

Developing EFL high school students' oral performance through entrepreneurship projects using
partial instruction CLIL at a private school

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Bogotá D.C.

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partial instruction CLIL at a private school

By

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A thesis presented to the Faculty of Humanities, Department of Languages at the Universidad
Pedagógica Nacional as a requirement to obtain the degree of Master in the Teaching of Foreign
Languages

Under the supervision of thesis director Angela Camargo Ph D.

Bogotá D.C.

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Acknowledgements

First, I thank my mother who has been one of the most important people in my life. She has encouraged me with support and unconditional love. Additionally, I thank my niece Sara who has been an inspiration, I always want to be an example for her future life. Also, I would like to thank my students who have taught me more than I have, especially Ivan Moreno who supported me anytime I needed.

Finally, I express my gratitude and respect to Professor Angela Camargo for her support, guidance, and patience along with the development of this study. I had the chance to have her as a mentor. Without her wisdom this research could not be possible.

Abstract

The current Grounded Theory study conducted with an EFL ninth grade students at a private school located in Bogota, Colombia, aimed to observe and describe different strategies to help students develop their speaking skill through the implementation of Entrepreneurship projects in a partial instruction CLIL classroom using PBL. This study revealed that this skill could be boosted taking into account the use of the language as a means of communication, incrementing the learning of specific vocabulary and expressions related to Entrepreneurship, and considering the integration of English with a subject that allowed students to create a small-to-medium enterprise.

Therefore, the pedagogical intervention was developed during three moments along with the year that involved English and Entrepreneurship. Each one of the moments established the main features of the content-driven approach considering the development of the projects and the incorporation of new lexical patterns. Each one of the moments, data were gathered through interviews, field notes, and speech samples.

The findings provided information about some factors which were relevant when developing the speaking skill in students such as the language learning development, the oral performance, and the content of learning development. Besides, teaching the foreign language through content could be a helpful alternative to increase English proficiency using the CLIL approach as the class environment to do it.

Keywords: *Speaking skill, CLIL, Partial CLIL, Project-Based learning, Entrepreneurship Projects.*

Resumen

El presente proyecto de Teoría Fundamentada realizado con estudiantes de inglés como lengua extranjera de noveno grado en una institución privada localizada en Bogotá, Colombia, apuntó a observar y describir diferentes estrategias para ayudar a los estudiantes a desarrollar la habilidad del habla a través de la implementación de proyectos de emprendimiento en una clase parcial de AICLE usando el AbP. Este estudio reveló que esta habilidad pudo ser incrementada considerando a la lengua meta como medio de comunicación, incrementando el aprendizaje de vocabulario y expresiones específicas relacionadas con el emprendimiento, y considerando la integración del inglés con una asignatura que permitiera a los estudiantes a crear su pequeña y mediana empresa.

A partir de esto, la intervención pedagógica fue desarrollada durante tres momentos a lo largo del año que involucraron al inglés y al emprendimiento. Cada uno de estos estableció las principales características del enfoque basado en el contenido teniendo en cuenta el desarrollo de proyectos y la incorporación de nuevos patrones lexicales. Durante cada uno de estos momentos, la información fue recolectada a través de entrevistas, diarios de campo y muestras de habla.

Los hallazgos proporcionaron información sobre algunos factores que fueron relevantes al desarrollar la habilidad del habla en los estudiantes, como el desarrollo del aprendizaje de la lengua, el desempeño oral y el desarrollo del contenido del aprendizaje. Además, la enseñanza de la lengua extranjera a través de contenidos podría ser una alternativa útil para aumentar el dominio del inglés utilizando el enfoque AICLE como entorno de clase para hacerlo.

Palabras clave: Habilidad del habla, AICLE, AICLE parcial, Aprendizaje basado en proyectos, Proyectos de emprendimiento

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Introduction

The development of speaking skill has been one of the most difficult aspects that students face when learning English and trying to communicate within the classroom because of the affective factors which are involved there (Krashen, 1982). Self-confidence and anxiety are two categories that represent barriers when students want to perform orally in a determine context. In order to develop the speaking skill, the current study sought to integrate it in a partial instruction Content and Language Integrated Learning (CLIL) based on the development of Entrepreneurship projects that were proposed using Project-based learning (PBL).

The first chapter includes the statement of the problem which enlightens why this study is conducted with the students of the institution and the research question and objectives of this research. The second chapter presents the theoretical framework which contains the main constructs that supported this study and previous research relevant to the goals of this study. In the third chapter, the methodological framework is carried out, describing the type of study, methodology, context, participants, researcher's role, data collection instruments, data collection procedures, and ethical issues. The fourth chapter contains the instructional design which involves the description of the pedagogical intervention. Chapter five contains data analysis, findings, and a discussion with the theory. Lastly, chapter six includes the conclusions, the implications, the limitations, and some bases for further studies.

Chapter 1

STATEMENT OF THE PROBLEM

Contextualization

English Language Teaching has become a concern that is relevant, not only for the institutions but for the students, as well. Many of these institutions believe that learning this language ensures a productive professional life in their futures. However, the development of English language learning goes through how students can prove they use the language. Learners think that English is only learned in chunks, that is to say, language is divided into the four main language skills (reading, listening, writing, and speaking) and not as a whole. Brown (2001) highlighted the integration of the four skills as a necessary object to achieve an effective and interactive communication framework.

During the process of the statement of the problem (developed in the forward), some of the participants in this study express that they read, write, or listen to English easily, but they do not speak it because that is the most difficult task to do.

Considering the abovementioned, this study intends to highlight the importance of developing speaking skill among students. The school where this study was carried out is a private institution located in Bogota, in Engativa, and its name is Instituto Tomas de Iriarte. The development of this skill had been presenting an issue because, in previous years, the institution had centered its classroom practices on the development of grammar and the construction of structures in the different activities contained in the lesson plan. During an interview performed previously this research began, the students involved pointed out that their previous teachers were reluctant to use English when speaking and they focused their practices on developing the

other language skills. That fact led the students to avoid speaking English and communicate in their L1 during the lessons.

In this context of general low motivation for communicating using the L2, my initial purpose, as an English teacher, was to promote interaction scenarios to make easier the use of the language in a spontaneous and relaxed way. Then, I worked on information and communications technology projects, which included gamification and sports, obtaining relative success in the increment of use of the speaking skill. With the purpose of searching for scenarios and situations of interaction to work in the development of oral performance in English, I approached the possibility to work with the foreign language in the context of other subjects from the school curriculum.

Thus, I decided to integrate English as a Foreign Language (EFL) with a very popular school subject. Indeed, a very powerful means to attain success through integrating EFL and school subjects was through the Entrepreneurship class, a school subject that had been recently introduced in several school syllabuses based on the 'Ley 1014 de 2006' (Ministerio de Educación Nacional, 2006). The implementation of this school subject is described as 'promotion of the Entrepreneurship culture' and is legalized by the government within the 'Guía 39' (Ministerio de Educación Nacional, 2010). In the school where this study took place, Entrepreneurship had been having an important role and had become a central subject with a high impact within the community, due to the importance of "creating a company".

According to Fueglistaller (cited by Lindner, 2018, p. 116), the term entrepreneurship is the process of developing an idea, identifying a business opportunity, and implementing it in real life. Entrepreneurship has been integrated into school curricula in order to emphasize its social

relevance in society considering the skills and abilities of the future entrepreneur. Nelson (1996, cited by Lindner, 2018, p. 118) defines three intentions of Entrepreneurship education (EE):

- EE for = learning to become an entrepreneur;
- EE through = learning to become entrepreneurial, and;
- EE about = learning to understand entrepreneurship.

These three intentions are relevant to EE because they contribute to enhancing the competencies that are required for future adults to empower themselves as productive citizens.

In this scenario, entrepreneurship had been taking a high relevance among students in the school and, considering this, it would have been a significant contributing factor for EFL lessons to become a meaningful and suitable school subject. Integrating Entrepreneurship Education Projects (EEP) and EFL classes would allow students to create a meaningful environment for the development of English oral communication skills. Additionally, EE allows students to develop new processes where they implement new products and present them to the new public using the lingua franca as a means of communication (Chabot, 2016, p. 92). Thomason (2001, p. 269, as cited by Hynninen, 2016, p. 11) defines the lingua franca as a 'language of wider communication - that is, a language that is used for communication between groups who do not speak each other's languages, as well as between native speakers (if any) of the lingua franca and other groups... As lingua franca is by definition learned as a second language by at least some of its speakers'. The integration of EFL and EE goals and activities, placing special emphasis on the speaking skill that every student must develop in the classroom seems to be a promising alliance.

Regarding speaking, this oral skill does not mean merely speaking about something/anything. It involves using the language in specific contexts and in daily life-like situations. Bearing this in mind, the Common European Framework of Reference (CEFR) (2001, p. 13) considers three elements: linguistics (which is referred to as vocabulary and grammar), sociolinguistics (which is about language in use in specific contexts), and pragmatics (which talks about the development of language understanding in communicative situations).

Considering the above mentioned, the integration of EFL and EEP would have a positive impact on students' lives if they are capable of developing their English-speaking skill while constructing their knowledge about how to forge a business venture. In order to accomplish that aim, the integration of content and language was mediated in this study through a pedagogical intervention using the CLIL approach and developing an Entrepreneurship project within the Project-Based learning approach.

This research project examined how a group of students of a private high school in Bogotá developed their speaking skill in an EFL classroom using a partial CLIL-Based classroom through Entrepreneurship projects.

The participants were a group of 25 9th graders who were between 14 and to 17-year-old; most of them lived in the school neighborhood and belonged to the second and third socioeconomic stratum (working class). The school curriculum covers the regular subjects that are studied in most schools in Colombia, additionally, they have a 3-hour-a-week course on Entrepreneurship, which was taught in Spanish. In this course, students design a business project with a view to eventually establishing their own SME (small-to-medium enterprise). The development of the project had to include several factors such as the legal requirements about how to constitute the SME, and the creation of a final product. This course took two years (9th

and 10th grades) and at the end of it, students presented a final product at a Trade Fair at the end of 10th grade.

Statement of the problem

At this point in their education process, the target group's speaking performance did not reach a level that would suit their proficiency needs. To better understand this, an oral performance activity, a diagnosis survey, and a focus group were carried out to identify the absence of use of the speaking skill within the group. Students in 9th grade at this school showed a total absence of English Language use in their interactions inside and outside the classroom. Their academic process related to the learning of the language was expected to have a better proficiency level in terms of the oral production.

An oral activity implemented in English class exposed the limited language of the participants (Appendix 1.1). In the activity, each student had to give a one-minute presentation of one of the topics given. Some of the students showed a shortage of vocabulary to express their ideas. Furthermore, when they were left literally without words, they resorted to speaking in Spanish as a means to complete the task. Another problem detected was the misuse of grammar. When they spoke, it was evident the lack of awareness of the structure of the sentences used and the confusion of verbal tenses.

Teacher: Please, can you tell me something about your hobbies?

Student: Teacher, I like eat eh!. Profe, ¿Cómo se dice empanada de carne en inglés?

Bueno, I like meat empanada. I like play soccer in the park with my friends. My sport favorite is football and video games play station. Si, me gusta jugar en el play station.

(Speaking activity, p. 1)

Another problem detected was related to the anxiety shown by the students when speaking. Within the classes and in the oral activity, students were apprehensive to speak as they did not want to be the focus of mockeries. This attitude showed insecurity when they had to communicate their ideas, and opinions or read aloud. Some of them just froze because they felt their English was too poor and preferred to remain silent. In a question asked by the teacher (How do you consider you can improve speaking skill in class?) after presenting the oral activity, one student answered

“Entre más disciplina tengamos con el idioma se nos va a facilitar más, hablarlo mejor y ponerlo en práctica. Aunque a veces es muy difícil hablarlo porque me da pena y no sé muchas palabras en inglés entonces me toca quedarme callada o decirlo en español. Pero como te digo, todo se basa en la disciplina que tengamos.” (Interview, p. 2)

In the diagnostic survey, a question related to the use of English in their daily lives, 81% of students admitted to being afraid of speaking in front of others. Additionally, students were highly dependent on their grades. This was evident in the oral activity because, at the end of every performance, they asked immediately for their grades and how they would affect the final term grade. This fact made them nervous as it demanded them to use their best possible English.

Finally, the students were polled on the relevance of integrating their English language lessons with their entrepreneurship projects. A diagnostic survey and an interview (Appendix 1.2 & Appendix 1.3) showed the students answered positively to questions related to the importance of EFL in the school and its role in their professional lives.

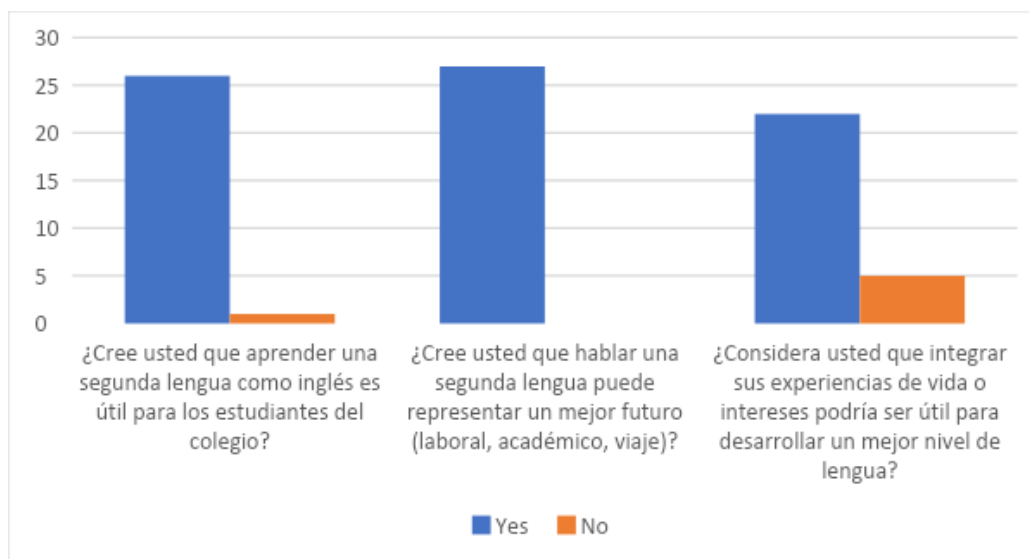


Figure 1. Question 1 of the diagnosis survey

Figure 1 shows three questions that support the idea presented above and the perceptions of the participants about the English language. The first question reflected that 96 percent of participants agreed with the concept that learning English in school is important. The second question shows that 100 percent of participants agreed to learn a Foreign Language could have a direct influence on their future. Lastly, the third question exhibited that 81 percent of them considered that integrating the English language with their life experiences and interests would be useful to acquire a better command of the language.

With respect to the interview, a question intended to discover students' perceptions of the Entrepreneurship course and possible integration of it with EFL, one of the students interviewed answered:

“El inglés permite abrir los mercados internacionales para no limitarse al nivel nacional. Hay que hacer uso y manejo amplio del inglés para poder negociar y mirar el marketing de los demás países.” (Interview, p. 1)

Another student added:

“Es importante porque para poder entrar en ese ambiente se tiene que saber sobre muchos aspectos de la vida empresarial. Y no solo el inglés, sino diferentes idiomas ya que no solo va a hacer negociaciones con gente que habla inglés sino con gente que habla otros idiomas.” (Interview, p. 1)

As it is shown through these data, there was a necessity to increase the speaking skill of students in EFL classes. Consequently, the Entrepreneurship course was an excellent opportunity to integrate both as it would positively influence and change students' lives: Honing their English Language speaking skill would be a means to help them construct their knowledge and develop their ideas based upon the creation of a business project and their own SME. Previous research on this cross-curricular use of EFL is unexpectedly scarce. Notwithstanding the latter fact, this project sought the development of speaking skill through Entrepreneurship proposals using a certain modality of CLIL defined as partial CLIL.

CLIL implied a change in the teaching methodology that the institution had used. According to the Proyecto Educativo Institucional (PEI) (2016), the school, behaviorism and the communicative approach were the basis for EFL teaching because they produced new knowledge considering the multiple contexts that were built within the classroom.

According to Marsh, (2012, p. 2) “Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels”. However, the type of CLIL used in this study is called as partial CLIL that is referred to the proportion in which this content-driven approach is used. In the

current research, CLIL is presented in specific moments of the lesson. In consequence, this approach would be suitable for integrating EFL and entrepreneurship.

Additionally, to complement the development of the students' SMEs, the pedagogical intervention was carried out considering the educational model PBL. This helped to organize the learning of both the entrepreneurship and English around the project.

Thus, to accomplish the current research project qualitative grounded theory was carried out. The target of qualitative research was to focus on the 'discovery, insight, and understanding of the subjects studied to 'making difference' in their lives' (Merriam and Tisdell, 2016, p. 1). As mentioned above, grounded theory uses the systematic use of data collection and analysis procedures to develop inductively a new theory from the data gathered (Corbin and Strauss, 2008).

Statement of the purpose of the study

The purpose of this study is to observe and describe the consequence in students' speaking skill of implementing a partial CLIL instruction class for the design of an Entrepreneurship project using PBL.

Research question

- How does a group of EFL high school students develop their English-speaking skill through Entrepreneurship Projects in a partial instruction CLIL approach at a private institution?

Research objective

- To identify how high school students develop their EFL speaking skill in the context of Entrepreneurship Projects in a partial instruction CLIL approach.

Subsidiary objectives

- To create strategies based on a partial instruction CLIL classroom to enhance students' EFL speaking skill in the context of Entrepreneurship Projects.
- To develop an Entrepreneurship project using the PBL approach incorporated into the partial instruction CLIL classroom.

Chapter 2

Theoretical framework

This research project, as it is described in chapter one, lies heavily on three theoretical constructs: CLIL, speaking skill, and PBL. This chapter develops these concepts which are crucial to answer the research question and fulfill the main objective. First, this chapter explores the importance of CLIL as a means to develop a foreign language considering the Entrepreneurship projects. Second, the speaking skill is developed considering it in terms of the function of the language in different contexts (transaction-interaction). Finally, the pedagogical approach is going to be explained through the PBL and how it will be integrated into the present study.

Content and language integrated learning

The CLIL approach present a series of advantages that allows the integration of the development of speaking skill, PBL, and entrepreneurship projects.

It seems at first sight that CLIL refers directly to an EFL approach. However, it goes beyond because it is not only about learning a language, it is an educational approach that allows learning content. As Coyle et al. stated (2010, p. 16) "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". The articulation of this approach reveals it is not only based on teaching the language more than the content or vice versa, it is interwoven between them. Dalton-Puffer (2007, p. 1) stated that CLIL refers to "educational settings where the language other than the student's mother tongue is used as the medium of instruction".

CLIL is a content-driven approach that is characterized by its flexibility in the development of subjects within a curriculum, and its applicability because, in practice, CLIL is rigorous and transparent. The main objective of CLIL according to Marsh (2012, p. 2) is to “promote both content and language mastery to pre-defined levels”.

There have been a lot of myths about what CLIL is and how it is developed. It is important to remark that a CLIL classroom does not mean a translation of specific content into a foreign language or simply the instruction language shift. According to Yuen (2020), CLIL provides more opportunities for the students to be more exposed to an L2 than in a regular L2 lesson, and in consequence, the learning process allows them to have more input, interaction, and output.

Considering the need of increasing the teaching/learning of a foreign language (English language in our own context), this approach appears as the fare which illuminates the road to it. The school time assigned to developing English language proficiency in several institutions is not enough and their curricula allow the integration of the language with the content. Coyle et al. (2010) remark that the number of hours distributed for language teaching within the curriculum are often insufficient to produce adequate results was one issue under frequent consultation.

Despite the CLIL approach seeming to be a recent term, this appeared in the European medieval times of education (Dalton-Puffer, 2007). The necessity of hatching bridges of communication to reach different countries and cultures increased the learning of a second language. In those times, it was Latin because it was the lingua franca. Nowadays, due to different socio-political reasons (globalization, and the economic and social convergence among the people of the continent, for instance), English is the vehicular language taught around the world using CLIL (Dalton-Puffer, 2007; Yuen, 2020).

Many countries and regions around the world have included CLIL in their educational contexts considering two main reasons: reactive (responding to situations) and proactive (creating situations) (Coyle et al., 2010). The first one, reactive, is when the language of instruction is foreign to the local population. The importance of using it is crucial to life in society for their inhabitants and it gives an advantage in productive and educational development. The second one, proactive, refers to the concern of the government about the educational level of foreign language education and how it is used in different fields such as economy, culture, and science, among others. In the case of English, it represents the *lingua franca* for business and emerging countries are reinforcing their learning/teaching to improve their citizens' lives. As it is seen, the importance of learning a foreign language in terms of professional growth has become a flag of globalization.

In CLIL, there is no space for prioritizing language over the content or vice versa because it is an amalgam of both, they are viewed at the same level, with the same importance during the learning-teaching process (Marsh, 2013; Mariño, 2014). The fusion of elements presented in the school as the subjects in the curriculum allows teaching in an effective way. The CLIL approach implies the convergence of language and content, the integration of them, and the participative learning of the students

The content of learning in CLIL

As it was abovementioned, CLIL is centered on the development of content and language in an integrative way. Dalton-Puffer (2007) stated that the presence of the term “integrated” moderates the likely tensions presented between the content and the language. The author establishes that the most important element in this approach is the goal pursued. The selection of the appropriate content for learning varies in terms of teachers' availability (content and language

teachers), age and language proficiency, social demands of students, educational policies, and the flexibility of the context of the learning institution (Coyle et al., 2010; Mariño, 2014).

Considering this issue, Coyle et al. (2010, p. 52) established the development of the content in CLIL in four areas: thematic, cross-curricular, interdisciplinary work, and focus on citizenship.

In the case of this study, the cross-curricular content of learning is developed because of the incorporation of Entrepreneurship projects and the development of basic concepts of SME creation, consolidation of a market study, and the presentation of a final product represents the integrity of the content taught necessary to reach the development in this area of CLIL.

Additionally, Vollmer (2008, as cited in Marsh, 2013) states that the development of content in CLIL can be multidisciplinary, interdisciplinary, synergetic, or thematic and be part of Project-Based learning environments.

Considering Entrepreneurship projects as the core cross-curricular area of CLIL to be utilized, the implementation of it could give the opportunity to go beyond a traditional English lesson because CLIL goes beyond the curriculum. It allows us to initiate and enrich learning because Entrepreneurship is (European Commission, 2017, p. 6) “the capacity to act upon opportunities and ideas, and transform them into financial, cultural, or social value for others”. Using English as the vehicular language, students will have the opportunity to expand their knowledge about company creation and production of a product.

