of designing materials, this task gets more difficult, when local teachers base their designs on foreign methodologies due to the requirements of the institution they work. However, CLIL methodology encompasses some fundamental tenets that teaching of English aims “communicative language teaching ... sociocultural and constructivist theories of learning...focus on the learners’ development and construction of knowledge by means of a dialogic relationship with...peers...[teachers], and the materials” (Ioannou, 2012, p. 496). Even though, the principles of CLIL are arranged in advance, local teachers should propose teaching materials that stop reproducing “umbrella” didactic sequences, examining cross-disciplinary learning outcomes through the curriculum and other knowledge areas, embodying the appropriate learning strategies that develop cognition, content, culture, and communication, respectively.

Bonces (2012) affirmed that the field of materials design and teachers’ development require committed scholars who make CLIL principles match the Colombian context. Despite CLIL is recognized as an adaptable teaching approach in diverse learning settings, students’ needs differ from one country to another, and CLIL textbooks do not meet learners’ realities and expectations. Mehisto (2012) generalized some aspects about materials such as: the synergy between learning, students’ realities, and their contexts. Additionally, teaching materials should address contemporary social issues to develop reflective and analytic abilities, fostering an intercultural understanding that avoid vertical relationships or social standards that prevailed

biased information in educational settings as a means of interacting with the English language. Mehisto (2012) also presented some principles to design CLIL materials that foster academic language proficiency, learning skills development and learner autonomy, cooperative learning, critical thinking, and cognitive fluency through scaffolded teaching. All these principles help to “create a safe learning environment and make learning meaningful” (p. 29).

Finally, these principles make contextualized materials better means that not only help to reflect on everyday teaching materials design practices, but also to make learning outcomes evident and accessible for learners, promoting different ways to learn and live English language learning. one of the main purposes of the current materials is to attain these criteria and reflections towards designing appropriate materials that truly contribute to the learning process of my students.

### **What Learning Words Demands.**

Some scholars have paid special attention to the vocabulary inventory that language learners have and the influence its extent, profundity and retaining has in learning. Wilkins (1974, as cited in Zimmerman, 1997) expressed that the “knowledge of a language demands mastery of its vocabulary as much as its grammar” (p. 14). Nation (2011) affirmed that “measuring learners’ vocabulary size, or at least their knowledge of the high-frequency words of the language, is an important part of needs analysis” (p. 530). Consequently, vocabulary learning has become a paramount value in teaching materials design.

In terms of words’ depth, Henriksen (1999) addressed that “the term depth of knowledge can be used exclusively to aspects of lexical competence” (p. 306). Faerch et al. (1984, as cited in Laufer & Nation, 2001) addressed that “lexical knowledge is constructed either as a continuum consisting of several levels, starting with superficial familiarity with the word, and ending with

the ability to use the word correctly in free production” (p. 8). Similarly, McKeown and Curtis (2014) defined the depth knowledge when “learner should not only know a word as it is used within a particular context, but also should be able to use the word in efficient study and discussion” (p. 75). Richards (1976) presented some important scenarios to take into account when knowing new words in terms of “... [their] limitations...the syntactic behavior...the underlying form of a word and the derivations...made from it...the network of associations between that word and other words...the semantic value of a word...the different meanings associated with a word.” (p. 83). In this sense, learning a word has different implications that English teachers need to address by expanding students’ vocabulary knowledge and outlining the desired learning outcomes through the different exercises that unveil the multiple facets of a word in the language.

### ***Vocabulary Knowledge Features***

Growing vocabulary size students’ knowledge and developing thinking skills are intricately linked to teachers’ support and the development of the four communicative skills. This guidance is provided by designing and applying the proper content and exercises to go from the meaning to the extended use of the words in more complex constructions. Beck et al (2013) affirmed that “a robust approach to vocabulary involves directly explaining the meaning of words along with thought-provoking, playful and interactive follow up” (p. 6). In that sense, materials design should drive their forces towards identifying how learner's reception and memory is developed, how to contribute to the learners’ comprehension and production of new knowledge through previous and new words, the reason why writing and placing appropriately the words is important, and how the pronunciation contributes to the vocabulary learning. In terms of receptive and productive vocabulary knowledge, Crow (2014) defined the reception of a word

what a person requires to learn to comprehend a word in reading and writing tasks. On the contrary, the productive way is related to what words' knowledge demands from a person to perform writing and speaking tasks accurately. Furthermore, teachers' practice and materials design should favor a reciprocal development of these two features, balancing what students learn and what they can do with that knowledge.

Regarding memory aspects when learning words, Cameron (2001) associated it with the spontaneous capability to remember a word in a specific moment. By the same token, Nemati (2009) highlighted that a learner should carry out high cognitive tasks in the process of learning new words by using the memory. Oxford et al. (1990) mentioned the different learning styles describing the type of tasks learners may perform depending on the way they are, appraising that the two more predominant learning styles in classrooms are the analytic and the global. On the one hand, learners who support themselves in their intuition tend "to build a mental model of the target language; this kind of student deals best with the "big picture" in a nonlinear, random-access mode" (p. 15). On the other hand, learners who make use of their analytical sense "prefer strategies that involve dissecting words and sentences into their component parts and analyzing the structure of the new language in detail" (p.15). Despite the advantages that early memory stimulation provides by being exposed to the English language through activities that randomized the learning experiences with new words, there is a need for providing more enriching experiences towards reflecting, preserving, and boosting the opportunities to use the features of the learned words in a short and long term.

Encoding process performs an important role in vocabulary learning. Some researchers asserted that a dual development can be set between two aspects of knowing words: orthographical and phonological. Huckling and Bloch (1993, as cited in Koda et al., 1997)

appraised that “the failure to use context for lexical inference is in many cases, attributable to word misidentification” (p. 35). When learners are unable to recognize words in terms of their sounds and their written form, it intrinsically affects their understanding in situations that pretend to give a more contextualized experience. According to Hennings (as cited in Richards & Rodgers, 2014) in vocabulary learning processes, low-performance students support themselves by developing memory retain strategies impacting phonological and orthographical knowledge. By the same token, Castles et. al (2003) concluded that “orthographic skill appears to be associated with a boost to phonological awareness in general” (p.462). Laufer (1990) stated that “knowing a word means knowing its spoken form – being able to recognize it when heard and to pronounce it properly, and its written form - being able to recognize it in writing or print, and to spell it correctly” (p. 1) On the one hand, memory still have a key role not only in language learning, but also, in developing the different features that knowing a word entail. On the other hand, strong development in terms of phonological and orthographical knowledge allows to have a better performance in terms of the conceptual features in words.

Once teachers have provided students with enough tools to recognize the phonological and orthographical features implied when learning new words in English, it is necessary to employ this new knowledge to comprehend what words means and how their position in ideas determines its role and other language components’ roles. According to Mancilla and Vagh (2013) local bilingual programs that seek for a dual language development, L2 can show a significant advance by making the two languages coexist along a continuous conceptual development. By the same token, Pavlenko (2009), asserted that English teachers should take advantage of the commonalities both languages have in terms of meaning and concepts. The previous insights warn about the importance of establishing parallel language development

objectives, taking advantage of what boundaries language provides in terms of the diverse word knowledge provided, reflecting this words' versatility in teaching materials design. Subsequently, knowing the wide range of meanings that a word conveys, implies understanding the correct position that a word should have in any situation. According to Kintsch (1998, as cited in Zhang 2012) conceptual and grammatical knowledge "are essential in the formation of propositions, which serve as the basis for initial text base construction" (p. 558) Despite the development of the lexical and grammatical knowledge share some common points for their development, defining the way to assess them jointly show the big differences concerning the type of exercises and what teachers want to measure (Shiotsu et al. 2007). Regarding the wide range of word knowledge types, teachers need to comprehend the relevance everyone has, taking advantage of the existence academic similitudes from one to another, addressing learning strategies that provide meaningful experiences with these types of linguistic knowledge simultaneously or separately.

### ***Vocabulary Learning Strategies***

EFL community has explored multiple perspectives in the vocabulary learning field. That reflection examines possible actions to broaden the learners' word inventory and consider many other implications when learning new words for effective learning: to understand not only the multiple words' meanings but also their use in different communicative contexts. Meara (1996) indicated that "vocabulary skills make a significant contribution to almost to all aspects of L2 proficiency" (p. 37). Consequently, enriching vocabulary knowledge should be attached to at least one communicative skill to offer students experiences from situated teaching-learning practices.

Attaching vocabulary knowledge to contextualized activities such as reading not only allows us to generate new knowledge about subject-content texts, but also to make the learning of

vocabulary could be more meaningful. However, it is important to make the context, the reading, understandable enough for students to achieve both: learn new words and comprehend the content that is pretended to communicate. In this sense, Beck (2013) concluded that “to acquire word knowledge from reading requires adequate decoding skills, the ability to recognize that a word is unknown, and the competency to extract meaningful information about the word from the context” (p. 8). In that sense, reading not only provides simultaneously the learning of new topics and words, but also, the development of thinking skills applied transversely to other knowledge areas. Once, making a connection in the dual development between vocabulary learning and reading competence, it is important to see what aspects or learning words are derived in this practice, their implications in teaching and learning practices, and what words’ features are conveyed in EFL research.

Some scholars have paid special attention to the vocabulary inventory that language learners should produce and the impact in its extent, retaining and depth has in effective learning. The first concern when learning words is associated with the vocabulary repertoire a language that learner should acquire throughout the years to handle the target language, and how these number of words are comprehended and used in different spoken and written situations. Nation (2011) affirmed that “measuring learners’ vocabulary size, or at least their knowledge of the high-frequency words of the language, is an important part of needs analysis” (p. 530). Similarly, Goulden et al (1990) warned that “measures of vocabulary size – particularly the size of academic vocabulary- are important indications of the ability of second language learners to achieve academic success” (p. 342). In this regard, learning words entails not only enriching the vocabulary stock and handling them in everyday situations, but also comprehending the role of words in more academic domains.

## Chapter III

### Methodological Design

The purpose of this study was to see what is unveiled by the design and implementation of teacher-developed worksheets concerning to health and self-care practices focused on vocabulary learning in sixth graders at a private school. Thus, this chapter comprises both the research and the pedagogical designs that underpin this study.

#### Research Design

This chapter, I presented the research design describing the paradigm, approach, type of study, the participants involved and the data gathering instruments applied.

#### *Paradigm*

This study is framed in a socio critical paradigm that fosters the transformation of the society and raise social awareness by the means of teaching and learning processes. This paradigm encourages the reflection of the different human beings' backgrounds towards the reflection of imposed practices transforming their realities and attitudes (Guba & Lincoln,1994). This study emerged from my students' needs and my interest to redirect the way CLIL teaching materials were designed and implemented within the framework of a bilingualism program, valuing the theoretical foundations this methodology stands in terms of language learning, current social problems and bridging the gap between theory and practice.

#### *Approach*

This study is framed within the qualitative research approach defined as “a tool to be used in the on-going process of practical transformation of society” (Fossey et al., 2002, p. 720). This conception entails to have a critical self-perception as a researcher, a teacher and a human being. Hence, researchers should “avoid hubris and engage in mutual empowering relationships with

their participants” (Lederman & Abell, 2014, p. 47). Since qualitative research implies “researchers’ position’ themselves closely to the participants...to see the world as the participants do” (Heigham & Croker, 2009, p.8). It means that any phenomenon is sensitive to be studied, allowing me to be aware of the realities that converged in classrooms.

### ***Type of study***

Regarding the objective and the characteristics of my inquiry, action research informs the current research. According to Burns (2009) “the main point of action research is to find out more about what is going on in your own local context in order to change or improve current practice in that situation” (p. 115). In the same vein, Winter (2003) considered that action research transforms teaching practices and enhances professional development. Its purpose is for “people [to] learn to negotiate ways of living together and explaining how they do so, emphasizing the problematics as much as the successes” (Mcniff, 2013, p. 24). Thence, this study intends to attend to, firstly, a specific need by heightening capabilities, and secondly, improving individual and social structures through the exploration of different perspectives. In addition, Fals Borda (1979) coined to action research new significance of the teachers’ role that “adopted an attitude of apprentice, of respect for the experience, knowledge and need of the other...be “expropriated” of his own knowledge and techniques” (p. 25). Therefore, being reflective in a research process entails unsettling our insights from the research scenario and the idealization of the participant, because research implies learning of otherness.

### ***Participants***

The participants in this study were the sixth-grade students and the English teacher that played the roles of the researcher and materials developer.

**Students.** The current study was implemented in sixth grade at the Instituto San Bernardo de la Salle. The students' ages are from 10 to 13 years old. These students take seven hours of English and four hours of science. Although these students belonged to the first group in the "intensification modality" (MEN, 2016, p. 31), they have a basic level of proficiency. The technique used to select the participants for this study was the convenience sampling. According to Mangal (2002), "it is quite impracticable as well as inessential to approach ... few representative samples" (p. 135). Hence, the proximity and the willingness to participate were the principles to choose the participants.

**Teacher-researcher and Text Developer.** During this action research study, I assume three challenging roles: teacher, researcher, and materials developer. In terms of teachers' reflection, Núñez et al. (2009) argued that "teachers should devote plenty of time to the demanding task of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating in their classes and, so, developing professionally" (p. 173). By the same token, Kumaravadivelu (2003) enclosed the role of teachers attributing some characteristics. I considered two of them that are meaningful to my inquiry context: "(b) teachers as reflective practitioners, and (c) teachers as transformative intellectuals" (p. 8). Therefore, examining continuously what theory and practice demand placing teaching to more contextualized interactions, lead to me as a teacher to make changes and to contribute from my practice to set genuine learning environments by means of a more committed and informed teaching practice.

From the research perspective, Nassaji (2015) coined to qualitative research, a "gain a deeper understanding of individual participants, including their opinions, perspectives, and

attitudes” (p. 129). In other words, I have the possibility to implement diverse strategies to identify their learning needs, and also to uncover other sides of their lives.

Regarding the role of materials designer, there are some important principles to bear in mind when designing materials in EFL contexts. Kumaravadivelu (2006) presented three tenets “particularity, practicality, and possibility” (p. 69). These principles imply teachers purposing new things in classrooms, increasing awareness related to context’s needs by balancing theory and practice, and the design and implementation of teacher-developed worksheets inspired in some CP theoretical tenets which foster this endeavor.

### ***Data gathering instruments***

Instruments are different options the researchers have to collect all the information that came from the participants during the pedagogical implementation. According to Wilkinson and Birmingham (2003) “research instruments are simply devices for obtaining information relevant to your research project” (p. 3). Hence, the students’ artifacts, and a focus group interview were the most pertinent instruments to analyze the results of the pedagogical intervention. These instruments were opportunely piloted with a group with similar particularities to the population selected for this study. Instruments were adapted according to students’ observations and were validated by an expert.

**Students’ Artifacts.** This type of instrument allows to inform the students’ performance through the worksheets implemented in the intervention. In this regard, Allender and Manke (2004) argued that artifacts “embody the full range of what is taking place in the world we live in, a world made up of individual selves” (p. 20). In the same vein, Mills (2007, as cited in Mertler, 2009) defined classroom artifacts as “any written or visual sources of data, contained within the classroom, that contribute to our understanding of what is occurring in classrooms and schools”

(p. 114). In this study, students' artifacts (See Appendix A) enable monitoring to their perceptions, performances and vocabulary learning process associated with science content.

**Focus Group Interviews.** After implementing the materials, students' feedback provides invaluable information to realize the extent of these worksheets. Vaughn et. al (1996) explained that focus group interviews "conduct an interactive discussion that can elicit a greater, more in-depth understanding of perceptions, beliefs, attitudes, and experiences from multiple points of view" (p. 16). By the same token, Kemmis et. al (2013) described focus group interviews as a resource "where people can speak more or less freely...the interviewer encourages participants to express different views" (p. 182). Thus, building rapport and confidence allows to truly get students' points of view. In the current study, two focus groups interviews (See Appendix B) will be conducted to see what is unveiled from students' insights and feedback after the implementation of the materials.

