

# Impact of CLIL Through Metro Culture Based Lessons on Tenth Graders Oral Proficiency.

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## Abstract

This study reports the results of a research work focused on determining the effectiveness of CLIL approach through the Metro-Culture-based lessons to improve the oral proficiency of 10th graders in two public schools. The study consisted of implementing six workshops based on the CLIL approach (Coyle, 1999) through Metro culture-based-lesson. The participants in this research were 27 students, 15 men and 12 women in Andres Bello High School and 26 students 14 men and 12 women in Abraham Reyes high school. For data collection the researchers administered interviews conducted with the students, an English teacher carried out external observation, and a rubric was used to evaluate the oral competency of the participants and a journal.

The result showed a positive effect on different elements of oral competency such as vocabulary, grammar, fluency, and interaction, which corroborated the improvement of oral proficiency and boosted motivation and teamwork. In conclusion, the implementation of CLIL approach through Metro culture based lesson can bring about multiple and significant benefits to English learners in a foreign language English environment as a foreign language classroom.

**Keywords:** CLIL, Culture, Fluency, Oral interaction, Oral proficiency.

## Resumen

Este estudio informa los resultados de un trabajo de investigación centrado en determinar la eficacia del enfoque CLIL a través de las lecciones basadas en Metro-Culture para mejorar la competencia oral de los alumnos de 10° grado en dos escuelas públicas. El estudio consistió en la implementación de seis talleres basados en el enfoque CLIL (Coyle, 1999) a través de la lección basada en la cultura de Metro. Los participantes en esta investigación fueron 27 estudiantes, 15 hombres y 12 mujeres del colegio Andrés Bello y 26 estudiantes 14 hombres y 12 mujeres del colegio Abraham Reyes. Para la recolección de datos los investigadores administraron entrevistas realizadas a los estudiantes, un profesor de inglés realizó observación externa, se utilizó una rúbrica para evaluar la competencia oral de los participantes y un diario.

El resultado mostró un efecto positivo en diferentes elementos de la competencia oral como el vocabulario, la gramática, la fluidez y la interacción, lo que corroboró la mejora de la competencia oral, además de potenciar la motivación y el trabajo en equipo. Como conclusión, la implementación del enfoque CLIL a través de la lección basada en la cultura de Metro puede generar beneficios múltiples y significativos para los estudiantes de inglés en un entorno de inglés como lengua extranjera en el aula.

**Palabras clave:** CLIL, Competencia oral, Cultura, Fluidez, Interacción oral.

## Introduction

Content Language and Integrating Learning (CLIL) is characterized as a dual-focused educational approach in which the learning and teaching of content and language happened simultaneously. Therefore, in the teaching and learning process, there is a focus on content and language (Coyle et al. 2010). The core of CLIL is the integration of both language and content with equal importance, and where that content is taught with and through the language. “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely learning of content and simultaneously improving the language competence” (Marsh, 2002, p. 175).

CLIL has spread significantly in recent decades in some European countries and even in America, especially in bilingual schools, where the students can study a subject or topic of interest in a language different from their mother tongue (Pérez, 2014).

These learners who are involved in CLIL lessons play an active role during the balanced activities; they are constantly participating, and the classes are learner-centered where they discover new content knowledge and new language forms making mistakes within an environment of trial and error; briefly, they learn by

doing and adjusting to the situation and the environment (Cameron, 2000). Considering the characteristics of CLIL approach and the effects that it may cause in the language teaching process of English as a foreign language.

This study seeks to contribute to widening the knowledge about implementing this approach in two public schools in Bello City (Colombia) one of them is Andres Bello high school where students belong to strata two and received 4 academic hours of English weekly with communicative approach and there is not a specific textbook to follow, every teacher has the autonomy to choose the content from several sources. The other school is named Abraham Reyes, where most of the students belong to strata one and used the books: Way you go and English Please from the minister of education.

In addition, they receive four academic hours of English class. The pedagogical model in the high school is holistically based on competencies training, the EFL curriculum is organized by didactic units where students have the topics that are going to be taught divided by period.