In addition to the aforementioned, the implementation of CLIL in the content of learning demands the learner to reach a level of analysis in terms of what the learner is going to learn and feel stimulated by the learning process he/she is going to live in. It is important for students to be

cognitively engaged in the integration of new information into their own knowledge (Coyle et al. 2010; Dalton-Puffer, 2007). The expansion of creative thinking, problem-solving, and cognitive challenges will test teachers to consider how to engage students.

In terms of the curriculum, CLIL has to consider the thinking processes to construct the knowledge the students must learn. Based on Bloom's taxonomy, these processes encounter two dimensions to produce effective learning: lower-order (remembering, understanding and applying), and higher-order (analyzing, evaluating, and creating) (Coyle et al., 2010).

Consequently, these dimensions contribute to the development of a scheme that complements the different kinds of awareness: conceptual, procedural, factual, and metacognitive. These are presented in the development of Entrepreneurship projects because the concepts of creating a company with its philosophy, mission, vision, objectives, and product creation witness it; the procedure of creating a company taking into account the Colombian laws to do it; the context in which the product of the company created is going to be published and distributed by them; the metacognitive aspect in which they use their knowledge about how business is going to be applied in their contexts.

Language learning in CLIL

Language learning in CLIL is a crucial aspect of this approach because it is seen to be used in authentic contexts, and it focuses language on meaning as well as on form. Coyle et al. (2010) present seven fundamentals of language learning in CLIL:

- language as a tool for communication,
- diversity is part of language development,
- learner competence is relative in terms of genre, style, and correctness,

- varieties of language are recognized,
- culture is instrumental,
- not a single methodology for language learning and teaching is used, and
- language use and language learning are important.

In the CLIL classroom, communication is important. It proposes to use formal language learning settings incorporating it in authentic interactive settings to develop the communicative skills of the vehicular language to have complete and effective learning of content. However, teaching a subject in another language does not mean integrating language and content.

Language in CLIL is seen as a means of learning not the object of learning.

In addition to this, it is important to highlight that CLIL does not only have goals related to raising language use but provides advantages in terms of increasing the language awareness, which is the “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use” (Association of Language Awareness, 2012, as cited in de Zarobe, 2017, p. 151). This assumption help understands how people learn and use the language and the position that language plays within this content-driven approach.

At this point, the integration of the language and the content is evident, CLIL allows it and the benefits for the learners are superlative. However, there is an issue that goes beyond when using this approach. This refers to the use of a vehicular language without having enough level to do it. It is not a secret that in a classroom not all the students have the same proficiency in the language. This important issue cannot just be ignored because language plays a fundamental role in the learning process. CLIL settings do not have the same progression in terms of grammar that a language-learning class has. In fact, CLIL helps learners to overcome the issue of proficiency when the participants have to face an upper vehicular language level. In

order to reach this, CLIL proposes 'The language Triptych' (Coyle et al., 2010) which consists of the supporting and enhancement of learners in language from three interconnected perspectives:

- *Language of learning* refers to the analysis of the language needed by the learners to access concepts and abilities about the content.
- *Language for learning* concentrates its action on the type of language needed to operate in a foreign language classroom setting. It is important that both the teacher and the learner have enough proficiency to use it when the content is taught, otherwise, the learning will not be successful.
- *Language through learning* refers to the fact that learning needs to actively involve language and thinking to be effective. The acquisition of new content anticipates the progress of students' language learning.

The development of language in the CLIL approach occurs on two levels: individual environment and social environment. These levels present alternatives of teaching and learning which are presented in different subjects at school. The CLIL approach seeks to develop the general learning theories of any content and the second language (or foreign language) acquisition (Coyle et al. 2010).

The 4Cs framework

In the development of CLIL, there are different components that are considered to be essential. The content-driven approach presents the 4Cs framework (Coyle et al., 2010) which encounters four main concepts which are constantly interwoven. The appropriate unification of these ensures success in the CLIL classroom. They are content (subject matter), culture (development of intercultural understanding and global citizenship), communication (language

learning), and cognition (learning and thinking processes). These are not used in a predetermined order; they can be used interchangeably (figure 2).

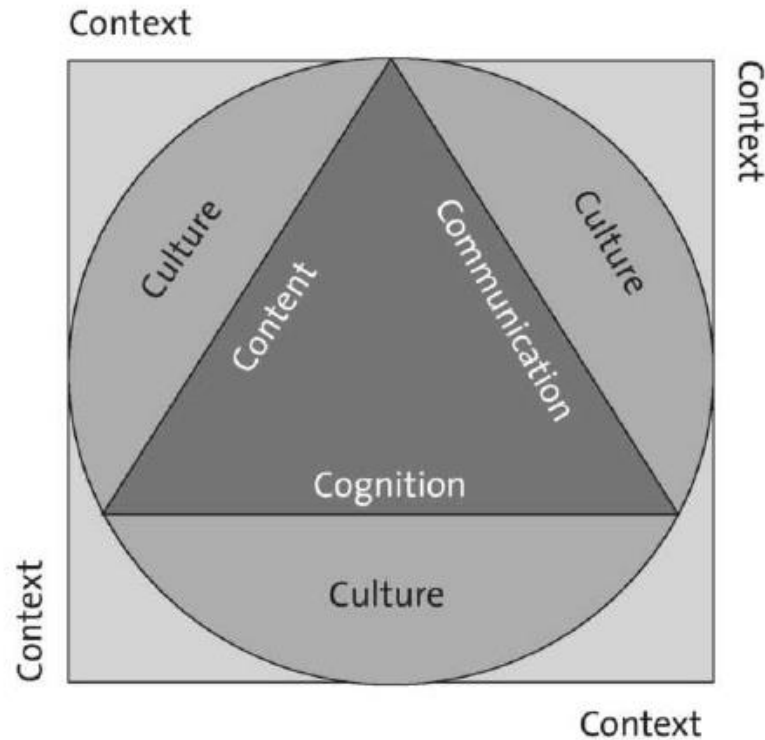


Figure 2. 4Cs framework (Coyle et al., 2010, p. 71)

Content: it represents the core in CLIL that teachers wish learners to access in terms of acquiring knowledge, skills, and understanding. Content in this approach is not necessary to be the traditional one found in several curricula, but it can be situated in cross-curriculum and alternative studies.

Culture: due to our pluricultural and plurilingual world, which is defined as ‘the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person is viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures’ (Coste, D. et al, 2009, p. V), culture plays an

important role in CLIL because it represents the perspective on certain aspects of content that could be addressed. Integrating a foreign language in the class is supposed to knowing about the culture in which this is understood by the other. The use of authentic materials in CLIL demands students to understand similarities and differences between their culture and others and how these affect the apprehension of content.

Communication: it goes beyond the fact of learning the grammar system, vocabulary, or structures, it involves learning to use language and using language to learn. CLIL allows learning the language by using it involving students in different situations where English (in the case of this study) is used to communicate knowledge and interact using it as a means of communication.

Cognition: CLIL permits students to be involved in different activities which challenge them to acquire new knowledge and develop their cognitive process in terms of content and language. To reach this, learners must develop higher thinking and understanding that allow them to be skilled in problem-solving according to situations presented within the classroom.

In CLIL, the 4Cs represent an important role when planning lessons. Understanding each one of these elements and their importance within the class will allow teachers to determine the type of tasks involved and the linguistic level of learners to be used.

Types of CLIL

Even though CLIL can present different variations depending on the context in which it is applied, there are different types of this that are integrated considering the needs of the students. According to Ikeda (2011), there are different types of CLIL that fit into a particular curriculum depending on the aim of the class (figure 3).

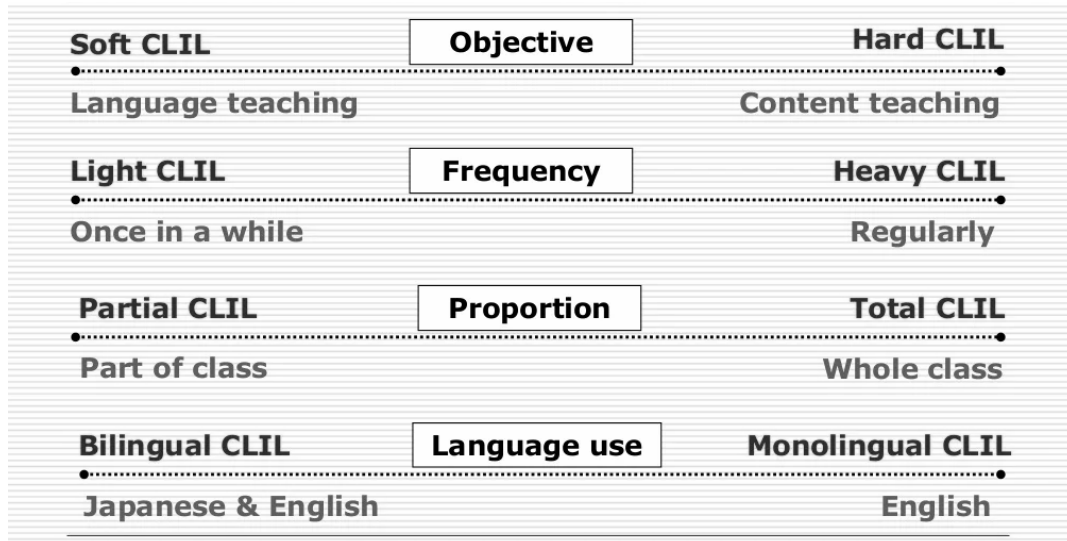


Figure 3. Types of CLIL (Ikeda, 2011)

Objective: this is based on the main goal of the class. Here, there are two types of CLIL: soft CLIL which is “teaching the topics from the curriculum as part of the language course” (University of Cambridge, 2009; Bernal & Parra, 2016). In soft CLIL, the principal actor is the language that takes topics and procedures from the target content subject to be taught. On the other hand, hard CLIL is referred to as “a type of partial immersion when almost half of the curriculum or more is taught in a non-native language” (University of Cambridge, 2009; Bernal & Parra, 2016). In hard CLIL, the learning of the subject is prioritized considering the relevance of linguistic aspects that learners are able to understand and produce, reaching a balance between the content and the language given in the lessons.

Frequency: CLIL is mediated by the regularity it could be implemented within the class. Light CLIL is used when the implementation is ‘once in a while’, which means that there is possible that CLIL could be used in certain stages of the term; Heavy CLIL is used when the implementation of content and language appears regularly within the lessons.

Proportion: this content-driven approach is also mediated by the proportion that content and language are integrated into the class. Partial CLIL means that CLIL is presented in specific moments of the lesson such as the explanation of a topic, or the development of a specific task; Total CLIL represents that the content-driven approach appears during the whole lesson.

Language use: the CLIL approach is mediated by language use within the class. Bilingual CLIL is concerned with the number of languages involved in the lesson. Usually, there are the L1 and the foreign language; Monolingual CLIL points out the exclusive use of the second or foreign language as the means of communication in the lesson.

Considering the different types of CLIL, Coyle et al. (2010) state that the implementation of a specific type of CLIL depends on two main characteristics: the operating factors and the scale of the CLIL program.

First, the operating factors include the following aspects: the teacher availability which means the ability of them to work together to plan and implement CLIL; the amount of time which refers to how the CLIL model fits within the curriculum and the period of time of execution; the ways in which content and language are integrated; the connection between the CLIL course with an extra-curricular dimension; the assessment process which has variation in the focus (content or language), or if it is summative or formative.

Second, the scale of the program is divided into three types of instruction:

- The extensive instruction in which the vehicular language is essential to introduce, summarize and revise the content. In this type of instruction, the L1 can be used to explain specific aspects of the content or to expand the vocabulary about it. The implementation of the extensive instruction is supposed high levels of both

content and linguistic proficiency and is presented in the 50% percent or more of the curriculum of the institution. This instruction encounters content, language, and cognition as the triple focus to be developed in class.

- The partial instruction through the vehicular language is implemented in limited periods which are 5% or less of the whole curriculum. The use of the vehicular language is shared with the use of the L1 by the teacher and the students in the development of the lessons (Translanguaging which is define by Conteh (2018, p. 445) as ‘the planned and systematic use of two languages for teaching and learning inside the same lesson’). This kind of instruction is passed on the Project-based learning (PBL) approach in which the content teacher and/or the language teacher have the responsibility to teach both the content and the language. Also, this instruction encounters the triple focus (content, language, and cognition) to plan the lessons in a dynamic form of bilingualism.
- Translanguaging instruction refers to the systematic shift from the vehicular language to the L1 in specific moments of the lesson. The L1 is important because it supports the teaching of the vehicular language when it is necessary.

The current study developed a partial instruction CLIL. The use of English was the means of communication within the Entrepreneurship class. The lessons developed along the study were supported by both the content teacher and the language teacher.

Roles in the CLIL approach

The role of the learners in the CLIL approach takes them to be active because this approach squeezes their knowledge and skills (in education), increases their process of inquiry in class (in research), and helps organize the complex cognitive process and problem-solving skill

(in innovation) (Coyle et al. 2010). Furthermore, the CLIL approach aims for students to prepare themselves for their professional/working life.

On the other hand, in this content-driven approach, the teacher in CLIL can be classified according to the context. There are teachers who are L2 teachers, there are others who are content specialists who teach through L2, and others who have received training in both the content and the language (Yuen, 2020). In general terms, the teacher in CLIL is the facilitator because he/she helps to empower learners to acquire knowledge. Additionally, teachers in the CLIL approach are required to achieve the appropriate level of authenticity within the classroom (Coyle et al. 2010).

Considering the different types of CLIL, teachers in this content-driven approach need to have seven domains (independently of the kind of CLIL they are teaching): general pedagogical knowledge; knowledge of learners; knowledge of the educational context; knowledge of the educational philosophy; curriculum knowledge; and pedagogical content knowledge (Shulman, 1987, as cited by Yuen, 2020). Additionally, it is important to understand that CLIL teachers have a dual responsibility in terms of content and language. This means that teachers when interacting with students should demonstrate knowledge about both the content and the language using specialized and/or academic language to develop complex ideas and abstract concepts of the specific subject (Yuen, 2020).

In the present study, the role of the learners was active due to their performance within the classroom, learning knowledge related to entrepreneurship and using English as the means of communication. The role of the entrepreneurship teacher was to be the facilitator of the content knowledge, and the role of the English language teacher was to be the L2 teacher. This last one previously prepared the lessons learning some basic notions of the specific content.

The implementation of CLIL

The CLIL approach has been adopted and adapted worldwide for many teachers, curricula, and institutions. The variation of implementing CLIL varies according to the preparation of teachers who mainly are experts in content that have been asked to learn English (Yuen, 2020). This indicates that there is not a 'universal model' to be implemented but also depends on different factors such as the teacher's proficiency level and the level of knowledge he/she has about the content, the schools' curricula, and the education policies, among others (Marsh, 2013; de Zarobe, 2017).

The adaptation of the CLIL approach model which better fits the curriculum depend on a series of five variables that have been highlighted by Coyle et al. (2010, p. 38). They are context (which is characterized because it prepares students for globalization, accesses international certification, and enhances school profiles), content (which is characterized by giving students multiple perspectives for studying, preparing students for future professional careers, developing skills for working life, and accessing subject-specific knowledge in another language), language (which is characterized by improving overall target-language competence, developing oral communication skills, deepening awareness of both L1 language and CLIL vehicular language, developing self-confidence, and introducing the learning and using of other languages), learning (which is characterized by increasing student's motivation, diversifying methods and approaches to the classroom practice, and developing individual strategies) and culture (which is characterized by building intercultural knowledge, developing intercultural communication skills, learning about specific countries and minority groups, and introducing wider cultural contexts).

Considering these aspects and the level of education, which is implemented in this research project, the CLIL approach in secondary school (Coyle et al., 2010) allows a wider sophistication model of CLIL to be implemented due to the characteristics of learners. The secondary school students are motivated to learn because of the use of new technologies for communicating using a foreign language, they have a more advanced cognition in the CLIL vehicular language, and the use of it could be motivated by their future education and their working life.

Speaking skill

The speaking skill represents a challenge for every learner because there is a belief that only they have a high English proficiency if they speak it natively. This idea has been introduced into people's minds and has been spread by schools, universities, language institutions, teachers, and even, government policies.

Additionally, it is believed that only when a person speaks English effectively, he/she "creates a number of benefits for both speakers and business organizations" (Boonkit, 2010). These benefits also cover job opportunities, achievements in academic life, and possibilities to travel to other countries. There are other reasons such as those mentioned by Broughton, Brumfit, Flavell, Hill, and Pincas (2003) who aim that learning the language has both an instrumental and integrative motivation. While the instrumental allows the learner to accomplish operational purposes (read books, communicate with others, among others), the integrative consents the learner to identify intimately with a speech community.

Furthermore, when a person is able to communicate orally, it ensures that he/she has the proficiency to interact socially. Thus, the importance of dominating and having a certain

acceptable level of speaking skill is seen as a necessary tool to be socially accepted and interact in different areas of knowledge that use the lingua franca as a means of communication.

However, the dominance of this skill is seen by most EFL learners as an obstacle because there are some relevant factors that affect its normal development. Considering Shumin's (2002) and Ellis's (1994) inquiries, there are factors such as age, aural medium, sociocultural factors, and affective factors which are involved in this issue.

Age: both authors consider that maturity is one of the most remarkable factors which is presented in the development of skills. Shumin (2004) pointed out the difficulties that adult learners face off to speak in the language because of the fossilization- their progress seems to stick. On the opposite, Ellis (1994) explained the importance of starting when the learner is a child. At this age, the pupil can have the opportunity to reach high levels.

Aural medium: the listening skill plays an important role in the development of the speaking skill (Shumin, 2004). This skill represents the input par excellence. When the learner is exposed to listening, the development of the speaking skill would increase. As much time the students are exposed to it, the most of language rules are going to be apprehended. The listening skill and the speaking skill are interwoven, they work together.

Sociocultural factors: speaking a language is to use the language in a social context (Shumin, 2004). The language is not developed separately from a context, it must be used through this. When a speaker wants to express or communicate ideas, beliefs, etc., it is important to understand certain social rules to do it. Taking turns to speak and participate, the words and expressions that are allowed according to the context and certain situations,

and even non-verbal communication are factors that are considered within the culture because it affects the way we speak.

Affective factors: when a learner faces an exercise in which he/she has to speak in front of the teacher or the rest of the class, he/she is likely to freeze or mute. According to Shuman (2004), the affective factors in the use of the speaking skill are “emotions, self-esteem, empathy, anxiety, attitude, and motivation”. In consequence, Ellis (1994) mentioned that “learners’ affective states vary dynamically and have a significant impact on their ability to learn”. As it is seen these factors affect directly the process of learning and increase the use of the speaking ability in the students. The teacher has to consider that putting apart these affective states could allow the growing up of them within the class and becoming a disadvantage to reach a desirable level of oral communication competence.

In addition to the factors above mentioned, Ellis (1994) recognized other factors which could affect the regular development of the speaking skill: language aptitude, students’ beliefs, learning style, motivation, and personality.

All of these factors were presented in the current study when the participants were interviewed. Perhaps more of the students were underage, there were some fossilization mistakes such as pronunciation of certain words, that were presented during the implementation of this research. Besides, in the aural medium factor, many of the participants were not exposed to listen to their previous teachers speaking English. About the sociocultural factors, the students presented problems to express their beliefs due to the lack of vocabulary related to specific topics that were learned in class. Finally, the affective factors were seen when they had to speak in

certain moments of the class. Many of the participants showed themselves anxious and non-motivated to use the language.

The development of speaking skill is not only affected by the learner. Brown (2001) identified some issues related to the teaching of this skill:

Conversational discourse: teaching a conversation is a challenge for every teacher in any lesson because it depends on the student, the teacher's methodology itself, and the context of the class.

Teaching pronunciation: despite most English Language courses being designed (and promising) to reach a native-speaking level, it seems to be impossible.

Phonological details tend to be important when teaching pronunciation, a couple of decades ago.

Accuracy and fluency: there is a remarkable issue between the differentiation of both. Accuracy prioritizes speaking clear, articulate, grammatically, and phonologically correct, while fluency is centered on developing a flowing and natural use of the language. Teachers need to develop techniques that are message-oriented (teaching language use) as opposed to language-oriented (teaching language usage).

Affective factors: using the language, in students, provokes anxiety because they think there are risks that could affect their public lives (people think they are wrong, stupid, incomprehensible, or make jokes about his/her performance).

Hearers tend to judge speakers because of their language ego.

The integration effect: when a learner produces orally, he/she does it because he/she wants to give a message and receive one from someone. This interaction

represents a process of negotiation of meaning in which the speaker and the hearer use conventions such as when to speak when to say something, and how to speak. If this is not clear, there could be an interlocutor effect in which one of the participants is not skilled and the interaction could not be effective.

Finally, one of the factors which have been presented in the learning and development of an appropriate speaking skill's awareness is the interference of the first language (L1) in the foreign language learning (FLL). First, it is important to define that FLL lies within behaviorism which leads to thinking that learning a language is a matter of habit formation (Johnson, 2008). When a new habit is learned, the previous one (or already learned) has a direct effect on the learning process. This is well-known in the field of psychology as the transfer. Considering that, there are two kinds of transfers: the positive transfer occurs when the previous habits share common aspects with the new habits. Their encounter helps the construction of new knowledge. However, there is a negative transfer, which is also known as interference, and it leads to finding certain habits which hinder the learning process (Johnson, 2008; Derakshahn and Karimi, 2015).

Talking about the speaking skill and the interference of L1, it is important to mention the Universal Grammar (UG) theory proposed by Chomsky which consists of a series of rules inherent to human beings to help them acquire their L1 (Cook and Newson, 2007; Galasso, 2002). Considering this, the process of acquisition of an FL might be easier for learners because they associate certain aspects of the L1. However, there are linguistic aspects that can interfere in the learning of an FL such as phonology, vocabulary, and grammar due to the habits pre-constructed during the L1 acquisition (Derakhsahn and Karimi, 2015).

In addition to that, Derakhsahn and Karimi (2015) identified three sorts of errors of interference presented in the second language/foreign language learning process. They are

developmental errors that are not linked with the learner's L1, ambiguous errors which involve interference and developmental errors of the L1, and unique errors that cannot be categorized as interference nor developmental.

Considering these, learners are inclined to commit ambiguous errors. It means there is a direct transfer of mother tongue forms, meanings, and even culture when learning an FL. Hence, referring to the native Spanish language learners of English, Galasso (2002) mentioned that there are certain filters and omissions which are presented in the mother tongue that learners assume to happen in the FL (for instance, omission of nouns, subjects, reflexive nouns, and among others). As a result, when the learner has to express something orally, interference is presented in his/her speech.

In this study, the interference of the L1 was observed in some parts of the oral tasks. Some of the participants felt they had a lack of vocabulary. As a consequence, the use of their mother tongue appeared. Additionally, the omission of some parts of the speech appeared in their interventions.

