

People's democratic Republic of Algeria
of Higher Education and Scientific Research

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Assessing the Effectiveness of Content and Language Integrated Learning in Higher Education

Thesis Submitted to the Department of English in Candidacy for the Doctorate Degree in
English for Specific Purposes

2025/2026

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Dedication

I dedicate this work to my beloved family

*To my parents, LADJEL AMAR and NANOUE HADA, for instilling in me the values of
perseverance and the love of learning.*

To my brother Khalid

To my sisters Mariem and Karima

To my nephew Ishak

To My Teachers

Acknowledgements

First and foremost, I would like to express my deepest gratitude to Almighty ALLAH for granting me the strength, patience, and perseverance to complete this work.

I am sincerely thankful to all those who have supported me throughout this journey. My heartfelt appreciation goes to my supervisor, Dr. Aissa HANIFI, and the project director Prof. Naimi AMARA for their invaluable suggestions, helpful guidance, insightful feedback, and constant encouragement, which greatly enriched the quality of this work. Without their academic and moral support, this achievement would not have been possible.

Many thanks and appreciations are directed to my esteemed teachers Prof. Naimi AMAEA and Dr. fethi DJEROUANE who have trained us during the PhD journey. Their effort, support, and professionalism have truly enhanced our skills, which we will need in our future career.

I also extend special thanks to the jury members for accepting the invitation to evaluate this work. To **Prof. Naimi AMARA, Prof. AbdelKader SENKADI, Prof. Houaria CHAAL, Dr. Abdallah BOUGANOUS, Dr. Abdelouahid BENADDA**. My special thanks and appreciations are forward directed to you due to the efforts you make to help in producing the best version of this work.

Special thanks go to all members of the political sciences department and especially teachers who helped in recognizing the environment of Content and Language integrated learning. Without their help and effort, this work would not have reached the necessary data.

To my colleagues and friends who offered help, shared ideas, and stood by me through both the challenges and achievements. To everyone who played a part in this journey whether in small or significant ways thank you sincerely.

Abstract

Much like technology, English has increasingly been regarded as a vital tool for engaging in the world of science and research. It is now considered a prerequisite for accessing updated research findings, global resources, and groundbreaking discoveries. In response to this growing necessity, the Algerian higher education system has recently adopted policies that promote the integration of English across various academic domains, including the humanities, social sciences, technology, and scientific fields. The objective is to teach subject-specific content through English while maintaining a dual focus on both content mastery and language development. To meet this demand, educators are required to adopt innovative teaching approaches that support the simultaneous development of disciplinary knowledge and English proficiency. One such approach is Content and Language Integrated Learning (CLIL), which refers to teaching subjects such as politics, science, or history through a second or a foreign language with the dual aim of developing both content understanding and language skills. This study aims to assess the effectiveness of CLIL implementation in Algerian higher education, focusing specifically on a case study involving Master's students in Political Science at the University of M'sila. A mixed-methods approach was employed to collect and analyze the necessary data, providing a comprehensive understanding of how CLIL influences both content acquisition and language proficiency in this context. The data collected from the three research instruments: questionnaires, observations, and tests, confirmed different findings. The results confirmed that both teachers and students encountered challenges related to language proficiency and subject-specific content integration. The study confirmed also that the exposure to a CLIL syllabus led to a profound understanding of political concepts, theories, and terminology, as well as enhanced linguistic competencies. Finally, the findings indicated that while CLIL fostered a more positive attitude towards learning English, some students and teachers still faced challenges in fully adapting to the approach.

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LIST OF ABBRIVIATIONS AND ACRONYMS

4 Cs: Content, Cognition, Communication, and Culture

CBI: Content Based Instruction

CLIL: Content and Language Integrated Learning

EFL: English as a foreign language

ESL: English as a Second Language

ESP: English for Specific Purposes

TL: Target Language

GENERAL INTRODUCTION

General Introduction:

As the demands of the 21st century continue to reshape higher education, the ability to access and engage with knowledge in English has become increasingly vital especially in non-English-speaking countries. This reflects the importance of English as a dominant language which enables countries to be integrated in a more globalized world. Some communities may experience challenges in joining global scientific and economic efforts because they do not share the same means of communication (i.e., English). Learning and using English helps then in overcoming this barrier and allow people from different countries to connect with the rest of the world. In Algeria, the integration of English in higher education is considered as a move towards the internationalization of education, where English is not only taught as a subject but also used as a medium for delivering academic content. This evolution reflects a broader vision: to equip students with the language and content skills necessary for global participation in their fields.

In this context, Content and Language Integrated Learning (CLIL) emerges as an innovative approach that bridges the gap between language learning and subject matter instruction. CLIL enables students to learn academic content through English while simultaneously developing their language competence. As a result of integrating this teaching approach in higher education, it seems then very crucial to undertake a study which seeks to assess the environmental context of CLIL implementation. Accordingly, the current research aims to investigate the effects of integrating content and language integrated learning on students' learning process in Algerian higher education. It tends to explore the different challenges that can be encountered when teaching content via a second or a foreign language. The challenges which this research seeks to capture are related to both participants, students and teachers. The study aims also to identify the types of teaching materials used when delivering content through the target language. It additionally, tends to assess students'

language and content proficiency after the implementation of content and language integrated learning. Exploring the attitudes of both students and teachers towards this innovative teaching approach is also one of the objectives of the study. As results of specifying these objectives, the researcher formulates the following questions:

1. What are the challenges encountered by both teachers and students when implementing a CLIL syllabus in higher education?
2. What are the teaching materials used when implementing a CLIL syllabus in higher education?
3. Does the implementation of a CLIL syllabus in Algerian higher education promote better ESP students' performance in terms of developing their language proficiency and subject-specific knowledge of the target discipline?
4. Will the CLIL based instruction develop a more positive attitude towards learning English as a foreign language among Algerian ESP students in higher education?

Based on the research questions the researcher puts four main research hypotheses:

1. Teachers and students encounter challenges related to language proficiency and subject-specific content integration when implementing CLIL in higher education.
2. CLIL instructors use authentic teaching materials related to the target discipline in their higher education classrooms
3. The implementation of the CLIL in Algerian higher education promotes better performance in terms of developing both language proficiency (phonology, morphology, semantics, and syntax) and content proficiency (Four Cs levels)
4. The integration of the CLIL based instruction develops a more positive attitude towards learning English as a foreign language for Algerian ESP students and

teachers in higher education.

To answer these different questions, a case study was conducted with Master's students in Political Science at the University of M'sila. A mixed methods approach was implemented by using three different research instruments: questionnaires, observations, and tests. The questionnaires were directed to both 49 teachers and 70 students to explore their attitudes towards the CLIL approach and to collect data about the challenges, materials, language, and content proficiency development in CLIL classes. Observation sessions were held to capture also the challenges experienced when applying CLIL and the teaching materials used. Tests were used to assess students' language and content proficiency development before and after the implementation of CLIL. Two types of data – quantitative and qualitative – were collected due to the use of these three research instruments. Collecting data from different perspectives and by various tools helps in cross-checking the findings. In other words, triangulation method was applied to guarantee collecting valid results.

This work consists of four main chapters. The first chapter provides a theoretical framework to the main variables and their related concepts. It begins by proving a historical overview of the approach Content and Language Integrated Learning (CLIL). It explains the way this approach appeared through time. The chapter specifies also the key terms which define this innovative approach. It then identifies the characterizing features that CLIL classes incorporate. In addition, it explains the relationship between CLIL and development of students' phonological, morphological, semantic, and syntactic levels. It then introduces the four Cs – content, cognition, communication, and culture – that are highlighted in the approach of CLIL. It finally shows the way CLIL affects the four Cs of students.

Chapter two represents a situational analysis to the department of political sciences and its implemented CLIL program. This chapter draws a comprehensive description of the

department that is the case study in this research. First, it embarks into the teaching modules throughout license and master degrees in both specialties including “common specialty and international specialty”. In this chapter, a description of CLIL course is included. It highlights the objectives of the CLIL course related to four Cs, language proficiency, teaching materials, and learning activities used. It represents also the roles of both teacher and students in CLIL course. This chapter spots the light on the importance of assessment in CLIL approach. In other words, it shows the importance for teachers to design written activities to assess students’ content and language proficiency in the end of the course delivery.

Regarding Chapter Three, it delves into the methodology framework that the study applies. It first highlights the type of this research and its principles. It explains also the procedure undertaken in order to choose the sample selected from the whole population. The current chapter identifies the research instruments (tests, questionnaire, and observation) used to collect data and their descriptions. It then explains the procedures of implementing the research instruments. In other words, procedures such as pilot study and reviewing the research instruments by experts are explained in this chapter. The types of data analysis which are used in this research are introduced by the end of this chapter.

The last chapter concerns the analysis of the results collected from the research instruments used in this study (i.e., tests, questionnaire, and observation). It first provides an analysis to the data collected from the teachers’ questionnaire. A similar section is devoted to the analysis of the results gathered from the students’ questionnaire. Classroom observations were then reported and interpreted in this chapter. Additionally, students’ scores from both pre-test and post- test were compared to assess the effectiveness of CLIL on language and content proficiency. By the end of this chapter, a synthesis of the results was provided regarding the main elements of this study such as four Cs framework (content, cognition, culture, and

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communication), four linguistics levels (phonology, morphology, syntax, and semantics), teaching materials, learning activities, and CLIL classroom problems.

CHAPTER ONE: CONTENT AND LANGUAGE INTEGRATED LEARNING IN HIGHER EDUCATION

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1.9. CLIL as an advantageous environment in higher education

1.10. **Conclusion**

1. Introduction

The current chapter draws a framework to the literature of the basic concepts related to the main research variable “Content and Language Integrated Learning” (CLIL). Thus, it embarks on a theoretical and comprehensive exploration of CLIL. It first delves into its historical and political reasons to appear as a teaching approach into the educational context. Having a clear understanding of the historical and political reasons of CLIL emergence paves the way to the researcher to specify the definition of this current approach. Subsequently, this chapter dissects the intricate relationship between language and content learning within the CLIL framework, examining how language develops through content and how content discipline is fostered through language. It further elucidates the key characteristics that define the CLIL classroom and introduce the 4 Cs Framework of CLIL, offering valuable insights into its practical implementation. Finally, it discusses CLIL's role as an advantageous educational environment within higher education, shedding light on its benefits and implications. Through this chapter, the researcher aims to provide readers with a comprehensive foundation for understanding the intricacies and advantages of CLIL in the realm of language and content integration.

1.1. An Overview of the Content and Language Integrated Learning

The process of both teaching and learning a second or a foreign language has been, and is still, changing over the time in order to obtain the required outcomes, which meet the standards of a particular era of time. In the late of 19th century, researchers and language practitioners were interested in learning the targeted languages to enrich their literature and reading proficiency. Their main objective was limited to the point of benefiting from reading for pleasure and developing the mental discipline of being a bilingual or a multilingual. Thus, the interest was purely based on exploring grammar and vocabulary of the targeted languages (Hutchinson and Waters 1987, 6). In the late of the 20th century, the world immerses into a more

globalized state which has recently imposed a series of considerations and refinements within the realm of teaching and learning a second or a foreign language. This has in turn led to the emergence of the concept content and language integrated learning "CLIL".

1.1.1. Historical and Political Overview

The adoption of the new approaches, which support the integration of both content and language, is attributed to the circumstance the world witnessed in the late of the 20th century. According to Katarzyna Papaja and Artur Swiateka (2016, p. viii), after the second world war, different changes related to fields such as politics, technology, economy, and society have created a more frequent contact among people of different linguistic and cultural backgrounds. This contact comes under the term "globalization" that has made the whole world interconnected. That is, the world has become a mixed integrated space, where the role of the language being highly shared is extremely required to be learned. In an integrated world, integrated learning was proposed as a modern form of educational delivery to learn the language that is highly common in the specific fields of life including commerce, technology, politics, and social environment.

In a more detailed way, Favaro and others (2017, pp. 1-2) have specified the processes which have added a new urgency and a new view into the realm of language learning. These processes include "the development of the phenomenon of globalization, the internationalization of society and, in Europe, the signing of the treaty of Maastricht (or Treaty on the European Union-TEU) in 1992 and Schengen which came into being in 1992." This seems that reasons, which support the emergence of new approaches to language learning, are both historical, political, and economic. They also consider developments in fields related to trade, commerce, transactions, migration, transportation and telecommunications have rapidly turned the world into a small village that uses a new world language which is English. The need for learning languages has become then a crucial issue making the European commission

imposes on all European citizens to be competent in at least three European languages (i.e., bilingualism / multilingualism) (European Commission ,1995).

The scenario illustrated above explains the emergence of a globalized world that shows the urgent need the European Commission has been working on for the developments of teaching approaches, methods, and programs, which support bilingual and multilingual teaching process. By bilingual education, the aim is to provide instruction in both a student's native language and a second language. That is, teaching content through the medium of two languages in a well-organized and designed educational program. In general cases, one language is the mother tongue or native language, and the other one is the dominant societal language or the powerful language (i.e., the international language). By multilingual education, a third language is additional and considered as regional dominant language (Wright et.al., 2017, p. 1). The European commission worked on developing programs, which promoted students' linguistic, strategic, discourse, and sociocultural competences (i.e., communicative competence of the bilingual and multilingual situations).

However, developing students' linguistic and communicative competence, enhancing their motivation, and increasing exposure to authentic real-life language use require additional teaching hours and a curriculum that integrates subjects such as history, mathematics, and science (Marsh, 2002, as cited in Susanto & Jaya, 2022, p. 12). As a result of this need, innovative teaching approaches that support the combination of content and language teaching has emerged as new educational movements.

Under the term globalization, all people found themselves exposed to the powerful languages (not necessarily their native ones) used in universities and schools to teach specific

content areas. By content based-instruction (CBI), the main objective is to immerse students in a second language to teach them academic content through that language. That is, CBI "represents a significant departure from traditional foreign language teaching methods in that language proficiency is achieved by shifting the focus of instruction from the learning of language per se to the learning of language through the study of subject matter" (Leaver & Stryker, 1997, p.5). Content-based instruction was first introduced in French immersion education, in Canada, and in North America bilingual language teaching programs in the mid of 1960. The implementation of these bilingual programs seem to have a positive effect according to language practitioners (Navés, 2009).

Since the early 1990s, the European Union language policies have demonstrated an urgent necessity to the use of an educational model to account for the diversity of European programs and to guarantee that every person has the possibility to become proficient in several languages. (Zarobe& Maria, 2009, p. xi). In the 1980s, the term "Content and Language Integrated Learning" was coined by David Marsh and Anne Maljers, who were involved in language education in the European context. The term gained recognition and became widely used as CLIL programs were implemented in various European countries, particularly in the 1990s (Lopes & Cecilia, 2019, p.10)

As CLIL was first introduced to fulfil the needs of the European Union language policies for multilingualism, it has been rapidly adopted as an umbrella term by the European Network of administrators, researchers and practitioners. The main objective is to introduce a label to include all different European approaches to bilingual education of specific content areas (Zarobe& Maria, 2009, p. xi). During the period of the early 1990s, CLIL primarily focused on teaching foreign languages in educational environments where the dominant language of instruction was not necessarily the target language. The main goal was to offer students the opportunity to use the language in a meaningful and authentic way by studying academic

subjects like science, history, or mathematics (Marsh, 2002 cited in Susanto & Jaya, 2022, p.12).

In the early stages of CLIL, different regions and countries employed diverse instructional approaches. Some programs emphasized language acquisition by adopting a language-oriented approach, while others prioritized subject-specific knowledge and took a content-focused approach. Eventually, a more balanced approach that combined language and content objectives became more prevalent. CLIL has undergone continuous evolution and adaptation to suit various educational contexts. It has expanded its reach beyond Europe and gained global recognition as an effective method for both language learning and content instruction. Nowadays, CLIL programs can be found in a wide range of educational settings, spanning from primary schools to universities and covering diverse subjects (Marsh, 2002, pp. 24-25)

As a result of the welcoming signs of the CLIL in the whole world, the European commission sought to encourage the development of programs serving the two principles which are bilingualism/multilingualism and the delivery of specific academic content related to particular subject areas. Ergo, new educational programs begun to appear and aimed to teach the specific content area in either a bilingual or multilingual teaching atmosphere. These immersed programs were first applied in Canada, France, United states, and other countries around the globe. In Canada for instance, English and French have been the target languages of most community members who live there. Thus, most subject schools and university modules have been taught through the use of these two targeted languages. Respectively, in Quebec, English speaking citizens have been taught almost the entire curriculum using French. In the United States, and with a multilingual community member, the main goal has been to enable learners function appropriately in English, especially, in the academic contexts (Navés, 2009).

Summing up, the historical emergence of CLIL shows the three main phases this approach has been through in order to be later applied and acknowledged. The first phase includes the decline of the term "globalization" which in turn has imposed people around the world to learn the targeted language (English). The second phase incorporates the emergence of the two situational language-learning contexts, which are bilingual and multilingual settings. By learning the targeted languages of the globalized world, people around the globe began to learn the most required languages, which were not necessarily their first language. Hence, they found themselves in a bilingual or a multilingual educational classroom. The third phase required all types of learners who were eager to learn the targeted languages to expend more extra timing hours to the learning process in order to develop not only the linguistic competence, but also the communicative competence in all fields of studies. To do so, attending school sessions which included teaching a variety of school subjects (with their curricula) related to different fields of real life situations was the only solution suggested and implemented. Therefore, new educational movements have been arisen as a response to this requirement, introducing inventive teaching methods that facilitate the integration of content and language instruction (CLIL).

1.2. Definition of Content and Language Integrated Learning (CLIL)

As the historical overview indicates the increase number of educational institutions that welcome the implementation of Content and Language Integrated Learning (CLIL) in the process of teaching and learning a second or a foreign language, it seems then very crucial to draw a clear understanding of the acronym "CLIL" by specifying its definition and delimiting its boundaries. That is to say, researchers who are interested in this particular educational movement (i.e., CLIL) need to understand its definition first before conducting a study on it.

CLIL has been in fact defined by many scholars and with different perspectives. The simplest and basic explanation would include the one presented by Zarobe and Maria (2009, p.

xi). According to them, CLIL is considered as an approach to either a second or a foreign language learning process. It involves the integration of the targeted language (a non-native language) to understand and manipulate the content of a particular field of study with the focus on teaching the target language via the content. This current definition emphasizes on the integration that occurs between the two variables second language/foreign language and the specific content area. It also shows that CLIL as an educational movement does not incorporate the student's native language in the process of teaching and learning as the emphasis is entirely given to the use of the second or foreign language. (Costa, 2016, p. 19) states that the Council of Europe Resolution highly considers the teaching process of a second or a foreign language through other disciplines as an innovative and effective approach to better develop students' knowledge and skill about the targeted language and the content of the disciplines used.

When defining CLIL, Marsh and others (2010, p. 1), emphasize that this teaching approach is not new. However, it is just a combination of two educational settings grouped together to provide a final version of a teaching process. They state that

"a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is; in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.

This means that both language and content have an equal emphasis in the process of teaching. The CLIL teacher should maintain a balanced delivery of knowledge related to both language and content. If the balance is not reached, the process of teaching will then be switched either to a language-based instruction or to a content-based instruction.

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In the same thought, Smit and others (2010, p.3) admit that this language teaching approach gains popularity as it includes the two different and most required concepts which are language learning and content learning. They indicate that in the early of 1990s, CLIL highly proved its existence within the context of language education simply because of its positive ascriptions, which in turn created an innovative, modern, effective, efficient and a forward-looking atmosphere to learn both language and content at the same time. In other words, CLIL brought its innovative perspectives as it breaks away the traditional separation that exists between the language learning and content learning. CLIL creates a bridge to combine the learning process of the two variables -language and content- in one single educational environment. That is, instead of teaching language skills and specific content areas separately, CLIL integrates both aspects into a one merged learning experience. The latter can pave the way to students to develop language proficiency while acquiring knowledge related to different domains of studies.

A set of reasons can justify the state of why CLIL is considered as a modern approach. Nanni and Carl Hale (2020, p.58) explain that this language teaching perspective aligns with the shift towards the communicative and functional language use in education. Instead of addressing entirely the development of students' grammar and vocabulary, CLIL highlights the improvement of language skills to be applied for effective communication in real-life situations. This supposition comes under the concept of communicative competence. CLIL goes along with the assumption that Dell Hymes speculated in 1972. According to him, the progress in student's linguistic competence only can never allow students to communicate effectively in a particular speech community. there are other crucial and contributing competences (social and cultural ones) which must be promoted in order for a language user to be communicatively competent (cited in Paulston, 1992: 98). Along with this thought, CLIL encourages learners to actively engage with language and use it as a tool for understanding and expressing ideas in

various academic subjects with regard to the communicative and functional use of language knowledge.

Another positive description that is attributed to CLIL concerns its effectiveness and efficiency. The use of such terms when defining CLIL indicates the deep sight this approach holds in its nature. According to Sato and others (2021, p. 63), this language teaching approach is effective and efficient due to its simultaneous learning aims. They explain that CLIL helps students acquire knowledge of both the required specific discipline and the targeted language concurrently. Instead of allocating separate time slots for language classes and subject classes, CLIL integrates both aspects into a single learning experience. This integration optimizes the use of instructional time and ensures that students are actively engaged in meaningful learning activities throughout the lesson, which in turns focuses simultaneously on the two aspects of this modern approach. In this respect, Marsh (qtd in Lopriore, 2021, p. 82-83) mentions that CLIL refers to "situations where subjects, or parts of subjects, are taught through a foreign language with dual focused aims, namely the learning of content and the simultaneous learning of a foreign language". In other words, the educational setting that CLIL imposes has two faces of the same coin; content-based instruction and language-based instruction are combined in a parallel way to reach the outcomes of both content proficiencies of a particular discipline and language proficiency.

CLIL is agreed to have a forward-looking dimension in its basics due to three main perspectives, namely bilingualism / multilingualism, 21st-century skills development, and academic and career opportunities. The first perspective as Ofelia García (2009, cited in Ramírez-Verdugo, 2021; p.7) argues that the educational movement of bilingualism or multilingualism "is undoubtedly needed by 21st-century society, as we live in a world of linguistic complexity where monolingual education seems not to fully equip learners with the expected and necessary strategic knowledge and skills they would need to succeed in the current

globalized world we live". This consequently means that CLIL is an approach that holds in its origins the features, which the globalized world requires either now or for the forward era of time. As the state of having one single language is no longer enough for learners to fulfil their needs in relation to the new global situation, the use of two or more targeted languages becomes a highly required necessity. CLIL, thus, promotes multilingualism by providing students with opportunities to develop language skills while studying various subjects. By learning content through a foreign language, students not only acquire knowledge in different disciplines but also develop global competence and intercultural understanding, which are relevant to this global world.

Another perspective that scholars consider when defining CLIL is the development of the 21st-century skills. According to José Fandiño (2013, p.190), the 21st century that people experience nowadays requires the "explicit integration of learning strategies, digital competences and career abilities. Schools in general and EFL classrooms in particular should provide students with practices and processes focused on acquiring and developing, among other things, creativity, critical thinking, collaboration, self-direction, and cross-cultural skills". All these mentioned qualifications are emphasized by the CLIL, which integrates both skills related to the discipline required and the additional language targeted. Within the context of CLIL, students are engaged in content-based learning activities; they are encouraged to think critically, analyze information, work collaboratively, and express themselves effectively in the target language. These skills are highly required and valued in the modern workforce and contribute to students' overall personal and professional development.

CLIL is an approach that helps educational institutions produce qualified learners who will have high possible academic and career opportunities. In the traditional classrooms, language teaching approaches which were used aim to develop students' skills to hold a conversation with their peers and teachers. Their concerns were limited to promoting only the

language proficiency. Whereas in CLIL classrooms, the teaching approach objectives do not include only the development of the conversational skills used when utilizing the targeted language, but also the development of the professional skills to process effectively the specific content within the professional context of the discipline targeted (i.e., real life situations) (Kováčiková, 2020, p.22). CLIL equips students with skills related to both target language and the field they are exposed to at work which in turn allows them to competitive qualifications in the workplace. When CLIL enhances students' targeted language and subject-specific skills, students can then have opportunities for higher education abroad, international collaborations, and global careers. Thus, this approach prepares students for the demands of a globalized world, where language skills and workplace qualifications are highly valued.

In light of the explanation presented above, CLIL involves the use of the target language in the study of a particular subject field. It requires also the study of the targeted language in parallel when learning the content. The interwoven relation that occurs between language learning and content learning forms the CLIL instructional setting. As result, to this parallel focus, the native language of students is excluded. CLIL combines language learning and content learning equally to ensure a balanced delivery of knowledge. It is different from the other traditional approach that may support the separation between the two elements (content and language). Like other approaches, CLIL highlights also the communicative and functional language uses and skills to ensure effective communication in real-life situations. It is considered effective as it recognizes different aspects such as ensuring simultaneous learning of both content and target language, promoting bilingualism/multilingualism, developing 21st-century skills, and providing academic and career opportunities.

1.3. The Relationship of Language and Content Learning in CLIL

Providing a set of definitions to the term CLIL may not necessarily clarify the basic assumptions and principles related to this teaching approach. Educators, especially researchers who tend to conduct studies on CLIL, need to lengthen their knowledge construction in relation to this type of educational movement to achieve effectively the targeted aims of their studies. Thus, it is very crucial in this investigation to present a clear and detailed explanation of the way the two variables-language and content- are interconnected and developed in CLIL. In other words, explaining the symbiotic relationship that occurs between language development and content development when implementing CLIL in teaching classrooms would help researchers better understand the mechanics of this teaching approach. Ergo, researchers can efficiently investigate any criterion related to CLIL and avoid the possibility of having any bias or dilemma in their investigations due to their lack of knowledge construction.

Many researchers who are interested in CLIL provide a clear explanation to the relationship that occurs between language and content in CLIL. Examples of these researchers include Marsh and others (2010), Coyle and Meyer (2021). The relationship between language and content learning in CLIL is a reciprocal and interdependent one. In CLIL, language is acquired through content, and content is acquired through language. This symbiotic relationship allows learners to develop both language proficiency and subject knowledge simultaneously, creating a seamless integration of the two aspects. To illustrate, CLIL classrooms expose students to two different criteria simultaneously. The learning of one criterion leads to the development of the second criterion and vice versa. In other words, when students are provided with authentic materials related to a particular field of study, they are automatically exposed to the linguistic features including vocabulary, pronunciation, and grammar structures of the language used in the targeted discipline. Hence, students, with the focus of the subject content to be learned, are expected to develop the linguistic features related to this field of study. At the

same time, when students are directed to understanding the linguistic structures and components of the targeted language embedded in the content knowledge delivered, they are supposed to develop the content of the targeted discipline by creating new notions, concepts, and beliefs.

1.3.1. The Development of Language Competence through Content in CLIL

In the realm of education, becoming proficient in the language competence is a prerequisite condition that leads learners to communicate effectively in different contexts. For decades, educators and linguists have sought innovative pedagogical approaches and methods that help learners fully acquire the linguistic items of a particular language and navigate the complexities of global communication. The purpose is to ensure that learners possess the grammatical proficiency, which in turn allows them to produce correct grammatical structures relevant to the context they usually experience. Along with this purpose, Content and Language Integrated Learning (CLIL) has emerged as a popular and compelling approach, offering a dynamic platform for the development of language competence. By language competence, Jones (2010, p. 160) explains it as an umbrella term that includes knowledge and skills related to four main domains namely phonology, morphology, semantics, and syntax. Language competence or as Dell Hymes labels it "Linguistic Competence", is considered as prerequisite condition which "forms the foundation for the acquisition of communicative competence and academic competence" (Jones, 2010, p.160).

According to Paulston (1992, p.98), the term "*Communicative Competence*" is explained in "Hymes' sense to include not only the linguistic forms of the language but also its social rules, the knowledge of when, how, and to whom it is appropriate to use these forms". That is, it does not incorporate only knowledge and skills related to phonology, morphology, semantics, and syntax, but also the social skills related to the target speech community. This definition indicates that the linguistic competence that learners need to possess is the basic

pillar, which constructs and maintains an effective communicative situation. To illustrate, as students strengthen their linguistic competence, they acquire a deeper understanding of grammar, vocabulary, syntax, and phonetics, facilitating a clear and coherent communication. For example, a student proficient in linguistic competence can articulate complex ideas in a well-structured essay, engage in meaningful academic discussions, and interpret academic texts accurately. This enhanced linguistic competence, in turn, directly contributes to students' broader communicative competence, which encompasses the ability to engage in effective communication within various contexts and social settings.

By the term "*Academic Competence*", Jones (2010, p. 160) defines it as the ability to use "linguistic competence in acquiring language-based academic skills". In other words, it refers to an individual's ability to understand and use the rules and skills of the four linguistic levels; phonology, morphology, semantics, and syntax. In the context of acquiring language-based academic skills, linguistic competence plays a crucial role. That is, students with a solid linguistic competence will excel in reading comprehension, writing essays, and engage in academic discussions. They can comprehend complex texts, identify the main ideas, and articulate their thoughts coherently. Furthermore, linguistic competence aids in acquiring subject-specific vocabulary and terminology, enabling students to express their knowledge accurately in various academic disciplines. This proficiency also extends to understanding and interpreting academic instructions and assessments, leading to improved academic performance overall. In contrast, a student lacking linguistic competence might struggle to grasp academic content, communicate their ideas clearly, and achieve academic success. Therefore, nurturing linguistic competence is fundamental for students to thrive in language-based academic pursuits.

In the field of bilingual and multilingual education, many studies [Mattheoudakis, Alexiou, & Laskaridou, (2014); Juan-Garau, Prieto-Arranz, & Salazar-Noguera (2015); and Gallardo del Puerto & Gómez Lacabex (2017)] have been conducted to illustrate the way the content delivered in a CLIL classroom develops students' linguistic competence. CLIL is an innovative educational approach that intertwines the teaching of subject content with the development of language skills in a second or additional language. This integrated method has garnered significant attention due to its potential to enhance students' linguistic abilities across various levels, namely phonology, morphology, semantics, and syntax.

1.3.1.1. Phonology Development through Content in CLIL

Phonology is considered as one of the most important components, which constitutes the linguistic competence. According to Yule (2006: 43-44), phonology refers to the study of language's speech sound systems and patterns. Essentially, it revolves around understanding what every language speaker instinctively comprehends about the sound structures within that language. As a theoretical field, phonology is focused on the abstract and cognitive aspects of language sounds, rather than the physical process of articulating speech sounds. Hence, it focuses on the organization, distribution, and patterning of sounds, known as phonemes, and their role in conveying meaning and distinguishing words. It also examines the abstract and mental representations of sounds in the minds of language speakers, as well as the rules and constraints governing their combination and pronunciation.

Regarding the development of phonology, an example of a study that indicates the effects of CLIL on students' phonological competence includes the one undertaken by Lasagabaster (2008). The researcher examined the effects of different levels of exposure to CLIL by comparing the phonological performance of three distinct groups. These groups consisted of a CLIL group in Secondary Grade 3 (aged 14–15), another CLIL group in Secondary Grade 4 (aged 15–16), and a traditional English as a foreign language (EFL) group

in Secondary Grade 4. In other words, the study compared the phonological performance of students focusing particularly on assessing pronunciation development. The findings indicated that both CLIL groups, regardless of whether they were matched for age or exposure, achieved higher scores in speaking proficiency, especially pronunciation, in comparison to the Non-CLIL group (cited in Gallardo del Puerto & Gómez Lacabex, 2017, p. 34).

In 2008, Ruiz de Zarobe conducted a study to understand the extent to which two different levels of exposure to Content and Language Integrated Learning (CLIL) affected students' spoken production (i.e., pronunciation). The researcher collected and compared data from three groups with varying amounts of exposure. These groups included a traditional English as a foreign language (EFL) group, a 1-subject CLIL group, and a 2-subject CLIL group. The study looked at students from three different educational levels: Secondary Grade 3, Secondary Grade 4, and Baccalaureate. By examining these groups, the research aimed to understand the impact of CLIL exposure on their ability to speak in the target language. The findings of the current investigation revealed that, when considering all participants, higher exposure to CLIL led to better pronunciation outcomes. Specifically, the traditional group had the lowest scores, followed by the 1-subject CLIL group, while the 2-subject CLIL group achieved the highest scores. In other words, as students' exposure to CLIL increased, their oral performance, especially pronunciation, improved, demonstrating a positive correlation between CLIL exposure level and pronunciation proficiency (cited in Gallardo del Puerto & Gómez Lacabex, 2017, p. 35).

1.3.1.2. Morphology Development through Content in CLIL

A few studies have been conducted to investigate also the effect of CLIL exposure on students' morphological development. In fact, morphology concerns the studies of affixes (i.e., prefixes and suffixes) and roots of words in order to know how different grammatical functions of words such as nouns, verbs, adverbs, and adjectives are constructed. According to Aronoff

and Fudeman (2011, p. 2) “In linguistics, morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed”. Morphology involves analyzing the different forms of words in a language by identifying their constituent parts known as morphemes. Morphemes are the smallest units of meaning or grammatical function, as explained by Yule (2006, p. 63). These morphemes play two essential roles: contributing to word meanings and determining the grammatical functions of words. For example, words like talks, talker, talked, and talking are derived from the base word "talk," with additional morphemes (e.g., s, er, ed, and ing) influencing their meanings and functions.

Dalton-Puffer's investigation (2007) aimed to specify which of the language aspects that are more developed in CLIL contexts. According to the findings of this study, the researcher placed morphology among the language aspects, which are favorably affected (qtd in Lázaro, & García Mayo, 2012, p. 144). Morphological development has been extensively studied in Second Language Acquisition (SLA). The strongest and most consistent finding in this area is that all learners tend to follow a similar path of acquiring morphology, regardless of their age or native language (L1). While specific factors can accelerate learning, the fundamental order of morpheme acquisition remains consistent across students. This significant finding in research was established by the morpheme order studies conducted by Dulay and Burt in 1974. It appears that CLIL programs are not expected to challenge this well-established pattern of morphological acquisition (qtd in Lázaro, & García Mayo, 2012, p. 143).

Fernández-Pena and Gallardo-del-Puerto (2021, p.1) undertook a study to investigate the way content of CLIL can affect students' morphological development of the second or foreign language being used. This study looked at how students in Spain learn English in two different ways: some in regular English classes and others in Content and Language Integrated Learning (CLIL) classes. The researchers focused on learners from a monolingual region called

Cantabria. They examined how these students, aged 11-12, and used certain morphological patterns in their spoken English. The results showed that both groups struggled a bit with certain morphological rules, like using the right endings (suffixes) in verbs and nouns (in plural form). The data demonstrated that the non-CLIL learners had more problems with the use of affixes in verbs and nouns than the CLIL learners, who seemed to be at a more advanced stage of learning.

1.3.1.3. Semantics Development through Content in CLIL

Like phonology and morphology, many researchers have conducted studies to explain the way the content embedded in a content and language integrated learning syllabus assists students to develop their semantic competence. Yule (2006, p. 100) defines this type of competence as a science that examines the meanings of words, phrases, and sentences. Morphology primarily concentrates on the conventional meanings of words, disregarding any individual speaker's subjective interpretations for a specific context. This technical method aims to explore objective or universal meanings while steering clear of subjective or localized interpretations. Linguistic semantics specifically deals with the established meaning conveyed through the use of language's words, phrases, and sentences. This area of linguistics is concerned with studying the exact, straightforward meaning of words, phrases, and sentences. Its aim is to understand the specific concepts or things that words represent. However, it does not involve examining what a person intends to communicate when they use those words. Therefore, in semantics, the primary focus is on analyzing the basic, literal meaning of words, as they are, without considering factors like where the word is used, who uses it, when it is used, or why it is used.

Within the context of CLIL research, empirical studies have highlighted the positive impact that the content delivered in a CLIL curriculum fosters the acquisition of learners' vocabulary of the target language. Among these studies, Dalton-Puffer (2008) undertook a

study investigating the development of vocabulary in CLIL classes. In her review, Dalton-Puffer explains that the target language vocabulary gains are significantly increased particularly in situations where lexis is dealt with explicitly in the CLIL environment. Ruiz de Zarobe (2014), on the other hand, collected similar outcomes to Dalton-Puffer's study. According to Ruiz de Zarobe, vocabulary acquisition development tends to be more visible in receptive skills when students receive CLIL activities. The results indicated that CLIL learners outperformed their non-CLIL classmates in lexical richness and sophistication with the ability to produce a higher number of lexical inventions (Juan-Garau, Prieto-Arranz, Salazar-Noguera, 2015, p. 180).

The study that was held by Mattheoudakis, Alexiou, & Laskaridou, (2014, p. 228) represents the first official attempt in Greece to introduce CLIL (Content and Language Integrated Learning) instruction in primary education. According to them, since English is taught as a foreign language in Greece for a limited number of hours, CLIL is seen as a way to increase exposure to the English language without extending the school timetable. Inspired by similar studies in Europe, the researchers investigated whether CLIL has a positive impact on Greek learners' development in their second language (L2) and if using English as the medium of instruction affects their subject knowledge. The preliminary results indicated that the students involved in CLIL showed improvements in both language skills, particularly vocabulary acquisition, and subject knowledge, supporting the idea of expanding the project to other Greek primary schools.

An alternative attempt, which indicates the way vocabulary is improved in CLIL environmental settings, includes an interview- and questionnaire-based study made by Aguilar and Rodríguez (2012). The researchers aimed to obtain some insights into the perceptions of a group of engineering students. The participants showed the vocabulary growth obtained from the content they discussed in the 15-week semester of CLIL instruction. That is, as English was

used as a medium of instruction to deliver engineering subject knowledge, students at Spanish university were highly exposed to the big amounts of vocabulary related to the targeted language (i.e., English) (Juan-Garau, Prieto-Arranz, Salazar-Noguera, 2015, p. 180).

1.3.1.4. Syntactic Development through Content in CLIL

When examining a language from a linguistic perspective, understanding syntax becomes crucial in comprehending its organization and usage. Syntax, as defined by Tallerman (2015, p. 1), pertains to the study of how sentences are constructed. This entails a focus on the arrangement of words to form phrases and sentences, encompassing an examination of the syntactic properties unique to each language. Examples of syntactic studies encompass word classification, word order in phrases and sentences, the structure of phrases and sentences, as well as the various sentence constructions present in different languages. In essence, syntax aims to identify the diverse constructions that sentences and phrases can take on within a specific language, and these constructions are characterized by specific syntactic components known as "parts of speech." The latter is defined by Yule (2006, pp. 74-75) as small syntactic properties used to construct a well grammatical structure. These properties incorporate articles, pronouns, prepositions, conjunctions, adverbs, verbs, adjectives, and nouns.

Regarding the syntactic progress that occurs due to the content illustrated in the CLIL syllabus, the grammatical development of CLIL and non-CLIL groups in Spain has been the subject of limited research, with investigations employing natural communication as the assessment method. Specifically, students were asked to retell the picture story "Frog, where are you?" resulting in diverse findings that concern various aspects of the students' morphosyntax. In one longitudinal analysis focusing on the oral narratives of Basque/Spanish bilinguals, Ruiz de Zarobe (2008) discovered that CLIL groups exhibited superior grammatical accuracy compared to non-CLIL groups. Another study conducted by Villarreal and García Mayo (2009) demonstrated that CLIL students displayed fewer omissions of final –s and –ed

when compared to their non-CLIL peers. However, no significant differences were observed between the two groups regarding the omission rate of suppletive forms (Gutiérrez Ortiz, 2020, p.113).

Martínez Adrián and Gutiérrez Mangado (2009) identified notable differences in the usage of placeholders and embedded clauses between CLIL and non-CLIL students. Nonetheless, they did not find significant variations in the production of null subjects, null objects, and correct negative structures in the two groups. Furthermore, Lázaro Ibarrola (2012) provided evidence that CLIL students exhibited higher rates of inflected verbs and displayed greater proficiency in the correct use of pronouns, along with a higher overall occurrence of pronouns and subordinate sentences. These few studies, which are available, suggest that CLIL instruction may have an impact on certain aspects of grammatical development among students in Spain, highlighting the need for further research in this area (Gutiérrez Ortiz, 2020, p.113). As the findings of the study showed that the content illustrated in the CLIL classes affected positively students' use of syntactic properties, which in turn enabled them to produce well-grammatical utterances.

Summing up, different researches have been undertaken to indicate the effects of CLIL on linguistic competence. The studies were undertaken in both bilingual and multilingual contexts to reflect the extent this teaching approach develops the four levels – phonology, morphology, semantics, and syntax- of linguistic competence. Regarding CLIL research in the phonological aspect, the findings indicate that as students were exposed to more CLIL, their oral performance, particularly pronunciation, showed noticeable improvement. This indicates a clear positive correlation between the level of CLIL exposure and their proficiency in pronunciation. The research findings confirm also that while both CLIL and non-CLIL groups encountered challenges with certain morphological rules, the CLIL learners displayed a more advanced level of understanding, particularly in the correct use of verb and noun suffixes

(morphology). This can reflect the potential benefits of CLIL in promoting language acquisition and proficiency. For semantics, research concludes that in a CLIL environment, instructions focusing on lexical development leads to a significant increase in target language vocabulary gains. For syntax, the findings reveal a positive impact of the content presented in CLIL classes on students' utilization of syntactic properties. This leads to the production of well-structured grammatical sentences and utterances. Overall, investigations show that CLIL exposure positively influences students' phonological, morphological, semantic, and syntactic development, enhancing vocabulary acquisition and grammatical accuracy.

1.4. Reasons for Content-Driven Language Growth

Researchers such as Lasagabaster (2008), Ruiz de Zarobe (2008), Dalton-Puffer (2007), and Villarreal and García Mayo (2009) have conducted thorough investigations to explore the correlation between the content delivered in CLIL syllabi and its impact on students' linguistic competence. Their focus extends beyond merely identifying whether this correlation yields positive or negative effects. These scholars also endeavor to elucidate and justify how the content of CLIL syllabi contributes to the enhancement of students' linguistic competence across all four levels. In essence, their investigations provide a compelling rationale for considering subject-specific content as a catalyst for linguistic development among students. These various research studies have provided justifications for viewing the content of specific subject areas as a catalyst for enhancing students' linguistic competence. Scholars have attributed the observed correlation between the content of CLIL syllabi and students' linguistic competence development to three key factors: the increased exposure to authentic materials, the occurrence of incidental learning, and the limited L1 influence (i.e., limited interference),

1.4.1. The Increased Exposure to Authentic Materials

The term "authentic material" holds significant prominence within the realm of teaching second or foreign languages. These materials are widely regarded as essential tools in

facilitating the teaching-learning process. According to Ellis and Johnson (1994: 157), authentic materials encompass a wide array of resources derived from the target community or the real world of the language being taught. These resources may include texts, videos, recordings, live speech, pictures, and even songs designed by native speakers. Merrill and colleagues (2020: 261) further emphasize that authentic materials are typically made by native speakers and are intended for communication with other native speakers. Consequently, they often present narratives, texts, speeches, or images that offer real-life illustrations of how a specific language is employed within a particular native community. That is, these types of teaching materials illustrate the authentic way of how the targeted language is used by its native speakers. Authentic materials are considered as valuable resources that bridge the gap between language learning in a classroom and language use in authentic, real-life settings. They enhance learners' linguistic competence to be implemented in communication settings.

The research studies, (e.g., Lasagabaster (2008), Ruiz de Zarobe (2008), and Dalton-Puffer (2008)) which were undertaken to examine the impact of CLIL exposure on students' language proficiency, have provided compelling evidence justifying the correlation between CLIL and the proficiency of the four linguistic levels. According to these investigations, the primary factor elucidating the content-driven enhancement of students' linguistic competence lies in the increased exposure to authentic language found in the authentic materials used in CLIL classrooms. In this respect, de Graaff *et al.* (2007, qtd in NAVÉS, 2009, p.34) confirm that one of the advantages that CLIL syllabi provide to the development of students' language competence is the exposure to the input derived from attractive authentic materials related to the target language. In other words, CLIL employs content-focused materials and activities that expose learners to authentic language usage. This exposure, in turn, enables students to encounter accurate pronunciation patterns within relevant contexts, facilitating their capacity to mimic and accurately produce sounds. For instance, during a biology class conducted in the

target language, students may listen to their instructor articulating scientific terms correctly, thereby fostering the internalization of precise pronunciation patterns.

