

Content and Language Integrated Learning (CLIL) in ELT as a Link between Language Learning and Content Development

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Received:1/17/2022

Accepted:6/3/2022

Published: 6/26/2022

Abstract:

Content and Language Integrated Learning signifies studying a core subject (Mathematics, Physics, Chemistry, Engineering and so on) while simultaneously studying a language. It means integrating the two, with each serving the purpose of the other. Content and Language Integrated Learning (CLIL) is increasingly being used worldwide as it centers not only on content but on content and language both at the same time. There is no language without content and there is no content without language. This quantitative study discusses the use of CLIL in English language teaching (ELT). It dissects how teachers' training and experience affect content development. A t-test analysis was conducted to analyze the effect of teachers' training and teaching experiences on the use and impact of Content and Language Integrated Learning. The t-test analysis carried out for this study revealed that there was no significant relationship between teachers' training programme and the use of CLIL ($P < 0.05$), and teacher's experience and the impact of CLIL ($P < 0.05$). But the results achieved in this study invariably show that a majority of teachers have found that on-the-job, in-service CLIL teachers training program had hugely and positively affected their teaching performance and the language accomplishments of their English language students. And this was the central goal or purpose for which the present study was conducted. Therefore, this study recommends on-the-job, in-service CLIL training for teachers which will ensure that they remain in touch with the global trends of CLIL in ELT.

Keywords: audio-lingual approach, communicative language teaching, Content and language integrated learning, English language teaching, grammar-translation method, task-based language teaching

Cite as: Hussain, S. S. (2022). Content and Language Integrated Learning (CLIL) in ELT as a Link between Language Learning and Content Development. *Arab World English Journal*, 13 (2) 386-400. DOI: <https://dx.doi.org/10.24093/awej/vol13no2.26>

1. Introduction

Teachers' concepts and strategies for facilitating student learning are generally referred to as teaching approaches by language researchers (Akimenko, 2016). These teaching approaches are developed based on the subject matter to be taught as well as the learner's personality. In Content and Language Integrated Learning (CLIL), the goal of education is double-faced; a language is employed as a means of teaching, and simultaneously, what is being taught is important to language development. CLIL is not essentially a specific approach. It is, rather, a valuable pedagogical tool which is quite wide-ranging and across the board. The ground rule in CLIL is that language is utilized as a learning tool, which helps the learning of content and develops language acquisition at the same time (Coyle, Hood & Marsh, 2013).

According to Coyle's (1999) 4C curriculum, several characteristics have been recognized to ensure an effective CLIL class (Klimova, 2012). A curriculum's content is a progression in knowledge, skills, and understanding that is tied to specific aspects of a prescribed curriculum. Communicating effectively while using a new language indicates intercultural communication proficiency. Concept creation (both abstract and concrete), as well as language comprehension, are cognitively evolving skills. Having a thorough command of the language that is being learned or taught is essential when working in the field of English-language training. According to the two primary pillars of linguistics and psychology respectively, the field of English language education falls under the applied linguistics sub-discipline. Since these two fields are so closely related, English Language Teaching (ELT) has been able to build on the contributions of countless linguists and psychologists to create the current state of knowledge that is available to scholars and practitioners in the field. (Yaman, 2019).

Since the early 1900s, the AoA (the starting age for foreign language acquisition) has steadily increased and is now set at six years old by legislation, in part because of the once-held belief that young beginners were superior at implicitly acquiring English Language. On the other hand, instructional language learners do not have access to the same amount and variety of input as learners in a naturalistic language learning environment; this has been empirically demonstrated (Ozfidan and Burlbaw, 2019). Substantial research has reportedly shown that it is easier for younger learners to acquire language compared to adult learners. However, adult learners benefit from explicit language learning tools because of their advanced cognitive abilities (Celaya, Torras, & Pérez-Vidal, 2001; Pilar & Garcia, 2003). Considering all of the research findings, it is reasonable to conclude that earlier exposure is preferable, but only if it is associated with sufficient exposure; more specifically, such exposure must be widely distributed (Serrano & Munoz, 2007). Opportunities should be provided that would enable second language (L2) learners to acquire language in varying contexts. As a complement to traditional ELT learning, CLIL is utilized to assist adult language learners. According to previous studies, many factors are responsible for the successful acquisition of a second language. A number of these are exposure to information, processing of meaning, processing of form, and language production.