Talking about the different spoken language speech genres, most teachers have centered in master the conversation. All the efforts, techniques, methodologies, and activities are focused to make the students produce orally. However, Brown (2001) stated two big registers of spoken language (see figure 4). The first is called Monologues. Here, the length of time in which the metalanguage is used is long. The hearer needs to process a big quantity of speech without any interruption (they entail speeches, lectures, readings, and news broadcasts, among others). At the same time, monologues are divided into planned and unplanned monologues. Planned monologues are referred to as prewritten data that show little redundancy and are hard to fathom.

Furthermore, unplanned monologues are impromptu lectures and long 'stories' in conversations show more redundancy and are easy to understand.

The second type of spoken language is dialogue. This sort of language involves more than one participant and is subdivided into interpersonal, which promotes the social relationship, and transactional, which discloses propositional or accurate information. The conversations here are produced with more assumptions and implications hidden between the lines. When the participants are unfamiliar with the information, the vocabulary should be made more explicit to ensure effective comprehension.

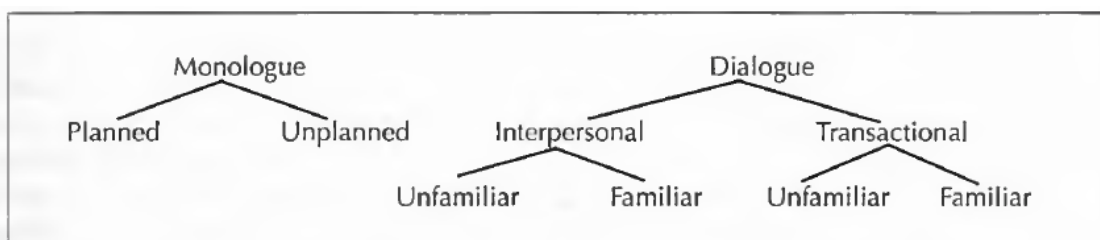


Figure 4. Types of spoken language (Brown, 2001, p. 251)

Additionally, the same author (Brown, 2001) highlighted eight characteristics that can make developing speaking skill difficult. They are:

1. Clustering: learners tend to cluster information into small groups of words. The organization of the learner's harvest is developed cognitively and physically.
2. Redundancy: the importance of this item lies in rephrasing, repeating, elaborating, and making little insertions of fillers. Additionally, the redundancy of meaningful or daily life vocabulary can be capitalized on by the learners to enrich their speech.

3. Reduced forms: many learners develop a spoken-book language because they have been exposed to the full form of the English language. The reduction can be morphological, phonological, syntactic, or pragmatic. The use of contractions, and elisions, among others, presents a difficulty when they do not distinguish them.
4. Performance variables: while you speak, it is common to make pauses, hesitate, backtrack, or correct. This probably is more common among English Foreign learners than native people. If they are not getting used to it, this issue could arise when they are performing the language.
5. Colloquial language: students have been exposed to textbooks that contain the standard English Language. It is shocking for them when they find idioms, slang, reduced forms, and cultural language forms. Colloquial language is a challenge for learners because they appear in monologues and dialogues.
6. Rate of delivery: the fluency of a speaker when he/she is producing is important to deliver a meaningful message. It is important to help learners to achieve an acceptable level of speed when using the language.
7. Stress, rhythm, and intonation: this section is related to pronunciation. As English is a stress-timed rhythm language, the appropriate use of intonation patterns facilitates the delivery of messages.
8. Interaction: the important role of negotiation of meaning through conversation, it gathers certain rules such as negotiation, clarification, attending signals, turn-taking, topic nomination, maintenance, and termination. At this point, it is important to highlight that this item is closely related to listening skill. As the author mention (Brown, 2001, p. 254) “good listeners are good responders”.

It is important to understand that the difficulties above mentioned are also opportunities to improve the performance of the learners in speaking skill. When the practice the teacher is driven to master them, the learner would reach an appropriate level of speaking. It is to transform their weaknesses into their strengths.

Despite the obstacles presented to mastering (in a certain way) the speaking skill, Brown (2001) gather sixteen meaningful micro-skills which are centered on both the forms and the functions of the language. These are important to acquire different strategies to develop effective speaking skill. These are:

1. Produce chunks of the language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you. (Brown, 2001, p. 272)

When a learner has developed micro-skills in the classroom, he/she is able to produce orally in any kind of speaking performance. Brown (2001) differentiated six types of speaking performance:

Imitative: the imitation in the classroom is not obviously targeted at interaction, this sort of speaking focuses on particular elements of the language. Drilling appears to be the methodology that imitation is based on. Changing parts of sentences is limited to repeating but they can help to familiarize psychomotor patterns and to relate selected grammatical forms in specific contexts.

Intensive: this sort of speaking performance points out to practice specific aspects of the language in a designed-controlled environment, for instance, the classroom.

Responsive: this speaking performance is typical of what occurs in a classroom where the teacher asks and the students answer (or student-student). The replies are sufficient and do not go beyond becoming extended dialogues.

Transactional (dialogue): it carries out a particular purpose to express or exchange specific information. Transactional is linked with responsiveness, but the difference is that it is deeper in terms of the elaboration of the language.

Interpersonal (dialogue): as the opposite of transactional, this sort of speaking performance is moved to keep the social relationships. Conversations here involve factors such as colloquial language, slang, ellipsis, and sarcasm, among others. It is important for the learners to understand these characteristics to have an effective dialogue.

Extensive (monologue): this sort of speaking performance demands an advanced level of proficiency because the speech is more elaborated and formal. Oral reports, summaries, presentations, and speeches, among others, are some examples of this performance. During the current study presentations and speeches are developed by the students within the lessons.

This study was centered in doing an analysis in the intensive and extensive participants' performances and their performances during the pedagogical intervention.

It is important to consider theories related to the acquisition of ESL/EFL that influence directly the student's speaking skill such as the Input theory developed by Krashen. In this theory, the author (1982) exposed that language is only acquired when the subject understands

the message (on the meaning more than the form) and when they receive a comprehensible input. Basically, a learner needs to be exposed to a lot of external information (multimedia, books, teachers, etc.) to develop communicative competence in a foreign language. This input is different according to people's age because the acquisition of an ESL/EFL is different in children, teenagers, and grown-ups. Furthermore, the input theory has to do with the affective filter hypothesis which states (Krashen, 1982) how the affective factors relate to the language learning process.

Speaking skills

In order to communicate orally in an effective way, it is said that the speaker must develop four speaking skills that are required to do it. These skills are fluency, vocabulary, grammar, and pronunciation.

Fluency

When the user of the language sounds confident and comfortable speaking in different contexts that means he/she has solid fluency. The development of this skill might be one of the most complicated due to each learner's personal development. Hedge (2000, p. 54) defines fluency as "the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation". Fluency in speaking skill is defined in three aspects by Nation (1990, p. 377): "the speed and flow of language production, the degree of control of language items, and the way language and content interact".

Fluency is seen as an important component of communicative competence by Faerch, Haastrup, and Phillipson (cited by Hedge, 2000, p. 54) because it shows the learner's ability to operate the linguistic and pragmatic competencies, he/she has. These authors categorized fluency

into three different types: semantic fluency, which links propositions and speech acts; lexical-syntactic fluency, which links syntactic constituents and words; articulatory fluency, which links speech segments.

There is one big concern in fluency because the activities developed by the teacher within the classroom may conduct to focus the learners' attention on the message that is being communicated than on the language forms (Nation, 1990, p. 377). Thus, fluency is necessarily a skill that must be practiced constantly.

As a consequence, Nation (1990, p. 383) described three important items in which an activity designed by the teacher necessarily needs to be applied in the classroom with his/her students: repetition, reducing time, and a change of audience. He discovered that fluency in spoken language was related to accuracy and the control of the content.

The myth of believing that having good fluency is to speak fast is not enough because it is necessary to be accurate in the message given and have a certain degree of precise grammatical structures of the language. Hedge (2000, p. 55) stated that the use of certain gambits in the students could improve their level of fluency. One of these is the use of "lexical phrases" (Nattinger, 1988. Cited by Hedge, 2000, p. 55) which are "prefabricated language retrieved by learners to produce the language more fluently" that can be used in any moment of the oral production.

Vocabulary

One of the aspects in which the learner could have more difficulties when speaking is finding the correct number of words to express an idea. It is important to know that the process of teaching/learning the vocabulary of a foreign language represents a great challenge for either

the teacher or the student because it is always centered to fulfill an accomplishment related to a specific purpose. The basic vocabulary taught within a language classroom is sometimes not enough to allow the learner to communicate effectively and it leads to him/her feeling frustrated and not developing communicative competence.

In many fields, it is common to find a lot of speeches that involve a specific kind of vocabulary. If the listener does not know any of the words or utterances that are produced, the understanding will not be effective. As Thornbury (2002) stated that the main problem is when students need to produce language: they find it difficult to find the correct words to fit the intended purpose of their speech and the limited store of words frustrate them. Additionally, this author (2002, p. 2) enlisted two challenges presented to the speaker when he/she is learning vocabulary. They are:

- making the correct connections, when understanding the second language, between the form and the meaning of words, including discriminating the meanings of closely related words.
- when producing language, use the correct form of a word for the meaning intended.

Thornbury (2002, p. 2) proposes a couple of solutions to overcome these problems which are the acquisition of “a critical mass of words for use in both understanding and producing language, remember words over time, and be able to recall them readily, and develop strategies for coping with gaps in word knowledge, including coping with unknown words, or familiar uses of known words”.

The richness of English is enormous and learning the correct amount of vocabulary to express ideas, thoughts or beliefs is a difficult challenge for the learner. When learning a language, it is important to define the different types of words that are presented in it. It is common to find a word that has different meanings and belongs to a different class. English contains nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners (word classes); words that have the same root and the use of add-ons such as affixes and inflections (word families); words have a unique meaning but when they are joined with another form a new one with another meaning (multi-word units, collocations); words that can be homonyms, polysemes, synonyms, antonyms and/or hyponyms.

In order to learn vocabulary, Thornbury (2002) established different sources of vocabulary input for learners:

- Lists: created by the teacher for a specific purpose within the lesson.
- Coursebooks: extracted and supported from the student's book, for instance. They consider the selection of specific vocabulary on grounds of usefulness, frequency, learnability, and teachability. Usually, coursebooks include segregated activities (they present practice lexical sets, word formation rules, or test words introduced) and integrated (they are included in pre, while, and/or post-task vocabulary activities).
- Vocabulary books: thematically organized.
- The teacher: the main source of vocabulary but not enough.
- Other students: shared lexicon through brainstorming, research, and asking the main source.

Grammar

Traditionally, the teaching/learning of grammar has become one of the axes of the English Language classroom. There have been many academics, teachers, and material designers who have been concerned about its importance and the direct influence of teaching it implicitly or not in the curriculum. One of the most relevant opinions against the teaching of grammar was developed by Krashen (cited by Hedge, 2000, p. 143) who stated that it was not necessary to do it because the grammar was “acquired naturally from meaningful input” and its use within the classroom.

On the other hand, there are approaches and methodologies which have left behind their use and have centered their efforts on developing other characteristics such as communicative competence. However, the scope of a student's accuracy in his/her English Language development has conducted the grammar to keep an eye on its relevance in the syllabus (Hedge, 2000, p. 145).

Historically, grammar competence has been related to the input hypotheses presented by Krashen. In that paradigm, the student receives a lot of information from different sources and the acquisition process starts. Hedge (2000, p. 146) stated that the first process in which the learner is involved is when he/she notices different items of the language (structures, auxiliary verbs, etc.). Thus, the process of noticing leads the learner to understand the relationship between form and meaning, allowing he/she to interpret and produce.

There are several strategies that have been proven to understand how students learn grammar. Oxford (cited by Hedge, 2000, p. 146) established some based on the principle of reasoning and hypothesizing. They are:

- Reasoning deductively: there is an application of rules previously learned to arrange what a learner want to express. The school-based language learning has influenced students to learn the grammar in a formal set of rules that can be changed deductively to construct or add more language uses to express something.
- Analyzing contrastively: the learner utilizes his/her knowledge about his/her mother tongue to develop a new one, finding out about similarities and differences in its grammatical construction.
- Translating: the learner translates, not only the words but the grammatical structure from his/her mother tongue to express him/herself in the Foreign Language.
- Transferring: the learner connects the knowledge of his/her one language to comprehend and produce the Foreign Language.

The abovementioned strategies are only possibly applied when the learner moves to the next step proposed by Hedge (2000): structuring and restructuring. The author highlights that the learner is in a constant process of structuring and restructuring his/her knowledge of the meta-language through the learning of new rules and the errors they make in the path. In the next stage, the learner faces the process of automatizing in which the language used is regular and consistent in the oral and written production.

Pronunciation

This skill is probably one of the most complicated for English learners. Pronunciation has a great impact on them because they felt that doing it incorrectly does not allow them to advance and learn the language. Broughton et al. (2003) identified two interrelated skills in

pronunciation: the recognition and understanding of the flow of speech and the production of the spoken language. Additionally, others identified word and sentence stress, intonation, rhythm, and use of individual sounds.

Pronunciation is based on habits that necessarily have to be mastered by using them. For foreign learners, this skill is more difficult to develop than for second language learners because they need to build a whole new sound system in which some phonemes are not presented in their mother tongue. It is evident that there is a lack of control over the new sound structure and in the language in general (vocabulary, grammar, and contextual meaning) for them (Broughton et al. 2003, p. 50). Teaching pronunciation is not only based on listening to the teacher within the classroom, it means exposing learners to different kinds of genuine use of the language.

When teaching pronunciation, it is crucial to understand that the system of sounds could not be taught in segments but to teach it as a whole. Understanding the segmental features (vowels and consonants) and the supra-segmental features (stress and imitation) is necessary to ensure the correct development of a student when using the language. Teachers must keep in mind that the main aim of teaching pronunciation is that their learners produce speech in an intelligible way considering their communicative scenarios (Broughton et al. 2003).

There are factors that the teacher undoubtedly demands to consider when teaching pronunciation in their lessons. As Broughton et al. stated (2003, p. 51), contemplating phonology (the study of sound) and phonetics (the study of the physical properties of sounds), stress and intonation are part of them. While stress gives shape to a word as spoken and is learned through experience, intonation is based on the pitch level and conveys attitudinal or emotional meaning. Although these features are important to deepen the English Language, usually teachers spurn these when the learning process starts.

Apart from the importance of stress and intonation, it is relevant to mention grammar because it influences pronunciation when utterances are communicated. The influence of grammatical features, punctuation, and meaning may influence the way the pronunciation is carried on.

Within the classroom, the teacher is an important participant in the development of this item. The first function is to be the role model of pronunciation for his/her pupils in the classroom. He/she is the first contact the students have with the language, so they are going to “imitate” as much as possible the sounds that they listened to. When teaching pronunciation, the teacher only teaches one kind of it. As a consequence, he/she always thinks to teach the language in an ideal and careful way. The teacher must ensure the use of English incorporates a wide variety of styles showing them in records and videos, for instance. This would avoid, students, to have a limited vision of what the actual pronunciation in real-life communicative situations is like.

The second function implies for the teacher to use a teaching sequence in which he/she includes pronunciation in each lesson. Activities should involve: recognition practice and then production practice; the production to reinforce the recognition; clarity in the sounds listened to and spoken in short utterances; give students chunks of pronunciation samples; have a wide range of models, not only one; contrasting different sounds with other English language sounds (Broughton. et al, 2003, p. 62). During the current study, the English teacher followed the teaching sequence described above to improve the pronunciation in his students.

Finally, the third function implies the concentration on the important phonetic contrast and selection of the appropriate allophonic variations to ensure intelligibility in the preparation by the teacher. It is important to understand that the aim of teaching pronunciation is not to reach

a native-speaker-like level but to guarantee that listeners could understand foreign speakers when they communicate orally.

In the current study, fluency and vocabulary were part of the speaking skills analyzed through the speech samples taken during the pedagogical intervention.

Project-Based Learning approach

As is described in the previous section, the partial instruction CLIL, which is used in the current study, is the core of the development of the lessons using the Project-Based Learning approach (PBL). The development of this pedagogical approach can enhance students with the content which is going to be taught through the vehicular language to increase their speaking skill. First of all, it is important to clarify what PBL is, what characteristics it has, how it is developed, and the connection between it and the development in an EFL classroom.

PBL is an educational model which organizes learning around a project, a student-driven, teacher-facilitated learning approach where students become autonomous and take part in their own learning process (Álvarez, 2016; Bell, S. 2010; Pham, 2018; Sanchez, 2017; Thomas, 2000). The scientist John Dewey (1897) stated the idea of 'learning by doing' in which he indicated that the students are the principal agents in their learning process, they are empowered through PBL from the beginning to prepare them to face different aspects in their professional and social lives.

This approach presents a series of different advantages which include increasing students' creativity, problem-solving skills, decision making, autonomous learning, and collaborative learning in a real context, in real environments (Thomas, 2000; Álvarez, 2016). As its name indicates, the PBL approach integrates the word *Project* that takes us to understand that

it is a process in which the participants would be challenged to complete a series of tasks within an extended period of time that ends with a final creation.

According to Stoller (cited by Pham, 2018) and Sanchez (2017), PBL contains the following characteristics:

- It is process-oriented and product-oriented.
- Learning is student-centered, they have a say in shaping the process and product. They plan, inquire, complete, and present the tasks.
- Encourage skill integration as problem-solving skills, social skills, and management skills, among others.
- Problems are the focus of organization and stimulation for learning.
- A collaborative environment is created instead of a competitive one.
- Authentic resources and technologies are used in PBL.
- Frequent feedback from the teacher who is a 'facilitator' in this process.
- The final result is a tangible product. Creation of meaningful artifacts.
- In the end, the students reflect on both the process and the product.

In this study, PBL encouraged students to develop social skills, organize their ideas to create their own SMEs, the use of authentic resources of already established companies, and the presentation of a final product in the trade fair. Additionally, both content and English teacher were facilitators in the development of the students' SMEs.

The 21st-century skills developed in PBL

As it was beforementioned, PBL presents high opportunities for students to learn and develop deep content knowledge (Ravitz, J., Hixson, N., English, M. & Mergendoller, J., 2012).

The development of projects allows for the empowerment and development of students because they have the opportunity to incorporate 21st-century skills. The integration of PBL and these skills help students “analyze problems, investigate possible solutions, make decisions, create designs, and solve problems” (Fandiño, 2013).

However, it is important to clarify what 21st-century skills are and what they encounter. According to the Partnership for 21st-century skills (2009), there is a necessity to develop in students a series of skills to succeed in the new global economy. They need to learn indispensable skills such as *creativity, critical thinking, communication, and collaboration*.

- Creativity: students must incorporate thinking creatively, work creatively with others and implement innovations. The incorporation of techniques such as idea creation (brainstorming), creation of new and valuable ideas, and analyzing, refinement, and assessing their own ideas to exploit creative labor. Additionally, collaborative work develops, implements, and communicates new ideas, being open and receptive to new and diverse viewpoints.
- Critical thinking: students must use various types of reasoning for each situation, make judgments and take decisions effectively by analyzing and evaluating evidence, arguments, claims, and beliefs; solving different sorts of conventional and non-conventional problems, and identifying and asking questions to clarify various points of view to reach better solutions are strong point to be developed within this skill.
- Communication: students must communicate clearly articulating thoughts and ideas using oral, verbal, and non-verbal skills; use communication for a range of purposes using multiple media and technologies in diverse environments.

- Collaboration: students must prove the ability to work effectively within a team, be helpful, respectful, and compromise to reach a common goal considering the individual contributions made by each member.

Thus, the development of these skills implemented in the PBL would help students to be prepared for the new challenges that globalization presents. These skills function as a “complement to master core subjects (English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, governments, and civics) as well as interdisciplinary topics (global awareness, financial, economic, business, entrepreneurial literacy, civic literacy, and environmental literacy) centered on three core skills as life and career skills, learning, and innovation skills, and information, media, and technology skills” (Fandiño, 2013, p. 194). In the current study, the development of these skills was important when the participants created their own SMEs and when they presented their final products in the trade fair.

PBL and EFL

It is important to highlight that PBL is an interesting approach to incorporating EFL teaching/learning because it presents three advantages (Pham, 2018):

- The incorporation of EFL in projects integrates the development of the four language skills which are required to use in different activities. The accomplishment of various authentic activities demands the use of reading, listening, writing, and speaking skill. The development of each one of them engages students to be effective when problem-solving and critical thinking increase enters the scene to manage the project. Participation in activities requires the practical use of vehicular language.

- As a project is an activity that incorporates individual and cooperative tasks, the evolution, collection of data, implementation, and report of the final product using the vehicular language is an advantage of this integration.
- The reduction of communication anxiety during the development of a project when the advancement of confidence and independence through collaborative teamwork, problem-solving, and interpersonal skills expansion.

Considering these advantages presented in the PBL, it is imperative to say that there is an important aspect to combining it with CLIL as is mentioned by Álvarez (2016, p. 6) when he stated that this teamwork promotes the critical thinking of students which are essential for content and language learning, promoting creativity and autonomy of participants within the classroom, increasing collaborative learning, wide-ranging of the use of vehicular language and providing different learning styles and making use of multiple intelligences.

Projects in Entrepreneurship

The importance of PBL in many disciplinary fields represents an approach that is growing day by day. Many knowledge fields seek to implement different kinds of awareness that allow students to 'learn by doing' considering authentic problems presented in the learners' context (Botha, 2010; Zarouk et al, 2019). That is the reason why many teachers and professors are implementing Entrepreneur Education with PBL.

Considering that Entrepreneurship is a growing field in education that has started to be implemented in many schools and universities (Botha, 2010; Zarouk et al. 2019; Wirawan et al. 2017), this one is a subject that is evolving constantly due to its connection with a technology-driven society that claims to develop in its students the 21st-Century skills (Zarouk et al. 2019).

According to this fact, many institutions seek to develop skills such as critical thinking, complex problem solving, project management, collaboration, and communication skills (Zarouk et al, 2019; Ministerio de educación pública, Viceministerio académico, n.d.) within their lessons and courses. The integration of Entrepreneurship and PBL is not only a way of boosting business skills, it seeks to facilitate the students' personal welfare considering the development of a specific project to solve real-life issues.

In terms of teaching Entrepreneurship, Fayolle and Gailly (2008, as cited in Botha, 2010) developed a teaching framework that is based on two levels: ontological and educational. The Entrepreneurship class conducted in the institution where this study was carried out, followed this Entrepreneur Education model to be developed in class. This was designed to provide a clear aim about what to teach in terms of theory and practice (Figure 5).