To illustrate, CLIL exposes students to a variety of authentic materials, such as articles, reports, and videos. These resources often contain diverse phonological, morphological, semantic, and syntactic forms, allowing learners to observe and conclude how these structures are constructed and used in different contexts. For instance, in a geography class conducted in the target language, students might read texts about various landscapes, encountering diverse adjectival forms like "mountainous," "arid," or "coastal." This exposure to authentic materials further enriches students' language learning experience, enabling them to comprehend and apply their acquired knowledge and skills related to the four linguistic levels (especially the syntactic level) in authentic, real-life contexts (Reilly & Medrano, 2009, qtd in Dafouz & Llinares, 2010, p. 96). Thus, authentic materials play a crucial role in maintaining the correlation that exists between the content delivered in a CLIL syllabus and the development of the linguistic competence.

1.4.2. The Occurrence of Incidental Learning

Another reason, which can be attributed to the development of students' linguistic competence through the content exposed in a CLIL classroom, is the occurrence of the incidental learning process. The latter refers to "learning without the intent to learn or the learning of one thing (e.g. grammar) when the learner's primary objective is to do something else (e.g. communicate)" (Schmidt, 1994 qtd in Lázaro & García Mayo, 2012, p. 141). That is, in a Content and Language Integrated Learning (CLIL) classroom, learners have the opportunity to acquire linguistic forms that have not been explicitly taught to them but are naturally present in the input or content provided within the CLIL syllabus. Students' primary intention is directed to understanding the content and using the target language as a medium of communication, but incidentally, they find themselves immersed in learning knowledge and

skills related to the linguistic competence such as vocabulary, grammar and pronunciation (Richter, p.278).

For example, if students are engaged in a geography class and the topic being discussed is about "Famous Landmarks Around the World", students can be exposed to pictures and videos of famous landmarks like the Eiffel Tower, the Great Wall of China, and the Statue of Liberty. As the teacher tends to explain the history of each landmark using English as means of interaction, the students are supposed to discover these iconic landmarks and foster their understanding of world geography. However, the students may also incidentally learn new English words, phrases, and sentence structures related to the same topic. They might come across words like "monument," "symbol," "ancient," and phrases such as "located in," "built in," and "famous for." In this mentioned example, the students' primary focus remains on the content about famous landmarks, but they also gain language competence as a consequence of the CLIL approach.

Another example includes the study that was held by Juan-Garau, Prieto-Arranz, and Salazar-Noguera (2015, p. 192) on the lexico-grammatical development in secondary education. The research investigation reveals that CLIL programs enable students to learn the knowledge and skills related to semantics and syntax within an incidental-learning environment. It indicates that CLIL group of learners were able to discover new grammatical structures, which they have never been taught before. These structures were incidentally observed and analyzed by students when they were exposed to the content. As students in CLIL classes are exposed to content of a specific subject area, CLIL theorists claim that this learning environment fosters a flexible, inclusive way, which can be applied with different specific subject areas, since both content and language, are integrated. CLIL explains that diverse levels of linguistic competence can be observed when integrating language and subject teaching (Marsh 2006, p. 3). This means that the four linguistic levels seem to be under a progress. The

primary intent of a CLIL syllabus is to develop students' understanding of a certain type of content related to their field of study. The target language is the only means of communication used in the instructional environment where the content is delivered. This situation, consequently, leads to “implicit and incidental learning” in “naturalistic situations” (Marsh 2002, p. 72). CLIL reportedly enables one to learn both the content and the language in a parallel way rather than learning language on its own or as separately from content.

1.4.3. The Limited L1 Influence

Within the context of Second Language Acquisition studies, Stephen Krashen provides a theoretical framework (1970) that contains several hypotheses to explain the way a second or a foreign language is processed. One of these hypotheses pertains to the role of the native language (L1) in the acquisition of a second/foreign language (L2). This hypothesis, often referred to as the "Input Hypothesis," posits that comprehensible input in the target language is crucial for language acquisition to occur. The term "limited L1 influence" emerges in the context of this Input Hypothesis. According to Krashen, limited L1 influence refers to a situation when learners are exposed to comprehensible input in the target language; they are able to internalize linguistic structures directly, without requiring them to consciously translate everything through their native language (Benati, 2020, p. 44). In other words, if learners are immersed in an environment where they can understand the content being presented in the target language without relying heavily on translations into their native language, they are likely to acquire the target language more effectively.

Krashen argued that excessive use of the native language as a support can hinder the acquisition process. In other words, "The first language was seen as a major obstacle to the acquisition of a second language because it caused interference errors (caused by habits in the L1) and negative transfer (from L1 to L2) of habits" (Benati, 2020, p. 44). Instead, learners benefit from "natural" language input that allows them to establish direct connections between

meaning and form in the target language. By minimizing the use of the native language and avoiding overt translation, learners are better positioned to develop an intuitive grasp of the target language's structures and patterns. The concept of limited L1 influence aligns with Krashen's broader theory that emphasizes the importance of comprehensible input, as well as the idea that language acquisition is facilitated when learners are engaged with meaningful and relevant content in the target language that is isolated from the learners' native language.

In relation to CLIL approach, researchers who studied the effects of CLIL on students' linguistic competence addressed the exposure to the learners' native language and its impact on the development of the target language and the content of their discipline. Bentley (2007) conducted a study in which he observed and analyzed the talk that occurs in a CLIL classroom. The aim was to find out how teacher talking time and student talking time in CLIL secondary school classrooms are used. The researcher observed many different subject schools taught in English including Science, Mathematics, History, Economics and Physical Education. The results collected from the study showed that teachers of these subject matters tend to use the target language most of the time. Exceptions included situations where pupils had a problem, which was unconnected with the content of the CLIL lesson. The researcher concluded that the use of the native language (i.e., Spanish) could lead to L1 interference and negative transfer, which consequently affect the understanding of the CLIL content and the communication that occurs between teachers and students.

The results obtained from both researches of Ruiz de Zarobe in 2014 and Dalton-Puffer in 2008 confirm that the limited exposure to L1 in a CLIL classroom minimizes the occurrence of the negative transfer and L1 interference. In their researches, Ruiz de Zarobe and Dalton-Puffer examined CLIL students' vocabulary and grammar development of the target language. Their findings conclude that CLIL students outperformed the non-CLIL peers in the lexical acquisition by producing a higher number of lexical inventions. Ruiz de Zarobe considers this

as evidence that CLIL tends to foster a higher reliance on the target language rules that in turn may minimize the undesired L1 transfer which non-CLIL learners are more dependent on (Juan-Garau, Prieto-Arranz, Salazar-Noguera, 2015, p. 180).

1.5. The Development of Content Discipline through Language in CLIL

Explaining the symbiotic relationship that occurs between language development and content development when implementing CLIL in teaching classrooms helps researchers better understand the mechanics of this teaching approach. Having finished with the way the content of CLIL contributes in developing students' language proficiency, it is now important to illustrate the way language helps learners develop their content of the targeted discipline. The CLIL approach does not only impart knowledge related to specific academic subject, but it also intertwines it seamlessly with language acquisition. One of the essential dimensions within this pedagogical movement is the nurturing process of content discipline through language in CLIL. This process explores the way the language becomes a channel for the mastery of the targeted content by opening doors to deeper comprehension and multidimensional growth.

Within a CLIL syllabus, content is not considered as just an independent variable. It rather incorporated in every linguistic feature and activity in the CLIL course. The way content is taught through linguistic delivery needs to be effectively considered. The effective way of teaching content through language needs to activate students' cognitive skills to process, understand, and manipulate the content. This well-structured way of content delivery through target language facilitates progressive cognitive advancement and the construction of conceptual content. For instance, the manipulation of numbers arranged into equations affords the ability to deal with more complex mathematical concepts. Similarly, words embody different conceptual understandings and linguistic functions allow learners to process this type of information to comprehend and construct the content of the targeted discipline (Driver et al., 1994). That is to say, the content delivered in a CLIL syllabus is automatically constructed

through the language which is used in the conversation between teachers and students and the teaching materials students are exposed to (e.g., books, articles, videos, pictures ...etc.).

To better explain, the use of the target language in both conversation and teaching materials helps learners develop the basic linguistic levels of language proficiency which in turn promotes their sense of self confidence to participate, critically think to solve problems, and to engage in the learning process. The integration of the target language, both within conversational contexts and instructional materials, plays a pivotal role in fostering the foundational linguistic competencies essential for language proficiency. This integration does not only aid learners in acquiring grammatical structures and vocabulary but also contributes to the developing their communicative accuracy and fluency. Consequently, as learners gradually strengthen their linguistic foundation, they become able to navigate and negotiate meanings within the targeted disciplines (Smith et al., 2019).

Regarding the role of the language that is used in the conversation between teachers and students, researches on CLIL indicate that the target language being used in the classroom promotes students' analytical skills and strategies which in turn help them gradually construct the content of the targeted discipline (Cummins, 2017). An example of this assumption includes the study undertaken by Asoko (1993) on the way content is built in a scientific CLIL classroom. A class of learners were exposed to a debate with their teacher on the light system. The main objective of the teacher was to introduce the term "rays" to be understood by learners. The debate required both teacher and learners to go through a question-answer discussion to construct the required content using the targeted language. The following table represents the dialogue that both teacher and learners went through to arrive to the final conceptual understanding of the content. The focus of the analysis represents the way the targeted language is used to construct the content of the academic field (i.e., science). At first, the teacher (Michael) asked the learners to reflect on the light found in the classroom to start the debate.

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All the learners agreed that it is sunlight. The teacher then used this starting point to ask further questions related to where the sunlight comes from.

Pupil 1:	From the Sun.
Michael:	You mean that the light that's coming through that window has come from the Sun? (several n simultaneous replies)
Pupil 2:	It's from the heat—because it is so hot it makes a bright light.
Michael:	So how does it get here? If the light is at the Sun, how come it is here as well? Martyn?
Pupil 3:	Cause the Sun's shining on us.
Michael:	But it is 93 million miles away—so how come the light from the Sun is here on the table?
Pupil 4:	Is it because of the ozone layer? (There then followed a short exchange in which several pupils contributed ideas about the hole in the ozone layer allowing more sunlight through, after which Michael re-posed the question.)
Michael:	But how does the sunlight get here ?
Pupil 5:	It travels here.
Michael:	Coulton says, and his exact words are, that "it travels here." In other words, light moves from the Sun to here...
Pupil 5:	Yes.
Michael:	93 million miles. Is that right?
Pupils:	Yes (chorus of many voices).

Table 1.1: Teacher-learners talk in a scientific classroom (CLIL classroom) (Driver et al., 1994, p. 9)

The table presented above shows the conversation that both teacher and learners went through. According to the analysis of Driver and others (1994), the teacher tends to use the target language in a simple way by asking questions which raise the curiosity and promote the critical thinking of learners. Driver and others illustrate that learners in this group were highly motivated to answer the questions using the target language. In addition, the questions that the

teacher asked made learners use highly required cognitive strategies and skills to analyze the problem solving activity they were in. Ergo, they found themselves obliged to observe the language being used, analyze it, and reflect on it by exploring sources of information depending on their own analysis. In this respect, Coyle (2007, p.548) states that the teaching approach of CLIL provides an atmosphere which raise learners' linguistic competence which in turn promotes their confidence to negotiate ideas. In addition, it develops learners' risk-taking and problem solving skills.

He views (2007, p. 548) also that learners' use of the target language in a CLIL classroom provides them with a sense of independence which in turn helps them construct independently ideas and conceptual content related to the targeted discipline. The amount of simple vocabulary and grammar of the target language learners promote in a CLIL environment leads to the construction of the content required in a specific academic discipline. Similar to the example presented in the table above, the teacher started by using very simple vocabulary found in the target language which supports the assumption that "light generally moves from one place to another". Then other simple concepts were combined together like "*come from the window, sunlight, 93 million miles away, it travels*" in order to arrive to the final conceptual idea that the light travels in forms or "RAYS". The latter is a conceptual idea claiming that lights travel from the sun source to earth in forms of straight lines called "RAYS". This means that the combination of simple vocabulary found in the target language leads to the construction of heightened conceptual content in a CLIL atmosphere.

Coyle (2007, p.548) emphasizes that the language used in CLIL classes teaches students the process of learning through the language and not the process of learning in the language. That is, the former focuses on developing students' cognitive skills to generate ideas, construct knowledge, and evaluate learning outcomes. The latter, on the other hand, emphasizes on developing the grammar rules of the language and forgetting the content. In this respect, Bonces

(2012) concludes that the strategic interplay between language and content within educational contexts embodies a dynamic synergy. In this symbiotic relationship, language assumes the role of a strategic tool, intricately employed to facilitate the acquisition and mastery of subject-specific content knowledge. Conversely, the subject matter, replete with its depth and intricacies, functions as an effective conduit for the acquisition, refinement, and meaningful application of language skills. By utilizing language as a pedagogical tool, learners navigate the contours of subject content with enhanced efficacy. Language, functioning as a cognitive instrument, allows learners to decode, internalize, and articulate intricate disciplinary concepts. This linguistic conduit enables learners to deal with the intellectual skills inherent to the subject matter, paving the way for a holistic understanding of intricate theoretical constructs empirical findings, and practical applications.

1.6. CLIL Classroom as a Language Learning Environment

In the realm of contemporary education, the concept of Content and Language Integrated Learning (CLIL) has emerged as a pivotal pedagogical approach which aims to foster both content knowledge and language proficiency within a single learning environment. As the academic research continues to evolve in this field of education, it becomes increasingly evident that understanding the pedagogical issues found in the CLIL classroom as a learning environment is paramount. This emphasis on comprehending the pedagogical issues related to CLIL is not only a scholarly attempt but also holds profound significance for applied linguistics. The primary objective of this research, therefore, is firmly rooted in the notion that its outcomes should offer pragmatic solutions to real-world educational challenges. It is, therefore, important to dive into the dimensions of CLIL as a learning environment, describing its characterizing features, exploring the roles of its participants (teacher and learners), and specifying the teaching materials used in this environmental setting. By doing so, the researcher aims to shed

light on the transformative potential of CLIL as a learning environment and its implications for language acquisition, content mastery, and educational innovation.

1.6.1. Characteristics of CLIL Classroom

In the field of teaching and learning, Content and Language Integrated Learning (CLIL) approach stands as a distinctive and increasingly influential paradigm, characterized by a unique set of features that differentiate it from other traditional teaching approaches. CLIL, in essence, represents an innovative synthesis of content and language instruction, offering a departure from conventional pedagogical models. The uniqueness of CLIL lies in its ability to seamlessly merge subject-specific content with language acquisition, creating a holistic learning experience that transcends the boundaries of traditional language education. This basic characterizing objective that CLIL holds in its pedagogical dimensions leads to the specification of three main features that characterize the uniqueness of CLIL as a learning environment. According to Mehisto and Marsh (2008), these features include multiple focus, authenticity, and assessment (qtd in Nawrot-Lis, 2019, p. 43).

1.6.1.1. Multiple Focus

As mentioned before and from a basic theoretical perspective, Content and Language Integrated Learning is considered as a dual focused approach simply because it has two interwoven objectives. It emphasizes on language learning through content and content learning through language. This theoretical description provides the basic foundation that CLIL stands for in relation to the spectrum of language learning theories and approaches. However, if the perspective switches to address this current approach from a pedagogical dimension, CLIL will have multiple focus as the new perspective of understanding it will not include the theoretical foundations of the approach, but also the practical circumstances which occur in a CLIL classroom. That is to say, the analysis will be deeper. Nawrot-Lis (2019, p. 43) explains that

CLIL seems to have multiple focus based on four main reasons. First, this teaching approach comes with the objective of integrating two distinctive learning processes together to provide an innovative and inclusive outcome. Both processes of language learning through content and content learning through language aim to facilitate and boost the progress of the target language proficiency and the content knowledge of the targeted discipline at the same time.

Another focus that CLIL considers regardless of the first basic one is the constant use of the target language in the classroom. Nawrot-Lis (2019, p43) emphasizes that both teachers and students need to maintain the use of the target language when interacting and undertaking the learning-teaching activities inside the classroom. This particular feature has led other researches (Garner 2006; Hill 1988; Morreal 1997) to the appearance of another factor that CLIL focuses on. This factor is the creation of a self-psychological environment. The latter indicates that it is vital for teachers to create an atmosphere which eliminates students' fear to make mistakes when using the target language (Oshima, 2018, p. 212). CLIL invites students to experiment the target language with no sarcasm or ridicule. The use of the target language and with regard to the positive psychological atmosphere that CLIL teachers should create leads to effective communication which is in turn another aspect of primary importance. This instructional approach requires teachers to motivate students to use the target language and draw high but realistic expectations (Nawrot-Lis, 2019, p44).

1.6.1.2. Authenticity

The notion of authenticity transcends its conventional association solely with the realm of English language instruction for non-native speakers. This conceptual construct includes various academic domains, including history, literature, and philosophy, thereby prompting a multitude of scholars and researchers to expound upon and elucidate its meaning from diverse vantage points. Harter defines the term authenticity from a philosophical perspective as a

situation where “one acts in accord with the true self, expressing one-self in ways that are consistent with inner thoughts and feelings” (2002, qtd in Christopher, 2020, p. 158). This definition indicates that authenticity requires humans to think, behave, and even react without any artificiality. If a one person expresses his/her thoughts in a way which reflects his/her own genuine inner, his/her ideas will be then considered as authentic ones. In addition, authenticity occurs when a person’s observable behaviors and thoughts are relevant to his/her inner beliefs available in his/her native community. This additional explanation calls for the socio-cultural perspective of authenticity. In this context, Gilmore (2007 qtd in Nawrot-Lis, 2019, p. 48) considers authenticity as “the ability to behave or think like a target language group in order to be recognized and validated by them”. In other words, the main objective of authenticity is to integrate a person into his/her corresponding community due to his/her intrinsic thoughts and behaviors which are relevant to the same native community.

As authenticity aims to establish quality within a specific target community, particularly within the field of foreign language pedagogy, numerous educators and scholars have undertaken efforts to incorporate the concept of authenticity into the pedagogical framework, with the aim of fostering linguistic relevance in the learner. A more comprehensive understanding of this effort can be gathered by embarking on a historical background of the assimilation of authenticity within the context of teaching and learning foreign or second languages. As the primary concern of authenticity is to recognize the unity of a person’s inner and natural behaviors in relation to the target community, both teachers and students hold a similar pedagogical objective within the field of teaching/learning a second or a foreign language. That is, they both tend to use skills, follow procedures, and apply strategies in order to develop their thoughts and behaviors in relation to the target community (i.e., the community of the second or foreign language). Mishan (2005, p. 1) explains the historical retrospective of

integrating authenticity into the context of language teaching and learning environment. He states,

the terms ‘authentic’ and ‘authenticity’ and their application to language learning have been the subject of great controversy over the past three decades. The stimulus for this can be dated back to the inception of Communicative Language Teaching (CLT) in the 1970s. Giving precedence to communication over form, CLT rejected previous, strictly structural approaches to language learning and opened the way for the use of authentic texts, texts which had been created for a genuine communicative purpose. This prompted the so called ‘authenticity debate’ in which the nature of authenticity has been applied to everything from the original appearance of a text to perception and validation by the text user, and which has been further complicated by the advent of texts and interactions occurring on information and communications technologies (ICT).

The integration of authenticity into language learning and teaching is a response to the emergence of the communicative language teaching approach. This approach emphasizes a student's ability to achieve specific communication goals rather than solely focusing on mastering linguistic rules. This shift towards prioritizing communication goals over language forms can be traced back to colonial contexts, where both colonizers and colonized individuals were obliged to communicate with speakers of different languages as early civilizations expanded and encountered new territories (Mishan, 2005, p.2). When discussing how students attain communicative competence, it is essential to recognize the shift in the understanding of this competence that occurred in the last three decades of the 20th century. Initially, Chomsky emphasized the need for students to acquire grammatical knowledge to achieve communicative competence, underscoring the importance of linguistic aspects of the target language (Mishan, 2005: 3). However, this perspective faced opposition, with notable figures like Dell Hymes arguing that "There are rules of use without which the rules of grammar would be useless"

(Hymes 1971; 1979, p. 15). In essence, even if students have a firm grasp of the grammatical rules of a particular target language, they may still struggle to apply these rules effectively in real-life communicative contexts.

According to Allwright (1979, qtd in Mishan, 2005:3), "The Communicative philosophy meant a reorientation of former teaching priorities; the teaching of communication via language, not the teaching of language via communication". Most importantly, this philosophy gives emphasis to communication rather than the detailed instruction of language; it is then teaching communicative skills through the use of the target language. it is wholly highlights teaching the detailed components of language such as vocabulary, grammar, phonology, and morphology. To reach effective teaching of communication, authenticity seems to play a pivotal role to ensure the exact way language is authentically and originally communicated by native language users. It enables both teachers and students to utilize the target language within authentic communication contexts. To do so, educators and scholars suggest the use of authentic materials, the latter, as defined before (**see 1.5.1.**), refers texts, videos, pictures, audios which are designed by native speakers of the target community. Nawrot-Lis (2019, p. 43) clarifies that CLIL as a teaching approach supports the use of authentic materials because it tends to highlight authenticity in its classroom as a characterizing feature. According to Pinner (2021, p.26), different researchers and scholars have criticized the conventional EFL teaching approaches due to the lack of authenticity in their methodology which is, in contrary, available and applicable in CLIL classrooms. Pinner states that "authenticity is more than merely an important feature of CLIL's justification, but rather a defining aspect of the entire approach and one of its greatest strengths over other foreign languages instruction pedagogies" (2021, p.26).

CLIL realizes authenticity in its classrooms by the use of authentic materials which are referred to as materials designed not for teaching and learning purposes and that show the authentic use of the target language as it is originally found in the target community (Morrow

1977, in Pinner, 2021, p.27). Pinner provides an illustrative example which clarifies the connection between CLIL and authenticity. According to him, in Japan, the Ministry of Education imposes English learning as a compulsory school subject. This means that there is an established emphasis on the fact that “Japanese young people need to speak English well in order to compete economically in an ever-globalising world”. Learners in Japan start studying English at primary schools and the guidelines of the Educational Ministry emphasize the primary and only aim of studying a foreign language is “fostering a positive attitude toward communication” (MEXT, 2019, qtd in Pinner, 2021, p.27). This aim is realized in all curricula from primary to university institutions. That is, even at university, where students are exposed to both English and specific content area, the same objective remains necessary and applicable (i.e., which is communication).

The question that needs to be asked depending on the link between communication and CLIL is that “what would the emphasis on communication add to CLIL classroom?”. The answer is that authenticity will be achieved. That is, students at university who are specialized in specific disciplines like economy, physics and technology are obliged to develop both English and the content of the targeted discipline in addition to maintaining correct and good communication which is the primary objective of the Japanese Educational Ministry. To realize this, CLIL finds it very important to integrate authentic materials in its classrooms simply because (Pinner, 2021):

- First, these materials are produced in the target language (English);
- Second, they provide students with information related to the targeted discipline;
- Third, they show the way the target language is used as it is originally found in the target community (since these materials are designed by native speakers of the target language).

The last reason indicates that authentic materials help students develop communication even in specific disciplines as the language used reflects the real one which is originally found in the target community. This means that as CLIL prepares students for work place situations related to the disciplines of their studies, this approach considers communication as an important factor at work. To communicate well, students need to develop their content knowledge through the use of the target language and in the way this target language is authentically used in the target community. Therefore, authenticity is seen as a defining and characterizing element in CLIL classrooms.

1.6.1.3. Assessment

Assessment has in fact a crucial role in teaching and learning processes, serving as a means to evaluate the effectiveness of education. That is, it is the only key used to know whether the outcomes obtained during or after the teaching-learning process reflect the same objectives that are set before the teaching-learning process. This educational term is simply defined as “a process by which educators use students’ responses to specially created or naturally occurring stimuli to draw inferences about the students’ knowledge and skills” (Committee on the foundations of assessment, 2001 qtd in Joughin, 2009, p. 16). In other words, teachers implement assessment to obtain some insights about students’ responses to certain exams, tasks, and exercises (i.e., stimuli) which are designed specifically to know about the progress of the knowledge and skills developed as a result of the teaching-learning process. Indeed, every teaching method is characterized by its inherent requirement to assess the results of both teaching and learning efforts. This necessity for assessment is a constant presence in education in general, and is a common element among all teaching approaches in specific.

However, when examining Content and Language Integrated Learning (CLIL) as a specific teaching approach, assessment takes a distinct role. According to Leontjev and deboer

(2020, p.1), “assessment in CLIL should provide insights into learner content and linguistic knowledge as well as strategies used to learn both content and language in order to identify student progress”. That is, in contrast to many conventional teaching approaches, CLIL goes beyond assessing content knowledge alone. Its notable feature lies in the comprehensive assessment of both content and language proficiency concurrently. In essence, CLIL serves a dual purpose by not only evaluating what students have learned (i.e., the content) but also how effectively they communicate that knowledge (i.e., language as a means of communication and the strategies used). This dual criterion in assessment sets CLIL apart from other teaching approaches, as it recognizes the inherent interplay between language acquisition and understanding subject matter (i.e., content acquisition) within its instructional framework. Conversely, other teaching approaches typically prioritize the assessment of content mastery, relegating language assessment to a secondary role. This divergence arises from the assumption that students are already proficient in the language of instruction, which is their native language. Consequently, within the realm of teaching approaches, CLIL's approach to assessment stands as a unique identifier, symbolizing its distinct goal of fostering comprehensive language proficiency alongside content comprehension.

1.7. The 4 Cs Framework of CLIL

In the realm of education, the adoption of Content and Language Integrated Learning (CLIL) has gained considerable attention and scholarly investigation over the years. Research endeavors undertaken in the past have consistently underscored the significance of in-depth exploration and comprehension of what are commonly referred to as the "four Cs" within the context of CLIL. These four Cs, namely Communication, Content, Culture, and Cognition, have emerged as pivotal elements that constitute the very essence and core of the CLIL teaching approach. When delving into this current academic research, it becomes evident that understanding these four Cs is not merely optional but, indeed, a requisite condition for the

study of implementing and assessing this particular teaching approach. The literature shows that Coyle (2007, qtd in Surmont et al., 2022, p.51) defines these four Cs in a way which illustrates the meaning of this acronym and its relation to CLIL as a teaching approach. According to her,

The 4Cs Framework focuses on the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and ‘otherness’). It takes account of ‘integration’ on different levels: learning (content and cognition), language learning (communication and cultures) and intercultural experiences.

This inclusive definition points to the names of each “C” found in this acronym. According to it, the four Cs stand for content, communication, cognition, and culture. In fact, Coyle does not emphasize only on explaining each “C” of the acronym, but she highlights also the interrelationship between these four Cs. That is, it is crucial to define each element of this acronym and introduce its role in a CLIL classroom, then, indicate the interconnection between these four constituting elements.

First, “Content”, in the context of CLIL, pertains to the subject matter or academic content that is being taught in the target language. It includes the curriculum, topics, concepts, and learning materials specific to the content area being studied (i.e., the targeted discipline). Content serves as the foundation of CLIL instruction. It is the vehicle through which language is learned and applied. CLIL aims to teach both language proficiency and subject knowledge simultaneously, making content a central element in this approach (Coyle, 2010, qtd in Campoamor Mollà, 2021, p. 179). Second, “Communication” in CLIL refers to the process of using language, both the target language and the language of instruction, as a means of conveying information, ideas, and thoughts. It encompasses listening, speaking, reading, and writing skills. Effective communication is essential for students to engage with and comprehend

the subject matter being taught in a language other than their native tongue. It allows students to interact, express themselves, and understand the content presented in the CLIL classroom in a welcoming and encouraging manner (Coyle, 2010, qtd in Campoamor Mollà, 2021, pp. 179-180). Accordingly, Campoamor Mollà (2021, p. 179) mentions that communication in CLIL classroom “is understood as a process in which every student should be able to speak comfortably; therefore, the teacher has to encourage students to promote spontaneous language production”.

Third, “Cognition” in CLIL refers to the intellectual processes involved in learning and problem-solving. That is, by cognition, Coyle refers to the use of different cognitive strategies to undertake the learning process (i.e., learning the content and the language) (Coyle, 2010, qtd in Campoamor Mollà, 2021, p. 179). Examples of these strategies include thinking critically, summarizing, analyzing, synthesizing...etc. Cognition is crucial in CLIL as it emphasizes the development of cognitive skills alongside language acquisition. CLIL encourages students to think critically and deeply about content, promoting intellectual growth and the ability to apply knowledge in various contexts. “Culture”, which is the last C, incorporates the shared values, beliefs, customs, and practices of the community or communities associated with the target language. It involves understanding the cultural context in which the language is used. In other words, the “C” which stands for culture emphasizes on developing students’ awareness towards his own and other target cultural background. Thus, as Coyle states, “integrating cultural opportunities into the CLIL classroom is not an option, it is a necessity” (qtd in Campoamor Mollà, 2021, p. 180). That is, the emphasis devotes an equal importance to the discovery of the student’s own self and to the recognition of the difference (i.e., the otherness).

Having finished with the definition of each C of the Four Cs Framework, it is now necessary to illustrate the importance of the interrelationship between these four Cs within a

CLIL classroom. The four Cs of CLIL Communication, Content, Culture, and Cognition—, according to the definition of Coyle, seem to represent a holistic approach to language education that integrates language learning with subject matter instruction (of the targeted discipline) while fostering cultural awareness (of the target community) and cognitive development (cognitive strategies of learning). In this respect, Hemmi and Banegas say (2021, pp 6-7),

The 4Cs framework places equal emphasis on each of the four Cs advocating an approach to learning where content is considered inter-winned with and inseparable from communication, culture and cognition. One of the strongest features of CLIL is in the emphasis put on thinking and processing information/content rather than merely remembering and repeating. Therefore, *cognition* is central. Another underlying principle is that students process their understanding of *content* through *communication*, being scaffolded in this process by the teacher and other learners. Classrooms are considered *cultures* in which students exist in *communities* in order to learn through this scaffolding process.

These components work collaboratively to create a rich and effective learning environment in CLIL classrooms. In this respect, in order to learn the required *content*, both student and teachers should *communicate* using the target language. That is, communication leads to acquiring the content and vice versa. While acquiring the content and communicating in the classroom, students are exposed to a set of cognitive strategies and processes (i.e., *cognition*) to undertake. Cognition is a channel that paves the way to promoting *communication* and *content* learning. In reverse, the occurrence of communication and content exposure helps students promote their cognitive strategies. As students are exposed to a target language to learn the content of a specific discipline, they are respectively exposed to a set of cultural issues related to that target language. This assumption is based on the belief that Hymes (1972) highlights in which he explains that language and culture cannot be learned in isolation. The

interconnectedness between these four Cs indicates the extent to which CLIL is considered as an advantageous environment of learning.

1.8. CLIL as an Advantageous Environment in Higher Education

CLIL, which stands for content and language integrated learning, is an innovative teaching and learning approach that aims to teach both content and language altogether. This approach has been proven to be highly useful in the field of teaching and learning instruction for several reasons. Along with this thought, (Coyle,2007 qtd in Oleg Tarnopolsky, pp.80-81) highlights eleven advantages of using CLIL in higher education environment:

- Raise learner linguistic competence and confidence.
- Raise teacher and learner expectations.
- Develop risk-taking and problem-solving skills in the learners.
- Increase vocabulary learning skills and grammatical awareness.
- Motivate and encourage student independence.
- Take students beyond 'reductive' foreign language topics.
- Improve L1 literacy.
- Encourage linguistic spontaneity (talk) if students are enable to learn through the language rather than in the language.
- Develop study skills, concentration – learning how to learn through the foreign language in fundamental to CLIL.
- Generate positive attitudes and address gender issues in motivation.
- Embed cultural awareness and intercultural issues into the curriculum.

According to these mentioned advantages, Content and Language Integrated Learning (CLIL) offers a myriad of advantages in the realm of language education. Firstly, it excels at raising learner linguistic competence and confidence. By immersing students in content-driven

language instruction, CLIL facilitates a natural acquisition of language skills, bolstering not only vocabulary and grammar but also fluency and comprehension. Moreover, it elevates teacher and learner expectations, promoting a more ambitious and aspirational approach to language learning. Additionally, CLIL fosters the development of risk-taking and problem-solving skills in students. This approach encourages learners to engage with challenging content in a foreign language, honing their critical thinking abilities. Furthermore, CLIL significantly enhances vocabulary learning skills and grammatical awareness, as language is acquired contextually within the subject matter.

CLIL's emphasis also on autonomy motivates and encourages student independence, nurturing self-directed learners. It transcends the confines of 'reductive' language topics, exposing students to diverse subject matter and broadening their horizons. Furthermore, it contributes to improving L1 (native language) literacy, as students often compare and contrast language structures between their L1 and the target language. In the CLIL classroom, linguistic spontaneity is encouraged, allowing students to communicate naturally and authentically. It also promotes the development of study skills and concentration, teaching students how to learn effectively through a foreign language, a fundamental aspect of CLIL pedagogy. Moreover, CLIL can generate positive attitudes towards language learning and address gender issues in motivation, promoting inclusivity and equal participation among students. Lastly, CLIL embeds cultural awareness and intercultural issues into the curriculum, fostering a global perspective among learners. By integrating language and content seamlessly, CLIL paves the way for a multifaceted and enriching language education experience.

1.9. Conclusion

The current chapter has presented the theoretical framework underlying the key concepts and interrelated variables associated with CLIL. It has shown that CLIL is a dual-focused educational approach that integrates content and language learning simultaneously, emerging in response to globalization, bilingual and multilingual educational contexts, and the need for extended learning opportunities. The chapter has also highlighted the symbiotic relationship between content and language, demonstrating how CLIL content can enhance learners' linguistic competence across the four linguistic levels phonology, morphology, semantics, and syntax—through increased exposure to authentic materials, incidental learning, and reduced L1 interference. Conversely, it has illustrated how language serves as a vehicle for content development, fostering learners' cognitive, metacognitive, and critical thinking skills. Furthermore, the chapter has identified the key characteristics that distinguish CLIL from conventional teaching approaches, emphasizing the importance of multiple focus, authenticity, and assessment as fundamental pillars of the CLIL learning environment. Finally, it has underscored the significance of the Four Cs Framework Content, Communication, Cognition, and Culture as the core elements that define and support the successful implantation of CLIL.

CHAPTER TWO: SITUATIONAL ANALYSIS OF CLIL COURSE

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2.1. Introduction

Having an investigation in the context of English for Specific Purposes (ESP) requires the researcher to undertake an analysis to the specific field of study taking into consideration variables and elements which are related to this particular context and sample population. In light of this thought, the present chapter is devoted to the situational analysis of the political sciences students and teachers as they are considered as the case study of the research. It begins by providing a theoretical definition to the term “situational analysis” and explaining its main objectives in relation to the research aims. The chapter draws then a historical overview of the political sciences and Laws faculty by describing the specialties and departments constituting the whole institution. It demonstrates also the teaching modules which the sample of the current investigation is required to study. A crucial section in this chapter is devoted to the description of the course implemented through the use of the CLIL approach. This section indicates the main elements which encompass the CLIL course content such as learning objectives, teaching materials, teaching tasks, the roles of the teacher and students, the strategies used to facilitate the teaching-learning process, and the time allocated to the delivery of the course content. The last part from this chapter refers to the assessment method used to evaluate the learning outcomes to be compared to the objectives which are set before.

2.1. Definition of Situational Analysis

Within the context of English for Specific Purposes (ESP), there is a great emphasis on the concept “need” that reflects the content the ESP student is purposely interested in. ESP students, unlike other types of students, are characterized by the awareness of their own needs; they know what to learn and why to learn it. ESP students are more self-directed and able to control the learning process as they know specifically the objectives and needs to accomplish as a result of the learning process (Antic, 2019, p.156). Due to their awareness of the needs, ESP students can determine the content that is relevant to their target situation they are exposed

to. As a result of this awareness, investigations in the context of ESP require researchers to undertake a situational analysis which in turns leads to the understanding of the specific field of study students experience in their learning process. It is then important to specify the definition of situational analysis and its main objectives before carrying out this type of analysis.

According to Dudley Evans and St. John, (1998), Needs analysis is considered as a cornerstone in ESP in general and in course design in specific. The identification of what ESP students have to study in the course helps designers to effectively address the lacks and obtain the required learning outcomes (cited in Harwood, N. & Petrić, 2011, p. 245). The concept “needs analysis” was first introduced to literature of ESP in 1970s established by the council of Europe. The purpose behind constructing this term was first to describe the language proficiency of the adult learners who were required to travel to different countries for work purposes (Paltridge and Starfield, 2014, p.226). This umbrella term includes different types of analysis with different purposes. The basic and primary type of analysis provided under this umbrella term is Target Situation Analysis (TSA). The latter indicates the procedure of collecting information about the situation which the learner is exposed to. This type of analysis requires understanding the environment where all the necessary skills and knowledge are implemented. It involves describing the types of skills presented and required, the knowledge being taught, the activities and materials of the teaching-learning process implemented, the time allocated to each learning activity, and the assessment method used to evaluate the learning outcomes to be compared to the learning objectives (Ronaldo and Pamungkas (2020) as cited in Kic-Drgas & Jurkovič, 2024, p. 52).

2.2. Purpose and Scope of Situational Analysis

The situation analysis may have two different objectives in relation to the teaching-learning process in any ESP context. Regarding the first objective, researchers can implement a situational analysis in order to design a course relevant to a set of needs of particular ESP students. This means that the course content is not designed yet. Hence, the aim of the researcher in this case is to collect data about the needs, lacks, and wants of the target situation, this data is gathered through the situational analysis. For the second purpose, applying this type of analysis tends to evaluate the effectiveness of an already existing course on a specific sample of ESP students. In other words, researchers in this situation seek to ensure whether the course content develops the skills required in the target context.

Taking into consideration the first perspective, undertaking a situational analysis in ESP contexts is crucial to identify the needs and deficiencies of students within a specific target situation. By conducting this type of analysis, educators and language practitioners can gain insights into the specific language requirements, skills, and information which students' need to master by after the implementation. After collecting the necessary data which reflect the specific needs, a course is accordingly tailored to meet the standards of the targeted sample of population. This means that the content, the activities, the materials, and the strategies need to be relevant to the needs, lacks, and wants of the targeted students. Additional, the situational analysis offers an opportunity to educators to consider factors such as students' language proficiency, learning styles, professional goals to further enhance the course design process to address the required needs.

From the second dimension, a situational analysis is essential not only for designing new courses but also for assessing the effectiveness of already existing courses. This situation ensures that the course is already designed and exists to be under the evaluation process. The functions of educators according to this perspective is to check whether the learning objectives,

contents, activities, materials, and strategies are relatively relevant to the needs, lacks, and wants specified before for the targeted ESP students. This sort of assessment helps educators identify the possible gaps and areas which require further improvement in the current course. The adjustments which will be made in the light of the situational analysis outcomes lead to the enhancement of the course effectiveness. Overall, situational analysis plays a critical role in ensuring that ESP courses are designed and delivered in a way that maximizes their impact on students' learning progress and professional development.

In relation to the current study, making a situational analysis is important before evaluating the effectiveness of the course implemented. In other words, as the main objective of this investigation is to assess the effectiveness of implementing the CLIL approach on ESP students' language and content proficiency, it is then essential for the researcher to obtain a comprehensive understanding of the context in which the course is applied. The role of the situational analysis in this case is to describe the content of the course including the learning objectives, the teaching activities, the teaching materials, the themes of the course content, and the assessment method used to recognize the learning outcomes.

By having a clear understanding of the target situation, the researcher will be then able to effectively assess the impact of implementing the CLIL approach on students' higher education. In other words, the situational analysis helps the researcher to answer questions related to the investigation. Data collected from this type of analysis paves the way to the researcher to understand whether the content of the course, the teacher materials, the teaching activities, the time allocated to the teaching-learning process, and the assessment methods are relevant to the learning objectives and whether all these criteria presented through the implementation of the CLIL approach have a positive or negative effect of students' language and content proficiency.

2.3. Overview of the Faculty of Political Sciences and Law

As the case study of the present investigation incorporates students from the department of political sciences, it is then paramount for the researcher to provide an overview of the faculty which contains the specialty relevant to this work. According to the biography provided by the university web-site, the faculty of political sciences and laws in Mohamed Boudiaf, M'sila was created in 1997. It was first considered as an institution affiliated with the university center of M'sila and labeled "the institution of legal and administrative sciences". After the issuance of the executive decree number 01/274 dated in 2001 which established Mohamed Boudiaf center as a university (rather than a university center), the institution of "legal and administrative sciences" was then promoted to be a faculty under the name of "law". The faculty witnessed the graduation of the first class holding a license degree in "Law" during the academic year 2000/2001. With the increasing demand for the specialty of "Law" and the desire to expand the fields of training, the Department of Political Science and International Relations was created during the academic year 2002/2003 under the issuance of Executive Decree No. 12-361 dated 10/08/2012. The faculty was then renamed to be called "Law and Political Sciences Faculty".¹

The faculty of Law and Political Sciences within the university of Mohamed Boudiaf, M'sila offers a dynamic and academic enriching environment where students can have a basic training to build their own careers in the fields of Law and Political Sciences. One of the key advantages of this faculty is its focus on developing critical thinking, analytical skills, and a deep understanding of legal and political concepts. Students are exposed to a wide range of theoretical frameworks and practical applications. This helps them engage with complex issues in law and politics. With the help of 160 teachers holding different scientific degrees (Magister and Doctorate degrees), the faculty provides students with access to a diverse range of resources, scientific research facilities and opportunities. This combination of academic

¹ <https://www.univ-msila.dz/site/dsp-ar/>

consistency and practical experience prepares students for successful careers in law, politics, government, and beyond. Overall, the Faculty of Law and Political Sciences offers a transformative educational experience that equips students with the skills and knowledge needed to make a positive impact in the legal and political domains. In other words, it helps students construct a solid theoretical foundation as well as practical skills necessary for the success in the legal and political fields. Currently, the faculty has 4709 students enrolled, indicating its popularity and importance in the educational realm. Overall, the Faculty of Law and Political Sciences at the University of Mohamed Boudiaf M'sila provides students with a comprehensive and holistic academic training that prepares them for the challenges and opportunities in the fields of law and politics.²

Regarding its construction, the faculty of Law and Political Sciences comprises two distinct departments: The Law Department and the Political Sciences Department. Both departments follow the Licence-Master-Doctorate (LMD) system, offering three levels of study: Licence, Master, and PhD. In the Licence degree, students undergo a three-year program that provides them with a comprehensive understanding of political sciences. During the first two academic years License of study, all students are exposed to the basic foundations of the field in general which will be later used as a bridge to accomplish the upcoming steps of studies. To explain, in their first and second academic years, students are grouped in a common specialty. In their third academic year, students are asked to select the sub-field they consider to be part of their interests. The third year academic training offers two specialties which are international relations and administrative organizations.

Students can then choose their specialties starting from the third academic year which will be continued till they reach the License degree. The selection of the specialty follows

² <https://www.univmsila.dz/site/%d8%a7%d9%84%d9%83%d9%84%d9%8a%d8%a7%d8%aa/>

certain procedures and qualifications like the scores of the students and their performance in the main modules related to the desired specialty. This structure allows students to be specialized in their area of interest, shaping their expertise in the field of political sciences. These two options which are provided in the third academic year are renamed in the master degree. The specialty of “International Relations” will be named “International Relations and Strategies”. The specialty of “Administrative Organizations” will be labelled “Local Governance and Administration”. The change in labels indicates the depth of knowledge provided in the master training phase.

Upon completing the License, students move on to the Master degree, where they are also asked to select a specialty. The Master degree offers two specialties: Local Governance and Administration, and International Relations and Strategies. The selection of one of these specialties depends on certain criteria such as the score in certain modules which are significantly related to the required field of study. The order of the students is also considered in accepting students to be specialized in these two specific realms. The Phd. Degree is the last phase students may experience after obtaining their Master diploma. This type of degree requires students to apply for a national contest. After passing this contest, students study for three or four years. This particular phase offers students an extensive training to boost their academic, scientific, and research skills.

2.3.1. Teaching Modules

The description of the teaching modules helps the researcher to identify the nature and type of the content students are exposed to during the license and master degree. This could also contribute in recognizing the required background students should possess before conducting their master studies. Identifying the number of the teaching modules students have in their license degree will be compared to the number of the modules taught in the master degree. The researcher tends then to compare the nature and content of the teaching modules in

both levels (i.e., license and master degree) in addition to comparing the number of the teaching modules. This comparison in nature, content, and number of the teaching modules helps the researcher to specify the quality of and quantity of the information students are exposed to during their license and master degree. In other words, the number and nature of the content of the teaching modules can be considered as a situational factor which could affect students' learning outcomes. That is why it is necessary for the researcher to take into consideration these two situational factors when undertaking a situational analysis (i.e., identifying the number and content of the teaching modules throughout the license and master degree).