### **Pedagogical Design**

In this section, I present the pedagogical intervention and its general and specific objectives, Second Language Principles (SLA) principles, the intervention as innovation, theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, as well as the connection of the pedagogical intervention with the research question and the pedagogical phases.

#### ***Pedagogical intervention***

The intention of this study was to develop and implement some teacher-developed worksheets adhering some CLIL principles. These materials comprise four lessons, each one has vocabulary exercises, reading and listening comprehension, written production, and the corresponding self-assessment. These lessons were designed to develop vocabulary learning in

sixth graders at Instituto San Bernardo de la Salle, addressing their realities through pertinent content. Topics related to health and self-care practices were chosen bearing in mind an interdisciplinary development between the syllabi of Science and English, considering essential to improve the bilingual process at the school and the vocabulary learning strategies converged from the discussion between the students and the teacher based on their opinions and their learning styles.

The field of materials development and the SLA principles provide a broad set of actions to carry out in the teaching and learning processes. Indeed, one of the purposes of this study is to embody not only the CLIL principles from a more contextualized perspective, but also to correlate them with the SLA principles selected, reflecting in the learning outcomes of the methodology and the materials design tenets in terms of English language learning. According to Tomlinson (2011) reflecting and informing the findings of meaningful teaching experiences contribute to MD and SLA theory. For that reason, I considered the following SLA principles for my research study.

The first relation presented is how the development of the Cognition principle deals with factors that influenced the language learning process. One of these factors that intervenes in this process is associated with the levels of anxiety learners experience throughout their academic lives. According to Gardner et al (1997) anxiety may influence “how successful different individuals will be at learning another language” (p. 344). By the same token, Kitano (2001) affirmed that “students with fear of negative evaluation may become progressively more anxious in advanced-levels where the teachers may be stricter or less generous with praise than teachers in lower-level classes” (p. 558). Consequently, teacher should not replicate practices promoted through globalization’s rationale and results should not be expected immediately, pressuring

students to be involved and bringing knowledge to lessons without establishing linkages with their background, resulting in “negative affectivity may impair motivation and cognition, leading to lower educational success” (Otwinowska & Forys, 2017, p. 2). Then, learning is a process, not a product where learners should be comfortable with, getting gradual challenging activities. Feeling pressured limits their interests and willingness to be and to learn.

CLIL methodology holds constructivism as cognitive learning theory, making the learning of the language and the content more challenging because “there is a conflict between our existing ideas and new ideas, when we notice a difference between the language we are using, and new language needed to express the new ideas” (Dale et al., 2010, p. 21). In this regard, the connection between previous and new knowledge is pivotal to cope with students’ anxiety, because this cognitive engagement allows learners to make sense of the new information by supporting themselves on what they already knew. Making possible this construction of the knowledge implies “working with maps, diagrams or pictures” (Meyer 2010, p. 300). For instance, graphic organizers were implemented in the design of these materials to make the pertinent connections in terms of previous and new knowledge relations.

Furthermore, materials design and teachers’ practices may imply to treat students’ anxiety by setting meaningful interactions that contribute to link previous and new knowledge. In this respect, Núñez and Téllez (2009) argued that the materials designed can deal with anxiety when “[learners] are helpful in sharing information, cooperating with each other’s learning, enhancing commitment to subject learning” (p. 173). Similarly, Taylor (1983) affirmed that “[to] cause... [a supportive] atmosphere, students are able to take risks and actively participate, at their own pace, without feeling pressured to keep up with an imposed agenda” (p. 78). In this sense, students should construct knowledge by themselves, by comparing their and other ideas, experiences, and

data. Then, to deal with students' anxiety, teachers should stop reproducing globalization practices deepened in the educational systems, which aim to have a group of successful students academically, instead of growing together and helping each other to build knowledge by establishing interrelations between what they know and what they need to know related to their context and communities.

On the other hand, teachers need to reflect on the number and the complexity of the activities and the dynamics proposed in the classrooms, fostering even-handed activities that present a reasonable scaffolding according to their levels of attention and pace, evoking cooperative learning as means of dealing with students fears and demotivation, and bridging the gap between what they know and their interests.

The second relation encountered refers the development of students' confidence and how the culture principle in CLIL methodology contributes to it. Developing confidence allows students not only to improve the communicative competence in a second language acquisition process, but also to make sense of their lives and realize how social interactions influence to build individual and collective identities. Consequently, materials should "push learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating...problematic...[and] achievable too" (Tomlinson, 2011, p. 10). In this sense, fostering learning of a second language by designing and implementing teaching materials that involve the analysis of cultures that converged in this interaction, allow students to know they are part of a social construction, giving them the possibility to raise their voices through activities to exchange ideas and perspectives, to comprehend other ways of living and being, and to extol the local knowledge through the construction of an individual and social discourse. In this regard, Darder (1991) asserted that culture in classrooms empowers the development of "the ability,

confidence, and desire to acknowledge the similarities, honor the differences, examine the possibilities, and struggle openly with a genuine spirit of solidarity in the context of a multicultural society” (p. 70). The culture principle is redirected to “embed the profound, complex, more invisible, contestable, and thus, not always accepted or understood aspects of human life” (Núñez & Tellez, 2021, p. 37). However, developing confidence in learners is not an easy task. To do so, a starting point could be presenting to them through the teacher-developed worksheets, how diverging from patterned lifestyles allows people to gain confidence not only in themselves, but also in the possibility of a better and more diverse world.

Materials design entails to adhere the language learning principles, and also “to appreciate who they are, how they see the world, and how they interact with each other” (Núñez et al, 2004, p. 132). Accordingly, appraising local identities allows students to feel identified with the different certainties and uncertainties that permeate today’s world and to find in the language learning means of comprehending otherness. Students could mirror themselves in other identities and individuals, understanding they are human beings who potentiate their language abilities and believe in themselves and in their capabilities.

The third principle is interrelated with the Content tenet in CLIL methodology, dealing with the importance of providing a comprehensible input for both language and disciplinary knowledge. Tomlinson (2011) asserted that “the attention paid to the language can be either conscious or subconscious” (p. 15). However, Schmidt (1990) emphasized that “incidental learning” (p. 149) takes place when activities draw enough learners’ attention to perceive some key language characteristics. Then, teaching materials should be devoted to develop both content and language knowledge and to provide learning experiences that let students make progress in their communicative skills by setting an integral learning atmosphere, where all the elements are

conjugated to enable learning, and also to make the content knowledge comprehensible, approachable and meaningful. Alanen (1995) considered some elements to grab learners' attention, they are: "frequency, task demands... prior knowledge and expectations created in part by, for example instruction" (p. 261). In this respect, assertive instructions' delivery, meaningful input exposure, well-piloted materials meeting both language and content knowledge development should be presented in a clear and attractive manner to keep learners interested in their learning processes. These elements are portrayed in the didactic sequence of the teacher-developed worksheets including visuals, meaningful stories and vocabulary activities that attempt to engage students in the pedagogical intervention and subsequently, to enhance their vocabulary learning.

### ***General objective***

The main pedagogical objective of this intervention was to design and implement teacher-developed worksheets based on CLIL principles to enhance vocabulary learning.

### ***Specific objectives***

This study presented four specific objectives: (a) to generate a helpful learning environment to promote sixth graders vocabulary learning; (b) to make students be confident enough to take an active role in the learning process; (c) to raise students' awareness about the ways they learn and take advantages of them; (d) to provide content with comprehensible input and pertinent topics regarding students' ages, interests and realities, contributing to an interdisciplinary development between English and Science subjects.

### ***Intervention as Innovation***

Designing materials implies meeting students' needs and expectations and comprehending all theoretical foundations around the act of teaching and learning processes. Chin and Benne

(1970, as cited in Kennedy, 1987) defined that innovation should work in synergy with local policies, well-planned pedagogical objectives, and the implications of the social, ethical, cultural background of stakeholders. Kennedy (1987) appraised that what “change agents should ask themselves is: How do I go about doing this, what strategies should I adopt for successful change” (p. 163). Likewise, Hyland and Wong (2013) mentioned that one of the factors that motivates most materials developers to innovate in materials design and their practices resided “[in] trying something new to make their students more active and their lesson more effective” (p. 2). In that sense, the act of designing materials involves a constant reflective and an inquiring aptitude, to take informed decisions validating the intention to innovate and truly look for a social change. Besides, Núñez et. al (2012) posed that “innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom” (p. 24). The researchers also claimed that “MD constitutes a true resource for teachers to respond to students’ needs and foster institutional innovation in language teaching” (p. 25). Since the innovation of this inquiry implies designing and implementing the teacher-developed worksheets to unveil students’ vocabulary learning, I considered relevant to introduce main insights around materials field, their influence in terms of the design, and the content related to health and self-care practices as a key to contribute to students’ vocabulary learning.

The teacher-developed worksheets created to unveil students’ vocabulary learning find a way to innovate different kinds of CLIL principles-based materials created in this specific setting. According to Tomlinson (2011), “innovators need to be prepared for resistance to persevere and develop strategies for turning initial failure into enduring success” [avoiding] “stereotypical practice exercises” (p. 204). In this view, health and nutrition are not content topics directly addressed in regular English classes, because they only conceive vocabulary related to food,

instead of fostering awareness about how individuals could make healthy eating practices and better choices to contribute to their welfare. According to Kumaravadivelu (2016), one of the most common English language predominant input in the different prescribed methods aims to hold the power through adopting foreign “cultural beliefs” (p.73) devoting their pages to perpetuate an idealized culture, as it occurs in some textbooks. Hence, the role of teachers is to make the difference including in our materials practices to vindicate and heighten our identity sense.

### ***Theory of the nature of language and language learning***

The pedagogical intervention of this study includes a linguistic and a functional perspective. The idea of perspective according to Zeichner et. al (1987, as cited in Richards,1996) comprised “the ways in which teachers understand, interpret, and define their environment and use such interpretation to guide their actions” (p. 283). The linguistic perspective envisions the idea of understanding language as a gradual system, and the functional perspective attempts to converge grammar and context through meaningful tasks. In that sense, the role of the teachers in Tsui’s words (1995, as cited in Hall, 2017) is “to make knowledge accessible for students” (p.12). On the linguistic matter, Richards & Rodgers (2014) defined that “language is a system of structurally related elements for the coding of meaning, the target of language learning is seen to be the mastery of elements of this system” (p. 20). Despite the complexity involved in learning a language, teachers should make this process easy and understandable.

On the other hand, the functional perspective “is concerned with the organization of language in relation to social life, and so linguistics levels are generally recontextualized by one or more contextual ones” (Caffarel et. al,2004 p. 36), and “leads to a specification and organization of language teaching content by categories of meaning and function rather than by

elements of structure and grammar” (Richards & Rodgers, 2014 p. 20). The aforementioned grounds underlie the vision of the language informed in the current research, these two perspectives are appropriate to my worksheets, because as a materials designer it is necessary to deal with linguistic input and how contextualized activities make students interact and get actively involved in their learning process.

The theories of language learning that support this study are the role of affect and experience in language learning. Affect is a broad term to refer how language learning is permeated by emotional facets and how these determine achievement or deficiency in second language learning process. Williams et. al (2016) affirmed that “emotions mediated our learning, our use of language, and our behaviors and attitudes towards the language, the class, the materials and even ourselves” (p. 81). Including learners’ pursuits and expectations in materials design will facilitate much more the learning process. Krashen (1992) stated that “comprehensible input is necessary for language acquisition” (p. 409). Then, learners' exposure to failure should be minimized by providing materials adjusted to their ages, capabilities, and interests. In similar lines, Tomlinson (2011) established that “in order for learners to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience” (p. 7). Teaching materials should foster partnership work, a comfortable learning atmosphere and age-consisted activities to develop positive affection in classrooms.

The second language learning theory that frames my pedagogical intervention is experiential learning. Kolb (1984, as cited in Kolb et. al 2001) defined that “the process whereby knowledge is created through the transformation of experiences. Knowledge results from the combination of grasping and transforming experience” (p. 228): it entails “...questions preconceptions.... temper the vividness and emotion of experience with critical reflection and

extracts the correct lessons from the consequences of action” (Kolb, 2014 p. 21). When experiential learning incorporates the desired outcomes, playing and learning flow appropriately. Thereby, the teacher-developed worksheets of this pedagogical intervention compress everyday situations, problematizing questions and life's choices, enacting a learning scenario where subjectivities have the same importance of language input.

### ***Methodological approach underlying the pedagogical intervention***

Due to the nature of this study is underpinned by a dual language development, CLIL methodology holds the main theoretical and pedagogical insights supporting this study. Coyle (2007) affirmed that “integration is a powerful pedagogic tool which aims to ‘safeguard’ the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself” (p. 27). To achieve and integrate language and content objectives related to benefit the community through English teaching and learning, they should be “reinterpreted and reconfigured to address specific local needs” (Darvin et al., 2020, p. 104). In this sense, one of the main advantages this methodology lies on the possibility to be reconceptualized and adjusted to the context that adopts this methodological approach. However, personal configurations could let individual and misinformed perspectives influence the learning process of cognition, content, culture, and communication in the classroom. Indeed, CLIL methodology has the potentiality to be constructed socially, politically, and culturally in the different settings. It is part of the effort for the English teachers interpreting how to display this methodology in classroom, and also the teachers who teach other subject content areas, integrating content by the means of English learning to reconfigure this approach towards the integration of knowledge in meaningful teaching and learning practices.

### *Connection of the pedagogical intervention with the research question*

As this study attempts to implement teacher-developed worksheets to enhance vocabulary learning, the intervention matches the research question. These materials comprise the idea that “language learning is believed to depend on immersing students not merely “comprehensible input” but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication” (Rodgers, 2001, p. 224). Moreover, these worksheets are underpinned in the role of affect and experiential learning, Hadley (1986, as cited in Young, 1991) suggested that “avoiding putting students on the spot or focusing on their errors, allowing open-ended responses...placing emphasis on what students say instead of just on how they say it, and changing instructor attitudes toward mistakes” (p. 29). It could allow students to feel more comfortable and secure through a learning process. Regarding experiential learning, “subject matter should not be learned in isolation...education should begin with student experience and should be contextual” (Breunig, 2005 p. 108), both learners and teachers are agents of learning. Thence, affect and experience are the learning cornerstone that frame this pedagogical intervention because these promote appropriate learning atmospheres.

### *Instructional Phases*

In this part, there is a detailed description of the MD framework I purpose, the informed consent, sensitization, and the worksheets’ schedule.

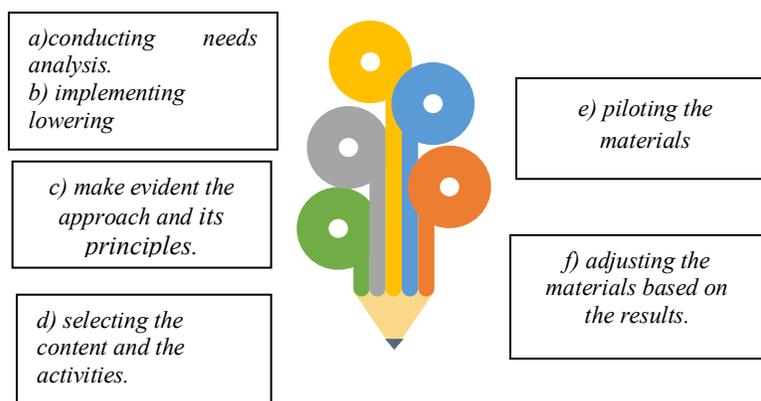
**Proposed Materials Development Framework.** Considering different scholars’ insights related to MD frameworks, I support the process of designing my materials in the different stages that this process implies. Carrying a needs analysis entails academic and personal needs (Graves, 1996). It can address immediate situations, the strengthening of a specific language ability or

specific learners' interests to communicate. In this sense (West, 1994) affirmed that “consciousness allows us to become sensitive to the need of our students” Besides, teacher should permanently build rapport, activate prior knowledge, and envision the desired learning outcomes. These scholars emphasized that the process of analyzing learners’ needs entails cognitive and affective factors to foster empathy and includes previous learning experience to give an active role to the student during the process.