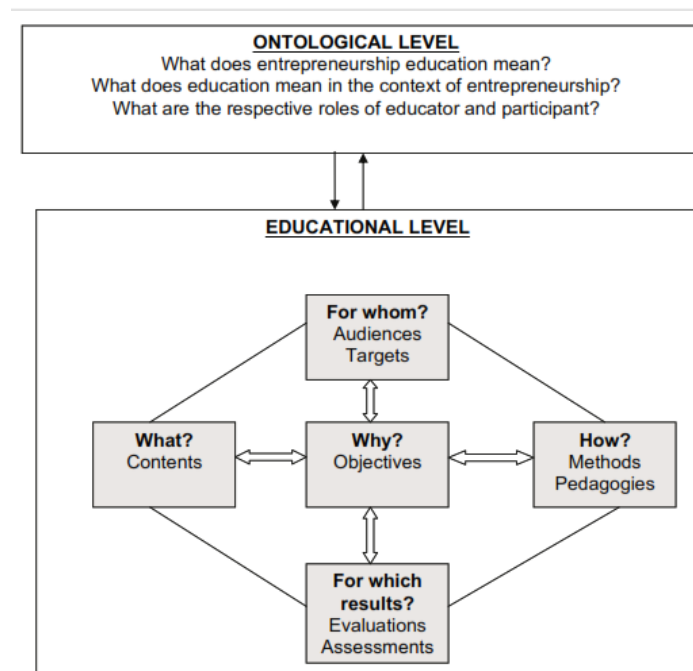


Figure 5. Teaching model framework for entrepreneurship education (Botha, 2010, p. 215)

Within the ontological level, it is encountered the definition of what Entrepreneurship is, what that implies in the students and school's context, and the roles of the educator and the learners. On the other hand, the educational level was directed to answer five questions:

1. Why? Objectives and goals of the class.
2. For whom? Understanding the profile of the students and their contexts.
3. For which results? Selection of the appropriate assessment process.
4. What? This dimension encounters the Entrepreneur Education competencies: Know-what (start an SME and its minimum requirements), Know-how (prepare a business plan), and Know-who (final products for a target population).
5. How? The application of a determined approach to teaching Entrepreneurship (in the case of this study is PBL).

The adaptation of this teaching model plus the implementation of the PBL as an instructional approach has implications on two levels: theoretical and practical (Fayolle and Gailly, 2008, as cited in Botha, 2010). The first one is that “there a range of theoretical choices, objectives, pedagogical methods, teaching methods and learning process which can be structured around a general framework”, and the second one is that “an explicit conceptual framework should help the effective and systematic design, management and evaluation of new or existing programs, along all the relevant dimensions” (Botha, 2010, p. 216).

Within the current study, the integration of PBL and CLIL was completed taking into account the theoretical section developing Entrepreneurship, teaching the main concepts of it in order to create an SME, which opt for the presentation of it in the trade fair. The construction of the project allowed the integration of the four language skills in each one the stages, making special emphasis in the development of the speaking skill of the students. The construction of the

final project followed the stages proposed by PBL because the students planned, inquired, completed, and presented the tasks.

Previous research

Other studies have been made regarding the increase in speaking skill in both national and international English language learning/teaching contexts. It is crucial to understand those with the purpose of this research, identifying similarities and differences to detect their enrichments. The current scan is not exhaustive but it provides an approximation to know different perspectives on the integration of CLIL and the development of speaking skill. Additionally, it is important to highlight that there are not many studies that connect the integration of CLIL, speaking skill development, and Entrepreneurship.

Abroad, Banegas (2015) developed a study in which the professor investigated curriculum development and lesson planning using CLIL in a group of 47 pre-service EFL teachers in a university in Argentina. The participants attended an online initial teacher education course to become English language teachers, in the teacher's didactics module class. The data collected was through a survey and a lesson plan. The survey introduced the main concepts of the content-driven approach based on a checklist design by Dale and Tanner (2012, as cited in Banegas, 2015, p. 110). This was not mandatory, and it was used as an introduction to CLIL. The lesson plans collected pointed out to identify how these teachers conceptualized CLIL in their contexts to be implemented, the management of the class, and the material utilized. Additionally, the participants were free to choose the content and the context to implement the lesson plans.

The results showed that in the survey, the pre-service teachers integrated the content in their lessons the major part of the time (answering always and often). However, most of the

teachers were aware mostly of some aspects of the language than of the content, prioritizing the vehicular language in each of the lessons. Additionally, there was a poor development of vocabulary that is essential when introducing CLIL and the lessons were more teacher-centered than learner-centered. On the other hand, the lesson plans showed that those were not rigorous lesson plans used in the CLIL typical class. The participants were encouraged to structure them in three stages (warm-up, development, and closure). The contents used were chosen freely and the language was treated in units (grammar, discourse, lexis, and phonology). In terms of vocabulary, most of the lessons just gave the limited one to accomplish the necessary task inside the lesson.

Referring to the incorporation of activities, most of the lessons contain language-based activities where grammar was highlighted (classification, identification, and completing activities mostly). The incorporation of the content was through multimedia and authentic resources in which the most used language skills were reading, speaking, and writing.

In addition to this previous research, Chabot (2016) carried out an investigation called *Innovation in English as a foreign language: a case study exploring a program's response to change in a major public university in Thailand*. There, the author wanted to know the impact of an intensive EFL course in an educational entrepreneurship program based on PBL, the processes of engagement between these, the expected outcomes, and the challenges that it carried out.

It is necessary to mention that the author conducted a qualitative case study in which he collected data through semi-structured interviews, a focus group, and documents analyzed in the field of EFL and Entrepreneurship engagement. The data sources came from two main sources: the five-course coordinators and a focus group of four teachers. The author analyzed the data

collected using a general inductive approach to condense the data into brief results, linking them with the objectives of the investigation and finding the underlying structure of the data. Thus, the research established the reason for how and why the EFL engaged with the Entrepreneurship program, the understanding of the non-manipulation of the educational context in which the program took place, and comprehend the differences in the contemporary and historical phenomenon of the engagement of both elements.

As a result of the analysis, the author identified that there necessary to engage the ELT with the development of ICT in each one of the courses to improve their language skills. This outcome was supported by it because through this engagement the education could be more innovative, it could give an approach to the student's needs, the use of PBL to foster content and language learning, and the collaboration among peers drove innovation. Furthermore, the analysis related to the outcomes of joining Entrepreneurship and EFL opted to develop students' skills, be aware of current events and global issues and increase the internationalization of the language center. Finally, answering the challenges that the EFL program faced in pursuing the educational Entrepreneurship, the analysis showed that cultural barriers inhibited the last aspect, there was a list of resources within the program to fulfill students' needs, and there was an underdeveloped relationship between the learners and the institution, the bureaucratic barriers at institutional and national level restrained the educational entrepreneurship, and that there were a resistant to change within the teachers.

The study related to the topic, conducted by Castellano-Risco (2018) called Receptive vocabulary and learning strategies in secondary school CLIL and non-CLIL learners, is a study about the usage of vocabulary learning strategies and their relative to the approachable vocabulary size of secondary students. This study was developed in Extremadura, Spain with

two groups of students. The first group corresponded to a group of students who use the CLIL approach in his school, and the second group who does not.

The study presented two main objectives: 1) to analyze both learners' vocabulary size and to use the vocabulary learning strategies, and (2) to explore the correlations between those aspects and the sort of educational approach being employed. The school chosen to carry out this research is classified as a rural secondary school due to its location. The students there have the opportunity to learn English as the means of communication during the first four years of the secondary level, and they are enrolled to the 'Comenius program', which is related to 'use the foreign language for communicative purposes as much as possible' (Castellano-Risco, 2018, p. 35). The school was not bilingual at all because the students who took English lessons were chosen considering their results in a language level test. There, they are assessed in grammar and listening only. The resultant group was enrolled on the 'bilingual section' where they were taught some subjects through English.

The design of the study used a sample consisting in forty-four third grade secondary education students. There, twenty-four students were part of the CLIL program and twenty were part of the EFL regular lessons. The first group had been studying physics, chemistry, social science, music, technology, and mathematics as part of the content-driven approach. This group had been exposed to 2100 hours of instruction in English, 810 more than the regular groups. The data collection instruments used in this study were two different kinds of tests: a yes/no test, and a vocabulary learning strategies questionnaire. The first one was validated by Meara and his team in 1992 (Castellano-Risco, 2018) and consisted in 60 words, 40 real words chosen randomly and 20 invented ones. The second one was developed considering the Schmitt's taxonomy, and consisted of '21 items selected from the preferred questions in other studies'

(Castellano-Risco, 2018, p. 36), written in Spanish. There, test-takers had to score each strategy from 1 (never) to 4 (always).

Both tests were administered on two different days, in order to avoid any kind of fatigue by the test-takers. The first day, students took the vocabulary learning strategies questionnaire, and the second the yes/no test. The results of this study pointed out that the yes/no test taken by CLIL students were higher in terms of knowing more vocabulary than non-CLIL learners due to the exposing to English vocabulary. About the vocabulary learning strategies questionnaire, the results showed that the most used strategy was called 'grouping words together to study them' which is a memory strategy described, followed by 'word lists' strategy.

The results of the study indicated that students who had been exposed to a CLIL program have a positive impact in getting more vocabulary than students who did not. However, this result was not only about the time expose to the foreign language but the content learned there. Additionally, through the results of this study it was shown that CLIL students made use of strategies frequently than non-CLIL students. However, it did not mean they did not use any kind of strategy. In fact, they discovered strategies to increase their vocabulary. In these strategies it was remarked asking teacher for an L1 translation, analyzing any available pictures or gestures, analyzing affixes and roots, analyzing part of speech, and asking students for meaning.

Another study related to the topic was conducted by Martínez-Agudo (2019) called To what extent can CLIL learners' oral competence outcomes be explained by contextual differences? Updated empirical evidence from Spain. The main objective of this research is centered on providing further information about the impact of CLIL and EFL classes on the development of students' oral competence considering external factors such as the parents' socio-economic status, social setting, and type of school.

This study is framed within a mixed research approach that took a three-year large-scale evaluation of CLIL programs. It took place in Extremadura, Spain, in some schools which had little tradition of bilingual education. The author designed two tests which were carried out at the beginning (pre-test) and the other at the end (post-test). Those tests contained different types of questions such as multiple-choice items, analogies, antonyms, and odd-one-out exercises. The aim of them was to examine the development of oral competence in 6th graders of primary and 4th graders of secondary and to understand the influence of external factors on that development.

Three variables were taken into consideration to determine the effectiveness of CLIL in the development of oral competence: dependent (oral competence outcomes), independent (CLIL programs) and intervening (parents' socio-economic status, social setting, and type of school). As a consequence, the author found that the development of oral competence was higher in the CLIL programs than in the traditional ESLs. Contrary to the popular belief in which teachers have found that the listening skill is the one which is increased, the author found that CLIL increased the speaking skill including its variables (vocabulary, grammar, fluency, and content development, with the exception of pronunciation).

On the other hand, the different variables related to external factors had a great influence on the development of learners' oral competence. Students with higher socioeconomic status were inclined to have better oral comprehension skills because their cultural background was related to coming from educated family backgrounds. Talking about the type of school, students who attend rural and urban schools had similar results on oral competence. The only variable was centered on the use of listening in which urban scholars presented an advantage.

Finally, a study carried out by Filice (2020) called CLIL in pharmacology: enabling student voice, was developed in the School of Pharmacy, in an Italian University. In this

department, a partial CLIL lesson was implemented and presented as a model of experimentation. Taking into account that fact, the author's aim was to seek students' voice, perceptions, thoughts, and feelings about the implementation of it.

The partial CLIL lesson in this study was implemented for a three-week period by both a pharmaco-biologist professor and an English teacher, taking as a base the pharmacology module. The roles of each one of the teachers were different: the first one, who speaks English fluently, taught the lesson of pharmacology for 12 hours per week, while the second one pre-taught key vocabulary per 2 hours. When the content lesson was carried out, the students were allowed to ask questions related to the vocabulary that was not clear enough. Both teachers were present in the lessons and the English teacher could intervene whenever was necessary. In the end of the English lessons (which were mandatory by the University curriculum), the teacher reviewed the content with their students and discussed some aspects students found difficult to understand to understand in the L2.

The participants were 150 students of the Pharmacology school, subdivided in groups of 40 to 50 students per English classes. Most of the students were from Italy, but there were some students from Africa, China, and Indonesia. The level of proficiency was between A2 to B2. Based on that, two profiles of students emerged: 1) students who had reached CEFR level B1 communication skills in the academic language skills, and (2) students had reached the B1 level of proficiency in English and develop basic academic language in L1, presented difficulties in transferring concepts from the first language to English. This study was carried out using a mixed method approach to gather qualitative and quantitative data. The data collection instruments used to gather information were a survey (for quantitative information), and a focus group interview (for qualitative information).

Considering the application of the instruments and its subsequent analysis, the results pointed out that the implementation of partial CLIL was relevant for students because it presented a difficulty when they wanted to transfer concepts and skills from L1 to L2. This difficulty was presented in three dimensions: linguistic related to L2 competence, comprehension and use; discipline related to the content and its conceptual complexity; learning related to the situation of the lesson, the large group, and the length of the class. On the other hand, the implementation of partial CLIL presented few drawbacks because the students with lower English proficiency levels showed difficulties in language production, in terms of formulation questions and describing scientific concepts. It was important to prepare students beforehand in real settings which could be presented in a real lesson, and to prepare them in smaller groups. Additionally, students felt that learning pharmacology content was meaningful and it encouraged them to learn.

In Colombia, Bernal and Parra (2016) made an investigation called The Integration of biology content lessons in the English curriculum through soft CLIL in a Colombian State School which was developed in an official institution located in the city of Pereira.

As the title suggests, the principal objective of this research project was to carry out a Soft CLIL model procedure to teach biology involving the English language as a means of learning. All of it is through the articulation of the meta-language with the biology curriculum. The research was conducted with the 8th B grade students (33 altogether). They implemented a total of six lessons that had a variation of one to two hours once a week. Additionally, the Biology teacher, who was involved in this project, had the specific role of being an investigator of the different topics taught within the classroom.

This study showed how the implementation worked considering three aspects: professional growth, students' responses, and linguistic outcomes. All of them were analyzed through five different reflection reports written by the researchers and using the technique reflection IN and ON action (Shon, 1983, as cited in Bernal and Parra, 2016, p. 43). In the first aspect (professional growth), they found that applying Soft CLIL to the Biology class increase their abilities to create rapport with students because it provided a relaxed atmosphere which led them to participate in the class actively. Another aspect that was increased was the cooperation between the English language teachers and the biology teacher when creating the lessons and implementing them. In the second aspect (students' responses), the students showed commitment to the tasks and the activities proposed by the researchers. Additionally, students increased their learning interest in both Biology and the English language. In the third stage (students' linguistic outcomes), the different strategies, which implemented the four language skills (writing, reading, listening, and speaking), used during the lessons, evidenced an improvement in the English language proficiency, especially in the final assessment which contains three grammatical topics (possessive adjectives, comparatives, and superlatives) and two content Biology topics (excretory system and DNA and scientific thinking).

However, the implementation of this Soft CLIL showed issues such as the short time for each lesson, the lack of commitment of some students was evidenced because they did the activities as a requirement for the summative evaluation, and the low grades in the assessment of some students related to the use of comparatives and superlatives.

Another study carried out by Cortés (2018) named ICT workshops based on CLIL to impact speaking, showed how three workshops based on communicative activities impacted two speaking micro-skills in the students. This action research and qualitative approach investigation

were carried out with the students of a specific program at SENA whose EL levels varied between the A1 and A2 levels (according to the CEFR).

The data was collected using four instruments (artifacts, field notes, audio recordings, and interviews) during the pedagogical intervention which consisted of the creation of contextualized materials that were placed in three workshops with five lessons each (fifteen in total). These contained activities to practice the four language skills but with a special focus on the Speaking skill. In order to do the analysis, the author chose the Grounded theory because of the easiness to look at the data in-depth and used the color-coding technique to identify the commonalities in the data collected.

When the process abovementioned ended, the author found three categories of analysis (materials engaging, structuring speaking practice and some drawbacks; Communicative activities stretching the work with language, vocabulary, and job-related scenarios; Chunks and lexical units as the backbone of speaking development) and nine subcategories (three per each category). The findings showed that the implementation of these workshops had a positive impact on students because they improved their speaking micro-skills, the vocabulary related to ICT, and the engagement of students when using English to communicate.

Finally, a study made by Palacio and Jiménez (2017) called CLIL: its effects on high school students' English-speaking performance, was carried out in a private school for 8th-grade students and it sought to know the impact of CLIL on their speaking performance and using Geography as the core discipline to implement this education methodology. This research was a qualitative study based on action research in which the instruments used to collect data were questionnaires, interviews, and class observations.

About the pedagogical intervention, the authors implemented workshops (seven altogether) oriented to increasing the oral fluency performance and an evaluation stage. In the end, the findings aimed to a growth in the oral participation of the students, the use of effective vocabulary, the effective use of speech pauses, and the useful automaticity to build up oral fluency.

Bearing in mind the abovementioned studies, it is important to understand that they address some of the theoretical concepts presented in the current study. The importance of using CLIL as a content-driven approach targets understanding that this approach is relevant when implementing a specific discipline to be taught using English as the vehicular language. Some disciplines were tackled in the studies, not only to see what happened with them when implementing the approach but to understand, analyze and identify how certain aspects of the metalanguage evolved during the processes. The current study seeks to understand what happens when joining together CLIL and English-speaking skill development through the implementation of PBL. The connection between those studies and the current one will help to understand the possible result emerging through the implementation of an Entrepreneurship class using CLIL through PBL and its impact on the increasing (or decreasing) of the speaking skill of the learners.

In sum, table 1 shows the main aspects presented in these studies related to the current study:

NAME OF STUDY	SIMILARITIES	DIFFERENCES	CONTRIBUTION
Banegas, D.L. (2015). Sharing views of CLIL lesson planning in language teacher education.	Introduction of the content-driven approach through adaptation of lesson plan.	The content utilized was diverse and free to be chosen by pre-service teachers.	Incorporation of language-based activities.

Castellano-Risco, I. (2018). Receptive vocabulary and learning strategies in secondary school CLIL and non-CLIL learners.	The use of a group of non-CLIL students to discover the strategies to learn how they gather content vocabulary.	The implementation of test to measure the quantity of vocabulary learners had learnt. The use of a CLIL group of students.	Understand the sort of strategies used by non-CLIL students to learn content vocabulary.
Chabot, A. (2016). Innovation in English as a foreign language: a case study exploring a program's response to change.	The impact of implementing an Entrepreneurship program with ELT based on PBL.	The type of study was a qualitative case study.	Use of PBL to foster content and language learning.
Martínez-Agudo, J. (2019). To what extent can CLIL learners' oral competence outcomes be explained by contextual differences? Updated empirical evidence from Spain.	Provide information about the impact of CLIL and EFL classes on the development of students' oral competencies.	Measurement of external factors to develop oral competencies.	Development of speaking skill was higher in the CLIL programs than in traditional ESLs.
Filice, S. (2020). CLIL in pharmacology: enabling student voice	The use of a partial CLIL instruction to teach specific content.	The content was different from this study. The study was centered in students' opinions about partial CLIL.	Implementation of partial instruction CLIL in a specific content.
Bernal, C. and Parra, B. (2016). The integration of biology content lessons in the English curriculum through soft CLIL in a Colombian state school.	Using the CLIL approach to teach specific content involving EFL as a means of learning.	The content of CLIL was biology.	Students' linguistic outcomes applying different strategies to improve language proficiency.
Cortés, L. (2018). ICT workshops based on CLIL to impact speaking.	Creation of specific activities focused on the development of speaking skill.	ICT-based workshops.	Communicative activities expand language development,

			vocabulary, and job-related scenarios.
Palacio, M. and Jiménez, D. (2017). CLIL: its effect on high school students' English speaking performance.	Knowing the impact of the CLIL approach on students' speaking performance.	The content of CLIL was geography.	Growth in the oral participation of students, use of effective vocabulary and speech pauses, and build-up of fluency.

Table 1. Previous research similarities, differences, and contributions.

Despite most of the previous studies being made based on case study research and different instruments to gather the information, which is far from the utilized in this study, it is evidenced that there are not many pieces of research about the implementation of CLIL, PBL, Entrepreneurship, and speaking skill development. This could represent an innovative field of study and open a new trend in research.

Chapter 3

Methodological framework

This research investigated one main question: How does a group of EFL high school students develop their English-speaking skill through Entrepreneurship Projects in a partial instruction CLIL approach at a private institution? This study's research approach, type of study, contextualization, description of the participants, data analysis procedures, and ethical considerations are included in this chapter.

Research approach

This investigation was carried out using the qualitative research approach. This is defined as “a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible” (cited by Merriam, S. & Tisdell, E. 2016, p. 14). Creswell (2013, p. 40) stated that “qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data”. This approach was used because the “inquirer often makes knowledge claims based primarily on constructivist perspectives” (Creswell, 2003, p. 18).

The qualitative research approach was appropriate for this investigation because of a series of characteristics it presents. As Creswell listed (2009, p. 175, it is suitable because of the natural settings where the events happen considering the behavior of the participants without forcing them to act in an exaggerated way; the researcher is the key instrument to gather information,

who goes beyond the use of multiple instruments because he/she has direct interaction with the events in which participants are involved; the multiplicity of using instruments to collect information and the complementary action they have among them; participants' meaning gives them the opportunity to be part of the process and not only to be an isolated subject who only is involved in the process of receiving information; the emergent process which can change from the initial plan, or in its phases when the researcher enters the field and starts to gather information; the importance of the researcher reflection to shape his/her interpretation of data that, in the end, conducts the direction of the investigation.

On the other hand, the constructivist perspective which is presented in this investigation is crucial to understanding how the students would increase their orality. As Ertmer and Newby (1993, p. 62) mentioned, in constructivism "the learning and understanding knowledge is a function of how the individual creates meaning from his or her own experience". The CLIL lessons developed across these pedagogical interventions allowed participants to create and develop speaking skill from their own user experience. The content-driven approach fitted with this perspective because, within constructivism, the learning process involves creating meaning from experiences and interactions within a specific context, the content knowledge has to be inserted into the learning experience it is going to be used (Ertmer & Newby, 1993).

The influence of the qualitative approach was presented across this investigation because "the researcher seeks to establish the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behavior over time (i.e., ethnography). One of the key elements of collecting data in this way is to observe participants' behaviors during their engagement in activities" (Creswell, 2013, p. 61). Considering this, in the current investigation, the observation of participants' development in the

CLIL lessons have to be as important as the activities developed there because the increase in their speaking skill would conduct to answer the research question.

Type of study

Considering the pedagogical interventions that the CLIL lessons involved, this study used the Grounded Theory (GT) to be implemented. According to Strauss and Corbin (1998), GT is a qualitative research method that allows for the creation of new theories based on the data collected. This theory is based on the iterative collection of data and the analysis of it considering as starting point the real-world data.