A sizeable amount of information is required to aid students' learning. While it is important to take the volume of information provided into account, providing comprehensible information is even more important. It is necessary to initiate learning circumstances that are relevant to the learners' requirements. Because the information provided is confined to that provided by the

textbook and is not used communicatively, it is functionally limiting in nature. Hence, CLIL has been adopted as a method of delivering ample input that is both real and meaningful at the same time, as it relates to the discipline of the learner (history, mathematics, physical education and science). Also, the level of language being taught must relate to the learners' discipline, this is necessary for adequate communication. Tsvetkova (2016) also argues that intelligible input must be processed for meaning, but only actual and communicative input will be viewed as being essential to the process. As a goal, ELT textbook should not be designed to be only theory-based, it has to be communicative-based. This encourages students to process it for meaning. Learning to process meaning will be more motivational if the topic is interesting in and of itself, such as learning about a historical event or a scientific technique.

Furthermore, students must be encouraged to process linguistic form to integrate it into their existing linguistic system. When a teacher intentionally calls the students' attention to particular formal characteristics of the language, the processing of form is promoted. Because language forms are frequently de-contextualized, it is possible that learners will not feel the need to remain aware and pay attention to such forms consistently (Gilakjani & Ahmadi, 2011). But it is more likely that learners in the CLIL context will engage in the form-function analysis if the communication itself motivates them. Since language forms are contextualized in the CLIL methodology, therefore, learners will be stimulated to pay attention to the forms in order to comprehend the course content which essential to their study. However, delivering content does not guarantee language acquisition. This emphasis on content does not generally necessitate much processing and is not based on genuine communication. All of these contribute to de-motivation on the learners' part. Consequently, the problem of improving learners' oral production can easily be met in CLIL. This can be done by integrating tasks that need learners to engage in a variety of language production in order to attain the effective communicative goal. It is in this way that the learners will be motivated to utilize the language constructively in order to communicate with one another. Moreover, once their flaws have been acknowledged, the students can be made aware of them and get corrective feedback in the context of the classroom (Lyster, 2017). When students acknowledge their flaws, they can be aware of their mistakes and work towards getting corrective feedback in the context of the classroom (Lyster, 2017).

1.1 Purpose of the Study

The issues raised above served as inspiration for this research. The study looked into the implementation of CLIL in English language learning. Hence, this study examined the concept of Content and Language Integrated Learning (CLIL) in English Language Teaching.

1.1.1 Research Questions

1. Does teachers' training program affect the use of CLIL?
2. Does the teacher's experience have an impact on the use of CLIL?

2. Literature Review

Content and Language Integrated Learning

When the world is becoming more globalized, it is indisputably true that the ability to communicate in different languages – English, being the world's most widely spoken lingua franca, is at the forefront of educational agendas all over the world. During the early 1990s in

Europe, the acquisition of a second language alongside English was encouraged. Individuals worked hard to develop proficiency in the language they were acquiring while maintaining excellence in their native language. During the Commissioning of the European Communities' 1995 White Paper: 'Teaching and Learning: Towards the Learning Society' (1995), the '2 + 1' formula was presented. Subsequently, it was recommended that citizens should be able to communicate in three languages, inclusive of their native language. With this goal in mind, the European Network of Administrators, Researchers, and Practitioners formed the term 'Content and Language Integrated Learning'. In CLIL, the learner learns a language, as well as the content. The role of both language and content is important. Content-based instruction (CBI) and the teaching of a content subject in a foreign language (the English as a Medium of Instruction) are distinct from CLIL in that it places a dual emphasis on developing both students' subject-matter knowledge and their ability to communicate effectively in the foreign language. In order for students to enhance their cognitive, communicative, and intercultural competencies, CLIL's principles call for exposing them to a variety of rich language input and authentic learning scenarios. Coyle (2007, p. 545) believed that the term 'CLIL' implied "*an umbrella term adopted by the European Network of Administrators, Researchers and Practitioners (EUROCLIC) in the mid 1990s*". Therefore, the following definition put forward by Mehisto, Marsh & Frigols (2008) is extensively accepted in the field of language teaching with reference to CLIL:

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (p. 11). The CLIL strategy, above all, involves using a language that is not a student's native language as a medium of instruction and learning ... Language teachers in CLIL programmes play a unique role. In addition to teaching the standard curriculum, they work to support content teachers by helping students to gain the language needed to manipulate content from other subjects (Mehisto, Marsh & Frigols, 2008, p. 9).

CLIL has the potential of fostering language varieties. This is a useful technique that can influence language learning positively. CLIL may also be identified as a cutting-edge method to learning that is both dynamic and motivating, it has many unique characteristics. There has continually been an attempt to go beyond the limitations of traditional school curricula. This attempt represents a shift away from teaching individual subjects and towards curricular integration.

2.1 English Language Teaching

English language teaching is the process of imparting knowledge of the English language to students whose first language is not English, and it fundamentally requires pedagogical activities associated with effective English language instruction. It is in this respect that it becomes enormously important to choose a particular teaching methodology (Kassem, 2018). Teaching methodology is not a spontaneous process or something that happens naturally out of the context. There has to be a specific curriculum or syllabus in place. It is essentially a well-thought-out strategy in which a teacher prefers to explain or teach relevant material to students so as to make them learn it well. It refers to the certain pedagogies and strategies used for classroom instructions. And in the context of CLIL, it is important to practice and apply what has been taught in the classroom through specific activities. It is, therefore, encouraged that learners work in groups or peers to foster learning, and the teacher is required to design a testing and evaluation method.

2.2 English Language Instruction

A language teaching technique is a method of teaching a language that is founded on systematic rules and procedures, it is an application of viewpoints on how a language should be taught and learned in the most effective way.

The following are the various methods of language instruction that have evolved considerably in recent years:

- Grammar Translation Method (GTM)
- The Direct Method
- The Audio-Lingual Approach
- Communicative Language Teaching
- TBLT (Task-based learning teaching)

2.2.1 Grammar Translation Method

The grammar-translation method was one of the first methods devised to teach foreign languages. It is a classical approach that was also used in the teaching of Greek and Latin languages. The goal of grammar-translation courses is for students to study grammatical rules and then put those principles into practice by translating phrases between the target language and their native language. Advanced students may be forced to translate entire texts word by word. The aim and purpose of this method is to translate language literally. However, it does not necessarily influence students' intellectual growth positively.

Characteristics:

- Classes are conducted entirely in the students' native language.
- The method focuses on the interpretation of singular phrases and words.
- It does not pay much attention to correct pronunciation.
- The reading of challenging literature begins as early as possible. The complexities of grammar are explained with great detail.

2.2.2 Direct Method

When the Grammar-Translation technique of teaching failed, the direct way of teaching was devised as a counter-measure. It attempted to immerse the learner in the language using the same method with which the first language was learnt. All instructions are conducted in the target language including the teaching of grammar, and a strong emphasis is placed on speaking and listening skills. Only practical everyday-language is taught throughout the course. The disadvantage of this method is that it tries to teach a second language as the first language was acquired, little realizing that both of these belong to two different worlds.

2.2.3 Audio-Lingual Method

According to the Audio-Lingual technique, language was just a type of behavior that could be learned through the development of appropriate speech patterns (Mart, 2013). In other words, the purpose of this method is to instill in trainees the habit of speaking in their original language (Dendrinis, 1992).