The topics in the didactic units were chosen from different sources, taking into consideration the standards of the Ministry of Education. The main source is the suggested curriculum by the Ministry of Education. The high school does not establish a methodology to carry out the EFL curriculum; we do it in the way we consider it is the most appropriate.

The aim of this research was to improve tenth-grade students' oral English performance by implementing the CLIL approach. The research was carried out at Andrés Bello (AB) and Abraham Reyes (AR) High Schools in Bello, Antioquia. This study compared the results of the implementation of Metro-culture-based lessons under the CLIL approach in these two schools.

The design of the project corresponded to English as a Foreign Language (EFL) classes based on the Metro culture as part of the social context the students belonged to; different topics related to the Metro transportation system was used so that learners could increase their oral skill.

The main problems that emerged from the initial diagnostic stage of research were related to weak oral proficiency among the participant students. As a result, the CLIL approach (Marshal, 2002; Coyle, 2010) was used in a series of six lessons to improve the oral skills in response to the following research question: How does CLIL, through Metro Culture Based-Lessons, have an impact on the oral proficiency of 10th graders in two public schools in Bello?

The Colombian government looks to incentive the use of the English language in schools everywhere in the Colombian territory (MEN, 2014b). Recently, the Colombian Bilingual program has been created to generate actions on diverse fronts such as creating didactic material, training teachers, and diagnostic tests, and establishing a national curriculum with a contextual and ecological position that visualized diversity and equity.

In harmony with this, CLIL is based on four aspects: Content, cognition, communication, and culture. This last one is the element that converges with the topics suggested by the Minister of Education in Colombia. Therefore, the classes might be planned to take into consideration traversal contents like values and rules to be a good citizen, take care of the environment, technology in our city, etc.

On the other hand, teachers' training and didactic material creation have been slowly expanding and some approaches like CLIL are not considered in the public school. Bear this in mind, there are no teachers trained to implement CLIL approach in the public sector, it is just known in some private's schools such as Country Bilingual schools in Tunja, Colegio Ferrini Bilingüe, Colegio Bilingüe Leonardo Davinci among others; and for the first time in Bello city, two public schools (Intitución Educativa Andrés Bello y Abraham Reyes) with tenth graders students will apply CLIL approach.

Andres Bello is a school where English is normally taught considering different sources according to what teachers consider more appropriate for students; they receive four academic hours of 50 minutes. Regarding Abraham Reyes, this is a school where most students belong to strata one and the books implemented are Way to Go and English Please from the Ministry of Education, they receive three academic hours weekly.

## **Theoretical framework**

### **What is CLIL?**

The progress in knowledge and content, as well as the prompt development of technology, has intensely changed the second and foreign language teaching process in the 21st century. Bearing that in mind, educators are regularly updating their pedagogical practices, implementing several approaches that allow them to boost lessons. Currently, there are new teaching approaches and methods for instance CLIL (Content Language Integrated Learning), CLT (Communicative Language Teaching), and TBLT (Task-Based Language Teaching) that permit teachers to adapt lessons taking into consideration the culture, context, and learners' needs. (Coyle et al., 2010), (Coyle, 2008, p.97-111)

### **Oral Proficiency**

In the opinion of Omaggio (1986), oral proficiency comprises the ability to communicate verbally in a functional and accurate way in the target language. He proposes that when learners can communicate correctly in the target language, we can say that they are orally proficient.

Numerous strategies might be used to promote oral proficiency; in harmony with Ur (2000), considering all language skills called listening comprehension, speaking, reading comprehension, and writing, speaking is the most essential one because it is very indispensable for effective communication. Brown (1994) and Burns & Joyce (1997) claim that speaking is an interactive process of making meaning that includes producing, receiving, and processing information.

### **Procedure**

As an essential part of this study, the investigators developed six lessons under CLIL approach and took into consideration the Metro-culture that is characterized by, the set of rules citizens should follow to behave as good users of the means of transport and be good citizens as well. Through these lessons, intended to achieve the following objectives:

### **General Objective**

To determine if CLIL through the Metro-culture-based lessons improved the oral proficiency of 10th graders in two public schools in Bello.