In order to use the GT, researchers apply this when there is no existing theory that explains the phenomenon or when there is an existing theory but the data is incomplete (Strauss and Corbin, 1998; Berg, 2001; Sampieri et al., 2014). Consequently, in the GT there are two fundamental concepts that are applied: data gathered and its analysis are cyclical, and researchers start with raw data and turn them into a theory, grounded in the data.

In the GT, the data collection process is called theoretical sampling (Strauss and Corbin, 1998; Berg, 2001; Sampieri et al., 2014). This process involves several data sources which include instruments such as interviews, field notes, documents, and audiovisual samplings. Once the data has been collected, the analysis starts with the process of open coding. It means that researchers break up data into excerpts grouping them into codes. After that, collecting more data is allowed to identify how new data support the codes defined previously. Once these are defined, codes are grouped through axial coding. This step is referred to find connections between the codes and group them considering logical aspects and theory. Later, a core category is found using selective coding. Selective coding leads the core category connects all codes

together and represents the basis for the new theory. Finally, researchers shape their analysis into the final GT and contrast it with the theory.

This investigation used this process to put into practice a pedagogical intervention implementing the partial CLIL lesson model to increase the speaking skill of the participants during the entrepreneurship project development. The spirit of the GT pointed out to “provide a means by which to study processes that occur over long periods of time or that may reflect trends in a society” (in our case, in ELT) (Babbie, 1998, as cited by Berg, 2001). Considering the research question presented in this study, the aim of creating strategies to enhance students to foster their speaking skill fits perfectly with this type of study.

As GT allows the creation or the expansion of a theory, the present research represents a new field of study because researches about the implementation of CLIL and entrepreneurship are scarce, and the development of the speaking skill through them is limited. As a consequence, through gathering, analyzing and theorizing data in three different moments of the class permitted the theory increasing speaking skill in the participants emerged.

Other types of methodologies such as Action research could be used in this study. However, the nature of implementing the theoretical constructs represented a challenge for me as a teacher-researcher due to the limited theories related to it. While action research followed a cycle (plan, act and observe, reflect), GT offered the possibility to be creative when analyzing data. Strauss and Corbin (1998) mentioned that the procedure in this methodology was not designed to be followed necessarily straightforward but to be used in a creative and flexible way.

Context

The institution where this investigation was carried out was of private nature. It was located in Engativa, Bogotá, and it was founded 40 years ago. This institution is attended by 250 students approximately. As it is described in PEI, English language teaching is based on a communicative approach and grammar-translation method within the framework of behaviorism.

In primary school, there are six teachers who teach all the school subjects' curriculum. However, one of them is in charge of teaching the English language only. In secondary, there are nine teachers who teach different school subjects. One of them is in charge of the teaching of foreign languages (English language from 6th grade to 11th grade, and French language for 9th grade and 10th grade only). The time-intensity of the English language lessons is three blocks for 6th to 9th grades and 2 blocks for 10th and 11th grades (a block is one hour and a half, four hours and a half for the first group, and three hours for the second during the week). The school demands to use a book from one of the most important publisher houses in the country. However, the teacher had the freedom to use all the material he considered important to develop his English language lessons.

Participants

In this research, the participants were students in 10th grade (however, they started the process when they were in 9th grade). They were 27 students between the ages of 14 to 16 years old, 10 boys and 17 girls. They belonged to the 2nd and 3rd socio-economic status (working class) and most of them live in the neighborhood. Most of the students has not attended an extra-

curriculum course in the English language, they just used the language they had learned during school.

On the other hand, they have received a class in Entrepreneurship since they began the 9th grade. At that time, they received three hours of that per week in the afternoons (after the regular schedule of the school) with a teacher who is incorporated into the school in the regular schedule as the Information Technology titular teacher. That teacher had a lot of experience teaching Entrepreneurship considering she had taught the same school subjects in her last work. When the students reached the 10th grade, the class of Entrepreneurship was incorporated into the regular schedule moving the time of it to one hour and a half per week.

Researcher's role

The researcher's role in this investigation was as a "teacher-researcher" (Merriam S. and Tisdell E., 2015). The teacher sought to improve his teaching practice at the same time he promoted a reflective practice and created new knowledge for his students. For instance, in the implementation of entrepreneurship projects to promote oral skills, the teacher created his classes based on the CLIL approach and PBL to foster in his students the ability previously mentioned considering the new knowledge created beginning with the previous one acquired in the entrepreneurship lessons.

Data collection instruments

To develop this investigation and consider its type, there were used three data collection instruments that could allow the easy collection of data to answer the research question and fulfill the objectives. These instruments were interviews, field notes, and speech samples. They

had been chosen because through them I could identify the data collected easily when the triangulation was done extracting the crucial information to be used in the analysis.

Interviews

The first instrument used was the interview. The importance of this instrument goes across the interest in other people's stories because they are a way of knowing them (Seidman, 2006). It was evident that through the interview, the researcher could identify the strengths and weaknesses of increasing speaking skill through entrepreneurship projects using CLIL lessons.

Considering it Josselson (2013, p. 1) remarked its importance when he said that “an interview is a shared product of what two people—one the interviewer, the other the interviewee—talk about and how they talk together. Some meeting of two minds occurs through this conversation”. Additionally, Koshy (2005, p. 92) stated “the main purpose of conducting interviews is to gather responses which are richer and more informative than questionnaire data”. The interview was extremely useful in this investigation because it gave clues to the researcher to understand how much the speaking skill had been.

In this research, I used interviews because they allowed knowing the students' beliefs about their progress in the increasing of speaking skill (see appendix 1). The instrument was carried out in three stages of the investigation considering each one of the lessons implemented in the action research. The first interview was done at the end of the first lesson allowed us to know the beliefs the participants had about their English language level and their integration of it with the entrepreneurship projects. The second interview checked the progress in the performance the students had during the second lesson. The last interview collected information about how much students had grown. All of the interviews were done by the teacher-researcher and they were

implemented in spaces different from the hours of the lessons. The groups interviewed in each section were different (five students), chosen randomly each time.

Field notes

The second instrument used was field notes. The importance of this went through its nature because this instrument allowed a process of reflection. Field notes were helpful because it could record what, why, and where happen during the research process. Koshy (2005, p. 97) remarked on a series of advantages that field notes contained and that were suitable in this research such as the easiness to make changes in practice, keep the progress of the investigation, complement other instruments to analyze information, and enhance the professional development of the researcher due to his reflective spirit.

In this research, the field notes were important because they allowed me to observe every aspect that occurred in the classroom when participants were doing the activities proposed in the lesson plan (see appendix 2). The meaningful events that occurred when the lesson was carried out allowed the researcher, as well, to understand the way the participants could increase their speaking skill.

Speech samples

The third instrument utilized was speech samples. As the nature of this research was the enhance the speaking skill of the participants, keeping the recordings of their products was very important to comprehend the way they improved their orality. These speech samples were transcript and allowed the analysis of the number of specialized expressions, fluency, and L1 interference (see appendix 3).

Data collection procedures

Before these instruments were officially used, a piloting CLIL lesson was carried out on June 7th, 2019 during an English language lesson. Eventually, three lessons were applied considering the CLIL lesson plans and implementing speaking skill strategies to support the Entrepreneurship project's development. Once each one of the lessons ended, the three instruments were applied.

The first instrument applied was the field notes. Actually, they were completed while the lessons were taking place. In this stage, the teacher-researcher observed the different behaviors of the learners when using the language in an oral way and fill in the information required through the questions. The questions, which were written previously and were adapted to each one of the lessons, mostly pointed out to discover the quantity of usage of the meta-language by the students, the appropriation of the topic taught entirely using the English language, and how the students' oral production was.

The second instrument applied was the speech samples. Some parts of the lessons were recorded (mostly, those in which the students had to speak or participate using the English language as the means of communication), just as the production stages of the lessons where students had to speak English to present their final products of the class that were integrated to the construction of their SMEs. In this way, the teacher-researcher could track the progression in the use of the meta-language by the students within the classroom.

Finally, the third instrument applied was the interviews. At the end of each one of the lessons, the teacher-researcher joined together a group of students chosen randomly. These interviews were done using the mother tongue and pointed out to explore the relationship

between the use of the English language and the Entrepreneurship class, just as to know how the participants felt about incorporating the meta-language in that subject, and possible implementation of the English language in other subjects. In the end, it was evident that participants found important the implementation of the English language mostly to increase the use of speaking skill within the class.

Table 2 shows the timetable used for the collection of the data using each one of the instruments.

INSTRUMENTS	PILOTING	DATA COLLECTION
Field notes	During the first three weeks of June 2019, the field notes were piloted.	September to November 2019. Every lesson with sessions was registered in the field notes.
Speech samples	During the lessons of June 2019, the speech samples were taken.	September to November 2019. Speech samples were taken from some parts of the different lessons planned per each one of the lessons, and the presentation of the final products. The last speech samples were taken from the trade fair in November.
Interviews	The interview was piloted with a focus group in July 2019	September 2019: the first interview was conducted with a focus group of five students. October 2019: the first interview was conducted with a focus group of five students. November 2019: the first interview was conducted with a focus group of five students.

Table 2. Timetable of collection data

Ethical issues

As the participants in this investigation were underage, it was mandatory to ask their legal representatives to approve their participation. Then, it was necessary to talk with them to explain the measure of participation the students had, and the advantages the participants would win.

This research involved interviewing participants (in audio and video) to know about their beliefs and experiences in the CLIL lessons which did not represent any physical or psychological risk. The teacher-researcher ensured to keep the data locked at all times and not mention any real names of the participants assigning a number instead.

When the legal representatives were notified about the inquiry, each one of them received a completed informed consent form which it was detailed the main characteristics of the investigation: name of the researcher, purpose of the research, procedure, benefits, confidentiality, and informed consent (see appendix 4).

Each interview was recorded using a mobile phone and a camera to be a transcript and stored in a laptop in an mp3 file afterward. Subsequently, this process was completed, and the information was deleted from the laptop. Only the teacher-researcher had access to this information and only he knew the real identities of the participants.

This chapter explained the methodological framework of the current study. The research approach, type of study, context, participants, researcher's role, data collection instruments, data collection procedures, and the ethical issues were described.

The following chapter presents an explanation of the instructional design, curricular platform, vision of curriculum, vision of language, vision of learning, and the vision of the classroom.

Chapter 4

Instructional design

The following chapter describes the curricular, language, learning, and classroom visions that represented the base of this study and its pedagogical intervention. The different lesson plans, activities, and tasks are described here, as well. It may be important to remember the research question: How does a group of EFL high school students develop speaking skill through Entrepreneurship Projects in a partial instruction CLIL classroom at a private institution?

Curricular platform

This pedagogical proposal sought the promotion of speaking skill through the implementation of a partial instruction CLIL lesson using the development of a project on Entrepreneurship. Considering the implementation of the content-driven approach, both the language and the content teacher collaborated together to reach a common objective. As it was mentioned in the previous chapter, this intervention took place in a private institution, and its ELT is based on the communicative approach and the grammar-translation method. This means that this intervention, in a certain way, revolutionized the way in which English was being taught there.

Vision of curriculum

Along with this study, the promotion of speaking skill became the most relevant skill to be increased within the classroom. However, and as was mentioned previously, the limited use of adequate instructional strategies had not had a relevant impact on the achievement of this goal. The implementation of a dual-focused educational approach such as CLIL (Coyle, Hood, and Marsh, 2010) might be a high possibility to increase the speaking skill of the students.

CLIL implies not only the use of English as a means of communication, but the only possible way to understand the content learned in each lesson. In the case of this study, the use of the jargon to implement a project of Entrepreneurship (which was derived at the end of the presentation of a final product), represented an appropriate way to implement different strategies to increase speaking in the class.

The school curriculum presented two different areas which can be interwoven through CLIL allowing students to widen their knowledge of English and Entrepreneurship. In order to develop the content-driven approach, it is important to clarify the role of the Entrepreneurship teacher in this study. Her role was very relevant because she was the expert in the content and starting from this point, she acted as a guide to the language teacher to implement the knowledge in the metalanguage. Before preparing each one of the lesson plans, there was a previous meeting with the teacher for one hour approximately. There, both the language and the content teacher interchange the relevant information to implement the content in the metalanguage in the English lessons.

The first step was to check the Entrepreneurship action plan of the school. There was a discussion based on the main topics presented there and an argument of knowledge that was taught in both subjects considering each one of the objectives of the class. The objectives developed during the pedagogical interventions were adopted from the Entrepreneurship lessons (Table 3).

LESSON	GLOBAL GOAL	CLASS OBJECTIVE
1	To create your own company	How to create my own company
		Talk about your company's philosophy, mission, and vision

2	To define the business plan of your SME.	How to do a market study to create a business plan for your product.
3	To present the final product of your SME.	How to present the final product of an SME.

Table 3. Entrepreneurship lessons' objectives.

The second step was to review the sources of information and the way they were presented to the students in L1. This was a guide for the English teacher to present the information in his lesson. Once the common objectives per lesson were aligned, the knowledge was applied during the lesson. It is important to highlight that the Entrepreneurship lessons were carried out weekly first (Monday mornings) and then the English class. This fact allowed students to have a notion of the topics that were presented later in the language lessons. According to the abovementioned, the teacher-researcher role in this CLIL process was to be a collaborator along with the content teacher because each one of them shares knowledge about their expertise areas and helps each other to reach the objectives of the class (Yuen, 2020).

Bearing in mind the previous information, the implementation of CLIL was done in this study because as Coyle et al. (2010, p. 19) mention it is an “amalgam of both, language and content, and is linked to the process of convergence”. The implementation of content and language in the space of the English lesson did not prioritize language over content, but there was a ‘teamwork’ between both to develop the content using the metalanguage as the means of communication.

Additionally, the use of a pedagogical approach as Project-Based Learning could evidence the students' processes, not only related to the use of the language but the learning of the content and everything that surrounds it increasing the possibility to boost creativity,

problem-solving skills, decision making, autonomous learning and collaborative learning (Thomas, 2000) in order to present a final product.

Vision of language

The vision of language in this instructional design was based on Vygotsky's sociocultural perspective (1986) in which language is related to a social construct that is built through people's interaction with other members of society. When children are acquiring enough knowledge to communicate, it represents the result of engaging in social experiences.

Considering this, CLIL allows the interaction between students to build the language. As was mentioned in the previous chapter, this educational methodology contains the 4Cs which help the interaction of the language in terms of Culture, Cognition, Content, and Communication. Furthermore, the vision of language in the current study is also mediated by 'the Language Triptych' (Coyle et al., 2010): the language of learning which is referred to the analysis of language needed to access basic concepts and skills of the subject of study; language for learning which is centered on the sort of language needed to operate in a foreign language environment; language through learning which is referred to as the articulation of the language and the process of using it to create new knowledge.

On the other hand, the development of speaking skill can be promoted considering the purposes the individual has. These can be integrative in which the individual is trying to be part of a speech community, and instrumentally, which is the case of this study, in which the language is used for operational purposes (Broughton, Brumfit, Flavell, Hill and Pincas, 2003). The use of English within the lessons represents a means of communication that allows the learners to present, create, design, and sell a final product through an SME. The instrumental

purpose of the language within the classroom is targeted by the development of Entrepreneurship Education.

Vision of learning

The vision of learning in this study relates to the vision presented by Vygotsky (1978) which is held in the construction of knowledge through social interaction with others. In CLIL, learning is the result of communicative interaction in authentic contexts, considering not only English as the vehicular language, but the content taught. In the case of speaking, there is a need to co-construct and develop this ability to interact socially, communicate ideas, learn pronunciation, and encourage fluency, among others.

In this study, the knowledge was built to make the students be more independent in the use of English, allowing them to use it in different contexts (not only in educational or academic ones). Learning English is an uninterrupted practice that must be mastered constantly. Participants in this study were aware of the use of the English as a vehicle of communication and how the increase in their level of proficiency would help in their professional lives.

Vision of classroom

The vision of the classroom in this study was mediated by the role of the learners in the content-driven approach of study. There, the learners are prepared to face their professional/working lives by being active characters in their own processes. Even though the lesson was mediated by two teachers (the Entrepreneurship one and the English language one), the student's role was active because he/she needed to place his/her own skills, research the content, and organize his/her cognitive process (Coyle et al., 2010).

In the achievement of the objectives of the classroom, I applied the use of the 4Cs (Do, C., Phillip, H., and Marsh, D., 2010) when developing each of the lessons: the content element was based on the Entrepreneurship instruction and the curriculum for the corresponding class in the school; the communication element was entirely based on the use of English which is described as 'learning to use the language and using the language to learn.' Additionally, it was not centered on the teaching of grammar (without leaving it aside), but on the teaching of other important components such as syntax and morphology, for instance; Cognition in the CLIL lessons allowed students to construct their own understanding through the different challenges presented; the Culture was presented when teaching and developing the Entrepreneurship competence in which the students could have "the capacity to act upon opportunities and ideas, and transform them into financial, cultural, or social value for others" (European Union, 2017). The final product sought to have an impact within their community considering their peers' background, issues, and opportunities to get that.

Moreover, the implementation of the PBL as the pedagogical approach within the classroom allowed the development of a product through the construction of a project which gave independence to the students to promote autonomous learning and improve their speaking skill. The implementation of these elements were included in each one of the lesson plans developed per each class, and applied when the lessons were developed through the different tasks the students had to do.

Instructional design

The present study was based entirely on a CLIL series of lessons considering the PBL approach to be applied and seeking the increase the speaking skill of the students. As it was mentioned in the previous chapter, GT was applied there.

General pedagogical objectives

In order to promote the increase of speaking among the students within the classroom, and for me as a researcher to understand the role of the CLIL approach to reach the general objective in this study, I present the following instructional objectives:

- To raise awareness in the use of spoken English as a matter of identifying new concepts and adopting them for creating communicative environments
- To foster the speaking skill among students while they construct their own Entrepreneurship products.

Implementation

The design of each lesson plan (see appendix 6) consisted of the main goal per lesson, which contained between 3 to 4 aims, it described the criteria for assessment which covered teacher, peer, and self-assessment. Additionally, there were some teaching objectives (what the teacher planned to teach) that consisted of the 4Cs (content, cognition, culture, and communication). The last item in this section was subdivided into three parts: the language of learning, language for learning, and language through learning. In the end, there were presented some learning outcomes that correspond to what learners were able to do by the end of the lessons.

Moreover, each lesson contained a teacher notes' lesson plan which described the teaching/learning activities that were based on the general lesson plan. This contained the warm-up, the previous knowledge game, the glossary section, the presentation of the topic, the handout, the thinking activity, the ending of the lesson (feedback section), and the self-assessment. Then, there was a description of the instruments for assessment that correspond to the focus of the

lesson on language. This section contains the scaffolding not only for the students but for the teacher. There, a description of the main expressions used during the lesson was presented by both of them. A section of the resources of the class is presented and a final section of notes where the teacher could write some extra information related to the development of the students within each lesson.

The lessons were taken directly from the curriculum that the school has about Entrepreneurship (as it was described previously in this chapter). In terms of English, there were developed some speaking skill such as fluency, use of specialized vocabulary, and pronunciation of basic expressions. The first lesson was developed to teach students 'How to create their own company' (during the first two lessons) and the creation of the company's vision, mission, and philosophy (during the next three lessons). There, the concepts required were taught in order to present their own companies in English.

The second lesson targeted to teach students 'How to do a market study to create a business plan for their products' (it took five lessons). There, the students were taught the basic concepts of a market study and highlighted the importance of it in order to create a business plan. First, the lessons pointed out to recognize the market study of some important and recognized companies in which they had to research the objective, the viability of the product, and the impact that it has had in the market. From it, they did the same exercise with their own companies. In the end, they presented their own business plan to position their final products.

The third lesson indicated preparing students to present their final product at the school trade fair (it took five lessons). There, the students were taught to implement one or different strategies to present their companies and sell their final products. They identified the main marketing dimensions that an SME needed to drive a product to a successful stage in selling. In

the end, during the trade fair, they were evaluated through the use of the English Language to communicate the topics studied along this process (presentation of the company's vision, mission, philosophy, market study, business plan, and description of the final product) and some elements proper from the language such as pronunciation, fluency, the vocabulary used, etc.

The implementation of CLIL and the development of speaking skill were made during the whole lesson because the curriculum of Entrepreneurship was almost totally applied in English. When it is referred to as 'totally', it means that not all the topics that the curriculum brought were taught mostly because of the lack of help from the Entrepreneurship teacher. As was explained previously, the content teacher guided the process to develop and help the language teacher to create the CLIL lesson plans to implement during the English lessons.

At the beginning of this process, the students noticed that the content of the lessons was the same work in their Entrepreneurship class. Some of them were excited to learn those concepts in the English Language because it could help their professional careers in the future, but others saw this as a very complicated thing because they found the language as difficult to understand what the teacher wanted to do. As it was based on the CLIL approach, the language had a main role within the lesson because the learners had the opportunity to learn different aspects such as learning new vocabulary (the language of learning), interacting through questions, classifying information, comparing and contrasting information and learn new expressions (language for learning), and the use of language necessary to accomplish the specific goals per each lesson (language through learning).

