

Master's Dissertation/
Trabajo Fin de Máster

**AN INNOVATIVE APPROACH
TO THE TEACHING-
LEARNING PROCESS
AMONG MIDDLE
SEMESTERS OF EFL
COURSES AT UNIVERSIDAD
DE GUAYAQUIL, ECUADOR**

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Abstract

The proposal is consistent with premises and theories related to the English language such as the idea of developing an innovative approach, i.e. one that includes different educational approaches, which pays attention to both content and language acquisition. , in this particular case, can be done during the first semester of EFL studies at the University of Guayaquil. Learning English refers to the process of learning English by people whose native language is not English. It includes developing English listening, speaking, reading, and writing skills as well as understanding English grammar, vocabulary, and pronunciation. ELL programs are designed to assist non-English speakers in acquiring the English language skills to communicate effectively and participate in English-speaking environments.

The context of English Language Learning can vary widely depending on the specific setting and the individuals involved. ELL students can include immigrants, international students, refugees, or individuals who need English for academic, professional, or personal reasons. They may come from diverse cultural and linguistic backgrounds and have varying levels of English proficiency. In terms of courses, English programs often offer a variety of courses suitable for different language levels, such as beginner, intermediate, and advanced levels.

The specific courses taken by ELL students can vary based on their goals and needs, such as general English courses, academic English courses, English for specific purposes, or test preparation courses. It's important to note that the context and courses may differ depending on the educational institution, country, or program providing English Language Learning.

Keywords:

English as a Medium of Instruction (EMI), CLIL, E VA, university education, innovation.

Introduction

Currently, in the field of foreign language learning, many educational institutions have allowed themselves to deploy the model of "bilingual education". This model is becoming more and more popular among the general public. There is a tendency to significantly increase English proficiency by any method or means. However, it is very important to understand that bilingual education entails a number of requirements and implications for all those involved in education. It is because of this fundamental aspect that government agencies are making every effort to make society multilingual in the near future. In other words, everyone in this society must be fluent not only in their own language but also in other languages.

This article will propose a method that focuses on Content Integrated Learning (CLIL) and English as a context for EMI learning. This technique has been mastered to establish actions that allow students to reach their full potential, turning them into fully prepared agents of change. CLIL brings a new vision to the world; It details the approach to the content, innovates the tools deployed, and teaches a second language in a more effective way for all participants.

On the other hand, it should be noted that foreign language research in the context of higher education in Ecuador, requires fundamental changes in maintaining and promoting traditional teaching models, in which teachers are not updated. The creativity and contrast of strategies and tools to promote research on a new language, so this job she is dug into the elements that make up the theme and skills of England for the teachings. Vien is interested in the English process, the use of events for English students at the context. The job includes a proposal to a violation about what will be the basis for creating more effective learning in English.

language courses as it is a combination of language instruction and content, thus giving authenticity to the unpublished half-semester program at the University of Guayaquil in Ecuador. It also aims to provide information on the CLIL method and how it is applied in the educational environment in Ecuador. In other words, it is intended for more deeply analysis, Clil should be included in bilingual programs in Ecuador and how this method can help check the target language that implies the problem, because needed Must implement the "bilingual learning" model, which ensures high quality of training, but as in the content of the subjects and in learning foreign languages, the context of teaching in the context of emi among students learn.

The development of this teaching proposition is based on the premise that modern language instruction should be based on a communicative approach that helps learners acquire the necessary linguistic competencies in the target language by teaching them ways to the most common uses and functions of the target language. so that their learning can be easily applied in daily practice.

However, there is not enough time in the programs to increase the use of the target language and achieve this, so we believe that an effective way to do this is to teach the content in English in when students immerse themselves in Japanese culture. at the University of Guayaquil, which is full of tradition (culture and cuisine), not forgetting the technological advancement it represents. It should be noted that with the help of the developed model, EFL first semester students in an EMI context will be able to develop new language skills that will enable them to understand, analyze and reflect on new language skills. their language skills.

Goals

Apply an innovative approach to the immersion process in mid-semester students of the English major, in the CLIL context of the University of Guayaquil, Ecuador.

target _

- Analyze and provide a theoretical basis of the implications of the CLIL and EMI models for the development of an innovative model.
- To determine how methods and approaches of the EMI model are used as a language learning tool in higher education institutions of the University of Guayaquil, Ecuador.
- Create a list of activities based on the CLIL model that underpins content and language in the CLIL context in higher education.

Theoretical Framework

Bilingualism

To establish and understand the meaning of the word bilingual, it is necessary to understand its etymological origin. In doing so, we learn that it comes from the Latin word "bilinguis", a word composed of two different Latin elements: the prefix "bi-", which can be translated as "two", and the noun "lingua" ", which is synonymous with "tongue and/or language."

Bilingualism can be understood as the ideal that today's students must achieve, and is also considered the national goal of English proficiency. It is important to understand that bilingualism refers to the varying degrees of ability with which a person is able to communicate in multiple languages and cultures; Therefore, it is clear that education in the country should look for new methods to achieve the goals stated in the curriculum of educational institutions that take into account bilingualism. We must not forget that the Basic Language Acquisition Standards have been very helpful in this process, as they have established the structure of the cycles in which skills are developed and combined, and clear goals depending on the class in which they are developed. (Bolívar y Reyes, 2015).

CLIL methodology

CLIL is an acronym for Content and Language Integrated Learning. It is a way of using a second (or third) language in all or most of the school curriculum. CLIL does not teach a language with a lot of material attached to it, nor does it teach a language. language. language. Material, but translate it to another language. However, some elements of content and language teaching will be specific (Masih, 1999) to CLIL classrooms and methods if a CLIL approach is used. The objectives of this method are:

- Deliver learning outcomes in selected subjects (except languages) at the same level as the standard mother tongue curriculum.
- Provide learning outcomes in the second language (hereinafter L2) in addition to the standard curriculum.

CLIL is interdisciplinary in nature because it is not based on any single evidence or theory. According to March (2012), many areas are related to the linguistic component of the CLIL approach, while others are related to education in general. Regarding the linguistic component, CLIL can be associated with language perception. Some authors argue that the general idea behind this approach is to unify the interests of those involved in first and second language instruction and to promote the concept of language teaching through the curriculum of every educational institution as a second language. language in the general educational context is related to CLIL. to study the principles of constructivism and cognitive theory.

According to Coyle (2008), he developed the 4C CLIL framework that supports the development of the pedagogy and provides a framework for integrating its components. It also allows you to focus on content, communication, perception (learning and thinking) and culture (social perception of yourself and others).

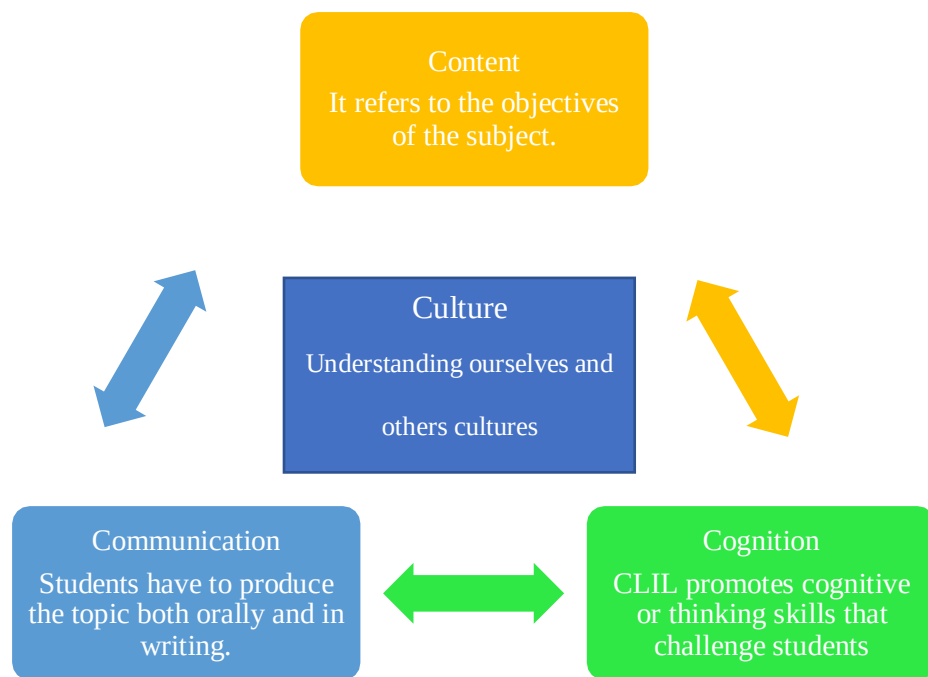


Figure 1. CLIL 4Cs Framework

Fountain: (Coyle, 2008)

CLIL methodological sections

Content and language come together to meet specific educational objectives. Although the abbreviation CLIL is relatively recent (the first references appeared in the 1990s), there are many bilingual experiences associated with this type of methodology, such as those described in studies of some immersion models.

First, the formulas respond to the problem of multilingual education: an increase in hours spent on language learning cannot be predicted, mainly due to a lack of time in the curriculum. To solve this problem, there are methods of teaching material in a language other than the student's mother tongue. The diversity of European countries has led to the development of many methods applicable to the specific context of each educational community, many of which we refer to as the CLIL program (Pérez M., 2021).

Competence in the target language has more to do with learning how to use it than with its formal aspects, although teaching subjects in a second language also includes parallel learning of the nature of the language. It is therefore closely related to a functional or communicative approach to language learning, so CLIL offers an opportunity to use language as an L2 learning tool rather than a learning context. context has proven to be one of

its strengths. favorable. the most promising features (Piletic', 2019).

According to the Ministry of Education (2017), other important contributions of these programs are: first, the ability to have a lot of exposure to a foreign or target language, which is a prerequisite for learning a second language. success. Give students an effective opportunity to participate in lessons or in classes; It reduces the artificiality of some situations created to use the language significantly in a foreign language layer: using the context of lessons such as tools to learn materials, students are more important in the students' presentations.