### **Specific Objectives**

- To examine the effect of CLIL on tenth graders' fluency.
- To identify the benefits of CLIL on tenth graders' accuracy in their L2 oral performance
- To describe how CLIL affected tenth graders' vocabulary range.
- To evaluate the impact of CLIL on the intercultural awareness of high school learners
- To assess the influence of CLIL in the oral interaction of 10th-grade students

### **Methodology**

This investigation was conducted in two diverse schools in Antioquia, Andres Bello, and Abraham Reyes public schools. Regarding Andres Bello the participants were taking 10th grade and they were between

14 and 15 years old with a total of 41 students. Andres Bello High School has 600 students and 50 teachers. The school has a social and cultural focus, and it is recognized as one of the best in the academic area. The infrastructure building is old, more than 50 years. It has three floors and each one of them with 10 classrooms which have 35 students. Some classrooms have been adequate with video Beam and smart board.

On the other side, at Abraham Reyes high school, there were 28 students, 13 males, and 15 females. Abraham Reyes High School has around 13000 students, the school has a holistically based competencies training model, and the EFL curriculum is organized by didactic units where students have the topics that are going to be taught divided by periods. The school has 17 classrooms with attending around 35 to 40 students, and each classroom is equipped with a computer, a Smart TV, and good quality internet connection.

Participants were selected based on the convenience sampling method (Cozby, 2018), due to the fact that the researchers were also the participants' teachers. All participants fit into low socioeconomic strata. Most of the students were basic users with A1 level according to the Common European Framework.

Firstly, the researchers applied a diagnostic test, which showed that most of the learners had low language proficiency. Participants were selected on a convenience sampling basis (Cozby, 2008), taking into consideration that the students were available because the researchers were their English teachers.

This study is qualitative research because it consists of analyzing the effects produced by the strategy of CLIL through Metro Culture-Based Lessons on oral proficiency. Thus, the results will be shown during the participants' discourse, attitudes, and behaviors which took place in the micro-cosmos of the class but not focused on numbers, although rubrics and condensed results on tables required them. Qualitative research is appropriate for this investigation because it looks to obtain a deep and wide perspective of students, to determine if CLIL through the Metro-culture-based lessons improved their oral proficiency and other language skills and micro-skills involved such as vocabulary, fluency, and interaction.

To generate substantial changes, the investigation is held by the Action Research method (Kemmis & Mc-Taggart, 1988) where the researcher is considered as the main instrument, who designs, organizes, applied, analyzes, evaluates, and re-designs the workshops and intervenes directly in the classes to solve the problem identified related to the low language proficiency.

This study has the characteristics of action research suggested by Pring (2000) because it is cyclical so that the steps in every workshop tend to be repeated in the other, it is participatory because is the researcher himself who participates directly in conducting the workshops, finally, it is reflexive because after every workshop applied, there is a critical reflection about the process and result, and in that way prepare the next one. The reflection is based on the data analysis collected to capture the perceptions, impressions, attitudes, and behaviors of the participants.

This dissertation takes place continuously in order that the researcher can observe the impact of the strategy, the implementation of the workshops is gradual because the design of each workshop must be analyzed under the Kurt paradigm previously mentioned. Each

workshop is planned taking into account the results obtained in the previous one and changes might occur.

In this study, six Metro-culture-based lessons under the CLIL approach were implemented in two different groups from two public schools. In each workshop, the researchers planned, acted, observed, and reflected on the learners’ oral performance to answer the following research question: How does CLIL, through Metro-culture-based lessons, have an impact on the oral proficiency of 10th graders in two public schools in Bello?