Conversely, I realized some significant differences. Bedwell (2012) placed on the second stage, ‘colleagues’ assessment. Núñez et al (2009) Graves (1996) gave a place to the possible “constraints and resources” (p. ?) teacher can find on the way of designing their own materials. Núñez et. al (2012) determine that “materials should regard the structural, functional and interactional” perspectives of the language (p. 21). Finally, Núñez et. al. (2009) considered that “piloting and adjusting the materials” allow to identify issues such as “form, lack of clarity, complexity of the tasks or activities...coherence with learning styles...distribution and layout” (p. 49). Considering these frameworks and my teaching experience, I proposed a set of nine stages (Figure 1) that respond to the necessities of this study: a) conducting needs analysis; b) implementing lowering affective factors strategies; c) make evident the approach and its principles; d) selecting the content and the activities; e) piloting the materials; f) adjusting the materials based on the results.

Figure 1

*Theoretical Process for the teacher-developed worksheets for vocabulary learning.*



**Informed Consent.** The principal of the school gave the approval (See Appendix C) to carry out the pedagogical intervention in the school. Students' parents were given an informed consent form (See Appendix D) explaining the study and what their children participation entailed. It also included information about the type of instruments, (students' artifacts, focus group interview and the teacher's field notes), the collection of the data and its confidential use, as well as the intention and the advantages of the study were presented as well.

**Sensitization.** Students were informed about the study and its main objective. They had a space to discuss about the advantages of participating in this research study and how it is going to contribute to their vocabulary learning.

**Implementation of the Materials.** Four vocabulary worksheets, comprising lessons related to Cognition, Content, Culture and Communication were implemented to with sixth graders at Instituto San Bernardo de la Salle. The students developed activities that incorporate learning strategies for vocabulary learning. Furthermore, these worksheets depicted the SLA principles adopted for designing these materials as well.

### *Sample of worksheet*

The sample of the teacher-developed worksheets will be observed in Appendix A

## Chapter IV

### Data Analysis

This chapter includes the examination conducted to the data derived from students' artifacts and focus group interviews. The endeavor of this study is to analyze the impact of designing and implementing teacher-developed worksheets based on CLIL principles to foster the learning of vocabulary. The different categories and subcategories are displayed along the data analysis.

#### Data Analysis Procedure

The social critical paradigm underpins this qualitative research given that “educational process...cannot be understood outside of the social, historical, philosophical, cultural, economic, political, and psychological contexts that shape it” (Kincheloe et al, 2011, p. 241); it potentiates “teacher empowerment” (Burns 2005, p. 61); and “it is a means of self-examination, improvement, and emancipation” Carr & Kemmis (1986, as cited in Udas 1998, p. 607). Consequently, this study focused on the design and implementation of teacher-developed worksheets deepened on health and self-care practices for vocabulary learning underpinned on the principles of CLIL from a more situated perspective; besides, it enhanced content and English knowledge, and sought raising students' awareness about some prescribed foreign living and being practices immersed in their lives and the immense value of social awareness to strength local wisdom.

In terms of the data analysis, the grounded theory held this study as a methodological approach to develop. For Glaser and Strauss (2017) grounded theory gives teachers “a defense against doctrinaire approaches to verification, and to reawaken and broaden the picture of what [teachers] can do with their time and efforts” (p. 7), it allows to “[discover] first the world as seen

through the eyes of the participants and then the basic social processes or structures that organize that world” (Hutchinson 1986, p. 51). In this sense, analyzing the situations that emerged in classrooms every day and listening to the students’ voice, become unvaluable input for reflecting and transforming teaching and learning relations.

Once the information was gathered, the process continues with the codification process, looking for commonalities and how to make associations with them. Codifying is “condensing the bulk of our data sets into analyzable units by creating categories with and from our data” (Gough & Scott 2000, p. 339). This inquiry adopted the color-coding scheme consisting of four different steps described by Corbin and Strauss (1967, as cited in Craig 2009, p. 189). The first one is “open coding” (p. 189), disintegrating, exploring, and naming the data. The students’ self-assessment comprised the main features from the three constructs of this study. The second stage, “selective coding” (p. 191), where the main and the subcategories are established by correlating them in a committed exercise of adjustment and progression. For this research, the method applied was the color-coding elaboration through the reading and analysis of the data obtained from the two instruments (MD associated with blue, CLIL principles with purple, and vocabulary learning with green). Additionally, the third moment is “axial coding” (p. 191), which is taking main categories and subcategories consolidated from the first findings to turn them into codes. In this last stage, the data obtained from the two instruments applied within the framework of the implementation of the teacher-developed worksheets was interpreted preserving a relationship with the three constructs that underpinned this study, embodying them through the main category and its subcategories, respectively.

The method adopted to gain credibility was triangulation. This “increase[s] the validity, strength, and interpretative potential of a study, decrease investigator, biases and provide multiple

perspectives” Denzin (1970, as cited in Thurmond 2001, p. 253). It is “the combination of multiple methodological practices, empirical materials, perspectives, and observers in a single study” Flick (2002, as cited in Denzin 2012, p. 82). Many perspectives were conveyed in the approximation and analysis of the data, finding in triangulation the appropriate support in terms of its rationale and findings.

### Research Categories

Table (2) portrays a detailed description of the categories and subcategories revealed in the data analysis process associated with the theoretical constructs of the present study.

**Table 1**

#### *Research categories*

Research question	Specific objectives	Categories	Subcategories	Recurrent patterns
What do the development and implementation of teachers-	(a) to assess the appropriateness and usefulness of the development and implementation of worksheets based on CLIL to foster sixth-graders' vocabulary learning.	Teacher-developed worksheets: Engaging in meaningful vocabulary learning through meaningful content and a sound didactic sequence	Achieving confidence and cognitive engagement with pertinent content in the teacher-developed worksheets.  Providing comprehensible input through a well-framed didactic sequence	Innovative materials development based on cognitively engaging activities to cope students' feelings.  Students' comprehension increased thanks to the design of pertinent and appropriately planned and designed worksheets
			Exposing learners to meaningful visuals to take a critical stance in	Media awareness associated with local issues.

developed worksheets based on CLIL principles disclose about sixth-graders' vocabulary learning in a private school?	(b) to describe how the CLIL methodology contributes to content, language, and vocabulary learning	Content, culture and cognition to enhance vocabulary learning	relation to the topics explored.  Acknowledging some features of Colombian ways through the voice of Colombian experts	Cognitive development by the inclusion of subject matter content in classes.  Posing challenging activities to generate new cognitive demands.  Raising awareness about otherness by the means of revealing new identities.
	(c) to analyze students' learning of vocabulary in terms of receptive, conceptual, grammatical, and orthographic knowledge, memory, and phonological skills.	Laying the steppingstones for vocabulary learning	Strengthening receptive, conceptual, and grammatical vocabulary knowledge.  Emerging orthographical knowledge	Understanding the role of words in short texts.  Improving words' understanding through more cognitive challenging activities.  Vocabulary repeated along the worksheets allows to use them in different short writing exercises.

***Teacher-developed Worksheets: Engaging in Meaningful Vocabulary Learning***

***Through Meaningful Content and a Sound Didactic Sequence***

This category discloses how the design and implementation of contextualized teaching materials contributed to the vocabulary learning of sixth graders. These teacher-developed worksheets were conceived by three SLA principles adjusted and presented in the third chapter: feel at ease, comprehensible input, and confidence development. The process of adjusting these principles to a more contextualized learning experience portrayed in the different learning strategies allowed to make possible meaningful experiences related to the vocabulary learning. Teaching materials are “socio-cultural resources that facilitate not only linguistic interaction but

also cultural exchanges between the various human groups” (Núñez et al 2013, p. 10) and its pertinence is assessed individually due to the nature of the learning process varying from one context to another (Tomlinson, 2003). In this sense, due to the nature of educational contexts as unique and diverse, the contribution of the teacher-developed worksheets is invaluable, considering these addressed the main features of English language to be comprehend and acquire, and make individuals and deep culture the paramount of their content and learning strategies design.

Consequently, the expected outcomes of designing and implementing more contextualized teaching materials contribute to students’ perceptions becoming more “sensitive to universal diversity without distortions or biases, [favoring] the development of people and groups according to their ethnic identities, social classes, gender” (Núñez 2018, p. 248) and “enhance students’ outcomes” (Núñez et al 2017, p. 24). The content presented along the different worksheets provided truthful information gathered from different local experts representing youth in the field of science and nutrition. Including experts’ interviews allowed to unveil pertinent and meaningful information integrating previous and new knowledge related to health and food English vocabulary, and raising awareness about their everyday choices through the implementation of the worksheets that were socially and pedagogically pertinent.

Providing contextualized and meaningful content and making pedagogical agreements among knowledge areas for language learning is common within the framework of bilingual programs, configuring a significant opportunity to develop vocabulary knowledge in countless ways. Nation (2003) asserted that there is a need to focus on the words that circulate the most in the classrooms across the English and subject matter areas. In this sense, fine-tuned contextualized materials require to present some features for vocabulary learning, they are:

“noticing, retrieving and elaborating” (p. 353). It is necessary to assemble relevant vocabulary teaching strategies related to the texts, to consider the role of the four communicative skills focusing on comprehension and contributing to the memory through the versatility of how words are presented in different contexts. In the same breath, generative teaching materials probably do not meet these vocabulary learning conditions. Thus, the opportunity to design materials that truly portraits not only Nations’ statements, but also learning outcomes outlined across the curriculum, sets a possibility to become bilingual significant and language and content objectives achievable.

**Achieving Confidence and Cognitive Engagement with Pertinent Content in the Teacher-developed Worksheets.** When English curriculums are designed, teachers seek for leveling the different English grammatical levels, expecting learners to make the connections across the subjects in a bilingual program, developing better comprehension and strategies that enhance their knowledge skills. However, this rationale should involve actions that help students truly achieve English learning without being affected by personal factors that influence their learning process. In many senses, considering students characteristics that could affect their learning processes in a particular context promotes safe learning environments, where the appropriate content, vocabulary and class atmosphere are strategies to develop cognitive abilities.

There are many factors affecting language learning and cognitive development. Benander and Lightner (2005) associated students’ struggle to make the connections along with their academic lives because “[they] have never learned the [content] that they passed their previous classes; ...do not perceive the connections; ... are unable to use the [content] in meaningful ways later in other contexts” (p. 199). Besides, it implies a change in the way we conceive the curriculum and materials design, evincing a lack of meaningful cross-disciplinary content,

activities and actions to deal with students' feelings to make materials development an opportunity to address the language and potentiate self-development and thinking skills applied in the other subjects.

For that reason, the implementation of the teacher-developed worksheets contributed to student felt at ease, going through simple texts to comprehend vocabulary and science content, developing tasks involving language learning and content comprehension, and analyzing the information that circulates inside and outside the classrooms. This purpose was achieved due to the permanent development of learning strategies that incorporated clear language, content learning objectives and integral educational interactions in a supportive atmosphere along with the different lessons that involved mediation between Science and English learning.

These artifacts reveal how students progressed through the different learning strategies presented in the teacher-developed materials, enhancing their cognition, showing how the supportive instruction changed their perceptions about nutrition along the intervention.



*(Student's artifacts, worksheet 3) (Student's artifacts, worksheet 3) (Student's artifacts, worksheet 3)*

To begin with, students developed activities prioritizing recalling previous knowledge. Once they felt confident seeing how the content and vocabulary supported them, they were able to solve English language learning activities autonomously. Also, students developed content-

subject tasks potentiating a cross-disciplinary understanding. Easiness sense was set by the connection between the previous and the new content, the exercises proposed in English classes including images, the worksheets' sequence connecting one topic to another recycling the content and the vocabulary effectively and experiencing the development of simple and challenging activities progressively. Therefore, the teacher-developed worksheets provided opportunities to lower students' anxiety "enhancing students' metacognition to prepare them for approaching their own learning" (Victori & Lockhart 1995, p. 223) By the same token, Corte (2003) asserted that "learners who have a high degree of self-regulation also tend to be highly motivated and competent in using their knowledge productively" (p. 144). Thus, the students had engaging opportunities to learn concepts and vocabulary meaningfully.

During lockdown, online classes changed teaching and learning dynamics mobilizing students to new experiences that centered their learning more independently. The teacher-developed worksheets posed new learning situations where students developed new thinking strategies, experiencing a different educational environment from conventional classrooms. They had the chance to develop projects to work at their own pace, exploring the lesson to connect the content and the useful vocabulary to other subjects, and assessing strengths and weaknesses in terms of their understanding. Students realized that this cyclical examination can be transferred to other knowledge areas, taking advantage of what they are good at and working on their difficulties to improve for further tasks.

In the questions included in the focus group interview (Figure 12), students argued that the development of the activities in the teacher-developed worksheets ensured that they took advantage of the connection between previous and new knowledge, allowing them to feel an easy-going learning atmosphere. When students were asked to mention their thoughts about the

development of the teacher-developed worksheets, they answered the materials had a coherent sequence to solve the exercises. Also, students highlighted how the content, activities and vocabulary could be applied to other subjects.

Profesor: ¿Cuál es la opinión, en general, sobre el trabajo realizado con los talleres diseñados para el aprendizaje de vocabulario?

ST 12: Fue muy bueno, porque me bloqueo mucho en inglés, siento que no soy bueno en inglés. Pero me sentí confiado porque todo el tiempo había una relación entre el último taller y el nuevo.

ST 3: fue positivo, porque por ejemplo el tema de comida saludable también lo estamos trabajando en science, las lecturas y ejercicios son muy parecidos, reviso mis apuntes de science, y reviso que la información sea correcta.

*(Focus group interview)*

As observed in the previous excerpts, the teacher-developed worksheets “make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives” (Núñez & Tellez 2018, p. 184), provide “cognitive sources...based on developing, understanding, making decisions, and solving problems” (Núñez et al., 2009, p.23). The incorporation of activities that challenged them cognitively and behaviorally demanded the use of previous knowledge to solve some of them, realizing how learning strategies applied in exercises could be functional to other knowledge areas and estimating what practices need to be improved. It created an easy-to-follow learning atmosphere, that allowed students to “feel confident when getting in contact with the information to be learned” (Núñez et al., 2004, p. 130), “helping learners learn how to learn, equipping them with the means necessary to self-direct and self-monitor their own learning” (Kumaravadivelu, 2003, p. 39). Moreover, the teacher-developed worksheets which include cross-disciplinary content and activities fostered students’ easiness sense through the connection of learning strategies from one subject to another allowing a more conscious understanding.

**Providing comprehensible input through a well-framed didactic sequence.** This subcategory addresses how students got engaged and changed their perspectives towards English

language vocabulary learning through the teacher-developed worksheets that proposed a didactic sequence and the way content was presented as the cornerstones of learning.

Getting students engaged was not an easy task, it became more complex in the context when the intervention was carried out. However, according to Tomlinson (1999), the contribution of teacher's materials design is wider than teachers expected in this matter. During lockdown, students were provided with many opportunities to express what they thought by answering questions that problematized their lifestyles, connecting the content and their context meaningfully.

Regarding the importance of didactic sequence, it is defined as “consistent ordering of course material that delivers learning activities in an instructionally meaningful manner” (Wang et al, 2009, p. 7682). It is the teachers’ endeavor not only to evaluate constantly in the sequence, but also to include language input by “selecting, adapting, and creating the tasks themselves, and then forming these into an instructional sequence in keeping with learners’, interests and language skill level” (Rodgers, 2001, p. 236). Subsequently, the teacher-developed worksheets achieved a balance by combining formal features in terms of sequence and scope of the learning strategies with easy follow-up learning activities which engaged students in the process.