CLIL uses the 4C model: content, communication, awareness, and culture, integrating four concepts: considering training based on progressive learning in knowledge and developing content understanding; This contributes to the interaction of various cognitive processes, creating a favorable context to improve communication skills and achieve true inter -cultural sensitivity.

This method can be applied by both foreign language teachers and non-language subject teachers, as long as everyone understands that the goal is to integrate language and content, thus improving various aspects of second language acquisition. Its application has been very successful and has become an effective aid to schools in their mission to provide a comprehensive and holistic view of the cultural environment, while developing an open sense

of acceptance of diversity. CLIL shares, as already mentioned, similarities with the bilingual immersion experience or content-based learning (CBI).

However, it is better suited to the current situation in many European countries: in most immersion programs, such as the Canadian or American model, the second language is present in a family or social environment. This is the case in Canada between two iconic languages, English and French, which share a similar presence and prominence in social, educational and media contexts (Council of Europe, 2018).

CLIL principles

Content:

The focus is not only on acquiring knowledge and skills, but also on the student.

develop their knowledge and skills (personal training). This is the initial document to guide the overall planning of the research route. Lessons should include material that contributes to the development of knowledge, skills, and understanding of specific topics in this curriculum. (Dalton, 2011).

Cognition

The focus is not only on acquiring knowledge and skills, but also on learners.

develop your knowledge and skills (personal training). This is a reference that should guide the overall planning of the research pathway. Lessons should include materials that promote knowledge, skills, and understanding of specific topics in the curriculum (Dalton, 2011).

Communication

A language must be learned by connecting it to the learning context, by learning the language by reproducing material, and through the cognitive processes associated with it. Language should be clear and accessible. Interaction is essential for learning in a learning context. This is relevant when learning contexts through a foreign language. So, language is used to learn while he is learning to use language for communication purposes (Dalton, 2011).

Culture

Learning a second language is essential to developing intercultural understanding. This aspect includes cross-cultural elements in project planning: for example, creating content that is appropriate for different cultures. It provides information about different perspectives and shared knowledge, helping students better understand themselves and themselves (Dalton, 2011).

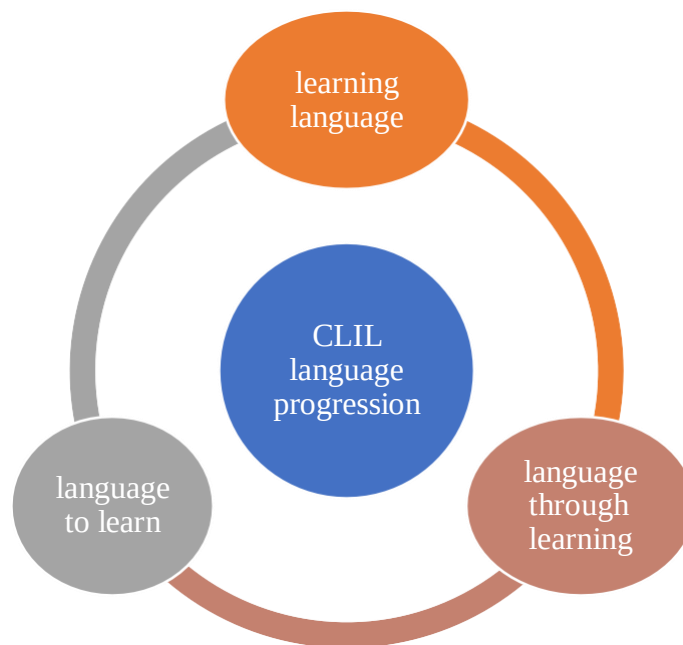


Figure 2. Triptych of the Language

Fountain: (Dalton, 2011)

Characteristics of the CLIL methodology

According to Pérez (2014), educators who teach with the CLIL method must take into account these characteristics:

- At the same time, this education must promote the cooperation of all parties (students and teachers); To achieve learner-centered learning, learners must learn how to initiate conversations about topics and tasks, and use a variety of examples or situations from real-life students, starting from details, through generalization, to hands-on projects or role playing game.

- Promotes flexible learning and learning styles of students where understanding of content and context is facilitated through text, reading and audio, and language and language strategies such as repetition, interpretation, examples and insecticides with similar pictures and images.
- Encourage more interactive and autonomous learning, developing work in pairs and groups, developing discovery work, using research, understanding, and following the curriculum, peer assessment and self-assessment.
- The use of a variety of resources and materials, particularly the use of ICT, where learning is enriched from a variety of contexts, generates interactivity and autonomy in students.

CLIL: Implementation Levels

The definition of a planned CLIL plan depends on each school. This can be offered, for example, as part of extracurricular activities for those students or as part of the general curriculum.

When developing a CLIL curriculum, long-term objectives must be defined, and various aspects must be considered when deciding the most appropriate model for a given context. First, they should take into account the following points:

- The availability of the teachers, their level of CLIL competence and how all the teachers involved will be coordinated. This will be the starting point to start defining a model.

- The language proficiency level of the learners, as it determines the role of all participants in the exchange and the teaching-learning process.
- The available time determines the objectives to be achieved and therefore the CLIL model to be used.
- Content and language integration methods, such as pre-CLIL language lessons, can only be delivered via CLIL or in parallel.
- Commitment of the CLIL subject to extracurricular or extracurricular activities, facilitating communication with students and teachers outside the center or even in another country.
- And finally, issues related to evaluation processes focused on content, language, or both (Millán, 2014).

CLIL digital resources and materials used in secondary education contexts.

The CLIL methodology is not exempt from applying many useful resources to the L2 learning process. Additionally, Tomlinson (2012) points out that a resource or material can be anything that is used intentionally to enhance students' language knowledge or experience. Furthermore, these materials must be excellent in four areas to be functional in L2 learning; they must be educational; they must be experiential (give information about the language used); stimulating (encouraging the use of language). And finally, they must be exploratory (facilitate language learning).

Information and communication technology (ICT) has ensured that these materials and resources go in new directions, in line with the new digital landscape and the needs of new learners (Bozdogan, 2015). This is evidenced by the quantity and quality of digital resources, new curricula and technical courses relevant to L2 research, where interactivity is the deciding factor.

Tabla 1 Classification of digital resources and materials

Boy	Authentic/teaching Oriented	Example used in CLIL
Hardware	Both	PCs, laptops, tables, mobile phones, interactives, whiteboards, scanners,
Software (Programs to create, run, manage and edit content)	Both	Browsers, office suits, media players, multimedia, software, editors, etc.
Files (Created, executed, managed and editable by software	Both	Books, music, movies, podcasts, etc.
Applications and content websites 1.0	Both	Of newspapers, institutions, companies and products; search engines; online reference material (databases, dictionary)
Web sites and content applications 2.0 Social networks	Both	Email, video conference, instant messaging, etc.
Online learning environments	teaching oriented _ _	Virtual Learning Environments (VLEs), web searches, online lesson plans, digital textbooks, educational apps, etc.

Source: Author

English as a Medium of Instruction (EMI)

English is one of the most geographically dispersed languages and serves many purposes in a rapidly globalizing world. Its wide applications include politics and economics, technology, science, media and communications. Fluency in this language is potential it opens the door to more information than fluency in any other language. Opinions are divided about the importance of learning English and using it as a learning tool. While some prefer to use English as a medium of instruction instead of their mother tongue, others are wary of learning

English from an early age. (Crystal, 2003).

Contrary to some misconceptions about language learning, children can acquire two or more languages at an early age because many languages do not compete for mental space and confuse children. puppets (Lightbown, 2008; Crystal, 2003). In an environment conducive to communication, the developmental trajectory of multilingual acquisition is like that of monolingual acquisition, with additional cognitive benefits (Barac y Bialystock, 2013). However, this depends on adequate motivation, exposure, length of formal training and opportunities for practice. According to Alidou (2006), learners quickly acquire simple conversational skills in a new language. It takes one to two years to master basic communication skills. However, even in a well-equipped learning environment, it takes at least six years to acquire the academic language skills necessary to absorb age-appropriate course material. Although learning a second language is a long process for everyone, it can be hindered or delayed by other factors such as socioeconomic status of the family, discrimination in gender or ethnicity, psychological conditions, differences, or personal motivations (Ball, 2011). But the most important thing is to define what English as a medium of learning is, and beyond that, what are the key aspects that need to be addressed.

English as a medium of instruction (EMI) is defined as the use of English to teach subjects other than English when English is not the native language of the majority of the population. Other definitions seek to expand the scope of the so-called EMI to the English-speaking community, as the increasing number of L2 English speakers at these universities has created a multilingual educational structure. (Macaro, 2018)

However, the extent to which these reports are compared is hotly debated. Other terms such as integrated language in the classroom (CLIL), integrated foreign language in higher education (ICLHE), content-based learning (CBI) and content-based language learning (CBLT) (Fang y Hu, 2022). The terms CBI and CBLT, often used in a North American context, refer to language learning as the primary goal, although they use authentic documentation as input, while the term CLIL, is more commonly used in the European context, referring to both. However, some scholars use the term CBI in the same way as CLIL. CLIL (and ICLHE) programs often designate language scores as an undergraduate requirement and therefore have clear and well-defined goals (Galloway y Ruegg, 2020).

However, unlike CLIL, most definitions of EMI do not explicitly address the goal of language learning; although some use English proficiency tests at the end of the course, even if they do not offer language assistance. In addition, the desire to use and improve the English language is often the reason why students enroll in EMI programs, despite the lack of clear language learning goals. This is completely unacceptable because the goals of language learning are generally accepted by legislators, which makes them not fully verifiable.

In many contexts, EMI has been promoted as part of the government's goals to improve the English language. In addition, EMI has become synonymous with "applicability" in many universities and colleges around the world. This is due to the prevalence of the thought of teaching English and the role of language exposure in English language learning, although it is encouraging that many articles highlight the practice of translation. English language success in EMI classes. There are conflicting data on the effectiveness of EMI for However, with the development of the English language, the general interest of EMI is an important issue as it concerns the acquisition of knowledge in the English language itself and the tools used for the purpose. this destination. In addition, unlike CLIL, which grew from the practice of teaching the subjects and language in European schools, EMI is promoted by educational forces with the participation of various experts in the field of language learning. (Heath et al., 2020).