The lessons were carried out with the following sequence of phases: A warm-up, which was used by the teacher-researcher to hook the apprentices with the main topic; right after, the opening where the teacher enlightened the main grammatical topics to be used during the main activity of the lesson. Subsequently, the sequence stage in which learners were explained the central task consisted of a speaking strategy. Finally, the closure in which the learners did their language production in a speaking task. This table condenses the total of lessons:

**Table 1.**  
*Summary of Lessons in project implementation*

<b>Lesson</b>	<b>Title</b>	<b>Strategy</b>	<b>Purpose</b>
<b>Lesson 1</b>	“How Should I behave in the Metro?”	Role play	To model social behavior in the Metro system
<b>Lesson 2</b>	“Intercultural Experience”	Presentation	To give directions around the Metro
<b>Lesson 3</b>	“Local –Tour”	Prepared talk	To promote tourism in the Metro
<b>Lesson 4</b>	“Let’s talk about tech in Metro System”	Debate	To speak about technology in the Metro System
<b>Lesson 5</b>	“Inter-grade metro culture campaign”	Informative speech	To discuss the Metro system contributions to the region
<b>Lesson 6</b>	“A day in the Metro”	Simulation	To simulate a real situation in metro station

A summary of the actions that occurred during workshop #three is featured below:

### *Workshop 1: How should I behave in the Metro?*

Since this proposal of teaching Metro Culture-based lessons under CLIL approach was intended to cause a positive effect on learners' oral proficiency, the first workshop consisted of simulating a real situation in the metro system focused on places, norms, values, and behavior, implementing the expressions there is and there are. On the first hand, the teacher introduced vocabulary through an online game and in that way, learners communicated using the structure learned with contextualized places in the region.

Subsequently, the educator taught geography vocabulary about cardinal points, asking them to organize some places according to the correct position in the region. To expand the knowledge in this sphere, the teacher projected some slides where he showed a map of different cities, and learners were making comparisons and contrasting the foreign place with the local one under the supervision of the tutor who was constantly passing around the classroom. Right after, the tutor set some minutes for a spontaneous role-play about how people behave in the metro system. With this in mind, learners chose freely the groups and played the roles. Ultimately, the tutor checked the understanding by having them in a semi-planned conversation discussing addressed topics.

## Instruments

According to the qualitative nature of the present study, the researchers designed the instruments to gather information based on students' actions in class. The instruments applied were: Semi-structured interviews, speaking rubrics, peer observation, and a diary. Each instrument was conducted in each lesson.

The diary was written while finishing each lesson, and on it, the researchers could register reflexively what happened in the environment and then took decisions, suppress, or add ideas for the coming workshops.

The semi-structured interviews of each lesson chose randomly 10 students with a total of 60 students in-

terviewed with the repetition of some students. These semi-structured interviews were applied to collect information about the students' perspectives, opinions, and feelings about the impact of CLIL through metro culture lessons on their oral proficiency.

The speaking rubric instrument was used to objectively assess learners' proficiency in the target language mainly in fluency, pronunciation, and use of vocabulary; thus, provide reflective feedback about the aspect to be improved.

With the peer observation instrument, another English teacher could observe and check learners' performance during the lessons and provide objective feedback about it and give some general recommendations so that the learners and the researcher could take them into account for the next lessons.

## Data analysis

Considering that this study needs a deep analysis of the way CLIL through metro culture lessons affects the oral proficiency of students. In this order, the content analysis method was implemented; with this method, the researcher went beyond the literal interpretation. The investigator collected meaningful information about the observed phenomenon and in that way, it was possible to identify, codify, and categorize the information reached from the instruments applied. (González, n.d.)

The investigator followed Burn's (2001) approach to get a wide perspective on the effects of CLIL through metro culture lessons, which suggests five steps, they are the following:

1. Collect information obtained from the instruments in the following way: The information collected from the diaries and peer observations was registered on a Word document to facilitate the codification and data analysis. Also, the semi-structured interviews were transcribed and analyzed to identify some codes the same as the other instruments applied, the speaking rubric information was collected to evaluate each lesson and manipulate physically to contrast it with the information collected with other instruments.

2. Secondly, the investigator identifies the aspects of language that affect the oral proficiency of students, for that the researcher systematizes Excel document the information and synthesizes the relevant aspects of language such as Fluency, interaction, grammar, vocabulary, content, and culture.
3. The third step consists of selecting the information of each aspect through a technique called saturation to identify the concurrent information represented in categories.
4. Finally, the researcher proceeds to group categories to do the triangulation process.