2.3.2. Teaching Modules in common specialty

In the common specialty of political sciences (**See table 2.2**), students experience a two-year journey of comprehensive learning. Each year has its own teaching modules correspondent to particular coefficient and credit numbers.

2.3.2.1. First Year License

The first year in the common specialty is divided into two main semesters, each offering a distinct set of teaching units aimed at providing a well-rounded educational experience. Both first and second semesters are particularly pivotal, as they introduce students to the foundational aspects of political sciences through four main teaching units: fundamental, methodology, exploratory, and horizontal units. Both semesters seem to have the same teaching modules for the fundamental and methodology units. However, for the exploratory and horizontal units, some changes are made regarding certain teaching modules. This means that both semesters have the same teaching modules expect for the two last teaching units. The following paragraphs describe the teaching modules for each teaching unit in both semesters (one and two).

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Within the fundamental unit (**See table 2.2.**), students immerse into three major modules that lay the groundwork for their understanding of the field. The first module, Introduction to Political Science, offers a broad overview of the discipline, covering its origins, theories, and

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Table 2.2: Teaching Modules in Semester One and Two (First Year License)

First Semester

Teaching Units	Coefficient	Credit
Fundamental Teaching Units		
Introduction to Political Science 01	03	06
History of Political Thought 01	03	06
Political Economy 01	03	06
Methodology Teaching Units		
Political science methodology 01	03	04
Exploratory Teaching units		
Political history of Algeria 01	02	02
Optional Modules: Introduction to sociology Introduction to communication science	02	02
Horizontal unit		
Introduction to legal sciences	02	02
English 01	02	02
Sum of the Semester	20	30

Second Semester

Teaching Units	Coefficient	Credit
Fundamental Teaching Units		
Introduction to Political Science 01	03	06
History of Political Thought 01	03	06
Political Economy 01	03	06
Methodology Teaching Units		
Political science methodology 01	03	04
Exploratory Teaching units		
Political history of Algeria 01	02	02
Optional Modules: Political Sociology Arab Islamic civilization	02	02
Horizontal unit		
ICTs	02	02
English 02	02	02
Sum of the Semester	20	30

key concepts. This module serves as a gateway to the diverse aspects of political sciences, setting the stage for deeper exploration. The second module, “History of Political Thought”, takes students on a learning experience through the evolution of political ideas and theories. This means it provides historical context for contemporary political discourse. Finally, the third module, “Political Economy”, introduces students to the intersection of politics and economics which highlight the influence of economic factors on political systems and policies. These modules not only equip students with foundational knowledge but also introduce critical thinking skills essential for their academic and professional growth. These three modules have the same credit (02) and coefficient (06). Having the same credit and coefficient indicate the equal importance of the three modules in constructing the groundwork for students' understanding of political sciences.

In the methodology unit (**See table 2.2.**), students are exposed to only one single teaching module which is labeled “political science methodology”. In this module, students are introduced to the tools and techniques necessary for conducting research in political sciences. This unit equips students with the skills needed to analyze political phenomena, formulate research questions, and design research projects. By providing students with a strong methodological foundation, this unit prepares them for more advanced studies in political sciences and helps them develop critical thinking and analytical skills essential for their academic and professional success. This teaching module is maintained throughout the two semesters of the first academic year. The coefficient of this module is 03 and its credit is 04. It means that the teaching module of Political Science Methodology is crucial for political sciences students to obtain the necessary basic foundation about research methods, techniques, and procedures particularly in the field of political sciences.

In the exploratory unit of the common specialty of political sciences (**See table 2.2.**), students are exposed to crucial aspects of Algerian history and culture through a module

labelled “Political History of Algeria”, which is offered in both semesters. This module provides students with a foundational understanding of the political evolution of Algeria. It offers insights into the country's unique historical context and its impact on contemporary political structures and dynamics (coefficient (02), credit (02)). In addition to this core module, students have the opportunity to deepen their knowledge in specific areas of interest through optional modules (coefficient (02), credit (02)). In the first semester, students can choose between “Introduction to Sociology” or “Introduction to Communication Science”, both of which are fundamental for understanding societal structures and communication processes, which are essential in political contexts. In the second semester, students are presented with a choice between “Political Sociology” or “Arab Islamic Civilization”. The former provides a theoretical framework for analyzing the relationship between politics and society, offering insights into the complexities of power dynamics and social structures. On the other hand, the latter offers students a deeper understanding of the cultural and historical foundations of the Arab world, which is crucial for comprehending the region's political landscape. Overall, the modules in the exploratory unit play a vital role in providing students with a comprehensive understanding of Algerian history, society, and culture, while also offering them the flexibility to explore specific areas of interest that will enhance their understanding of political science.

Within the horizontal unit (**See table 2.2.**), students in the first semester are engaged with two main teaching modules which are Introduction to Legal Sciences and English. Both modules have the same coefficient and credit (02 / 02) which indicates the equal importance of the teaching modules in this type of unit. In “Introduction to Legal Sciences”, students are typically introduced to the foundational concepts and principles of law. This module serves as a gateway to the study of law that provides them with a broad understanding of the legal system, its institutions, and its role in society. It aims to provide students with a solid foundation in legal studies, preparing them for more advanced courses in law and related fields. Teaching

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“English” in both semesters for political sciences students aims to equip them with the language skills and knowledge necessary to effectively communicate and engage with political concepts, theories, and discourse in an academic and professional context. The module focuses also on developing students' proficiency in English language skills, including reading, writing, speaking, and listening, with a focus on political science terminology, concepts, and writing styles. In the second semester, instead of having “Introduction to Legal sciences”, students are introduced to “Information and Communication Technologies (ICTs)” in which they obtain theoretical and practical information about the way to use different communication and technology systems and programs such as word processor, excel, and SPSS.

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Table 2.3: Teaching Modules in Semester One and Two (Second Year License)

Third Semester

Fourth Semester

Teaching Units	Coefficient	Credit	Teaching Units	Coefficient	Credit
Fundamental Teaching Unit			Fundamental Teaching Unit		
Introduction to administration science	03	06	Organization and Management Theories	03	06
Introduction to international relations	03	06	International Relations Theory	03	06
Comparative political systems	03	06	Comparative political systems	03	06
Methodology Teaching Unit			Methodology Teaching Unit		
Epistemology of political science	03	04	Analysis of Political documents and conventions	03	04
Exploratory Teaching unit			Exploratory Teaching unit		
History of international relations	02	02	Political and administrative institutions	02	02
Optional Modules: The state and civil society International and regional organizations	02	02	Optional Modules: Political geography Political parties and systems	02	02
Horizontal teaching unit			Horizontal teaching unit		
Sustainable development and anti-corruption	02	02	Policy and decision making	02	02
English 03	02	02	English 04	02	02
Sum of the Semester	20	30	Sum of the Semester	20	30

2.3.2.2. Second Year License

Modules of the fundamental unit are different in both first and second semester. Starting with the first semester (**See table 2.3**), students are introduced to three pivotal modules which develop their understanding of the discipline. The first module, “Introduction to Administrative Science”, provides a foundational understanding of administrative theories and practices, essential for understanding the structures and functions of government and public institutions. The second module, “Introduction to International Relations”, explores the dynamics of state interactions, global politics, and diplomacy. This offers insights into the complexities of the international system. Lastly, the Comparative Political Systems module enables students to compare and analyze different political systems worldwide which fosters a comparative perspective crucial for understanding political diversity and development. All three modules are equally crucial in shaping students' understanding of political sciences, as reflected in their equal numbers of credit and coefficient which in turn highlight the significance of the modules in the curriculum.

However, in the second semester (**See table 2.3**), the teaching modules (of the fundamental unit) that students experience include “Organization and Management Theories”, “International Relations Theory”, and “Comparative Political Systems”. The first module aims to introduce students to the fundamental theories and concepts related to organizational behavior and management. By studying this module, students gain an understanding of how organizations function, including their structure, processes, and behavior. This knowledge is essential for students to provide them with the necessary tools to understand and navigate complex organizational dynamics within the political context. Regarding the second module, “International Relations Theory”, it focuses on the theoretical frameworks used to analyze and understand the interactions between states and other actors in the international system. Students study various theories, such as realism, liberalism, and constructivism, which provide different

perspectives on issues such as war, diplomacy, globalization, and international cooperation. Understanding these theories is crucial for students interested in careers in diplomacy, international organizations, or global governance, as it helps them make sense of the complexities of the global political landscape. “Comparative Political Systems” as a third significant module aims to compare and contrast different political systems around the world including their structures, institutions, and processes. By studying comparative politics, students gain insights into the diversity of political systems and the factors that shape their development. This knowledge is valuable for students interested in understanding the political dynamics of different countries, as well as for those interested in comparative policy analysis or development studies. Understanding comparative political systems helps students appreciate the complexities of governance and democracy across different contexts which enable them to become more informed and engaged global citizens.

For the second teaching unit of methodology (**See table 2.3**), students in the first semester are exposed to a crucial module: “Epistemology of Political Science”. This module has a paramount importance as it provides students with the theoretical and methodological foundations necessary for conducting systematic research in political sciences. Epistemology deals with the nature, scope, and limits of political knowledge. It helps students understand how knowledge is produced, validated, and applied in the field. By studying epistemology, students learn to critically evaluate different approaches to political analysis, develop their research skills, and gain a deeper appreciation for the complexities of political inquiry. This module is essential for cultivating a reflective and analytical mindset among students. It enables them to engage with political issues in a more informed and rigorous manner. Nevertheless, in the second semester, political sciences students have the module of “Analysis of Political Documents and Conventions” instead of “Epistemology of Political Science”. The aim of this new module is to equip students with the skills and knowledge necessary to critically analyze

and interpret political documents and conventions. This includes understanding the context in which these documents were created, identifying the main arguments or propositions presented, and evaluating their implications for political theory and practice.

Concerning the third teaching unit which is exploratory unit (**See table 2.3**), students in both semesters have two main modules to study. The first module is compulsory while the second module gives the opportunity to students to choose of the two optional modules. Thus, in the first semester, students in the exploratory unit have a module named “History of International Relations”. The aim of this particular teaching module is to provide students with a comprehensive understanding of the historical evolution of the international system. This module typically covers key events, trends, and developments in international relations from ancient times to the present day. By studying the history of international relations, students gain insights into the origins of the modern state system, the emergence of diplomacy and international law, and the evolution of major geopolitical conflicts and alliances. They also learn about the impact of colonialism, imperialism, and globalization on the international order. While in the second semester, students are exposed to a new module which is “Political and administrative institutions”. The latter focuses on giving an in-depth understanding of the structures, functions, and dynamics of political and administrative institutions at various levels of government. This module typically covers a range of topics including the theory and practice of governance, the role of institutions in the political process, and the interactions between different branches of government.

Regarding the modules which students are asked to choose in the exploratory modules, (**See table 2.3**), the specialty suggests in the first semester to choose either “The state and civil society” or “International and regional organizations”. The former aims to explore the relationship between the state, civil society, and citizens in the political process. This module typically examines the role of the state in governing society, as well as the role of civil society

organizations (CSOs), social movements, and other non-state actors in shaping political outcomes. The latter, on the other hand, tends to gain students a clear understanding of the role, functions, and impact of international and regional organizations in the global political system. This module typically covers a range of topics such as the history and development of international organizations, their structures and decision-making processes, and their role in addressing global challenges. However, in the second semester, political sciences students have other two modules to choose between. The first one includes “Political Geography” which focuses on understanding of the spatial aspects of politics and the ways in which geography influences political phenomena. This module typically covers a range of topics including the relationship between geography and the state, the impact of borders and boundaries on political processes, and the role of geography in shaping political identities and conflicts. The second suggested module in the second semester is Political Parties and Systems. This teaching module provides students with an understanding of the role and functioning of political parties within democratic systems. This module typically covers a range of topics such as the history and development of political parties, their organizational structures, and their role in the political process.

For the horizontal teaching units (**See table 2.3**), students in the first semester are taught two main modules namely “Sustainable Development and Anti-corruption and English”. For the first module, its main purpose is to build an understanding of crucial global issues, such as environmental sustainability and good governance. This module enables students to grasp the values of integrity, transparency, and accountability, essential for ethical leadership by studying anti-corruption measures. For the second module which is taught in both semesters (i.e., English), students in their third and fourth semesters can develop their skills of using this international language. Teaching English even in the second year license helps political sciences students develop different language skills like reading and writing which in turn assist

them to read books and articles written through English and relevant of their fields of study. “Policy and Decision Making” is another module that students are exposed to in their fourth semester. The aim of this teaching module is to provide students with a deep understanding of the processes involved in formulating, implementing, and evaluating public policies. It equips students with analytical tools to assess policy options, understand stakeholders' interests, and evaluate the impact of policies on society.

2.4. Teaching Modules in the International Relations Specialty

In third year, students are asked to choose a particular sub-field of study. In other words, they are provided with two specialty options namely international relations and administrative organizations. The current research considers a sample population of master one students of international relations. Consequently, the researcher finds it very important to look backward to the teaching modules master one students of international relations have already been exposed to in their third year. That is, as the researcher has undertaken an analysis to the teaching modules of political sciences students have in their first and second year (i.e., common specialty), it is a part of situational analysis also to obtain some data about the teaching modules that students of international relations deal with in their third year. So the data collected from the analytical situation that the researcher has collected at this particular level will help her to make a comparison between the teaching modules of third year and the previous two years (i.e., common specialty) in order to see if the teaching modules are relevant throughout of the license journey.

2.4.1. Third Year License

Like in the first and second year, (**See table 2.4.**), students of international relations in their third year have also four main teaching units: fundamental, methodology, exploratory, and horizontal teaching unit. Starting with the first teaching unit, students are exposed to four major teaching modules: two of them are taught in both semesters (first and second one) and other

two courses are different in the two semesters. “International relations theory” and “Public international law” are the two common courses taught throughout the whole academic year. The former aims to extend and deepen students’ prior knowledge they acquire in their second year. It focuses on illustrating the theoretical frameworks that comes under the umbrella of international relations. this course introduces students into various perspectives, such as realism, liberalism, constructivism, and feminism, enabling them to analyze and interpret international events and phenomena. “Public international law” is another common module students study in their third year. This teaching module is crucial as it introduces students of international relations to the legal norms which govern the interaction between states all around the world. In other words, it helps students understand how legal rules shape and maintain international relations.

However, for the cluster teaching modules which are different in both semesters (**See table 2.4.**), students in the first semester study “Integration Theory” and “Foreign policy analysis”. In the second semester, students have “International conflicts analysis” and “Negotiation and diplomacy”. For the first two teaching modules of the first semester, students of international relations hold courses in “Integration Theory” and “Foreign Policy Analysis”. Based on its label, the first teaching module tends to politically introduce the concept of unifying or integration regions and/or states. It helps students explore the different dynamics and processes involved in cooperation and integration between nations and regions. It also provides insights about the theories of political integration as it may illustrate the motives behind this integration and the challenges experienced by the countries or regions intending to get integrated. “Foreign Policy Analysis” is the second parallel module taught also in the first semester. In relation to the specialty of “international relations”, this course attempts to introduce students to the procedures, rules, and even motives taken into consideration in decision-making processes in foreign countries. This helps students analyze, interpret, and even

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Table 2.4. Teaching Modules in Semester five and six (Third Year License)

Fifth Semester

Sixth Semester

Teaching Units	Coefficient	Credit	Teaching Units	Coefficient	Credit
Fundamental Teaching Units			Fundamental Teaching Units		
International relations theory	05	05	International relations theory	05	05
Integration theory	05	05	International conflicts analysis	05	05
Public international law	05	05	Public international law	05	05
Foreign policy analysis	04	05	Negotiation and diplomacy	03	03
Methodology Teaching Units			Methodology Teaching Units		
English	02	01	English	02	01
ICTs	02	03	ICTs	02	03
Exploratory Teaching units			Exploratory Teaching units		
Democratic Transformation in the World	03	02	International organization	02	04
Human Rights	03	02	Euro-Maghreb Relations	03	02
Horizontal unit			Horizontal unit		
Economic and Financial Relations	03	02	Arab-Israeli Conflict	03	02
Sum of the Semester	30	30	Sum of the Semester	30	30

justify the actions of states at the global level.

Regarding the other teaching modules which are newly introduced in the second semester (**See table 2.4.**), students learn two courses namely “International conflicts analysis” and “Negotiation and diplomacy”. The former can be considered as a completing phase to the first module taught in the first semester (i.e., integration theory). In other words, it reflects the conflicts that could possibly occur as a result of the integration or interaction between nations. This module helps students understand, analyze, and even solve the different conflicts occurred in international realm. In other words, it explains the root causes behind these international conflicts such as competition to gain resources, political statue, or having an extra political power. The course of “Negotiation and diplomacy”, on the other hand, tends to gain students insights into the strategies and knowledge used to engage into effective diplomacy and negotiation processes. It can also help students explore the principles and practices of negotiation including strategies of communication and techniques of conflicts solutions.

Unlike in contrast the previous academic years (**See table 2.4.**), the two modules of “English” and “ICTs” in the third year are considered as courses under the name of methodology unit rather than horizontal unit. This change in unit type highlights the importance of considering English and ICTs as necessary factors to undertake or apply a methodological analysis or a study. In other words, it shows the crucial role of mastering English to read, write, speak, and even listen to documents (or teaching materials) found in the international language which is English. As students are specialized international relations, they ought to double speed the process of mastering the international language (i.e., English). As for ICTs, students need to explore the different web sites found in internet to download or read electronic versions of international resources provided in English.

For the exploratory unit (**See table 2.4.**), students have two modules to study in the first semester and other two different modules in the second semester. In the first semester, “Democratic Transformation in the World” and “Human Rights” are the course delivered to students. “Democratic Transformation in the World” provides students with insights into the global rules, processes, and forms related to democracy. It can help students understand the role of civil society in shaping and promoting democratic values. Students can then consider and analyze cases of nations implementing a democratic system to better understand its value and distinction from other governance systems. “Human Rights” is the second teaching course students deal with in the same semester. As it is important in relation to the specialty of international relations, this course explains to students the principles, challenges, and mechanisms related to human rights protection around the world. This module explores various issues related to human rights such as civil, political, economic, social, and cultural rights. Other opposite topics can be incorporated including discrimination and gender quality. Within this teaching course, international organizations relevant to this theme could be introduced like the United Nations.

In the second semester (**See table 2.4.**), students deal with other new teaching modules namely “International Organization” and “Euro-Maghreb Relations”. The former fits the need of the specialty as it helps students discover the different international organizations which maintain international relations and global governance. This module would explore the history, structure, functions, and impact of international organizations such as the United Nations, the World Bank and the International Monetary Fund. By undertaking this sort of insights, students can understand how these international organizations create and maintain interaction, equality, and peace at the level of politics and economics all around the world. “Euro-Maghreb Relations” as a teaching module brings an addition to the context of international relations specialty. As students belong to an Arab Maghreb state, it is necessary for them to understand

the principles, practices, and challenges undertaken in the relationships between Europe and Maghreb countries. Issues discussed in this course may include migration, and security and economic cooperation.

Within the horizontal unit (**See table 2.4.**), students in both semesters deal with two major modules which are called “Economic and Financial Relations” and “Arab-Israeli Conflict”. Regarding the first module that is delivered in the first semester, students deepen their knowledge in economic and financial relations. As the specialty of international relations does not introduce only modules related to political level but it also focuses on exploring issues related to the realm of economic and financial relations. Thus, this teaching course helps students understand the procedures, legal rules, and practices which create and maintain economic and financial deals and stock at the national and international level. As students belong to the Arab world, the specialty of international relations offers a module which particularly tackles the most well-known conflict found in the Arab world. This teaching course is taught in the second semester under the name of “Arab-Israeli Conflict”. The latter provides students with an overview of the political organizations like governments and political systems the Palestinian country used to have. It also helps them understand the history of the British colonialization occurred in the Palestinian lands. This sort of information prepares students for the next year to move in deep with the root causes, situations, and circumstances leading to this current political conflict. It will as well as illustrate how international organizations deal politically with Arab- Israeli conflict.

2.4.2. Master One

As in the previous years, (**See table 2.5.**), students of international relations in their master one year have also eight main teaching modules: Comparative foreign policy, International criminal law, Contemporary political theory, Strategy and international security, Epistemology of knowledge, Collaboration and conflict in relationships, English, and research

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methodology. Starting with the first teaching module comparative foreign policy which aims to facilitate the process of analyzing and comparing the foreign policies of various nations. As students deal with international relations, it is necessary for them to study things related to international issues such as International criminal law and Strategy and international security. By studying International Criminal Law, students gain insights into how justice is pursued at the international level, the role of international law in promoting accountability, and the complexities of prosecuting individuals for crimes that transcend national borders this means that they will be able to understand how the international community addresses serious crimes that affect the global community. For the strategy and international security module, students will gain a comprehensive understanding of the theories, concepts, and practices that shape national and international security policies. Within the contemporary political theory, students develop a deeper understanding of the key ideas and debates shaping politics in the modern world and epistemology of knowledge module will understand the nature, scope, and limitations of knowledge in the field of international relations.

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Teaching Units	Coefficient	Credit
Fundamental Teaching Units		
Comparative foreign policy	05	05
International criminal law	05	05
Contemporary political theory	05	05
Strategy and international security	04	05
Methodology Teaching Units		
English	02	01
Research methodology	02	03
Exploratory Teaching units		
Epistemology of knowledge	03	02
Collaboration and conflict in relationships	03	02
Horizontal unit		
	03	02
Sum of the Semester	30	30

Table 2.5. Teaching Modules in the first and Second Semester (Master one)

2.5. Description of the CLIL Course

Along with the aim of the current study which is assessing the effectiveness of implementing a CLIL course on students' language and content proficiency, it is then imperative for the researcher to provide a comprehensive and clear description of a sample of a CLIL course implemented during the learning process of ESP students. The description aims to illustrate the extent to which the course contents, objectives, and activities align with the principles, goals, and features of the CLIL approach. In other words, it attempts to indicate how well this particular course attains the three main factors related to the CLIL approach including the 4Cs (content, communication, cognition, and culture), language proficiency levels (phonology, morphology, semantics, and syntax), and features of a CLIL classroom (multi-focus, authenticity, and assessment). Providing a clear description to all these details enables the researcher to identify the areas for improvement and to make decisions about the instructional strategies, materials, and assessment methods used in this course. Therefore, this section incorporates major elements related to the CLIL course such as the learning objectives, the teaching materials, the instructional activities, the learning strategies, the roles of the teacher and students, and the assessment tasks used in this course.

2.6. Objectives of the Course

The teaching module which experiences the implementation of the CLIL approach is labeled "Israel-Palestine conflict". This course was first introduced to students in their third academic year in which they had some historical insights into the political systems and organizations of Palestine as an Arab country and its experience in relation to the British government following the defeat of Ottoman Empire during the First World War , In other words, it provides students with a foundational understanding of the historical context leading to the end of Ottoman rule without delving into the complexities of the modern conflict between Israel and Palestine. This teaching module is also taught in the first master academic year. Thus,

its main objective in the master degree is to lead students to the root causes, situations, and circumstances leading to this current political conflict. It tends as well as to illustrate how international organizations deal politically with Arab- Israeli conflict. The CLIL syllabus of the current module is divided into three main units. Each unit introduces three main lessons. As a sample of a CLIL course, the researcher illustrates and explains the first course of the first unit which is entitled “*From Mandate to Division: Understanding the Israel-Palestine Conflict*”.

As mentioned in chapter one (see 1.7.1.), the CLIL course is characterized by three main features including multiple focus, authenticity, and assessment. Within the multiple focus, the CLIL aims to possess multiple objectives related to content, target language, and the learning experience. Regarding the content, this approach highlights knowledge related to the field of study. As for the learning experience, it refers to the cognitive and communicating strategies used by students and teachers. Regarding the target language proficiency, the CLIL involves participants to have insights and skills into the four linguistic levels. This description of the main features characterizing the CLIL approach seems to include the 4Cs framework and the four levels of the target language working in parallel to maintain incidental learning experiences (See 1.4.1. and 1.8. chapter 01) for the language development and intentional learning for the content.

2.6.1. Objectives Related to the 4Cs

Accordingly, the objectives of the current course can be described in terms of two perspectives: the 4Cs framework and the language proficiency levels. This means that all objectives which are designed to be reached by the end of the learning-teaching process tend to develop criteria related to the 4Cs namely content, cognition, communication, and culture and other elements which concern language proficiency levels including phonology, morphology, semantics, and syntax. Table (2.6) illustrates a clear description of the first type of objectives in terms of the 4Cs.

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Learning Objectives related to the 4Cs Framework: By the end of this course, students will be able to:

Content	✓ Identify the key events and periods in the history of the Israel-Palestine conflict, including the Mandate Period, the Nakba, the Occupation and the PLO, and the rise of Hamas and Islamic Jihad. ✓ Analyze the role of key groups and individuals, such as the Haganah, Irgun, Lehi, Yasser Arafat, and the Palestinian Liberation Organization (PLO), in the conflict. ✓ Explain the causes and consequences of the Arab Revolt of 1936-1939, the 1947-1948 civil war, and the 1948 Arab-Israeli War. ✓ Compare and contrast the perspectives of different groups involved in the conflict (Britain, Jordan, Palestine, Israel) ✓ Specify and evaluate the effectiveness of various strategies and tactics used by different groups in pursuing their goals, such as political negotiations, armed resistance, and peaceful protest.
Cognition	✓ Specify the historical events and the key words which need to be highlighted in each of the three periods of time ✓ Draw hypotheses about the causes of certain events such as the attack of Haganah, Irgun, and Lehi against not only Arabs but also the British government ✓ Analyze the historical events and their causes and effects to confirm or reject their hypotheses ✓ Synthesize information from multiple sources to construct a comprehensive understanding of the conflict's history (Mind mapping) ✓ Apply the current historical knowledge to predict potential future developments in the Israel-Palestine conflict, demonstrating forward-thinking and analytical skills.
Communication	✓ Engage in group discussions and debates to express their opinions on the causes, consequences, and potential resolutions of the Israel-Palestine conflict, demonstrating effective oral communication skills.

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	✓ Present their research findings on specific aspects of the conflict, such as key events and cultural differences (of Jewish and Arabs: food, traditions, social behaviors) using clear and coherent oral presentations. ✓ Write analytical paragraphs that summarize and evaluate historical information related to the conflict, demonstrating effective written communication skills. ✓ Engage with multimedia resources, such as documentaries or news articles, to extract and summarize key information about the conflict, demonstrating media literacy and communication skills. ✓ Collaborate on projects that require them to share responsibilities and communicate effectively to achieve a common goal, such as creating a timeline of the conflict's history or developing a presentation on its impact on different communities.
Culture	✓ Identify the cultural diversity of the Jewish and Arab communities in relation to traditional dress, food, and music, and social behavior ✓ Evaluate the effects of the religious diversity and the caused behaviors leading to the conflict ✓ Identify the different root causes leading to the result of “cultural sensitivity” ✓ Develop an appreciation of “culture” and “religion” as two valuable concepts in preserving the identity of a particular state ✓ Identify the most frequent problems leading to the conflict : political or cultural problems

Table 2.6: Objectives of the CLIL course in terms of the 4Cs

Regarding the first types of the objectives related to content, table (2.6) indicates five main objectives which the CLIL course puts forward. As the lesson introduces students to the three phases of the appearance of the Israel-Palestine conflict, it first explains the various events occurred after the British Mandate. This sort of explanation includes insights into the Mandate Period, the Nakba, the Occupation and the Palestine Liberation Organization, and the rise of Hamas and Islamic Jihad. It also helps students analyze the reasons and intentions behind

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the appearance of different

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movements in forms of groups including Haganah, Irgun, and Lehi and understand the reactions of president Yasser Arafat and the Palestinian Liberation Organization towards these movements. Moreover, the course implemented aims to illustrate the consequences of the three Jewish political movements leading to the need of the Arab revolution. Above all, it allows students apply a comparative study regarding the perspectives of different groups involved in the conflict namely Britain, Jordan, Palestine, and Israel.

The objectives of the current CLIL course do not only include the aim of promoting students' content knowledge regarding the causes and events leading to the modern Israel-Palestine conflict, but it also attempts to develop a set of cognitive strategies used in students' learning process (as explained by O'Malley and Chamot). Examples of these strategies include scanning, skimming, and analyzing information presented in different teaching materials (e.g., texts, tables, and pictures). These two particular cognitive strategies help students not only process information presented in various teaching materials but also highlight and order keywords and ideas according to their importance. Another cognitive strategy which is highly presented in the course objective refers to hypothesizing. The latter requires students to draw suggestions or hypotheses towards certain problem solving issues and situations. It helps students overcome and solve problems or contradictions found in certain political and historical events (O'Malley and Chamot, 1990, p. 45).

Additionally, the course helps students develop the strategy of making a final synthesis to all insights they receive from different teaching materials. Synthesizing information enables students not only better understand the content but also easily remember it when necessary. One last cognitive strategy that the current CLIL tends to develop is prediction. The latter involves students to look forward for the future developments of the current Israel-Palestine conflict. By developing this type of cognitive strategy, students will be able not only to better understand the detailed circumstances of the conflict but also draw predictions about the upcoming events.

Table 2.6 indicates also the objectives related to communication factor. The CLIL course, according to the data presented in the table, focuses on improving students' ability in terms of communications and discussions in various topics. In other words, the course aims to encourage students to take turns in discussions with peers and the teacher using the target language. The activities implemented aim as well as to help students learn strategies and techniques used to present and communicate ideas as a result of their own research. Another communication strategy the CLIL course highlights is the skill of synthesizing information in form of written productions. This ability allows students to take parts in undertaking a research in groups so they can share responsibilities and communicate ideas in both written and spoken forms. Other activities assist students to engage with multimedia resources in order to extract and summarize a set of information related to their domain of study.

For the last types of objectives designed in the current CLIL course, culture is the core focus of it. The lesson provides students with insights about the cultural similarities and differences of the Jewish and Arab entities. Undertaking a comparative study between the two distinct societies helps students raise their awareness of the cultural diversity including elements related to traditions and social behaviors. Students are also provided with teaching content which helps them recognize the religious diversity that occurs as a result of the interaction between the two different communities. As a result of raising the awareness towards the cultural and religious diversity, the course enables students to specify the different root causes leading the current conflict. The objective of the course concludes by developing a sense of appreciation to "culture" and "religion" as two valuable concepts in preserving their own identity of the country and the identity of any particular state around the world.

2.6.2. Objectives related to Language Proficiency

Information presented in table 2.7 indicates the language proficiency objectives to be reached by the end of the CLIL course implementation. As it is noticed, the objectives are

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categorized into four major levels of language proficiency. Regarding phonology, the course helps students identify the three ways in which the final “s” is pronounced (/s/, /z/, and /iz/). This objective trains students to pay enough attention to the phonological side when communicating with their teacher and peers using the target language. The course aims also to help students specify the constituent syllables which exist in English words. Consequently, students might be then able to stress verbs and nouns depending on the identification of these syllables. Drawing a synthesis about the rules governing stress in verbs and nouns (of 1st and 2nd syllables) is the last objective the CLIL course aims to reach.

Learning Objectives related to four levels of language proficiency: By the end of this course, students will be able to:	
Phonology	• Identify the three forms of pronouncing the final “s” in English words • Learn how to identify the number of syllables in English words • Understand how they can stress verbs and nouns • Draw rules about stress (verbs and nouns) and syllabus (1st and 2nd syllabus)
Morphology	• Identify the different morphological parts in English words (Roots and Affixes: prefix and suffix) • Relate the morphological part to its grammatical and semantic functions • Divide words into their morphological parts
Semantics	• Recognize the meaning of different technical terms related to political conflicts and historical events in the target language. • Develop their general English vocabulary by using synonyms and antonyms

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	• Differentiate between English words which have abstract or concrete meanings
Syntax	• Identify the different functions of the past simple in describing past events • Recognize the forms of regular and irregular verbs in the past tense • Specify the different functions of certain modal verbs (e.g., could) • Recognize the form and function of the passive voice.

Table 2.7: Objectives of the CLIL course in terms of four levels of Language Proficiency

Regarding morphology, the course assists students to identify the different morphological parts in English words when it comes to roots and affixes. The main objective is to help student formulate antonyms (i.e., semantic function) by adding prefixes such as “*Dis*, *Il*, and *Im*” to English words like *appear*, *legal* and *possible* in order to represent the opposite form of these words by adding the prefix at the beginning of the word. The course aims also to help students relate the morphological part to its grammatical functions. That is, students can recognize that adding suffixes (e.g., “*ed*”) by the end of verbs may have two grammatical functions (acting as a verb or adjective). They will be then able to form adjectives, nouns, and adverbs of different English words by just adding different forms of prefixes (e.g., *equal*, *equally*, *equality*). All these morphological objectives presented in the CLIL course do not focus only on providing students with knowledge about morphology but also the skill to apply this knowledge in their learning process.

Moving to objectives relevant to the semantic level, the current course tends to help students recognize the meaning of different technical terms related to political conflicts and historical events in the target language. Examples of these technical terms include “*Mandate*, *armed group*, and *authority*”. It also develops their general English vocabulary by finding synonyms and antonyms from different teaching materials. General vocabulary items

incorporated in the sample course includes words such as “*establish, community, leadership*”. The course teaches students strategies of guessing word meaning from the context by describing it in a form of abstract or concrete word; instead of directly translating words, the teacher can indicate whether a particular word is concrete or abstract to students to better understand its exact meaning (i.e., students will recognize that English words hold either a concrete or abstract meaning).

For the last type of objectives, the CLIL course highlights skills related to the syntactic level as it possesses a crucial role in language proficiency. Its main objective is to assist students to identify the different functions of the past simple in describing past events. This can allow students understand how successive and parallel actions are expressed using past tenses. The course attempts to introduce students to the different forms of regular and irregular verbs in the past tense. It also illustrates the different functions of certain modal verbs (e.g., *could*). The texts used in the current CLIL course expose students to passive and active voices helping them recognize the form and function of each one in academic context.

2.7. Teaching Materials

As the course objectives were described in relation to the first characteristic of the CLIL approach which is multiple focus, teaching materials are now determined in relation to both multiple focus and authenticity (see 1.7.1.1. and 1.7.1.2. in Chapter 01). In other words, the teaching materials used in the CLIL course need to have different objectives related to both content and language delivery; they are considered as sources of knowledge to students to improve the two aspects of the CLIL experience. Another fundamental element which the teaching materials of a particular CLIL course has to obtain is the authenticity factor. This means that materials implemented when delivering knowledge related to both content and language proficiencies should be purely authentic; they need to be written by native speakers of the target language. Accordingly, the sample of the CLIL course presented in the current

chapter implements different types of authentic teaching materials including videos from authentic news channels, texts from authentic books, and pictures relevant to the course content.

2.7.1. Videos as a Teaching Material

The first type of the authentic teaching material used in this CLIL course includes an authentic video from the CNN news channel (**See Figure 2.1**). The video presents a historical overview of the root causes and consequences leading to the modern Israel-Palestine conflict (from the second world war till now). As it is produced by the CNN news channel on YouTube, its content is purely authentic. The use of authentic video from authentic sources like CNN news channels in this CLIL course offers different advantages. Firstly, this authentic teaching material provides real-life context which in turns helps students immerse into the original language, accents, and cultural and social features characterizing English native speakers (e.g., colloquial expressions, idiomatic phrases, and informal vocabulary). The exposure to this authentic video assists students to develop their listening and other comprehension skills in the target language (e.g., analyzing, guessing, relating information...etc.). Since the course offers content in the target languages, students may experience difficulties in understanding not only the content which could probably be relevant to their prior knowledge but also the target language being exposed.

Thus, one more advantage of using videos as instructional materials is that they help students visually and auditory engage and interact with the content to make complex ideas more comprehensible. For instance, in the case of the Israel-Palestine conflict overview, being exposed to visual images and narrative events in a form of a historical footage can help students predict or compose an overview about the events of the conflict following the required chronological order. In other words, the video is used as a facilitating teaching material to help students better predict the content of the text which will be provided in the reading activity. Another advantage of incorporating videos in this CLIL course is the flexibility the videos

provide when dealing with all types of learning styles. Videos can in fact attract different learners who are both visual and auditory. Visual learners can then observe and analyze the flow of the pictures throughout the whole video in order to compose and relate ideas of the course content. On the other hand, auditory learners can rely on their listening skills when being exposed to the video to build an overview about the embedded content. The inclusion of both types of learners (auditory and visual in parallel) can then maximize the possibility of the learning experiences for students who to process information (hear and see) in the CLIL course presented in the target language. Third, this authentic video



Figure 2.1. A video in a CLIL course taken from an authentic News Channel on YouTube (CNN)

<https://www.youtube.com/watch?v=zdq3NVtT6Nc>

2.7.2. Text as a Teaching Material

Regarding the second teaching material, the course implemented using the CLIL approach presents three short texts adapted from a chapter labeled “*Terrorism in Israel/Palestine*” within the book of “*The Cambridge History of terrorism*”. This book is authentic as it is written by an English native speaker and for political purposes. Like videos,

texts have also different advantages in the CLIL classrooms. They are considered as genuine materials incorporating the authentic use of the target language used not only in academic situations but even non-academic ones. Students can then have a total exposure to the language proficiency development in an indirect way (i.e., incidental learning). Texts can also encourage students to activate their reading comprehension skills (i.e., cognition) such as scanning, scanning, guessing word meaning, and mind mapping. Unlike videos, texts can be edited and adapted to be relevant to students' age and level of the target language. In other words, As Escobar Urmeneta (2004, p. 30) explains that the fact that the content of the CLIL course is delivered in texts using the target language makes teachers aware the ideas may not be automatically understood. Thus, necessary refinements related to the text linguistic features (e.g., vocabulary, tenses, and sentence forms) and organizational features (e.g., order of ideas and use connectors) need to be undertaken in order to facilitate comprehension and maintain students' positive involvements.

Accordingly, two content and language teachers and one language teacher have collaborated together to make the necessary adjustments relevant to the level of students of the current sample (i.e., B1 level). The text incorporates three passages which reflect the historical and political events occurred in the three periods (1920-1948 / 1949-1993 / 1994-2020). Each passage presents notes which contain the definitions of certain political terms taken also from authentic books (see **Figure 2.2.**). The definitions of these terms play the role of a glossary to help students facilitate the comprehension of the text ideas presented in the target language. Each passage contains a title and its corresponding period of time. It illustrates to students the events following a chronological order. When arriving to the underlined technical term, students can stop reading the text and turn to the glossary note to read and understand the term. The texts are provided in form of short passages to maintain students' positive involvement in

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the learning process. This helps the CLIL teacher to avoid the possibility of students' feeling of boredom when reading long texts in the target language.

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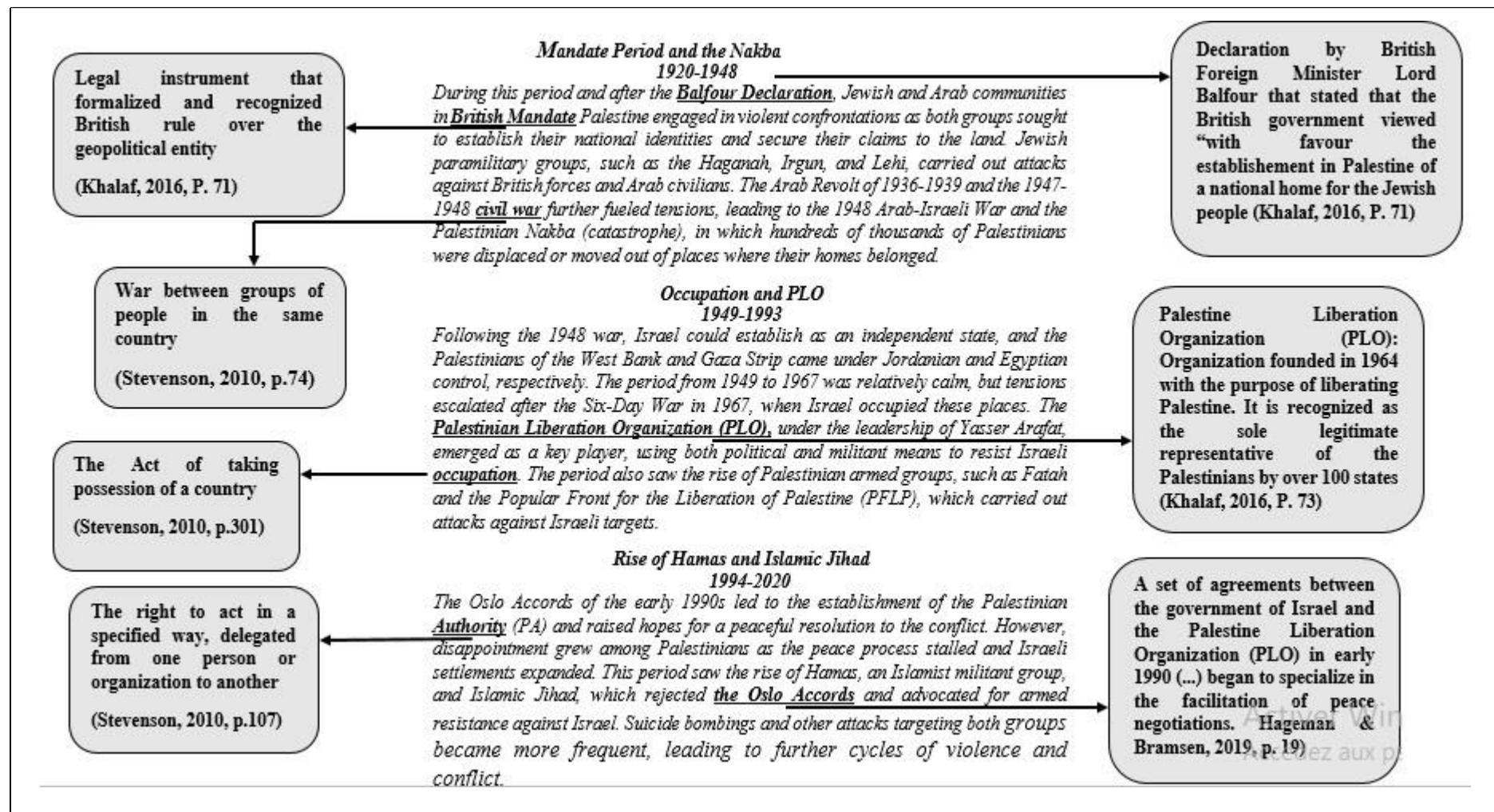


Figure 2.2. Three text passages adapted from Norman JM. (2021, p.150) used in the CLIL course

2.8.3. Pictures as Teaching Materials

The third type of the teaching materials included in the sample CLIL course refers to pictures (See Figure 2.3). This type of teaching materials allows students predict the content of the lesson by analyzing the actions, people, and conditions presented in the pictures. It encourages students' communication and cognition skills (i.e., the 4Cs) to discuss, express, negotiate, and critically think about the content. The pictures are taken from the CNN news channel as they serve the content of the three text passages. In other words, they are presented in an order which is relevant to the order of the political events explained in the written passages. As Martinez-León (2023, p. 270) explained in the study of “*Constructing Pre-primary CLIL in Mexico: Policy Analysis and Teachers' Perspectives*”, the fact that the content is presented using a language which is not students' first language seems quite challenging. This is attributed to the students' low level in the foreign or second language. Thus, the experiment encourages the integration of different materials which could maintain students' engagement and facilitate their understanding of the content in that foreign language. Y. Lin emphasizes also that students in CLIL classrooms need some language supports and materials which may help them predict and better comprehend the content of the subject filed. Examples of these materials he highlights include “visuals, symbols, images, and graphic organizers” (2016, p. 101). This authentic teaching material can maintain students' attention in order to raise their interests and motivation towards the lesson discussed. Pictures in general may provide students a visual representation which facilitates the process of understanding and remembering for the students. the exposure to this authentic pictures assist students to analyze the complex things in order to develop their cognitive skills in the target language (e.g., interpreting, interacting, and integrating ...etc.).



Figure 2.3. Pictures of the CLIL course taken from <https://www.youtube.com/watch?v=zdq3NVtT6Nc>

2.9. Teaching Activities and Procedures

Teaching activities are the constituent parts which lead to an effective teaching-learning experience. The effective integration of varied and more engaging activities in a particular course seems essential to maintain students' learning motivation and engagement to process information and interact with the course content. Accordingly, the CLIL course presented in this chapter is consisted of three various sections of activities: warming up section, body section, and follow up section. Each section incorporates different teaching activities to be undertaken by students in the classroom. Some of these activities are held individually, others are undertaken in pairs, and some are delivered in form of group works. The diversity of activities this CLIL course maintains aims to foster students' content, cognition, communication, culture, and also their language proficiency. In other words, the teaching activities are designed with consideration to the major features of the CLIL approach (4Cs and language four levels proficiency). This section provides a clear description of the activities, their objectives, and procedures implemented in the CLIL course.