Multigrade instruction generally focuses on teaching two or more grades at the same time by the same teacher in one classroom. Multigrade teaching is not a new concept in current educational systems. Today it is practiced in many schools, where the teacher must adapt many of its techniques and approaches to help students of different grades in the same classroom, for which the content must also be taught to students of different learning levels, skills and abilities, since not all students have the same level of learning.

Various authors have explained what multigrade teaching consists of, being understood by them as a great responsibility that implies a process full of work, mainly for the teacher, since he has the responsibility of teaching at different levels. Multigrade teaching is often considered complicated, being a necessity in society, especially in rural areas compared to the tools of urban areas. There is a need to use this multigrade modality since primary education has the purpose of guaranteeing access, equity, and quality of education for all children of communities scattered throughout the country.

At the same time, identifying a number of issues about the policy of the English teaching program in primary schools. For example, there is a lack of appropriate teaching and technological resources to learn English. When teachers do not have suitable teaching conditions and staff, they pay little attention to students, because without tools, the classroom is not lively and ineffective for students. In addition to limited instructional resources, there are other major challenges teachers face in the classroom in multi-grade schools. Some of them.

- Classroom management, i.e., the process of organizing and managing the classroom environment, is sometimes thought of as maintaining order through teacher control. However, classroom management is much more than that, including creating and maintaining a learning environment to achieve educational goals.

- A large number of students in the classroom causes a lot of discomfort and stress for teachers because when teaching a large number of students, it is necessary to put more effort and work. A large group of students can cause the teacher a more complex job, since he has to make an effort to maintain the discipline and attention of his students; and it is also difficult for him to identify the difficulties that some students have in their learning individually (Domínguez et al., 2020).

- Education is one of the main public investments in the development of the capacity of human resources with a multidimensional objective, which includes economic, cultural, and social benefits. This requires adequate care in order to provide quality information to those interested. The quality of education is greatly affected by the lack of qualified professionals and facilities such as space or material.

- Teaching with limited resources simply means that teachers do not have access to the many tools or means that many better-resourced schools often provide to strengthen teaching. There are many types of teaching aids that can enhance instruction or help deliver a particularly interesting lesson. Some examples of resources that should normally be available to English teachers include Internet access, projector, textbooks, computers, or other types of technological devices. Teaching resources are not limited solely to technology and equipment. Other types of resource constraints could include a lack of adequate classroom space or not having a teaching assistant, aide, or other support (Ortega-Auquilla y Minchala-Buri, 2019).

According to various authors, regarding the challenges of content-based educational English teaching, the following stand out: identifying and developing appropriate content; encourage teachers to engage in this type of instruction; develop and maintain communication and collaboration among teachers; develop sufficient transversal knowledge and institutionalize this academic practice.

Within these challenges, it should be noted that collaboration and communication between English teachers and content teachers can be an alternative to combat the practices of isolation and teacher individualism that characterize education at its different levels. It can be affirmed that the collaboration between teachers of any educational level brings as a benefit professional satisfaction and for the students, allowing the obtaining of better academic achievements, behavior in the classroom and motivation. Collaborative work between teachers is a desirable objective because it is directly related to professional development and with-it motivation and development within the classroom.

The success of EMI implementation is largely due to the discovery of issues, problems, and tools that have been used in EMI research, the identification of potential factors that can improve classroom practice, the motivation learning and improving the educational experience, quality and results obtained at a certain educational level. Teachers' abilities to promote the teaching process through English require expanding the needs of the profession and domains, so the reconstruction of the professional knowledge base should be considered, expanding the pedagogical content. (Luque, 2020).

EMI teachers do not depend solely on initial attitudes and skills but must consider their role in the educational environment and the changes that are currently taking place, which results in an improvement in skills, focused on the future and the improvement of The abilities.

tools, strategies, and quality assurance, which is why many organizations are beginning to offer numerous tools that allow updating this knowledge (Gimenez y Marson, 2022).

EMI Implementation Challenges

There are four categories of problems in EMI: language problems, cultural problems, structural problems and (institutional) identity problems.

- **Language problems**

These aspects are framed in categories that both teachers and students who participate in EMI programs face. Non-native students often experience these problems because they find it difficult to understand the English of native teachers and the content of English-taught lessons in general. On the other hand, students face a lot of problems in EMI when they do not understand academic literature published in English due to lack of English proficiency (Hellekjær, 2010).

- **Culture challenge**

According to Bradford (2016), it is defined as a mismatch between the characteristics and expectations of external and internal learners. Cultural issues are highly dependent on the experience of EMI teachers and professors.

- **Structural problems**

Structural problems in the MRE program were related to the overall cohesion of the program and included problems related to an inadequate number of MRE courses and the inability of support staff to work with different population groups (Byun et al., 2010).

- **Institutional identity**

The issue of (institutional) definition is how the EMI program is viewed from the outside, as well as the definition of the EMI program, the professors who run the EMI program, and the recruitment of students (Knight, 2013).

The term multilingualism refers to both a situation in which multiple languages are spoken in each geographical area and an individual's ability to use multiple languages. Dual

semantics is an essential feature of countries, which means that students should aim to be fluent in their mother tongue and be fluent in at least two foreign languages.

In this direction, and according to research, the effect of multilingualism will be to encourage people to use multiple languages to achieve specific communication goals. Similarly, the aim of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment is to respond to the protection of linguistic and cultural diversity by promoting communication and interaction between learners through better knowledge. languages and achieve greater convergence between different members through coordinated language teaching and learning policies (Fajardo Dack et al., 2020).

From the university's own point of view, it is necessary to come up with an international profile that facilitates the dissemination of research, the placement of graduates in the international market, and the recruitment of foreign students. If a university describes itself as multilingual, its goal would be to educate members of the university community to become multilingual citizens.

Research dedicated to multilingual teaching practices, specifically the use of the CLIL methodology, is increasingly important and frequent, and presents great variability in its application, so that one cannot speak of a homogeneous implementation. From there, there are programs in which the subjects are taught in several languages, others in which each subject is developed with bilingual programs (using the language determined by the teacher in each one), and others in which all the options.

Bilingualism is also defined as the phenomenon of competence and communication in two languages, one of which is usually English. Today's society needs an education that contributes to responding to the demands and social changes that occur in it; Among these needs is the promotion of European languages in educational centers (Macaro, 2018),

The development of the linguistic level is fundamental until it becomes a necessity. One possible path is the improvement of languages with classes that are taught in several languages. In short, these international declarations and reports urge university institutions to promote changes in their language teaching and learning, to support the practice of multilingualism, allocating funds to mobility programs that involve the exchange of professors and students, among other measures.

Along with the importance of languages, another strategic objective is to improve the quality and effectiveness of education and training; Some of the necessary actions are to ensure high-quality teaching, provide adequate initial teacher training as well as continuous professional development of teachers and trainers, and make teaching an attractive career option.

This supposes a fundamental methodological change, which has to be implemented in university classrooms, as a consequence of the change in European policies, which implies a change in the culture of the university classroom. Numerous investigations have been proposed in which it is shown that teaching at the University needs this change towards active teaching-learning methodologies, which allow the development of content and skills, and their learning by students (Štefková et al., 2021).

This type of methodologies seeks to focus teaching on learning, achieve autonomous learning in the student, based on their interests, focusing on the results, understanding that these are the acquisition of general and specific competences, the promotion of cooperative work,

the definition teaching-learning activities, evaluation conceptualized as improvement in the process, and the importance of information and communication technologies, ICT, in the process.

Other specific research on the application of the CLIL approach highlights the advantages of using this model, its needs, and difficulties. Among the advantages are described:

- The approach itself, since it leads to the use of methodological strategies that encourage interaction and the use of the second language, which is a clear advantage when assimilating said language.
- Students often improve their attitude towards the language and towards their own learning.
- This means that in many cases the inhibition, feeling of inferiority or low level disappears thanks to the increase in the use of the language.

In relation to the improvement of communication skills and confidence in the development of their abilities. Among the difficulties or improvements:

- More teacher training is needed to improve their levels of the language to be used (in these experiences they are fundamentally English).
- More resources are needed, especially human resources to complete and monitor the processes; and temporary, so that these collaborations can develop.

The methodological principles that will govern the programming of the subjects that combine CLIL are:

- Student-centered teaching. This supposes the development of classes in which the cooperation between the students and between them and the teaching staff is considered basic.

- A flexible and facilitative teaching, which tries to adapt to different learning styles.
- More autonomous and logically more interactive learning. As will be detailed later, students will work with different grouping formats.
- Use of a wide variety of resources and materials, including ICT.
- Since we work by competencies, we will focus on carrying out tasks in which the use of the foreign language is a priority and a value (Navarro-Guzman et al., 2021).

EMI in the university context

Advances in the internationalization process at the university level reveal the need to improve the teacher training process to prepare them in accordance with international quality standards in the educational field. In this sense, the use of the English language for communication in academic environments between professionals is essential, which demands the development of research and teacher training proposals for current teaching with different academic activities where English is used as a means of communication. instruction.

With the expansion of EMI in university teaching, teacher training programs have been reviewed and redesigned to prepare teachers with the professional skills necessary for teaching, therefore, most training programs focus attention on improving the English, with few reflecting on the changes in the scientific field. -pedagogical order (Yuan, 2020).

The incorporation of EMI in the higher education system worldwide has been a recently addressed phenomenon, although it should be noted that it is currently limited to private university contexts, highlighting the importance of strengthening discussion

and research on CLIL and EMI in the Latin American region. address the challenges that the implementation of EMI may imply in university institutions.

Various authors report that positive perceptions of EMI courses have been found by both teachers and students. Likewise, it has been found that students feel more confident when using the language in other classes or outside the classroom, as a result of exposure to it in EMI courses. However, and as has been demonstrated in other parts of the world, EMI courses present institutional challenges related to teachers and students.

Regarding the teachers, they highlight the importance of the attitude, the level of English and their own interest in teaching their course; stressing that the assignment to EMI courses should be voluntary and not imposed. In the students, the level of the language stands out, which must be competent, and also the attitude of actively participating in the course.