The data collection was implemented during the whole investigation through the diary of the investigators which works as a reflective process; it was implemented any time the investigators considered it necessary to register the actions and behaviors of the participants in each one of the workshops applied.

The other instrument administered was the external observation conducted for English teachers who attended the 6 workshops and did registrations on a format given previously about the action of the participants under CLIL approach through Metro culture based lessons.

In addition, eight students were interviewed per school for every workshop. The interviews were semi-structured and conducted in English, but answers in Spanish were accepted to facilitate communication and comprehension.

The interviews were applied after each workshop finished, guaranteeing the validity and reliability of the data. Considering that all the students in both schools were underage, the investigators elaborated an informed consent, which was sent to their emails and the parents signed up the consent. Finally, an oral assessment rubric was administered to determine the performance obtained by students in each workshop activity. The assessment was graded by teams and considering the following criteria: Fluency, vocabulary, interaction, grammar, and culture.

## Results

Firstly, the outcomes demanded the accurate use of grammar as the most representative category in both schools; this showed that even though the main goal of CLIL approach is to improve communicative competence, however, language has been approached lexically instead of grammatically. In this study grammar use signified an important indicator of the student's improvement; this accurate use of grammar took place during the lessons allowing learners to increase the number of words as well as word formation, syntax, and spelling.

In the second place, the expansion of the vocabulary category was another important one. Allied with one of the specific objectives of this study, which deals with describing how CLIL affects the vocabulary range of 10th-grade learners. Considering the results, it is clear that CLIL might improve the learning of vocabulary in a foreign language. CLIL proved in this investigation to be an effective approach to promote L2 vocabulary development, students had more opportunities to learn vocabulary in a contextualized way as well as real communication.

Low oral proficiency was another significant category that emerged from the workshops' analysis. This category emerged from the first to the last workshop. During the investigation this category was making itself less and less noticeable which confirms that CLIL through metro based lessons improved the oral proficiency of 10th graders; this category was the most recurrent in the first four workshops, indicating that learners had complications to express their ideas using the target language. However, this category was steadily decreasing, and in the last two workshops was in fifth and sixth place respectively.

The high oral proficiency category showed up in workshop # 4 in Abraham Reyes school and after workshop #five in Andres with substantial information that confirmed that learners certainly improved their whole command of the language with better reading, listening, and writing skills when they got prepared for

the role-play, designing their posters for the oral presentations, or drafting their discourses for the speeches they delivered.

Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language and involves different aspects such as fluency and accuracy (Omaggio, 1986), and CLIL provided students opportunities to practice and received feedback from the teachers to acquire grammar structures, lexical contributions as well as the pragmatic, functional and strategic.

The benefit of the local culture is one of the categories that we must highlight in this dissertation, it harmonizes with one of the specific objectives of this proposal about evaluating the impact of CLIL on the intercultural awareness of high school students. These results established that Local culture is hand in hand with language use. Additionally, the results found in the speaking rubrics’ triangulation endorsed how relevant was the inclusion of local culture during the first stages of foreign language acquisition because learners could easily integrate into their discourse information about the Metro system surroundings or historical information about places or iconic people from their region.

Poor interaction was the other relevant category emerging in workshop 1 and then showing decrea-

sing in the following workshops. The incorporation of speaking tasks with certain levels of difficulty according to their ages and English level, allow the researchers to catch students’ attention and interest, the students were challenged to do something different and genuine based on their previous knowledge about their own culture.

Once the speaking rubrics were analyzed by the researchers, that clearly showed that in the three first workshops, the interaction was very poor among learners. It is particularly relevant that the expectation of this proposal stated in the general objective was satisfactorily reached gradually and gave priority to progress, as Coyle (1999) states, learning takes place when there is a progression in Knowledge, engagement in the cognitive process, interactive and communicative context, and cultural awareness with the learner.

With every single lesson that was conducted, correspondingly the data were gathered to validate the impact of CLIL on the speaking performance of the learners; the codes presented in Table 2 explain the results of such intervention, it includes the numbers of frequencies of both schools (Abraham Reyes” AR” and Andres Bello “AB”) obtained in each workshop. Furthermore, it specifies the percentage of each school in the corresponding category.