Some researchers also emphasize that foreign language learning is primarily a process of mechanical habit building and that excellent habits are created by giving accurate responses rather than making mistakes (Richards & Rodgers, 2014). Habit formation is frequently accomplished through the use of dialogues and pattern drills that students must repeat. Therefore, as (Dueñas Vinuesa, 2002) points out, repetition of an act makes it a habit; hence, more learning occurs. The Audio-Lingual technique is characterized primarily by the following factors:

A conversation is read aloud by the teacher, who acts out the dialogue. The ability to put the subject matter into perspective has always been motivating, and students have a better chance of remembering what they have learned as a result. Students need to acquire the target language in a concrete context that allows them to apply what they have learned to real-life learning situations. Teachers will serve as role models for their students, encouraging and inspiring them to strive to master the target language. The dialogue is repeated by the students so that they can learn to utilize the target language effortlessly and fluently as a result of repeated exposure. In this strategy, students develop a habit of speaking the target language with ease; as a result, the more they repeat, the more they will speak the target language naturally without having to think about what they are about to say.

2.2.4 Communicative Language Teaching Method.

In communicative language teaching (CLT), often known as the communicative approach, interaction is considered the means and end of language learning. Communication-based learning environments allow students to learn and practice the target language through interactions with one another and with their instructors. Other learning strategies include the study of authentic texts (texts written in the target language for purposes other than language learning) and the use of the target language both inside and outside the classroom (Rao, 2019).

2.2.5 Task-Based Language Teaching Method.

Task-based language teaching (TBLT), sometimes known as task-based instruction (TBI), is a type of language learning that emphasizes the use of authentic language to perform meaningful activities in the target language. Some examples of such activities are: going to the doctor, completing an interview, or contacting customer service for assistance. It is examined mostly for task outcome (the completion of real-world tasks) rather than the accuracy of specified language forms. As a result, TBLT is particularly well-suited for improving target language fluency and increasing students' confidence. TBLT can be regarded as a subset of communicative language teaching as a result of this.

2.3 Teaching Methods

The amount of student learning that occurs is widely considered as the most important factor for determining effective teaching. There is a strong association between students' judgments of the 'amount learned' in the course and their overall ratings of the teacher and the course, which is constant across studies. Those that gain more knowledge give higher ratings to their teachers (Sajjad, 2010). The principles and procedures employed by teachers to facilitate student learning are referred to as teaching methods. These tactics are influenced by a variety of factors, including the subject matter to be taught and the learner's personality. A learning approach should be significant and synonymous with the needs of a learner. Language instruction essentially

entails the subject matter as well as the students' learning style. In schools today, the current trend is to encourage students to express themselves creatively.

2.4 Varying Forms of Teaching Methods

The various forms of teaching methods can be divided into three major categories, each of which is described below. Teacher-centered methods, learner-centered methods, content-focused methods, and interactive or participative methods are all examples of instructional approaches.

2.4.1 Methods Centered on the Instructor/Teacher

In this context, the teacher assumes the position of a subject matter expert who knows everything about the subject. The teacher is regarded as an expert or an authority figure by the students who are observing him or her. Learners, on the other hand, are assumed to be passive and plentiful consumers of information from their instructors. Expository or lecture methods are examples of such methods because they demand little or no participation on the part of the learners in the learning process. The term closed-ended is applied to refer to this methodology because it requires students to respond with a single isolated answer recalling their knowledge with little insight or information (Çakır & Cengiz, 2016). The term refers to tactics that do not allow students to participate in what they are being taught because of this lack of involvement on their part.

2.4.2 Methods that are Centred on the Learner

The teacher or instructor serves in both capacities: as a teacher, and as a student. The teacher has a dual function as a learner so that his intellectual horizons are broadened rather than narrowed. In addition, the teacher learns new things every day that he or she did not know before he/she began teaching. The teacher becomes a resource rather than an authority. The teacher becomes a resource rather than an authority. The discussion technique, the discovery or inquiry-oriented approach, and Hill's model of learning through conversation are all examples of learner-centered methodologies (Rabow et al, 2000).