The first section from the CLIL course (**see Appendix 06**) refers to the warming up activities. It provides students with two main tasks which help them draw a general overview about the content of the course they are exposed to. In the first activity (**see Figure 2.4**), students are presented with two authentic quotes of well-known people (i.e., Martin Luther King and Albert Einstein). Within this activity, the teacher acts mainly as a facilitator to guide his students' analysis and thinking of the quotes. He attempts to facilitate the understaffing of both content and language presented in the quotes. Thus, a set of questions are directed by the teacher to students. These questions are as following:

What are the keywords which you think are important to explain in these two quotes? "who is Martin Luther King? Is he a politician? What is his origin? What is injustice? What is its opposite? where can we find the word threat? Are justice and peace two close words? What is the opposite of force? Can you find the root of the verb achieved? What is the meaning of the word understanding? Where do we usually hear the sentence "do you understand the lesson? Can you relate the words of the first quote to each other? What can you understand after

explaining each word? What is in your opinion the general idea is about? Is Martin talking about the danger of losing justice or talking about solutions to make justice? In the second statement, is Einstein giving us the condition of making peace or a solution to solve problems of force? Now try to link the quotes together, do they both talk about the same issue? What is probably this issue?

Activity 01: Read the following two quotes of both *Luther King* and *Einstein* and explain them

"Injustice anywhere is a threat to justice everywhere" by Martin Luther King

"Peace cannot be kept by force; it can only be achieved by understanding" by Albert Einstein.

Figure 2.4.: Reflection Activity 01 from the Warming up Section in the CLIL Course

In the current CLIL activity, the teacher plays a pivotal role as a facilitator in developing students' content knowledge, language proficiency, cognitive skills, communication skills, and cultural awareness. By asking thought-provoking questions like the ones provided above, the teacher encourages and teaches students to critically analyze and comprehend the content and language presented in famous quotes (i.e., content, language, and cognition). Through these questions, students not only learn the meaning of keywords and concepts but also develop their language skills by engaging in meaningful discussions (communication). The teacher guides students to connect the ideas of the quotes, fostering cognitive skills such as analysis, synthesis, and evaluation. Additionally, the teacher helps students enhance their communication skills by encouraging them to express their thoughts individually and clearly. Moreover, by exploring the cultural context behind the quotes, students gain a deeper understanding of some cultural insights embedded in language, thus broadening their cultural awareness. Overall, the teacher's role as a facilitator in the CLIL classroom is to create a dynamic and inclusive learning environment where students can actively engage with content, language, and culture, ultimately fostering holistic development.

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Activity 02: Watch the video and then choose the appropriate title:



- a. Conflict between Palestine and Israel
- b. History of Palestine-Israel Conflict
- c. The Power to Independent gouvernement
- d. Human Rights in Palestine-Israel Conflict

Figure 2.5.: Video activity from the warming up section in CLIL course

In this watching-listening activity, students engage with authentic material related to the Israel-Palestine conflict. The activity enhances their content knowledge by immersing students in the subject matter. As they listen and watch, students develop their listening skills and foster their ability to comprehend spoken language and extract key information. The task also develops cognitive skills as students analyze the content of the video to select the most appropriate title. It encourages critical thinking and inference-making. Additionally, exposure to authentic pronunciation in the video can improve students' own pronunciation skills, as they mimic and internalize the natural articulation of words. Furthermore, the activity promotes communication skills, as students may discuss their choice of title and rationale with their peers. It enhances their ability to express opinions and engage in meaningful dialogue. Lastly, through exposure to the cultural context presented in the video, students gain insight into the perspectives and experiences of those involved in the conflict, enriching their cultural understanding. Overall, this activity effectively integrates the 4Cs of the CLIL approach which provides an overall learning experience that enhances students' content proficiency, language proficiency, cognitive skills, communication skills, and cultural awareness.

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Activity 03: in a pair work and using the words in table 01, describe the events and situations presented in the following pictures by formulating simple sentences. You can formulate more than two sentences for each picture

Picture 01 	Picture 02 	Picture 03 
Picture 04 	Picture 05 	Picture 06 

Picture 01	Picture 02	Picture 03	Picture 04	Picture 05	Picture 06
Thousands of people	flags	Military systems	Armed groups	Destroy	Injured people
Ships	Citizens	Compose	Humans	houses	Killed innocents
Migrate	Celebrating	Soldiers	Defend	public places	Military attacks
Excited	declaration	control	Protect	damages	Genocide
	government	Lands	Lands and people	conflict	Displacing people

Figure 2.6.: Formulating sentences activity from the warming up section in the CLIL course

Figure 2.5 represents the second activity from the warming up section. According to formulating sentences activity, students are provided with six main pictures and asked to formulate two simple sentences to explain the content of each picture. This activity is held in pairs so that students can collaborate and communicate ideas together. The teacher plays the role of a controller by checking each pair of students and reflecting on the strategies they use when formulating sentences. He tends to first pay students' attention to the importance of explaining the words presented in the table before formulating sentences. The focus of the activity is related to both content and language. By content, students can gain some content knowledge about events and situations characterizing wars in Palestine. By language, students can gain some technical terms, grammar rules about words and sentences they formulate. As

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students are exposed to an activity which requires the writing skill, the teacher attempts to indirectly correct they formulated sentences by giving feedback related to grammar rules (i.e., incidental learning). The activity encourages students to utilize some cognitive skills such as guessing word meaning, formulating sentences and correcting them, questioning themselves, and analyzing their sentences. Regarding communication, unlike the first activity which maintains teacher-student interaction much, this pair work activity aims to create student-student interaction by allowing them discussing and expressing their thoughts and perspectives to each other without incorporating the teacher in the process of the communication. By the end of the activity, all students are asked to read their sentences. This final important step helps students communicate their written sentences (communication skills), evaluate each other's written sentences (cognitive skills), and gain some knowledge about the syntactic level which

leads to good writing (language and communication).

Activity 04: Classify the following words cording to the categories found in the table. See the first example of the table

Men, Streets, Houses, Educational damages, Military vehicles, Women, all of them, bombs, rockets, physical damages, companies, old people, tear gas, schools and universities, a few of them, social and cultural damages, guns, hospitals, most of them, financial damages, kids, soldiers, psychological damages, none of them, some of them

Question	Options				
1. What types of people does the Israeli military system attack?	Men	Women	Kids	Old people	Soldiers
2. What types of places does the Israel military system bombard?					
3. What types of damages/ does the Israeli military system cause?					
4. What types of weapons does the Israel military system use?					
5. Do you think all Palestinian people have equal access to human rights in the Palestine-Israel conflict?					

Figure 2.7.: Classification activity 04 from the warming up section in the CLIL course

Concerning the classification activity, students are provided with words related to the content of the course and asked to classify them according to five given categories. The activity is held in a form of group work so that the students can work collectively. The teacher plays role of guide to show students how do they relate ideas and words they learn. The teacher tends purposely to provide an illustration about the way words are classified by making the first category as an example to help students understand the core of the activity. This CLIL activity

plays a crucial role in enhancing students' understanding of the topic, developing their language proficiency, cognitive skills, communication, and cultural knowledge. By categorizing words related to the Israeli military system and the Palestine-Israel conflict, students develop their content knowledge by identifying and classifying key elements of the conflict, such as types of attacks, places bombed, damages caused, and weapons used. This activity also enhances language proficiency as students engage with specific vocabulary related to the topic, expanding their vocabulary and understanding of complex terms and some grammar rules (e.g., the difference between few, some, most, and none). Moreover, the task encourages cognitive skills development as students analyze information, categorize words, and draw connections between different aspects of the conflict. In terms of communication skills, the activity prompts students to express their thoughts and opinions on the topic. It fosters effective communication by discussing sensitive issues. Additionally, the task promotes cultural knowledge by encouraging students to consider the impact of the conflict on different aspects of Palestinian society such as education, psychology, and social structures. Overall, this activity is an engaging and effective way to develop students' understanding of the Palestine-Israel conflict while enhancing a range of important skills. By the end of the task, each group of students is invited to share the answers of the activity so students could evaluate each other's work and discover the mistakes they make in relation to both content and language.

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Body Activities

Activity 05: Read the following three passages

The history of Israel-Palestine conflict is deeply intertwined with issues related to land, identity, and self-determination. This history can be divided into three main periods:

Three Periods	A Historical Overview of the Israel Palestine Conflict
Mandate Period and the Nakba 1920-1948	During this period, Jewish and Arab communities in British Mandate Palestine engaged in violent confrontations as both groups sought to establish their national identities and secure their claims to the land. Jewish paramilitary groups , such as the Haganah, Irgun, and Lehi, carried out attacks against British forces and Arab civilians. The Arab Revolt of 1936-1939 and the 1947-1948 civil war further fueled tensions, leading to the 1948 Arab-Israeli War and the Palestinian Nakba (catastrophe), in which hundreds of thousands of Palestinians were displaced or moved out of places where their homes belonged
Occupation and PLO 1949-1993	Following the 1948 war, Israel could establish as an independent state, and the Palestinians of the West Bank and Gaza Strip came under Jordanian and Egyptian control, respectively. The period from 1949 to 1967 was relatively calm, but tensions escalated after the Six-Day War in 1967, when Israel occupied these places. The Palestinian Liberation Organization (PLO), under the leadership of Yasser Arafat, emerged as a key player, using both political and militant means to resist Israeli occupation . The period also saw the rise of Palestinian armed groups , such as Fatah and the Popular Front for the Liberation of Palestine (PFLP), which carried out attacks against Israeli targets .
Rise of Hamas and Islamic Jihad 1994-2020	The Oslo Accords of the early 1990s led to the establishment of the Palestinian Authority (PA) and raised hopes for a peaceful resolution to the conflict. However, disappointment grew among Palestinians as the peace process stalled and Israeli settlements expanded . This period saw the rise of Hamas, an Islamist militant group , and Islamic Jihad, which rejected the Oslo Accords and advocated for armed resistance against Israel. Suicide bombings and other attacks targeting both groups became more frequent, leading to further cycles of violence and conflict.

Figure 2.8.: Reading activity 05 from the body section in the CLIL course

The second section of the CLIL course includes activities which students need to undertake after the warming up part. In this phase, the course offers five main activities which focus on all criteria related to CLIL. The first task is a reading activity in which students are provided with an authentic text to read. This activity is divided into two main phases. In the first phase, students are asked to read the text individually and silently. After finishing the first individual and silent reading, the teacher starts asking simple questions to check students' overall understanding of the text. In other words, he tends to detect the extent to which the individual silent reading helps students draw a general idea about the content of the text. In the second phase, students are asked to read the text collectively by choosing one of them to read each part loudly. In this phase, both teacher and students work on highlighting the difficulties and indicating the possible strategies they can apply to understand vocabularies and ideas. In relation to CLIL, the current activity helps students' gain some insightful knowledge about the three phases the Israel-Palestine conflict has been through (i.e., content). It also encourages students to develop their knowledge in the four language levels of proficiency (pronunciation, morphology, vocabulary, and grammar). This reading activity plays a crucial role in teaching

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students the different cognitive strategies they can apply to understand authentic political texts (i.e., analyzing, contextualizing, interpreting, translating, and synthesizing). Regarding communication, this reading activity encourages students to collectively discuss the different ideas presented in the text. For culture, the text assists students to draw an overview about the effect of the cultural diversity between the two nations (Palestinians and Israelis) that could lead to the conflict.

Activity 06: Match the words to their corresponding definitions	
Word	Definitions
Mandate	Angry opposition between two or more people.
Identity	The power or right to give orders, make decisions, and enforce obedience.
violent confrontations	Authority given to a government, trade union, etc. by people who support it.
Revolt	Object or person aimed at when attacking.
Displacement	Who or what somebody/ something is.
Civil War	Secret organization that opposes the enemy.
Occupation	Take the place of somebody/something, or to move something from its usual position.
Armed Groups	Take violent action against people in power.
Israeli targets	War between groups of people in the same country.
Authority	Conditions on which money or property is given to somebody.
armed resistance	People grouped in forms of entities equipped with or carry fire arms involving the use of firearms.
settlements	Act of taking possession of a country.

Figure 2.9.: Matching activity 06 from the body section in the CLIL course

Another type of learning activity included in the CLIL course refers to matching activity. This type of task has multiple purposes in enhancing students' learning experience. It deepens students' content knowledge by asking them to accurately match words related to the topic "Israel-Palestine conflict" with their correct definitions. In other words, the activity helps students interact with specific terminologies and ideas associated with the conflict which in turns improves their understanding of the specific subject and its complexities. The task contributes also in developing language proficiency as students are required to interact with general vocabularies which hold different meanings and grammatical functions (e.g., adjectives, nouns, past participles). Cognitively, the task affects critical thinking skills as students analyze the meanings of the words in context and make connections between the

terminology and the context of the conflict. Moreover, the activity fosters communication skills by encouraging students to discuss and explain their matching choices. It also promotes effective expression and articulation of ideas related to the conflict. Finally, this activity enhances cultural knowledge by developing students to consider the significance and implications of the words and their definitions within the context of the Israeli-Palestinian conflict, thus improving their understanding of the cultural and historical aspects of the conflict. Overall, this activity is a comprehensive way to engage students in learning about the conflict while enhancing a range of important skills.

Activity 07: Read again the text then answer the following questions

The 1st Phase: 1920-1948 - Mandate Period and the Nakba:

- What were the main groups involved in the conflict during this period?
- Why did tensions escalate between Jewish and Arab communities?
- What was the outcome of the 1948 Arab-Israeli War, and how did it impact Palestinians?

The 2nd Phase: 1949-1993 - Occupation and PLO:

- What happened after the 1948 war ended?
- Who was Yasser Arafat, and what role did he play in the conflict?
- How did the Six-Day War in 1967 change the situation in the region?

The 3rd Phase: 1994-2020 - Rise of Hamas and Islamic Jihad:

- What were the Oslo Accords, and why were they significant?
- Why did some Palestinians become disillusioned with the peace process?
- What are Hamas and Islamic Jihad, and what methods did they use in their resistance against Israel?

Figure 2.10.: Question answer activity 07 from the body section in the CLIL course

This activity, which requires students to answer questions after reading a text about the history of the Israeli-Palestinian conflict, plays a significant role in their learning process. Firstly, it enhances their content knowledge by prompting them to recall and summarize key information from the text, such as the main groups involved in different phases of the conflict and the outcomes of significant events like the 1948 Arab-Israeli War and the Oslo Accords. Secondly, the activity contributes to language proficiency as students must comprehend the text and formulate coherent answers in English, thereby improving their reading comprehension and

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writing skills. Cognitively, the task activates critical thinking skills as students analyze the text to extract relevant information and formulate their responses based on their understanding of the material. Moreover, the activity fosters communication skills by requiring students to articulate their answers clearly and concisely. It promotes effective expression of ideas related to the conflict. Lastly, this activity enhances cultural knowledge by encouraging students to consider the historical and political context of the conflict. It deepens their understanding of the cultural and societal factors at play. Overall, this activity is an effective way to engage students in learning about the Israeli-Palestinian conflict while enhancing a range of important skills.

Activity 08: Match the language examples to each corresponding language form

Language Examples	Language Forms
Jewish and Arab communities in British Mandate Palestine engaged in violent confrontations	Modal verb
The period from 1949 to 1967 was relatively calm	Present simple indicating purpose
Hundreds of thousands of Palestinians were displaced or moved out of their homes.	Past simple indicating finished actions
Israel could establish as an independent state	Successive actions
The PLO uses both political and militant means to resist Israeli occupation	Past simple for description
The period from 1949 to 1967 was relatively calm, but tensions escalated after the Six-Day War in 1967, when Israel occupied these places	Passive Voice

Figure 2.11: Matching activity 08 from the body section in the CLIL course

The CLIL course depends again on another matching activity to provide students with opportunities to improve their language proficiency. Like other previous activities which focus on developing the phonological and semantic skills of students', the current one aims to foster students' understanding of the English syntactic skills (i.e., of the target language). In this activity, students presented with different grammatical structures and asked to match their structures and grammatical components to the appropriate grammatical functions. As the examples are already providing in the context of the specific subject (Israel-Palestine Conflict), students are then exposed to learning more about the content. In relation to cognition, the task allows students to apply their analytical skills like observing, analyzing, hypothesizing to draw conclusions about the grammatical function of each structure. As for communication, the activity requires students to express their justifications behind the final choice they consider for

each sentence. This means that students are encouraged to express their ideas either in spoken or written form. Regarding the element of culture, by being exposed to certain modal verbs (i.e., grammar knowledge), students will be able to master knowledge related to the use of “could” as a modal verb not only to express past actions but also to maintain politeness with native speakers of the target language (i.e., incidental learning). In other words, the teacher tends to raise students’ curiosity about the possibilities of using “could” as a modal verb to reach other

cultural purposes by exposing them to the sentence “could open the door? Instead of can you open the door?”

Activity 09: Look at the four groups of vocabulary from the text. Describe their formulation style and function of each category.

Group 01	Group 02	Group 03	Group 04
<i>Armed resistance</i> <i>Armed Groups</i> <i>Arab Civilians</i>	<i>independent</i> <i>disappointment</i> <i>peaceful</i>	<i>Which</i> <i>When</i> <i>Where</i>	<i>Attack against</i> <i>Lead to</i> <i>Move out</i>
Compound nouns	Affixes	Relative Pronouns	Phrasal verbs

Figure 2.12.: Classification activity 09 from the body section in the CLIL course

Another language-based activity used in the CLIL course, students are provided with four groups of words which have different formulation styles and grammatical functions and asked to analyze and describe them grammatically. The activity provides students with content learning experience to develop their content knowledge about technical terms used in different grammatical situations (e.g., arm – armed). For language proficiency, this task contains multiple purposes such as helping students to divide words into their constituent parts (i.e., morphological parts: roots and affixes, combine words together (syntax: adjective-noun), analyze the grammatical and semantic functions of main verbs and phrasal verbs (e.g., Move – Move out). The current activity introduces students to the grammatical uses of relative pronouns to be used when reading or writing. Regarding cognition, this activity plays a curial role in

encouraging students to use their analytical skills by comparing word formations and deducing their possible grammatical functions. The task allows students to apply their communication skills as they hold a conversation (teacher-student talk / student-student talk) to explain and reflect on their suggesting deductions.

Activity 10: Cultural Activity

In a group work consisting of five members, find out the cultural and traditional differences between the Jewish and Arab communities. Try to physically describe each group's Traditional dress, food, music, cultural and religious practices that were significant to each group.

Each group is required to present the work using visuals, such as photos or videos, when describing the differences

Figure 2.13.: Cultural activity from the body section in the CLIL course

This cultural activity requires students to engage in a deep research about the cultural, traditional, and religious differences between the Jewish and Arab communities, enhancing their content proficiency by gaining a general understanding of the cultural aspects central to these communities. The task involves students to search for language portfolios (e.g., adjectives and nouns) to physically describe dress, food, and behavior of the two communities (i.e., language proficiency). The activity also stimulates their cognitive skills as they compare and contrast the two cultures, fostering critical thinking. Moreover, by presenting their findings to the group in short paragraphs (using appropriate terminology and sentence structure), students can then improve their communication skills particularly writing and reading their findings of the work they undertake collectively. Lastly, this activity promotes cultural sensitivity and understanding, as students gain insight into the perspectives and practices of these communities, helping them understand the importance of cultural diversity in leading to conflict (appreciate the value of culture).

✓ Follow-up activities

Activity 11: Write a short paragraph as a synthesis to the following topic:

Summarize the key events of the 1948 Arab-Israeli War and explain their significance in the context of the Israel-Palestine conflict. How did this war shape the subsequent history of the region?

Your paragraph should include:

- A clear thesis statement that presents your main argument or analysis.
- Use of grammatical structures to convey complex ideas and relationships (e.g., subordinate clauses, passive voice).
- Analysis of at least three key events or developments related to the prompt.
- Reference to historical facts, dates, and figures to support your analysis.
- A conclusion that summarizes your main points and reflects on the broader implications of your analysis for understanding the conflict.

Figure 2.14.: Writing activity from the follow up section in the CLIL course

In this writing activity, students are challenged to synthesize complex historical events and their significance in the context of the Israel-Palestine conflict. It aims to enhance their content proficiency by demonstrating a deep understanding of the subject matter. By using grammatical structures to convey complex ideas, such as subordinate clauses and the passive voice, students can improve their language proficiency. Students, in this activity, can show their ability to articulate sophisticated arguments. Additionally, the analysis of key events requires students to engage in critical thinking. It enhances their cognitive skills. Through referencing historical facts, dates, and figures, students further develop their research skills and attention to detail. Finally, the concluding statements in the written paragraph help students to reflect on the implications of their analysis, fostering their communicative and cultural skills by encouraging them to consider the conflict from multiple perspectives. Overall, this writing activity provides a comprehensive assessment of students' abilities and promotes a deeper understanding of the Israel-Palestine conflict, encompassing content, language, cognitive, communicative, and cultural skills.

2.10. The Role of Teacher and Students in CLIL course

The activities presented in the CLIL course on the “Israel-Palestine Conflict” apply a learner centered approach. This means that the teacher serves as a facilitator, feedback provider, and a controller while learners take an active role in discovering knowledge and solving

problems. By engaging in activities such as researching cultural and traditional differences, analyzing grammatical structures, synthesizing key historical events, and processing video content, students are placed at the center of their learning experience. As learners are actively involved in these different CLIL activities, the teacher's role is then to guide and support students, providing feedback to enhance their understanding and stepping in to clarify concepts or provide additional resources when needed. This student-centered approach empowers learners to take the responsibility of their learning process, fostering independence, critical thinking, and collaboration skills.

According to the study that was held by Dearden and Beaumont (2024, p. 52) to explore the teaching-learning environment of applying the CLIL approach in higher education, the learner-centered nature implemented in the CLIL activities promotes a sense of responsibility and autonomy among students, as they are encouraged to take charge of their learning process. This approach not only enhances students' understanding of the subject matter (content and language) but also fosters a deeper level of engagement and motivation. By actively participating in activities that require them to apply their knowledge and skills, students develop a deeper understanding of the Israel-Palestine conflict and its complexities. This means that the CLIL activities applied aim to develop students' content, language, cognition, communication, and culture by exposing them to problem solving activities which require the active involvement of their turns. Overall, the learner-centered activities in the CLIL course create a dynamic and engaging learning environment that empowers students to become active, and independent learners.

2.11. Assessment in CLIL course

As previously highlighted (**See 1.7.1. in Chapter 01**) that the uniqueness of CLIL lies in its ability to directly merge subject-specific content with language acquisition. It creates a holistic learning experience that extends the boundaries of traditional language education. This

basic characterizing objective that CLIL holds in its pedagogical dimensions leads to the specification of three main features that characterize the uniqueness of CLIL as a learning environment. According to Mehisto and Marsh (2008), these features include multiple focus, authenticity, and assessment (qtd in Nawrot-Lis, 2019, p. 43). As for the third element, assessment proves its crucial demand to directly measure the effects of the learning experience. When addressing this basic concept from the perspective of course implementation, it is necessary and relevant to refer to the definition of “**Assessment**” provided by Adeshola and Abubakar (2020, p. 154) stating that it is “a planned *process* to the extent that the teacher consciously and continuously receives *data* of *student about performance* and then uses this information productively, resulting in increased *student* motivation and engagement”.

This definition has three aspects worth to highlight. According to these two authors, first, assessment is considered as a deliberate procedure planned to reach certain objectives; it is not randomly undertaken. Second, this deliberate process requires a continuous occurrence. In other words, the term “continuous assessment” aligns with current educational approach where ongoing feedback is considered valuable. Teachers are required to constantly assess their students’ learning progress. Third, the primary aim of this procedure is to gain insights (i.e., data) about students’ performance before, during, and after the learning process. These insights are then analyzed productively in order to make the necessary refinements to increase students’ level of motivation and learning engagement. In relation to the CLIL course presented in the current chapter, assessment as a procedure to collect data about students’ progress has been implemented. In other words, the course designers require students to apply for a written assignment which may help in measuring students’ progress particularly in the 4Cs (content, cognition, communication, and culture) and language proficiency.

The written assignment (follow up activity) designed for the current CLIL course on the “Israel-Palestine conflict” exemplifies the integration of content and language objectives, as

well as the focus on the 4Cs and language proficiency. Firstly, the assignment requires students to summarize the key events of the 1948 Arab-Israeli War and explain their significance in the context of the Israel-Palestine conflict. This task integrates content knowledge by assessing students' understanding of historical events and their ability to analyze their significance (i.e., content and cognition). It also integrates language objectives by requiring students to use specific grammatical structures to convey complex ideas and relationships, as well as to reference historical facts, dates, and figures (i.e., language proficiency). Secondly, the assignment addresses the 4Cs by requiring students to demonstrate communication skills (writing) and cognitive skills in their analysis. By analyzing at least three key events or developments related to the prompt, students are encouraged to think critically about the historical context and the implications of these events on the region's history.

Thirdly, the assignment focuses on language proficiency by evaluating students' use of phonology, morphology, semantics, and syntax. Through the requirement of a clear thesis statement, coherent argumentation, and proper use of grammatical structures, students are challenged to demonstrate their language proficiency in an academic context. Overall, this written assignment serves as an example of how assessment can be integrated into a CLIL course to achieve multiple objectives, including the development of content knowledge, language proficiency, cognitive skills, communication skills, and cultural understanding. The procedure of assessing students' progress of the 4Cs and language proficiency is undertaken throughout the whole teaching sessions ensuring continuous assessment. In other words, other types of assessment activities are applied in the other CLIL courses to maintain an ongoing assessment of students' two integrated variables within the context of CLIL approach (i.e., 4Cs and language proficiency).

2.12. Conclusion

Chapter Two concerns the situational analysis of the case study related to this research. It first focused on highlighting the importance of situational analysis to reach the main aim of this study. In other words, it indicated that undertaking a situational analysis of the case study leads to effectively assessing the CLIL implementation in higher education. It then indicated the learning journey that political sciences students go through till they reach the master one degree. The chapter concludes that students share the first two years in the license degree, in the third academic year, students are asked to choose one of two options. These options are also divided into other two specialties in their first master year. The teaching modules are chosen appropriately to the need and knowledge students have to possess when developing their content knowledge. The second section of this chapter describes one of the CLIL courses implemented with master one political sciences. It shows the different teaching objectives, materials, activities used in this sample course. By this description, it is concluded that each component included in the CLIL course has a link with the four Cs and four language levels. One last part presented in this chapter concerns the assessment objectives and forms on the CLIL course. It is viewed, according to this chapter, that assessment in CLIL courses is ongoing and presented in forms of written and spoken activities. It involves the collection of data about students' progress of both content and language proficiencies.

CHAPTER THREE: RESEARCH DESIGN AND PROCEDURE

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3.1. Introduction

Chapter three is devoted to the research methodology of the current investigation. It provides a theoretical understanding of the research design implemented when undertaking this study. This chapter presents firstly the type of the research this study incorporates. Secondly, it demonstrates its definitions and the key features characterizing this sort of research. It then introduces the sample population and the sampling method applied when selecting the participants of the study. The research tools used to collect the data are also identified and described in this chapter. By describing the procedures and ways the research instruments were implemented, this chapter helps in providing a clear understanding of the way the results are gathered. Lastly, it defines and describes the types of the data analysis the researcher used when analyzing the results gathered. This chapter in general helps in gaining a theoretical framework to the research design this investigation implements.

3.2. Research Design

The identification of a research design in a particular study is fundamental to ensure that all steps are well-structured and ready to be implemented. Providing a clear understanding to the concept “research design” helps in identifying the elements which a particular investigation relies on. A research design is defined by Kothari (2004, p31) as

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the “research design”. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design.

This definition indicates that research design begins once the research problem is identified. This means that questions asked about what type of a research will be chosen, why it is chosen, and for which purpose, how it is implemented, and by which tools it will be implemented constitute the term “research design”. The latter comes as a result of identifying the problem of

the investigation. It is considered as a blueprint for the steps that will be implemented in the phases that come after the identification of the problem.

NYKIEL (2007, p. 59) provides a clear identification of the elements that are incorporated in the research design. These elements include the type of the research suitable to the research objectives, the population and the sampling method to specify the sample, the research instruments used to collect the necessary data, the procedures which explain the way the research instruments are applied, and then the type of the analysis which will be used to report and interpret the data. The identification of the research design components requires careful attention and relevance to avoid any possible bias or ambiguity. In other words, the researcher needs to ensure that the research design elements do not contradict each other and that one element serves another. To illustrate, if the type of the research is descriptive, then the research instruments require the researcher to use questionnaires, observations, or interviews rather than tests. This relevance which is consistent among the elements of the research design ensures that the research is well-structured, valid, and credible. To ensure clear understanding of a particular investigation, it is important to identify the type of the research, the population and sampling method, the research instruments, and the type of the data analysis used.

3.2.1. Experimental Research

As the main aim of this investigation is to assess the effectiveness of Content and Language Integrated Learning on students' language and content proficiency in higher education, the type of the research involved is experimental. Before addressing the relevance between the research aims and the type of the research chosen, it is essential to gain a clear theoretical understanding of what is meant by an experimental research. According to Srinagesh (2011, p.7), an experiment refers to the action of experimenting or trying something. It involves applying particular procedures or steps together to indicate the outcomes, effects, or

relationships. This definition indicates that experimental researches are applied rather than purely theoretical. Mangal, S. K. and Mangal, S. (2013, p. 94) define experimental research as “type of research aimed at establishing the possible cause and effect relationship between variable/variables under study through some systematic and well-planned observations carried out in controlled conditions”. Three main features can characterize this type of research. First, it is applied in a way which identifies the casual relationship between variables. This means that experimental researches attempt to examine the effects of certain variables on others. They also can seek for the effects of particular outcomes or events (i.e., it is a cause-effect relationship). Second, these types of researches are not arbitrary. They required well-designed and systematic structure to avoid any possible problem, bias, or ambiguity. Third, all variables of experimental researches have to be under controlled parameters. These means that the researcher can manipulate the degree, amount, or quantity of a particular variable within the experiment. It is then a structured and conditioned experiment.

In relation to the current investigation, as the main aim of the research is to assess the effectiveness of CLIL (Content and Language Integrated Learning) on students’ language and content proficiency, experimental research is indeed the most appropriate type of investigation that can be adopted to address the research aim accurately. This is because the research seeks to establish a cause-effect relationship between variables, specifically the impact of CLIL as an independent variable on the dependent variables of “language proficiency” and “content proficiency.” Experimental research is uniquely suited for this purpose, as it allows the researcher to manipulate the CLIL variable under controlled conditions to observe and measure its effects on the targeted outcomes. By isolating and controlling extraneous variables, the researcher can ensure that any observed changes in language and content proficiency are directly attributable to the implementation of CLIL, thereby enhancing the validity and reliability of the findings. Furthermore, the experimental design enables the use of pre- and

post-tests, control groups, and treatment groups, which are essential for comparing outcomes and drawing meaningful conclusions about the effectiveness of CLIL. This methodological approach not only aligns with the research aim but also provides an accurate framework for generating empirical evidence that can inform educational practices and policies regarding the integration of language and content learning in higher education.

3.2.1.1. Types of Experimental Researches

Within the umbrella of experimental researches, three distinctive types of designs can be identified: pre-experimental, experimental and quasi-experimental research. The current investigation opts for the first type of the research design which is pre-experimental research. This type of research has key procedures which characterize its occurrence. It first provides the measurement of a particular variable in a defined sample of population at a given point in time. This measurement is called pre-measurement score which will be compared to the post-measurement of the same variable and with the same sample of population after a treatment phase. To illustrate, only one group of participants is undertaken under pre and post controlled conditions. In relation to the current investigation, language and content proficiencies of students of political sciences are pre-tested in the beginning of the academic year. Then, students are taught with the use of CLIL approach. In other words, content and language integrated learning approach is manipulated (i.e., added in the class). In the end of the academic year, the same sample of students are post-tested to obtain the post-measurement scores of content and language proficiencies. Pre and post measurement scores of the same students are compared to each other to detect any possible changes in the content and language proficiencies of students (Yegidis et al., 2018, pp. 108-112).

Pre-experimental designs are different from experimental designs as they do not require the use of two different groups of samples. In other words, in experimental researches, participants who are under the study are divided into experimental and control groups. The

experimental group of students is controlled by a treatment phase where the independent variable is added and manipulated. The control group of students, on the other hand, is undertaken in natural conditions (not controlled ones) and no treatment phase or procedure is applied on them. In the case of this investigation, a control group will require students to study in usual conditions without the implementation of CLIL approach. In the end of the academic year, both groups of students are tested to compare their performances. In other words, the performance of the experiment group of students is compared to the performance of the control group of students. In pre-experimental designs, the researcher is restricted to the use of only one experimental group. This means that control groups which play the role of indicators are not used. Instead of control groups, the experiment group in the pre-experimental studies are pre-tested in a given point of time and before the implementation of the treatment phase. The same experimental group of students is post-tested after the treatment phase. The scores of both pre and post measurements are compared to identify the possible changes that may appear as a result of the implantation of the treatment phase.

To apply this in the current research, the pre-experimental study has three main phases: pre-intervention, during-intervention, and post-intervention. In the pre-intervention phase, students are pre-tested in the beginning of their academic year to obtain their preliminary performances of content and language proficiencies. During the intervention phase, the CLIL approach is applied throughout the whole two semesters. In other words, students will be exposed to learning activities, materials, and experiences which apply the CLIL parameters. After the intervention phase, students are post-tested by the end of academic year to collect data regarding their final performances of their content and language proficiencies. This procedure highlights the use of one single group of participants (i.e., pre-experimental research).

3.2.1.2. Principles of Pre-Experimental Researches

According to Yegidis and others (2018), pre-experimental research is characterized by several key features that distinguish it from more rigorous experimental designs. First, it typically lacks a control group. This means that there is no comparison group that does not receive the intervention being studied. In the context of the current study on CLIL (Content and Language Integrated Learning), this means that all participants are exposed to the CLIL approach, and there is no group of students who continued with traditional instruction to serve as a baseline for comparison. Without a control group, it becomes challenging to determine whether any observed improvements in students' language and content proficiency are solely due to the CLIL intervention or if other factors, such as natural language development over time or external influences like additional language practice outside the classroom, may have contributed to the results.

Second, pre-experimental research does not involve randomization. This means that participants are not randomly assigned to treatment and control groups. In this study, for example, the students who participate in the CLIL class are likely already part of a specific program, rather than being randomly selected or assigned. This lack of randomization limits the generalizability of the findings, as the results may not apply to other student populations or educational contexts.

Finally, pre-experimental research often focuses on a single group, which is tested both before and after the intervention. In this case, the same group of ESP (English for Specific Purposes) students is pre-tested at the beginning of the academic year and post-tested after completing the CLIL course. While this approach allows for an assessment of changes within the group, it does not provide a basis for comparing these changes to those that might occur in the absence of the intervention, further complicating the ability to draw definitive conclusions about the effectiveness of CLIL.

3.3. Sample Population

The population of this investigation includes master one students of political sciences in 2024 In Mohamed Boudiaf- M'sila university. It includes 70 students who are enrolled in the specialism of international relations. The sample of the population incorporates 70 students who were randomly selected. Random sampling is defined as a type of sampling procedure implemented specifically to ensure equal chance of selection to all participants within a particular study. This type of sampling method has no specific reason which is attached to the selected sample. It is purely based on arbitrary selection (O'Leary, 2004).

The choice of random selection sampling method is used due to the nature of the research applied in this investigation. In other words, as the type of the research is a pre-experimental design and which is characterized by randomization, the researcher was required then to opt for the random sampling method. Students in this sample fall within the age range of 21 to 23 years. The group comprises 21 male and 29 female students.

Regarding teachers, the sample includes 49 content teachers who teach at the department of political sciences of Mohamed Boudiaf, M'sila university. The age varies, with the majority falling between 31 and 50 years old. This could reflect the experienced group of teachers incorporated in the current study. Regarding gender distribution, most of the participants are males (60%) compared to females (40%). This may reflect the general trend in political science faculties.

In terms of academic qualifications, most of the participants hold a Ph.D. in political sciences, while (35%) of them have a Magister degree. This feature can indicate that a majority of teachers are highly qualified in their field. The participants' specialties varied, with a significant number specializing in political theory, international relations, and political economy. This highlights the broad range of expertise within the political sciences.

3.4. Research Instruments

To achieve the main aim of this investigation which is assessing the effectiveness of Content and Language Integrated Learning on students' language and content proficiencies, three main research instruments are used. The choice of three research tools is not applied only to collect data but also to cross-check the results. This stands for the principle of triangulation in research studies. According to Laws and others (2013, 143), the term triangulation is defined as the technique of using more than one research tool. Its objective is to extend the possibility of gathering data from different perspectives and with different ways.

Collecting data through various ways helps the researcher to obtain more reliable and valid results. For example, if the researcher distributes a questionnaire to students, the results which will be gathered do not necessarily reflect the exact and accurate fact of the context he/she is investigating. Obtaining some results by one research tool may reflect the conditions of the phenomenon as it is captured by this one single research tool. However, if the researcher applies other research tools such as interviews with teachers and observations of classes, the results here will reflect the phenomenon under study from different perspectives. This can then ensure cross-checking the data from different angles. Applying triangulation method in research increases the credibility, validity, and reliability of the findings.

Three research instruments are used to apply the triangulation method in this research: questionnaires, classroom observations, and tests. Each data collection tool serves a specific purpose in providing a comprehensive understanding of the effects of Content and Language Integrated Learning (CLIL) on students in higher education. The results gathered from all these three research tools assist the researcher to answer the research questions and draw conclusions regarding the students' content and language proficiencies after the implementation of CLIL-based instruction.

3.4.1. Tests

The first research instrument that the researcher applies to collect data in this investigation includes tests. The latter is defined by Cohen and others (2007, p. 414), as a tool to collect accurate quantitative data. Tests are applied in researches to obtain numerical rather than verbal results. This means that they provide researchers with an accurate statistical measurement of participants' performance or variables under a particular content or environment. These statistical measurements can help in detecting different features such as the content where high performance is reached and the situation or reasons which may lead to low performance. In relation to the current study, as the aim is to assess the effects of content and language integrated instruction on students' language and content proficiencies, tests can assist effectively in providing the necessary statistical results about the performances of students in CLIL context.

Since this research consists of three main phases which are pre-intervention, during intervention, and post-intervention, the researcher is required to select the appropriate type of tests relevant to the objective of each phase. In other words, in research studies and assessments, tests have different forms and types. As the main aim of the pre and post intervention phases is to provide an accurate measurement of the preliminary and final performances of students' content and language proficiencies, it is then more appropriate to apply performance tests. This type of test is defined as a set of procedures, activities, questions designed to collect data about how well a participant can perform in a particular context or situation. Performance tests do not require students to only recall information and ideas but rather to show how to apply and perform them. In other words, a performance test requires students to demonstrate their proficiency through practical tasks or activities (Desai & Srivastava, 2012).

In relation to the current investigation, the researcher opts for the use of performance tests. The aim is to measure the performance of students' content and language proficiencies

before and after the implementation of the CLIL approach. The statistical measurements gathered from both pre and post-performance tests are compared to each other to identify any possible changes in students' content and language proficiencies after the implementation of CLIL. The activities of both tests are adapted from the book "*The TKT Course CLIL Module*" as it demonstrates activities which assess particularly students' performances with the consideration of CLIL features. Both pre and post-tests are divided into two main parts: The Four Cs section (content, cognition, communication, and culture) and the language proficiency section (phonology, morphology, semantics, and syntax). Additionally, the texts used in both tests are derived from authentic books, as authenticity is considered a key element in the CLIL approach. These books are properly cited in the tests. The aim of the tests is to assess students' performances of the Four Cs and language skills across four levels of language.

3.4.1.1. Description of the Pre-test

The pretest used in this study is a comprehensive assessment designed to measure students' understanding of human rights concepts within the context of Content and Language Integrated Learning (CLIL). The test is divided into multiple sections that assess content comprehension, cognition, culture and communication, phonology, morphology, semantics, and syntax. Each activity serves a specific objective aimed at measuring different aspects of student knowledge and language proficiency.

In the content comprehension section, students are provided with two main activities. In the first activity, they are tasked with answering four multiple-choice questions that test their understanding of key ideas from the reading. These questions focus on identifying the primary focus of the first generation of human rights, the historical significance of the Magna Carta, the role of constitutions as contracts between people and governments, and the complexity added by a chronological approach to human rights. This section's objective is to assess how well students grasp the main ideas of human rights, the distinctions between different rights, and

their historical contexts. In other words, the first section focuses mainly on evaluating students' understanding of the subject-specific knowledge they are exposed to in the test.

The second activity in the same section (i.e., content section) includes a vocabulary matching task. It requires students to match key terms from the text to their definitions. The terms include "civil liberties," "trichotomy," "synthetic rights," "Magna Carta," and "constitutions." The purpose of this activity is to evaluate students' understanding of content vocabulary related to human rights and governance. The results in this activity demonstrate whether students can accurately define and apply these essential subject-specific terms. The activity is related to the first section which is "Content section" as it measures students' performance regarding vocabulary in the field of study.

The second section assesses students' use of their cognitive strategies. In other words, it focuses on demonstrating students' ability to classify, synthesize, analyze, conclude, and interpret ideas depending on their comprehension. The cognition section presents students with two types of activities. The first activity provides students with different examples of human rights and asks them to classify the rights according to their respective generations: first, second, and third. To illustrate, students in this activity are required to categorize rights such as "*the right to education, the right to a healthy environment, and the right to a fair trial*" into the appropriate categories.

Additionally, students in the second activity are asked to fill in a timeline of historical events, including the signing of the Magna Carta, the emergence of constitutions, and the Bill of Rights. In other words, students are provided with a table which is divided into four columns and each column represents a timeline. Students are then required to identify the historical events of each timeline from the text. These tasks in the cognition section are designed to assess students' knowledge of the historical development of human rights and their ability to analyze, understand, and synthesize these rights over time.

In the culture and communication section, students are asked to write a paragraph illustrating the three generations of human rights and explaining why cultural rights of different nations should be treated equally. This activity requires students to not only understand the content but also to communicate their thoughts effectively. It measures students' ability of expressing and communicating ideas related to both content and culture (i.e., evaluating students' understanding of the cultural aspects of human rights). The writing activity assesses also students' use of grammatical structures and words when expressing their ideas in a written form. In general, the objective here is to assess students' ability to articulate and defend their ideas (i.e., communication) on the equality of cultural rights across different nations (i.e., culture) with the consideration of their use of grammatical structures and words (i.e., language).

The phonology section tests students' awareness of phonetic sounds by asking them to identify words in the text that contain specific sounds. This activity assesses students' ability to recognize and work with phonological patterns in the language. It also helps the researcher gain an overview of the way students pronounce words. As phonology has an essential function in maintaining good communication and comprehension in the target language, it is then crucial to include a task to assess students' ability to manipulate their phonological knowledge. The data gathered will help in understanding the effects of CLIL on students' phonological proficiency

In the morphology section, students are asked to complete a table by filling in the appropriate noun, verb, and adjective forms of selected words from the text. This task evaluates students' understanding of word formation and their ability to categorize words based on their grammatical functions. The results which will be collected from this task helps the researcher determine whether students can depend on this type of knowledge to determine the meaning of certain unknown words based on their grammatical functions. They will be compared to the

data gathered after the post-test to identify the possible changes that CLIL may have on students' morphological aspect.

In the semantics section, students are required to accomplish two tasks in one whole situation. The assessment activity related to semantics involves students to find synonyms and antonyms for key words in the text. These words are related to general English; they are not related to the subject-specific knowledge. In other words, the objective of the activity is to evaluate students' general English and not content. This activity tests their comprehension of word meanings and their ability to identify relationships between words which are synonyms and/or antonyms.

Finally, the syntax section asks students to analyze various sentences from the text and match them to their grammatical function. This task assesses their ability to understand different sentence structures and their function, such as expressing ability, comparison, passive voice, and purpose. The results collected from this assessment task will help the researcher gain an overview about students' preliminary syntax performance which will be compared to the final level after the post-test (i.e., after the implementation of CLIL). The data concluded based on this comparison leads to the understating of the effects of CLIL on students' syntactic proficiency.

The pretest is designed to offer a holistic evaluation of students' understanding of human rights, their ability to classify and categorize different types of rights, and their proficiency in language skills. By using a variety of tasks that test content knowledge, linguistic abilities, and historical context, the pretest provides valuable insights into students' comprehension and their ability to effectively communicate their understanding of subject-specific knowledge through the use of the target language.