Related to the importance of providing comprehensible input, Chomsky (1965, as cited in Norris & Ortega, 2006) asserted that “many structures of human language are so complex and abstract that is difficult to believe that children unconsciously learn language solely” (p. 54) and cognitive engagement does not only occur individually, it may also happen when the input provided makes learners “perceiving others performing those same actions” (Atkinson, 2010, p.6). Although vocabulary learning may occur incidentally, it is necessary to devote the content

and the instructional phases to understandable and situated teaching and learning practices, setting an atmosphere where learning is accessible to all.

In this respect, the main purpose of this study was to contribute to vocabulary learning by reflecting about health and lifestyles comprising the main CLIL pedagogical principles providing comprehensible input. The following excerpts from students' artifacts denote how the didactic sequence turned the classroom atmosphere into a more favorable and intelligible interaction.

The image displays three student worksheets from a CLIL lesson.   
**Worksheet 1 (left):** Titled 'Worksheet N°1 Eat wisely', it includes a 'Learning outcomes' section, a 'CLIL principle: Cognition' section, and a 'KWL' chart with columns for 'What do you know?', 'What do you want to know?', and 'What have you learned?'.   
**Worksheet 2 (middle):** Titled 'CHALLENGE FOUR', it features a video about healthy recipes, a recipe for 'THE EASIEST VEGAN CHICKPEA BURGERS', and a list of instructions.   
**Worksheet 3 (right):** Titled 'CHALLENGE SEVEN', it contains reflective questions about food choices and exercise.

(Student's artifacts, worksheet 1) (Student's artifacts, worksheet 1) (Student's artifacts, worksheet 1)

Hence, an activation to prior knowledge (KWL chart), knowledge application (organizing steps of an alternative food recipe), and an individual written production (reflecting around food choices) composed the first sequence of the worksheets. These follow-up activities were part of a teaching sequence because they allowed to “open space for students to construct knowledge... by means of different activities.... enhance students’ text production, focusing on the representation of a communicative situation, content knowledge, and text organization, and to make them aware of their own language behavior” (Denardi, 2017, p.166). The input of teaching and learning information gains terrain when learners comprehend it (Krashen, as cited in Rodrigo et al, 2004). In this sense, the set of learning strategies contributes to English language and content learning

altogether, allowing the content to become meaningful and reinterpreted, balancing vocabulary in terms of receptive and productive knowledge.

Furthermore, in the following focus group excerpts, students recognized that a comprehensible input prevailed in these worksheets due to the presence of prior knowledge recalling activities, vocabulary that supported the development of more complex activities later (written production), which kept students motivated and gave them opportunities to produce knowledge in English language.

2. Profesor: ¿Consideras que los materiales (talleres en liveworsheets) se presentaron de una forma organizada y fácil de desarrollar? SI/NO ¿Por qué?

ST 11: Me encantaron los talleres y logre aprender mucho por medio de ellos, creo que no fueron tan difíciles, y por lo menos yo que siempre he sido malo en inglés, sentía que eran sencillos, las imágenes, y las instrucciones me permitían saber que debía hacer, no me parecieron muy fáciles ni muy difíciles para mí el nivel de complejidad era el perfecto, siempre he tenido dificultad con inglés, sin embargo, esta actividad me hizo divertirme y olvidar el encierro de la cuarentena.

S 8: La verdad yo solo veo cosas positivas, los conocimientos que nos brinda como el vocabulario, la comprensión y la concientización de la comida, pensé que era el típico taller, pero cuando me di cuenta, del contenido, las imágenes, y la variedad de ejercicios, quedé muy contento. (*Focus group interview*)

In the previous excerpts, the students' perceptions towards the worksheets were positive and let them realize that solving different vocabulary exercises contributed to recall and learn new vocabulary, and also to be engaged and perceive English language learning as accessible to everyone. Exhorting language learners to go through fine-tune learning strategies immersed in an appropriate sequence, allowed them to “activate their inquiry strategies to frame their knowledge, invite them to discuss and controvert, increase their participation and commitment, making the learning of English a successful, meaningful and memorable experience” (Núñez-Pardo, 2020, p. 272), where “learners must have opportunities to use language that stretches them to the outer limits of their capabilities” (Gibbons 2003 p. 262). In this sense, the sequence and the pertinent input enables either their language learning through the development of a wide repertoire of

activities with pertinent content, feel captivated for learning and leverage new attitudes towards perceiving the English language learning objectives attainable to anyone.

Additionally, students assessed the materials selecting the option that better suits their level of satisfaction and comprehension in the worksheets implemented

### *Self-assessment*

This worksheet:	 Meets my expectations	 Needs improvement
is meaningful because it involves learning contents and seeks for relating them to my life. <i>Es significativo porque involucra contenidos de aprendizaje y busca relacionarlos con mi vida.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Allows me to enrich my vocabulary through contextualized activities. <i>Me permite enriquecer mi vocabulario a través de actividades contextualizadas.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### *(Self-assessment, worksheet 1)*

As noticed before, meaningful and contextualized input leads students' experiences along with the implementation of the teacher-developed worksheets. Significant content plays an important role in helping students to go through the different interactions and make possible learning occurs. Presenting the knowledge in a particularized teaching intention, bringing the gap between previous and new knowledge students start to “think meaningfully... integrat[ing] their thinking and actions and reported highly positive findings” (Novak 1988, p. 94). Being exposed to meaningful input provides positive attitudes towards learning. In this sense, students' willingness towards the language was evident in contextualized learning situations derived from the input incorporated. In sum, one of the main outcomes of these worksheets was to provide comprehensible input though an easy-to-follow learning sequence. Additionally, the students' needs were conveyed in the different learning strategies making content and language learning contextualized and significant.

### ***Content, Culture and Cognition to Enhance Vocabulary Learning***

This category unveils the possibilities of redeeming the theoretical foundations that underpin CLIL methodology by disclosing students' consciousness in terms of comprehending the power relationships immersed in everyday situations in educational settings, which benefit vocabulary learning in context. According to Canagajarah (2002) the production of knowledge is a "variety of material and discursive reasons...end up representing the knowledge of a narrow circle of Western scholars" (p. 254); "favour[ing] economic interest, [and] the acritical use of foreign methodologies" (Núñez-Pardo 2020, p. 17). However, this epistemological foundation is irrevocably adopted by schools that look for the best academic rationale that underlies their curriculum design and teaching materials design. To exert resistance to these dominant academic approaches, teachers should "reinterpret and reconfigure to address specific local needs...involving different points of rupture" (Darvin et al., 2020, p. 104). Teachers' initiatives need to problematize and reflect on some local and national social issues. (Littlewood, 2013). Therefore, including vocabulary related to the local culture allows students to develop a better understanding not only of the English Language, but also, to the different identities converging in different social, political, and cultural scenarios.

**Exposing Learners to Meaningful Images Versus Misconceptions to Take a Critical Stance in Relation to the Topics Explored.** This subcategory addresses the cross-disciplinary proposal developed to focus on the content principle from CLIL methodology with sixth graders. The objective was to provide special Science-related content to the instruction and the teacher-developed worksheets, reinforcing their knowledge about the subject by interacting with meaningful and revealing information and vocabulary. Developing content implies "stimulating the learners to request new vocabulary items" (De Graaff et al., 2007 p. 620), providing

“appropriately challenging students' engagement with the subject content” (Ioannou 2012 p. 499) by “making language and content learning explicit and transparent” Otten (1993, as cited in Coyle 2007, p. 549). In this sense, teachers should explore the different means to present new content and vocabulary, thereby, one of the selected teaching strategies in this intervention was the use of visuals.

Visuals are powerful mediations in classrooms. According to Giroux (2004) Images are one of the most “powerful pedagogical forces over how people think about themselves and their relationship to others” (p. 499). It is the teachers' responsibility to select and present the appropriate images that allow the “understanding of patterns of distribution and redistribution in order to transform – and not just to interpret – the underlying economic structures that produce relationship of exploitation” (McLaren 1999, p. 51). One of the main purposes of this intervention was to problematize the way content is exposed in teaching materials and present a proposal that enables learning of content developed in science studies from a more contextualized perspective. The content is presented to critique the imposed patterns of consumption inherited from foreign cultures, considering the Canagajarah's term “pedagogical safe houses” (2002, as cited in Norton 2008, p. 6.) The next excerpts from the students' artifacts and self-assessment form show how the content is presented to generate new knowledge input in science, and to comprehend reality through visuals used in worksheets.



(Student’s artifacts, worksheet 3) (Student’s artifacts, worksheet 3) (Student’s artifacts, worksheet 3)

The readings allow me to remember and develop knowledge related to contents of Science subject and improve the four communicative skills in English as well. <i>Los textos me permiten recordar y desarrollar contenidos relacionados con la disciplina de ciencias naturales y a la vez, mejorar las cuatro habilidades comunicativas en inglés.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I can develop decision taking abilities applied not only for class but also for everyday life. <i>Puedo desarrollar habilidades en toma de decisiones aplicables no solo para la clase sino para la vida diaria.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Through reading and analyzing critically different food labels, I can see the implications some products can bring to my life. <i>Por medio de la lectura y el análisis crítico de diferentes etiquetas de alimentos, puedo ver las implicaciones que algunos productos pueden traer a mi vida.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Self-assessment, worksheet 3)

Visuals had the expected effect in sixth graders: the different selections, the text wrote explaining them, the development of learning strategies purposed before and after seeing the images, and the subsequent reflections. Darwin and Norton (2017) asserted that there is a relation between the motivation for learning and the social power. English language learning “will help them acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power” (p. 3) by exercising. In Shor’s words (1993) depicting Freire’s pedagogy of possibility, the development of “analytic habits of thinking, writing, reading, speaking or discussing ... go beneath surface expressions...understanding the social context and consequences of any subject matter” (p. 31). Curriculum has also to “enable students to draw upon their own cultural resources as a basis for engaging in the development of new skills and interrogating existing knowledge claims...raise questions of how we can work for the reconstruction of social imagination” (Simon, 1987 p. 375). In this sense, the sequence and scope in this curriculum should be more than a set of grammar and content topics, the different

activities displayed a set of strategies, leading students to more meaningful and conscious vocabulary and content learning.

The main purpose of content teaching by the means of a foreign language is to generate “the acquisition of knowledge, skills and understanding” (Coyle 2009, p. 15). In this respect, the use of stunning images that reveal relevant information motivates learners to enhance not only language skills for personal realization, but also to inspire change in their immediate communities, this synergy allows to make sense of both: vocabulary learning and knowledge acquisition.

Likewise, the sequence and scope in this curriculum should be more than a set of grammar and content topics, but to have a set of strategies leading students to more meaningful and conscious vocabulary and content learning. The following focus group interview excerpts reveal the social power that images can have to analyze the acquired knowledge, confront the information, and replicate to the community.

Profesor: ¿El desarrollo de las actividades te permitió reflexionar sobre tu forma de pensar y actuar frente a temas como la salud la nutrición, los hábitos alimenticios y los efectos de algunos alimentos en tu cuerpo? SI/NO ¿Por qué?

ST 13: SI, Porque pude notar que el azúcar es mejor consumir poco, que hay que hacer ejercicio diariamente y que es mejor consumir jugos naturales, frutas y cosas no tan procesadas porque nos puede dar enfermedades a futuro. Esto pasa frente al gobierno, y nadie hace nada

ST 14: SI, Si porque ya sé que las bebidas gaseosas no son las mejores para mi cuerpo, en el ejercicio que debíamos observar la cantidad de azúcar en la imagen de cada gaseosa y predecir, me hizo ver el exceso que hay en cada vaso, también el video de como todo alimento procesado contiene azúcar me hizo sentir impresionado de como eso no se advierte a los consumidores. (*Focus group interview*)

It is evident that students reflected about some prescribed patterns of consumption imposed on them. Following Freire’s words, (as cited in McLaren, 1999) students need to know about “the possibility for ‘new makings’ of reality, the new possibilities for being...and become committed to shaping a new enabling and regenerative story” (p. 51). After being confronted on multiple manners in class, it was concluded that health is deteriorated by consuming commercial imposed types of food. Then, the teacher-developed worksheets provided multiple learning

strategies for students to reformulate many practices for a better living in their families and communities.

**Acknowledging some Features of Local Colombian Culture Through Empowering the Voice of Colombian Experts.** This subcategory presents a new perspective of developing the principle of culture in the teacher-developed worksheets implemented to sixth graders.

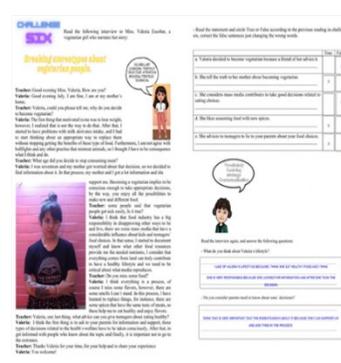
Canagarajah (2002a) declared that the rooting of cultural perspective is a historical construction. Similarly, Xiao (2010) defined culture as a “particular system that includes all the social practices and bonds a group of people together, and then distinguishes them from others” (p. 9). As CLIL is the methodology used in the school, the intervention consisted in planning, rethinking, and developing an appropriate comprehension and awareness about cultural perspectives in sixth graders.

The culture tenet in CLIL methodology is biased in the commercial textbooks used in the school. Most of the materials designed under this teaching style are underpinned on a competitiveness rationale between individuals, unrealistic women and men identities represented in standardized bodies and lives. In this sense, Austin (2019) affirmed that English teachers unconsciously “reproduce hegemonic power relations in promoting a dominant heritage” (p.138); and convoked to “stop reproducing colonial values that often dehumanize the very students who aspire to learn a foreign language as a form of self-liberation” (p. 42). The presented intervention pioneered a change by deconstructing this CLIL principle redeeming its theoretical foundations towards more humanizing practices between individuals, making locals' actions and knowledge visible, promoting the construction of a better social structure and breaking stereotypes related to women's corporeality and aesthetics. The exposure of sixth graders to teacher-developed worksheets led a change in the way they conceived the local and foreign individuals in teaching

materials. This intervention sought to relocate their insights and perceptions they probably found on misconceptions or representations where the perception of the local and foreign people was unbalanced, biased, and displaced or “reduce[d] ...to mere folklore and propaganda” (Canagarajah 2002a, p. 288). It is necessary to privilege self and community knowledge (Núñez, 2018; Rico, 2012) to align local’s need to its historical context. This intervention prevailed individuals’ subjectivities and divergent lifestyles to think, be and act. The students’ voices are reflected in these excerpts from the artifacts:



(Student’s artifacts, worksheet 4)



(Student’s artifacts, worksheet 4)

<p>the types of texts (readings) provides reliable information that not only promote the learning of new vocabulary but also the reflection and comprehension of public health issues and how to prevent them.</p> <p>Los tipos de textos (lecturas) proveen información confiable que no solo promueven el aprendizaje de nuevo vocabulario, sino que, además, la reflexión y comprensión de problemas de salud pública y como prevenirlos.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Interviewing professionals allow me to comprehend our country’s issues, raising awareness and reflecting about our choices in terms of food in a critical way.</p> <p>Las entrevistas a expertos permiten comprender problemáticas propias de nuestro país, tomar conciencia y reflexionar frente nuestras elecciones en torno a nuestra alimentación de una forma crítica.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Self-assessment, worksheet 4)

For that reason, the implementation of teacher-developed worksheets contributed to disassemble imposed sequences related to culture principle developed in textbooks, due to the acceptability they continuously expressed through the development of the learning strategies, the comprehension of the ideas communicated and the realignment of intercultural competence.