Likewise, it has been found that although in the university context English is an important part of the academic and professional goals of the institution, presenting concerns related to the level of English of the students, the perception on the part of these that said subjects are simply one more requirement of English, and the perception that said language may have more prominence than other languages. The findings in the university may suggest that there is little articulation between the internationalization actions of the institutions and the implementation of the EMI. However, they highlight that the participants perceive that the implementation of EMI is inevitable to respond to the requirements of the academy in the international arena (Sahan et al., 2021).

EMI research in the world is still developing, so more research and discussion is needed to reach a consensus on the way to investigate this approach, which allows to

establish the best way to work it in universities. Today, it is clear that this trend will continue to grow, offering new programs and courses in English at universities around the world. In fact, English has gained more ground in educational institutions around the world in this century.

It has been claimed that English is no longer a language subject in the curriculum, but a basic competence from primary school, and that likewise, English was losing its character as a curricular discipline and becoming more mixed with education in general. In addition, it has been described that educational systems in the world would address the teaching of English, noting that universities would move towards offering more courses in English or at least greater exposure to literature and materials in English.

Likewise, that universities begin to demand minimum levels of English in students, so as not to invest so much time in teaching the language whose learning would begin in primary school and thus be able to offer specialized subjects taught in English (Kuteeva, 2020).

Internationalization consists of a series of practices aimed at carrying out activities that help students develop an international spirit and intercultural skills in the universities of their country of origin, in which numerous authors define it as the integration of the dimensions of education international and intercultural in formal education. and informal curriculum for all students within national learning environments. This form of internationalization is increasingly used in higher education centers, which, among other practices, promote the use of English as a medium of instruction, in English, EMI.

European universities, for example, have adopted policies to improve their international profile and attract students of other nationalities who use English as the

language of communication in the classroom. EMI's approach advocates the use of English to teach disciplinary subjects, a trend that has seen a significant and unprecedented increase in the last 20 years, with a growth in the number of EMI programs implemented in European universities.

In higher education contexts, the teaching of disciplinary subjects through a second language has very often been equated to EMI programs, which can be highlighted as main characteristics:

- 1) for most of the participants, both teachers and students in this type of environment, English is a second language.
- 2) English is the language used for instruction.
- 3) English itself is not usually a subject that is taught.
- 4) Language development is not one of the main expected results (Willans, 2022).

The authors attribute the prominent role of English, rather than other languages, to English's status as the lingua franca in a more globalized world, increased institutional competition, and requirements for teachers to publish in English. However, it is important to take into account that similar educational experiences have also been implemented in other educational stages, predominantly in the secondary education stage but also in primary education and even in infants with a more multilingual conception, and also with a more balanced approach. . . in terms of content and language integration, the educational approach known as CLIL.

This movement arose above all from a great concern for the development of students' language skills, where although content is vital, CLIL is defined as a dual approach, language learning is always a fundamental learning outcome. On the other

hand, in higher education environments, the contents seem to have maintained the predominant role.

In recent years, there has been a solid theoretical foundation emerging from the application of Content and Language Integrated Learning (CLIL) principles in Higher Education. The principles of CLIL, which emphasize the integration of language and content instruction, have been extrapolated to Educational Medium of Instruction (EMI) contexts. In these contexts, content teachers have recognized the importance of employing various strategies, such as simplification, classification, and translation, to facilitate students' comprehension of disciplinary content. While language acquisition remains a key component, the primary objective in EMI is always the effective delivery and understanding of the subject matter. This integration of language and content instruction in EMI settings not only enhances students' language proficiency but also promotes their deep understanding of academic concepts and materials. The solid theoretical underpinnings of CLIL in Higher Education underscore the significance of aligning language and content objectives, ensuring that students can meaningfully engage with disciplinary content while developing their language skills (Helm, 2020).

After conducting thorough research and analysis of the relevant theoretical background in the field of teaching and learning English as a foreign language (EFL), I now delve into the phase of presenting the didactic proposal itself. This proposal aims to implement and develop an innovative, groundbreaking, and highly effective approach to the teaching-learning process in the intermediate EFL courses at the prestigious University of Guayaquil, located in Ecuador.

The primary objective of this didactic proposal is to introduce a significant and transformative change in the way English is taught and learned in the intermediate-level courses. To achieve this, a variety of cutting-edge educational techniques and strategies will be

employed, which have been proven effective in the context of language learning. These techniques will be based on the latest advances in pedagogical research, as well as current approaches in the field of second language acquisition.

This innovative approach will focus on promoting active student engagement in their own learning process, fostering the development of authentic communicative skills and the acquisition of solid language proficiency. Emphasis will be placed on using English in real and meaningful situations, and creating a dynamic and motivating learning environment that inspires students to explore and experiment with the language.

Additionally, the didactic proposal will comprehensively address the use of educational technology and digital resources, making the most of the tools available in today's digital world. Interactive activities, multimedia materials, and specialized applications will be incorporated to allow students to practice and consolidate their language skills in a more dynamic and interactive way.

In summary, this didactic proposal represents a groundbreaking approach in the teaching-learning of EFL at the University of Guayaquil. Its aim is to provide students with a stimulating learning environment, tailored to their individual needs, and equip them with the necessary language and communicative skills to face the challenges of today's globalized world. With this innovative proposal, outstanding results are expected to be achieved and the level of English proficiency among students in the intermediate EFL courses at the University of Guayaquil to be elevated.

THE DIDACTIC PROPOSAL

This proposal is within the qualitative approach, because it was created in order to explain the application of the CLIL methodology and English as a means of instruction in

students of intermediate semesters of the University of Guayaquil. Therefore, it was contextualized in the applied modality since it was in charge of building an innovative model for the English language teaching process. In fact, through the application of strategies based on the CLIL model, as well as the use of English as a medium of instruction, students can be given the ability to master the language.

According to the design, this proposal was categorized as a documentary model due to the search for a series of concepts that fully support the bibliographic review. The research was carried out at the University of Guayaquil, where it was investigated, and it was determined that the development of an innovative learning model is necessary. This was achieved with the participation of teachers from intermediate semesters of language learning. The documentary research was supported by obtaining scientific data from books, magazines, and articles, among others, which served as support for this research. It is important to highlight that we only worked with information from indexed documents.

Sample and Context

The sample consisted of 12 teachers and 36 students from the University of Guayaquil. The sample can be classified as non-probability decisional sampling because the research used non-sample data collection. The distribution is presented as follows:

Tabla 2 Sample

Observation	No.	%
units		
Teachers	12	
Students	36	
experts	2	
Total	fifty	100%

Source: Author

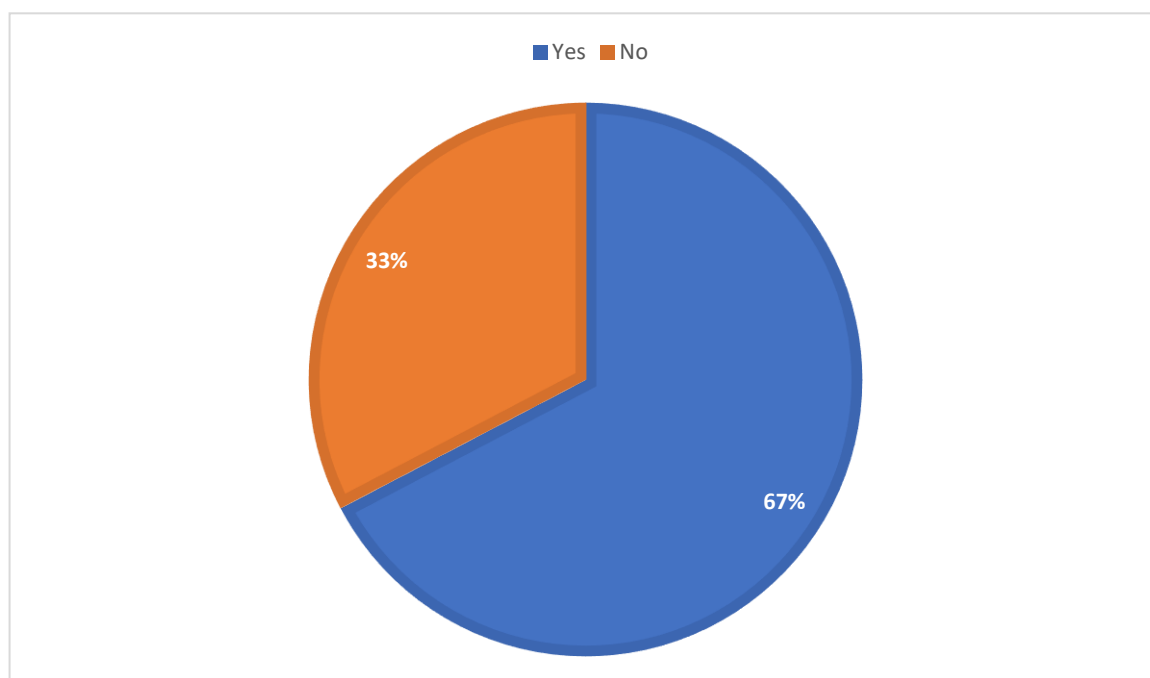
According to the selected sample, a survey was applied in which various factors were consulted regarding the proposal to be presented, allowing it to be focused according to the objectives, the scope of the evaluation and the different blocks that make up the proposal, Therefore, the survey was of vital help to make the proposal, due to all the data that it provided.

Question 1. Do you consider that innovative technologies help the teaching-learning process?