3.4.1.2. Description of the post-test

The post-test is also applied in this research in a way to collect data about students' performance after the implementation of the CLIL approach. Thus, it is considered as a performance test. Like the pre-test, the pots-test aims to measure students' performances of the four Cs (Content, Cognition, Communication, and Culture) and the four linguistic aspects (phonology, morphology, semantics, and syntax). Therefore, its structure is similar to the pre-test. In other words, the post-test consists of multiple sections which come under the parts of four Cs and four linguistic levels.

The content comprehension section presents two types of assessment activities: multiple-choice questions task and vocabulary matching task. In the first activity, students answer multiple-choice questions that test their understanding of key ideas from the text. For example, questions focus on identifying the primary focus of the "Just War" theory, the rules for conducting war (*jus in bello*), and the principles for ending war (*jus post bellum*). These questions assess students' content knowledge and their ability to identify and interpret main ideas and details from the text.

In the second assessment activity (vocabulary matching task), students match key terms from the text to their definitions. Examples of these terms include "*jus in bello, proportionality, collateral damage, reprisals, quarantine, sanctions, and restitution*". This activity evaluates students' subject-specific vocabulary knowledge and their ability to define and apply essential terms related to the "Just War" theory. This means that the aim of the activity to assess students' understanding of content vocabulary rather than general vocabulary. The second assessment task complements the multiple-choice questions (the first task) by ensuring whether students can accurately use and understand key terminology.

The second section in the post-test incorporates two assessment activities which test students' performance of the cognitive strategies. It helps in understanding and evaluating their

use of cognitive strategies such as analyzing, synthesizing, processing, interpreting, summarizing, and concluding. It presents two main assessment tasks. The first one is a classification activity which requires students to categorize principles such as “*adherence to weapons treaties, fair peace agreements, restoration of rights, civilian protection, and proportional force*” into the appropriate categories of “*jus in bello*” or “*jus post bellum*”. This activity tests their analytical skills and their ability to categorize information based on their understanding and analysis of the context of war.

Unlike the first activity which asks students to identify the features which characterize each phase of wars, the second one involves students to specify the principles which apply for both phases. In other words, students in the second assessment task are asked to indicate the features which are shared by both phases of wars: “*jus in bello*” and “*jus post bellum*”. Examples of these features include “*ethical treatment, weapons utilization, prevention of future conflicts, and maintaining peace*”. This task evaluates students’ synthesis skills and their ability to recognize common themes across different phases of war.

The third section in the post-test is devoted to the assessment of students’ communication and culture performances. This section presents students with a writing task in which they are asked to communicate their ideas and their cultural understanding of a particular topic using correct and proper grammatical structures and language (i.e., assessing language also). To illustrate, this writing task assesses students’ ability to apply the principles of the “just War” theory to the real-world conflict, such as the Israel-Palestine conflict. It evaluates their cultural awareness and communication skills by requiring them to analyze the extent to which *jus in bello* principles are applied and how individuals from different cultural backgrounds perceive these rules. Overall, this activity aims to assess three main types of performances: students’ ability to express ideas (i.e., communication), students’ cultural

awareness (i.e., culture), and students' use of correct grammatical structures and words (i.e., language).

The second part in the post-test concerns assessment tasks which are related to the four linguistic aspect: phonology, morphology, semantics, and syntax. To begin with, the phonology section provides students with a table to fill in. This table requires students to find words which contain specific sounds like /ʃ/ (as in "ship") and /tʃ/ (as in "church"). The aim of this activity is to assess students' preliminary ability to understand and manipulate sounds when using the target language (i.e., their phonological awareness). The results which are collected in the pre-test and post-test helps the researcher to evaluate the effect of CLIL on students' use of the phonological aspect.

The morphological section includes an activity which measures students' use of the morphological knowledge. The assessment task presented in this section requires students to complete a table with the appropriate *noun*, *verb*, and *adjective* forms of selected words from the text. For example, students might fill in "achieve" (verb), "discriminate" (verb), and "justified" (adjective). This task assesses their ability to categorize words based on their grammatical functions and demonstrates their **morphological knowledge**. The results help the researcher determine whether students can infer the meaning of unknown words based on their grammatical forms. They also provide data about the effect of CLIL implementation of students' morphological progress.

Additionally, the test presents a task which assesses students' use of their semantic knowledge. This section offers an activity which requires students to find the synonyms and antonyms of certain words from the text. For example, students might find the synonyms of words like "Battle, obeyed, differentiate, and violent". They are also requested to find antonyms to words such as construction, allowed, endanger, and reward. The synonyms and antonyms are mentioned in the text. This means that they cannot provide answers based on their own

vocabulary portfolio. This activity tests their comprehension of word meanings and their ability to identify relationships between words. It focuses on general English vocabulary rather than subject-specific terms.

The last section in the post-test concerns the evaluation of the syntactic aspect. It assesses students' understanding and use of sentence structures of the target language. In this section, the assessment task provides students with different grammatical sentences from the text. They are then required to analyze the sentences and match them to their corresponding grammatical functions. These functions include expressing obligation expressing possibility, or presenting examples. For instance, students may match the sentence "*Chemical and biological weapons must not be used by many treaties*" to the function of "*expressing prohibition*". This task assesses their ability to understand and analyze different sentence structure. The data provides insights into their syntactic proficiency.

The post-test is designed to offer a holistic evaluation of students' understanding of the "Just War" theory and to assess their ability to classify and analyze its principles, and their proficiency in language skills. By using a variety of tasks that test content knowledge, linguistic abilities, and cultural awareness, the post-test provides valuable insights into students' comprehension and their ability to effectively communicate their understanding of subject-specific knowledge through the use of the target language. The data gathered from the post-test will be compared to the pre-test results to measure the impact of CLIL on students' content knowledge and language proficiency.

3.4.1.3. Scoring Scale of the Test Activities

This section explains the grading scale that is applied when assessing the answers of students in each activity in the tests. As the main aim of the current research is to evaluate the effectiveness of CLIL-based instruction on students' four Cs and four language aspects, the grading scale chosen aims to serve this particular aim. In other words, since the tests' activities

are divided into two sections: four Cs and four language aspects, the grading scale assigns 10 scores to the activities which assess students' four Cs and other 10 points to the activities related to the four language aspects. This means that both tests are scored out of 20 points. This equal grading scale assigned to each part of the tests ensures balanced and comprehensive assessment. It intends to provide an objective measurement by ensuring that no single criterion, activity, skill, or part within the tests scores more than another one. To illustrate more, the decision to give equal scores to each criterion in both tests ensures a fair and balanced evaluation of students' abilities. By giving equal weight to the four Cs and the four levels of language proficiency, the tests acknowledge the importance of both sets of skills (both four Cs and four language aspects) in students' development. This approach promotes an inclusive and balanced assessment, where each aspect is valued equally, preventing any bias towards a particular skill or proficiency level.

As the tests contain two sections, which are four Cs (content, cognition, communication, and culture), and four language aspects (phonology, morphology, semantics, and syntax), it is then important to highlight the grading scale applied for each activity within each section. In other words, as the paragraph above explains the grading system for each section, it is now necessary to illustrate the way each activity within each section is scored. Each section contains four sub-sections. For the first section, which incorporates four criteria including content, cognition, culture and communication, the grading system assigns 02 points for each criterion. Table 3.8 indicates the scoring system for each activity within each criterion. For example, the criterion of content includes two activities. As the criterion of “content” is scored out of 02 points, the two activities are assigned 01 point for each. The first activity of the content criterion provides four comprehension questions. As it is assigned 01 point, this means that each comprehension question is assigned 0.25 point. Overall, the sub-section of “content” requires four correct answers for the first activity and four correct answers for the second activity. By

assigning 0.25 point for each correct answer, the total score of the content activities is 02 points (08 correct answers $\times$ 0.25 = 02). This equal grading system ensures objectivity and balanced importance to all questions of the first sub-section (i.e., content questions). Another example of this grading system can be applied with cognition, this sub-section contains also two activities and each activities requires four correct answers. Each answer is scored out of 0.25 point. This means that the total score of the cognition activities is 02 points which is equal to the score of the content sub-section. This grading system aims to maintained balanced assessment method among the activities and the sections in both tests.

CHAPTER THREE: RESEARCH DESIGN AND PROCEDURE

Four Cs Criteria	Content	Cognition	Communication	Culture
Number of activities	02 Activities	02 Activities	Communication and culture in 01 activity : Writing Task	
Objectives of activities	Test students’ global and Specific understanding of content ideas and concepts	Test students’ cognitive skills like analyzing, evaluating, reasoning, and mind mapping	Assesses students’ ability to express thoughts, illustrate ideas, and defend perspectives	Assesses students’ cultural knowledge and perspectives related to political content
Scores of activities	01 point for each activity	01 point for each activity	02 points for communication	02 points for culture
	02 points for both two activities	02 points for both two activities	02 points for correct grammar	02 points for correct content
Total of Scores of Activities in Four Cs Section	10 points The 02 points of grammar in the writing task (highlighted in green) belong to the second section which is language proficiency. Thus, it is not counted in the 10 points written above			

Table 3.8: The grading scale for each activity of Four Cs proficiency in the performance tests

As for culture and communication, students are tested through a writing task. This means that the scores of both culture and communication are obtained after the correction of students' written paragraphs. Content teachers are informed of the features needed to be available in order to assign students their corresponding scores regarding communication and culture. It is also important to mention that if a student shows good communication skills when expressing their ideas in the paragraphs, 02 points are then added to the student's score. This method is applied with the criterion of "culture". This means that if a student demonstrates good cultural knowledge relevant to the topic being discussed, 02 points are then given to the student. This grading system guarantees that each criterion with the tests is out of 02 points. If each criterion contains two activities, then each correct answer (i.e., 08 answers) requires 0.25 points ($08 \text{ correct answers} \times 0.25 = 02$). If each criterion has one single activity, this means that either correct answers incorporate 04 answers (i.e., 0.5 for each correct answer) or eight answers (i.e., 0.25 for each correct answer) (see table 3.8). This system of grading aims to give equal and balanced importance to all criteria of the assessment, which in turn ensures that no element is highlighted over the importance of another one.

CHAPTER THREE: RESEARCH DESIGN AND PROCEDURE

Four Language Levels	Phonology	Morphology	Semantics	Syntax
Number of activities	01 activity	01 Activity	01 activity	01 activity
Objectives of activities	Test students' ability to accurately differentiate and pronounce words with particular sounds .	Test students' understanding and ability to correctly identify and transform words between noun, verb, and adjective forms.	Assesses students' ability to identify synonyms and antonyms within a given text.	Assesses students' ability to analyze and determine the syntactic functions of sentences based on their grammatical structure
Scores of activities	0.25 for each correct answer 02 points for the activity	01 point for each correct answer 02 points for the activity	02 points for communication 02 points for correct grammar	0.25 for each correct answer 02 points for the activity
Total of Scores of Activities in Four Cs Section	08 points The 02 points of grammar in the writing task (highlighted in green in table 1) are counted in this section which is language proficiency. Thus, 08 points of the four language levels + 02 points of grammar in the writing task (in table 01) = 10 points for language proficiency			

Table 3.9: The grading scale for each activity of Four levels of language proficiency in the performance tests

Table 3.9 indicates the same scoring system that is applied when assessing the four language aspects: phonology, morphology, semantics, and syntax. Each criterion is scored out of 02 points. For the phonology sub-section, it provides students with one single activity, which requires the identification of eight words relevant to their corresponding phonological sound. This assessment tasks involves students to find out eight correct answers. Thus, each correct answer is assigned 0.25 point which total equals 02 points (i.e., 0.25×08 correct answers). For morphology, students are also provided with one activity which requires them to find the verb, noun, and adjective of certain words by filling the gaps. The activity contains eight gaps, which have to be filled by eight correct answer. Each correct answer is cored 0.22 point. Totally, the activity is assigned 02 points (i.e., 0.25×08 correct answers). For semantics and syntax, students are presented with one activity for each criterion. Each criterion requires eight answers. This means that each answer is scored 0.25 point. The total score for answers of semantics is 02 points and the total scores of syntactic correct answers is 02 points. This grading system ensures balanced importance and objective assessment among the activities and between the sections (Four Cs section and four language aspects).

Another very crucial element, which requires illustration, is the total score of the two sections of the four Cs and four language aspects. As each criterion of the four Cs is assigned 02 points (i.e., 02 pts for content, 02 pts for cognition, 02 pts for communication, and 02 pts for culture) the total score for the four Cs is 08 points. This grading system is applied also with the four language aspects. In other words, each criterion is assigned 02 points (i.e., 02 pts for phonology, 02 pts for morphology. 02 pts for semantics, and 02 pts for syntax). The total score for both sections is out of 16 points. This means the four Cs are out of 08 points and four language levels are out of 08 points (i.e., $08 \text{ pts} + 08 \text{ pts} = 16 \text{ points}$). Since both tests are out of 20 points, it is the necessary to indicate the 04 points which are left to reach the total score of the whole test (i.e., 20 pts) In fact, the rest of the four points, are devoted to the writing task. In

other words, as the writing assesses students' communication and culture, which each has a score of 02 points, students in the writing task need also to use their content knowledge (which is a part of four Cs) and use the target language (i.e., grammar, which is also a part of the four language levels). That is why it is important to add other two criteria within the assessment scale when evaluating students' paragraphs. Accordingly, the writing task is assigned 08 points. Communication scores 02 points, culture scores 02 points, content scores 02 points, and language scores 02 points. The total score is then 08 points for the completely writing paragraph.

3.4.1.4. Assessment Criteria and Grading Scale of Students' Written Paragraphs

Each test contains a writing task designed to evaluate students' communication skills, specifically their ability to express ideas, provide illustrations, and defend perspectives, while also assessing their understanding of cultural diversity in political contexts. For instance, the writing task in the pre-test requires students to write a paragraph on a topic related to the cultural diversity inherent in the "three generations classification of rights" and to explain why cultural rights of different nations should be treated equally. The task serves dual purposes by assessing both communication and cultural understanding. The writing task is scored out of eight points, with two points each allocated to communication and culture (**see table 3.8**). Additionally, the correct use of language and the relevance of content ideas presented are crucial; hence, grammar and content are also evaluated, each worth two points.

The paragraphs are scored and evaluated based on four main criteria: communication, culture, grammar, and content. Communication and culture, each has 02 points, assess students' ability to articulate ideas clearly and relate them to cultural diversity. Grammar and content, also has 02 points, ensure that students use correct language structures and present relevant, well-developed content ideas. The overall score for the writing task is a sum of these four components, providing a comprehensive evaluation of students' written productions. To ensure

objective and balanced assessment, two content teachers evaluate the written productions to collect evaluation data that is more objective (by two experts rather than by only one content teacher). This holistic approach guarantees a balanced evaluation, highlighting students' proficiency in all language and communication, and culture. Table 3.10 shows the grading document of each student's written paragraph to be filled by the two different experts (i.e., content teachers).

Criterion	Communication	Culture	Content	Grammar	Total Score
Scores	02 pts	02 pts	02 pts	02 pts	08 pts
Expert 01					
Expert 02					

Table 3.10: Students' written production scores

3.4.2. Questionnaire

The second research instrument used in this study to collect data includes questionnaires directed to both students of political sciences and content teachers of the same department. It has different aims to achieve in relation to the research objectives and questions. First, the questionnaire tends to check both participants' attitudes towards the implementation of the CLIL approach as this objective is hard to be recognized by the results collected from the tests. Second, it helps to gather data about the challenges and pedagogical implications of the CLIL approach in political sciences classes. The questionnaire attempts also to cross-check the data gathered from the tests. In other words, it tries to evaluate the effects of CLIL implantation on students' four Cs and four language levels. It also provides insights into the different teaching materials and learning activities incorporated when applying the CLIL-based instruction.

According to Dornyei (2003:63), a questionnaire is a research tool that consists of different types of questions including closed-ended and open-ended questions. The advantage of question items used in the questionnaire is that they provide two types of data which are quantitative and qualitative. Within the closed-ended questions, other sorts of question items can be included such as multiple choice questions, yes/no questions, and Likert scale questions.

Open-ended questions are used to specifically gain suggestions, solutions, or illustrations which the research may not possibly consider or deduce in advance. These types of questions provide the participants with empty space to provide whatever suggestions or explanations they consider are worth to be mentioned.

3.4.2.1. Description of Teachers' Questionnaire

A questionnaire in this investigation is designed and directed to content teachers in order to obtain data about their attitudes towards the implementation of CLIL, the challenges they experience when applying this approach, the teaching materials and learning activities used, and the evaluation of the CLIL effects on students' four Cs and four linguistic levels. The questionnaire items are adapted from López-Medina, B. (2016) and Bentley, K. (2010). It consists of different sections which aim to provide questions that collect data in relation to different elements. To illustrate, teacher's questionnaire incorporates questions and statements which are related to different criteria including:

- The 4 Cs which characterize the CLIL classrooms: content, communication, cognition, and culture
- The four levels of language proficiency: phonology, morphology, semantics, and syntax
- Teaching Materials (in relation to authenticity, learning styles, 4Cs, and language 4 levels)
- Teaching activities and Strategies (in relation to authenticity, learning styles, 4Cs, and language 4 levels)
- Assessment and Feedback
- Challenges incorporated in CLIL classes
- Overall effectiveness of the CLIL implementation and teachers' attitudes

The following section provides a clear description to each section of the teacher's questionnaire.

The first part in the questionnaire concerns teachers' profile and professional background. It provides questions which help in collecting data about the personal, educational,

and professional background of the participants. It includes questions about their gender, their age, their educational degree (PhD or Magister), their specialism, their level of English proficiency, the target language they use in their political sciences as a medium of instruction, the teaching experience they have, and the modules they teaching via English as a target language. The results which are gathered from these different questions help to gain a clear understanding of the participants which are considered in this study and the context of CLIL presented in this particular department.

The second part in the teacher's questionnaire provides questions related to the focus of the CLIL approach as it is implemented and captured by the perspectives of the participants. The first question in this section aims to understand whether the focus of the content teacher, when using CLIL-based instruction, is to explain the content only, on to explain both content and the target language in parallel way, or to explain the foreign/second language as a target language. The aim is to check if the teaching approach used by participants is purely content-based, or content and language integrated, or language-based. The results which will be collected from this question help the researcher check teachers' awareness of the parallelism as a characterizing feature to the CLIL approach. This section contains also other two closed-ended questions which aim to gain insights into the required English proficiency level (A1/ A2/ B1/ B2 ...etc.) that both teachers and students have to possess in order to be qualified to take part in a CLIL classroom.

Section three includes Likert scale questions regarding content (four Cs). This section aims to assess how the use of the target language as a medium of instruction influences students' motivation, engagement, and understanding of content-specific topics. The responses collected here will help understand whether teaching content in the target language improves or hinders students' ability to comprehend and engage with the subject matter. This data is crucial for

evaluating the impact of CLIL (Content and Language Integrated Learning) on content development and understanding.

The main focus of the questions presented in section four concerns the target language (English). It aims to understand how the delivery of content in the target language affects students' language learning and progress. The analysis of teachers' perspectives and attitudes regarding language comprehension, language proficiency development, and the integration of linguistic skills through content delivery, the results from this section will help determine the effectiveness of CLIL in enhancing students' language skills. The findings will inform the researcher how the use of the target language for instruction can support students' linguistic development.

The aim of section five is to examine how content delivery in the target language influences students' cognitive strategies. This includes their ability to process complex information, use linguistic strategies (e.g., translation, pronunciation), and develop content-related strategies (e.g., analyzing, synthesizing). The insights from this section will provide a clearer picture of how CLIL encourages cognitive engagement and problem-solving skills, and whether it fosters deeper learning through the use of language in academic contexts.

The next section assesses the impact of CLIL on students' ability to communicate content both orally and in writing. The goal is to understand how the integration of content and language influences students' communication skills in the target language. The results here will help evaluate whether CLIL enhances students' ability to express themselves and participate in discussions, which is a key component of language learning and content mastery.

Section seven focuses on the cultural aspects of CLIL instruction. It seeks to explore whether CLIL enhances students' awareness of cultural diversity, increases their interest in other cultures, and helps them critically engage with cultural stereotypes. The findings from this section will provide valuable insights into the role of CLIL in promoting cultural

understanding and tolerance among students, which is increasingly important in today's globalized educational environment.

Section eight concerns the pedagogical implications of CLIL classroom. It examines various pedagogical elements of CLIL, such as the types of learning activities, teaching materials, authenticity in resources, and assessment methods used in the classroom. It assesses how these aspects contribute to students' development in content and language learning. By analyzing the responses, the study can evaluate the practical implementation of CLIL and identify best practices, and areas for improvement.

Section nine aims to ask questions related to the overall reflection, challenges and assessing the effectiveness of CLIL. It asks teachers to identify obstacles, assess CLIL's impact on students' understanding of both content and language, and highlight the areas in which CLIL has contributed most. The findings from this section will provide a comprehensive evaluation of CLIL's strengths and weaknesses. They will offer also suggestions for future improvement. Additionally, teachers' insights on obstacles faced in delivering content in the target language will help address practical challenges in CLIL implementation.

The last section provides an open space for teachers to make a summary of their reflection and provide open-ended insights. It allows for an open-ended response to share any further comments, suggestions, or recommendations regarding the implementation of CLIL. This section will contribute to a more detailed understanding of the broader impacts of CLIL which the researcher may have missed in the questionnaire. It offers recommendations for enhancing the method or addressing its challenges.

3.4.2.2. Description of Students' Questionnaire

As teachers, a questionnaire is also designed and directed to students as they are considered as participants who can provide essential findings due to their responses to the questions being directed to them. The use of a questionnaire with students helps also to cross-

check the results gathered from the other research instruments. It also contributes to provide a clear understanding of the effects of CLIL from the perspective of the students. The questionnaire consists of different sections which aim to collect data about the CLIL in relation to four Cs, four language levels, the teaching materials and activities, the challenges and weaknesses, and the overall assessment of this approach on students' language and content proficiencies.

The first section in the questionnaire presents questions which seek data about students' profile. It addresses elements such as their age, gender, their English proficiency level, and the target language they use in their CLIL political sciences classes. It also asks questions about the names of the modules they have been studying using a second or foreign language as a target language and as a medium of instruction. The last question concerns the duration they have been studying these modules via the target language. The responses to all questions grouped in section one will help in collecting data about the personal and educational profile of students. They also gain insights into the current situation where CLIL is implemented (teaching modules, the target language use, and the duration).

Regarding the teachers' questionnaire, the second section in the student's questionnaire incorporates a closed-ended type of question which detects the focus of students when studying the content via a target language. It aims to gather data about whether students focus on understanding the content, or both content and language, or only language in situations when the subject-specific knowledge is taught via a target language. The results of this question item will explain the purposes of students when interacting in CLIL classes. They also help understanding the required skills which are needed to address the purpose of their focus in the same class.

The third section concerns questions related to the effects of delivering content via a target language on students' motivation and learning engagements, the difficulty of

understanding the content in CLIL classes, and the effects of CLIL-based instruction on developing subject-specific knowledge (i.e., content). These three aims are transmitted into Likert scale questions to detect the degree of the participants' agreement or disagreement. The results collected will provide the researcher with a clear understanding of the effects of teaching subject-specific knowledge of political sciences via a target language on students' motivation to learn, their difficulty of understanding content, and the development of their content knowledge.

The aim of section four is to assess how learning content in a foreign or second language influences students' improvement of their four language levels and their overall language proficiency. This section focuses on understanding the impact of delivering content of political sciences through a non-native language on students' ability to process and comprehend the target language. The questions in this section examine whether students find it motivating to improve their language skills, whether they experience difficulties in understanding the target language when used to explain content, and whether this process helps them enhance their linguistic levels including pronunciation, grammar, vocabulary, and word formation. The responses will provide insights into whether the use of a second or foreign language as a medium for learning political science content positively or negatively affects students' language development, and whether it serves as a motivator or barrier in the language learning process. By analyzing these aspects, the research will gain a better understanding of how students perceive the relationship between learning political content and enhancing their language proficiency, which is central to the study of Content and Language Integrated Learning (CLIL).

The next section seeks to explore the cognitive strategies that students employ when learning political science content through a foreign or second language. The primary aim is to understand how learning content in a foreign language influences students' cognitive development. This includes their ability to process complex information and develop strategies

related to both language and subject matter comprehension. The questions address whether students use new strategies to understand information (such as comparing, analyzing, or synthesizing), whether they improve their ability to solve problems, and whether their language-related strategies (like translating or guessing word meanings) improve as a result of the content being delivered in a foreign language. The responses will provide valuable insights into whether CLIL fosters critical thinking, problem-solving, and other cognitive skills necessary for political science learning. Additionally, it will assess the extent to which students develop more sophisticated cognitive strategies as they process both content and language simultaneously. The findings will be crucial for understanding how CLIL influences cognitive engagement in complex subjects like political science and whether this approach enhances students' ability to understand both the language and content in an integrated way.

The goal of section six is to examine the impact of learning political science content in a foreign or second language on students' communication skills, both oral and written. This section focuses on students' ability to communicate their ideas effectively in the target language, particularly when discussing political science topics. The questions assess whether students feel their ability to communicate orally and in writing has improved as a result of learning content in a foreign language. The responses will shed light on how CLIL affects students' communicative competence in the target language, especially in a discipline that often involves complex concepts and requires clear articulation of ideas. By evaluating whether CLIL improves students' communication skills in both speaking and writing, the findings will help determine whether CLIL contributes to more proficient and confident communication of political ideas. This will be essential in understanding the role of CLIL in fostering academic discourse in a foreign language, particularly in fields like political science that demand high-level verbal and written communication skills.

Section seven explores the cultural dimension of learning content in a foreign or a second language. as CLIL exposes students to a target language, cultural input may also be present. Hence, this section addresses the impact of CLIL approach on students' awareness and appreciation of cultural diversity. It investigates how studying political science through a foreign or second language influences students' understanding of cultural differences, their interest in other cultures, and their ability to critically engage with cultural stereotypes. The questions in this section aim to assess whether the use of CLIL encourages students to think critically about cultural perspectives and promotes a broader understanding of global political issues. The findings from this section will provide insights into how learning political content through CLIL can broaden students' cultural awareness and whether it fosters a more inclusive worldview. Understanding this cultural aspect is essential for evaluating CLIL's effectiveness as culture is considered as one of the four Cs framework of CLIL.

Section eight assesses the role of teaching materials and activities in supporting students' language and content learning in CLIL. This section examines how different materials, such as pictures, videos, texts, and documents, contribute to students' engagement and learning. Additionally, the variety of activities, such as group work, presentations, and discussions, is evaluated in terms of their effectiveness in enhancing students' language and content knowledge. The objective is to determine whether the use of diverse and authentic materials and engaging activities can enhance students' motivation and involvement in both language and content learning. By examining the responses to these questions, the research will gain insights into the practical aspects of CLIL that contribute to its success which helps to identify the best practices for designing and implementing CLIL courses in political science. This section will highlight whether these materials and activities play a significant role in facilitating students' understanding of political science concepts and whether they also serve to enhance their language learning experience, particularly in terms of the target language.

Section nine gathers students' evaluations of CLIL's effectiveness in improving their understanding of both political science content and the target language. This section aims to assess the overall effectiveness of CLIL from the students' perspective by asking them to rate how well it has helped them understand content and improve their language proficiency. Additionally, students are asked to identify the aspects they believe CLIL contributes most to, such as content, language, communication, cognition, or culture. The section also identifies specific language-related and content-related difficulties students face when learning through CLIL, providing an opportunity to highlight the challenges encountered during CLIL courses. The findings from this section will provide a comprehensive view of the strengths and weaknesses of CLIL from the students' perspective which offers valuable feedback on how the approach affects both content comprehension and language development. Furthermore, understanding the challenges students face, such as difficulties with academic vocabulary or pronunciation, will help refine CLIL methods and improve its implementation to ensure that political science students are better supported in both language and content learning.

3.4.3. Classroom Observation

The third research instrument used in this study is classroom observation. This type of data collection tools provides the researcher with the necessary qualitative results to assess the effectiveness of CLIL approach in higher education. Classroom observation is utilized by researchers and particularly teachers to watch the events, procedures, or behaviors in a certain environments or context. It helps collect enormous findings regarding the behaviors or procedures of certain phenomenon. To collect the details of a particular phenomenon, observation involves the careful and systematic processes of watching and recording.

Observations can be either structured, semi-structured, or unstructured. Structured observations require the researcher to adhere to a checklist observation that is prepared in advance. In other words, a checklist incorporates a set of statements or items which the

researcher needs to follow and collect data about. It helps in guiding the researcher while systematically watching the behaviors of a particular phenomenon. The semi-structured observations involve the researcher to set some of the items and statements in the checklist and then when starting the observation, the other items can be gradually determined (i.e., during the observation process). The unstructured observation allows the researcher to begin observing directly without having any specific checklist to adhere to (Mertler, 2009).

In relation to this study, classroom observation is used to collect data about different aspects related to the implementation of CLIL. These aspects include an examination of the CLIL implementation, the challenges encountered when delivering content via a target language, the teaching materials the teacher utilizes, the learning activities students are exposed to, and the possible changes and developments which may occur. To implement this research instrument, a checklist needs to be designed before attending the sessions as it helps the researcher consider all the issues relevant to the investigation and guarantee that the procedure is accurately undertaken. The results collected from the classroom observations will help gain a clear understanding of the processes involved in the intervention phase. The checklist items are adapted from López-Medina (2016) and Bentley (2010).

3.4.3.1. Description of the Observation Checklist

The checklist observation serves as a guide which paves the way to the researcher to carefully and systematically observe all behaviors and procedures included in the CLIL class. It provides statements which are related to five main criteria: the four Cs which characterize the CLIL classrooms (content, communication, cognition, and culture), the four levels of language proficiency (phonology, morphology, semantics, and syntax), teaching materials (in relation to authenticity, learning styles, 4Cs, and language 4 levels), teaching activities and strategies (in relation to authenticity, learning styles, 4Cs, and language 4 levels), assessment and feedback.

The first section in the checklist contains statements related to the nature of the content being delivered in CLIL classes. It aims to collect data about the relevance of the content taught to the curriculum provided by the faculty, the appropriateness of the content to the levels of students, the way the content is ordered and sequenced, the availability of scaffolding strategies when delivering the content, the use of visual content in CLIL classes, the variety of activities to teach content, and the availability of authentic materials when delivering content via the target language. All these aspects address the element “content” from different angles to better understand the issues and procedures involved when teaching content.

The second section includes statements which direct the researcher’s attention to the procedures and behaviors noticed when delivering the target language in CLIL classes. These statements are related to aspects such as the authenticity of the target language presented, the relevance of the target language to the content, the process of simplifying the language as a medium of instruction, teacher’s and student’s use of the target language when interacting, the focus of the language activities on vocabulary, pronunciation, morphology, and syntax development, and the use of scaffolding strategies when delivering language input. These structured statements help the researcher collect data regarding the way language is delivered in CLIL based instructional environments.

The section of “communication” directs the researcher’s attention to all behaviors and procedures which encourage communication and interaction in CLIL based instruction. Hence, statements incorporated in this section include the way learning activities are developed to encourage teacher-student interaction and student-student interaction, the opportunities the designed learning activities provide to students to communicate and express their ideas and thoughts, the use of various activities to maintain individual response, pair work and group work among students, and the use of activities which ensure the participation of students to communicate their ideas in both written and spoken forms.

Additionally, the observation checklist aims also to check the implantation of the teaching activities to encourage students' use of their cognitive strategies. Therefore, it includes statements related to the use of activities which activate students' prior knowledge, the use of hypothesizing, observing, and mind mapping, the use of activities to which encourage checking their learning process, and the use of strategies to encourage both language and content proficiency development. The results collected in this section will help the researcher understand the effects of CLIL approach on students' cognitive strategies.

The next section in the checklist introduces statements, which are related to the activities used in the CLIL classroom and their effects on students' cultural aspects from different sides. It comprises statements, which are related to whether the activities given in the CLIL course maintain the relevance of culture related to the content being taught, develop students' awareness of the cultural diversity and sensitivity, and improve students' ability of relating content to their own culture and environment. The obtained results in this study shed the lights of the relationship between the instructional approaches (i., e CLIL) to the cultural competence. They assist the researcher to determine whether the course implemented contributes in developing students' political cultural content, cultural sensitivity, and students' own culture.

Another part, which is included in the observation checklist, concerns the teaching materials. It provides statements related to whether the variety of teaching materials meet all learning styles, whether effectiveness of teaching materials to language and content proficiencies improvement are effective, and if authentic materials are used when teaching content. The results gathered in relation to these elements aid the researcher to obtain insights about the effectiveness of the teaching materials to address all learners' styles to understand content, to develop students' language and content proficiencies, and highlight the importance of authentic materials as a characterizing feature in CLIL classes.

The seventh part in the checklist observation represents the teaching activities and strategies used in CLIL classes. Statements that indicate the types and relevance of the activities and strategies are mentioned in this section. They tend to check whether the activities used to facilitate the content and language teaching process, whether the scaffolded teaching activities have a harmony of moving from the easiest things to the hardest ones, whether the teaching activities encourage the productive and receptive skills, and if the teaching activities encourage the use of learning strategies. The data collected in connection to the following statements assist the researcher to gain an overview about the effectiveness of CLIL activities on students' learning process, engagements, and use of strategies.

The next section tends to observe the availability of feedback and assessment of activities. It suggests statements to the researcher check the effects of providing assessment activities to evaluate and direct the understanding of content and language, the use of learning strategies, the development of communication skills, and the enhancement of cultural awareness. The results that are gathered because of observing the occurrence of these statements help the researcher to effectively understand the way assessment and feedback are included in the CLIL course and the effect of these two factors on students' content and language learning, cognitive strategies, communication skills, and cultural proficiency.

3.5. Research Instrument Procedures

To ensure the collection of valid and reliable data, it is crucial to guarantee that the research instruments are applied accurately. Data collection tools need to have certain procedures to be applied to ensure their total effectiveness and to reach information relevant to the research objectives. Research procedures refer to the steps and actions that need to be undertaken before delivering the research instruments to the whole sample. They are important as they guarantee the accurate collection of data, avoid any possible problems or biases, and ensure the progress of the research. Data collection tools, in fact, share some procedures when

they are applied. Two of these shared procedures are pilot study and previewing the instruments by experts (Kothari, 2004, pp.54-63). The former refers to the action of applying a particular research instrument to a small group of population participants. The latter indicates the process of evaluating the research instruments by experts like researchers in the field of the study.

The results collected from the pilot study help the researcher indicate strengths and drawbacks found in this research instrument. For instance, pilot study enables the researcher to detect the questions, statements, or activities that cannot be answered or are addressed in a way that is not relevant to the research objectives. This helps the researcher address the drawbacks found in the research tools by either modifying them, changing them, or omitting them, and adding other elements. Reviewing the research instruments by experts can also be considered as a procedure to help the researcher obtain the final, correct, and relevant version of a particular research instrument before applying it to the sample participants. In relation to the current study, since three research instruments are used to collect data, the researcher tends to undertake a pilot study and a reviewing process by experts before using them in the investigation.

3.5.1. Pilot Study

A pilot study is the primary step a researcher needs to apply before finally administering the research instruments. Its results reflect an evaluation to the validity and reliability of the data collection tools (Kothari, 2004, p. 63). When implementing a pilot study to tests, the researcher tends to evaluate its effectiveness in measuring the intended variables and items addressed in the research. This can guarantee many aspects in the tests such as the clarity of the instructions, the flow of activities, and the layout and appearance of the test. The process in the current study began by selecting a small number of participants from the population. Then, the researcher submitted the test to the participants and asked them to complete it under the conditions which were similar to the ones in the actual study. The results collected from the pilot study helped the researcher to refine few of the issues related to the layout of the text

provided in the test and reformulate two instructions of certain activities. All these refinements and modifications paved the way to the researcher to submit the final and valid version of the test to the whole sample from the population participants.

A pilot study is crucial to be applied with all data collection tools used in a particular investigation. Applying a pilot study with one research instrument may lead to a source of bias from the other data collection tools. The results of a pilot study applied to all research instruments are needed to evaluate the validity and reliability of all data collection tools. When applying a pilot study to observations, the researcher seeks to assess the statements included in the checklist whether they are relevant to the research objectives and capture all the required behavioral attitudes expected in the CLIL classes. This may confirm many things included in the checklist like mentioning all the important elements that can exist in the CLIL classes. To examine that all the critical aspects of the current study are covered, the researcher needs to use a checklist during a small-scale observation session. This means she needs to attend at least three sessions to observe what is missed in the checklist and what should be added before attending the official observed sessions. Accordingly, the researcher attended three sessions to examine whether the checklist statements include all the aspects related to the research objectives such as the four Cs, the four levels of language proficiency, the teaching materials and learning activities, the assessment activities, and the challenges encountered in the CLIL classes. The results obtained from the pilot study helped the researcher to add other statements and modify certain features such as the addition of Likert scale to particular statements.

One last research instrument used in this investigation includes a questionnaire to teachers and students. Thus, a pilot study is important to be applied with this data collection tool before submitting its final version to the whole sample from the population participants. The results of the piloted questionnaire confirm capturing the correspondents' perceptions, attitudes, and experiences related to the research objectives. The procedure needs to submit the

questionnaire to small number of population participants to insure that question items included in both questionnaires are relevant to the research objectives (i.e., the four Cs, the four levels of language proficiency, the teaching materials and learning activities, the assessment activities, and the challenges encountered in the CLIL classes). Hence, the researcher submitted the questionnaires to 7 content teachers and 11 students from the population to identify issues related to ambiguous wording, misleading questions, or response bias. The researcher evaluates participants' feedback from all aspects gathered such as response rates, time they took to finish, and the ability of understanding each item. The results obtained from the pilot study helped the researcher to change unclear questions and modify the response format (e.g., using Likert scales instead of yes and no questions) to certain questions.

3.5.2. Reviewing Research Instruments by Experts

Reviewing the research instruments by experts is a critical step that is occurred before the final distribution of these tools to the targeted sample. This preliminary step ensures the validity and reliability of the data which will be collected after the use of the research instruments. Expert reviewing involves a careful and whole evaluation to the data collection tools by professionals who have knowledge and experience in the field of the study (Kothari, 2004, p.54). The role of the experts in this process is to check whether the items presented in each research instrument are relevant to the objectives of the research. In addition, reviewing the data collection tools requires the experts to evaluate the layout and form of the instruments, the language being used, the structure of the sections and sub-sections, the ambiguity of the question items and statements, and the necessary time allocated to answer these tools of data collection.

Accordingly, the researcher in this investigation distributed the three research instruments to two professional experts who are specialized in the field of English education and research. The experts have an experience of more than ten years of teaching and

researching. The researcher provided a clear illustration to the research objectives and questions so that they can be evaluated in relation to the content of the questionnaire, tests, and observation checklist. The aim is to detect the strengths and weaknesses that are presented in the data collection tools provided to these two experts. The results gathered from the experts' evaluation helped the researcher to refine the content form, and structure of the three data collection tools used in this investigation. Some remarks highlighted the addition of Likert scale in questionnaires and observation checklist. For the tests, the experts recommended changing the order of certain activities. The remarks were carefully addressed by the researcher to guarantee collecting valid and reliable data and to ensure that no source of bias may probably occur in the upcoming steps of the investigation.

3.6. Data Analysis

Using the research instruments accurately to collect the necessary data is not the only step which ensures valid and reliable research. The next step the researcher needs to undertake after implementing the research instruments includes analyzing the data. It requires the researcher to present and explain the data following a particular type of analysis; this paves the way to obtaining valid and reliable results. Since different research tools are used in this investigation (i.e., questionnaires, observations, and tests), two types of data are then gathered: quantitative and qualitative data. In other words, the types of data collected in this investigation incorporate numerical and non-numerical data. Each of these two types of data analysis requires the researcher to apply certain procedures to appropriately present and analyze the data.

3.6.1. Quantitative Data Analysis

This type of data analysis deals with numerical data that focuses on measuring, counting, and quantifying the variables which are under the study. This approach requires the researcher to present the statistical data in forms of tables, graphs, charts, percentages, frequencies, and averages to indicate the behaviors, effects, causes, or correlations of the variables. The strength

of this type of analysis is that it provides objective and applicable results that can be generalized to larger populations. It also helps in checking statistically the research hypotheses by providing accurate numerical data.

3.6.2. Qualitative data Analysis

Qualitative data analysis is used in researches which seek to understand and describe behaviors, experiences, talks, and perspectives. The nature of the data is non-statistical as numbers and percentages are not used. This analysis requires the describing and explaining the paragraphs, talks, and records provided by the research participants. It is often used to explore subjective aspects of human behavior, social phenomena, or cultural contexts, where numbers may not fully capture the richness of the data.

3.7. Conclusion

This chapter provides the methodological framework of the research. It specifies and defines the type of the research implemented in this study. It also introduces the research population and sample by describing the participants' age, specialism, and affiliation. The chapter then defines and describes the research instruments which are used in the study to collect data. The description includes all sections and sub-sections designed in the tests, questionnaires, and observations. The procedures are as well as explained in this chapter to provide an overview of the way and steps followed to design and implement the data collection tools. These procedures include pilot study and previewing the tools by experts. The last section in this chapter specifies the types of data analysis implemented in this investigation. As the research instruments provide two types of data: quantitative and qualitative, it is then important to define the methods of analysis for each type of data.

CHAPTER FOUR : DATA ANALYSIS

4.1. Introduction

4.2. Teachers' Questionnaire Analysis

4.2.1. Report and Interpretation of the Results

4.2.2. Discussion of the Results

4.3. Students' Questionnaire Analysis

4.3.1. Report and Interpretation of the Results

4.3.2. Discussion of the Results

4.4. Classroom Observation Analysis

4.4.1. Report and Interpretation of the Results

4.4.2. Discussion of the Results

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4.5.1. Report and Interpretation of the Pre-test Results

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4.6. Synthesis of the Results

4.6.1. Four Cs Framework

4.6.2. Four Linguistic Levels

4.6.3. Teaching Materials and Activities

4.6.4. CLIL Classroom Problems and Assessment of its Effectiveness

4.7. Conclusion

4.1. Introduction

Chapter Four is devoted to the analysis of the results collected from different research instruments used in this investigation. The use of the data collection tools is divided into three phases: pre-intervention, during intervention, and post intervention. In the pre-intervention phase, the researcher applied a pre-test to assess students' preliminary content and language proficiency level. During the intervention phase, observation was undertaken throughout the whole semesters. After the intervention phase, a post test was applied to assess students' final content and language proficiency levels. Two different questionnaires were also directed to teachers and students to obtain data about the teaching materials implemented in CLIL classes, the teaching activities used, the problems encountered, and the different attitudes towards the integration of CLIL in higher education. Accordingly, this chapter consists of five main sections. The first two sections introduce the analysis and discussion of the teachers' and students' questionnaire. The third part is devoted to the analysis of the data collected from the classroom observation. The fourth section highlights students' results of the pre and posttests. The last section within this chapter provides a synthesis of the data gathered from all research tools.

4.2. Teachers' Questionnaire Analysis

This section introduces the analysis of the results collected from teachers' questionnaires. It reports and interprets the responses of teachers for each question item within the questionnaire. It then discusses the results in relation to the research questions of the current investigation.

4.2.1. Report and Interpretation of the Results

Teachers' questionnaire provides questions and statements related to different aspects which contribute to reach the objectives of the study. Some aspects are related to a general

research framework (e.g., background, academic qualifications, means of instruction) and other five key elements are related to the CLIL framework (four Cs framework: linguistic levels, teaching materials, teaching activities, and CLIL encountered problems).

Section One: Background information of teachers.