**Table 2.**  
*Data analysis frequency table in project implementation.*

CATEGORIES	Code frequency per lesson												Percentage per school	
	Workshop 1		Workshop 2		Workshop 3		Workshop 4		Workshop 5		Workshop 6			
	A.R	A.B	A.R	A.B	A.R	A.B	A.R	A.B	A.R	A.B	A.R	A.B	A.R	A.B
<b>Low oral proficiency</b>	26	27	26	31	25	29	8	26	5	15	6	10	217%	18%
<b>Accurate grammar</b>	16	18	22	28	20	25	18	24	19	30	25	30	21%	21%
<b>Vocabulary expansion</b>	18	15	20	25	16	18	18	18	17	38	24	40	20%	21%
<b>Poor interaction</b>	22	0	23	16	18	19	10	11	8	9	8	9	16%	9%
<b>Benefits of local culture</b>	8	18	14	25	8	11	6	17	4	22	4	36	8%	17%
<b>High oral proficiency</b>	0	0	0	0	0	0	30	0	34	50	34	56	17%	14%

In order to foster the data collection, the researcher implemented a speaking rubric to assess students' performance during the activities, this speaking rubric had a scale from 0 to 50 that integrated the CLIL components; its results are listed below: The table states

the numbers of groups (8) in each school and the results obtained in each workshop. The name of Andres Bello school is represented by the abbreviation "AB" and Abraham Reyes with "AR".

**Table 3.**  
*Average scores from speaking assessment rubric in AB and AR high schools.*

Grupos	Workshop 1		Workshop 2		Workshop 3		Workshop 4		Workshop 5		Workshop 6	
	A.R	A.B										
1	29	32	26	31	29	34	40	37	40	39	40	38
2	40	34	28	35	40	34	32	36	39	37	39	39
3	22	28	33	35	22	33	34	36	47	39	43	39
4	26	32	20	42	26	41	37	43	35	38	36	38
5	33	36	44	33	33	34	37	37	36	38	36	35
6	42	33	31	30	42	32	41	35	30	36	32	39
7	26	30	21	29	26	30	36	35	26	36	27	38
8	32	33	26	0	32	0	31	0	29	0	29	0
Total average	31	32	29	34	31	34	36	37	35	38	35	38

## Discussion

### Meaningful development in oral proficiency

The data analysis showed above exposed that the improvement of learners' oral proficiency in both schools was gradual but significant. The outcomes synchronized with one of the 4Cs suggested by Coyle (1999) for a fruitful lesson according to which communication occurs when learners use language while learning to use the language, for instance, when talking with their classmates it was easier to express and understand ideas naturally, which facilitates accuracy and of course communication.

Furthermore, another indicator of this development in the oral skills was the fact that when they were requested about their topics in the oral presentations the pauses were not so long, on the contrary, they spoke with good pronunciation and pacing.

### Displaying more accurate use of grammar

The findings of this study state that accuracy was a significant language component developed during the Metro based-lessons activities. The outcomes showed that during the workshops applied in this study accuracy was fostered, especially when learners were exposed to the language through some activities that focused on contextualized and functional tasks, during this time the students were able to use the correct language forms according to the events described or discussed.

The results in this category displayed that at the beginning, the students made many grammar mistakes, mainly at the time of talking in the preparation for the main activities, but that was perceived as a natural process where they might get feedback for the main activity and enhance their language gradually.

### **Positive expansion of vocabulary range**

Learning vocabulary was one of the criteria that grasped the main level in the general findings in the two schools as revealed in Table #2; the outcomes confirmed that the lessons focused on CLIL approach helped students obtain a larger lexicon in learners' language background and exposed them to be more in contact with the target language in terms of content information and cultural features expanding so their vocabulary (Choudhury, 2014). Also, students were able to produce longer and more complete phrases demonstrating the vocabulary learned in the lesson.

The outcomes showed that from the very early phase of this, there was a good use of the vocabulary imparted in the classes because the students could recall the vocabulary taught through the varied tasks and put it into practice in oral activities.