Tabla 3 Question 1

Item	Frequency	Percentage
Yes	35	67%
No	15	33%
Total	50	100%

Figure 3. Question 1



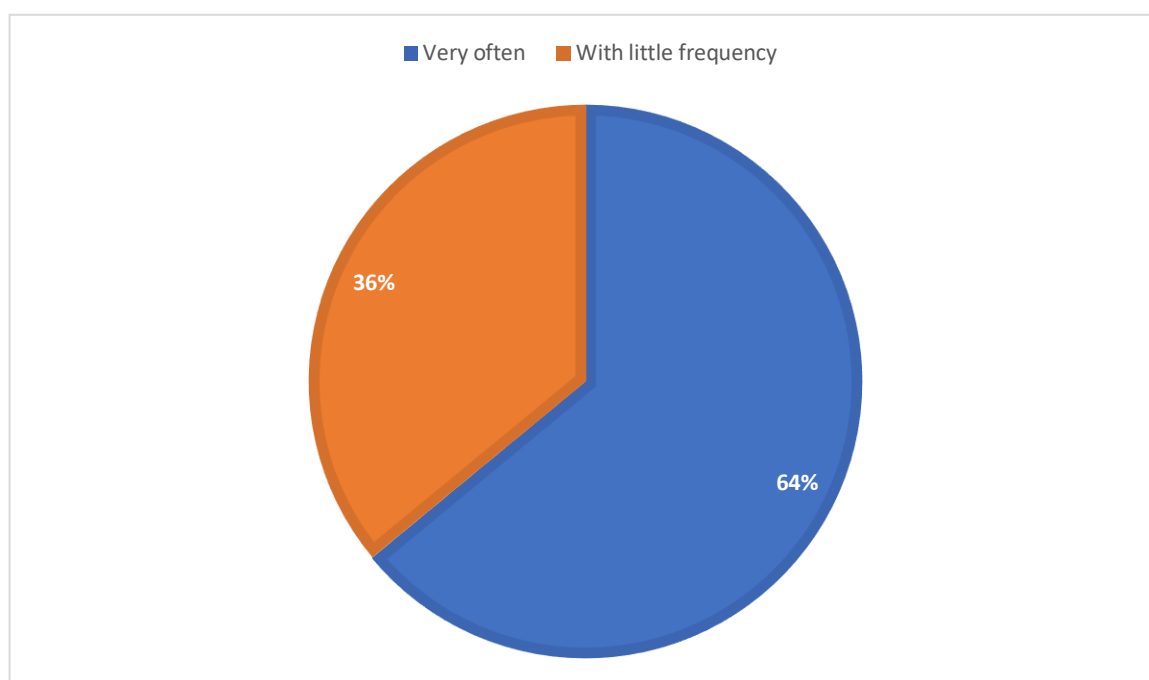
Analysis: According to the data obtained by the respondents, 67% of the participants consider that innovation technologies contribute to the learning and teaching process in the field of higher education.

Question 2. Do teachers currently apply tools and strategies in the classroom regarding innovative technologies for learning foreign languages as part of the training?

Tabla 4 Question 2

Item		Frequency	Percentage
Very often		32	64%
With	little	18	36%
frequency			
Total		50	100%

Figure 4. Question 2



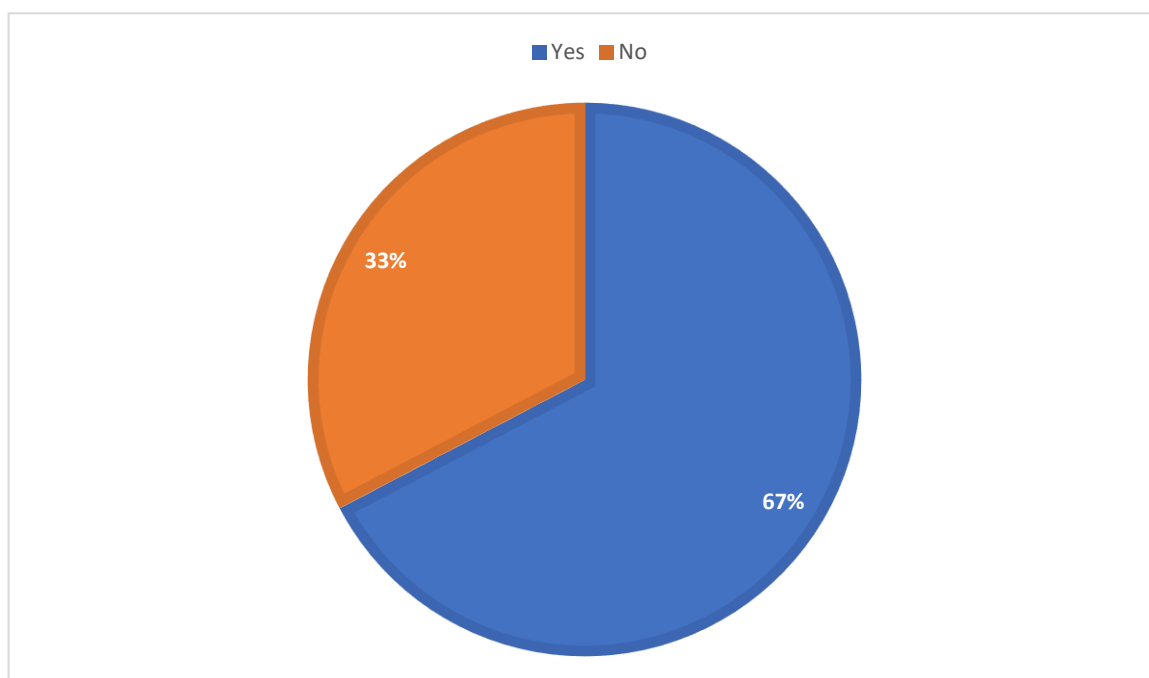
Analysis: for 64% of the participants, teachers apply tools and strategies in the classroom related to innovative technologies that facilitate the learning of foreign languages as part of the training, while for 36% this is applied infrequently.

Question 3. Do you consider it necessary to introduce tools to improve the process of learning a foreign language in the context of higher education?

Tabla 5. Question 3

Item	Frequency	Percentage
Yes	35	67%
No	15	33%
Total	50	100%

Figure 5. Question 3



Analysis: for 67% of those surveyed, it is necessary to introduce tools to improve the process of learning a foreign language based on the context of education, designed according to these requirements, while 33% are negative to the question.

Question 4. Have your learning results improved with respect to the tools implemented for languages within the university?

Tabla 6 Question 4

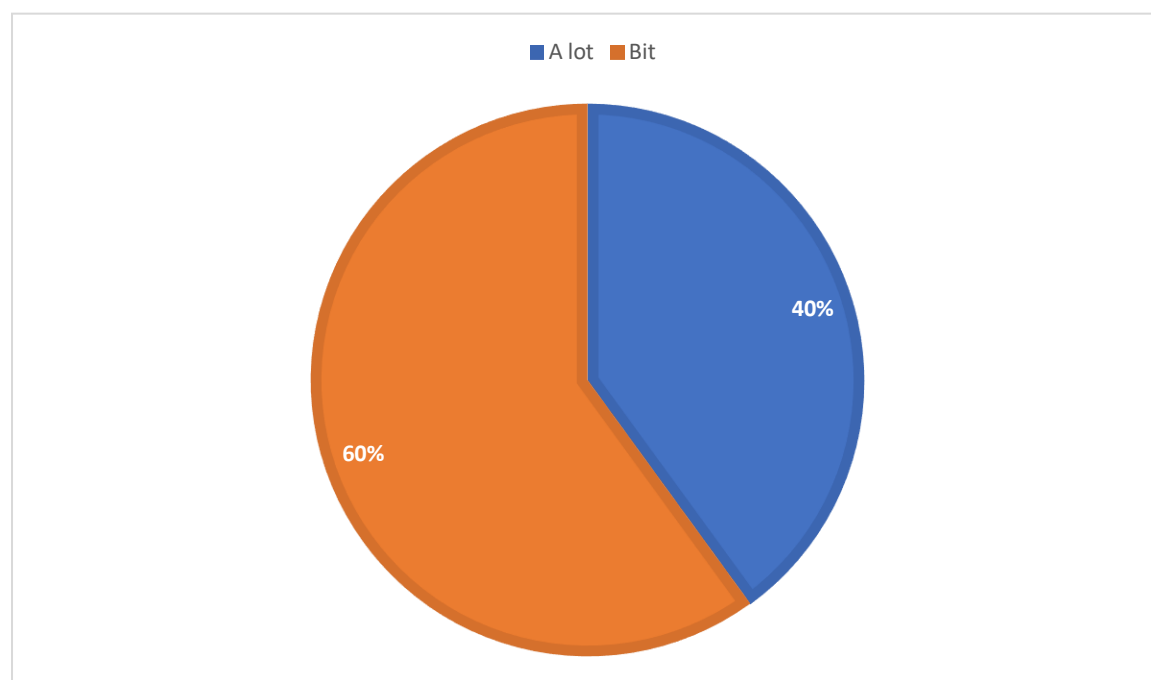
Item	Frequency	Percentage
A lot	20	40%
Bit	30	60%
Total	50	100%

Figure

6.

Question

4



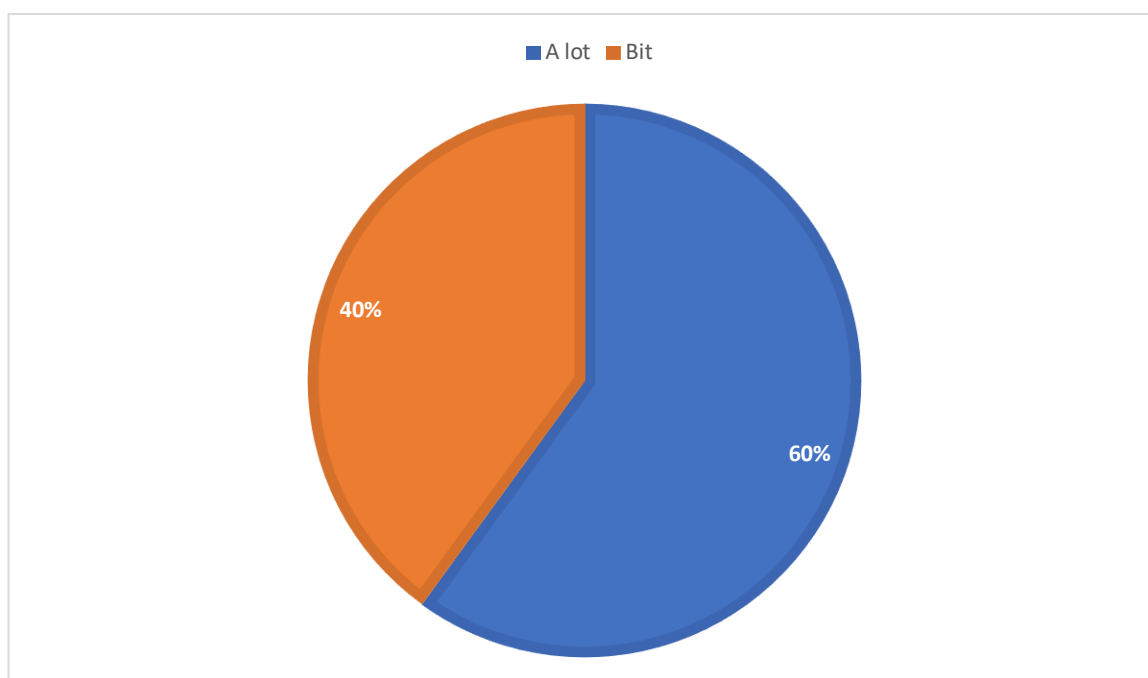
Analysis: although those surveyed highlight the importance of introducing tools to improve the learning process with respect to foreign languages, 60% have had an improvement considered little in the results with respect to these, while 40% claim to have improved considerably.