Regarding this section personal and professional information were collected about political sciences teachers, such as their age, gender, academic qualifications, level of English, and how long they have been teaching in English. This may help the researcher to understand the teacher's profile and how it may affect their experience with CLIL.

a. Age and gender

The questionnaire collected data from 49 content teachers in the department of political sciences. The first section of the questionnaire aims to understand teachers' demographic and educational backgrounds, as well as their proficiency in English. Among the respondents, the age varies, with the majority falling between 31 and 50 years old. This could reflect the experienced group of teachers incorporated in the current study. Regarding gender distribution, most of the participants were males (60%) compared to females (40%), reflecting the general trend in political science faculties.

b. Academic Qualifications

In terms of academic qualifications, the results show that most of the participants hold a Ph.D. (65%), while 35% have a Magister degree. This result can indicate that a majority of teachers are highly qualified in their field. The participants' specialties varied, with a significant number specializing in political theory (39%), international relations (51%), and political economy (10%). This highlights the broad range of expertise within the political sciences.

c. English Language Proficiency

Regarding English language proficiency, the majority of the teachers (31%) reported their level of English as B2, with 18% indicating a B1 level. Only 9% of teachers admitted that their English level reaches C1. 42% of the participants placed themselves at A2 or lower. This suggests that most of the respondents possess an intermediate to advanced level of English proficiency, which may be crucial for teaching content in English within the CLIL framework. On the other hand, 42% of teachers proving a level of A2 or lower can indicate the need teachers' training to improve their English proficiency and consequently be able to apply the CLIL approach in higher education. As for language proficiency certificates, 30% of respondents reported having a License in English, 15% held a Master in English, and 55% reported that they have a private institutional certificate (i.e., from private schools). These results may suggest that although many teachers have a strong command of English, their language training is typically not as specialized and sufficient as their content expertise in political sciences.

d. The Use of English as a Medium of Instruction

The questionnaire also explored the language used by the content teachers as the medium of instruction in their teaching classes. The results show that the majority of respondents (65%) use Arabic as the primary medium of instruction in their political science courses, followed by English (30%), and a smaller proportion (5%) using French. This distribution reflects the multilingual context of Algerian higher education, where English and Arabic are the dominant languages of instruction, while French is still a secondary language for many content teachers. As for Berber, none of the teachers declared using it in their political sciences classes. This may indicate the unavailability of students and teachers using Berber.

e. The Duration of Using EMI

Regarding the duration of teaching in these languages, a significant percentage of the participants (65%) have been teaching in Arabic as a medium of instruction for over 10 years.

This result reflects a long-standing experience with the local educational language norms. However, 30% of the teachers reported using English when teaching for 2 to 3 years, while 5 % participants have been teaching in French for less than 5 years. This suggests that the majority of teachers are experienced in using the languages of instruction.

f. Teaching Modules taught in English

As for the specific teaching modules taught using English as a medium of instruction, the responses agreed on two main teaching modules. All teachers reported using English primarily for political theory and international relations modules. This indicates that these subjects may be more open to being taught in English due to their global nature and content available in English in authentic resources.

Section Two: Content and Language Integrated Teaching

1. Focus of Teachers when implementing CLIL

Options	Number of Teachers	
	N	%
1.Focus on explaining and teaching the content only	15	30%
2.Focus on teaching both content and the foreign/second language in parallel	27	55%
3.Focus on teaching the foreign or second language only	7	15%
Total	49	100 %

Table 4.11: Teachers' Focus when implementing CLIL

The questionnaire also examined the teachers' approach to teaching content when using a second or foreign language. The responses in **table 4.11** revealed varying aims for integrating content and language instruction. A majority of respondents (55%) indicated that they focus on teaching both content and the foreign language in parallel (i.e., English). This highlights that most teachers adopt a balanced teaching approach which recognizes the parallel importance of both content delivery and language development. This result may align with the principles of

CLIL as a teaching approach. The percentage of this corresponding participants likely consider language (English) as an essential tool for understanding and engaging with the subject matter, as well as fostering language acquisition in an academic context.

Around 30% of the teachers reported that they focus primarily on explaining and teaching the content only. The result suggests that for many, content delivery remains the main priority. These teachers may prioritize ensuring that students understand the core concepts of the subject matter, possibly assuming that language proficiency will develop naturally over time, or they may face challenges integrating language instruction due to varying levels of language proficiency among students.

The remaining 15% of participants stated that they focus on teaching the foreign language only when using it as the medium of instruction. This approach suggests that these teachers prioritize language skills development, possibly because they believe that language proficiency is a prerequisite for mastering the content. This could also reflect a focus on academic language and terminology, especially in fields like political science, where mastering discipline-specific vocabulary is crucial.

2. Teachers' language proficiency level in CLIL Classes

This question item aims to determine the perceived language proficiency levels necessary for teaching and learning content in a second or foreign language among 49 political science content teachers.

Options	Number of Teachers	
	N	%
1.A1	0	0%
2.A2	0	0%
3.B1	12	25%
4.B2	30	60%
5.C1	7	15%
6.C2	0	0%

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Total	49	100 %

Table 4.12: Teachers' Language Proficiency Level in CLIL Classes

This question item aims to determine the perceived language proficiency levels necessary for teaching and learning content in a second or foreign language among 49 political science content teachers. When asked about the language proficiency required for teachers, a majority (60%) of respondents indicated that a B2 level is necessary to effectively implement Content and Language Integrated Instruction, while 25% selected B1 and 15% preferred C1 proficiency. This suggests that most teachers believe a high level of proficiency is necessary to effectively convey complex content and manage classroom interactions in a foreign language. The preference for C1-level proficiency implies that teachers need strong command of both general and academic language to deliver content fluently and confidently, which aligns with the possible challenges of content and language integration.

3. Students' language proficiency levels in CLIL Classes.

This question item aims to determine the required language proficiency levels necessary for students in CLIL classes. .

Options	Number of Teachers	
	N	%
1.A1	0	0%
2.A2	0	0%
3.B1	20	40%
4.B2	17	35%
5.C1	12	25%
6.C2	0	0%
Total	49	100 %

Table 4.13: Students' Language Proficiency Level in CLIL Classes

Regarding the language proficiency required for students, the responses showed a slightly different perspective. While 40% of the teachers believe that students should have a B1 level. This may indicate an intermediate level of proficiency required in CLIL classes. 35% of correspondents selected B2, and other 25% recommended C1 proficiency. This indicates that

teachers recognize the need for students to have a solid foundation in the foreign language, though not necessarily at an advanced level, to engage effectively with the content. The emphasis on B2 and B1 levels suggests that students are expected to have functional language skills, enough to understand key concepts and participate in class discussions, though not necessarily with the same depth and fluency expected of the instructors.

Section Three: Content

1. The Effects of Using EMI on Students' motivation to learn the Specific Content

Options	Number of Teachers	
	N	%
1. Strongly Disagree	2	5%
2. Disagree	2	7%
3. Neutral	5	17%
4. Strongly Agree	10	20%
5. Agree	30	51%
Total	49	100%

Table 4.15: The Effects of Using EMI on Students' motivation to learn content

The questionnaire also gathered responses from 49 political science content teachers regarding the impact of using the target language as a medium of instruction on students' motivation to learn the content. The results show that the majority of content teachers (51%) selected "Agree", and 20% chose "Strongly Agree". This may indicate that most teachers believe that the use of a target language can positively influence students' motivation and engagement. In other words, the use of a target language which is new and different from the usual context of learning brings students to a new atmosphere which in turn motivates them to engage. However, 17% of the teachers were "Neutral", while a small percentage (12%) selected "Disagree" and "Strongly Disagree". This observed disagreement may indicate that teachers believe that students' motivation is highly related to content learning which plays the core of the instruction rather than the language through which the content is being delivered. The findings, hence, in general show a mainly positive perception, with most teachers who believe

that the target language enhances students' interest in the content, likely due to the added value of language learning in content areas.

2. The Difficulty of understanding Content via the Foreign Language

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0%
2. Disagree	19	40%
3. Neutral	5	10%
4. Strongly Agree	15	30%
5. Agree	10	20%
Total	49	100%

Table 4.16: The difficulty of understanding content via the foreign language

In response to whether content explained in the target language is hardly understood by students, the teachers' opinions were more divided. About 40% disagreed with this statement. In other words, they believe that students can comprehend the content in the target language adequately. However, 20% of respondents selected "Agree", and 30% chose "Strongly Agree". This reflects that a significant percentage of teachers perceive comprehension challenges when using the target language. The remaining 10% were neutral and can suggest some uncertainty or variability based on factors like student proficiency levels. This mix of responses highlights that while many teachers believe students can understand content in the target language, there are still concerns about language barriers affecting comprehension for some students.

2. The Development of Content Delivered via the Foreign Language

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	5%
2. Disagree	17	32%
3. Neutral	0	0%
4. Strongly Agree	5	11%
5. Agree	27	52%
Total	49	100%

Table 4.17: The Development of Content Delivered via the Foreign Language

Regarding whether using the target language as a medium of instruction has improved students' content knowledge, 52% of the teachers responded with “Agree”, and 11% selected “Strongly Agree”. This can demonstrate that the majority view the target language as beneficial for students’ content learning. It can be then attributed to the issue that students may feel more motivated when interacting with content presented via the target language. Conversely, 32% of participants disagreed and other 5% strongly disagreed with this statement and this can suggest that while most teachers believe the target language contributes positively to content knowledge, there is a subgroup of instructors who do not observe a significant improvement due to the possible challenges experienced in the CLIL learning environment.

Section Four: Language

1. The Effects of Using EMI on Students’ motivation to learn the Target Language

Options	Number of Teachers	
	N	%
1. Strongly Disagree		%
2. Disagree	5	18%
3. Neutral	5	14%
4. Strongly Agree	7	15%
5. Agree	32	53%
Total	49	100%

Table 4.18: The Effects of Using EMI on Students’ Motivation to Learning the TL

Like questions provided in the section of Content (Section three), questions related to language explored also political science content teachers' views on the effects of using the target language as a medium of instruction on language motivation, comprehension, and linguistic skill development among students. When asked whether the delivery of content via the target language affects students’ motivation to learn the language (i.e., the target language), the majority of teachers (53%) agreed and 15% of them strongly agreed. This result indicates that most teachers believe that teaching content in the target language positively influences students'

language learning motivation. In other words, students become eager and more interested in learning the target language through which the content is delivered. However, 14% of teachers were neutral, and 18% disagreed. This distinctive perspective suggests that while a strong agreement exists, a few teachers see less motivational impact from using the target language as the total focus may be directed to understanding the content only.

2. The Difficulty of understanding Language via the Subject-Specific Content

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0%
2. Disagree	18	35%
3. Neutral	9	19%
4. Strongly Agree	2	5%
5. Agree	20	41%
Total	49	100%

Table 4.19: The Difficulty of Understanding Language via the Content

Regarding the statement that the target language explained through the content is hard to understand, responses were more mixed. About 35% of teachers disagreed with this statement. This result indicates that teachers believe that students can generally comprehend the language used within content instruction. However, 41% of respondents chose “Agree” and 5% “Strongly Agree”. These two statistical results reflect concerns among teachers about students facing comprehension difficulties. The remaining 19% were Neutral which suggests that some teachers see this as dependent on other factors, such as students' prior language skills or content complexity.

3. The Development of Language Delivered via the Subject- Specific Content

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0%
2. Disagree	4	8%
3. Neutral	6	12%
4. Strongly Agree	10	20%
5. Agree	29	60%
Total	49	100%

Table 4.20: The Development of Language Delivered via the Subject- Specific Content

The majority of teachers (60%) selected “Agree” and 20% “Strongly Agree” for the statement that teaching content in the target language helps students develop their language proficiency. This result confirms a strong belief that content-based language instruction effectively supports students’ overall language skills as the exposure to the target language is wider in CLIL classes. Only 12% were neutral, and a small percentage (8%) disagreed with this view, which may suggest that while the majority are positive about the language benefits, a few teachers may be uncertain about its effectiveness for language improvement.

4. The Effects of Content delivered in the Target language on Students’ Four Linguistic Levels

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	5	10 %
3. Neutral	3	7 %
4. Strongly Agree	14	28 %
5. Agree	27	55 %
Total	49	100%

Table 4.21: The Effects of Content Delivered via TL on Students’ Four language levels

For the final item whether teaching content in the target language develops students’ phonology, morphology, semantics, and syntax skills, responses were similarly positive. Over half (55%) of the teachers agreed, with an additional percentage (28%) of teachers who strongly agreed. This result can confirm that many teachers consider content instruction in the target language as beneficial for developing a range of linguistic skills. However, 7% were neutral and 10% disagreed. This different perspective indicates that some teachers may be less certain about the specific linguistic skills that students gain through this approach.

Section Five: Cognition

Question items related to the section of “cognition” aim to explore teachers’ perceptions towards the effects of CLIL approach on students’ cognitive strategies in relation to content proficiency, language proficiency, cognitive competence, problems solving situations, and the receptive, and productive language skills.

1. The Effects of Content Delivered via the Target Language on Students’

Cognitive Strategies

This question item aims to explore the effects of Content delivered via the Target Language on students’ Cognitive Strategies.

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	12	24 %
4. Strongly Agree	6	13 %
5. Agree	31	63 %
Total	49	100%

Table 4.22: The Effects of Content Delivered via the Target Language on Students’ Cognitive Strategies

The results collected concerning the effects of content delivered through the target language on students’ cognitive strategies reflect three main perspectives. The majority of content teachers (63%) agreed that CLIL classes encourage students to apply more cognitive strategies as students have to process the content which is presented in a language different from the native one. 13% of teachers, on the other hand, chose “disagree”. This result may reflect teachers’ perspectives that the use of cognitive strategies is not relatively related to either the content delivered via the target language or the use of the target language itself. 24% of the participants stayed neutral when answering this question item. This means that they neither agree nor disagree.

2. The Effects of Content Delivered via the Target Language on Students’

Cognitive Strategies to develop the Language Proficiency

This question item specifies the effects of content presented in the target language on students’ cognitive strategies to particularly develop the language proficiency.

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	11	23 %
3. Neutral	12	24 %
4. Strongly Agree	0	0 %
5. Agree	26	53 %
Total	49	100%

Table 4.23: The Effects of Content Delivered via the Target Language on Students' Cognitive Strategies to develop the Language Proficiency

The data collected in this question show that most of teachers (53%) agreed that students tend to apply more cognitive strategies to process the content presented in the target language and while processing it, students tend to gain a more developed language proficiency level. 23% of the participants disagreed with the point that content delivered in the target language may help students use more cognitive strategies to develop the language proficiency. This result may reflect teachers' belief that the CLIL approach does not affect students' use of their cognitive strategies. The remaining percentage of teachers' (24%) opted neutral as they may indicate that the content delivered in the target language neither increases nor decreases students' frequent use of cognitive strategies.

3. The Effects of Content Delivered via the Target Language on Students'

Cognitive Strategies to Develop the Subject-Specific Content Proficiency

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	7	14 %
3. Neutral	2	4 %
4. Strongly Agree	8	15 %
5. Agree	32	65 %
Total	49	100%

Table 4.24: The Effects of Content Delivered via the Target Language on Students' Cognitive Strategies to Develop the Subject-Specific Content Proficiency

The responses in the table above reflect a generally positive perspective on the cognitive impact of using a target language for content delivery. A majority (65%) of the teachers selected “Agree”, with an additional percentage of participants (15%) who chose “Strongly Agree”. This can show that most teachers believe that teaching in the target language stimulates cognitive strategies that help students engage more deeply with subject-specific content. This positive response suggests that many instructors observe benefits such as enhanced critical thinking, analysis, and retention as students navigate complex material in a second or foreign language. However, 4% of respondents were neutral, while a smaller percentage (14%) selected “Disagree”. This variance suggests that some teachers may find that not all students develop effective cognitive strategies for subject-specific learning in a foreign language, potentially due to language barriers or varying levels of language proficiency that can hinder cognitive engagement with the content.

4. The Effects of Content Delivered via the Target Language on Students' Cognitive Strategies to solve Problems in the Learning Process

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	11	22 %
3. Neutral	9	18 %
4. Strongly Agree	5	11 %
5. Agree	24	49 %
Total	49	100%

Table 4.25: The Effects of Content Delivered via the Target Language on Students' Cognitive Strategies to solve Problems in the Learning Process

The questionnaire also explored the effects of content delivered via the target language on students' cognitive strategies to particularly solve problems in the learning process. Among the 49 teachers surveyed, a majority of respondents (49%) selected “Agree”, with other 11% of

them who chose “Strongly Agree”. This result shows that most teachers believe that using the target language for content instruction supports the development of students’ problem-solving strategies. These teachers likely observe that navigating content in a second/foreign language encourages students to adopt more analytical and strategic strategies, which can be valuable for overcoming linguistic and conceptual challenges in their learning.

Meanwhile, 18% of the respondents were neutral and this suggests that some teachers might feel that the target language's impact on problem-solving strategies varies depending on factors such as the students' language proficiency or the complexity of the content. The remaining 22% of teachers selected “Disagree”, indicating a belief among a small group that using the target language may not directly enhance, or might even hinder, students’ problem-solving abilities due to potential language barriers.

5. The Effects of CLIL on students’ strategies used in reading and listening

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	3	5 %
3. Neutral	5	10 %
4. Strongly Agree	7	15 %
5. Agree	33	70 %
Total	49	100%

Table 4.26: The Effects of CLIL on students’ strategies used in reading and listening

Table 4.26 presents insights from 49 teachers on the effects of Content and Language Integrated Learning (CLIL) on students’ strategies in reading and listening. 70% of the respondents selected “Agree” and 15% “Strongly Agree”. These statistics show that a significant majority of teachers believe that CLIL fosters the development of effective strategies in receptive skills. These teachers likely observe that students engaged in CLIL become more proficient at using contextual clues, making inferences, and focusing on key ideas, as they work to comprehend both the language and the subject matter. However, 10% of respondents were neutral and 5% disagreed. This can suggest that some teachers feel CLIL may not consistently

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support the development of reading and listening strategies, perhaps due to challenges students face in processing complex content in a foreign language.

6. The Effects of CLIL on students' strategies used in Writing and Speaking

Options	Number of Teachers	
	N	%
1. Strongly Disagree	00	00 %
2. Disagree	5	10.2 %
3. Neutral	8	16.3 %
4. Strongly Agree	5	10.2 %
5. Agree	31	63.3%
Total	49	100%

Table 4.27: The Effects of CLIL on students' strategies used in Writing and Speaking

In terms of writing and speaking, the responses were similarly positive but with slightly more variation. About 63.3% of teachers selected “Agree” and other 10.2% participants chose “Strongly Agree” which may indicate that most teachers believe that CLIL positively influences productive language skills by encouraging students to articulate and express content knowledge in the target language. These teachers likely observe gains in students’ ability to organize their ideas, use academic language, and practice complex structures needed for content-specific discussions and assignments. However, 16.3% were neutral and 10.2% disagreed. This can suggest that some teachers may feel that CLIL presents challenges for students in developing productive skills, especially if students have limited language proficiency or if the content is particularly advanced.

Section Six: Communication

Questions related to the criterion of “Communication” aim to obtain data about the effects of the CLIL implementation on students’ oral and written communication. They are also asked to ensure whether students use the target language for specific purposes like persuading, presenting information, communicating ideas, and engaging in group discussions.

1. The Effects of CLIL on Students' Oral Communication

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	4	7 %
3. Neutral	5	9 %
4. Strongly Agree	16	32 %
5. Agree	24	48 %
Total	49	100%

Table 4.28: The Effects of CLIL on Students' Oral Communication

The results collected in this questionnaire item indicate different responses. The highest percentage of content teachers (48%) agreed that the implementation of CLIL encourages students to orally communicate ideas. 32% of the teachers strongly agreed with the positive effect that the approach may have on students to express ideas, and participate in discussions, and interact orally. However, 9% of teachers were neutral and this may suggest that some participants see variability in how effectively CLIL enhances oral communication skills, possibly due to differences in students' language proficiency or confidence levels. Another 7% of teachers selected “Disagree” and this could reflect a perception among a small group of teachers that CLIL may not significantly improve oral communication, perhaps because students prioritize content understanding over active participation in spoken tasks.

2. The Effects of CLIL on Students' Written Communication

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	17	34.7 %
3. Neutral	8	16.3 %
4. Strongly Agree	3	6.1 %
5. Agree	21	42.9 %
Total	49	100%

Table 4.29: The Effects of CLIL on Students' Written Communication

When teachers were asked to provide their perspectives about the effects of CLIL on developing students' written communication, different responses were recognized. Some of the

teachers (42.9%) agreed with an additional 6.1 % of participants who strongly agreed that CLIL helps students develop their written communication skills. This result indicates that some teachers likely attribute this improvement to the integration of content-specific vocabulary and structures in writing tasks. This exposure to the content presented in the target language allows students to better express their ideas with the vocabulary portfolio they acquire in the CLIL classes. However, 17% of respondents were neutral, and other 34.7 % of teachers disagreed. This outcome can suggest that a high percentage of teachers feel that writing skills may not be always developed effectively in a CLIL setting, possibly due to language challenges or insufficient focus on writing tasks.

3. The Effects of CLIL on Students' Ability to Engage in Group Discussion

Options	Number of Teachers	
	N	%
1. Strongly Disagree	6	12 %
2. Disagree	12	25 %
3. Neutral	3	7 %
4. Strongly Agree	3	6 %
5. Agree	25	51 %
Total	49	100%

Table 4.30: The Effects of CLIL on Students' Ability to Engage in Group Discussion

Finally, for the statement that the integration of language and content in CLIL develops students' ability to engage in meaningful discussions and group work on content-related topics using the target language, a strong majority of 51% of teachers selected “Agree”, and others 6% “Strongly Agree”. This result can show widespread support for the idea that CLIL fosters collaborative and communicative skills. In other words, students feel more motivated when they are exposed to the target language in their field of study. Hence, they find it encouraging to take turns in discussions and group works to apply the language and deliver the content. However, 7% of the teachers questioned were neutral, and others 25% disagreed and others 12% strongly disagreed. This different result suggests that some teachers consider that students

face challenges in participating in discussions due to limited fluency or confidence in the target language.

Section Seven: Culture

The questionnaire also explored teachers' perceptions of how CLIL affects students' cultural awareness and critical thinking regarding cultural diversity.

1. The Effects of CLIL on Students' Cultural awareness and diversity

Options	Number of Teachers	
	N	%
1. Strongly disagree	0	0 %
2. Disagree	6	12 %
3. Neutral	4	8 %
4. Strongly Agree	13	27 %
5. Agree	26	53 %
Total	49	100%

Table 4.31: The Effects of CLIL on Students' Cultural awareness and diversity

Table 4.31 presents data related to the statement that CLIL increases students' awareness and appreciation of cultural diversity through the study of content from different cultural perspectives. It shows that 53% of teachers agreed and others 27% strongly agrees with the statement. This means that most teachers believe that CLIL effectively fosters cultural awareness among students. Through the integration of content from diverse cultural contexts, students are likely exposed to new perspectives, promoting appreciation and understanding of global diversity. However, 8% of teachers were neutral, and others 12% disagreed with the statement that CLIL may help students develop a cultural awareness. In other words, a few teachers may not observe consistent cultural awareness outcomes, potentially due to limited emphasis on cultural content in some CLIL lessons.

2. The Effects of CLIL on Students' Interest to Learn about other Cultures

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	20	40.8 %
3. Neutral	10	20.4%
4. Strongly Agree	4	8.2%
5. Agree	15	30.6%
Total	49	100%

Table 4.32: The Effects of CLIL on Students' Interest to Learn about other Cultures

Teachers were also asked about the effects of CLIL to boost students' interest to learn about other cultures. The responses to this question were diverse. 30.6 % of teachers agreed and 8.2 % of them strongly agrees with the statement. This indicates that few teachers consider CLIL as a motivating factor for cultural exploration, likely due to the inclusion of culturally rich materials and discussions. However, 20.4% of teachers were neutral, and other 40.8% of the participants disagreed. This refers to the possibility that interest in other cultures might vary depending on students' prior exposure or personal interests. The result may also reflect that integrating students in CLIL classes may not affect students' motivation and interest to develop their cultural knowledge.

3. The Effect of CLIL on Students' Critical Thinking about Culture

Options	Number of Teachers	
	N	%
1. Strongly Disagree	0	11%
2. Disagree	10	27%
3. Neutral	3	19%
4. Strongly Agree	7	13 %
5. Agree	29	30 %
Total	49	100%

Table 4.33: The Effect of Culture Integration on Students' Critical Thinking about Culture

For the statement that the study of culture in CLIL encourages students to think critically about cultural stereotypes and biases, 30% of respondents selected "Agree", and other 13% of

participants chose “Strongly Agree”. These statistics confirm an accepted support for CLIL’s role in fostering critical thinking about cultural issues. By engaging with diverse cultural content, students are encouraged to question stereotypes and reflect on biases, enhancing their intercultural competence. Nevertheless, 19% of teachers were neutral which may show that they neither agree nor disagree. However, 27% of teachers disagreed and other 11% of participants strongly disagreed. This result can indicate that some teachers may perceive limitations in students' ability to critically engage with cultural stereotypes, possibly due to insufficient focus on cultural analysis within the CLIL curriculum.

Section Eight: Pedagogical implications in CLIL Classes

This section concerns content teachers’ responses towards questions and statements related to the implications of the CLIL approach such as the teaching activities, the teaching materials, the integration of authenticity, and the assessment opportunities found in CLIL courses.

1. The Focus of the Variety of Learning Activities and Teaching Materials in CLIL

Options	Number of Teachers	
	N	%
1. Content and Language Learning development	26	53 %
3. Content learning development	12	24 %
4. language learning development	6	13%
5. None of them	0	0 %
6. Others	5	9 %
Total	49	100%

Table 4.34: The Focus of the Variety of Learning Activities and Teaching Materials in CLIL

Among the 49 teachers surveyed, 53.5% believed that the variety of teaching activities and materials in CLIL primarily supports both content and language learning development. This result emphasizes first the dual focus of CLIL on simultaneously enhancing subject matter

understanding and language proficiency. Other 24.5% of teachers indicated that these activities specifically address content learning development. This means that teachers often prioritize subject matter delivery, viewing language learning as a secondary benefit. A smaller percentage, 13% of correspondents chose language learning development. This result reflects the view that CLIL activities are effective tools for improving students' target language proficiency. The remaining 9% of participants selected "Other," offering explanations such as CLIL materials help in developing critical thinking and intercultural awareness, which are also important skills for political sciences students.

2. The Effect of Authentic Materials in increasing Exposure to TL and its Authentic Use

Options	Number of Teachers	
	N	%
1. YES	44	89%
2. NO	5	10 %
Total	49	100%

Table 4.35: The Effect of Authentic Materials in increasing Exposure to TL and its Authentic Use

The majority of 89.8% responded by "Yes" and agreed that the use of authentic materials in CLIL increases students' exposure to the target language (TL) and promotes authentic use of language. These teachers noted that authentic materials provide real-life contexts, enhance students' ability to use the language naturally, increase incidental learning in all levels. However, 10.2% responded "No". This result can assume that challenges may raise such as the difficulty of using authentic materials with regard to students' proficiency levels and the complexity of adapting such resources to specific content objectives. These teachers may emphasize the need for carefully designed materials that balance authenticity with accessibility.

3. Assessment Focus in CLIL

Options	Number of Teachers	
	N	%
1. Content and Language development	28	56.8 %
2. Content development	14	28.6 %
3. Language development	0	0 %
4.. None of them	0	0 %
5. Others	7	14 %
6. Explain	0	0 %
Total	49	100%

Table 4.36: Assessment Focus in CLIL

When teachers were asked about assessment focus in CLIL, 56.8% of them indicated that assessments methods used in CLIL classes aim to check students' content and language development. This result reflects the integrated nature of CLIL, which aims to evaluate both subject knowledge and language proficiency using different activities such as writing assignments, making presentations, and answering reading comprehension questions. 28.6% of teachers emphasize that CLIL courses offer assessment opportunities to check students' content development. In other words, they suggest that many assessments focus more on students' understanding of the subject matter than on language learning outcomes. The remaining 14.2% of participants selected "Other," providing explanations such as the importance of formative assessments in CLIL, which allow teachers to observe both cognitive and linguistic progress.

Section Nine: Challenges and Effectiveness of CLIL

This section highlights the responses of teachers regarding the challenges they experience when implementing the CLIL approach. It also addresses teachers' perspectives towards assessing the effectiveness of this approach after its implementation.

1. Significant Challenges in Delivering Content in the Target Language

Options	Number of Teachers	
	N	%
1. Language proficiency issues	15	30.6 %
2. Student engagement and motivation to deal with content	7	14.3 %

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3. Difficulty in assessing both language and content skills	11	22.4%
4. Time constraints in preparing bilingual materials	13	26.5 %
5. Others (please specify)	3	6.1 %
6. Explain	0	0 %
Total	49	100%

Table 4.37: Significant Challenges in Delivering Content in the Target Language

Out of 49 content teachers surveyed, 30.6% of teachers identified language proficiency issues as the most significant obstacle when delivering content in the target language. These teachers highlighted challenges in effectively expressing complex ideas and engaging students due to their own or their students' limited proficiency in the target language (problems with grammar, vocabulary, and pronunciation). 13 teachers (26.5%) referred to time constraints in preparing bilingual materials as a major obstacle. Preparing high-quality resources in both the target language and students' native language demands additional time and effort, which is a challenging situation. The issue of difficulty in assessing both language and content skills was reported by 22.4% of participants (11 teachers). These teachers expressed frustration with the lack of clear frameworks or tools to evaluate student performance accurately in a way that balances linguistic and subject matter. Meanwhile, other 14.3 % of respondents selected “student engagement and motivation” as a key challenge. They indicated that students often struggle to stay motivated when confronted with content presented in a language they are still learning, which affects their intention to participate and understand lessons. Finally, 3 teachers (6.1%) selected "Other" and provided additional insights, such as institutional challenges (lack of materials) and lack of professional development opportunities (language training centers for political sciences teachers).

2. The Effectiveness of CLIL in Improving Students' Understanding of Content

Options	Number of Teachers	
	N	%
1. Not effective at all	7	14.3 %
2. Slightly effective	9	18.4 %
3. Moderately effective	14	28.6 %
4. Very effective	11	22.4 %
5. Highly effective	8	16.3 %
Total	49	100 %

Table 4.38: The Effectiveness of CLIL in Improving Students' Understanding of Content

Among the 49 teachers surveyed, 22.4% (11 teachers) rated CLIL as very effective in improving students' understanding of content. They noted that integrating content and language provides students with an immersive learning experience that deepens their comprehension of the subject matter. Other 28.6% of participants found CLIL to be moderately effective. They suggest that while CLIL enhances content learning, its success depends on the balance between content and language complexity. 16.3% of teachers rated this approach as highly effective and confirmed that CLIL significantly enhances content learning by encouraging critical thinking and active engagement through the target language. Also, 18.4% of respondents evaluated CLIL as slightly effective. Their response can be attributed to challenges such as students' limited language proficiency or lack of resources. Lastly, 14.3% of the participants indicated that CLIL is not effective at all for content learning. Their justifications included barriers like insufficient teacher training or students struggling to comprehend content due to language difficulties.

3. Effectiveness of CLIL on Improving Students' Understanding of the Target Language

Options	Number of Teachers	
	N	%
1. Not effective at all	4	8.2 %
2. Slightly effective	6	12.2 %
3. Moderately effective	13	26.5 %
4. Very effective	17	37.7 %

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5. Highly effective	9	18.4 %
Total	49	100 %

Table 4.39: Effectiveness of CLIL on Improving Students' Understanding of the Target Language

In terms of language learning, 34.7% of participants rated CLIL as very effective. This result emphasizes its ability to provide a practical context for language use, which enhances vocabulary acquisition, grammar understanding, and fluency. 26.5% of teachers found it moderately effective, noting that while it improves language skills, this development may be limited by factors such as content complexity or students' initial language level. 18.4% of participants rated CLIL as highly effective. This highlights opportunities it provides for authentic communication and linguistic immersion. On the other hand, 12.2% of teachers deemed it slightly effective, explaining that language improvement often takes a backseat to content learning in practice. The remaining 8.2% of respondents rated it as not effective at all, citing issues like a lack of explicit language instruction and the overwhelming focus on subject content.

4. Aspects that CLIL Contributes Most to Developing

Options	Number of Teachers	
	N	%
1. students' content	10	20.4 %
2. language	8	16.3 %
3. communication	6	12.2 %
4. cognition	5	10.2 %
5. culture	0	0 %
6. All of them	20	40.8 %
7. None	0	0 %
8. Others	0	0 %
Total	49	100

Table 4.40: Aspects that CLIL Contributes Most to Developing

A significant 40.8% of teachers believed that CLIL contributes most to the integration of all aspects—content, language, communication, cognition, and culture. These teachers praised CLIL for its holistic approach, which addresses multiple dimensions of learning in a

unified manner. 20.4% of respondents identified students' content development as the primary contribution, reflecting a view that CLIL provides students with a deeper understanding of subject matter through interactive and contextualized learning. 16.3% participants chose language, emphasizing the impact of CLIL on improving vocabulary, grammar, and fluency in the target language. 12.2% of correspondents pointed to communication, focusing on the role of CLIL in fostering interaction and dialogue, which enhances students' practical language use. Finally, 10.2% of teachers highlighted cognition, noting that CLIL encourages critical thinking and problem-solving skills by engaging students in higher-order tasks. These results underscore the multidimensional benefits of CLIL, with its integrated approach seen as its greatest strength by the majority of teachers.

4.2.2. Discussion of The Main Results

The findings from the content teachers' questionnaire reveal a detailed and inclusive perspective on the implementation of CLIL, particularly regarding its effectiveness, major criteria of focus, implications, and the challenges it poses. One of the main results was the perceived effectiveness of CLIL on improving students' understanding of both content and language. A significant number of teachers rated CLIL as moderately effective in these areas, with 28.6% acknowledging its role in enhancing content understanding and 34.7% recognizing its impact on language acquisition. These results prove the dual benefits of CLIL, which supports its core pedagogical philosophy of integrating subject knowledge and linguistic competence. However, some teachers expressed reservations about its effectiveness in which they attribute their perspectives to limitations in students' language proficiency and the complexity of balancing language and content instruction. This variation in responses highlights the importance of contextual factors, such as students' prior knowledge and the availability of resources, in shaping CLIL outcomes.

Another key finding relates to the use of authentic materials and their role in CLIL classrooms. Most teachers agreed that authentic materials significantly increase students' exposure to the target language and promote its authentic use. This finding emphasizes the importance of providing students with real-life contexts that bridge classroom learning and practical language application. Teachers noted that such materials enhance students' engagement and motivation while also fostering critical thinking and intercultural competence. However, a minority of respondents (10.2%) pointed to challenges in aligning authentic materials with students' proficiency levels which may suggest the need for carefully curated resources that cater to both content and language objectives. This difference highlights a broader issue in CLIL implementation which is the need for teachers to have access to adaptable, high-quality resources that address the specific needs of their students and curriculum.

Finally, the questionnaire results highlighted other key areas where CLIL contributes to students' overall development. Nearly most teachers agreed that CLIL fosters an integrated approach by simultaneously developing content, language, communication, cognition, and cultural awareness. Teachers widely praised CLIL's ability to encourage higher-order thinking and intercultural understanding, which are critical for preparing students to interact in more globalized contexts. However, the discussion also revealed persistent challenges, including difficulties in assessing both content and language proficiency, lack of professional development opportunities, and the time-intensive nature of preparing dual-focused teaching materials. Teachers strongly advocated for enhanced training, better institutional support, and clearer assessment frameworks to optimize CLIL's potential. Overall, while the results affirm the pedagogical value of CLIL, they also point to structural and contextual barriers that must be addressed for its effective implementation.

4.3. Students' Questionnaire Analysis

Students in this study were provided with a questionnaire to obtain some insights into the effects of the CLIL approach and the problems they may encounter. This section is devoted to reporting and interpreting the results gathered. It ends with a discussion to the main findings students' questionnaire highlights.

4.3.1. Report and Interpretation of the Results

As in teachers' questionnaire, students' questionnaire provides questions related to different aspects of the research objectives. Accordingly, the results in this section are reported and interpreted following the order of the sections given in the questionnaire.

Section One: Background Information of Students

1. Sample Description

The sample under study consists of 50 students enrolled within the department of Political Sciences. These students are specialized in International Relations, a subsection of Political Sciences, and fall within the age range of 21 to 23 years. The group comprises 21 male and 29 female students. This result may reflect a slight gender imbalance favoring females.

2. Students' English Level Proficiency

Options	Number of Students	
	N	%
1.A1	0	0%
2.A2	0	0%
3.B1	34	68%
4.B2	12	24 %
5.C1	4	8 %
6.C2	0	0%
Total	50	100%

Table 4.41: Students' English Level Proficiency

Students under this particular sample show varying levels of English proficiency which is categorized into three distinct levels. A majority of 34 students (68%) are classified as B1 level, which reflects an intermediate ability to communicate effectively. Meanwhile, 12

students (24%) are at B2 level. This percentage demonstrates upper-intermediate proficiency, which allows for more complex language use. A smaller group of 4 students (8%) has attained C1 level, representing advanced skills in comprehending and producing advanced English.

3. The Use and Duration of English as a Medium of Instruction

All students state that English serves as the primary medium of instruction for them in the field of international relations. This may facilitate their understanding and engagement with specialized subjects in their field, especially in domains like International Relations and Political Sciences, where access to global resources and academic discourse is essential. These students have been utilizing English as the only medium of instruction since their third year of undergraduate studies. This timeline suggests that the group has at least one of experience with EMI by considering the transition from a three-year undergraduate program (Licence) to their first year in the Master's program.

4. Modules Studied Using EMI

Students have engaged with critical modules in their field, such as International Relations and Political Theory, using English as the medium of instruction. These modules are central to their academic specialty. They explore global political systems, theories, and frameworks. The focus on such content through EMI prepares them for participation in international academic and professional settings, as well as for the analysis and discussion of politically significant topics in English.

Section Two: Content and Language Integrated Learning

1. Students' Focus in Learning Content through a Foreign/Second Language

2. Options	Number of Students	
	N	%
1.Focus on understanding the content only	20	40 %
2.Focus on learning both content and the foreign/second language in parallel	24	48 %
3.Focus on learning the foreign or second language only	6	12%

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Total	50	100 %

Table 4.42: Students' Focus in Learning Content through a Foreign/Second Language

The responses to this question from the sample of 50 students specializing in Political Sciences revealed varying preferences regarding their focus when learning content through a foreign language. A significant percentage of students, 24 out of 50 (48%), reported that they focus on learning both the content and the foreign language in parallel. This indicates a balanced approach among the majority, as they aim to develop their subject knowledge while also enhancing their language proficiency. However, 20 students (40%) expressed that their primary focus is on understanding the content only. This suggests that for a considerable number of learners, mastering the academic material takes precedence over language development. Lastly, a smaller group of 6 students (12%) indicated that they prioritize learning the foreign language, possibly because they view language acquisition as a prerequisite for fully grasping the content. These results highlight the diversity in learning focus among students and reflect the challenges of balancing content and language learning in an EMI context.

Section Three: Content

1. Motivation and Engagement with the Subject

Options	Number of Students	
	N	%
1. Strongly Disagree	3	1.5 %
2. Disagree	4	2 %
3. Neutral	15	30 %
4. Strongly Agree	10	20 %
5. Agree	10	20 %
Total	50	100%

Table 4.43: Motivation and Engagement with the Subject

The responses to whether learning content in a foreign/second language affects motivation and engagement were diverse. Out of the 50 students surveyed, 20 of them (40%) agreed and strongly agreed that it positively influences their motivation and engagement. This may indicate that for many, the challenge of using a foreign language adds an element of interest

and excitement to the learning process. Meanwhile, 15 students (30%) remained neutral, neither feeling motivated nor disengaged by the use of a foreign language. However, 7 students (20%) disagreed or strongly disagreed. This may highlight that for some, the language barrier might create frustration or reduce their interest in the subject.

2. Ease or Difficulty of Understanding Content

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	26	52 %
3. Neutral	10	20 %
4. Strongly Agree	14	28 %
5. Agree	0	0 %
Total	50	100%

Table 4.44: Ease or Difficulty of Understanding Content

When asked about the ease or difficulty of understanding content explained in a foreign/second language, the results revealed that a majority, 26 students (52%), found it moderately challenging, as they disagreed with the idea that it was easy. This reflects the linguistic and cognitive demands of EMI courses. On the other hand, 10 students (20%) responded neutrally, which suggests that they neither struggle significantly nor find it particularly easy. Only 14 students (28%) strongly agreed that understanding content in a foreign language is easy, likely due to their higher English proficiency levels or previous experience with EMI. These findings emphasize the importance of scaffolding and support mechanisms to aid comprehension.

3. Improvement in Content Understanding

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	10	20 %
3. Neutral	15	30 %
4. Strongly Agree	0	0 %
5. Agree	25	50 %

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Total	50	100%

Table 4.45: Improvement in Content Understanding

Regarding whether their understanding of content has improved as a result of being taught in a foreign/second language, 25 students (50%) agreed. This result reflects the potential benefits of learning through EMI, such as exposure to different perspectives and wide access to authentic resources. However, 15 students (30%) were neutral. This may indicate that they perceive no significant change or are unsure of the impact. The remaining 10 students (20%) disagreed, and this percentage suggests that few participants may feel that the language barrier has hindered their ability to fully grasp the subject matter. These results point to mixed experiences which highlight that while EMI can be beneficial for many, it may not equally benefit all students without appropriate language support strategies.

Section Four: Language

1. The Impact of Learning Content in a Foreign/Second Language on Language Skills Motivation to Improve Language Skills

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	0	0 %
3. Neutral	13	26 %
4. Strongly Agree	31	54 %
5. Agree	6	20 %
Total	50	100%

Table 4.46: The Impact of Learning Content in a Foreign/Second Language on Language Skills Motivation to Improve Language Skills

When asked whether learning content in a foreign/second language affects their motivation to improve language skills, 31 students (**54%**) strongly agreed in which they indicate that for a majority, the challenge of engaging with academic material in a foreign language acts as a strong motivator to enhance their linguistic abilities. However, 13 students (26%) remained neutral, possibly suggesting they are unsure to the impact of content learning

on their language improvement efforts. The remaining 6 students (20%) disagreed with the statement in which they imply that some of them may not find this connection motivating, either due to a lack of interest or other barriers in their learning process.

2. Difficulty in Understanding the Target Language

Options	Number of Students	
	N	%
1. Strongly agree	24	48 %
2. Agree	0	0 %
3. Neutral	7	14 %
4. Strongly Disagree	19	38 %
5. Disagree	0	0 %
Total	50	100%

Table 4.47: Difficulty in Understanding the Target Language

Responses to the question of how easy or difficult it is to understand the target language when used to explain content were varied. 48% of the participants (24 students) found it challenging and this result reflects the inherent difficulty of processing complex academic language. Meanwhile, 7 students (14%) selected a neutral response. This result indicates that some students experience neither extreme difficulty nor ease. A smaller group, 19 students (38%), strongly disagreed, suggesting that those with higher proficiency levels or more exposure to the language find it relatively manageable. These results emphasize the need for simplified explanations or additional support for students struggling with comprehension.

3. Improvement in Overall Language Proficiency

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	9	18 %
3. Neutral	10	24 %
4. Strongly Agree	31	58 %
5. Agree	0	0 %
Total	50	100%

Table 4.48: Improvement in Overall Language Proficiency

When considering whether learning content in a foreign/second language has improved their overall language proficiency, 31 students (58%) strongly agreed. This statistical result shows the potential benefits of EMI in developing students' language abilities through active

exposure and use. However, 10 students (24%) indicated their neutral perspective which in turns may mean that they have not yet noticed significant progress or have mixed feelings about the impact. The remaining 9 students (18%) disagreed with the improvement of language proficiency. This can be interpreted as that for some, the language demands may not translate directly into noticeable improvements, potentially due to limited engagement or other external factors.

4. Enhancement of Four Language Levels

Options	Number of Students	
	N	%
1. Strongly Disagree	4	2 %
2. Disagree	5	2.5 %
3. Neutral	12	30 %
4. Strongly Agree	29	52 %
5. Agree	0	0 %
Total	50	100%

Table 4.49: Enhancement of Four Language Levels

Regarding whether learning content in a foreign/second language has enhanced their skills in pronunciation, word formation, vocabulary, and grammar, 29 students **(52%)** strongly agreed with the statement. This scored percentage means that more than half perceive concrete improvements in these linguistic areas. Another 12 students **(30%)** responded neutrally, which might reflect uncertainty or an inability to isolate these specific skills from their broader language development. The remaining 9 students **(18%)** disagreed or strongly disagreed, highlighting that some students may struggle to develop these linguistic aspects, possibly due to insufficient practice or inadequate focus on language-specific features during content instruction.

Section Five: Cognition

1. Encouragement to Use New Strategies

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	10	20 %
3. Neutral	12	24 %
4. Strongly Agree	28	56 %
5. Agree	0	0 %
Total	50	100%

Table 4.50: Encouragement to Use New Strategies

When asked whether learning content in a foreign/second language encourages them to use different and new strategies to understand and process information, 28 students (56%) strongly agreed. This indicates that for the majority, the challenge of engaging with academic content in a foreign language fosters the adoption of innovative strategies. Meanwhile, 12 students (24%) remained neutral, possibly suggesting uncertainty about whether the experience of CLIL directly leads to strategy development. However, 10 students (20%) disagreed and implies that for few of the group, learning content in a foreign language may not be perceived as requiring or encouraging new learning strategies.