### **Local culture and context impacting language use**

The Metro system was not only considered as a means of transport but was understood as a way of life where cultural and social events converge as part of the learners' language production in the assigned tasks; this was strongly incorporated by the students when organizing and presenting the speaking tasks and this conception produced more confidence and belonging.

The previous knowledge about culture was transferred to the target language during the lessons and this ratifies what Sowden, (2007) hypothesizes as one of the benefits of CLIL.

An Additional finding linked to the importance of local culture in the EFL class was the fact that students could learn about several contents like geography, places, directions, transportation, and history of the city easier because they connected these contents with the local culture during the activities.

### **Improving oral interaction in the EFL class.**

Data showed that the students felt shy to speak in front of their peers as well as the teacher and the observer. These emotional aspects caused mispronunciation of words and their reluctance to participate, in commu-

nicating their ideas. Nevertheless, little by little, learners started to speak freer and achieved to socialize with the other participants at the moment of interacting about the assigned task. Also, learners received constant support from the members of their groups while preparing the activities, they discussed and interchanged points of view with classmates.

The outcomes are aligned with Ellis (1999) who states that interaction can mean two different things: It is an interpersonal activity that arises during face-to-face communication. The data primarily indicated low levels of interaction among students. According to the outcomes obtained in the speaking rubrics of the first, second, and third lessons. Subsequently, learners' levels of interaction started to improve once the students were involved and motivated with more demanding and interesting tasks.

The following conclusions and pedagogical implications were listed to offer a final theorization of the topic to readers and researchers for upcoming studies about the impact that this proposal had on Andres Bello and Abraham Reyes high school tenth graders' oral performance.

Centered on the first research objective which was to determine if CLIL through Metro Culture based-lessons improved the oral proficiency of 10th graders in a public school in Bello, we might conclude that CLIL developed oral proficiency in learners through local culture content, because it supplied diverse remarkable themes such as geography, history, transportation and so forth. This ratifies what Coyle (2010) appealed when he says that using CLIL improves learners' proficiency, considering that they have been exposed to the target language in classes.

There is another essential aspect that is well-meaning of specific attention is interaction, which is accurately related to Communication, both interaction and communication have a connection interwove between them. Communication is conceptualized as: "Interaction, progression in language using and learning." (Coyle, et al. 2010). With this in mind CLIL metro based-lessons assure more time to practice, promote cooperative work and boost negotiation of meaning enhancing and increasing interaction in the classroom.

Also, another relevant position to highlight in this investigation is that through CLIL approach stresses communication but not grammar, remarkably positive on grammar structures. Implementing CLIL approach, teachers might teach grammar differently and it is adding context. Implementing local culture-based lessons allows setting pedagogical moments to explain how the linguistic structure works with the intention of proving students with linguistic tools to succeed in communicative tasks.

Considering the third research objective which consists of describing how CLIL affects the vocabulary range of 10th-grade learners, it is worth saying that applying CLIL metro culture based-lessons supported students to increase receptive and productive vocabulary. It is clear that the CLIL environment helped vocabulary acquisition in 10th learners in both schools during the whole investigation. The development of activities where content and language are integrated appears to be more favorable in the lexical learning process, particularly in enhancing active vocabulary development.

Content Language Integrated Learning united fundamental elements such as Content, communication, cognition, and Culture that assured fruitful lessons

(Coyle, 1999). In this order, culture-related lessons contribute to boosting motivation and encourage learners to communicate through the target language while they were learning about various topics of interest in Colombian culture such as geography, history, and technology among others. In addition, students felt more confident to use the English language in the speaking tasks because they have already been in contact with their own culture, and this affects certainly their language proficiency.

During the Culture-based lessons under CLIL approach's interventions, the investigators noticed an appropriate environment to foster teamwork activities. Consequently, that teamwork generated a better comprehension of the target language because it helped students clarify doubts in terms of pronunciation, coherence, vocabulary, and language forms arise.

To close, when the learners were working in groups of six or seven members to perform classroom assignments that enhanced collective skills, causing at the same time that awareness about culture and intercultural understanding took place. Thus, learners assimilated the differences between local and target culture because they are expected to interact more actively and negotiate meaning frequently.

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