LESSON	SESSION	TEACHING OBJECTIVES	LEARNING OUTCOME	TOPIC	METHODOLOGY/ PROCEDURE
<p>Lesson 1 – September 23th 2019</p>	<p>To create your own company The teacher introduced the main concepts of an SME creation to the students. <i>Time:</i> 3 hours <i>Type of data:</i> teacher-researcher observations and reflections. <i>Instruments:</i> field notes</p>	<ul style="list-style-type: none"> - To introduce the concept of the company - To make learners aware of the importance in a company of having a mission and a vision. - To help learners understand that learning can be achieved in a foreign language. - To help learners understand that keeping a record of new words is important. 	<p>By the end of the class, learners will be able to:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the steps to create their own and its characteristics. - Distinguish the different requirements to create a company. - Use the class vocabulary to describe the creation of their own companies. - Use language creatively to describe the steps and the characteristics of the creation of their own company. - Ask and respond Wh-questions about the creation of their own companies. 	<ul style="list-style-type: none"> - Introduction of the concepts. - How to create a company - What are the requirements for the company creation. - Features of them. - The creation of their own companies and the production of a product from it. 	<ul style="list-style-type: none"> - Warm-up: brainstorming of words related to company creation. - Previous knowledge: products to improve people's lives. - Glossary: new words about company creation. - Presentation of the topic: conceptualization of company creation. - Handout: speaking and writing activity. - Thinking activity: create my own company. - Ending the lesson – feedback: checking new vocabulary. - Self-assessment.
<p>Lesson 1 – September 25th and 26th 2019</p>	<p>What are my company's philosophy, mission, and vision? The teacher highlighted the importance in a company of having a mission, a vision, and a philosophy. <i>Time:</i> 4,5 hours</p>	<ul style="list-style-type: none"> - To present the content of the unit. - To introduce the concepts of philosophy, mission, and vision. - To make learners aware of the importance in a company of having a company's philosophy, mission, and vision. - To help learners understand that learning 	<p>By the end of the class learners will be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of the concept philosophy, mission, and vision and their characteristics. - Distinguish between the mission and the vision of an SME. - Use the class vocabulary to describe the philosophy, the 	<ul style="list-style-type: none"> - Introduction of the concepts. - What the mission of an SME is. - What the vision of a SME is. - What the philosophy of an SME is. - Features of them. - The philosophy, the mission and the 	<ul style="list-style-type: none"> - Warm-up: receive the message. - Previous knowledge: matching the mission, the vision, and the philosophy of famous companies. - Glossary: new words about company creation. - Presentation of the topic: conceptualization of the mission, the vision, and the philosophy of a company. - Handout: writing activity. - Thinking activity: create and present my own company's mission,

	<p>Type of data: teacher-researcher observations and reflections. Instruments: field notes, interviews, and speech samples.</p>	<p>can be achieved in a foreign language. - To help learners understand that keeping a record of new words is important.</p>	<p>mission and the vision of their own SME. - Use language creatively to describe their SME's philosophy, mission, and vision. - Ask and respond Wh-questions about the philosophy, the mission, and the vision of their own companies</p>	<p>vision of their own companies.</p>	<p>vision and philosophy (speaking production). - Ending the lesson – feedback: checking new vocabulary. - Self-assessment.</p>
<p>Lesson 2 – From October 17th to October 21st 2019</p>	<p>To define the business plan of your SME The teacher presented the concept of market study. Time: 6 hours Type of data: teacher-researcher observations and reflections. Instruments: field notes</p>	<ul style="list-style-type: none"> - To understand the implications of a market study in an SME. - To create a business plan to release the SME's product. - To analyze the supply and demand of the market. 	<p>By the end of the class, learners will be able to:</p> <ul style="list-style-type: none"> - Demonstrate an understanding of the steps to elaborate a market study in their own SMEs and their characteristics. - Distinguish the different requirements to create a business plan. - Use the class vocabulary to describe the creation of their own SME's business plan. - Use language creatively to describe the steps and the characteristics of the creation of their own business plan. - Ask and respond Wh-questions about the creation of their own business plan for their SMEs. 	<ul style="list-style-type: none"> - Introduction for a market study. - Business plan creation. - How to analyze the supply and demand of the market. 	<ul style="list-style-type: none"> - Warm-up: word construction. - Previous knowledge: students are asked about what is needed for improving people's lives. - Glossary: new words about the business plan and create a market study. - Presentation of the topic: explanation of what a market study is and how it is necessary to create a business plan. - Handout: presentation of a business plan of a recognized company - Thinking activity: the creation of a business plan for their own SMEs. - Ending the lesson – feedback: checking new vocabulary. - Self-assessment.

<p>Lesson 3 – October 28th to November 8th 2019</p>	<p>To present the final product of your SME The students presented their SMEs and their products in the trade fair. Time: 6 hours Type of data: teacher-researcher observations and reflections. Instruments: field notes, interviews and speech samples.</p>	<ul style="list-style-type: none"> - To identify different strategies for selling a product. - To choose the accurate strategy to present and sell a product. - To implement the selling strategies when presenting a product to a target population. - To present your SME. - To present the main characteristics of your SME's product. 	<p>By the end of the class learners will be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of the concept of marketing. - Differentiate between a marketing strategy and a marketing plan. - Distinguish the importance of the 4Ps in the marketing strategy. - Use the class vocabulary to present their SMEs and their products. - Use language creatively to sell their products in the school trade fair. - Ask and respond Wh-questions about the creation of their own SMEs and the main characteristics of their products. 	<ul style="list-style-type: none"> - Introduction to marketing. - Marketing strategies vs. Marketing plans. - The 4Ps in a marketing strategy. - The product and its manufacturing. 	<ul style="list-style-type: none"> - Warm-up: guessing game about well-known companies. - Previous knowledge: making the decision to choose one product. - Glossary: new words about the business plan and create a market study. - Presentation of the topic: explanation of what marketing is, how to create a marketing strategy, the applying of the 4Ps, the presentation of their products and their SMEs. - Handout: apply a marketing strategy to sell a well-known product. - Thinking activity: creation of a marketing strategy to sell their products during the school trade fair. - Ending the lesson – feedback: checking new vocabulary. - Self-assessment.
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Table 4. Implementation description

Chapter 5

Data analysis and findings

This chapter describes how the gathered data was analyzed in order to obtain the findings of this research. Initially, I present the data analysis approach. Consequently, I explain the procedures followed for analyzing the data which, in the end, resulted in the categories that produced the findings of this study. Additionally, I present an emergent category that was out of the objectives proposed in the statement of the problem.

Data analysis procedure

To do the analysis of this study, I decided to utilize what in qualitative research is called the Grounded Theory. According to Corbin and Strauss (2008), this theory uses the systematic use of data collection and analysis procedures to develop inductively a new theory from the data gathered. Considering the use of GT, the theories derived come from real-world data, I chose this approach because of the inductive nature of the data collected, and the closed relation it has with the procedures followed to gather information. GT allowed me to create categories and subcategories for this study, following the coding steps suggested by these authors (open, axial, and selecting coding).

Considering the GT procedures, open coding consists (Corbin and Strauss, 2008, p. 234) of “breaking data apart and delineating concepts to stand for blocks of raw data”. The use of this procedure is about reading data several times to divide them into discrete parts, then the codes that emerged are labeled to reach initial categories which are molded in the next stage of analysis. Afterward, axial coding is described by the same authors (2008, p. 234) as “the act of relating concepts/categories to each other”. This procedure allowed me to tighten the

commonalities of data which was presented as the categories. Finally, selecting coding allowed me to connect all the categories resultant from axial coding together around one core category opting for the central thesis of this study.

This type of analysis allowed me as a researcher to perceive relevant aspects to answer the research question of this study: How does a group of EFL high school students develop their speaking skill through Entrepreneurship Projects in a partial instruction CLIL classroom at a private institution? The categories and subcategories were built through the reading of the data collected which I am showing in this chapter and developing findings of this study, as well.

Procedures of Data Analysis

The organization of data was done by the different types of data as suggested by Hernandez et al. (2010). Thus, the classification done was determined by the types of data provided by each one of the three instruments applied during the study: interviews, field notes, and speech samples. To classify these data, the table of 'Implementation description' (included in the previous chapter) was considered.

For the interviews, I made the transcription of each one of them (see appendix 1). These interviews were done at the end of each lesson and the participants were chosen randomly. These were carried out using the mother tongue (Spanish language) because the participants answered the questions in that language. They were organized in order of appearance, which means, chronologically and per participant. These transcriptions were recorded in memos which help to "capture potentially fruitful explanations that can be systematically examined later" (Hatch, 2002, p. 182). The use of memos in this study allowed me as a researcher to articulate the

interpretations, make connections and propose hunches about what was happening during the gathering of data (Hernandez, 2010).

For the field notes, I started the analysis by reading them, which revealed some important information about the topics involved in the study. The information was kept in analytic memos to be read constantly to organize the data in a hierarchic position of relevance (see appendix 2). The chat between the data and I helped me to reach important pieces of evidence that constructed units of meaning for the open coding stage allowing the creation of the initial categories.

For the speech samples, I decided to choose five out of twenty-seven pieces of data randomly (the number of participants). These samples allowed me to maintain the generalizability of the findings and avoid potential bias in the selection. These samples were transcripts and the recording of these speech samples appeared in memos (see appendix 3).

Each one of these instruments implemented showed some important aspects about the participants: the interviews provided aspects such as the participants' attitudes and beliefs towards the use of spoken English during the lessons and the importance of potentializing oral production in the construction of academic and professional purposes in their lives; the field notes revealed the way in which the participants behave in terms of the association between the Entrepreneurship knowledge and the use of English as a means of communication; the speech samples allowed me to understand the increasing (or decreasing, as well), of the participants' oral production during the pedagogical interventions.

Bearing in mind the instruments applied and the nature of data collected through each one of them, it is necessary to mention that these helped to implement the triangulation process. It is described by Sagor (2005) as

The strategy used by trial lawyers to prove a case beyond a reasonable doubt. In planning their cases, lawyers strive to have corroboration for every bit of testimony or evidence. Corroboration is accomplished by presenting additional independent pieces of evidence that lead to the same conclusion. While any single bit of evidence might be flawed or so imprecise that it could and should raise suspicion, when enough separate and independent pieces of data all point in the same direction, the credibility of the conclusion becomes apparent. (p. 93)

Hernandez et al. (2010) describe the triangulation process as using different sources and methods of data collection that help the researcher understand and analyze a phenomenon with a higher and deeper richness in the qualitative research process.

Considering the abovementioned, the triangulation process of this study was done with the three instruments described previously. The following triangulation matrix (table 5) presents the instruments I implemented to gather information and the type of data I obtained and contrasts them with the research question of this study (shown in the first column):

RESEARCH QUESTION	DATA SOURCE #1	DATA SOURCE #2	DATA SOURCE #3
How does a group of EFL high school students develop their speaking skill through Entrepreneurship Projects in a partial instruction CLIL classroom at a private institution?	Interviews: participants' attitudes and beliefs about CLIL.	Field notes: association between Entrepreneurship projects and CLIL.	Speech samples: participants' oral production.

Table 5: Plan for triangulation (Sage, 2005)

To achieve open coding, I utilized the color-coding labeling technique in the interview and the field notes to code units of meaning. After it, I classified the resultant codes into

categories seeking similarities to one another based on the theoretical constructs reaching the axial coding (Strauss, 1987) (the colors utilized for doing this are explained forward in this chapter, for both instruments) (see appendixes 1 and 2).

On the other hand, with the speech samples, I took three variables of analysis which corresponded to time expressions (with a quantitative and qualitative analysis), fluidity, and L1 interference. As a result, findings pointed out to identify the main aspects to increase the speaking skill through the content-driven approach addressed in this study.

Subsequently, I implemented triangulation as a technique to compare the information and organized the results of the study in relation to the research question, research objective, and subsidiary objectives (table 6).

Research question	How does a group of EFL high school students develop their speaking skill through Entrepreneurship Projects in a partial instruction CLIL classroom at a private institution?
Research objective	To identify how high school students could develop their EFL speaking skill in the context of Entrepreneurship Projects in a partial instruction CLIL classroom.
Subsidiary objectives	To create strategies based on a partial instruction CLIL classroom to enhance students' EFL speaking skill in the context of Entrepreneurship Projects. To develop an Entrepreneurship project using the PBL approach incorporated into the partial instruction CLIL classroom.
Categories	Language learning development; Oral performance; Content of learning development; Students' beliefs.
Subcategories	Language triptych, vocabulary input, L1 interference; Responsive speaking performance, extensive speaking performance, fluency; Cross-curricular content, thinking process.
Data reference	Field notes, interviews, and speech samples.

Table 6. Data organization table.

It is important to mention that through the analysis done, an emergent category appeared. This one was not aligned with the objectives of this study but I considered was important to remark.

Categories

The main objective of this study is to identify how students could develop speaking skill within the context of Entrepreneurship Projects in a partial instruction CLIL classroom. The figure 6 presents the categories and subcategories that emerged from the data analysis in each one of the instruments.

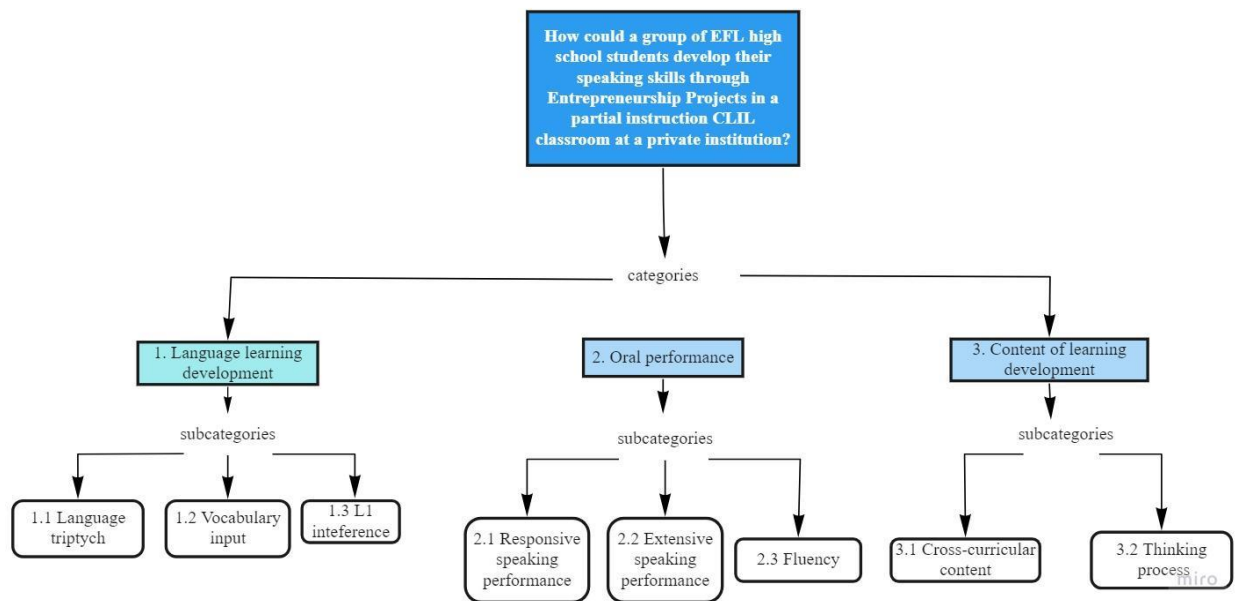


Figure 6. Categories graphic organizer

Category 1: Language learning development

The role of language learning in CLIL is a relevant aspect of this content-driven approach which is seen as the means of communication that is used in authentic contexts, it is concentrated on meaning and on form, and it leads to developing different communicative skills (Coyle et al.,

2010). Considering these assumptions, developing an appropriate language learning process allow the participants to understand the key concepts and abilities students need to work in class, the type of language need to perform in class different tasks related to the content, and the dynamic engagement of language and thinking in the learning process (Mariño, 2014), to increase their specific vocabulary according to the content taught in class (in the case of this study Entrepreneurial vocabulary), and the fluency that students use to speak in terms of speed and flow, degree of control, and connection between language and content (Nation, 1990).

Through the data analysis, I observed that the participants develop different aspects of the language learning process during the pedagogical intervention. The development of language learning was mediated by the content developed within the CLIL approach and the process presented in the PBL stages. To develop it, lessons presented a series of teaching objectives mediated by the 4Cs: content, cognition, culture, and communication. This last aspect encounters specific language goals to be developed such as the language of learning (key vocabulary to be learned and used there), language for learning (use of specific expressions related to asking for information, classifying, comparing, contrasting, and asking additional information), and language through learning (specific objectives to be accomplished when using the language during the lessons). Having these aspects in mind, the participants evidenced the usage of language, increased vocabulary and expressions, and avoidance of using the L1.

Subcategory 1: Language Triptych

Within this subcategory, it was evidenced that participants' performance showed different aspects of the language of learning, language for learning, and language through learning (contained in the language triptych). Within the pedagogical intervention, in each one of the lessons, the students learned the expressions and vocabulary necessary to present a final task

which was performed orally. Bearing in mind this, during the completion of the field notes, I noticed that the participants developed the aspects related to the language triptych and used them to improve their speaking skill. When they have to present their first task (creation of the SME with the description of the main features), most of the students believed that there were changes in Entrepreneurship expressions from Spanish to English. However, other students found it easier to learn aspects of the language and the content when using the meta-language. The question, which I answered through the development of the field notes, related to identifying whether students understood the content of the class well I wrote:

“For some moments they hesitated when facing these topics in the FL because they believed it was different in the vehicular language”. (Field notes, p. 1)

This opinion was supported by one of the answers provided by a participant in the interview in which he was asked about the effectiveness of improving their English proficiency through the Entrepreneurship lessons:

“...he logrado entender más temas en inglés de lo que he aprendido en esas clases, pero en español, o sea se me facilita algunas cosas más en inglés”.
(Interview, p. 1)

As the lessons moved to more complex stages, the increase of language learning moved, as well. I, as a teacher-researcher, and the participants noticed that knowledge of

Entrepreneurship increased and the use of the language to express different characteristics of their SMEs too. In the field notes, through answering the question about whether students understood the topic presented in the third lesson, I identified:

“When students present their SMEs, they develop, not only an increase in the use of the English language but the use of the proper knowledge about Entrepreneurship”. (Field notes, p. 2)

Another aspect is that participants noticed their advances when using the language. Most of them believed they had improved aspects such as vocabulary, fluency, and pronunciation. In addition, participants realized that they advanced in their learning of language to communicate in English by talking about Entrepreneurship. In a question asked during the first interview about how they felt when performing oral activities using the expressions and vocabulary learned, a participant answered:

“Siento que a la hora de hablar en inglés o leerlo o ese tipo de actividades mejora mis conocimientos y capacidades y pues hay como que me mido en, como dijo mi compañera, en qué tengo que mejorar”. (Interview, p. 3)

During the performance of the presentation of their SMEs, one of the students evidenced the use of expressions related to Entrepreneurship which targets to show the development of the language triptych throughout the pedagogical intervention:

My name is Nicole. My Small to medium enterprise.

Mission. Beauty of the home is a company espeleiced in beatify space of our clients and making them think that have stick, and have harmony recycling the material well in remedy elegance. (Speech sample, p. 4)

As it is seen, the analysis shows the different aspects that the language triptych influenced the language learning process. Facing the theory and my findings, the development of the language triptych during the pedagogical intervention allowed students to learn key vocabulary to be applied during their oral performances (language of learning), structured English in terms of asking for information, classifying, comparing, and contrasting (language for learning), and accomplished the language objectives proposed in each one of the lessons (language through learning).

Subcategory 2: Vocabulary input

The development of vocabulary represents a central aspect of the pedagogical intervention. Lacking vocabulary could represent one of the biggest problems when developing speaking skill because participants could not find the appropriate words to express what they want to say (Thornbury, 2002). Additionally, participants could be challenged in terms of making the correct connections between the form and meaning of the words, and when producing language.

During the pedagogical intervention, each one of the lessons sought to develop specific vocabulary and expressions. Table 7 shows the specific vocabulary that students learned during each one of the lessons presented in the lesson plans:

LESSON	VOCABULARY (Language of learning)
1	Small-to-medium enterprise (SME), company, philosophy, mission, vision, entrepreneurship, business idea, product
2	Small-to-medium market study, supply, demand, business plan, product, service, location, target population, product distribution entrepreneurship, business idea.
3	Small-to-medium marketing, marketing strategy, marketing plan, competitive, campaign, product, price, promotion, place, business, investment, and manufacturing.

Table 7. Vocabulary per lesson.

Taking into account these aspects, the instruments performed during the study, illustrated the different usage of vocabulary and its increment in the participants.

Analyzing the speech samples, the use of different specialized Entrepreneurship expressions used by the participants was evidenced during each one of the lessons. Next, the performance of a student during the first lesson where the participants' SMEs had to be presented:

Mission: "Caprichos de Amor" is a entrepreneur company the focus is to provide our customers and consumers with the cookies and edible pots with various flowers and styles with the best quality, maximum fresh and fair prices. (Speech sample lesson 1)

During the second lesson, the participants had to present their business plans. Here is shown one of the extracts of a participant's performance where the use of specific Entrepreneurship expressions was used:

Objective. Creativity in the packaging to fill the pots. Two, economic price and quality products. Three, use materials that do not pollute the environment.

(Speech sample lesson 2)

Finally, the presentation of their SMEs during the trade fair evidenced the use of specific Entrepreneurship expressions. Here is a speech sample extract that shows the use of them:

My company wisel edible such a lovely chocolate, blackberry, and passion fruit, and arequip and with its edible flower. We also sell cookies filled with Whim and transparent cookies filled with Whim.

As is seen in the excerpts above, the sample shows their development in terms of vocabulary is variable. Some of the participants utilized a major number of expressions and vocabulary related to Entrepreneurship more in one lesson than the others. In addition to it, the vocabulary used depends on the key vocabulary worked in each lesson. Table 8 exposes the number of specialized vocabularies used and the quantity of time spent by the participants in each intervention (effective time using English only):

STUDENT	Lesson 1		Lesson 2		Lesson 3	
	#	TIME	#	TIME	#	TIME
P1	2	2:26 min	4	1:59 min	4	1:42 min
P2	3	1:21 min	12	3:01 min	7	2:30 min
P3	3	1:38 min	7	3:50 min	5	1:35 min
P4	2	1:29 min	7	4:10 min	3	1:14 min
P5	3	1:03 min	7	1:43	7	1:52 min

Table 8. The number of specialized expressions related to the quantity of time.

According to the table, in general terms, it is evidenced that the number of specialized expressions and vocabulary increased during the second lesson. That happened because the content learned involved an important topic developed in Entrepreneurship which is the business plan. Participants tend to use more expressions due to the presentation of the strategies implemented to present and place their products in the market. The learning of specialized vocabulary allowed participants to speak more and to reach the lessons' communicative objectives.

In addition to that, in the interview, the participants recognized the importance of learning more vocabulary and how this becomes important when speaking. In a question asked related to the possible limitations the participants had during the oral performance, one student answered:

“hemos aprendido más vocabulario y eso nos ayuda también a adquirir más conocimientos de una lengua diferente a la nuestra”. (Interview, p. 1)

This excerpt evidenced that participants are aware of the learning specialized expressions identifying their importance when they develop their speaking skill to communicate the content of the class.

On the other hand, in the field notes, the teacher-researcher noticed the improvement in the acquisition and learning of specialized vocabulary was evident during each one of the lessons. In a question presented in the field notes related to the increase in the use of English within the lessons, I wrote:

“The learning of new vocabulary and expressions, combined with the new ones presented in this stage, made students incorporate more vehicular language in their participations”. (Field notes, p. 2)

As is evidenced in each one of the excerpts presented above, the participants increased their specialized vocabulary learning and it was utilized when presenting the final task in each stage of the Entrepreneurship project development.

Subcategory 3: L1 interference

In this subcategory, the speech samples evidenced that the use of L1 when participants' performance was repetitive. According to Derakhsahn and Karimi (2015), L1 interference appears in linguistic aspects such as phonology, vocabulary, and grammar. These authors mention that one of the common errors of L1 interference corresponds to ambiguous errors which involve errors transferred from mother-tongue forms, meanings, and culture.