Representing the local culture through reproducing trivial individuals is a social label that dominant countries imposed on us. Therefore, these students' artifacts presented the relation

between language, culture, and individuals in a different perspective. According to Rico (2012) interviews with experts are seen as “cultural or artifacts that enable the student to think, reflect and communicate” (p. 136); “[the] local, socioculturally situated knowledge can contribute to the knowledge of the discipline[s]” (Canagarajah 2002b, p. 296); “respond to the local needs of teaching settings” (Núñez & Tellez 2015, p. 57). It is not enough to share individuals and locals' voices, but to insert dissertations about contemporary issues that affect normal living of communities and provide learners with tools to comprehend and reflect by themselves. As an example of the previous ideas, in the focus group fragments below, it is highlighted the role of Colombian women in representing personal and professional stances about the standardized patterns of being and living.

Profesor: ¿Consideras que la cultura colombiana se ve reflejada a través de los materiales (talleres en liveworksheets)? ¿Cuál fue la actividad que mejor represento esta categoría?

ST 5: si por que varias mujeres de Colombia fueren entrevistadas por ejemplo a la orientadora del colegio que nos apoya en los problemas del colegio o la médica que da una entrevista de cómo hacer una lonchera saludable.

ST 16: si pudiera rescatar alguno seria en el que se hacía una entrevista a una pediatra que nos explicaba como armar una lonchera saludable en nuestro contexto y el ejercicio en el cual nos contaban como la prensa influye en nuestras decisiones alimenticias y las recomendaciones del sector médico. . (*Focus group interview*)

As it can be seen, sixth graders agreed on comprehending that cultural perspective in some English teaching materials is misrepresented, stereotyped and unpaired. The teacher-developed materials revealed to them the appropriate form to represent and learn about the power of the local knowledge and individuals.

### ***Laying the Steppingstones for Vocabulary Learning***

This category discloses students' improvement in terms of their vocabulary knowledge. Cameron (2001) suggested that “[giving] a high priority to vocabulary development, we are not thereby abandoning grammar” (p. 72) the success of this dual development resides in the “[teacher's] ability to contextualize...to use context to determine meanings and to resolve

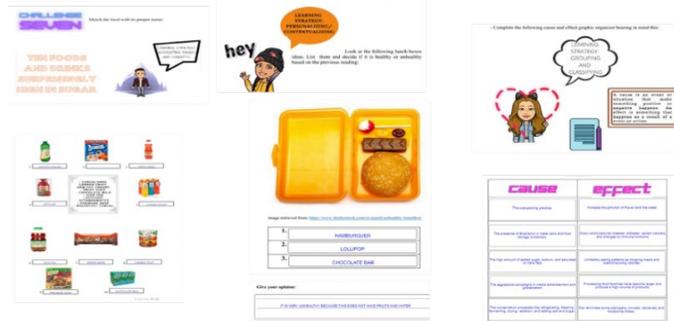
potential ambiguities” Miller (1996, as cited in Miller 1999, p. 2). Due to the massive mobilizations to more communicative practices in classrooms, teachers should enable the development of different English language knowledge perspectives, portraying through teaching materials a big picture about learning new words embedded in grammatical structures and depicting the different realities that confront today’s world.

### **Strengthening Receptive, Conceptual and Grammatical Vocabulary Knowledge.**

This subcategory describes sixth graders’ enhancement in vocabulary learning, regarding “receptive, conceptual, and productive knowledge” (Cameron, 2001, p. 77). Receptive and conceptual knowledge result from “learning a new language...while learning new...concepts” (Mukoroli 2011, p.2) since it is “the common underlying proficiency should be conceived not just as linguistic proficiency but also in conceptual terms” Cummins (1984, as cited in Cummins 2005, p. 3). Heretofore, by frequently exposing students to vocabulary activities mediated by teaching practices through meaningful learning resources, their vocabulary and content knowledge will improve meaningfully.

Similarly, students’ improvement was displayed in terms of grammatical knowledge conceived initially as “rearranging and organizing given elements to make words or phrases, drawing on students’ knowledge” (Paribakht & Wesche 1997, p. 183) highlighting that “reading tasks may contribute to larger receptive gains in syntax, grammatical functions... which may lead to larger gains in productive knowledge” (Webb 2005, p. 35). In this regard, sixth graders disclosed significant advances in the grammatical features, evinced in their sentence construction when answering open-ended questions and deciding the best option in filling exercises, identifying the target word effectively developing an earlier stage of English language understanding. For that reason, designing the teacher-developed worksheets involved multiple

kinds of learning strategies which provided students with opportunities to improve vocabulary learning in the previous perspectives, addressing a learning environment presented in the following excerpts, taken from students' artifacts.



(Student's artifacts, worksheet 2) (Student's artifacts, worksheet 2) (Student's artifacts, worksheet 2)

<p>I can develop linguistic knowledge by making my own sentences and purposing diagrams (cause and effect graphic organizer) with previous and new words.                  Puedo desarrollar conocimiento lingüístico por medio del desarrollo de mis propios ejercicios y proponiendo diagramas (causa-efecto organizador gráfico) con previas y nuevas palabras.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>I can use the same vocabulary through different exercises and see how this work in different contexts.                  Puedo usar el mismo vocabulario a través de diferentes ejercicios y ver como este funciona en diferentes contextos.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(Self-assessment, worksheet 2)

As it is unveiled from vocabulary learning activities in the worksheets, students were focused on different features of word knowledge such as reception, conceptualization, and grammar. In addition, students got involved not only in a matching exercise, but also “unveiling the latent relationships between language, power and ideology through the analysis and treatment of social problems” (Núñez 2018 p. 239; Núñez 2020 p. 20). In this section, students remembered some common food and discover the alarming amount of sugar in these dairy products through learning new vocabulary, and they used previous vocabulary knowledge to describe healthy and unhealthy lunchboxes. Finally, they developed a cause-and-effect graphic organizer recalling vocabulary. The next excerpts from the focus group interview evince vocabulary learning from based-abilities exercises focused on words understanding beyond meaning and form.

Profesor: ¿Cuál es tu opinión, en general, sobre el trabajo realizado con los talleres diseñados para el aprendizaje de vocabulario?

ST 16: En general me pareció un ejercicio muy chévere, enriquecedor y útil para nuestra vida porque nos enseña sobre algo muy importante como lo es los hábitos alimenticios y lo que en realidad es lo que comemos diariamente por medio del aprendizaje de nuevas palabras relacionadas con este tema, ósea saber estas palabras, su significado nos permitirá armar ideas para poder ayudar a los demás a tener mejor salud. . (*Focus group interview*)

The previous extracts revealed improvement in students' receptive, conceptual, and grammatical knowledge. The learning core of these teacher-developed worksheets lied in providing students with multiple vocabulary learning opportunities, assuring that content, language, and context set a genuine experience of personal and academic development.

Sixth graders improved their vocabulary knowledge through activities linked to their immediate social context, including images that recreated social issues, exploring cultural and content knowledge through individuals' voices, and challenging students to cognitively in the didactic sequence that integrated English language learning and science concepts from a more contextualized perspective of vocabulary learning.

**Emerging Orthographical Knowledge.** This subcategory narrates how students got through the process of vocabulary learning regarding orthographical knowledge. These worksheets involved the development of vocabulary and content learning exercises that ensure the use of words repeatedly, trying to contribute to “spelling development” (Templeton, 1992, p. 260). This feature of vocabulary knowledge “is the understanding of how spoken language is represented in print” (Apel et al., 2018, p. 873). However, students found the development of orthographical knowledge challenging, and there may be a relation between spelling development and their reading habits across the subjects impacting their knowledge. (Colenbrander et al., 2019). Accordingly, Snow (2005, as cited in Moats, 2005) asserted that “spelling and reading build and rely on the same mental representation of a word” (p. 12). In this sense, there is an extent of factors influencing the orthographical knowledge, particularly there are inappropriate



classes due to the lockdown, teachers' guidance and activities were different, there were new guidelines in terms of the work at home, and the writing work was affected significantly.

This nascent vocabulary learning was associated with the lack of “networks of meaning” (Cameron 2003, p. 81). Correlating the learning, retention and the proper writing of words between the English and science teaching materials was difficult, every teacher gives relevance to different type of knowledge, and the conception of CLIL methodology varies from one teacher to another. The focus group interview also unveiled some weaknesses in orthographical knowledge. Nevertheless, they recognized their weaknesses through the intervention.

Profesor: ¿Cuál es tu opinión, en general, sobre el trabajo realizado con los talleres diseñados para el aprendizaje de vocabulario?

ST 6: No, yo creo que no tengo un buen nivel para haber desarrollado los talleres, por ejemplo, las preguntas abiertas se me dificultan mucho.

ST 15.

SI, Yo pienso que no porque mi léxico no es tan grande y se me dificulto mucho comprender los textos y resolver los ejercicios. (*Focus group interview*)

The previous extracts revealed that a bilingualism project is difficult to maintain and to achieve objectives in terms of vocabulary complexity when language learning in both languages is unbalanced in the different grades and the content requires certain level of proficiency. For Leki and Carson (1994, as cited in Maskor & Baharudin, 2016) “lack of vocabulary [development] will affect the quality of writing as compared to other factors such as attitude [and] motivation” (p. 82); “the need for words to recur, not just in a unit, but across units and chapters, and across levels and years” (Cameron 2003, p. 84). In consequence, pitfalls associated with vocabulary learning are derived from ambiguities in bilingualism strategies proposed by the school, impacting students' learning process and confidence development.

Having exposed the data analysis of this action research study, conclusions and pedagogical implications are presented in the fifth chapter.

## Chapter V

### Conclusions and Pedagogical Implications

This chapter appraises the conclusions, the pedagogical implications, the limitations and questions for further research.

#### Conclusions

The teacher-developed worksheets based on health and self-care practices underpinned on CLIL principles from a more situated perspective, enhanced content and English language knowledge as well as vocabulary learning in sixth graders at Instituto San Bernardo de la Salle.

Regarding the importance of contextualizing teaching materials, this teaching and learning endeavor was underpinned in students' needs (Kincheloe, 2008; McLaren, 1999; Núñez et al., 2004; Núñez & Téllez 2009, 2015) to provide more meaningful experiences and a cross-disciplinary understanding between English and Science subjects, enhancing not only learning of the content and developing the target language by the means of the teacher-developed worksheets, but also disclosing collective and individual issues affecting their lives. In terms of the language acquisition principles, the topics developed in the teacher-developed worksheets sought cognitive engagement by addressing students' emotions when learning a foreign language (Gardner, 1997; Kitano, 2001; Otwinowska & Forys, 2017; Dale, 2010; Núñez & Téllez, 2009; Taylor, 1983), recognized the culture component as paramount to develop students' confidence by motivating their analysis and actions to identify their role in their immediate context and school communities (Darder, 1991; Núñez & Tellez, 2021; Núñez et al, 2004) and made the input comprehensible to make the acquisition of English language and content area subjects knowledge achievable and meaningful (Tomlinson, 2011; Schmidt, 1990; Alanen, 1995). Lastly, a detailed didactic sequence evinced the different learning strategies (Want et al, 2009; Rodgers, 2001;

Núñez-Pardo, 2020; Denardi, 2017) and students had the opportunity to believe in themselves and learn in an easygoing atmosphere (Núñez et al., 2009, 2018; Jolly & Bollito, 1998). This intervention embodied a didactical attempt to reframe English teaching and learning materials orientated to content engagement, inspiring teachers from other levels to potentiate their abilities, examining different points of view, new tendencies and practices.

Second, the teacher-developed worksheets addressed the main teaching and learning outcomes that underpin CLIL methodology. In terms of the contribution of the pertinent content and the cognition development to the growth of students' awareness, an improvement was disclosed due to the contribution of the selected images containing relevant information related to health and food topics, evincing unhealthy lifestyles and stereotypes reproduced and legitimated in foreign teaching materials. This reflective stance in front of the use of appropriate content (De Graaff et al., 2007; Ioannou, 2012; Coyle, 2007; Giroux, 2004; McLaren, 1999; Canagarajah, 2004; Darvin & Norton, 2017; Shor, 1993; Simon, 1987; Coyle, 2009), highlighted the importance of local culture to empower the participants' local knowledge and their reflection on the different situations (Canagarajah, 2002; Xiao, 2010; Austin, 2019; Núñez-Pardo, 2018, 2019; 2020; Rico, 2012; Núñez & Tellez, 2015). Third, the retention and development of vocabulary knowledge was enhanced significantly within the framework of the implementation of the teacher-developed worksheets, which allowed to perceive vocabulary teaching and learning in a more constant and comprehensive way (Cameron, 2001; Miller, 1999; Mukoroli, 2011; Cummins, 2005; Richards; 1976). The vocabulary knowledge features that displayed better performance were the receptive, conceptual, and grammatical. Nevertheless, the orthographical knowledge presented a less progressive development. Additionally, the worksheets design displayed a great variety of resources permitting students to support themselves associating the

visuals, the content, and the discussion, assuming the different learning strategies and experiencing a different teaching and learning environment.

### **Pedagogical Implications**

This study contributed to the experience of the teacher-researcher in several areas. First, it engaged the researcher in a more active role in the English language learning process by analyzing multiple situations exerting influence on students' lives and freedoms and adjusting the theoretical foundations of CLIL methodology to more situated and meaningful teaching practices. This perspective was developed based on the different learning strategies provided for the learning of content and the target language addressing current topics, contributing to the disciplinary development and the implementation of thinking and reflecting skills transforming perceptions of their lives. In this sense, addressing social issues based on relevant and truthful information, provided students with confidence in their abilities to learn English, and also, mobilizing their thoughts toward more self-protective and reflective practices.

The field of materials design was crucial to achieve the outcomes and the experiences, according to Núñez-Pardo (2019) teacher-developed materials either “give students the opportunity to exercise freedom in decision-making that let them reform or transform the experiences they lived within their own communities” (p. 19). This intervention allowed me to comprehend the value of teaching because it is the teachers' enterprise to assume a committed role in their context and make extra efforts to bring students high quality teaching materials and engage them in more contextualized learning experiences, fostering the role of the schools as spaces for social, political, and cultural transformation.

Finally, the contribution of this inquiry to the educational setting was significant in different ways. This study led to many reflections in the different institution members, content

and English language teachers who felt motivated to ask and know more about this intervention, looking for guidance to design their teaching materials. There was an intention to reformulate not only the local bilingualism policy but also, to rethink the curriculum and the methodologies implemented based on the sequence and scope provided by EFL textbooks. In the same vein, students acknowledged the teacher's efforts and made positive comments about the content, the activities and how these materials changed their routine and lives during the lockdown, inspiring the teacher to go along new paths in this professional career and assuming the challenge to transform and sensitize other educational settings.

### **Limitations**

Although this study contributed to some aspects of the teaching and learning, the new dynamics that the school faced due to the lockdown caused by the COVID-19 pandemic, allowed new realities to emerge in terms of students and teachers' interaction and time during classes. These novelties were also issues. For example, the platform used to upload, save, and assess the teacher-developed worksheets sometimes failed. Similarly, the lack of time did not allow to develop more their ICT abilities related to handling this type of websites. Lastly, as the intervention took place online, the development of the communication principle could not be realized due time restrictions and the type of instruction (remote learning) carried out.

### **Questions for Further Research**

After reflecting on the findings, two questions emerged to be problematized in future research studies: What is unveiled student's sociocultural awareness in relation to print and online teacher-developed worksheets based on inquiry-based learning? What is uncovered about ICT skills and vocabulary learning through digital teacher-developed worksheets?