2. Development of Language-Related Strategies

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	10	20 %
4. Strongly Agree	32	64 %
5. Agree	0	0 %
Total	50	100%

Table 4.51: Development of Language-Related Strategies

Table 4.51 represents the data regarding the statement whether learning content in a foreign/second language helps them develop language-related strategies, such as translating, pronouncing, analyzing sentences, or guessing word meanings, 32 students (64%) strongly

agreed. This highlights that most students feel that CLIL positively impacts their language skills. However, 10 students (20%) chose neutral which indicates that they may not have observed significant progress in this area. Meanwhile, 8 students (16%) disagreed, which might suggest that for these individuals, the CLIL experience is not effective in fostering specific language strategies.

3. Strategies for Understanding Subject Matter

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	12	24 %
3. Neutral	8	16 %
4. Strongly Agree	30	60 %
5. Agree	0	0 %
Total	50	100%

Table 4.52: Strategies for Understanding Subject Matter

Regarding whether learning content in a foreign/second language helps students develop strategies to better understand the subject matter (e.g., comparing, reasoning, or creating mind maps), 30 students (60%) strongly agreed. This reflects a strong alignment between CLIL instruction and cognitive skill development. Conversely, 8 students (16%) were neutral, possibly indicating that they rely on pre-existing strategies rather than developing new ones. The remaining 12 students (24%) disagreed. This may suggest that they may find the integration of content and language in CLIL insufficient for enhancing subject-related strategies.

4. Problem-Solving and Complex Information Processing ability

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	10	20 %
3. Neutral	24	28 %
4. Strongly Agree	26	52 %
5. Agree	0	0 %
Total	50	100%

Table 4.53: Problem-Solving and Complex Information Processing ability

When students were asked if learning content in a foreign/second language improves their ability to solve problems and process complex information, the results collected indicate

that 26 students (52%) strongly agreed. This shows that for the majority, CLIL enhances critical thinking skills. However, 14 students (28%) were neutral which may indicate that this effect might not be as apparent to some learners. Additionally, 10 students (20%) disagreed and this implies that the challenges posed by the dual focus of CLIL might hinder their problem-solving abilities.

5. Improvement in Reading and Listening Skills

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	7	14 %
3. Neutral	8	16 %
4. Strongly Agree	35	70 %
5. Agree	0	0 %
Total	50	100%

Table 4.54: Improvement in Reading and Listening Skills

The table above exhibits the results gathered regarding the statement that learning content in a foreign/second language improves their reading and listening skills. It shows that 35 students (70%) strongly agreed. This can emphasize that most participants found significant improvement in these receptive skills. However, 8 students (16%) remained neutral which may suggest that not all learners might recognize or experience substantial gains in these areas. The remaining 7 students (14%) disagreed the statement and this can indicate that some might struggle with the comprehension demands of CLIL instruction.

6. Improvement in Speaking and Writing Skills

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	15	30 %
4. Strongly Agree	27	54 %
5. Agree	0	0 %
Total	50	100%

Table 4.55: Improvement in Speaking and Writing Skills

Like in the previous table, the current one provides results about the possibility of improving speaking and writing skills when learning content in a foreign/second language. The

results show that 27 students (54%) strongly agreed with the statement which can confirm that over half of the participants believe that their productive skills have been enhanced through CLIL. Meanwhile, 15 students (30%) remained neutral, perhaps reflecting mixed feelings about the approach's impact on speaking and writing. The remaining 8 students (16%) disagreed. This can suggest that these skills might require more targeted focus within the CLIL framework.

Section Six: Communication

1. Improved Oral Communication in the Target Language

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	10	20 %
3. Neutral	11	22 %
4. Strongly Agree	29	58 %
5. Agree	0	0 %
Total	50	100%

Table 4.56: Improved Oral Communication in the Target Language

When students were asked whether learning content in a foreign/second language improves their ability to communicate ideas orally in the target language, the results collected exhibit that 29 students (58%) strongly agreed with the statement. This may ensure that the majority of students have experienced noticeable growth in their oral communication skills through the CLIL approach. However, 11 students (22%) remained neutral, indicating that some may not have felt a significant impact on their speaking abilities. The remaining 10 students (20%) disagreed This can possibly reflect difficulties in oral expression due to challenges such as limited vocabulary or lack of confidence in using the target language.

2. Improved Written Communication in the Target Language

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	10	20 %
3. Neutral	9	18 %
4. Strongly Agree	31	62 %

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5. Agree	0	0 %
Total	50	100%

Table 4.57: Improved Written Communication in the Target Language

Table 4.57 indicates the results gathered regarding whether learning content in a foreign/second language develops students' ability to communicate ideas in writing. It shows that 31 students (62%) strongly agreed with this current statement. This result may confirm that for most learners, CLIL has positively influenced their ability to write effectively. Meanwhile, 9 students (18%) remained neutral, which might reflect uncertainty about their progress or limited opportunities to practice writing. The remaining 10 students (20%) disagreed. This can imply that they may find the written demands of CLIL challenging or insufficiently supported.

Section Seven: Culture

1. Increased Awareness and Appreciation of Cultural Diversity

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	12	24 %
4. Strongly Agree	30	60 %
5. Agree	0	0 %
Total	50	100%

Table 4.58: Increased Awareness and Appreciation of Cultural Diversity

When asked whether learning content in a foreign/second language has increased their awareness and appreciation of cultural diversity through the study of content from different cultural perspectives, 30 students (60%) strongly agreed, indicating that the majority feel CLIL has deepened their understanding and respect for diverse cultures. Meanwhile, 12 students (24%) remained neutral, possibly reflecting uncertainty about whether the approach has directly impacted their cultural awareness. The remaining 8 students (16%) disagreed, suggesting that some students may not perceive CLIL as a significant factor in fostering cultural appreciation.

2. Increased Interest in Learning About Other Cultures

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	9	18 %
3. Neutral	10	20 %
4. Strongly Agree	31	62 %
5. Agree	0	0 %
Total	50	100%

Table 4.59: Increased Interest in Learning About Other Cultures

Another statement of the questionnaire directed to students was about whether learning through CLIL makes students more interested in learning about other cultures. The results collected show that 31 students (62%) strongly agreed. This means that for most learners, CLIL increased students' curiosity and engagement when interacting with other cultures. However, 10 students (20%) remained neutral, which might suggest a lack of direct connection between the content taught and cultural exploration. The remaining 9 students (18%) disagreed and this implies that the CLIL context may not have successfully stimulated interest in cultural learning for all students.

3. Critical Thinking About Cultural Stereotypes and Biases

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	14	28 %
4. Strongly Agree	28	56 %
5. Agree	0	0 %
Total	50	100%

Table 4.60: Critical Thinking About Cultural Stereotypes and Biases

When students were provided with the statement that the study of culture in CLIL has encouraged them to think critically about cultural stereotypes and biases, 28 of them (56%) strongly agreed. This indicates that over half of the participants' view CLIL as a platform which increases the exposure to fostering critical reflection on cultural issues. Meanwhile, 14 students

(28%) remained neutral. This percentage suggests that some students may not have engaged deeply with the cultural aspects of the content. The remaining 8 students (16%) disagreed, implying that for a minority, CLIL has not significantly challenged their perspectives on cultural stereotypes or biases.

Section Eight: Teaching Materials and Activities in CLIL Classes

1. Use of Pictures, Texts, Videos, and Documents for Language and content

Learning Engagement

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	12	24 %
4. Strongly Agree	30	60 %
5. Agree	0	0 %
Total	50	100%

Table 4.61: Use of Pictures, Texts, Videos, and Documents for Language and content Learning Engagement

Another statement was provided to students in the questionnaire about the effect of using different materials such as pictures, texts, videos, documents, and records in CLIL classes on encourages their language and content learning engagement. The data indicates that 30 students (60%) strongly agreed with this statement. The result shows that most of them feel multimedia resources enhance their involvement and motivation to engage in content and language learning. Meanwhile, 12 students (24%) remained neutral, possibly indicating that not all learners find such materials equally engaging or beneficial for content and language acquisition. The remaining 8 students (16%) disagreed. This suggests that a minority may not perceive these resources as impactful on their learning process in CLIL classes.

2. Variety of Activities Encouraging Content Learning (I have changed the order of the question, so change it in the questionnaire)

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	13	26 %
4. Strongly Agree	29	58 %
5. Agree	0	0 %
Total	50	100%

Table 4.62: Variety of Activities Encouraging Content Learning (I have changed the order of the question, so change it in the questionnaire)

When students were asked whether the variety of activities (e.g., group work, reading tasks, presentation tasks, discussions) used in CLIL encourages their content learning, 29 students (58%) strongly approved the statement This result indicates that the majority view such tasks beneficial for facilitating the process of understanding the content. However, 13 students (26%) remained neutral, which possibly mean that the activities may not consistently meet the learning expectations or styles of all participants. The remaining 8 students (16%) disagreed with the statement suggesting that some learners might find the activities insufficiently effective or engaging for content learning.

3. Variety of Activities Encouraging Language Learning

Options	Number of Students	
	N	%
1. Strongly Disagree	0	0 %
2. Disagree	8	16 %
3. Neutral	11	22 %
4. Strongly Agree	31	62 %
5. Agree	0	0 %
Total	50	100%

Table 4.63: Variety of Activities Encouraging Language Learning

The majority of students (31 participants, 62%) strongly agreed that the variety of activities incorporated in CLIL, including group work, reading tasks, presentation tasks, and

discussions, facilitates language learning. This result suggests two main findings. First, it confirms that, like in other teaching approaches, CLIL as a teaching approach relies practically on the use of diverse instructional materials. Second, the diverse instructional methods in CLIL classes contribute to student engagement and enhance language acquisition. Regarding the other statistics, 11 students (22%) remained neutral when answering this question. This may indicate that the effectiveness of these activities varies among learners. The remaining 8 students (16%) disagreed with the statement, which potentially reflect an irrelevance between the activity types and their individual learning preferences. In other words, some students may have specific learning styles which do not entirely correspond the activities and materials incorporated in the CLIL classes.

Section Nine: The Effectiveness of CLIL and Challenges

1. Effectiveness of CLIL in Improving Content Understanding

Options	Number of Students	
	N	%
1. Not effective at all	9	18%
2. Slightly effective	0	0 %
3. Moderately effective	13	26 %
4. Very effective	28	56 %
5. Highly effective	0	0 %
Total	50	100%

Table 4.64: Effectiveness of CLIL in Improving Content Understanding

When asked to rate the effectiveness of CLIL in improving their understanding of the content, 28 students (56%) rated it as "Very effective," suggesting that the majority find CLIL significantly enhances their grasp of subject matter. Meanwhile, 13 students (26%) selected "Moderately effective," indicating that some find CLIL helpful but not optimal for content understanding. The remaining 9 students (18%) chose "Not effective at all," possibly highlighting difficulties they encounter when navigating content through a second language.

2. Effectiveness of CLIL in Improving Target Language Understanding

Options	Number of Students	
	N	%
1. Not effective at all	0	0 %
2. Slightly effective	17	34 %
3. Moderately effective	8	16 %
4. Very effective	22	44 %
5. Highly effective	0	0 %
Total	50	100%

Table 4.65: Effectiveness of CLIL in Improving Target Language Understanding

Question number two in section nine aims to explore students' attitudes towards the effectiveness of CLIL in improving their target language understanding. The results collected from this question reflect that most of students (44% i.e., 22) rated this approach as "Very effective," this high percentage of responses demonstrates that the majority perceive CLIL as a powerful tool for enhancing language skills. Additionally, 8 students (16%) rated CLIL as "Moderately effective". This result finds that for some, the approach has room for improvement and not a great positive effect. The remaining 17 students (34%) rated the use of CLIL as "Slightly effective". Students who opted for any of these answers were asked to justify their choices. For this last results, students' justifications were categorized into two situations. The first situation confirmed that students admit the CLIL obliges them to double the efforts to better process the content as it is a language which is not their native. They stated that it is interesting but challenging and requires time to adapt. The second justification for students' last answer was some students may struggle and sometimes fail to gain both language and content understanding if the topics being studied are complex and above their usual level.

3. Aspects CLIL Contributes Most to Developing

Options	Number of Students	
	N	%
1. Content	13	25 %
2. Language	20	40 %
3. Communication	8	15 %

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4. Cognition	5	11 %
5. Culture	4	9 %
Total	50	100%

Table 4.66: Aspects CLIL Contributes Most to Developing

This table presents data which concern students' answers towards the aspects that CLIL helps most to develop. The results gathered show diversity in options and answers. Concerning language development, most of students (40% i.e., 20) confirmed that the implementation of CLIL helps them develop more their language level. This means that they admit that CLIL extends their exposure to the target language which consequently double the opportunity of developing their target language. Similar percentage was scored when students were provided with the option "Content". In other words, 13 students (25%) confirmed that CLIL helps them develop not only the target language but the content they are concerned with in their field of studies. These two first results show that most students value CLIL for its dual focus on content and language. 8 of students (15%) highlighted also the importance of CLIL in developing their communication skills. This means that CLIL provides opportunities with students- through the diverse activities and materials they are interacted with- to communicate and process content ideas via the target language. 5 of students (23%) appreciated the impact of CLIL on improving their cognitive skills. This result may indicate that the target language used in CLIL courses results students to double-use the cognitive strategies unlike in courses where their native language is used. The remaining 4 students (9%) highlighted that CLIL can help them improve their culture knowledge. This low rate could indicate that cultural aspects may need more emphasis in the approach.

4. Language-Related Difficulties in CLIL

Options	Number of Students	
	N	%
1. Limited vocabulary in the target language	18	35%
2. Difficulty understanding complex ideas in the target language	0	0%

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3. Struggling with listening or speaking in the target language	12	25 %
4. Difficulty writing in the target language	11	22 %
5. Other (please specify)	9	18 %
Total	50	100%

Table 4.67: Language-Related Difficulties in CLIL

When students were asked about the language-related difficulties they faced when learning content through the target language, most of them (35% i.e., 18) reported that limited vocabulary in the target language was the common barrier. This means that despite of the fact that students who participated in the study proved a “B1” level, they experienced problems due to the lack of vocabulary they discovered in the class when it is related to both general and specific vocabulary. Another interpretation can be drawn from this result is that the use of CLIL which requires teaching content through a second or foreign language exposes students to the type of vocabulary that they have been exposed to before. This means that new learning opportunities are increased in the context where CLIL is implemented. Another percentage was scored regarding the option of “difficulty in understanding complex ideas in the target language”. This result can be attributed to the previous one which concerns lack of vocabulary. Students’ lack of vocabulary can be one of the reasons leading to difficulty of understanding complex ideas. 12 of participants (25%) agreed also that they struggled with listening and speaking in the target language. This result may be interpreted in two ways. First, this significant percentage of students may not have sufficient proficiency in the target language, making it difficult for them to express themselves clearly and listen and process information easily. Second, teachers may prioritize subject knowledge over linguistic support, which in turns leads to difficulties in oral communication. another option was highlighted also by 11 of the students (22%) which is the difficulty to write in the target language. this can be interpreted in a way that students may not have had enough prior exposure to writing in the target language, which makes it difficult to produce coherent and structured texts related to the content. 9 of students (18%) suggested other difficulties which were not provided as options.

5. Challenges in Understanding Content in CLIL

Options	Number of Students	
	N	%
1.Difficulty with academic vocabulary in the target language	20	40 %
2.Difficulty with pronunciation	10	20 %
3. Lack of clarity in explanations due to language barriers	11	22 %
4. Not enough practice in using the target language to understand content	9	18 %
5. Limited use of visual aids or additional resources	0	0 %
6. Other (please specify)	0	0 %
Total	50	100%

Table 4.68: Challenges in Understanding Content in CLIL

The last question of students' questionnaire was directed to specify the challenges that they experienced when learning the content through the target language. Students responses varied in terms of percentages and responses. Most students considered lack of academic vocabulary (40% i.e.,20) and clarity in explanations due to language barriers (22% i.e.,11) are the most critical challenges. These two results may confirm that without sufficient exposure to discipline-specific words, learners may find it challenging to read course materials, follow lectures, and participate in discussions. In addition, due to lack of academic vocabulary related to the target language and content, students need to be provided with enough and clear explanations to help them contextualize the meaning of the vocabulary they lack. Pronunciation appears to be also another criterion as a notable percentage of students (20% i.e., 10) considered it as a problem which hindered their understanding. This result can be interpreted in a way that students' exposure to the target language is limited which hindered their processing operations with pronunciation. Insufficient practice and limited teaching resources appear to be a less common issue, though it still affects a notable minority (18% i.e., 9 of students). This result can indicate that CLIL applications require exposure to the target language and content with the various activities and materials integration to maintain an ongoing progress.

4.3.2. Discussion of Students' Questionnaire

The analysis of students' responses highlights the diverse impacts of learning content through a foreign/second language in a CLIL context. A significant percentage of students reported a balanced focus on both content and language learning, though a considerable number who still prioritize content over language acquisition. Motivation and engagement levels appear to be influenced by individual perceptions, with some students finding the foreign language aspect stimulating, while others view it as a barrier. Regarding content comprehension, a majority found it moderately challenging and this leads to highlighting the need for the cognitive demands in CLIL classes. Although many students acknowledged improvements in content understanding, some remained neutral or disagreed. This may suggest that language difficulties may hinder comprehension for certain learners. From a linguistic perspective, most students recognized the positive impact of CLIL on overall language proficiency, particularly in pronunciation, vocabulary, and grammar. However, not all students shared this perception. This finding can highlight the need for more targeted language support. Cognitively, CLIL appears to encourage the use of new learning strategies and enhance problem-solving abilities, though not all students reported developing these skills equally. The results also suggest stronger improvements in receptive skills (reading and listening) compared to productive skills (speaking and writing). These findings emphasize the necessity of scaffolding techniques, additional language support, and strategic pedagogical interventions to ensure that students fully benefit from the dual focus of CLIL.

The findings from the questionnaire reveal also that the CLIL approach has a considerable impact on students' cultural awareness and engagement with teaching materials and activities. The results indicate that CLIL fosters cultural awareness and encourages critical thinking about cultural stereotypes, yet some students did not perceive a strong connection between content learning and cultural appreciation. This may indicate that the total focus of

other Cs aspects was considered more than culture or it may refer to the situation that culture requires enough integrated activities directed to cultural knowledge processing to maximize the opportunity of developing it. Furthermore, the use of diverse teaching materials, such as pictures, texts, and videos, was widely recognized as an effective means to enhance engagement, though a minority of students did not find them particularly beneficial. The variety of activities in CLIL classes was also positively received, with most students agreeing that they facilitated both content and language learning. However, variations in learning preferences might explain why some students remained neutral or disagreed. These findings suggest that while CLIL is generally effective, adjustments in instructional methods, additional language support, and explicit cultural discussions could further enhance its impact on students' learning experiences.

The findings of students' questionnaire highlight as well the overall effectiveness of CLIL in enhancing both content and language proficiency, although challenges persist. A majority of students perceive CLIL as a beneficial approach for improving content understanding and target language skills. However, difficulties such as limited vocabulary, struggles with complex ideas, and challenges in oral and written communication indicate areas that require further support. The results suggest that while CLIL fosters deeper engagement with the target language and enhances cognitive and communication skills, the approach demands additional scaffolding, particularly in vocabulary instruction and linguistic support. Furthermore, the findings reveal that insufficient exposure to academic vocabulary and lack of clear explanations due to language barriers pose significant obstacles. These insights underline the need for structured interventions, such as explicit vocabulary instruction, increased practice opportunities, and more integrated linguistic support with different forms of teaching materials (pictures, videos, dictionaries), increased use and teaching of cognitive strategies, to maximize the effectiveness of CLIL in higher education settings.

4.4. Classroom Observation Analysis

In addition to questionnaires directed to both participants - teachers and students- observation was another research instrument implemented to cross-check the data gathered from different resources. A classroom observation was undertaken throughout the whole two semesters with the average of 13 sessions. The observation was based on a checklist that directed the attention of the researcher to the main features related to the aim of the study.

4.4.1. Report and Interpretation of the Results

The checklist used for the CLIL classroom observation is structured around five main criteria that ensure a comprehensive evaluation of the learning process. First, it examines the four Cs – content, communication, cognition, and culture- which are fundamental to CLIL instruction. Second, it considered the four levels of language proficiency as important as content proficiency levels. These levels include phonology, morphology, semantics, and syntax. The aim was to assess how language aspects influence students' comprehension and production in CLIL classes. Additionally, the checklist evaluates teaching materials in terms of their authenticity and in relation to learning styles, and their supports to the language and content comprehension. Furthermore, it analyzes teaching activities and strategies in relation to authenticity and adaptability to different learning preferences and abilities to facilitate language and content learning. Finally, it addresses assessment and feedback, ensuring that evaluation methods support the CLIL principles and provide meaningful insights into student progress in both subject matter and language acquisition. Thus, the analysis of the results is presented in form of four main sections.

Section One: The analysis of Content Use in CLIL Course

1. Coverage of the Content Curriculum (92.3%)

The Content section of the checklist was systematically analyzed across 13 observed sessions. This means that each session represents 7.69% of the total of the content ($100\% \div 13$

= 7.69%). This quantitative approach helps the researcher to provide an objective evaluation and identify the exact frequency (i.e., how frequently) of each criterion was met. It presents insights into the strengths and areas for improvement in content delivery.

Regarding the first statement of the checklist which focused on the extent the CLIL course covered relevantly content of the curriculum, the observed lessons were consistently relevant to the curriculum in 12 out of 13 sessions (92.3%). This ensures that students received both language and content instruction related to their academic program. One session where this was not fully evident involved an extension activity that deviated slightly from the prescribed content. To illustrate more, both teacher and students took apparently one session in which they talked about the way history can be written or distorted. Participants maintained the use of the target language to convince each other that the history written and provided in books, articles, and records is not necessarily true and valid. This deviation can be considered a part of the cognition progress within the CLIL classes, yet it is still not related to the content being structured in the curriculum. While, such flexibility can be beneficial for engagement as it can be essential to maintain curricular coherence to ensure comprehensive coverage of subject matter.

2. Appropriateness of Content for Students' Level

The content matched students' cognitive and linguistic levels in 8 out of 13 sessions (61.5%). In the remaining sessions (38.5%), students exhibited difficulties due to complex terminology and abstract concepts that lacked adequate simplification. This diversity in results may indicate that while the majority of content delivered was accessible and relevant to students' levels, additional content level which was above students' level was introduced and required extra use of strategies- such as pre-teaching vocabulary or offering more contextualized explanations. This could further support students' comprehension.

3. Content Sequencing

The content was well sequenced and provided in a way which moves from easy to difficult. This flexible content sequence was observed in 9 sessions (69.2%). It allowed for deeper exploration and raised students' learning engagement. However, in 4 sessions (30.8%), the content sequencing was less effective which led to occasional difficulties in student comprehension. To illustrate, the progression of concepts did not fully align with students' prior knowledge. This resulted a cognitive overload for some learners. This was particularly observed when abstract or complex topics were introduced without sufficient scaffolding or preparatory activities. Additionally, time constraints sometimes led to a rushed transition between topics which limited opportunities for students to fully process and engage with the material. Thus, more structured approach—such as including review sessions or gradual concept building—could further enhance content understanding easily without having possible problems.

4. Scaffolding and Content Simplification

Scaffolding techniques, such as guided questioning, explanation of keywords, and illustrations of pictures were observed in 7 sessions (53.8%). These techniques facilitated comprehension of both content and language. However, the other 6 sessions (46.2%) demonstrated a limited use of scaffolding techniques with students struggling to grasp complex ideas independently. This situation can be attributed to time constrains as the teacher was supposed to complete the program given. This observed situation confirms that increasing the systematic use of scaffolding strategies—especially for abstract concepts—would improve comprehension and engagement.

5. The Use of Visual Content

Visual aids such as pictures, charts, diagrams, and multimedia were effectively utilized in all sessions (100%) with different frequencies within each learning activity. These visual aids reinforced verbal explanations and facilitated students' understanding of the main ideas. Even

in learning activities such as writing and summarizing, the teacher insured the use of diagrams and mind maps to facilitate these two complex cognitive activities (**see appendix of the CLIL course**).

6. Variety and sufficiency of learning Activities

A diverse practice and adequate number of learning activities, including discussions, problem-solving tasks, and group works, were observed in 10 sessions (76.9%). The various use and adequate number of learning activities in the CLIL course insured the possibility of addressing all students' learning styles and capacities which in turn encouraged learning engagement and participation. However, in 3 sessions (23.08%), a limited range of activities was noted, which may have restricted students' engagement and skill reinforcement. This could be attributed to the teacher focus of completing the content delivery before the time allocated. This affected the situation in a way where the students had limited opportunities to apply and collect their understandings of concepts and ideas. Expanding both the variety and sufficiency of practice activities—particularly those that integrate language and content—could increase engagement, deepen comprehension, and support skill development in the CLIL classroom.

7. Use of Authentic Materials

Authentic materials, such as real-world texts, news articles, and case studies, were used in 9 out of 13 sessions (69.2%). Their presence enriched student learning by providing contextualized exposure to content. However, in other 4 sessions (30.8%), lessons relied primarily on textbook-based and teacher-generated materials where the content required participants to discuss issues related to the local political topics such as Algerian revolution and independence.

Section Two: The Analysis of Language Use in CLIL Course

The observation of 13 CLIL sessions provided valuable insights into the integration of the target language within content instruction. The findings are analyzed below based on key language-related criteria.

1. Authenticity and Relevance of Language Use

The target language presented in activities was found to be authentic and relevant to the content in 10 sessions (76.9%). This ensured that students engaged with discipline-specific terminology and communicative patterns that reflected real-world applications. However, in 3 sessions (23.1%), some of the language items like verbs and nouns presented were somewhat disconnected from the specific content. To explain more, some English words were introduced to refer to specific meanings related to the content, but students interpreted them as they exist in the general English. An Example of these words included the term “Bill” which means “the fees a person pays after having a meal in a restaurant” in general context and “the first draft of a law before it is officially declared as a law” in the context of political sciences. Students, in such cases, had occasional misunderstandings and difficulties in applying new terms in their meaningful context. A stronger orientation between language input and subject matter seems necessary to further enhance students’ comprehension.

2. Simplification of the Target Language

In 9 sessions (69.2%), the target language used as the medium of instruction was simplified to facilitate understanding. The instructor utilized strategies such as paraphrasing, rewording complex terms, and using visual aids to facilitate students’ understanding. However, in 4 sessions (30.8%), explanations contained advanced linguistic structures that were challenging for some students which caused minor comprehension gaps. Strategies like translating words, breaking down complex linguistic structures, and guessing meanings were

hence intensified during these four sessions to overcome the challenges in comprehension. This result confirms that a more consistent use of scaffolding techniques could improve comprehension and maintain students' progress.

3. Teacher-Student Interaction in the Target Language

The target language was actively used in teacher-student interactions in 10 sessions (76.9%). This situation promoted immersion and meaningful practice during the delivery of the lessons. In contrast, 3 sessions (23.1%) noticed a partial reliance on the students' first language, often as a strategy to clarify complex concepts. The discussion frequently occurred among the students using their first language to find out solutions for the challenges they experienced particularly when they had group work activities. This result shows that the use of the first language cannot be radically eliminated from CLIL classes but it can be used occasionally as a strategy to overcome some challenges. As a finding, occasional use of L1 can sometimes be beneficial to encourage full engagement in the target language and overcome understanding problems.

4. Vocabulary Acquisition

Target language activities effectively introduced new vocabulary items in 10 sessions (76.9%), with explicit teaching of subject-specific terminology (i.e., related to content). In 3 sessions (23.1%), however, new vocabulary was either not emphasized sufficiently or introduced without adequate contextual reinforcement, which made retention more difficult for students. This result indicates that more structured vocabulary exercises are necessary for enhancing learning outcomes.

5. Pronunciation Practice

Pronunciation was addressed explicitly in 11 sessions (69.2%), often through teacher modeling and student repetition. However, in 2 sessions (30.8%), pronunciation received

attention implicitly by correcting students' pronunciation of words when speaking or reading. This result highlights that CLIL courses emphasizes pronunciation and fluency even when the focus is directed to content delivery.

6. Morphology and Sentence Structure

Morphological aspects of the language were covered in 6 sessions (46.2%), while sentence structure was explicitly taught in 8 sessions (61.5%). This indicates that while grammar and word formation were integrated with an accepted level, their coverage was not entirely consistent across all sessions. The result can be attributed to the multiple foci the teacher has to achieve in CLIL courses. A more systematic parallel and approach to incorporating morphology and syntax is necessary to enhance linguistic accuracy.

7. Sequencing and Scaffolding of Linguistic Levels

An appropriate sequencing of the four levels of language phonology, morphology, semantics, and syntax—was observed in 9 sessions (69.2%). This ensured a gradual transition from simpler to more complex linguistic elements. However, 4 sessions (30.8%) lacked clear scaffolding, which may have contributed to difficulties in processing new linguistic structures. Strengthening the logical progression of language elements could improve overall comprehension.

8. Guided Composition Practice

Activities that allowed students to practice all four linguistic levels in guided composition were present in 8 sessions (61.5%), which provided them with opportunities for structured writing development. In 5 sessions (38.5%), writing tasks were less structured or did not fully integrate phonology, morphology, semantics, and syntax, which potentially limited students' ability to produce well-formed written texts. Expanding guided writing exercises becomes then crucial to fully reinforce linguistic competence and content mastery.

Section Three: The Analysis of Communication Use in CLIL Course

1. Activities designed to encourage teacher-student and student-student communication using the target language

Throughout the 13 observed sessions, activities fostering teacher-student and student-student communication in the target language were consistently present in approximately 85% of the sessions (11 out of 13). This high percentage indicates a strong emphasis on interaction, which aligns with the CLIL approach's objective of integrating content and language learning. The frequent implementation of communicative tasks was undertaken by the teacher to effectively create opportunities for verbal exchanges and debates. In other words, the teacher was eager to raise questions and concerns about most relevant and important items related to either language or content. This encouraged students to express their understanding of subject matter through the target language. However, the two sessions where such interaction was less evident may suggest that certain content topics or task structures limited spontaneous communication, which potentially required enough instructional adjustments to maintain interaction in all sessions.

2. The activities provide students with language and content support to simplify communicating ideas using the target language

Language and content scaffolding were observed in approximately 77% of the sessions (10 out of 13). This demonstrates that most activities included structured linguistic support such as key vocabulary, sentence frames, or simplified content explanations presented and explained as a pre-phase to maintain students' engagement and learning progress. The presence of such support was hard to preserve but crucial in CLIL settings, as it ensured students' engagement with complex subject matter without being hindered by language difficulties. However, in the remaining 23% of the sessions, a noticeable lack of scaffolding appeared which caused both

language and content comprehension challenges for students. This led to reduced participation or misunderstanding of key concepts.

3. Activities are varied to maintain individual response, pair work, and group work among students

The observed sessions demonstrated the total integration of activities which required students' individual responses, pair works, and group works. In most sessions 92% (12 out of 13 sessions), activities which encouraged individual responses were observed. For pair and group works, 10 out of 13 sessions carried activities which encouraged students' collaborations and team works. These two distinctive results may indicate that activities which encourage individual responses can be easily undertaken without taking into consideration time constraints. However, for the second type of activities which support students' pair and group works, designing them and using them may require careful attention. Thus, their percentage of presence was lower in comparison to activities leading to individual responses. Another interpretation can be considered based on this distinctive result is that the variation in activity formats likely contributed to student motivation and facilitated deeper cognitive processing of both language and content. The single three sessions where such activities were limited may indicate a reliance on one type of task, potentially reducing engagement and limiting interaction.

4. Activities are varied to communicate ideas in spoken and written forms

Across the 13 observed sessions, approximately 76.9% (10 sessions) effectively relied on spoken communication activities. This highest percentage indicates that all types of learning activities in CLIL classes were meant to encourage students' talk and discussion using the target language. Even in reading activities, spoken tasks were created to discuss the questions and concerns of the text content students were reading. For written activities, only 6 sessions (46.1%) involved students to effectively write and engage in the process of providing written assignments. This low emphasis on written activities may reflect the challenging situation

teachers experience as writing requires enough attention and time to develop. This distinction in percentages may suggest also that oral discussions dominated at the expense of written expression. Such imbalances could limit students' ability to develop a comprehensive range of communication skills. A more deliberate effort to integrate both modes of expression in all sessions would have ensured that students develop proficiency in both oral and written academic communication.

Section Four: The Analysis of Cognition Availability in CLIL Course

1. Activating Prior Knowledge

Regarding strategies related to students' cognition, activating prior knowledge before the delivery of lessons was observed in most sessions (11 out of 13 sessions). Even when the sessions required new parts of content and language delivery which is not necessarily related to the previous knowledge, the teacher intended to ask students about other content and language issues related to the new course items students were exposed to. This result reflects the great emphasis CLIL courses give on activating students' prior knowledge and linking their already existing background to the current content and language. However, two remained sessions did not notice activities or questions directed to students to purposefully activate their knowledge. This can be attributed to the teacher's focus to finish the content that is supposed to be accomplished in a particular period of time. In other words, time remains another factor that directs the process of learning in CLIL classes.

2. Activities to Encourage Students' Use of Cognitive Strategies

Throughout the whole observed sessions, the teacher maintained the use of activities (10 out of 13 sessions) which encouraged students to use cognitive strategies such as analyzing, self-questioning, reasoning, mapping, observing, and mind-mapping. Questions were purposely asked by the teacher to ensure that students have to analyze and question their understanding of a particular idea either related to either content-specific knowledge or the target language.

These strategies were maintained in all types of learning activities such as reading, writing, speaking, listening, discussing, filling the gaps, matching items, and finding definitions of concepts and ideas. This result confirmed that CLIL courses encourage and extend the learning opportunities via the increase use of students' cognitive strategies.

3. The Use of Activities to Encourage Students to Review and Check their learning process (Meta-cognitive strategies)

As in the cognitive strategies, the use of activities to encourage students' meta-cognitive strategies was observed in 9 sessions (69.2%). Activities such as evaluating understanding, and reflecting on the coherence of ideas in relation to both content and language were included to ensure that students evaluated their understanding and made decisions about the missing parts they failed to understand. Even in written activities, students were asked sometimes to exchange their written assignments to act as evaluators to their peers' written productions. These types of learning activities involved students in the use of meta-cognitive strategies to help them learn how to find problems in their learning, evaluate, and then solve them. In the other four sessions, the activities incorporated relied entirely on the use of cognitive strategies rather than met-cognitive ones. This result may indicate that strategies like analyzing, self-questioning, mind-mapping were highly required in CLIL classes more than strategies like evaluating understanding.

4. Activities Used to Direct Students' Cognitive Strategies to Language Proficiency Development

In most observed sessions (11 out of 13 sessions), different types of learning activities were introduced to students to encourage them to apply strategies when developing their language proficiency. For example, during reading activities, the teacher intended to ask questions about particular linguistic structures and vocabulary items which required students to use strategies like questioning, analyzing, and reasoning to maintain their language learning

progress. The use of these strategies when dealing with linguistic input helped them draw rules about the way the target language is structured.

5. Activities Used to Direct Students' Cognitive Strategies to Content Proficiency Development

Like in language learning, activities which raised students' attention to apply cognitive strategies when interacting with content learning were occurred in all sessions. The activities were varied in a way which provided students with problem-solving situations. This required them to use analytical strategies when processing the content-specific knowledge. Some challenges were noticed in a few of the activities which required the teacher to intervene and help to overcome the situation.

Section Five: The Analysis of Culture Availability in CLIL Course

1. Activities Designed to Develop Students' Cultural Awareness relevant to the Content

The classroom observation conducted over 13 sessions aimed to assess the extent to which cultural input was integrated into CLIL learning activities. The findings reveal that cultural background relevant to the content was reflected in only 6 out of 13 sessions, accounting for 46.2% of the total observations. While this suggests that slightly less than half of the sessions made efforts to include cultural elements, it also highlights a significant inconsistency in cultural integration. The lack of cultural background integration may indicate that the primary focus remained on linguistic and conceptual aspects rather than cultural aspect.

2. Activities Designed to Raise Students' Awareness of the cultural diversity and sensitivity

A lower percentage of sessions, 31% (4 out of 13), actively worked on raising students' awareness of cultural diversity and sensitivity. This suggests that the majority of lessons did not encourage discussions or reflections on cultural differences, which are essential for

developing intercultural competence. The absence of explicit engagement with cultural diversity may result in a limited understanding of how knowledge varies across different cultural settings particularly in the field of political sciences. Given that CLIL approaches aim to prepare students for a globalized world, the lack of attention to cultural diversity may present a gap in appropriately understanding the content.

3. Activities Designed to Relate Content to Students' own Culture and Environment

Regarding the availability of learning activities which purposely relate content to students' own culture and environment, 4 out of 13 sessions (31%) witnessed these types of activities. This percentage indicates that less than half of the sessions failed to maintain links between the subject matter and students' own cultural aspects. The result may also suggest that students were often engaging with content in a way that remained abstract (i.e., universal and general) rather than contextualized within one particular cultural environment of the students.

Section Six: The Analysis of Teaching Materials in CLIL Course

1. The Variety Use of Teaching Materials to Meet Students' Learning Styles

11 out of 13 sessions (84.6%) witnessed the use of different teaching materials such as pictures, videos, texts, and records. This result indicates that all students learning styles were addressed as the types of the teaching materials were varied. To illustrate, auditory students were addressed by records and visual students were occupied by videos and pictures. In the other two sessions (15.4%), a total focus was on the use of texts and extracts which highlighted the need for reading. This result may refer to the need for undertaking reading activities rather than listening and observing.

2. The Effectiveness of Teaching Materials to Develop Language Proficiency

For the connection between the teaching material and the linguistic input being delivered in the CLIL course, it was observed in 9 sessions (69 %) that the teaching materials used were purposely holding linguistic features to be developed such as pronunciation, vocabulary, and grammar. For instance, when listening to records, students were asked to extract different phrasal verbs which refer to a linguistic input. In texts, students were required to analyze certain grammatical structures during reading. This diverse use of teaching materials extended the opportunity for language proficiency development. However, in the other 4 sessions (31%), the teaching materials implemented were directed to content proficiency development rather than language proficiency development. This result may indicate the teacher's intention to focus on developing students' specific-content knowledge rather than the target language.

3. The Effectiveness of Teaching Materials to Develop Content Proficiency

Concerning to the development of content via teaching materials in CLIL course, all sessions (100%) witnessed knowledge progress related to the specific field of political sciences. When teaching materials such as videos and records were exposed, students were required to extract specific content concepts and ideas to be discussed and analyzed. Even when the teaching materials included texts and articles to read, the participants were guided to focus on content knowledge development. These two forms of materials (i.e., spoken and written) extended the opportunity of students to improve their content specific knowledge.

4. The Use of Authentic Materials when Teaching the Content

In the observed teaching process of CLIL course, teaching materials used in the class included authentic ones. This characterizing feature was noticed in 10 out of 13 sessions (76,9%). In other words, the teacher relied on materials such as articles, texts, blogs produced by native speakers of the target language. These materials facilitated content understanding and

delivery through situations which show the way the target language is used in real-life contexts. In the other sessions, materials used in the CLIL classes were written by foreigner language practitioners who used the target language to transmit the content of particular field of study like political sciences.

Section Seven: The analysis of Teaching Activities and Strategies

1. The Variety Use of Teaching Activities to Meet all Learners' Styles

Regarding the variety use of teaching activities, 10 out of 13 sessions (76,9%) observed that most lessons in CLIL classrooms dealt with different teaching activities such as listening to videos, charts, pictures, categorizing words, matching, reading, ordering, writing, and filling the gaps activities which meet different students' learning styles. This means that the majority of teaching activities addressed most learners' styles. For example, pictures and charts help visual students while listening activities help auditory students. In some other 3 sessions (23,1%), the interest was on reading and writing activities in order to meet the possible types of styles that students may have. The mixture of activities is important in teaching and learning process when you deal with different types of students and this may pave the way to the students to be fully engaged, motivated, and supported.

2. Scaffolding in Teaching activities

In all 13 sessions (100%), it was observed that the teacher used linked and sequenced activities in a form of scaffolding in order to have a step by step learning process. In other words, the teacher started by the easiest and simple activities than the hardest ones. For example, the teacher provided first students new concepts, terms, words which are related to their field of study, then he gave them a dialogue to read. After that, students were asked to write very simple sentences where they used the given previous simple words. This method of teaching may pave the way to the success of teaching process and give students an opportunity to work independently.

3. Teaching activities to encourage speaking and written communication

In all 13 sessions (100%), it was witnessed that the lessons delivered by the teacher included activities that encouraged students' speaking and writing skills. For example, the teacher presented students with simple vocabulary terms related to content to explain and define orally. He then provided them with a dialogue to read. The next step was an activity which required students to write simple sentences using the given vocabulary terms. These various teaching activities extended the opportunity to speak either individually (e.g., when defining and explaining vocabulary items) or in pairs (e.g., when practicing the dialogue). They also encouraged students' learning opportunities to develop writing (e.g., when asking students to produce sentences using certain vocabulary items).

4. Teaching activities to encourage students' use of learning strategies

Throughout the whole teaching sessions, the use of different teaching activities to encourage students' use of learning strategies was maintained. The teacher used lessons with different activities, where students used various cognitive strategies such as highlighting, summarizing, problem-solving, memorizing, analyzing, and guessing. An example of these teaching activities which encourage the use of students' cognitive strategies include reading and comprehension activities. In such activity, the teacher first gave students a text that is related to their field of study, then he asked them to read it by applying the strategies of skimming and scanning in order to understand it. Students were then asked to highlight the words they did not understand. The teacher provided students with hints to help them guess the contextual meanings of the words they highlighted. For the words students failed to contextualize their meanings, the teacher provided students an activity which requires them to match the words to their responding definitions. These different teaching activities helped students demonstrate their ability of applying different cognitive strategies.

Section Seven: The Analysis of Assessment and Feedback in CLIL Course

1. Teacher's Feedback Related to Content Learning

In all 13 sessions (100%), the teacher addressed and corrected content-related errors related to the students' field of study. For example, during session seven, while students were engaging with a lesson on international relations focused on the United Nations, one student mistakenly described the United Nations as a military association similar to NATO. The teacher clarified that the United Nations (UN) is not a military association; rather, it is an international organization that promotes peace, cooperation, and problem-solving among nations. This corrective approach highlights the teacher's objective to ensure students acquire accurate content knowledge and avoid misconceptions.

2. Teacher's Feedback Related to Language Learning

In 10 out of 13 sessions (76.9%), the teacher provided targeted language feedback by addressing specific vocabulary errors. For instance, new political vocabulary—democracy (noun), elect (verb), and political (adjective)—was introduced with detailed explanations of their grammatical functions. Students were then required to form simple sentences using these words. In one case, a student wrote "*the country democracy its leaders every four years*". This sentence required the teacher to clarify that "*democracy*" functions as a noun and that the correct verb is "*elect*," resulting in the corrected sentence "*the country elects its leaders every four years*." In the remaining 3 sessions (23.1%), the focus shifted exclusively to content comprehension rather than language accuracy.

3. Assessing Content and Language Learning Processes in CLIL Classes

Throughout the 13 observed CLIL sessions, assessment activities presented at the end of the content and language learning processes were noticed with varying frequency. Activities to assess students' content and language proficiency were implemented in 10 **sessions** (76,9%). This reflects the extent to which evaluation was integrated into the teaching approach of CLIL.

It also indicates the parallel assessment of both content and language to maintain the main feature of CLIL-based instruction (i.e., parallel assessment of content and language). Assessments ranged from formative evaluations, such as quizzes and reflection exercises, to summative assessments like structured written tasks. However, their inconsistent occurrence may suggest that while some instructors prioritized assessment as a means of consolidating learning, others may focus more on content delivery without structured evaluation. This inconsistency could then impact students' ability to measure their progress effectively in both content and language proficiency.

4. Assessing Cognition, Communication, and Culture in CLIL Classes

All over the 13 observed CLIL sessions, assessment activities varied in their focus on cognitive strategies, communication skills, and cultural understanding. Assessment activities to check students' development of cognitive strategies were observed in 8 sessions (61.5 %) often taking the form of problem-solving tasks, analytical discussions, and reflective exercises that encouraged students to apply critical thinking. Similarly, assessment activities targeting students' communication skills occurred in 9 sessions (69.2%), typically through oral presentations, debates, or interactive discussions that allowed learners to express ideas in the target language. However, assessments related to cultural understanding were present in only 6 sessions (46.1%), indicating that cultural aspects were less frequently evaluated compared to cognitive and communicative skills. The irregular distribution of these assessment activities suggests that while some aspects of learning were regularly measured, others—particularly cultural awareness—received less structured evaluation. This imbalance may affect the holistic development of students in CLIL contexts, where content, language, and intercultural competence should be equally emphasized.