Whether the L1 interference represents a valid resource that helps the speaker to keep the idea about what is being said and an alternative commonly used to make the speech flow, this issue sometimes goes beyond because it denotes the lack of vocabulary to continue speaking in the metalanguage. During the pedagogical intervention, L1 interference was very common among the students. Some of them did not have a high proficiency level so they used their mother tongue time by time. Analyzing the different speech samples of three participants (chosen randomly), table 9 evidences the number of L1 interferences.

PARTICIPANT	L1 INTERFERENCE (words in L1)		
	Lesson 1	Lesson 2	Lesson 3
P1	4	274	3
P2	7	215	5
P3	9	157	2

Table 9. L1 interference

The speech samples of each one of the lessons were different in terms of the content developed. Most of the participants' speeches were analyzed to show that during the first lesson the L1 interference was low. During the second lesson, the increase of words in L1 was major because the description of the survey involved many terms related to numbers and percentages. This lesson was very different from the others due to the content developed there. Students had to explain their business plan and it involved a series of information such as the objectives of their SMEs, the products' description, gathering information about the impact their products could have in the market, and the target population that the product was directed. Consequently,

participants preferred to use their speech totally in Spanish. Finally, during the third lesson, the participants did not use many words in their mother tongue. The L1 interference appeared especially when they talked about numbers.

“Bueno, la encuesta se hizo a dieciseis personas. Entonces, la primera pregunta dice que que precio estaría dispuesto a pagar. La que más se respondió fue la de que fue de dos mil a tres mil quinientos, y siete personas votaron que fue... que más...” (Speech sample, p. 7)

Previous extract evidenced something that happened with all the participants. Previously, the participant was speaking entirely in English. However, when he had to explain the survey and its results, they switched to Spanish. In a question answered in the field notes related to the use of English when presenting the tasks, I answered:

“...when they presented the analysis and results of the questionnaires, they did it in their mother tongue.” (Field notes, p. 2)

Another aspect found in the field notes made by the teacher-researcher was it was evidenced that the L1 interference was present during the participants' interaction within the lessons. In another question related to the use of English to talk about the content learned, I wrote:

“Mostly, the students used their mother tongue to talk among them within the class. However, a small group of students were using the language when they talk among them. When they did not know a word, both they used their mother tongue or asked the teacher.” (Field notes, p. 2)

Bearing in mind these aspects found within the analysis, it is important to understand that participants found it difficult to express themselves in English when using numbers. It seems a basic aspect of teaching the metalanguage but when there is no serious practice of this category of words participants tend to use their mother tongue to speak about it and the L1 interference appears. Additionally, it is important to reinforce vocabulary, especially the one related to the specific content of the class.

Category 2: Oral performance

Within this research, the core of the study is conducted to understand how the speaking skill of students could be increased through the implementation of the CLIL approach considering the content of the class and the development of Entrepreneurship projects using PBL as the way of learning. Bearing this in mind, the CLIL approach understands the language as a tool of communication that is used within as the vehicle to communicate the content (Coyle et al. 2010; Marsh, 2013). Furthermore, language in CLIL is important not only to be a means of communication but it allows the interaction among students. On the other hand, mastering the speaking skill represents in the learners the validity to say that they really dominate English. According to Broughton et al. (2003), dominating the metalanguage has two motivations:

instrumental which allows one to accomplish operational purposes, and integrative which permits the learner to a speech community.

For me, as a teacher-research, giving enough tools and providing targeted learning to increase the speaking skill of my students is as important as teaching other language aspects. Through the pedagogical implementation, I identified needs related to the development of responsive and extensive speaking performances as the problem which could represent fluency when performing tasks related to the use of English. This category describes the oral performance of the students in different tasks presented in each one of the lessons of the pedagogical intervention using as evidence the instruments applied.

Subcategory 1: Responsive speaking performance

This subcategory emerged from the oral performance that was presented during the development of the Entrepreneurship projects. Responsive speaking performance is related to the common use of language in the classroom in which the teacher asks and the student answers, or the direct interaction among students in any moment of the class (Brown, 2001). In addition to this, it is important to highlight that most of the oral performances of the students in this subcategory emerged from oral registers called monologues. According to Brown (2001), this type of register is related to the length of time used to speak without any interruption. The type of monologues analyzed in this study belongs to the category called Planned monologues because the students prepared their presentations for each lesson by incorporating the content of Entrepreneurship.

Considering this scenario, I found that students incremented their responsive speaking performance during the pedagogical intervention. Each of the lessons contained a series of key

vocabulary and expressions to be developed in the class, and they led to improving the way in which students use them. In order to illustrate that, I observed and registered through the field notes that there was an increase in planned monologues that involved the vocabulary learned. In the question related to the presentation of the final task using English, I wrote:

“The preparation of it was evident because they utilized the glossary proposed throughout the lesson”. (Field notes, p. 2)

In the interview, when participants were asked about the perception they had about their improvement in speaking English, a participant answered:

“Pues sí hemos aprendido mucho ya que, pues hemos adquirido más, ¿cómo decirlo? Como más libertad a la hora de expresarnos, ya que anteriormente, hay varios testigos que le ha pasado, no sabían prácticamente nada de inglés y decían una que otras palabras...”
(Interview, p. 3)

The opinion of the participant stated that the preparation of different tasks previously their oral performances was relevant. The transcription of the following speech sample evidence what was presented in the interview and identified in the field notes:

My company is Biopen.

The mission: It is a company committed to the environmental development of Biopen.

Pens meeting the niche of consumers providing in excellence quality products.

The vision: to become a leading company in twenty-nine in terms of innovation and design for it is commercialization nationwide.

*Philosophy: in order to be a recognized company an environment of *algo así* company and *con* excellence on the part of the worker. Is increased imposing equality, respect, demand, and excellence as the main values to generate a pleasant environment for employees and consumers to guarantee to product quality. (Speech sample, lesson 1, p. 1)*

The information above shows a first presentation made by one of the participants. Here, the use of English is based on the responsive speaking performance considering its planned monologue category. This presentation was made at the end of the first lesson. As is seen, the participant's proficiency contains some grammar, pronunciation, and structure presentation. Additionally, the performance contains initial keywords and expressions related to Entrepreneurship that was incorporated along with the first lessons.

Throughout the students' performances in each one of the lessons, it is evident that the participants elaborated a more specialized performance, integrating a planned monologue that included better fluency, pronunciation, and a high number of specialized expressions. I noticed an increment in the responsive speaking performance of the students.

Subcategory 2: Extensive speaking performance

For this subcategory, I considered the extensive speaking performance proposed by Brown (2001) who established an advanced level of proficiency by incorporating a more formal and elaborated speech. Within this type of performance, the participants elaborated planned monologues, as well. Considering this type of performance, additionally, I considered some performance variables that are involved here: pauses (P), hesitate (H), backtrack (BT), or correct.

In order to analyze this subcategory, I compared three performances and measured the variables mentioned above. The following extract is a performance of a participant that had to present his SME:

My name is Juan Pablo, and... . Is Fresh, my company. Fresh is... (H)

Mission: Fresh is a company dedicate to the products of (P) meat, brownies, warderwall with sciencetru (P), honesty and comics (P) with the inten... intension (BT) of always thinking about all constructs.

Vision: Our company face has a vision for (P) two thousand thirteen (correction) two thousand thirty to be one of the main dessert (H) but, but... (BT) who's is this? (BT) In Colombia to be one of the most recognazaid company, companies.

Philosophy: My philosophy (H), our philosophy is te world to be the nis of our culture and the envi... (H) envist (BT). (Speech sample, lesson 1, p. 2)

As is evidenced in the previous speech sample, when applying the extensive speaking performance and analyzing the variables, many of them in almost all of his interventions were produced. Pause is the variable that appears the most followed by hesitating and backtracking. It is important to remark that his mispronunciation was the source of these mistakes. During the second lesson, the variables appeared:

Hello, my name is Juan Pablo... Here general Fresh.

Problem question: You are products for the entire public depending on the amount of the sugar?

Objectaiv (H)... Objective (P):

Market

- *Innovation while the desserts.*
- *Desserts are going to be unique on the market.*
- *Opening a company that after years is a leather (H)... leader (BT) in confection at the national level.*

Economic level... level (H) (BT)

- *The cost of the dessert is going to be very economized for our customers.*
- *A custom satisfied due the cost the will play for a god product.*
- *We (H)... we (R) (C) will have (BP) the goal of market posization thanks to the revoin (P) (H)... revoin (BT). (Speech sample, lesson 2, p. 6)*

The previous speech sample evidenced those performance variables are not as repeated as they were during the first presentation. I noticed that the participant's performance improved. Its extensive speaking performance was more elaborated.

In the field notes, I identified that this kind of performance allows students to not only improve their speaking skill in terms of avoiding making many pauses, hesitating, or backtracking but to understand and apprehend the content easily. The answer to the question related to the understanding of the topic taught in the third lesson, I wrote:

“Considering the presentations of the trade fair, the topics learned during the implementation of this study were understood”. (Field notes, p. 2)

In the interview, I asked participants how they felt when performing in English. One of the participant's answers related to the question about the English language performance, one of the answers was:

“Es bueno porque así uno conoce sus falencias y en lo que se tiene que reforzar. No me incómoda, porque el grupo no genera burla y sí, me ayuda a expresarme más”. (Interview, p. 2)

These opinions produced by the participants evidenced that they noticed their extensive speaking performance evolved from the first lesson to the third one.

Subcategory 3: Fluency

Hedge (2000) points out that fluency is one of the most complicated skills to be developed by any learner because reaching an acceptable level of fluency means sounding confident and comfortable in any context. The author defines fluency as the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation" (p. 54). Whether developing fluency is a skill that must be practiced constantly (Nation, 1990), reaching a good level does not mean speaking fast, it is giving a precise message with a high degree of precision in terms of grammar structures.

Analyzing the fluency in this study, I discovered that the participants had different levels of progression (five were chosen randomly). As their English proficiency is not homogeneous, they evidenced different ranges of fluency. To measure whether they had progression in fluency, I analyzed the speech samples comparing the number of sentences and the time spent (effective time using English only was considered). Table 10 shows the students' results.

STUDENTS	# OF SENTENCES			UNIT OF TIME		
	L1	L2	L3	Lesson 1	Lesson 2	Lesson 3
P1	10	15	10	2:26 min	1:59 min	1:42 min
P2	8	18	17	1:21 min	3:01 min	2:30 min
P3	7	14	8	1:38 min	3:50 min	1:35 min
P4	7	42	6	1:29 min	4:10 min	1:14 min

P5	8	14	12	1:03 min	1:43 min	1:52 min
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Table 10. Fluency.

The first participant shows that the number of sentences utilized started with the number 10, rose to 15, and decreased to 10. Considering the amount of time spent in each one of the speech samples, the first lesson contains the highest time spent with only 10 sentences employed. The second lesson contains the highest number of sentences but the time utilized for expressing them was lower than the previous one. In the third lesson which was the final presentation (Trade Fair presentation), the participant used the same number of sentences but the time employed was less. Taking into account this description, it is evident that the fluency of the participant increased. It is important to remark the difficulty of the content presented in the second lesson demanded the participant to employ more time accomplishing the objective of presenting their business plan. Comparing the last oral performance with the rest, the use of technical expression seemed to be easier than the use during the other performances. The time employed was less because the student obtained certain expertise in the apprehension of technical expressions, on the one hand, and apparently, the participant was more confident on the other hand.

As is seen in the comparative chart, the second participant started with a low number of expressions which increase during the second and the third lesson. The participant started employing only 8 concrete sentences in a short period of time. Probably, the specific vocabulary used to describe his/her SME was short. Consequently, the glossary learned during the second and third lessons allowed the participant to increase the number of sentences used, taking from 8 to 18 and 17 during the second and third lessons. The major shift of time is presented during the second lesson due to the difficulty of the presentation. That lesson demanded the use of a

reasonable number of sentences that contained specialized vocabulary related to Entrepreneurship. Finally, the last speech sample extracted from this participant contained an important number of sentences (17 in total) and a considerable amount of time. The participant showed an evolution in the use of sentences because he utilized most of the expressions learned during the whole process.

Considering the number of sentences that this participant used during each one of the lessons, I can interpret that he/she had an important use of expressions during the second lesson. As it has been mentioned before, the content developed and presented during the second lesson was more extensive than in the others. The lowest number of expressions were used in the first lesson and the lowest amount of time used to speak was during the third lesson. Taking into account this fact, I am likely to believe that the student increased his/her speech more during the second lesson, and the concern in the first lesson diminished during the third lesson presentation.

The chart presents that the fourth participant had a remarkable increase in the use of sentences during the second lesson presentation. The participant started using 7 sentences during the first term and then arisen reaching 42 sentences. As I have been mentioning during this analysis, the second lesson was heavier going than the others and it allowed this participant to employ a higher quantity of sentences than in the other two, and it represented more time utilized. However, during the third lesson, there was a drastic drop in the number of sentences used probably because the participant was frustrated, the moment was a bit awkward to speak or simply the pressure of speaking in front of many people did not allow to employ more sentences.

Examining and comparing the other participants, I can mention that this fifth one has more similarities in terms of time spent than the rest. Whether the number of sentences started at

8, moved to 14, and decreased to 12, the time spent in each one of the lessons does not have abrupt differences. The fluency that this participant had during the second and third lesson presentation is relatively similar. The lesson with the highest time spent was the last one. The number of sentences used here was 12 and it contained specialized sentences compiled from the previous presentations. Fluency here increase.

To support the analysis, during the interview, the participants were asked about their perceptions of fluency when performing in English, they mentioned that:

“En mi caso personal, yo creo que mejore la fluidez ya que personalmente lo que hacía días antes de la muestra empresarial era escuchar los párrafos en un traductor y pues tratar de ser lo más perfeccionista posible”.

(Interview, p. 4)

As is exemplified, the participants were aware of their own advanced and their classmates in terms of fluency. They felt that at the end of the process, they were more fluent because they felt confident and comfortable when using the metalanguage. Additionally, they believed this progression had a positive impact on their pronunciation.

Category 3: Content of learning development

The category named Content of learning development analyzed the role of the content in the pedagogical intervention done within this study. First of all, it is important to remember that the CLIL approach is a content-driven approach that is focused on the use of an additional language as a means of communication to teach specific content (Coyle et al., 2010; Marsh,

2013). Content and language in this approach are interwoven, none of them is above the other and the language is not taught, just used as a means of communication.

Content in CLIL is mediated by the discipline which is taught. In the case of this study, the content development is placed in the cross-curricular area due to the nature of Entrepreneurship because it requires inquiry (Coyle et al. 2010). In addition to it, the content of the study allows an aspect mentioned by Dewey (1897), Botha (2010), and Zarouk et al. (2019) which is 'learning by doing'. This term is relevant because the participants of the study developed their Entrepreneurship Projects considering their authentic problems and their capacity to be part of their learning process. Moreover, the implementation of PBL had a big influence on the development of the metalanguage due to the development of the four language skills (specifically speaking skill), the incorporation of individual and cooperative tasks, and the reduction of communication anxiety during the development of the project (Pham, 2018).

On the other hand, the content mediated by PBL allows for the development of 21st-century skills (Zarouk et al. 2019; Ministerio de educación pública, Viceministro académico, n.d.; Fandiño, 2013), which includes creativity, critical thinking, communication, and collaboration.

Bearing this in mind, when analyzing the instruments, I found that the content in this research played an important role to increase the oral competence of the participants due to its nature and motivation to implement what they learned in the lingua franca. From it, two subcategories emerged: cross-curricular content and thinking process.

Subcategory 1: Cross-curricular content

This subcategory emerged due to the importance of developing an Entrepreneurship project. The content represented an important aspect of the participants' academic life because they believed that creating an SME would be a great opportunity to grow up academically and to create patrimony. According to the CLIL approach, the content and the language are integrated to accomplish a specific goal in the classroom (Dalton-Puffer, 2007) and none of them are above the other, they are interwoven (Coyle et al. 2010). The development of the Entrepreneurship projects is encountered in the cross-curricular content due to its nature which points out to provides the learner a certain degree of analysis in terms of what he/she wants to learn and the encouragement it represents.

During the interview, a question related to knowing participants' perception about the implementation of English in the Entrepreneurship class they mentioned:

“...hemos aprendido más vocabulario y eso nos ayuda también a adquirir más conocimientos de una lengua diferente a la nuestra. Entonces, en mí, ha ayudado a eso, a incrementar mi conocimiento ya en el tema empresarial.” (Interview, p. 1)

Participants recognized the importance of the content and its application in English through CLIL lessons. Even though they knew most of the content related to Entrepreneurship in their regular lessons, the implementation of this in the metalanguage help them to widen their perspectives.

Field notes helped me to understand the importance of applying Entrepreneurship in my lessons when they stated their SMEs and presented them in the class. In one of the answers to the question about the learning of the content, I stated:

“It seemed the students recognize the topic in their Entrepreneurship project’s lesson. They understood most of the content of these lessons. The content was familiar with what they have been studying in the class.” (Field notes, p. 2)

During the participants’ performances, the speech samples evidenced the integration of the content at a cross-curricular level when students had to present their SMEs during the first, second, and third lesson, as well:

Hello, my name is Mateo and that is my company is Imagine color.

Mission: Mission. Company dedicated to innovate and try news and use cotton and garbage trati unique design for a type of people with an exclusive age.

Vision: to position ourselves in the market and the competitive company. In the market not only for fries but also for fresh designs. Continue more at move with the ecological approval but in garbage and days. Capture the attention of new customer and new frontiers every day. Just not only based on present in the work climates but also bring this type of control in color primary. (Speech sample, participant 1, lesson 1, p. 3)

Bearing in mind this excerpt, the content took a crucial role in this pedagogical intervention. In addition to that, it allows the development of English and uses it as the vehicular language taking the participants to increase their speaking skill.

Subcategory 2: Thinking process

This subcategory emerged due to the concept of 'learning by doing' established by Dewey (1987) and widen within the promotion of projects by Botha (2010) and Zarouk et al. (2019). According to what I analyzed through the instruments employed, the learning by doing concept is part of the thinking process the participants developed during the pedagogical intervention. The creation of an SME established its main characteristics such as writing the mission, vision, and Entrepreneurial philosophy, then creating a business strategy and a product, and finally presenting everything in the Trade Fair, providing the participants to live the real experience in an authentic context.

These aspects had a direct impact on the content development because when developing their Entrepreneurship projects, the participants were involved in the process of creating their SMEs. A question asked in the field notes pointed out to know whether the connection between the new knowledge with the use of English witnessed the importance of the 'learning by doing' and its significance in the participants' speaking skill:

“The new knowledge was connected with the old one during every lesson when they looked for similarities between the entrepreneurship lessons and the EFL class.” (Field notes, p. 1)

The excerpt showed above evidences that empowered participants allowed them to learn more about the content and increase their English-speaking skill proficiency. Additionally, a scaffolding process was carried out incorporating new knowledge about Entrepreneurship into the old one.

During the interview, the question related to the relationship between the content and the language improvement when building their SMEs evidenced the importance of 'learning by doing' within the pedagogical intervention:

“Las clases son muy útiles, ya que, por medio de estas hemos podido ver diferentes sistemas de aprendizaje como son por ejemplo “yo hablando” entonces cuando el profesor nos pone a hacer exposiciones “yo hablando” es más fácil aprender. Hay gente que se le hace más fácil escribir, también tuvimos una clase teórica y hay gente que se le hace más fácil por medio de un video, también tuvimos un video.” (Interview, p. 2)

In addition to the previous example, one of the participants during the interview related to the extensive speaking performance, revealed that learning by doing process helped them to increase their speaking skill when he was asked about it:

“Como nosotros ya habíamos, habíamos hecho la exposición frente a nuestro curso en español, pues fue más fácil la asociación de términos en inglés y darnos a entender, yo creo.” (Interview, p. 6)

Considering the previous excerpts, it is evident that the thinking process during this pedagogical intervention had an important role in the consecution of the increase of oral competence. Integrating Entrepreneurship projects using CLIL approach as the approach allow participants to increase their speaking skill.

Emerging category: Job training

This emergent category appeared during the analysis of the instruments. It is not aligned with the objectives of the study but it has one close relation with the objectives of the CLIL approach and the Entrepreneurship education. The implementation of the content-driven approach is mediated by factors such as the content, the curricula, and the education policies (Marsh, 2013; de Zarobe, 2017), and it has a direct influence of how the participants understand the importance of the implementation of a content such as the one developed during the pedagogical intervention of the current study. On the other hand, the development of Entrepreneurship projects could ensure in students to be “citizens who need to develop knowledge, skills, and attitudes that open doors to fulfillment, active citizenship, and career opportunities in times of uncertainty and rapid change” (European Union, 2017, p. 6).

Taking this into account, the interviewed participants shared their own beliefs about learning English and integrating it with Entrepreneurial content. In a question that appeared during the interview, the group was asked about the importance that lessons has from other content in English they answered:

“...pues es de bien todos sabido que ahora el inglés es muy necesario para seguir nuestra vida y si queremos emprender y no queremos quedarnos como unos trabajadores si no ya ir más allá necesitamos el inglés.” (Interview, p. 1)

“Pues yo siento que es muy importante aprender de ese tema en la lengua del inglés, ya que el inglés es el idioma universal y pues si uno quiere ser emprendedor y que la empresa crezca pues debe ampliar los conocimientos y ampliar el vocabulario.” (Interview, p. 1)

These excerpts evidence that students related English learning and Entrepreneurship with the opportunity of having a better professional future. Even though some of them see the metalanguage not only as a means of communication but as an ‘escape route’ to have better opportunities to create their own SMEs.

In addition to that, learning English represented an important element to design their lives projects. Learning this specific language traces, the beginning to growing up in their future. In a question presented in the interview related to the integration of English and other content that appear in the curriculum, the students answered:

“...porque el inglés es una lengua universal, y pues casi todo el mundo necesita en este momento saber inglés para tener como un proyecto de vida y como para ser alguien a futuro.” (Interview, p. 2)

The participant's answers evidence that English does not only have an educational goal but it has huge importance in the construction of their personal lives. Even though this study pretends to reveal and develop strategies to increase speaking skill in the students, it is important to recognize that, in the end, students are human beings and academic life is only one path they are walking by.

In summarizing, to answer the research question and to achieve the research objective proposed at the beginning of this study, three categories were found through the analysis. Each category sought to accomplish the subsidiary objectives established previously. The next and last chapter is going to state the conclusions about the finding of the categories described in the current chapter. A discussion between the findings and the theory is described, as well. Additionally, some implications are going to be presented in the field of CLIL and speaking skill improvement for the school and for me as a teacher-researcher. In the end, there are going to be described some limitations that I found while conducting this study and the further research that could be carried out.

Discussion

Considering the previous findings and contrasting them with the theory presented in chapter two, it is evident that most of the postulates found and developed there point out to the increase of speaking skill in students using the CLIL approach as the road to drive to accomplish this goal.