2.4.3 Methods Centered on Contents

In this category of methods, both the teacher and the students must be able to integrate themselves into the topic being taught. Generally speaking, this indicates that the information and abilities to be imparted are considered sacred or extremely significant. A great deal of focus is placed on the clarity of the writing and the meticulous analysis of the subject. Both the teacher and the students are prohibited from changing or being critical of anything that has to do with the curriculum. The programmed learning approach is an example of a method in which the interests of the teacher and students are supported by the content of the lesson.

2.4.4 Methods for Interactive/Participative Learning

This fourth category incorporates elements of the other three categories without placing undue emphasis on either the student, the topic, or the teacher in the process. In these methods, situational analysis is used to determine the most appropriate topic to learn at a particular time given the situation of learners and the teacher. They necessitate a collaborative understanding of a wide range of topics and issues.

2.4.5 The Role-Play Technique

Teachers use their own life experiences to portray real-world events in role plays. Successful role-plays boost the participants' self-confidence, provide them with the opportunity to understand or even experience empathy for other people's points of view or positions, and usually conclude with concrete solutions, directions, or recommendations. When it comes to investigating and developing interviewing tactics as well as studying the intricacies and potential conflicts that arise during group meetings, role plays are quite beneficial. As well as serving as good energizers, they assist participants in consolidating many teachings in one environment. They foster content and language-based learning.

CLIL teaching methodology, therefore, involves and evolves the wide range of teaching strategies discussed above combining the language teaching and the non-language course contents in order to motivate the learners and develop their cognitive skills to help them achieve their language skills and specific knowledge simultaneously.

3. Methodology

The research population consists of students and teachers alike that are interested in English Language teaching and learning. The researcher observed English Language teaching and learning in the context of Content and Language Integrated Learning. A simple random sampling technique was employed to select respondents from the chosen school area. The research instrument consisted of a 3-sectioned questionnaire. The questionnaire modeled the scale designed by Galluzzo (1987) for instructional methods. The questionnaire consisted of multiple-choice questions designed to achieve the objectives of the study. The questionnaire was also peer-reviewed to account for further accuracy.

3.1 Data Collection and Data Analysis

The method used to collect the data was such that the researcher first introduced himself and the task at hand before passing the questionnaire to the respondents. The researcher explained the purpose of the research work in order to acquire credible responses from the respondent. This was done to ensure that the respondents built some level of trust with the administrator of the questionnaire. In return, the respondents provided adequate information while ensuring that their anonymity is maintained. The data collected for this study consisted of naturalistic classroom teachers who are great users of their native language as well as English language. Data was collected in the location over a period of two weeks. During these periods, the researcher also observed both students and teachers. Descriptive statistics was used to describe the demographics of the respondents. A correlative analysis was conducted on various parameters of the study to determine the impact of CLIL on English Language learning. The researcher analyzed the data collected using frequency counts converted to percentages. A correlation analysis was also carried out. The interpretation of these formed the basis for the Discussion of the study. The analysis was conducted on a total of approximately thirty teachers.

4. Results

The data collection method generated useful data. These were analyzed to achieve the objectives of the study. The following responses of respondents were found to be useful for the purpose of the study.

Table 1. *Completion of a Teachers' Training Programme*

Responses	Frequency	Percentage
Yes	26	86.58%
No	4	13.32%
Total	30	100%

The table above indicated that 26 (86.58%) of the 30 respondents underwent a teachers' training programme before being certified as a teacher. The remaining 4 (13.32%) had no formal teachers' training. The result of the study showed that the majority (86.58%) of the teachers had gone through a teachers' training programme. Rao (2019) noted that in-service training serves an advantage to teachers. This in turn, improves students' educational performance. Thus, in this setting, whether teachers formally underwent teachers' training or not, they could be trained in service, although Rao (2019) noted that pre-service training holds tremendous benefits for teachers, and in turn students alike.