Question 5. Have you noticed an improvement in your command of a foreign language within the university?

Tabla 7 Question 5

Item	Frequency	Percentage
A lot	30	60%
Bit	20	40%
Total	50	100%

Figure 7. Question 5



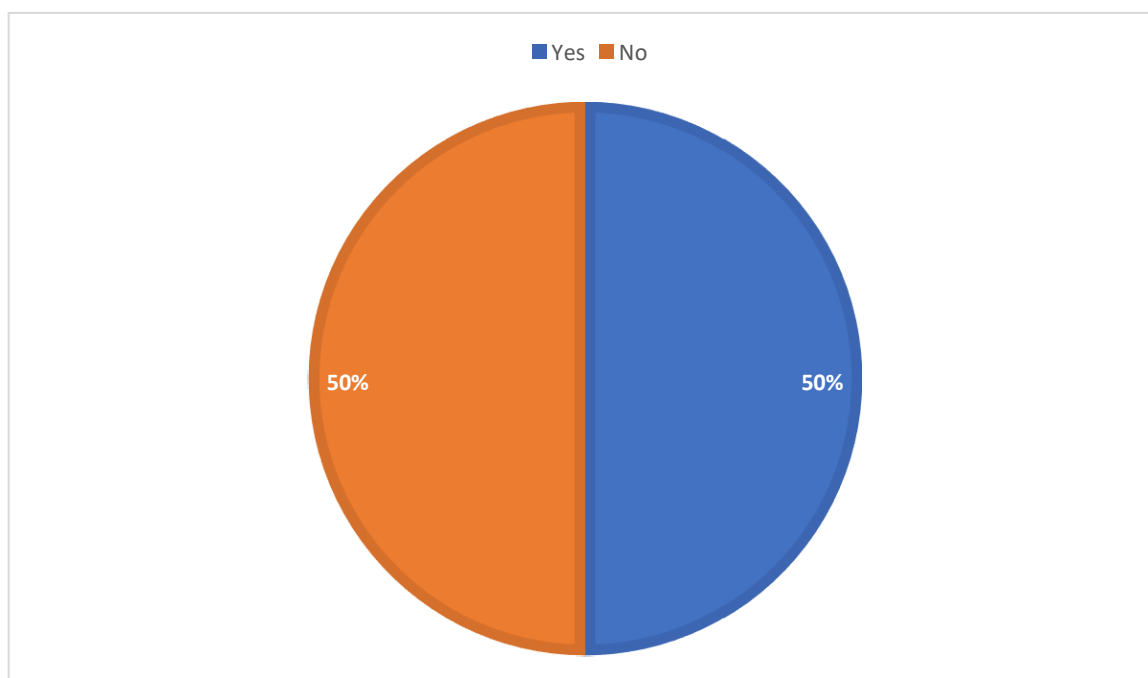
Analysis: 60% of the participants highlight having had a considerable improvement in the command of the foreign language within the university, thanks to the different tools used by teachers in the teaching and learning process, while 40% only affirm having a little improvement in mastery.

Question 6. Do teachers encourage participation in the collaborative learning of foreign languages within the university?

Tabla 8 Question 6

Item	Frequency	Percentage
Yes	25	50%
No	25	50%
Total	50	100%

Figure 8. Question 6



Analysis: For 50% of the participants, teachers encourage the participation of collaborative learning in order to improve the results and educational perspectives related to the learning of foreign languages within the university.

didactic unit

It is necessary to mention that from this point the development of the proposal is built on the basis of collaborative learning and scaffolding, since it is through various experiences

and actions that students can learn a series of contents related to the subject of English from a particular point of view. To simplify this aspect, Japanese culture will be taken as a base, a culture that is booming among young people, since Japan is considered a great cultural heritage that contains gastronomy, technology, architecture and culture. Each of these topics will be addressed in a series of activities aimed at higher education in the area of languages. It should be noted that the following proposal will be divided into blocks starting with the most basic data on the topics described above. The process addressed in the proposal is detailed below:

Tabla 9 Guidelines

Proposal Guidelines _	
header id _	The aspects identified in this process are:
Key points	- Name of the Didactic Unit - Number of sessions Aspect in which the necessary skills are listed for the student to master the key contents of each class.
Goals	Objectives and/or purpose of each block or activity (Scaffolding)
Assessment	Rubric of each block to assess learning
opening statement	Introduction of several minutes (2-3 min) on the topic to be discussed
Introduction to content	Development of tools and activities related to the topic

Proposal Guidelines _	
Application practice _	The study topics (gastronomy, beliefs, technology, and architecture) are addressed concisely through group or individual workshops (if required).
Closure	The parameters on which the activities carried out are evaluated are established.
Resources and Materials	Compilation of didactic resources in each block.
Source: Author	

Block 1: Gastronomy

The following table describes the first block of the proposal to be developed, which involves traditional dishes from each of the ingredients to its preparation.

Tabla 10 **Panel 1**Block 1

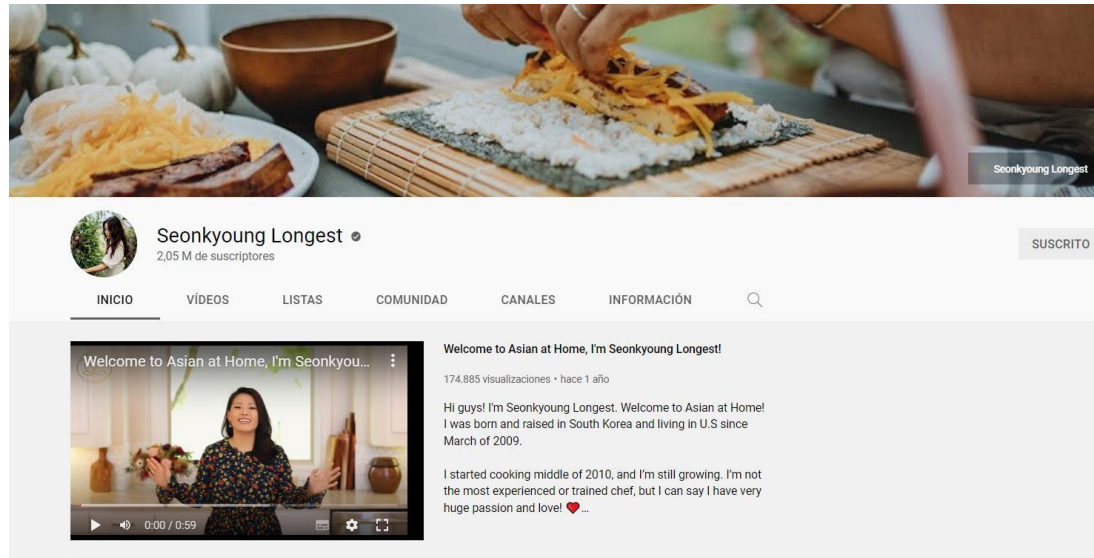
DIDACTIC UNIT	
Block 1: Gastronomy	Number of Sessions: 3 (each one with a different type of dish).
Key learning points No prior knowledge of the subject is required. Language proficiency: A2 or B1 level of English (present, past and future with their respective ramifications; simple, continuous and perfect).	
Goals • Identify and detail the main ingredients used in Japanese cuisine. • Detail the traditional dishes most consumed today. • Establish the dishes that can be prepared by the students.	Assessment Rubric of topics related to ingredients, dishes and activities for their preparation.
Keywords • Gastronomy • Ingredients • Dishes • Culture	key expressions • cultural heritage • traditional japanese food • Everyday expressions about the preparation of culinary dishes (culinary expressions in English) https://www.youtube.com/watch?v=fN60SEcRQyk

DIDACTIC UNIT	
Opening Projection of videos related to the theme (traditional Japanese food and its preparation). https://www.youtube.com/watch?v=a3VGajPY_Eo https://www.youtube.com/watch?v=hBmPgt1gSNA https://www.youtube.com/watch?v=GGGr701tAdQ	
Introduction to content • traditional Japanese food • General information • History • common food • Ingredients • flavor comparison _ _ • Preparation method; time, actions, seasonings • utensils used • Cost • Description of your place in the world with respect to continental gastronomy	
practical implementation shoyo ramen Soup - 3 l. water - 1 kg. chicken bones - ½ kg. pork bones - 3 dried shiitake mushrooms (optional) - 3 large pieces of ginger	

DIDACTIC UNIT
- 2 spring onion stalks - 1 carrot - 1 head of garlic Tare - 300 ml. Japanese soy sauce - 150 ml. Benefit - 150 ml. mirin - 1 piece of Kombu seaweed (about 5 g.) - 4 garlic cloves - 3 thick slices of ginger - 1 spring onion stalk Oil - 50 grams. spring onion - ½ cup of vegetable oil (about 120 ml.)
Closing Delivery of posters with the detailed procedure for your work at home and/or institution
practice resources https://www.youtube.com/watch?v=aafmrrx7Bh4 https://www.delish.com/cooking/recipe-ideas/a26258249/homemade-ramen-recipe/ https://www.masterclass.com/articles/shoyu-ramen-recipe https://www.larousse.es/primer_capitulo/escuela-de-cocina-japonesa.pdf • various ingredients • Utensils • laptop Note: It is necessary to highlight that the detailed ingredients, as well as the practice of the product (dish) must be developed as an extra activity and, failing that, the teacher must carry it out, record it and distribute it in the class. as an example.
Materials

DIDACTIC UNIT

With the exception of the videos shown above, you can use Seonkyoung's channel for longer.