This study allows me as a teacher-researcher to understand that the process of teaching English is not necessarily related to the language only. The incorporation of specific content represents the integration of other disciplines with the ELT. Considering this, the perspective of being just a language teacher demands to be a complete educator who should know about

different disciplines. According to Mehisto et al. (2008), some language teachers find it difficult to change the language instruction based on specific content. When it happens, it is important to activate cooperation between the content and the language teacher. This connection is crucial because successful CLIL practice requires engagement in ways of planning lessons to reach effective learning within the classroom.

Comparing the results obtained with the basis of partial instruction CLIL carried out in this study, the main objective of increasing the speaking skill in students through the Entrepreneurship lessons and the development of a project was accomplished. The implementation of the partial instruction allowed to take the lessons to be dynamic and centered on the development of the content using the language as the means of communication. The participants understood that integration of content and language was an advantage to improve their oral communicative skills and to identify their strengths and weaknesses. Additionally, the content allowed them to make an effort of gathering new vocabulary and expressions to be presented in the final stage of their projects. English language, as the vehicle of communication, was not seen just as something they had to learn to approve the subject, it went beyond in terms that the language could have an enormous relevance when projecting their futures.

As this study is based on the GT, I could identify that the development of speaking skill considering elements such as partial instruction CLIL and PBL took students to increase their language development, improve their oral performances, and learn about the content of the class (Entrepreneurship). Evidently, participants incremented their vocabulary, improved their fluency, improved their oral performances, and incremented their knowledge about the content of the class. CLIL was a wager which allowed the teacher researcher to find another way to improve their students' speaking skill integrating the content of the school curriculum.

On the other hand, previous studies that integrated CLIL with the teaching of English had some elements which were similar and others which were different and contribute to the development of CLIL. For instance, the results that I found in this study with the ones found by Chabot (2016) agreed on the impact of implementing Entrepreneurship as the content of learning with the development of ELT based on PBL because it permitted participants to foster content and language learning. Partial instruction CLIL represents a teaching approach which is beneficial for students because they learn the content when using English and allow them to be innovative when creating SMEs. There, they learn more vocabulary and specialized expressions related to Entrepreneurship.

However, Chabot's study (2016) was a qualitative case study and the information found, contrasted with my outcomes, pointed out that there was not a pedagogical intervention. The program that the author analyzed was predetermined and it was carried out in a country where Entrepreneurship education has received a huge attention by the government. Here in Colombia, the development of 'company creation' is unusual within schools.

Another study that contains some similarities with the current study was the one developed by Bernal and Parra (2016). The findings of their study agreed with the ones of the current one in terms of the linguistic outcomes because their participants increased the development of their language skills, especially the listening skill. My own study demonstrated that implementing tasks which demand students to learn specific vocabulary and expressions, increased the speaking skill of students. The integration of partial instruction CLIL with PBL moved participants to increase their oral performances to reach the objectives of the lessons. However, the content of the study carried out by Bernal and Parra was far different from the current study. Biology is a regular school subject that can be found in all the curricula throughout

the country, while Entrepreneurship represents something new in the CLIL approach field.

Bearing this in mind, my study has opened a new possibility of integrating English to a different subject stepping aside the common subjects learned using the language as the means of communication.

Chapter 6

Conclusions

This chapter presents the conclusions of this study based on the findings explained previously. In addition, the implications for the ELT community in Colombia, and for the school where the study was carried out. Moreover, limitations, and further research are included.

Conclusions

The main objective of this study was to identify how a group of students could develop their speaking skill in the context of Entrepreneurship projects using partial instruction CLIL in the classroom. Considering this, a pedagogical intervention consisted of three lessons of seven hours and a half each. Every lesson was completed considering the main stages of a CLIL lesson incorporating the phases of PBL, as well. Bearing this in mind, the teacher-researcher applied three data instruments in order to gather information and through them made the analysis in order to answer the research question.

In relation to the first subsidiary objective, the pedagogical intervention allowed the creation of strategies to enhance students' speaking skill considering the CLIL instruction in the context of Entrepreneurship projects. During the analysis, appeared two categories that fit with the construction of these strategies: language learning development and oral performance.

The findings related to language learning development allow students to incorporate English as the means of communication to evidence the creation of their own SMEs utilizing different vocabulary and expressions about Entrepreneurship. In the beginning, the participants were restricted to use their limited vocabulary. However, when they moved among the different lessons, the vocabulary and use of specialized expressions grew. Consequently, incorporating

CLIL into the learning of Entrepreneurial content permitted participants to create planned monologues useful for the final presentation during the Trade Fair.

In addition to it, the implementation of oral performance tasks increased the progression of some of the participants when developing and presenting different features of their SMEs. At the end of each lesson, participants were asked about the perception they had about their own advances in terms of fluency. They recognized their advances were positive and the improvement comparing previous participations had moved to a higher level. Incrementing oral tasks which involved the use of specialized vocabulary and expressions of the content is a strategy that allowed participants to learn more and advance in knowledge related to Entrepreneurship.

Finally, communication within the classroom was relevant in order to increase the use of the language of learning, language for learning, and language through learning. Specific tasks involved these elements such as the acquisition of specialized vocabulary, classifying information, comparing and contrasting, and accomplishing specific objectives of each one of the lessons related to the development of the language through CLIL. The implementation of tasks of this nature will increase the oral competence of the participants.

In relation to the second subsidiary objective, the development of an Entrepreneurship project using the PBL approach, a category that emerged during the analysis of the pedagogical intervention, was named Content of learning development and it is referred to as the development of the content through a partial CLIL approach using the PBL method in order to develop Entrepreneurship projects.

The findings related to this category pointed out the development of cross-curricular learning during the pedagogical intervention. The creation of an SME allowed the participants to manage the content of learning related to Entrepreneurship. From the beginning of the first lesson,

students were exposed to specialized vocabulary and content related to the creation of a company. Definitions such as the mission, vision, corporate philosophy, marketing, business plan, and market study, among others, take the students to different stages of the project incorporating new knowledge into the old one.

In addition to it, the concept of “learning by doing” was incorporated during the pedagogical intervention and it was presented during the PBL educational level. Entrepreneurship allowed learners to implement many of the processes conducted during the lessons. Implications such as establishing objectives and goals of the class, understanding the context where the creation of the SME took place, and implementing Entrepreneurship competencies related to know-what, know-how, and know-who.

As it was seen, CLIL is an interesting content-driven approach that allowed participants to integrate content and language. Implementing it with Entrepreneurship can be a great opportunity to acquire specialized vocabulary, and identify the main steps to creating a company.

To conclude, an emerging category appeared and it was related to job training. It is important to remark that, in the end, the participants are the core of the study. It is not only thinking about how to assess or teach them, it is important to think about the importance of how the knowledge could be applied in their lives. Entrepreneurship combined with English represents the participants an opportunity to grow up in their professional lives.

Through the analysis of the instruments, most of the participants found remarkable the fact of learning English incorporating it to an important school subject as Entrepreneurship. Even though this category emerged without expecting its presence, I highlight it due to its intrinsic motivation for the participants when they express the importance of increasing their speaking skill proficiency.

Implications

The current study shows the influence of CLIL on speaking skill development through Entrepreneurship projects in the school, the students, and me as a teacher-researcher. After applying the pedagogical intervention, the analysis, and establishing findings, I identified different implications in the EFL community, especially within the Colombian context.

To begin, for the EFL community it is necessary to foster spaces of reflection on the integration of English and content. It is not necessary to implement bilingualism in all the schools around the country, but provide opportunities to students within the curricula to live the experience to take any lessons in the metalanguage. Moreover, English teachers and educators should promote speaking skill within the classroom more than concentrate on grammar. Creating spaces for students to foster communication and interaction is as important as learning linguistics. Additionally, promoting learning through projects is a great opportunity to promote other values such as 21st-century skills which are relevant nowadays in the professional field.

Regarding the school where this study was performed, promoting CLIL is a great opportunity to implement bilingual processes. This institution gives students the opportunity to be immersed in Entrepreneurship Education and develop a product to be presented in Trade Fair. Involving CLIL with this kind of lesson represents a change in the methodology of ELT. Students would have the opportunity to reach an appropriate level of proficiency in a different way from regular lessons centered on linguistics. Integration of the content with English would motivate students to learn more and think about their future, defining their life plans.

In regards to the participants of this study, findings revealed that speaking skill need to be motivated by specific content. The Entrepreneurship projects promoted by the institution represented the participants an opportunity to show their capacities related to business. The idea

that English is the lingua franca fostered in the students' ways of learning English different from the traditional empowering them to give meaning to their learning process. Incrementing oral competence allows participants to improve aspects of the speech such as vocabulary acquisition, fluency, pronunciation, avoid L1 interference, among others.

Finally, the implications for me as the teacher-researcher are meaningful. As a teacher, I understood that purposeful learning is mediated by the content. Incorporating knowledge related to other subjects promotes confidence among participants and catches their attention, not only to learn the language in terms of linguistics but provides goals in terms of learning about their academic interests different from English. As a researcher, developing a study like this one encourages me to continue investigating the promotion of speaking skill in school, inside and outside the classroom. Additionally, the need of learning about different content and relate it with the ELT will help me to seek a better way of teaching methodologies and, why not, create a new one.

In conclusion, the present study taught me about a complex but interesting teaching approach such as CLIL and the implications it has on the participants. Additionally, I understood many aspects are involved in the speaking skill proficiency and the process each student has to potentialize and reach an 'acceptable' level. Participant limitations, progression in terms of vocabulary, and teaching content using English as the vehicular language is not only an advantage for the students but for me as a teacher, because I had the opportunity to learn about Entrepreneurship (as it happened in this study). Finally, I recognized my students' dreams and expectations about their future through learning a foreign language, and how my teaching process impacts their lives.

Limitations

Despite the importance of the implementation of this study as an important experience for my professional development as an EFL teacher, some difficulties appeared during the pedagogical intervention.

When implementing CLIL in a school that is not familiarized with the approach represented a limitation because the content teacher saw me more as a rival than a teaching partner. Sometimes, her attitude was not the best because she was very reluctant to provide material about Entrepreneurship. I had to investigate by myself some of the topics related to the content.

Another limitation represented in learners' attitudes was difficult for me. The participants' background was not as harmonious as I thought. Many of them had lived awful learning experiences, with teachers who only concentrate on grammar and left behind the development of speaking. Breaking these mental barriers was very difficult and some participants did the activities because they needed to be evaluated.

Even though these limitations emerged during the process, in the end, represented a challenge for me. I was able to implement CLIL through Entrepreneurship and increase the speaking skill of the participants.

Further research

For further research, I would like to leave a message to English language teachers that concentrating on grammar is not as productive as they think. Students deserve to learn English through different sorts of content. English should not be seen as something superior; this metalanguage should be taught as a whole, integrating competencies and skills necessary to promote in the students a high proficiency level.

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Appendixes

Appendix 1. Data sources: interview

INITIAL CODIFICATION: INTERVIEW – FOCUS GROUP

INTERVIEW – FOCUS GROUP	CODIFICATION
<p>LESSON 1</p> <p><i>En: Bueno, estamos con los estudiantes de grado décimo que han estado durante el proceso de el desarrollo del proyecto de Investigación relacionado con el incremento de la habilidad comunicativa "el speaking" frente a una clase de CLIL teniendo en cuenta pues PBL relacionado con el emprendimiento.</i></p> <p><i>Entonces, vamos a pasar a hacer unas preguntas y ellos pues van a responderlas en su lengua materna, dando a conocer sus creencias y posturas frente al trabajo realizado. (¡Eh!) Esta entrevista cierra una primera etapa de PBL y el trabajo en Entrepreneurship Projects. Listo entonces esta va a ser en lengua materna.</i></p> <p><i>Entonces la primera pregunta es ¿Cómo se sintieron en las últimas clases de Inglés en donde se incorporó la clase de taller de emprendimiento?</i></p> <p>S1: Bien, porque hemos aprendido más vocabulario y eso nos ayuda también a adquirir más conocimientos de una lengua diferente a la nuestra. Entonces, en mí, ha ayudado a eso, a incrementar mi conocimiento ya en el tema empresarial.</p> <p>S2: Pues bien, y mal, porque considero que es bastante redundante, ya que Claudia había venido explicando bastantes de las cosas, es solo el cambio en el idioma en que se explica. Así que considero que es un poco redundante.</p> <p><i>En: Alguna otra respuesta (mira a los estudiantes y ningún otro responde). Digamos que, si bien acá, él resalta un punto importante, que ustedes digamos ya han recibido la información en su lengua materna y ahora con la incorporación de una lengua extranjera, pues de pronto hay un impacto. Entonces, me gustaría saber ¿qué relevancia, qué importancia tiene recibir esa clase en esa lengua extranjera que es el Inglés?</i></p> <p>S3: Pues, todo ese vocabulario es muy útil, ya que, pues es de bien todos sabido que ahora el Inglés es muy necesario para seguir nuestra vida y si queremos emprender y no queremos quedarnos como unos trabajadores si no ya ir más allá necesitamos el Inglés y ese vocabulario en Inglés no es tan común como el Inglés común, valga la redundancia. Así que, saber términos, aunque ya los sepamos en Inglés de la elaboración de empresas, es muy útil.</p> <p>S4: Pues yo siento que es muy importante aprender de ese tema en la lengua del Inglés, ya que el Inglés es el idioma universal y (piensa la respuesta por un momento) pues si uno quiere ser emprendedor y que la empresa crezca pues debe ampliar los conocimientos y ampliar el vocabulario.</p> <p><i>En: (¡Eh!) A partir de eso y de las clases que se han preparado y de las actividades realizadas. ¿Ustedes creen que esas actividades realizadas a través del taller de emprendimiento son efectivas para nivelar su nivel de Inglés? Entonces Me gustaría que me dijeran sí sí o sí no y por qué, o sea que también Justifiquen su respuesta.</i></p> <p>S1: Sí ayuda, porque empezando ayuda a adquirir más conocimiento de vocabulario en Inglés y segundo porque he logrado entender más temas en</p>	<p>Cross-curricular content</p> <p>Language Triptych</p> <p>Responsive speaking performance</p> <p>Extensive speaking performance</p> <p>L1 interference</p> <p>Vocabulary Input</p> <p>Students' beliefs</p> <p>Thinking process</p> <p>Professional development</p> <p>Fluency</p> <p>Cross-curricular content</p> <p>Language Triptych</p> <p>Responsive speaking performance</p> <p>Extensive speaking performance</p> <p>L1 interference</p> <p>Vocabulary Input</p> <p>Students' beliefs</p> <p>Thinking process</p> <p>Professional development</p> <p>Fluency</p>

Appendix 2. Field notes

INITIAL CODIFICATION: FIELD NOTES

FIELD NOTES	CODIFICATION
<p>LESSON 1</p> <p><i>Were the topics well understood?</i></p> <p>Absolutely, the students already learnt these topics in their entrepreneurship lessons and applied them in the CLIL lesson. For some moments they hesitated when facing these topics in the FL because they believed it was different in the vehicular language.</p> <p><i>Did the students use the target language to talk about what they have learnt?</i></p> <p>During the final presentation of the first stage of the project, the participants used the target language to describe what they have learnt. The presentation of their SME's philosophy, vision and mission was done entirely in the English language. As the objective was to check the application of the topics studied in English language including the vocabulary learnt, the pronunciation was not the focused of it. This part of the speaking skill was not checked, and the students believed they needed to do it perfectly.</p> <p><i>Did the students connect the new knowledge with the use of the vehicular language?</i></p> <p>Yes, the students identified the principles of constructing their SME's philosophy, mission and vision. The importance of the glossary implemented in these lessons were crucial because the participants related to it when necessary. The new knowledge was connected with the old one during every lesson when they looked for similarities between the entrepreneurship lessons and the EFL class.</p> <p><i>Did the students present the final product of this stage using English language?</i></p> <p>Yes, the participants presented their SME's philosophy, mission and vision using the vehicular language. The preparation of it was evident because they utilized the glossary proposed through the lesson. The usage of the vehicular language was presented in every moment of the presentation witnessing the preparation the students had.</p> <p>LESSON 2</p> <p><i>Was the topic well understood?</i></p> <p>It seemed the students recognize the topic in their Entrepreneurship project's lesson. They understood most of the content of these lessons. The content was familiar with they have been studying in the class.</p>	<p>Cross-curricular content</p> <p>Language Triptych</p> <p>Responsive speaking performance</p> <p>Extensive speaking performance</p> <p>L1 interference</p> <p>Vocabulary Input</p> <p>Students' beliefs</p> <p>Thinking process</p>


Appendix 3. Speech samples

SPEECH SAMPLES ANALYSIS

Participants: 5 students
 Sample: one per lesson

STUDENT	LESSON 1	LESSON 2	LESSON 3
DOMINGUEZ	<p>Good morning, my name is Daniela y is my name company "Caprichos de amor".</p> <p>Mission: "Caprichos de Amor" is a entrepreneur company the focus is to provide our customers and consumers with the cookies and edible pots with various flowers and styles with the best quality, maximum fresh and fair prices. We are committed to the development of innovation and creativity that we surprise our parents or friends to achieve happiness when consuming these products.</p> <p>Vision: In two thousand twenty-nine be one of the companies recognized in the food sector as the first national market option in marketing, cookies and edible pots with optimal quality, standard promoting products as provided to be and help consumers for their authentic flowers and varieties in the design combination or textures. To fill in customers' satisfaction about the expectations commitment to continuous improvement in a variety of price and quality products.</p> <p>Philosophy: Passion, commitment, the best quality and innovation is the key to the success of our company with strip baby they to have just in order to provide the best service and gourmet we are willing to use our potential can outlet the main quality to reach our goals.</p>	<p>Good morning, my name is Daniela. Mi company is Caprichos de Amor (their classmates laughed about her mistake).</p> <p>Bueno, identify a problem. The production and design to manager with not easy to find it in other products.</p> <p>Objective. Creativity in the packaging to fill the pots. Two, economic price and quality products. Three, use materials that do not pollute the environment.</p> <p>Group of study. One adult and y fourteen students. One teacher, eighty grade students, three nine grade students. Two tenth grade students. Eleven grade students.</p> <p>Data analysis. Las voy a decir en español porque pues es más difícil en inglés.</p> <p>En la primera pregunta de las encuestas era ¿Consume usted o su familia torta? Nueve personas dijeron si, cinco personas dijeron de vez en cuando y una persona solo en ocasiones especiales.</p> <p>La segunda pregunta era ¿Qué es lo que le interesa de una torta o de una galleta? Diez personas dijeron los sabores, dos los rellenos y tres todo es delicioso.</p> <p>La tercera pregunta ¿Alguna vez ha consumido un producto como este, que son las macetas</p>	<p>Good morning, my name is Daniela, and I am the general manager of the Caprichos de amor.</p> <p>My company wisel edible such a lovely chocolate, blackberry, and passion fruit, and arequip and with its edible flower. We also sell cookies filled with Whim and transparent cookies filled with Whim.</p> <p>My mission. Caprichos de amor is an entrepreneurial company. The focus is to provide our customs and customers the best cookies and edible pots with various flowers and style with --- maximum frescos.</p> <p>My vision. In two thousand twenty-nine be one of the companies recognized in the food sector and first national market. Option in market cookies and edible pots with standards.</p> <p>My philosophy. Passion committed the best quality and innovation is the best key to success of our company.</p> <p>The price is two thousand five hundred y fourteen thousand hundred... estas son rellenas de chocolate</p>

Appendix 4. Consent form sample for parents



INSTITUTO TOMÁS DE IRIARTE
"Formación integral con calidad y responsabilidad"

CONSENTIMIENTO INFORMADO

Título de la investigación

Developing EFL high school students' oral performance through entrepreneurship projects using CLIL at a private school

Investigador principal

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Propósito del estudio

Usted está invitado a participar en un proyecto de investigación. Antes de tomar la decisión de participar en éste, es importante que entienda el por qué está investigación está siendo realizada y que involucrará. Por favor, lea atentamente la siguiente información. Si es necesario, pregunte al investigador si hay algo que no está claro o si necesita más información el respecto.

Procedimiento

Esta investigación está encaminado a incrementar la habilidad comunicativa de los estudiantes de grado décimo a través del taller de emprendimiento que brinda el Instituto Tomás de Iriarte utilizando el enfoque de Aprendizaje de lengua extranjera a través de contenidos. Es necesario realizar una intervención pedagógica en la cual los estudiantes desarrollarán diferentes actividades relacionadas con la asignatura en cuestión y donde usarán la lengua inglesa como herramienta de aprendizaje. Allí, se utilizarán instrumentos de recolección de datos audiovisuales que enriquecerán el análisis y posterior aplicación del mismo. Este proyecto tomará un lapso de 6 meses aproximadamente.

Beneficios

Al finalizar dicha intervención, los estudiantes incrementarán su habilidad comunicativa en lengua extranjera teniendo como base la creación de proyectos de emprendimiento. Adicionalmente, el crecimiento en su léxico y expresiones técnicas en esta asignatura crecerá exponencialmente.

Por otro lado, el desarrollo de este proyecto de investigación será una base crucial para mejorar el proceso de aprendizaje en el Instituto Tomás de Iriarte frente a la enseñanza del inglés como lengua extranjera y preparar a los estudiantes para afrontar las pruebas estatales en grado Undécimo.

Confidencialidad

La participación que tengan los estudiantes en este proyecto de investigación, los datos que consignen y resultados serán completamente anónimos. No se mencionará con nombre propio a ninguno de los participantes.

Consentimiento

He leído y entendido la información otorgada y he tenido la oportunidad de aclarar las dudas frente al tema. Entiendo que la participación de mi hijo/hija se hace bajo mi responsabilidad y que los datos obtenidos en esta investigación serán confidenciales.

Firma: _____ C.C.: _____ Nombre del estudiante: _____

Appendix 5. Field notes entry sample

Cycle 1 – Lesson 1	
Date:	
Topic	
Objective	
Activity	
Was the topic well understood?	
Did the students use the target language to talk about what they have learnt?	
Did the students connect the new knowledge with the use of the language?	
Did the students present the product using English language?	

Appendix 6. CLIL lesson plan**CYCLE 1****CLIL LESSON PLAN**

GLOBAL GOAL:

CLASS 1:

LEVEL:

TIMMING:

Aim	
Criteria for assessment	
Teaching objectives <i>(What I plan to teach)</i>	
Content	Cognition
Culture	
Communication	
Language of learning	<ul style="list-style-type: none"> • Key vocabulary: • Asking each other questions: • Classifying: • Comparing and contrasting: • Other:
Language for learning	
Language through learning	
Learning outcomes <i>(What learners will be able to do by the end of the lessons)</i>	
By the end of the class learners will be able to:	