### References

- Aguilar, M., & Rodríguez, R. (2012). Lecturer and student perceptions on CLIL at a Spanish university. *International Journal of Bilingual Education and Bilingualism*, 15(2), 183-197. <https://doi.org/10.1080/13670050.2011.615906>
- Al-Busaidi, S., & Tindle, K. (2010). Evaluating the impact of in-house materials on language learning. In B. Tomlinson & H. Masuhara (Eds.) *Research for Materials Development in Language Learning: Evidence for Best Practice*. (pp 137-149). Bloomsbury.
- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International journal of scientific & technology research*, 3(10), 249-254.
- Alanen, R., (1995). *Input enhancement and rule presentation in second language acquisition. Attention and awareness in foreign language learning*. [Unpublished master's thesis]. University of Hawaii.
- Allender, J., & Manke, M. P. (2004). Evoking self in self-study: The analysis of artifacts. Journeys of hope: Risking self-study in a diverse world. *Proceedings of the fifth international conference on self-study of teacher education practices*, 27, 20-23.
- Apel, K., Henbest, V. S., & Masterson, J. (2018). Orthographic knowledge: Clarifications, challenges, and future directions. *Reading and Writing*, 32(4), 873-889. <https://doi.org/10.1007/s11145-018-9895-9>
- Austin, T. (2019). Towards decolonizing heritage language teacher education. In D. Macedo (Eds.) *Decolonizing Foreign Language Education*. (pp. 131-151). Routledge.
- Beardsmore, H. B. (1986). *Bilingualism: Basic principles* (Vol. 1). Multilingual matters.
- Beardsmore, H. B. (2008). Multilingualism, Cognition, and Creativity. *International CLIL Research Journal*, 1(1), 4-19.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Benander, R., & Lightner, R. (2005). Promoting transfer of learning: Connecting general education courses. *The Journal of General Education*, 54(3), 199-208. <https://doi.org/10.1353/jge.2006.0001>
- Bonces, J. R. (2012). Content and language integrated learning (CLIL): Considerations in the Colombian context. *GIST: Education and Learning Research Journal*, (6), 177-189.
- Borda, O. F. (1979). Investigating reality in order to transform it: The Colombian experience. *Dialectical Anthropology*, 4(1), 33-55. <https://doi.org/10.1007/bf00417683>
- Breunig, M. (2005). Turning experiential education and critical pedagogy theory into praxis. *Journal of Experiential Education*, 28(2), 106-122.
- Burns, A. (2005). Action research: An evolving paradigm? *Language Teaching*, 38(2), 57-74. <https://doi.org/10.1017/s0261444805002661>
- Burns, A. (2009). Action research. In J. Heigham & R. Croker (Eds.) *Qualitative research in applied linguistics. A practical introduction*, (pp. 112-134). Palgrave Macmillan.
- Byram, M. (1989). *Cultural studies in foreign language education* (Vol. 46). Multilingual Matters.
- Caffarel, A., Martin, J. R., & Matthiessen, C. M. (Eds.). (2004). *Language typology: A functional perspective* (Vol. 253). John Benjamins Publishing.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT journal*, 57(2), 105-112.
- Canagarajah, A. S. (2002a). Globalization, methods, and practice in periphery classrooms. In D.

- Block & D. Cameron (Eds.) *Globalization and language teaching* (pp. 144-160).  
Routledge.
- Canagarajah, S. (2002b). Reconstructing local knowledge. *Journal of Language, Identity, and Education*, 1(4), 243-259.
- Canga Alonso, A., & Arribas García, M. (2015). The benefits of CLIL instruction in Spanish students' productive vocabulary knowledge. *Encuentro: revista de investigación e innovación en la clase de idiomas*, 15-31.
- Castillo, C., Insuasty, E., & Jaime, M. (2017). The Impact of Authentic Materials and Tasks on Students' Communicative Competence at a Colombian Language School. *Profile Issues in Teachers' Professional Development*, 19(1), 89-104. <https://doi.org/10.15446/profile.v19n1.56763>
- Castles, A., Holmes, V. M., Neath, J., & Kinoshita, S. (2003). How does orthographic knowledge influence performance on phonological awareness tasks? *The Quarterly Journal of Experimental Psychology Section A*, 56(3), 445-467.
- Cook, V. J. (1983). What should language teaching be about? *ELT Journal*, 37(3), 229-234.
- Colenbrander, D., Miles, K. P., & Ricketts, J. (2019). To see or not to see: How does seeing spellings support vocabulary learning? *Language, speech, and hearing services in schools*, 50(4), 609-628.
- Coyle, D. (2007). Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies. *International journal of bilingual education and bilingualism*, 10(5), 543-562.
- Coyle, D., Holmes, B., & King, L. (2009). *Towards an integrated curriculum—CLIL National Statement and Guidelines*. The Languages Company.

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL*. Cambridge University Press
- Craig, D. V. (2009). *Action research essentials* (Vol. 11). John Wiley & Sons.
- Cummins, J. (2005). Teaching for cross-language transfer in dual language education: Possibilities and pitfalls. In *TESOL Symposium on dual language education: Teaching and learning two languages in the EFL setting*. 1-18.
- Dale, L., Van der, W., Tanner, R. (2010). *CLIL skills*. European Platform.
- Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Greenwood Publishing Group.
- Darvin, R., Lo, Y. Y., & Lin, A. M. (2020). Examining CLIL through a critical lens. *English Teaching & Learning*, 44(2), 103-108.
- Darvin, R., & Norton, B. (2017). Language, identity, and investment in the twenty-first century. In T L. McCarty & S. May (Eds.) *Language policy and political issues in education*, (pp 1-15) Springer International Publishing.
- De Graaff, R., Koopman, G. J., & Westhoff, G. (2007). Identifying effective L2 pedagogy. In *content and language integrated learning (CLIL)*. *Vienna English Working Papers*, 16(3), 12-19.
- De Zarobe, Y. R., & Jiménez R. M., (2009). Content and language integrated learning: Evidence from research in Europe. *Multilingual Matters*, 41, 11-15
- Delgado, W. (2017). *The role of contextualized teacher-built materials in vocabulary learning* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Denardi, D. A. (2017). Didactic sequence: A dialectic mechanism for language teaching and learning. *Revista Brasileira de Linguística Aplicada*, 17(1), 163-184. <https://doi.org/10.1590/1984-6398201610012>

- Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research*, 6(2), 80-88.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry*, 36(6), 717-732.
- Freire, P. (1970). Cultural action and conscientization. *Harvard Educational Review*, 40(3), 452-477.
- Gardner, R. C., Tremblay, P. F., & Masgoret, A. M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81(3), 344-362.
- Garton, S., & Graves, K. (2014). Identifying a research agenda for language teaching materials. *The Modern Language Journal*, 98(2), 654-657.
- Gibbons, P. (2003). Mediating language learning: Teacher interactions with ESL students in a content-based classroom. *TESOL quarterly*, 37(2), 247-273.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.
- Giroux, H. A. (2004). Public pedagogy and the politics of neo-liberalism: Making the political more pedagogical. *Policy Futures in Education*, 2(3-4), 494-503.
- Glaser, B. G., & Strauss, A. L. (2017). *Discovery of grounded theory: Strategies for qualitative research*. Routledge.
- Gough, S., & Scott, W. (2000). Exploring the purposes of qualitative data coding in educational enquiry: Insights from recent research. *Educational Studies*, 26(3), 339-354.
- Goulden, R., Nation, P., & Read, J. (1990). How large can a receptive vocabulary be? *Applied linguistics*, 11(4), 341-363.

- Graves, K. (Ed.). (1996). *Teachers as course developers*. Cambridge University Press.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 106-116). Thousand Oaks, CA: Sage.
- Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.
- Heigham, J., & Croker, R. (Eds.). (2009). *Qualitative research in applied linguistics: A practical introduction*. Springer.
- Hennings, D. G. (2000). Contextually relevant word study: Adolescent vocabulary development across the curriculum. *Journal of Adolescent & Adult Literacy*, 44(3), 268-279.
- Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in second language acquisition*, 21(2), 303-317.
- Hutchinson, S. A. (1986). Education and grounded theory. *Journal of Thought*, 50-68.
- Hyland, K., & Wong, L. L. (Eds.). (2013). *Innovation and change in English language education*. Routledge.
- Ioannou, G. S. (2012). Reviewing the puzzle of CLIL. *ELT journal*, 66(4), 495-504.
- Jolly, D. & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson, (Ed.), *Materials development in language teaching*. (pp. 90-115). Cambridge University Press.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Kennedy, C. (1987). Innovating for a change: Teacher development and innovation. *ELT journal*, 41(3), 163-170.
- Kincheloe, J. L. (2008). *Critical pedagogy primer* (Vol. 1). Peter Lang.
- Kincheloe, J. L., McLaren, P., & Steinberg, S. R. (2011). Critical pedagogy and qualitative

- research. *The SAGE handbook of qualitative research*, 163-177.
- Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85(4), 549-566.
- Koda, K., Coady, J., & Huckin, T. (1997). Orthographic knowledge in L2 lexical processing. In J. Coady & T. Huckin (Eds.) *Second language vocabulary acquisition*, (pp. 35-52).  
Cambridge University
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*.  
FT press.
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1(8), 227-247.
- Krashen, S. (1992). The input hypothesis: An update. In J. E. Alatis (Ed.) *Linguistics and language pedagogy: The state of the art*, (pp. 409-431). Georgetown University Press
- Kumaravadivelu, B. (2003). *Beyond Methods*. Yale University Press.
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22(4), 539-550.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*.  
Routledge.
- Kumaravadivelu, B. (2012). Individual Identity, Cultural Globalization, and Teaching English as an International Language: The Case for an Epistemic Break: B. Kumaravadivelu. In *Principles and practices for teaching English as an international language* (pp. 17-35).  
Routledge.
- Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act?

*TESOL quarterly*, 50(1), 66-85.

Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings.

*Innovation in language Learning and Teaching*, 5(1), 3-18.

Laufer, B., & Nation, P. (2001). Passive vocabulary size and speed of meaning recognition: Are they related? *Eurosla Yearbook*, 1(1), 7-28.

Laufer, B. (1990). Ease and difficulty in vocabulary learning: Some teaching implications. *Foreign Language Annals*, 23(2), 147-155.

Lederman, N. G., & Abell, S. K. (Eds.). (2014). *Handbook of research on science education*.  
Routledge.

Levis, J., & Sonsaat, S. (2016). Pronunciation materials. In M. Azarnoosh et al (Eds.) *Issues in materials development*. (pp. 109-119). Sense Publishers.

Littlewood, W. (2013). Developing a Context-sensitive Pedagogy for Communication-oriented Language Teaching. *English Teaching*, 68(3), 3-25.

Mäkiranta, P. (2014). *CLIL teachers as materials designers*. [Unpublished master's thesis].  
University of Jyväskylä.

Mancilla, J., & Vagh, S. B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly*, 28(3), 555-567.

Mangal, S. K. (2002). *Advanced Educational Psychology*. PHI Learning Pvt. Ltd.

Marsh, D., & Frigols, M. J. (2012). Content and Language Integrated Learning. *The encyclopedia of applied linguistics*. Blackwell Publishing Ltd.

Maskor, Z. M., & Baharudin, H. (2016). Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 261-271.

McKeown, M. G., & Curtis, M. E. (Eds.). (2014). *The Nature of Vocabulary Acquisition*.

Psychology Press.

McLaren, P. (1999). Research news and comment: A Pedagogy of Possibility: Reflecting Upon

Paulo Freire's Politics of Education: In memory of Paulo Freire. *Educational researcher*, 28(2), 49-56.

McNiff, J. (2013). *Action research: Principles and practice*. Routledge.

Meara, P. (1996). The dimensions of lexical competence. *Performance and competence in second language acquisition*, 35, 33-55.

Mehisto, P. (2012). *Criteria for Producing CLIL Learning Material*. Online Submission.

Mertler, C. A. (2009). *Action research: Teachers as researchers in the classroom*. Sage.

Miller, G. A. (1999). On knowing a word. *Annual review of psychology*, 50(1), 1-19.

Ministerio de Educación Nacional [MEN]. (2013). *Orientaciones para la Implementación de Proyectos de Fortalecimiento de inglés en las Entidades Territoriales*. Bogotá D.C.:

Ministerio de Educación Nacional. MEN.

Ministerio de Educación Nacional [MEN]. (2016a). *Basic Learning Rights: 6th to 11<sup>th</sup> grades*.

Bogotá D.C.: Ministerio de Educación Nacional. MEN.

Ministerio de Educación Nacional [MEN]. (2016b). *Suggested Curriculum Structure: Grades 6th to 11th. English for diversity and equity*. Bogotá D.C.: Ministerio de Educación Nacional:

MEN

Ministerio de Educación Nacional [MEN]. (2016). *Lineamientos para proyectos de fortalecimiento de inglés*. Bogotá: Ministerio de Educación Nacional: MEN.

Moats, L. C. (2005). How Spelling Supports Reading. *American Educator*, 6, 12-22.

Mukoroli, J. (2011). *Effective Vocabulary Teaching Strategies For The English for Academic*

*Purposes. ESL classroom.* MA TESOL Collection.

[https://digitalcollections.sit.edu/ipp\\_collection/501](https://digitalcollections.sit.edu/ipp_collection/501)

- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2) 129–132
- Nation, I. S. P. (2011). Research into practice: *Vocabulary. Language Teaching surveys and Studies.* Cambridge University Press.
- Nation, P. (2003). Materials for teaching vocabulary. In B. Tomlinson (Ed.). *Developing materials for language teaching*, (pp. 394-405), Continuum.
- Nikula, T., & Marsh, D. (1998). Terminological Considerations Regarding Content and Language Integrated Learning. *Bulletin suisse de linguistique appliquée*, 67, 13-18.
- Norton, B. (2008). Identity, language learning, and critical pedagogies. In J. Cenoz & N. H. Hornberger (Eds.) *Encyclopedia of language and education: Knowledge about Language* (2nd ed.) (pp. 45-59). Springer Science.
- Norris, J. M., & Ortega, L. (Eds.). (2006). *Synthesizing research on language learning and teaching* (Vol. 13). John Benjamins Publishing.
- Novak, J. D. (1988). Learning science and the science of learning. *Studies in Science Education*, 15(1), 77–101
- Núñez, A., (2010). The teaching of English within the theory-practice alternance model. In Dirección de Investigaciones y Estudios Empresariales Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá (Ed.), *Innovación y competitividad: memorias de la Jornada de Investigación 2010* (pp. 32-54). Uniempresarial.

Núñez-Pardo, A. (2018). The English textbook. Tensions from an intercultural perspective.

*GiST Education and Learning Research Journal*, 17, 230-259.

<https://doi.org/10.26817/16925777.402>

Núñez-Pardo, A. (2019). A Critical Reflection on Developing and Implementing In-house EFL Textbooks. *Revista Papeles*, 11(21), 11-31.

<http://186.28.225.70/index.php/papeles/article/view/581>

Núñez-Pardo, A. (2020). *Decolonizar el libro de texto de inglés: una apuesta desde la interculturalidad crítica* [Unpublished doctoral dissertation]. Universidad Pedagógica y Tecnológica de Colombia.

Núñez-Pardo, A. (2021). Rethinking the EFL textbook from a critical interculturality stance. In J.A. Álvarez-Valencia, A. Ramírez-Espinosa, & O. Vergara-Luján (Eds.), *Interculturality in teacher education: theoretical and practical considerations* (pp. 136-161). Universidad del Valle

Núñez-Pardo, A., & Téllez-Téllez, M.F. (2021). Tracing the cultural component in teacher generated EFL materials. In A. Núñez-Pardo, & M.F. Téllez-Téllez (Eds.), *Defying Culture Hegemony through Teacher Generated EFL Materials* (pp. 28-102. Departamento de Publicaciones Universidad Externado de Colombia. (in press)

Núñez, A., Pineda, C., & Téllez, M.F. (2004). Key aspects for developing your instructional materials. *Profile: Issues in Teachers' Professional Development*, 5(1), 128-139.

Núñez, A. & Téllez, M. F. (2009). ELT materials: The key to fostering effective teaching and learning settings. *Profile, Issues in Teachers Professional Development*, 11(2), 171-186.

Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW*, 22(2), 54-74.