Source: Author

Literature

Japan's rice-based food culture has evolved since irrigated rice farming began in Asia 2,000 years ago. The tradition of serving rice with seasonal vegetables and fish or other shellfish developed during the Edo period (1603-1867) and remains a symbol of typical Japanese cuisine.

However, in the century and a half since the country opened up to the West, Japan has developed an incredibly rich and varied cuisine that includes not only original Japanese dishes but also authentic Japanese dishes. There are many strange dishes, some dishes are prepared, and some dishes are prepared. has been adopted unchanged according to Art Japanese flavor. Exquisite Japanese cuisine, expressing the beauty of nature and the change of seasons, using diverse and fresh products has enriched the Japanese culinary culture, associated with the annual event. In 2013, Japanese "washoku" cuisine, such as traditional Japanese food culture, especially the lunar calendar.

New Year celebrations have been inscribed on the UNESCO Intangible Cultural Heritage List as an important social custom. In the centuries following the introduction of Buddhism to Japan in the 6th century, laws and imperial decrees gradually eliminated the consumption of animal and bird meat. The vegetarian dish called shojin ryori was then popularized by the Zen school, and many dishes and culinary ingredients are used by the Japanese today, such as soy sauce (shoyu), products made from soybeans, miso, tofu, etc. traced back to the 15th century. Also around this time, a very formal and sophisticated style of banquet cuisine appeared, originating from the kitchen of the royal aristocracy. It is called honzen ryori and is one of the three main styles of Japanese cuisine, along with chakaiseki ryori (a dish served during the tea ceremony) and kaiseki ryori.

Emphasizing the artistic presentation of fresh, seasonal ingredients, the tea ceremony dishes combine ritual honzen ryori with a Zen-inspired sense of frugality. Kaiseki ryori took its present form in the early 19th century and is still served in the finest Japanese restaurants and traditional Japanese pubs known as ryoti. Kaiseki tends to have fewer labels and a more casual atmosphere, fresh, seasonal ingredients and old-fashioned, original service. Sake is drunk with a meal, and since Japanese do not usually eat rice after dinner, rice is served last. For appetizers, sashimi (slices of raw fish), suemono (light soup), yakimono (grilled), mushimono (steamed), nimono (steamed) and emono (salad-like portion), followed by miso soup, tsukemono (pickles), rice, Japanese confectionery, and fruit. Tea completes the meal. Although most Japanese rarely can eat a full kaiseki dinner, the types of dishes and their order form the basis of today's Japanese cuisine in general. The sushi most people know today (with seasoned rice or raw fish or shellfish) originated in Edo (now Tokyo) in the early 19th century, the forerunner of modern sushi restaurants. (Japanese fact sheet, 2016)

BLOCK 1

Type of Assessment: Oral presentation assessment

Assessment criteria: Rubric

Procedure: (5 minutes per student)

Students are asked to choose one Recipe video from the Practice resources section and make a Power Point - Oral Presentation. In this Power Point Presentation, ss need to explain the recipe cooking process of the selected video, using pictures and stating the relevant content information (ingredients, utensils, preparation method). Student will also need to apply the language structures studied in the block (present, past and future).

Students will project their slides and express orally their knowledge and understanding of the topic. Students may use pictures and self-made short videos to support their ideas.

	Criteria	5 (Excellent)	4 (Good)	3 (Satisfactory)	1 (Unsatisfactory)
Content	Complete understanding and thorough knowledge of the subject	Student shows complete knowledge of the subject	Student shows basic knowledge of the subject	The student is lacking the necessary knowledge of the content	The student shows no knowledge of the content
	Evidence of creativity and convincing relevant information	The student shows a lot of creativity and convincing relevant information	The student shows basic creativity and convincing relevant information	The student is lacking the necessary creativity and convincing relevant information	The student shows no evidence of creativity and relevant information
Language	Vocabulary	The student uses a wide variety of vocabulary	The student uses a basic amount of vocabulary	The student systematically makes mistakes in vocabulary use	Mistakes prevent the understanding of content
	Correctness of Language	The student manages consistent gramatical control. 1-2 pronunciation errors.	The student manages good grammatical control. Some pronunciation mistakes may be present.	The student systematically makes grammatical mistakes disturbing the meaning.	Systematic grammar mistakes make the message unclear and meaningless

Block 2: Technology

The following table describes the second block of the proposal to be developed, which involves technology and animation.

Tabla 11 **Board 2**Block 2

DIDACTIC UNIT	
Block 2: Technology	Number of Sessions: 3 (each one with a different type of elements).
Key learning points No prior knowledge of the subject is required. Language proficiency: A2 or B1 level of English (present, past and future with their respective ramifications; simple, continuous and perfect).	
Goals • Identify and detail the main pre-established technology in Japan • Detail the advantages and disadvantages of the technology. • Establishment of a cultural topic class example (animation)	Assessment Technology Questions Related Topics Rubric
Keywords • Technology • Animation • Innovation • Culture	key expressions • Animation Industry (Studio Ghibli) https://www.youtube.com/watch?v=yFIE-ISqNoU • Japanese technology

DIDACTIC UNIT

<https://www.youtube.com/watch?v=kzIBbF-8lAU>

Opening

Projection of videos related to the theme (technology and great things).

https://www.youtube.com/watch?v=s1m_yhi9oqA

https://www.youtube.com/watch?v=C5gRAMFdO_Y

<https://www.youtube.com/watch?v=Or68V1u3rUg>

Introduction to content

- Technology
- General information
- History
- Common element being configured.
- Cost
- Description of your place in the world.

Implementation practice

_studio ghibli



DIDACTIC UNIT

Hayao Miyazaki



<https://yts.torrentbay.to/movies/el-reino-de-los-sueños-y-la-locura-2013>

Closing

After introducing the video, a survey is conducted to answer some questions due to the language featured in the video (Japanese with English subtitles).

practice resources

<https://www.youtube.com/watch?v=t3rKrTehORY>

https://www.youtube.com/watch?v=e_TxH59MclA

<https://www.youtube.com/watch?v=FzA1VfgS13E>

https://www.youtube.com/watch?v=MdzjqOuO_Ig

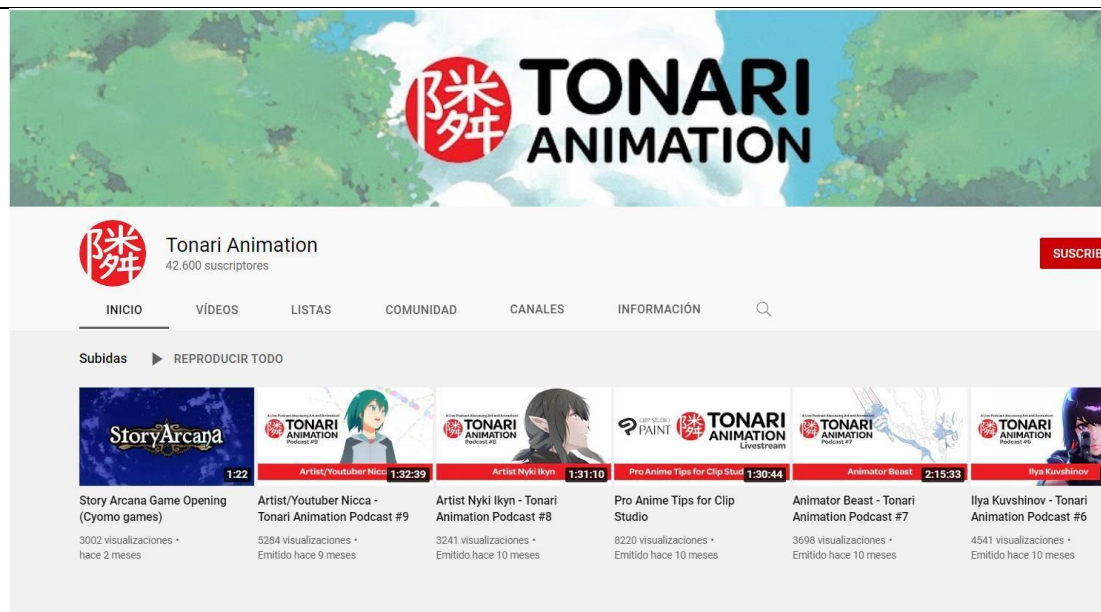
<https://www.youtube.com/watch?v=sIGdiAOYkdw>

- flash cards
- paper sheet
- laptop

Note: It is necessary to highlight that it is very important to complete a questionnaire to identify the level of listening comprehension.

Materials

DIDACTIC UNIT



Source: Author

Literature

Technology

The innovation and creativity that preceded it have become inevitable in our reality, where technology is merging the physical and virtual worlds. In today's broader digital environment, innovation must build on existing and emerging technologies and leverage them to create new business models, applications and uses that help improve the world we live in in different ways. Japan is a more innovative country than it appears from the outside, as some of the innovation comes from entrepreneurs and small and medium-sized enterprises (SMEs) and is focused on solving common and contemporary problems in Japan. Some of these issues are natural, environmental, energy, economic, or social disasters, including aging, labor shortages, health care, and food security. Japan is known for its scientific research and countless contributions in various fields such as electronics, vehicles, machinery, earthquake engineering, optics, industrial robotics, metals, and semiconductors (García, 2021).

an imagination

In the literature, when talking about animation, there is usually an opinion that portrays anime as a genre that lacks dynamism, stylized design, and technical limitations in its creation process, leading it to be considered a dominant form of limited animation. . While there is no exact start date for the anime, there is no doubt that it started with the filming of author Osamu's famous comic manga Astroboy. Tezuka in 1963. The Japanese style of animation has distinctive aesthetic and narrative characteristics that critics say are often associated with motionless animation based on repetitive formulas. It is drawn in a stylized and mediocre way, and this stereotype could mistakenly imply that anime is synonymous with inferior animation. With this misconception, one essential feature of anime must be identified: constrained animation, a means of animation that minimizes movements by reducing the number of intermediate frames used to eight frames per second, or three-frame animation. This would mean approximately 24 frames per second, or 12 frames per second, in contrast to the traditional production process of a full animation with the same image every third frame and continuous looping repetition known as fluid motion (Meo, 2016).