Table 2. *Experience of Teachers (Number of Years)*

Response	Frequency	Percentage
0-2 years	6	19.98%
3-5 years	8	26.64%
5-7 years	14	46.60%
>8	2	6.66%
Total	30	100%

The table above shows that 6 (19.98%) of the total number of teachers had 0 - 2 years of experience, that is, they have been teaching for less than 2 years. 8 (26.64%) of the teachers have been teaching for 3 -5 years. 14 (46.60%) of them have been teaching for 5 -7 years. Only 2 (6.67%) of them are quite experienced, they have been teaching for more than 8 years. Zhang (2008) found a significant correlation between the number of years (experience) teachers have been teaching English Language and student achievement. Students tend to achieve a better understanding of the English Language when their instructor has been teaching for more than 5 years. This positive correlation was also found between the teacher's level of education and students' achievement. The higher a teacher's level of education, the better the student's chances at successfully mastering English Language (Zhang, 2008).

Table 3. *Elements Included in Formal Training*

Responses	Frequency	Percentage
Content of the subject	15	49.95%
Pedagogy of the subject	5	16.65%
Classroom practice	10	33.3%
Total	30	100

The following elements were included in formal training: content of the subject, pedagogy of teaching, and classroom practice. 15 (49.95%) of the teachers noted that the study material mostly covered the content of the subject. 5 (16.65%) of them noted that the study material mostly contained the pedagogy of the subject; while the remaining 10 (33.3%) noted that classroom

practice was the most relevant content in their teacher training programme. Students were found to succeed at learning when the teacher had gone through various learning experiences. The teacher must have an idea of all teaching pedagogies, even though he/she specializes in one or another. Adult English Language learners need a focused set of instructions to help them master English Language. While reading, writing, speaking and listening are important sets of skills, they need to acquire pedagogies and practice frequently in classrooms. The teacher needs to see to this. Only when a certain level of English Language is acquired can a teacher successfully teach content. Of these skills, reading comprehension is particularly important (Burt, Peyton, & Schaezel, 2017).

The above were the demographics of the population. Further questions were included in the questionnaire in order to acquire further insights to fulfill the research objectives.

Table 4. *Medium of Instruction*

Responses	Frequency	Percentage
All the students learn in English	21	70%
Some students learn in their native language	0	0.0%
All students learn in English and their native language	9	30%
Total	30	100%

The table above showed that English Language was the main language of instruction. English Language was the only medium of instruction for 21 (70%) of the students. 9 (30%) of the students learned in English Language as well as their native language. None of the students learned using only the native language.

Table 5. *CLIL-Incorporated Teaching Method*

Responses	Frequency	Percentage
Yes	16	60%
No	14	40%
Total	30	100%

16 (60%) of the teachers learned and use CLIL as a teaching method. 14 (40%) of them do not use the CLIL method of teaching. To determine the relevance of CLIL to English Language teaching, the researcher ran a correlation analysis against another parameter of the study (completion of a teachers' training programme). It was based on the question whether teachers who passed through a teachers' training programme felt more inclined to incorporate the CLIL programme in their teaching methods.

Table 6. *T-test Analysis for Trained Teachers against Use of CLIL*

	Use of CLIL-incorporated method	Positive	Negative
Trained teachers↓		16	14
Positive	26		

Negative	4		
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t- value = 0.0000

P-value = 0.5

This means that the result is not significant at $p = 0.05$. There is no significant relationship between teacher's training programme and incorporating the CLIL method. While teachers may undergo a teachers' training programme, it does not necessarily mean that they are taught the CLIL method. However, it is possible that teachers can learn this method in-service, on the job. This was the finding of McDougald & Pissarello (2020) when they investigated teachers on the use of the CLIL method. They found that most teachers were not trained on the CLIL method until they started at their teaching jobs. The CLIL method ensures that teachers not only continue to learn language teaching but also learn content development.

Table 7. *Impact of CLIL on English Language Teaching*

Responses	Frequency	Percentage
Yes	21	70%
No	9	30%
Total	30	100

21(70%) of the teachers believed that CLIL had a huge impact on English Language teaching. 9 (30%) of the teachers believe that CLIL did not affect English Language teaching. According to the number of years, teachers have served, do they believe that CLIL has an impact on the success of English Language teaching? This experience was measured in a number of years.