- Núñez, A., & Téllez, M.F. (2018). The argumentative competence through in-class debates. In A. Núñez, M.F. Téllez, & J. Gómez (Eds.), *Teacher-developed materials for language teaching and learning* (pp. 19-103). Bogotá, Colombia: Departamento de Publicaciones Universidad Externado de Colombia.
- Núñez, A., Téllez, M., & Castellanos, J. (2012). A framework for materials development: A path for in-service teachers to build up the instructional design of their research projects. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Teacher research on English didactics issues* (pp. 17-30). Bogotá: Publicaciones Universidad Externado de Colombia
- Núñez, A., Téllez, M., & Castellanos, J. (2013). *Proposal for the research line materials development and didactics* (Ascribed to the Research Group: Critical Pedagogy and Didactics for Social Transformation). Universidad Externado de Colombia, Bogotá
- Núñez, A., Téllez, M. F., & Castellanos, J. (2017a). Materials development for teachers' professional growth. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *Materials for the learning of English and teachers' professional growth* (pp. 19-68). Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.
- Núñez, A., Téllez, M., & Castellanos, J. (2017b). Teacher-developed materials in a master's programme in education with emphasis on English didactics. In A. Núñez, M. F. Téllez, & J. Castellanos (Eds.), *The Role of Teacher-Developed Materials in Fostering English Language Skills* (pp. 19-64). Bogotá: Publicaciones Universidad Externado de Colombia
- Núñez, A., Téllez M, Castellanos, J., & Ramos, B. (2009). *A practical materials development guide for EFL pre-service, novice, and in-service teachers*. Bogotá: Departamento de Publicaciones Universidad Externado de Colombia.
- Oxford, R. L., Ehrman, M. E., & Lavine, R. Z. (1990). *Style Wars: Teacher-Student Style Conflicts*

- in the Language Classroom. In S. S. Magnan (Ed.), *Challenges in the 1990s for College Foreign Language Programs*. (pp. 14-38). Heinle & Heinle Publishers.
- Otwinowska, A., & Foryś, M. (2015). They learn the CLIL way, but do they like it? Affectivity and cognition in upper-primary CLIL classes. *International Journal of Bilingual Education and Bilingualism*, 20(5), 457–480.
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*, 55(4), 174-200.
- Pavlenko, A. (2009) Conceptual Representation in the Bilingual Lexicon and Second Language Vocabulary Learning. In A. Pavlenko (Eds.) *The Bilingual Mental Lexicon interdisciplinary approaches*. (pp. 125-160). Multilingual Matters.
- Pinto, A. (2018). *CLIL and reading strategies worksheets to foster reading comprehension* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Pulverness, A.(2003). Materials for Cultural Awareness. In B. Tomlinson (Ed.). *Developing Materials for Language Teaching*, (pp. 426-438). Bloomsbury Academic.
- Ramos, B., & Aguirre, J. (2014). Materials Development in the Colombian Context: Some Considerations About Its Benefits and Challenges. *How*, 21(2), 134-150.
- Rico, C. (2012). Language teaching materials as mediators for ICC development: A challenge for materials developers. *Signo y Pensamiento*, 31(60), 130-154.
- Richards, J. C. (1976). The Role of Vocabulary Teaching. *TESOL quarterly*, 10(1), 77-89.
- Richards, J. C. (1996). Teachers' Maxims in Language Teaching. A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect. *TESOL quarterly*, 30(2), 281-296.

- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Rodgers, T. S. (2001). Language Teaching Methodology. *ERIC Issue Paper*. 459-628.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied linguistics*, 11(2), 129-158.
- Shiotsu, T., & Weir, C. J. (2007). The relative significance of syntactic knowledge and vocabulary breadth in the prediction of reading comprehension test performance. *Language Testing*, 24(1), 99-128.
- Shor, I. (1993). *Paulo Freire's critical pedagogy*. *Paulo Freire: A critical Encounter*. Routledge
- Shrum, J. L., (2015). *Teacher's handbook, contextualized language instruction*. Cengage Learning.
- Snow, M. A., Met, M., & Genesee, F. (1989). A conceptual framework for the integration of language and content in second/foreign language instruction. *TESOL quarterly*, 23(2), 201-217.
- Simon, R. I. (1987). Empowerment as a pedagogy of possibility. *Language Arts*, 64(4), 370-382.
- Tapias Cadena, M. (2019). *Contextualized teacher-designed workshops based on cognitive strategies for vocabulary learning* [Unpublished master's thesis]. Universidad Externado de Colombia.
- Taylor, B. P. (1983). Teaching ESL: incorporating a communicative, student-centered component. *TESOL Quarterly*, 17(1), 69-88.
- Templeton, S. (1992). Theory, nature, and pedagogy of higher-order orthographic development in older students. In S. Templeton & D. R. Bear (Eds.), *Development of orthographic knowledge and the foundations of literacy: A memorial festschrift for Edmund H. Henderson* (pp. 253–277). Hillsdale, NJ: Erlbaum.

- Thurmond, V. A. (2001). The point of triangulation. *Journal of nursing scholarship*, 33(3), 253-258.
- Tomlinson, B. (Ed.). (2003). *Developing Materials for Language Teaching*. A&C Black.
- Tomlinson, B. (Ed.). (2011). *Materials Development in Language Teaching*. Cambridge University Press.
- Tomlinson, B. (2012). Materials Development for Language Learning and Teaching. *Language Teaching*, 45(2), 143-179.
- Tomlinson, J. (1999). *Globalization and culture*. University of Chicago Press.
- Udas, K. (1998). Participatory Action Research as Critical Pedagogy. *Systemic Practice and Action Research*, 11(6), 599-628.
- Usman, A., & Abdullahi, D. M. (2018). Productive Vocabulary Knowledge of ESL Learners. *Asian Journal of Interdisciplinary Research*, 1(1), 32-41.
- Vaughn, S., Schumm, J. S., & Sinagub, J. M. (1996). *Focus Group Interviews in Education and Psychology*. Sage
- Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *Autonomy, Self-direction and Self Access in Language Teaching and Learning: The History of an Idea*, 23(2), 223-234.
- Vidal, C. P. (2007). The need for Focus on Form (FoF) in Content and Language Integrated Approaches: An Exploratory Study. *Revista española de lingüística aplicada*, 1, 39-54.
- Wang, Y. H., Tseng, M. H., & Liao, H. C. (2009). Data mining for adaptive learning sequence in English language instruction. *Expert Systems with Applications*, 36(4), 7681-7686.
- Webb, S. (2005). Receptive and Productive Vocabulary Learning: The effects of Reading and Writing on word knowledge. *Studies in second language acquisition*, 27(1), 33-52.

- West, R. (1994). Needs Analysis in Language Teaching. *Language Teaching*, 27(1), 1-19.
- Wilkinson, D., & Birmingham, P. (2003). *Using Research Instruments: A Guide for Researchers*. Psychology Press.
- Williams, M., Mercer, S., & Ryan, S. (2016). *Exploring Psychology in Language Learning and Teaching*. Oxford University Press.
- Winter, R. (2003). Some principles and procedures for the conduct of action research. In O. Skerritt (Ed.). *New directions in action research* (pp. 9-23). Routledge.
- Xanthou, M. (2011). The impact of CLIL on L2 vocabulary development and content knowledge. *English Teaching: Practice and Critique*, 10(4), 116-126.
- Xiao, J. (2010). *Cultural contents of an in-use EFL textbook and English major students' attitudes and perceptions towards culture learning*. [Unpublished doctoral dissertation]. Prince of Songkla University.
- Yang, W. (2018). The deployment of English learning strategies in the CLIL approach: a comparison study of Taiwan and Hong Kong tertiary level contexts. *ESP Today-Journal of English for Specific Purposes at Tertiary Level*, 6 (1), 44-64.
- Young, D. J. (1991). Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell and Rardin. *Foreign Language Annals*, 25(2), 157-172.
- Zhang, D. (2012). Vocabulary and grammar knowledge in second language reading comprehension: A structural equation modeling study. *The Modern Language Journal*, 96 (4), 558-575.
- Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. *Second language vocabulary acquisition*, 6(1), 5-19.

Zhong, H. (2011). Learning a word: From receptive to productive vocabulary use. *The Asian Conference on Language Learning official proceedings*. 116-126.

[http://iafor.org/acll\\_proceedings.html](http://iafor.org/acll_proceedings.html)

## Appendices

### Appendix A: Student's artifacts

#### Eat wisely! Worksheet.



WORKSHEET
L-GEP-49  
Vigente desde  
15/01/2020

TEACHER	July Marcela Sánchez González					
TERM	III	GRADE	Sixth	SUBJECT	English	DATE
STUDENT				GROUP		No.
<b>TERM LEARNING OUTCOME</b>						
To talk about current events and their implications in the future.						

Worksheet N° 1

*Eat wisely*



**Learning outcomes:** by the end of this worksheet, students will be able to

- To reflect on alternative types of food that contribute to their appropriate growth.
- To evaluate the importance of different lifestyles and their effects in the society.
- To recognize the importance of respecting difference and know the implications of taking decisions in our lives getting familiar with key vocabulary about it.

**CLIL principle:** Cognition



**CHALLENGE ONE**

Make few notes in the first two columns about what you know about healthy food, what you want to know and what you learned (KWL chart) chart below. **NOTE: fill the last column at the end of the worksheet.**



What do you know?	What do you want to know?	What have you learned?



*Değerli Öğretmenler!*

WORKSHEET

L-GEP-49  
Verginin tarihi  
15/01/2020

CHALLENGE  
TWO

Read the passage below and answer the questions related to the words in bold.

VOCABULARY LEARNING  
STRATEGY: MAKING  
ASSOCIATIONS  
READING STRATEGY:  
GUESSING MEANING  
FROM CONTEXT.

CLIL principle: Content



alternative  
protein  
sources

Proteins are an important element of a balanced diet and **fundamental** for growing and repairing cells. There is a needed daily intake and most people get that from red meat, this is rich in iron and vitamin B12 as well. However, there are other protein source for those who want to **cut down** on meat or eat a more plant-base diet. For that reason, there is a plenty list with options to eat other protein-rich alternatives:

**Quinoa** : grains are an excellent source of protein and a **reasonable** price. This contains all essential amino acids, making it more nutritious, it is an interesting side dish to curries and salads. It is called the sacred “**mother grain**” by Incas and it is gluten-free as well.

**Lentils**: these have one of the highest levels of protein, making them an excellent ingredient in everyday meals.

**Hazelnuts**: these have a great nutritional potential. In spite of having high calories percentages, they are balanced with nutrients and healthy fats. These contain vitamin B6, they could be also beneficial for heart health and protecting **against** cancer.

**Chickpeas**: They are usually used in veggie diets and believe or not also used to make burgers!

**Oats**: these are high in many vitamins and minerals, these can lower cholesterol and may prevent diabetes and boost your immune system, increasing the ability of your body to battle against bacteria, viruses, fungi, and parasites. It is gluten-free as well.

Choose the best answer:

1. **fundamental** means:

a. secondary

b. needless

c. essential

2. **cut down** means:

a. decrease

b. increase

c. expand





*Değerli Öğretmenler*

**WORKSHEET**

L-GEF-49  
 Vigente desde  
 25/01/2020

Clue	Word	Drawing
It is a round green seed; it grows covered by an outer pod. It is a common ingredient in soups and creams.	_ _ _ E _ _ _	
It is an oval nut with a hard shell, it is common to see it in biscuits and cakes.	_ _ _ L _ _ _ _ _ _ _	
This is a plant with large dark green leaves. This was popular for being cartoon show "Popeye – the sailor man"	_ _ _ _ _ N _ _ _ _ _	
These are tiny black seeds. Its name is associated with the ancient Mayan word for "strength."	_ _ _ _ I _ _	
These are brown in colour and come with a hard, crunchy covering.	_ _ _ _ A _ _ _ _ _ _ _ D _ _ _	

## CHALLENGE FOUR

CLIL principle: Culture

Watch the video about healthy recipes. Number them in the order they appear.



Vocabulary learning strategy  
 Using resources for reading and reading strategies

Reading strategy  
 Sentence understanding



## WORKSHEET

L-GEP-49

Vigante desde  
22/04/2020

After that, place the baking tray with the burgers into the fridge to set for 30 minutes. Then you fry them up in a little more of olive oil until perfectly browned!



Next, put in a food processor, some chickpeas, the fried onion, paprika, coriander powder, cumin, cilantro, flour and grind these ingredients.



Once, these ingredients turn into a batter, dust a baking tray with flour, dust your hands with flour too and form the chickpea burger batter into 4 balls.



First of all, put some olive oil on a pan, add some garlic and onion strips. Both have to be fried.



And then of course you know how to serve them! Some avocado, lettuce, tomato, ketchup, and mustard in a deliciously soft bun!



<b>WORKSHEET</b>	L-GEP-29 Vigencia desde 05/04/2020
------------------	--

<b>TEACHER</b>	July Marcela Sánchez González						
<b>TERM</b>	III	<b>GRADE</b>	Sixth	<b>SUBJECT</b>	English	<b>DATE</b>	
<b>STUDENT</b>				<b>GROUP</b>			No.
<b>TERM LEARNING OUTCOME</b>							
Talks about current events and their implications in the future.							

**Worksheet N° 1**  
**Part two**  
*Eat wisely*



**Learning outcomes:** by the end of this worksheet, students will be able to

- To reflect on alternative types of food that contribute to their appropriate growth.
- To evaluate the importance of different lifestyles and their effects in the society.
- To recognize the importance of respecting difference and know the implications of taking decisions in our lives getting familiar with key vocabulary about it.

**CLIL principle: Culture**



CHALLENGE  
FIVE

Look at the transcript. Listen the recording and circle the correct word.

VOCABULARY LEARNING STRATEGIES: REPRESENTING, SOUNDING TO MEMORY, REPEATING, READING STRATEGY, GETTING THE GIST.

## HEALTHY NO-BAKE BROWNIES (VEGAN AND GLUTEN FREE)





## WORKSHEET

L-GEP-49  
Vigente desde  
15/03/2020

First, put in a high-quality food processor, add one cup of nuts, and using a *1)* \_\_\_\_\_ of walnuts and almonds, any kind you like would work. Also, throw in six tablespoons of *2)* \_\_\_\_\_ cacao powder or if you do not have any, cocoa powder works fine, one tablespoon of Chia *3)* \_\_\_\_\_ which have a great health benefits, but if you can't get any, it's not require for this recipe. Also, throw in one teaspoon of salt.

You might also want to add some desiccated coconut, then put and blitz the ingredients together, until your result is a *4)* \_\_\_\_\_ dark chocolate sand. Now, toss in one cup of packed soft pitted dates. ... If you like dry dates make sure to *5)* \_\_\_\_\_ them in boiling hot water for about ten minutes. Now put these ingredients together until you left *6)* \_\_\_\_\_ a mass that *7)* \_\_\_\_\_ together in a ball. Pour the mixture onto a surface that has been lined parchment paper. Using your fingers, press the *8)* \_\_\_\_\_ to form a rectangle or squared shape. It shouldn't be too sticky, once you feel satisfied with that, I also like to press two or four tablespoons of roughly *9)* \_\_\_\_\_ almonds because I feel that they give these raw brownies a nice crunch, Now, you can leave these brownies *10)* \_\_\_\_\_ in the refrigerator and finish.

## CHALLENGE SIX

Read the following interview to Miss. Valeria Escobar, a vegetarian girl who narrates her story:

### Breaking stereotypes about vegetarian people.

**Teacher:** Good evening Miss. Valeria, How are you?

**Valeria:** Good evening July. I am fine, I am at my mother's home.

**Teacher:** Valeria, could you please tell me, why do you decide to become vegetarian?

**Valeria:** The first thing that motivated to me was to lose weight, however, I realized that is not the way to do that. After that, I started to have problems with milk derivatives intake, and I had to start thinking about an appropriate way to replace them without stopping getting the benefits of these type of food. Furthermore, I am not agree with bullfights and any other practise that mistreat animals, so I thought I have to be consequence what I think and do.