BLOCK 2

Type of Assessment: Oral presentation - Collage

Assessment criteria: Rubric

Procedure: (3 minutes per student)

Students are asked to choose one video from the Practice resources section, make a Collage about the content of the video and give an Oral Presentation. In this collage, ss need to watch the video and explain what they liked the most (technology and animation, making movies in Japan, being a Manga creator), using the collage and, showing relevant content information and pictures. Student will also need to apply the language structures studied in the block (present, past and future).

Students will show their collage and express orally their knowledge and understanding of the topic.

	1	2	3	4
Completion of task	Information provided was inadequate	Information provided was limited	Adequate information provided	Extensive information provided
Grammatical accuracy	Multiple mistakes that take away meaning	Frequent mistakes that make it somewhat difficult to understand	Some mistakes that do not interfere with meaning	Very accurate, few mistakes
Pronunciation	Largely incomprehensible	Somewhat difficult to understand	Easy to understand	Sounds almost like a native speaker
Fluency	Does not flow	Frequent pauses	Occasional pauses	Natural pattern of speech
Effort	Lack of effort and attention to detail	Lack of effort or attention to detail	Good effort and attention to detail	Outstanding effort and attention to detail

18-20= A 16-17= B 14-15= C

Block 3: Architecture

The following table describes the third block of the proposal to be developed, which involves technology and animation.

Board 3Block 3

DIDACTIC UNIT	
Block 2: Architecture	Number of sessions: 3
Key learning points No prior knowledge of the subject is required. Language proficiency: A2 or B1 level of English (present, past, and future with the respective ramifications; simple, continuous and perfect).	
Goals • Identify and detail Japanese architecture. • To detail 5 different structures in Japan	Assessment Rubric of topics related to topics related to architecture.
Keywords • nihon kenchiku • Castle • churches • Shintoism	key expressions • kinkaku-ji https://www.youtube.com/watch?v=UIt7agTQH_8 • today-hee https://www.youtube.com/watch?v=XDvMyyaPOPg
Opening Projection of videos related to the theme (architecture). https://www.youtube.com/watch?v=fr1njcRo1m8 https://www.youtube.com/watch?v=ba2drsok3EM	

DIDACTIC UNIT

<https://www.youtube.com/watch?v=BJeg2Kta2wY>

Introduction to content

- Architecture
- Classification
- History
- Kinkaku-ji,
- today-hee
- Similar aspects between Japanese and Chinese architecture

Practical implementation

k



/

today- hehe

DIDACTIC UNIT



https://www.researchgate.net/publication/264147829_A_Study_of_The_Suncheon-Japanese_Castle

Closing

Once the video is presented, a survey is carried out in order to answer some questions

Practice resources

<https://www.youtube.com/watch?v=MF6U3inmD8w>

<https://www.youtube.com/watch?v=tneLw8VbKYQ>

<https://www.youtube.com/watch?v=ULeMoj3g66c>

- flash cards
- paper sheet
- laptop
- Internet

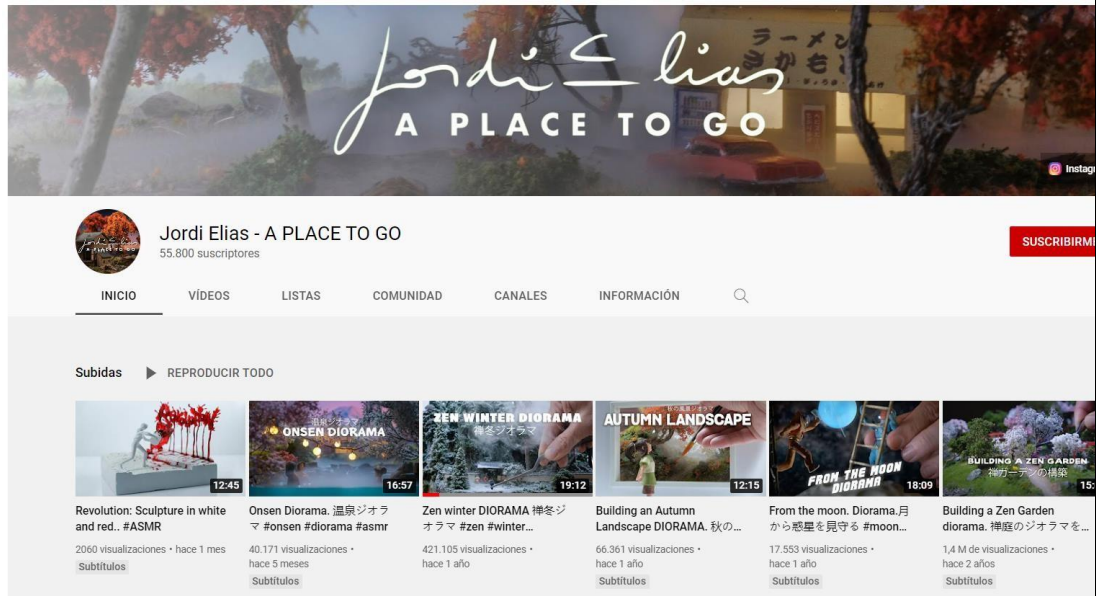
Note: It is necessary to highlight that it is very important to complete a questionnaire to identify the level of listening comprehension. Therefore, it is necessary to do an act. In it,

DIDACTIC UNIT

the student should write down some ideas to describe the architecture he knows or likes the most.

Materials

diorama



Source: Author

Literature

Since the 1950s, the Japanese architectural scene has been shaped by a dialogue between modernity and tradition, between Western references and immersion in native Japanese culture. With more than seventy years of proposals based on a tradition of aesthetics and continuous renewal of important models, Japanese architecture has achieved remarkable distinction and visibility throughout the world. The development of Japanese cities has always been shaped by the frequent devastation of earthquakes and the experience of widespread economic ups and downs. The constant oscillation between destruction and creation is the basis of an ever-changing matrix within the philosophy of Japanese architects and their renewed

desire to redefine Japanese architecture. In this way, the urban fabric of Japan has become a de facto field of experimentation, divided into various spaces rich in ruptures and continuity in elements typical of Japanese architectural culture. (Montero, 2020).

BLOCK 3

Type of Assessment: Oral presentation – Post-card

Assessment criteria: Rubric

Procedure: (3 minutes per student)

Students are asked to choose one topic from the first video (Japan's architecture and design: buildings, stadium, state-of-the-art luxury train) from the Practice resources section. Students will write a post-card and share it with the class. To do this post-card, ss need to watch the video and explain what they liked the most, using the vocabulary studied in class and writing content and showing pictures connected to the topic. Student will also need to apply the language structures studied in the block (present, past and future).

Content	Criteria	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)
	Complete understanding and thorough knowledge of the subject	Student shows complete knowledge of the subject.	Student shows basic knowledge of the subject.	Student shows no knowledge of the subject.
	Vocabulary	Student uses a wide variety of vocabulary	Student uses a basic amount of vocabulary	Incorrect vocabulary prevents the understanding of the content
Language	Correctness of language	Student manages an excellent grammatical control. There might be a few mistakes	Student makes a good grammatical control. The understanding of the message is clear	Student systematically makes mistakes disturbing the understanding of the message

CONCLUSION

CLIL is more than a collection of sections, its methodical approach is more than a way of learning or teaching foreign languages and materials. CLIL can be thought of as a form of learning integrated into the curriculum that addresses critical thinking, language/communication, practical skills, context, and normative needs relevant to education in the classroom. a knowledge-based society.

CLIL not only offers the opportunity to teach and learn language and content, but it also helps develop the thinking skills needed to thrive in learning and knowledge. Developing skills by understanding concepts in a foreign language, if used correctly, helps to study well and leave a lasting impression. Critically analyzing ideas and linking those ideas and concepts with prior knowledge leads to a deeper and more realistic understanding of things. This knowledge is for the future and will help students solve problems in unfamiliar contexts.

The CLIL method basically shows that learning English is more of a necessity than a luxury in our modern society. If we look at how different methods of teaching English as a Second Language have evolved and evolved, we can see that CLIL is constantly changing the learning environment as it offers new approaches that are much more flexible and open. The purpose of language learning is a very different objective than the previous one. In the past, language learning was reserved for the elite and served to acquire culture and knowledge. Nowadays, language learning has a much broader purpose and is not reserved for any specific social group, but for anyone who wants to get a good job through a good education, in short, information and knowledge as integral part of society.

It is important to bear in mind that currently there is still a great shortage of training and especially of trainers who can train CLIL teachers. Nor should we forget that the evaluation

and adaptation of the contents of the subjects to the minimum level of language required by the students in certain stages is essential for the correct development of the subjects, but this can mean a great loss of conceptual knowledge, which in less be compensated in some way in the educational stage. Developing and adapting the contents and, above all, raising awareness among parents and other educational actors are fundamental aspects that will guide the correct development of the methodological implementation towards its success or failure.

For this reason, the idea of making a proposal is an extremely important topic. Therefore, a model of CLIL and EMI-oriented activities has been developed that allows students to play an active role in the language learning process. The activities developed have their roots in Japanese culture, which has long been very attractive and creates a positive learning environment by promoting cultural development. It should also be noted that the development of this work is a purely theoretical approach and some doubts have been cleared up based on an extensive bibliographical review.

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