Table 8. *T-test Analysis for Teacher Experience against Impact of CLIL*

	Impact of CLIL on successful teaching	Positive	Negative
Experience (Number of years)		21	9
0 - 2	6		
3 - 5	8		
7 - 10	14		
> 10	2		

T-value = -1.42857

P-value = 0.1132

p-value is not significant at $p = 0.05$.

5. Discussion

This result shows that the experience of teachers (number of years teachers have been teaching) does not necessarily mean that they believe it has an impact on the successful teaching of English Language. CLIL is an innovative approach to language teaching. It is hoped that deficiencies in language teaching for content purposes can be overcome using this method. When teachers are rooted in this method, they will be able to respond to ELT issues in new ways. Pre- and in-service teachers will benefit from this method. It, however, does not necessarily mean that one of the two (pre- and in-service teachers) will be more successful at teaching through CLIL, as shown by the result of this t-test. Still, this study maintains that CLIL is an important tool in ELT teaching (Banegas, 2012).

Most teachers might have used the CLIL method without being aware of its approach. Content are used to illustrate lexical or grammatical issues. Using oversimplified English serves as a disadvantage to the CLIL method. According to this methodology the content is there for the sake of the language and vice versa. Language learning is considered at the core of the curriculum. As revealed by the objectives of this study, future teachers need an integrated education to properly function in the language and content teaching profession. It is fruitful to invest in CLIL programme for teachers' training.

This analysis further revealed that there is a significant and consistent relationship between CLIL and ELT. This is in line with the findings of Oluwatimilehin and Owoyele (2012), who stated that the degree of successful teaching and learning depends on the amount of time the teacher is actively engaged in constructing the content of the lesson. Also, Awang & Sinnadurai (2011) reported a significant correlation between CLIL and academic achievement ELT.

Hence, the first step in CLIL is, training the teacher. CLIL is increasingly being taken up by the Ministries of Education around the world. It is an innovative approach in teaching modern languages. It is a motivating method for teaching subject topics. It is a useful contribution to the internationalization of multilingualism. Content teachers are mostly monolingual, hence, they may not understand the importance of becoming bilingual. Educational ministries need to put more emphasis on the importance of CLIL. They need to understand its benefits as well as supervise a sufficiently competent workforce. Here, the number of years spent in language teaching is not the most important factor, although teaching experience is important, it is not positively correlated with CLIL benefits according to the findings of this study. However, it has been observed that in-service training for CLIL serves tremendous purposes (Hillyard, 2011).

A growing trend in the bilingual education is the CLIL method. CLIL teaching approach belongs to the field of language learning for specific purposes. It is promoted as an educational umbrella word containing several techniques that can be used in multiple curriculum models. The program models employed in CLIL practices might vary significantly depending on the environment. CLIL can be also used to teach all or some of the school topics (for example, bilingual/plurilingual education programs such as full or partial immersion programs). Some lesson sequences in some school courses can be taught using CLIL. The goal of tandem teaching is to achieve a balance between topic and language by working together. Modern educational perspectives, research on second language acquisition, and current approaches to language

instruction have all impacted its design. A closer examination of CLIL reveals the influence of the early 1980s post-modernist movement on language education. Language education approaches that were built on prescriptive procedures and unchanging sets of principles and independence of context have been challenged by the 'post-method' mentality. The postmodern (relativist) views emphasize contextual factors and local specificities of knowledge (political, historical, or cultural).

6. Conclusion

The study was carried out to examine the effectiveness and importance of the CLIL approach in ELT. The research investigated the link between language learning and content development. If academic failure is to be forestalled and standards improved, it is undeniable that institutions, where English Language is taught, would provide relevant content structure that stimulate academic environments. Reliable content and language integrated learning classes not only depend on active learners but also on enthusiastic teachers to facilitate English learning among students. In order to improve the performance of teachers in English Language classroom, there is need to give proper training to teachers to develop themselves in a better way. Implementing CLIL in teaching methods will consequently improve English language teaching. With a deep knowledge of the role of CLIL, along with its implementation, teachers and students alike can be sure that successful learning and education will take place.

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