**Teacher:** What age did you decide to stop consuming meat?

**Valeria:** I was seventeen and my mother got worried about that decision, so we decided to find information about it. In that process, my mother and I got a lot information and she





*Değerli*



## WORKSHEET

L-GEP-99

Vigante deinde  
02/01/2020

support me. Becoming a vegetarian implies to be conscious enough to take appropriate decisions, by the way, you enjoy all the possibilities to make new and different food.

**Teacher:** some people said that vegetarian people get sick easily. Is it true?

**Valeria:** I think that food industry has a big responsibility in disapproving other ways to be and live, there are some mass media that have a considerable influence about kids and teenagers' food choices. In that sense, I started to document myself and know what other food resources provide me the needed nutrients, I consider that everything comes from land can truly contribute to have a healthy lifestyle and we need to be critical about what media reproduces.

**Teacher:** Do you miss some food?

**Valeria:** I think everything is a process, of course I miss some flavors, however, there are some smells I can't stand. In this process, I have learned to replace things, for instance, there are some spices that have the same taste of meats, so these help me to eat healthy and enjoy flavors.

**Teacher:** Valeria, one last thing, what advice can you give teenagers about eating healthy?

**Valeria:** I think the first thing is to ask to your parents for information and support, these types of decisions related to the health's welfare have to be taken consciously. After that, to get informed with people who know about the topic and finally, it is important not to go to the extremes.

**Teacher:** Thanks Valeria for your time, for your help and to share your experience

**Valeria:** You welcome!

- Read the statement and circle True or False according to the previous reading in challenge six, correct the false sentences just changing the wrong words.

	True	False
a. Valeria decided to become vegetarian because a friend of her advice it. _____		
b. She tell the truth to her mother about becoming vegetarian. _____		
c. She considers mass media contributes to take good decisions related to eating choices. _____		
d. She likes seasoning food with new spices. _____		
e. She advices to teenagers to lie to your parents about your food choices. _____		



## WORKSHEET

L-GEP-49  
Vigante deute  
02/04/2020



Read the interview again, and answer the following questions:

- What do you think about Valeria's lifestyle?

---



---



---

- Do you consider parents need to know about sons' decisions?

---



---



---

Read the following recommendations at the moment of making good decisions given by the school adviser.



CLIL principle: Communication

**CHALLENGE  
SEVEN**

Read the following recommendations at the moment of making good decisions given by the school adviser.



*DersİŞİTİR*

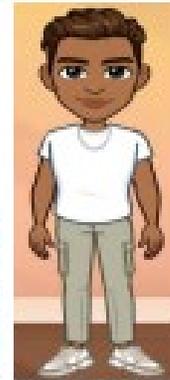
## WORKSHEET

L-GEP-29

Vigante-Bosada  
25/04/2020

# A DECISION MAKING CHECKLIST BY CAROLINA CONTRERAS

Vocabulary  
learning strategy:  
getting the idea  
Reading strategy:  
Scanning



Every single decision taken in the present time, impacts the future. In spite of the decisions seem small, these have implications in short and long term in my life. As human beings we are different and unique, in the same way, decisions work, the results a friend of mine gets after taking a decision, it is not going to have the same results on me, realities are different. The following tips when taking an decision are not lineal, however, these have to be considered and people have to go through these to take the best decisions.





**WORKSHEET**

1-GEF-49  
Vigente desde  
25/01/2020

**7**

Decisions don't have to put in risk my life or other people's life or integrity.

**8**

Self-awareness and self-acceptance



**9**

Set clear short and long term objectives.

**10**

Decisions have to associated with my principles and beliefs.

Read the tips again and match the following explanations to the appropriate tip:

**a**

Despite, being free of express my ideas, this freedom has to be assumed responsibly. Life prevails over anything.

**b**

People are different. Opportunities are sometimes limited or unlimited.

**c**

Decisions have to be associated what I want to be and my project of life.

**d**

Decisions have implications in my plans. Don't get carry away by your emotions or social pressure.

**e**

Decisions may lead you through different paths, it is important to see positive and negative aspects that could bring to take any decision.

**f**

Collecting information from trustworthy people allows us to have a wide view about the consequences of taking any decision.



*Değerli Öğretmenler*

**WORKSHEET**

L-GEP-49  
 Vigente desde  
 15/04/2020

<b>1</b>	<b>2</b>	<b>3</b>
<b>4</b>	<b>7</b>	<b>10</b>

**LEARNING STRATEGY:  
 CONTEXTUALIZATION**



Read the following scenarios and write about the best decision to make in these cases. Use some of the expressions in the chart.

- 1) ON ONE HAND...
- ON THE OTHER HAND...
- 2) THE MOST APPROPRIATE WAY IS TO ...
- 3) IT IS BETTER TO...
- 4) IT IS ADVISABLE TO...
- 5) IT IS NOT RECOMMENDED



## WORKSHEET

L-GEP-49

Vigilante decide  
15/01/2020

**Healthy eating:** In between doing your chores and going to swimming lessons, you decide to have a snack. You go to the kitchen and there is a bowl of fresh fruits in the fridge, but you do not want to chop anything, and you see there is some ice cream in the freezer and the last cherry pie piece. You are not very hungry, but you need energy to finish the day, so you have to decide between taking some ice cream and the cake or having the fruits. What decision do you need to make?




---



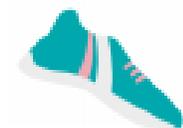
---



---



---



**Pressure to start a diet:** Some of your friends are obsessed to have the perfect body, they dream to get a body like some models on magazines and runaway shows and tell you many times you are overweight. So, they plan to buy some miraculous pills to lose weight quickly and stop eating for some days. However, the pills have some age and use restrictions, and these could damage your body. What decision do you need to make?

---



---



---



---

**Lunchtime at the school:** Your parents do not have too much time to cook at home, they have heavy schedules and get home later. For that reason, they trust on you and give you money to buy the ticket to have the lunch at the school restaurant. You are going to buy the ticket and your friends invite you to play a match instead going to queue and have the lunch. What decision do you need to make?



**Appendix B: Focus Group Schedule**

1. ¿De 1 a 10, Qué valoración le darías a los materiales? ¿Por qué?
2. ¿Consideras que los materiales se presentaron de una forma organizada y fácil de desarrollar?
3. ¿Consideras que el desarrollo de los talleres ayuda en el aprendizaje de nuevas palabras? Dame un ejemplo
4. ¿Consideras que las actividades te brindan estrategias de aprendizaje aplicables no solo para la asignatura de inglés, sino también a las otras asignaturas de bilingüismo? ¿Cómo?
5. ¿Consideras que los ejercicios te permiten retarte a ti mismo y muestran un grado de dificultad apropiado y progresivo? Sí – No. ¿Por qué?
6. ¿Consideras que nuestra cultura se ve reflejada a través de los materiales? ¿Cuál fue la actividad que mejor representó esta dimensión?
7. ¿El desarrollo de las actividades te permitió reflexionar sobre tu forma de pensar y actuar frente algunas problemáticas sociales? Sí – No ¿Cómo?
8. ¿El desarrollo del taller permitió plasmar tus ideas en torno al tema? Sí – No ¿Cómo?
9. ¿Cuál es tu opinión en general, sobre el trabajo realizado con los talleres de vocabulario?
10. Menciona aspectos positivos y/o negativos para futuros diseños.

**Appendix C: Informed consent****INSTITUTO SAN BERNARDO DE LA SALLE**

Bogotá D.C., 21 de Octubre de 2020

RE – 20– 048

Señores  
**UNIVERSIDAD EXTERNADO DE COLOMBIA**  
**INSTITUTO SAN BERNARDO DE LA SALLE**  
Ciudad

Cordial saludo:

Yo Astolfo Oliveros Zambrano, en condición de rector del Instituto San Bernardo de La Salle, otorgo el presente consentimiento para que la carta institucional que he emitido a mi nombre respecto la vinculación del estudio de la investigación de la docente July Marcela Sánchez González, al proyecto institucional "Teacher's developed materials base don CLIL principles for vocabulary Learning", sea publicado en el documento de tesis correspondiente.

**Mg. ASTOLFO OLIVEROS ZAMBRANO**  
Rector



## INSTITUTO SAN BERNARDO DE LA SALLE

Bogotá D.C., 21 de Octubre de 2020

RE – 20– 047

Señora  
**JULY MARCELA SANCHEZ GONZALEZ**  
**INSTITUTO SAN BERNARDO DE LA SALLE**  
Ciudad

Cordial saludo:

Yo Astolfo Oliveros Zambrano, en condición de rector del Instituto San Bernardo de La Salle, otorgo el presente consentimiento para que pueda realizar el estudio de la investigación al proyecto institucional "Teacher's developed materials base don CLIL principles for vocabulary Learning".

**Mg. ASTOLFO OLIVEROS ZAMBRANO**  
Rector

## Appendix D: Informed consent

**Título de la investigación:** Teacher-developed worksheets for vocabulary learning.

**Investigadora:** July Marcela Sánchez González

Estimado(a) padre de familia:

El presente documento tiene como objetivo invitar a su hijo ser parte de un estudio sobre el aprendizaje de vocabulario en inglés a partir de la implementación de materiales basados en la metodología AICLE (Aprendizaje Integrado de Conocimientos curriculares y Lengua Extranjera) en inglés CLIL (Content and Language Integrated Learning). Esta investigación tiene como propósito aportar, a partir de sus resultados, una guía para el diseño y la implementación de material didáctico basado en los principios (AICLE) (CLIL) valiosa no solo para el área de inglés, sino para el área de bilingüismo. Por otra parte, propenderá la adquisición de vocabulario a través del desarrollo de materiales [elaborados desde los principios adoptados por la línea de diseño de la universidad](#). Con base en la información obtenida, se pretende corroborar el impacto que este tipo de metodología y el diseño de materiales basado en la misma, tiene en los estudiantes del Instituto. Teniendo en cuenta lo anteriormente mencionado, deseo solicitarle permiso para la participación de sus hijos en la investigación. A continuación, menciono las actividades a realizar con los estudiantes:

- Participar en entrevistas grupales.
- Realizar tests de seguimiento.
- Trabajo en clase (desarrollo de materiales)
- Grabaciones de audio y/o video.
- Participación de actividades en clase.

Para su conocimiento se puntualiza que la participación de los estudiantes es voluntaria y anónima. La aplicación de los materiales será para todo el nivel sexto, sin embargo, el análisis de los resultados se llevará a cabo con quienes acepten voluntariamente ser parte de la investigación. La responsable de la conducción de las actividades de investigación es la licenciada en Humanidades, Lengua Castellana e inglés, July Marcela Sánchez González, investigadora, quien es docente de inglés del Instituto San Bernardo de la Salle, Bogotá. (e-mail [july.sanchez@isblasalle.edu.co](mailto:july.sanchez@isblasalle.edu.co)).

### RIESGOS Y BENEFICIOS

Este estudio no representa ningún tipo de riesgo en cuanto a su integridad como estudiante. Si decide ser parte del estudio, los resultados que obtenga al desarrollar las actividades propuestas en los talleres, no se tomarán como parte de la evaluación del curso, ni tendrá afectación de ningún tipo. En cuanto a los beneficios que representa el ser parte de esta investigación está la posibilidad de determinar la efectividad de la implementación de nuevas estrategias para el aprendizaje del inglés como lengua extranjera y su evaluación en este contexto.

### TRATAMIENTO DE LOS DATOS PARA LA CONFIDENCIALIDAD DEL PROYECTO:

Las entrevistas que responderán los estudiantes durante la investigación serán audio-grabadas y transcritas posteriormente. En cuanto a las encuestas, estas se manejarán de forma impresa y/o digital para la recolección de datos. En ningún momento de la investigación se hará pública su identidad ni se divulgará de forma individual la información proporcionada en los instrumentos de recolección de datos. La información recolectada a lo largo de la investigación será únicamente utilizada con propósitos profesionales y solamente tendrá acceso a ella el investigador.

### LUGAR Y TIEMPO INVOLUCRADO

Tanto las entrevistas como las encuestas se desarrollarán en el salón de clases o mediante encuentros virtuales vía Meet o Zoom, en los horarios institucionalmente establecidos. Se estima aproximadamente un tiempo entre 10 y 15 min para la contestación de los instrumentos anteriormente referenciados.

### CÓMO SE USARÁN LOS RESULTADOS

Los resultados del estudio serán usados para generar nuevo conocimiento en el área de aprendizaje del inglés como lengua extranjera y enseñanza en educación básica secundaria. Serán empleados en tesis, para presentación en conferencias y para publicación de resultados en revistas de investigación en el área. En cada una de estas instancias se velará por mantener la estricta confidencialidad y privacidad de los participantes.

### DERECHOS DE LOS PARTICIPANTES

- He leído y discutido la descripción de la investigación con el investigador.
- He tenido la oportunidad de hacer preguntas acerca del propósito y procedimientos en relación con el estudio.
- Mi participación en esta investigación es voluntaria. Puedo negarme a participar o renunciar a participar en cualquier momento sin perjuicio para mi futuro estatus como alumno.
- Cualquier información derivada del proyecto de investigación que me identifique personalmente no será voluntariamente publicada o revelada sin mi consentimiento particular.

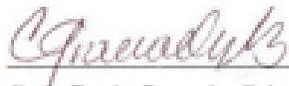
- Si en algún momento tengo alguna pregunta relacionada con la investigación o mi participación, puedo contactarme con la investigadora, Lic. July Marcela Sánchez González, quien responderá mis preguntas. El correo electrónico del investigador es [july.sanchezteacher@gmail.com](mailto:july.sanchezteacher@gmail.com)
- Recibo una copia del presente consentimiento informado.
- Mi firma significa que estoy de acuerdo con participar en este estudio y que la entrevista sea grabada en audio.

CONSENTIMIENTO INFORMADO Yo \_\_\_\_\_ (nombre completo del padre) estoy de acuerdo en que mi hijo(a) \_\_\_\_\_ participe en el estudio titulado CLIL-based materials for Vocabulary learning. El propósito y naturaleza del estudio me ha sido descrito por la investigadora, Lic. July Marcela Sánchez González. Yo comprendo lo que se me solicita y también sé que puedo hacer las consultas que estime pertinentes. También comprendo que puedo suspender mi participación en cualquier momento.

Nombre del participante: \_\_\_\_\_ Firma del participante: \_\_\_\_\_

### Appendix E: Expert Validation of Instruments

I, Carlo Erwin Granados Beltrán, give authorization to publish the record validation letter I signed in the corresponding thesis document, with respect to the data gathering instruments included in the research study "Teacher-developed materials based on CLIL principles to foster vocabulary learning," by July Marcela Sánchez González.



**Carlo Erwin Granados Beltrán**

I, July Marcela Sánchez González, identified with Colombian ID number 1.032.382.786, hereby testify that I hold an undergraduate in Licenciatura en Humanidades, Lengua Castellana e Inglés. I am currently employed by Instituto San Bernardo de la Salle, in the position of English teacher. I hereby certify that I have agreed to the review and assessment of the following research instruments by Dr. Carlo Erwin Granados Beltrán: Students' artifacts, focus group interview forms which support the research study entitled *Teacher-developed materials based on CLIL principles to foster vocabulary learning*. The aim is to consistently respond to the objectives set as a part of the research study and to analyze then information collected for that purpose.

Following completion of the relevant observations, I am submitting our assessment in relation to the criteria below.

	Poor	Satisfactory	Good	Excellent
Appropriacy and pertinence of students' artifacts (teacher-designed worksheets).				X
Consistency of the questions.				X
Accuracy and clarity of the questions in connection with the research objective.				X
Relevance of the questions in relation to the instrument in use.				X

I hereby certify that the information given above is true and correct as to the best of my knowledge.



**Carlo Erwin Granados Beltrán**

Date: 19<sup>th</sup> October 2020

Location: Bogotá, D.C., Colombia