4.4.2. Discussion of the Results

The main findings of the observation indicate that implementing CLIL in higher education positively impacts both content and language proficiency. Students demonstrated improved comprehension and articulation of subject-specific knowledge while enhancing their English language skills during most observed sessions. The observation also revealed that teachers face challenges such as adapting materials and balancing language with content instruction. The results highlighted the importance of adequate training and well-designed materials to support CLIL implementation. Additionally, classroom observations confirmed that interactive and task-based activities contributed significantly to learning outcomes. The findings support the effectiveness of CLIL in fostering integrated learning experiences.

The classroom observation of the CLIL course revealed also a strong emphasis on teacher-student and student-student communication, with interactive activities present in 85% of sessions. Language and content scaffolding were provided in most sessions (77%), though its absence in some led to comprehension difficulties. Activities varied to include individual responses (92%), pair work, and group work (77%) which ensured diverse interaction opportunities. Oral communication was dominant (76.9%), while written tasks were less frequent (46.1%), potentially limiting students' overall communication skills. Cognitive strategies such as analyzing and reasoning were encouraged in 77% of sessions, while metacognitive strategies like self-evaluation appeared in 69%. Cultural integration was inconsistent, with only 46.2% of sessions incorporating cultural background and 31% addressing cultural diversity. Teaching materials were varied in 84.6% of sessions to address the different learning styles, and 69% of sessions effectively linked materials to language development. However, cultural connections and balanced oral-written communication require further enhancement to optimize the CLIL approach.

The analysis of teaching activities and strategies in the observed CLIL sessions revealed a strong emphasis on using varied activities to accommodate different learning styles, with 76.9% of sessions integrating multimodal activities such as listening, visual aids, reading, writing, and interactive exercises. Scaffolding was consistently applied in all sessions, ensuring a step-by-step learning process from simple to complex tasks. Additionally, all sessions incorporated activities encouraging speaking and writing, with structured opportunities for students to practice oral and written communication. Cognitive strategies such as summarizing, highlighting, and problem-solving were also widely promoted to facilitate content understanding. Regarding assessment and feedback, teachers provided corrective feedback on both content and language, with content-related feedback observed in all sessions, while language-focused correction occurred in 76.9% of cases. Assessment practices varied, with 76.9% of sessions incorporating both formative and summative evaluations, yet inconsistencies in assessment implementation suggested a need for more structured evaluation. Furthermore, while cognitive and communication skills were frequently assessed (61.5% and 69.2%, respectively), cultural understanding was less emphasized (46.1%), highlighting an imbalance in the holistic approach of CLIL instruction.

4.5. Tests Analysis

To evaluate the effectiveness of Content and Language Integrated Learning (CLIL), a pre-test and a post-test were administered as a third research tool alongside the questionnaire and classroom observation. Both tests were adapted from The TKT Course CLIL Module and were designed to assess students' progress across two main sections: The Four Cs framework—covering content, cognition, communication, and culture—and language proficiency, which includes phonology, morphology, semantics, and syntax. The test activities were carefully selected to align with CLIL principles to ensure a balance between subject knowledge and language development. Additionally, the texts used in both tests were sourced from authentic

books to reinforce authenticity as a key characteristic of the CLIL approach. The following section presents a detailed analysis of each test question, highlighting students' performance and the impact of CLIL on their content and language proficiency.

The pre-test was designed to assess political science students' content and language proficiency before implementing the CLIL approach. It consists of two main sections: content proficiency and language proficiency. The content proficiency section includes activities that test students' comprehension, cognitive abilities, and cultural and communicative skills. Specifically, students were required to answer multiple-choice and matching questions, classify concepts, and complete a historical timeline based on a provided text on human rights. Additionally, an open-ended writing task evaluated their ability to illustrate and discuss human rights classifications within different cultural contexts. The language proficiency section assessed phonology, morphology, semantics, and syntax. Students were asked to identify words based on their phonetic properties, complete word formation tables, find synonyms and antonyms, and match statements to their syntactic functions.

The tests ensure that each of its criteria is scored equally. This scoring system is purposely applied to maintain a balanced evaluation of both language proficiency and content knowledge. Each of the four language levels—phonology, morphology, semantics, and syntax—receives an equal portion of the total language score, just as the Four Cs of CLIL (Content, Communication, Cognition, and Culture) are evenly represented in the test structure. Each test criterion receives 02 points. The test's reliability was calculated using Excel and the Kuder-Richardson Formula 21 (KR-21) (Douglas, 2010, p. 107), yielding a reliability coefficient of 0.7. This value indicates an acceptable level of consistency in measuring students' abilities.

Each criterion in the test is allocated a score of 2 points to ensure a reasonable distribution across both content and language proficiency components. The Four Cs—

Cognition (2 points), Content (2 points), Communication (2 points), and Culture (2 points)—are assessed alongside the four language levels: Phonology (2 points), Morphology (2 points), Semantics (2 points), and Syntax (2 points). Given that the total test score is 20 points, an additional 4 points are designated for the written expression activity. Specifically, 2 points are given for the accuracy and effectiveness of language use, while the remaining 2 points evaluate the depth and coherence of the content discussed. Notably, the assessment of Communication and Culture is integrated within the written expression task, reinforcing their role in demonstrating both linguistic and conceptual understanding.

4.5.1. Report and Interpretation of the Pre-test Results

The following section presents a detailed analysis of the pre-test results. It focuses on reporting and interpreting the results obtained in each criterion individually. This includes an examination of students' performance across content and language proficiency components to highlight strengths and areas which require improvement.

4.5.1.1. Four Cs Components

a. Content Questions

Content Questions	Number of Students (N)	Percentage (%)
Above the average	19	38%
Below the Average	31	62%
Total	50	100%

Table 4.69: Students' Content Performance

For the first two activities which assess students' content-specific knowledge, the results reveal a different achievement levels. Out of 50 students, 38 scored below the average. This may refer to difficulties in comprehending key concepts related to the topic, while 20 students performed above the average, which demonstrate a stronger grasp of the content material.

In the first activity, which consists of four multiple-choice comprehension questions, students were required to identify key ideas, infer meaning, and apply their understanding of

human rights concepts. The results suggest that many students (62%) struggled with distinguishing between different generations of rights and the historical significance of key events, such as the Magna Carta. This difficulty may stem from limited exposure to specialized political science terminology or a lack of prior knowledge on the subject matter.

The second activity involved matching definitions with the corresponding content-related vocabulary. It required students to recognize and accurately associate key terms. Performance in this activity was slightly better than in the comprehension questions. This suggests that while students encountered challenges in understanding broader concepts, they demonstrated some familiarity with specific terminology. However, a number of students still showed difficulty in accurately associating key terms with their definitions, which could indicate gaps in their academic vocabulary and conceptual clarity.

b. Cognition Questions

Cognition Questions	Number of Students (N)	Percentage (%)
Above the average	18	36%
Below the Average	32	64%
Total	50	100%

Table 4.70: Students' Cognition Performance

The analysis of students' performance in the cognition section indicates that a significant number of students faced difficulties in applying higher-order thinking skills. Out of 50 students, 32 scored below the average, whereas only 18 performed above the average. This suggests that a considerable number of the students struggled with analytical and classification-based tasks, which are essential for deep content understanding in political science.

The first cognition activity required students to classify a set of rights and expressions according to the appropriate generation of human rights. This task demanded both content recall and the ability to categorize information accurately. The results suggest that many students had difficulty distinguishing between the three generations of human rights, which may indicate

challenges in recognizing conceptual differences and applying theoretical knowledge to classification tasks. Those who performed well demonstrated a clearer understanding of human rights categories and were able to effectively organize the provided rights accordingly.

The second cognition activity involved filling in the gaps with the appropriate years based on the historical timeline provided in the text. This task required students to recall significant historical events and place them in chronological order. Performance in this activity suggests that many students struggled with recalling precise historical dates and contextualizing events within a broader historical framework. The lower scores in this section may reflect difficulties in linking theoretical content with historical developments. Thus, the scores highlight the need for reinforced historical contextualization in the learning process.

c. Communication Question

Communication Question	Number of Students (N)	Percentage (%)
Above the average	11	22%
Below the Average	39	78%
Total	50	100%

Table 4.71: Students' Communication Performance

The analysis of students' performance in the writing activity, which assesses communication proficiency, reveals significant challenges in expressing ideas effectively in written form. Out of 50 students, 39 scored below the average, while only 11 performed above the average. This suggests that the majority of students encountered difficulties in structuring their responses, articulating their arguments, and maintaining coherence in their writing.

The writing activity required students to illustrate the three generations of human rights and justify why cultural rights should be treated equally across different nations. This task assessed their ability to convey ideas clearly, use appropriate academic language, and organize their thoughts logically. The results indicate that many students struggled with constructing well-developed arguments, maintaining coherence, and integrating relevant supporting details.

Common weaknesses included grammatical inaccuracies, limited vocabulary, and a lack of cohesion between sentences and ideas.

On the other hand, students who performed above the average demonstrated better organization and clarity in their responses. They were able to structure their paragraphs logically, use appropriate connectors, and support their arguments with relevant examples. Their ability to articulate complex ideas effectively suggests a stronger grasp of both linguistic and conceptual aspects of the task.

d. Culture Question

Culture Question	Number of Students (N)	Percentage (%)
Above the average	13	26%
Below the Average	37	74%
Total	50	100%

Table 4.72: Students' Culture Performance

The analysis of students' performance in the culture-related questions highlights significant challenges in addressing cultural perspectives within the context of human rights. Out of 50 students, 37 scored below the average, while only 13 achieved above-average results. These findings suggest that a considerable number of students faced difficulties in discussing cultural diversity and its implications for human rights, which are essential for a well-rounded understanding of the topic.

The culture component was assessed through the writing activity, where students were required to illustrate the three generations of human rights and justify the equal treatment of cultural rights across different nations. This task evaluated their ability to recognize and articulate the role of culture in shaping human rights perspectives. The results indicate that many students struggled to provide well-supported arguments, lacked relevant examples, or demonstrated limited awareness of cultural variations in human rights discourse. Some

responses reflected a superficial understanding of cultural rights without critically engaging with their significance in diverse sociopolitical contexts.

Conversely, students who performed above the average demonstrated a deeper awareness of cultural dimensions in human rights discussions. Their responses were more structured, incorporated relevant examples, and provided well-reasoned arguments regarding the importance of treating cultural rights equally. This suggests that these students possess a stronger ability to engage with cultural perspectives and apply them in academic discussions.

e. Content Writing

Content writing	Number of Students (N)	Percentage (%)
Above the average	12	24%
Below the Average	38	76%
Total	50	100%

Table 4.73: Students' Content Writing

The analysis of students' performance in the content aspect of the writing activity highlights notable difficulties in demonstrating subject-specific knowledge and effectively integrating key concepts. Out of 50 students, 38 scored below the average, while only 12 achieved above-average results. These findings suggest that many students struggled with accurately presenting and developing content related to the three generations of human rights and the justification for the equal treatment of cultural rights.

Content knowledge is a crucial element in the writing activity, as it requires students not only to construct coherent arguments but also to demonstrate an in-depth understanding of the topic. The results indicate that a significant number of students had difficulty applying key concepts correctly, incorporating relevant historical and theoretical references, and supporting their arguments with appropriate examples. Some responses remained vague or overly general, reflecting a lack of precise content knowledge necessary for academic writing in political science.

In contrast, students who performed above the average demonstrated a stronger grasp of the subject matter. Their responses were well-structured, included accurate references to the three generations of human rights, and provided well-developed justifications for the importance of cultural rights. Their ability to integrate relevant content effectively suggests a more advanced level of comprehension and critical engagement with the topic.

4.5.1.2. Four Language Components

a. Phonology Questions

Phonology questions	Number of Students (N)	Percentage (%)
Above the average	22	44%
Below the Average	28	56%
Total	50	100%

Table 4.74: Four Language Components

The analysis of students' performance in the phonology section reveals a relatively balanced distribution between those who scored above and below the average. Out of 50 students, 28 performed below the average, while 22 achieved above-average results. These findings suggest that while a significant number of students demonstrated a foundational understanding of phonological concepts, others struggled with identifying and recognizing phonetic patterns within the given text.

The phonology activity required students to extract words from the text that corresponded to specific phonetic sounds. This task assessed their ability to recognize phonemes, distinguish between different sounds, and apply their phonological awareness in a meaningful context. The results indicate that students who scored below the average encountered difficulties in accurately identifying phonemes or differentiating between similar sounds, which could be attributed to the lack of exposure to systematic phonetic training or insufficient practice with pronunciation-focused activities.

On the other hand, students who performed above the average showed stronger phonemic awareness as they successfully identified words with the target sounds and demonstrating a better grasp of phonological distinctions. Their ability to recognize sound patterns suggests a higher level of familiarity with phonetic rules and their application in academic reading and pronunciation.

b. Morphology Question

Morphology questions	Number of Students (N)	Percentage (%)
Above the average	24	48%
Below the Average	26	52%
Total	50	100%

Table 4.75: Students' Morphology Performance

The analysis of students' performance in the morphology section indicates a relatively distribution between those who scored above and below the average. Out of 50 students, 26 performed below the average, while 24 achieved above-average results. This suggests that while many students demonstrated an understanding of word formation processes, a significant number of students struggled with recognizing and applying morphological patterns accurately.

The morphology activity required students to complete a table by identifying the noun, verb, or adjective forms of given words. This task assessed their ability to recognize derivational morphology and apply word formation rules correctly. The results indicate that students who scored below the average faced difficulties in distinguishing between different grammatical categories or in recalling appropriate word forms, particularly when dealing with less familiar vocabulary.

Conversely, students who performed above the average exhibited a stronger grasp of morphological structures. They successfully identified and converted words across different forms. Their ability to manipulate word structures suggests a higher level of familiarity with

English morphology and a more developed awareness of how word formation contributes to meaning in academic discourse.

c. Semantic Question

Semantics questions	Number of Students (N)	Percentage (%)
Above the average	29	58%
Below the Average	21	42%
Total	50	100%

Table 4.76: Students' Semantic Performance

The analysis of students' performance in the semantics section indicates a relatively strong understanding of word meanings and relationships. Out of 50 students, 29 scored above the average, while 21 performed below the average. These results suggest that a majority of students demonstrated competence in identifying synonyms, antonyms, and meaning-based relationships within the given text.

The semantics activity required students to find synonyms and antonyms for selected words, assessing their ability to recognize lexical relationships and interpret meaning within context. Students who performed well showed a solid grasp of vocabulary as they were able to identify words with similar or opposite meanings based on their understanding of the passage. Their ability to recognize semantic elements suggests familiarity with contextual word usage and meaning interpretation.

However, the 21 students who scored below the average likely faced challenges in recalling synonyms and antonyms. This may indicate gaps in vocabulary knowledge or difficulties in recognizing meaning variations in different contexts. Some students may have relied on direct translations rather than understanding words through contextual clues, which led to providing wrong answers in their responses.

d. Syntax Question

Syntax questions	Number of Students (N)	Percentage (%)
Above the average	19	38%
Below the Average	31	62%
Total	50	100%

Table 4.77: Students’ Syntactic Performance

The analysis of students' performance in the syntax section reveals that a significant number faced difficulties in identifying and analyzing sentence structures. Out of 50 students, 31 scored below the average, while only 19 achieved above-average results. This suggests that many students struggled with recognizing grammatical functions and understanding syntactic relationships within sentences.

The syntax activity required students to match given statements with their appropriate grammatical functions, such as expressing comparison, classification, past events, and passive voice. This task assessed their ability to analyze sentence structures and determine their syntactic roles. The results indicate that students who scored below the average may have had difficulty distinguishing between different grammatical functions, which could stem from limited exposure to syntactic analysis or challenges in applying grammatical rules in context.

In contrast, students who performed above the average demonstrated a clearer understanding of sentence structures and successfully identified the grammatical roles of different statements. Their ability to recognize syntactic patterns suggests a more developed grasp of how sentence elements interact to convey meaning.

Overall, these findings highlight the need for additional support in syntax instruction. Integrating more sentence analysis exercises, syntactic pattern recognition tasks, and guided grammar activities within the CLIL framework could help students improve their ability to identify and apply syntactic structures accurately in academic discourse.

e. Language Writing

Language Writing	Number of Students (N)	Percentage (%)
Above the average	11	22%
Below the Average	39	78%
Total	50	100%

Table 4.78: Students’ Language Writing

The analysis of students' performance in the language aspect of the writing activity highlights significant challenges in linguistic accuracy and effective language use. Out of 50 students, 39 scored below the average, while only 11 performed above the average. These results suggest that a majority of students struggled with grammatical accuracy, sentence structure, vocabulary usage, and overall coherence in their written responses.

Language proficiency is a crucial element in the writing activity, as it directly impacts students' ability to articulate their ideas clearly and persuasively. The results indicate that many students faced difficulties in constructing well-formed sentences, maintaining grammatical accuracy, and using appropriate academic vocabulary. Common errors included verb tense inconsistencies, incorrect word choice, and a lack of cohesion between sentences and paragraphs. Such difficulties may have hindered students from effectively conveying their arguments and developing well-structured responses.

Conversely, students who scored above the average demonstrated stronger command over language mechanics, using precise vocabulary, grammatically sound structures, and coherent paragraph development. Their ability to produce clear and well-organized writing suggests a higher level of proficiency in academic English, which is essential for engaging with complex political science concepts.

Overall, these findings emphasize the need to reinforce students' language skills, particularly in academic writing. Implementing targeted grammar instruction, structured

writing exercises, and peer-review activities within the CLIL framework could help students enhance their linguistic accuracy and fluency, ultimately improving their ability to express content knowledge effectively in written form.

4.5.2. Report and Interpretation of the Post-test Results

This section presents a detailed framework to the analysis of the data collected from the post-test. The latter applies the same scoring system followed in the pre-test. Each criterion is given an equal score which is 02 points. The post-test assesses students' four Cs (Content, Cognition, Communication, and Culture) and four language levels (phonology, morphology, semantics, and syntax). Other two criteria are added for each category, content and language are the two criteria added in the writing task. The post-test's reliability was calculated using Excel and the Kuder-Richardson Formula 21 (KR-21) (Douglas, 2010, p. 107). It yielded a reliability coefficient of 0.7. This value indicates that the scores are reliable. The analysis in this section focuses on reporting and interpreting the results obtained in each criterion individually. This includes an examination of students' performance across content and language proficiency components which helps in highlighting strengths and areas which require improvement.

4.5.2.1. Four Cs Components

a. Content Questions

Content Questions	Number of Students (N)	Percentage (%)
Above the average	45	90%
Below the Average	5	10%
Total	50	100%

Table 4.79: Students' Content Performance

The results for the content-specific questions reveal a high level of student achievement, with 90% of students scoring above the average and only 10% scoring below. This indicates that the majority of students demonstrated a strong understanding of the key concepts related

to the "Just War" theory, including the distinctions between "jus in bello" (justice during war) and "jus post bellum" (justice after war).

The first activity consisted of multiple-choice comprehension questions that required students to identify key ideas, infer meaning, and apply their understanding of war ethics. The high scores gathered suggest that most students were able to differentiate between rules for conducting war and principles guiding post-war justice. Their performance may reflect prior exposure to political and legal discussions related to war ethics, as well as effective instructional delivery that helped reinforce these concepts.

However, the 10% of students who scored below the average may have encountered difficulties in understanding specialized political and legal terminology or struggled with the distinctions between different principles of war justice. This could be due to limited prior knowledge or insufficient familiarity with technical vocabulary.

b. Cognition Questions

Cognition Questions	Number of Students (N)	Percentage (%)
Above the average	40	80%
Below the Average	10	20%
Total	50	100%

Table 4.80: Students' Cognition Performance

The results for the cognition-based questions indicate a strong overall performance, with 80% of students scoring above the average and only 20% scoring below. This suggests that most students were able to classify, compare, and analyze key concepts related to the "Just War" theory and its principles.

The cognition section required students to categorize statements under "jus in bello" and "jus post bellum" and identify principles which characterize each of these two phases. The tasks required higher-order thinking skills, including pattern recognition, comparative analysis, and

conceptual differentiation. The scores above the average indicate that students were able to recognize thematic connections and apply their knowledge effectively.

However, the 20% of students who scored below the average may have faced challenges in either understanding the principles which distinguish each war phase or were unable to mind-map the features according to their understanding. The low scores obtained could reflect students' low use of cognitive strategies like analyzing, categorizing, mind mapping, and synthesizing. The results could also refer to students' limited content knowledge.

c. Communication Question

Communication Question	Number of Students (N)	Percentage (%)
Above the average	30	60%
Below the Average	20	40%
Total	50	100%

Table 4.81: Students' Communication Performance

The results for the communication-based question show moderate achievement, with 60% of students scoring above the average and 40% scoring below. This suggests that while a majority of students were able to effectively articulate their ideas, a significant percentage of students faced challenges in expressing their thoughts clearly and coherently.

The communication task required students to analyze the application of "jus in bello" in the Israel-Palestine conflict, considering cultural perspectives and diverse opinions. This activity assessed not only students' content knowledge and critical thinking but also their ability to structure arguments, use appropriate terminology, and communicate ideas effectively in writing. The 60% who performed well likely demonstrated logical organization, clarity, and relevant supporting evidence in their written paragraphs.

However, the 40% who scored below the average may have experienced difficulties in structuring their arguments, using precise academic language, or developing well-supported analyses. These challenges could be linked to limited practice in writing argumentative or

analytical responses, difficulty in integrating historical and cultural perspectives, or issues related to linguistic proficiency in expressing complex ideas.

d. Culture Question

Culture Question	Number of Students (N)	Percentage (%)
Above the average	21	42%
Below the Average	29	58%
Total	50	100%

Table 4.82: Students' Culture Performance

The results for the culture-based question indicate a relatively low performance, with only 42% of students scoring above the average, while 58% scored below. This suggests that a significant number of students struggled with analyzing the cultural dimensions of war ethics and articulating perspectives on the Israel-Palestine conflict in relation to the principles of "jus in bello".

This activity required students to reflect on how different cultural backgrounds shape perceptions of wartime ethics, demanding a combination of critical thinking, historical awareness, and intercultural competence. The 42% who performed well likely demonstrated an ability to contextualize war ethics within diverse cultural contexts. The results showed also that students were able to use clear arguments and relevant examples to support their analysis.

However, the majority (58%) of students who scored below the average may have faced difficulties due to limited exposure to intercultural analysis, insufficient background knowledge on global conflicts, or challenges in structuring a well-supported argument. Additionally, some students may have struggled with expressing sensitive or politically complex ideas in a clear and objective manner.

e. Content Writing

Content writing	Number of Students (N)	Percentage (%)
Above the average	36	72%
Below the Average	14	28%
Total	50	100%

Table 4.83: Students' Content Writing

Table 4.83 contains the results gathered from scores of the content writing section. The results show that 72% of students scored above the average, while 28% scored below. This suggests that most students demonstrated an adequate ability to organize their ideas, develop coherent arguments, and convey their understanding of the topic effectively in writing.

This section required students to construct well-structured written responses, integrating key concepts from the "Just War" theory while maintaining clarity, coherence, and logical progression in their writing. The majority of students (72%) who performed well likely demonstrated effective sentence structure, appropriate use of academic vocabulary, and clear argumentation. This may reflect their understanding of both content knowledge and writing conventions.

However, the 28% who scored below the average may have experienced difficulties with structuring their responses, using precise terminology, or developing well-supported arguments. These difficulties could be attributed to the limited writing practice, challenges in organizing complex ideas, or language-related barriers in expressing thoughts fluently.

4.5.2.2. Four Language Components**a. Phonology Questions**

Phonology questions	Number of Students (N)	Percentage (%)
Above the average	37	74%
Below the Average	13	26%
Total	50	100%

Table 4.84: Students' Phonological Performance

Regarding students' performance in relation to phonology-based questions, the table above shows that 74% of students scored above the average, while 26% scored below. This

indicates that most students proved their ability to recognize and identify phonetic patterns, particularly in distinguishing specific sounds within words.

This section required students to extract words from the text that contained particular phonemes, such as /f/ and /tʃ/. It assessed students' phonemic awareness, familiarity with English pronunciation rules, and their understanding of phonetic transcription. The majority (74%) of students who performed well proved their proficiency in identifying common sound patterns and applying their phonological knowledge effectively.

However, the 26% who scored below the average may have faced difficulties due to limited familiarity with phonetic transcription, difficulty in distinguishing similar sounds, or challenges in recognizing sound variations within different word contexts. These difficulties may indicate a need for reinforced listening and pronunciation exercises to strengthen phonological awareness.

b. Morphology Question

Morphology questions	Number of Students (N)	Percentage (%)
Above the average	38	76%
Below the Average	12	24%
Total	50	100%

Table 4.85: Students' Morphological Performance

Table 4.84 shows students' performance regarding morphology. The results indicate that 76% of students obtained scores above the average, while 24% obtained scores below the average. These high scores This suggests demonstrate students' understanding of word formation, grammatical categories, and morphological structures in English.

The activity required students to identify nouns, verbs, and adjectives from a given text. It assessed students' ability to manipulate knowledge related to word derivation, root forms, and grammatical functions. The majority (76%) of students who performed well likely showed

their understanding of how words change form based on usage and context by indicating effective morphological awareness.

However, the 24% who scored below the average proved low level of word manipulation. The results indicate students' inabilities or difficulties in differentiating between word classes, recognizing derived forms, or applying morphological rules correctly. These difficulties could stem from limited exposure to academic vocabulary, confusion with irregular word formations, or a lack of systematic practice in word classification.

c. Semantic Question

Semantics questions	Number of Students (N)	Percentage (%)
Above the average	40	80%
Below the Average	10	20%
Total	50	100%

Table 4.86: Students' Semantic Performance

Regarding students' performance of items related to semantics, the table above shows two different levels of students. 80% of students obtained scores which are above the average. This result may refer to students' understanding of word meaning, synonyms, antonyms, and contextual usage in English. On the other hand, only 20% of students who had scores which are below the average.

This section required students to match key terms with their definitions and find synonyms and antonyms from the given text. The task relied on students' ability to interpret meaning, recognize word relationships, and apply contextual knowledge. The majority (80%) of students who performed well likely exhibited strong vocabulary skills and the ability to deduce meaning from context, indicating a well-developed semantic awareness.

However, the 20% of students who scored below the average may have faced difficulties in distinguishing between similar words, understanding differences in word meaning, or recalling appropriate synonyms and antonyms. These challenges could be attributed to a limited

academic vocabulary, lack of exposure to varied reading materials, or difficulty in recognizing words with multiple meanings.

d. Syntax Question

Syntax questions	Number of Students (N)	Percentage (%)
Above the average	42	84%
Below the Average	8	16%
Total	50	100%

Table 4.87: Students' Syntactic Performance

The results for the syntax-based question indicate a high level of achievement. 84% of students had above the average scores and only 16% obtained below the average scores. This may refer to students' ability to analyze and understand sentence structures, grammatical functions, and syntactic rules in English.

This section required students to identify the function of given sentences, such as expressing obligation, prohibition, probability, and possibility. It assessed students' ability to recognize modal verbs, sentence patterns, and grammatical structures that convey different meanings. The majority (84%) of students who performed well likely demonstrated proficiency in analyzing sentence functions and applying syntactic rules accurately

However, the 16% of students who scored below the average failed to distinguish between similar grammatical functions, recognize modal verb usage, or understand complex sentence structures. This failure can be attributed to the lack of exposure to varied sentence patterns, confusion with modal meanings, or insufficient practice in grammar analysis.

e. Language Writing

Language Writing	Number of Students (N)	Percentage (%)
Above the average	34	68%
Below the Average	16	32%
Total	50	100%

Table 4.88: Students' Language Writing

Regarding the assessment of language proficiency within the task of writing, the results indicate a moderate level of achievement. 68% of students' language was evaluated above the average, while the rest of 32% of students proved language that was assessed below the average.

CHAPTER FOUR : DATA ANALYSIS

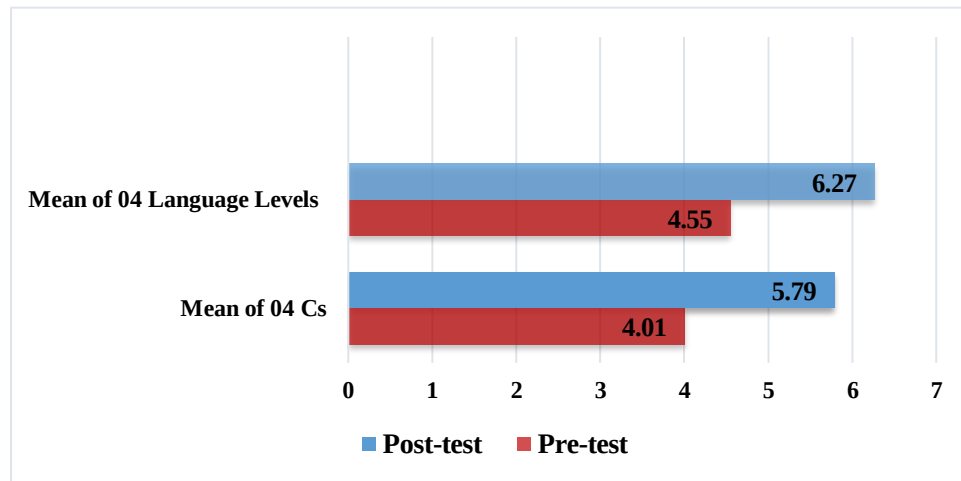
This suggests that while a majority of students demonstrated effective writing skills, a significant percentage of students still face challenges in linguistic accuracy, coherence, and clarity.

This section required students to construct well-structured written responses using appropriate grammar, vocabulary, and sentence structure. The 68% of students who performed well likely demonstrated correct use of vocabulary, proper grammatical structure, and an ability to express ideas clearly and concisely. Their performance proved a good understanding of the writing conventions and the ability to apply linguistic rules effectively.

However, the 32% of students who scored below the average indicated their inability to manipulate the language correctly when writing their paragraphs. The results may show also that students experienced difficulties in using correct vocabulary, producing proper syntactic structure, or maintaining logical progression in their writing. These challenges could be attributed to limited writing practice, difficulties with grammatical accuracy, or struggles with organizing ideas cohesively.

	Mean of 4Cs	Mean 4 Language Levels	Total
Pre-test	4.01	4.55	8.56
Post-test	5.79	6.27	12.06

Table 4.89: Means of 4 Cs and 4 Language Levels before and after the implementation of the CLIL approach



Graph 4.1 : Means of 4 Cs and 4 Language Levels before and after the implementation of the CLIL approach

The results presented in graph number 4.1 concern the means of students' performance when answering questions related to four Cs (Content, cognition, communication, and culture) and four language levels (phonology, morphology, semantics, and syntax). The graph compares the means of the pre-test to the means of the post-test. This comparison helps the researcher to assess statistically the effectiveness of the CLIL implementation on students' content proficiency and language proficiency.

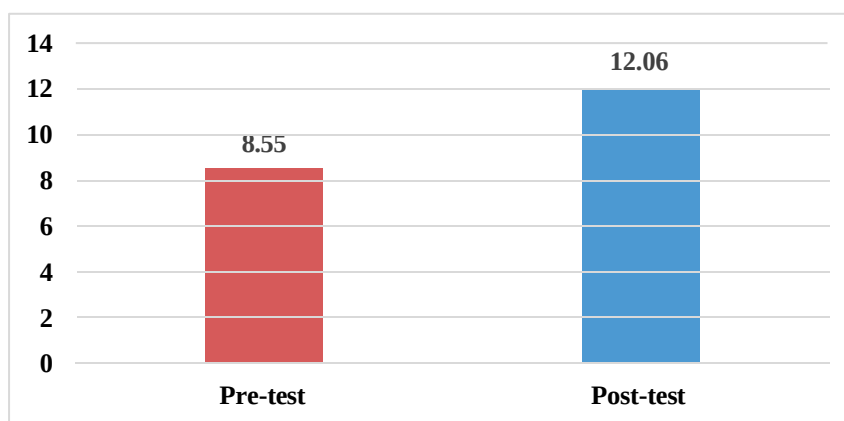
The results indicate positive improvement in both criteria. Regarding students' performance in relation to the four Cs, the mean is increased from 4.01 in the pre-test to 5.79 in the post-test. This increase in the means show that students performed better in the post-test rather than in the pre-test. In other words, students in the post-test were able to successfully answer questions related to content, cognition, communication, and culture better than in the pre-test. This positive improvement proves that CLIL approach helped students outperform in the post-test.

For language proficiency, the results demonstrate that the mean in the pre-test (4.55) has been increased to 6.27 in the post-test. This positive increase refers to students' development in the four levels of the target language. To explain, the increase in the means in

the tests proves that students could answer correctly more questions related to four language aspects – phonology, morphology, semantics, and syntax- in the post-test better than in the pre-test. Overall, the results in the graph above suggest that the intervention or instructional approach (CLIL) used between the two testing periods was effective in enhancing both 04 language levels and the skills of the “04 Cs.”

	N	Mean
Pre-test	50	8.55
Post-test	50	12.06

Table 4.90: Means of the Pre-Test and Post-Test Results

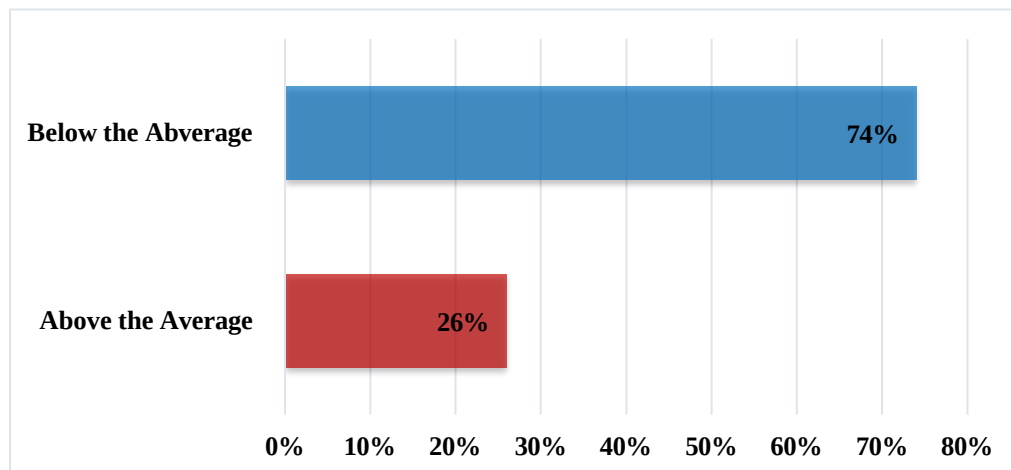


Graph 4.2: Means of the Pre-test and Post-test Results

Graph number 4.2 shows the means calculated as a result of students’ overall performance in the pre-test and post-test. It represents the overall performance of students when answering all questions before and after the intervention phase (i.e., before and after the implementation of the CLIL approach). The results demonstrate that the mean in the pre-test (8.55) increased to 12.06 in the post-test. The increase of 3.51 between the two tests confirms the positive development of students’ performance in the post-test better than in the pre-test. This means that students in the post-test and after the implementation of the CLIL approach were able to answer most questions successfully. Accordingly, the integration of this approach during the intervention phase affects positively on students’ overall performance.

Pre-test	N	%
Above the Average	13	26%
Below the Average	37	74%

Table 4.91: Students above and below the average in the pre-test

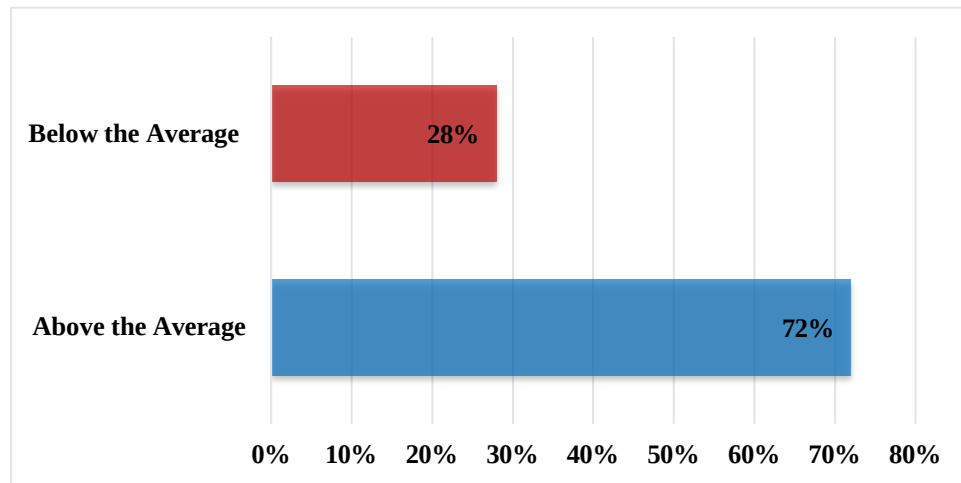


Graph 4.3: Students above and below the average in the pre-test

The data presented in the graph above demonstrate the percentages of students who obtained scores above and below the average in the pre-test. The results indicate that 74% (37) of students scored below the average and only 26% of students (13) who scored above the average. In other words, most of students did not perform well in the pre-test. This result confirms that most students experienced difficulties and failed to answer the pre-test questions correctly.

Post-test	N	%
Above the Average	36	72%
Below the Average	14	28%

Table 4.92: Students above and below the average in the post-test



Graph 4.4: Students above and below the average in the post-test

Graph number 4.4 shows the percentages of students who scored above and below the average in the post-test. The data presented in the graph demonstrate that 72% of students scored above the average and few students (28%) scored below the average in the post-test. In other words, most of students were able to successfully answer questions of the post-test. This result confirms that most of the students in the post-test performed better than in the pre-test and that they did not have difficulties when answering the questions of the post-test. It also highlights students' overall development in their performance which in turns proves the positive effectiveness of CLIL on students' proficiency.

4.5.3. Discussion of the Results

The content-related results of the pre-test and post-test demonstrate a significant improvement in students' understanding of key concepts. Initially, only 40% of students scored above the average in content-related questions. This reflects significant difficulties in understanding fundamental political science concepts. However, in the post-test, 90% of students achieved above-average scores which reflect a significant enhancement in comprehension. This may suggest that instructional strategies such as scaffolded reading activities and vocabulary reinforcement implemented in the CLIL course, were effective in strengthening students' understanding of complex topics. Nevertheless, the 10% of students

who experiences difficulties may require additional targeted interventions, such as visual aids and personalized feedback, to ensure a deeper conceptual understanding.

Regarding cognitive skills, students initially faced considerable challenges in analytical and classification-based tasks, with only 36% scoring above average in the pre-test. The post-test results indicate a significant improvement, as 80% of students scored above the average, they showed increased proficiency in categorizing, synthesizing, and applying theoretical concepts. This suggests that structured exercises, such as guided classification activities and historical mapping used in the CLIL course, played a crucial role in developing students' higher-order thinking skills. However, the 20% who remained below the average likely struggled with abstract reasoning and content recall. This could emphasize the need for continuous reinforcement through cognitive-based activities and mind-mapping techniques.

In communication and cultural analysis, students showed slight progress, though challenges persist. In the pre-test, 78% of students scored below the average in communication. This may highlight the difficulties students experienced in structuring arguments and articulating ideas clearly. The post-test results indicate improvement, with 60% of students scoring above the average, suggesting enhanced ability to organize thoughts and express opinions effectively. Similarly, cultural competency remained a challenge, with only 26% of students who proved scores above average. While the post-test results showed progress (42% scoring above the average), a considerable number of students continued to struggle with analyzing cultural dimensions in war ethics. These findings highlight that culture was not significantly improved and could be attributed to the focus that was mostly directed to language and content learning.

The language proficiency results also indicate notable improvements across different linguistic components. Pre-test scores revealed considerable difficulties in phonology, morphology, semantics, syntax, and writing, with many students struggling with word

formation, grammar structures, and lexical knowledge. However, post-test results showed a general increase in performance, particularly in syntax (84% above average), phonology (74%), and morphology (76%). These results confirm enhanced linguistic accuracy and grammatical awareness of most students. Despite these advancements, writing proficiency remained an area of concern, with 32% of students who scored below the average. This highlights the need for continued emphasis on structured writing activities and targeted grammar instruction to support students in developing well-structured academic written productions.

Overall, the post-test results indicate significant progress in both content and language proficiency. This may show the effectiveness of the instructional strategies which were applied. However, certain areas, such as cultural analysis and academic writing, require further reinforcement to ensure all students achieve higher levels of competency.

4.6. Synthesis of the Results

This section discusses and synthesizes the main results collected from all different research instruments used in this investigation. It focuses on comparing the results from various perspectives in order to cross-check the data. The results compared are divided into four main categories: four Cs framework, four linguistic levels, teaching materials, and CLIL classroom challenges. These four categories aim to answer the research questions of the current study.

4.6.1. Four Cs Framework

The data collected from the three research instruments provided relevant and detailed description of the four Cs in CLIL classes. For the first C item, the results of teachers' questionnaire confirmed that content can be developed via the integration of CLIL approach. In other words, 52% of questioned teachers agreed that the use of a target language encourages students to process and improve their subject-specific knowledge. This finding was also highlighted by students in their questionnaire. In other words, 50% of students agreed that their integration in classes where a target language is used to deliver the of their field of study

encourages them to focus more. However, it is important also to emphasize that 48% of students admitted that they usually experience difficulties in understanding the specific knowledge transmitted using the target language. This finding leads to the conclusion that CLIL is considered and a motivating context where the target language motivates and encourages learners to process information in the specific field of study and yet it challenges students to fully understand what they process (either language or content). For the observation outcomes, most observed sessions witnessed the course focus on teaching content relevant to the curriculum of the field of study. This means that all topics, activities, and materials which students were exposed to in the CLIL class encouraged the learning process of content relevant to the field of study and the curriculum. Content as one of the four Cs was also assessed by applying a pre-test and post-test to students to confirm the effectiveness of CLIL of this particular item. The results show that students' content proficiency was significantly increased. Students who obtained above the average when answering questions related to content knowledge were about 38% in the pre-test, however; 90% of students answered correctly questions related to content in the post-test. This increase in percentage reflects that CLIL has helped students to successfully develop subject-specific knowledge which was delivered using a target language.

For the second item of the four Cs, most teachers admitted that that cognitive strategies use is encouraged and maximized when processing both content and language in CLIL classes. This means that CLIL activates students' intention to apply and improve their different cognitive strategies. 76% of teachers confirmed also that strategies are frequently used in all activities particularly in the ones which incorporate reading and writing tasks. Students in their questionnaire also confirmed similar findings. In other words, 60% of them admitted their use of problem solving and information processing strategies. These two findings may confirm that the use of target language in CLIL calls plays the role of a challenging factor which in turns

activates enough cognitive strategies use by students to process all types of information. The observation outcomes proved that in all 13 sessions, students were provided with activities and instructions which direct, refine, and improve their cognitive strategies. For the data collected from the tests, students initially (in the pre-test) faced considerable challenges in analytical and classification-based tasks, with only 36% scoring above average in the pre-test. The post-test results indicate a significant improvement, as 80% of students scored above the average, they showed increased proficiency in categorizing, synthesizing, and applying theoretical concepts. This suggests that structured exercises, such as guided classification activities and historical mapping used in the CLIL course, played a crucial role in developing students' higher-order thinking skills. However, the 20% who remained below the average likely struggled with abstract reasoning and content recall. This could emphasize the need for continuous reinforcement through cognitive-based activities and mind-mapping techniques.

Regarding communication, the results of teachers' questionnaire revealed that CLIL helps in developing overall communication competence. This finding was confirmed by 48% of teachers. This percentage proves also that communication is not totally improved in CLIL classes. CLIL may fully encourage students to communication but it may not develop the total competence of communication. Teachers' questionnaire confirmed also that written communication forms are less developed in CLIL classes than spoken communication skills. In other words, as the exposure to the target language might be highly occurred in spoken situations (e.g., interaction with the teacher, interaction with classmates, reading texts, listening to audios, having debates, answering questions orally ...etc.), spoken communication skills may be respectively developed. For students' questionnaire, the results show that most of them agreed that CLIL encourages them to practice their communication particularly in fields relevant to theirs. For the types of communication to be improved in CLIL classes, 58% of students highlighted that CLIL develops oral communication forms, while; 62% of the same

participants agreed that CLIL develops written communication forms. This finding may indicate that students consider speaking communication skills as most challenging ones and require enough practice to develop. The observation results indicate significant findings regarding communication skills development. It shows that in all sessions, teacher-student spoken interaction and student-student spoken interaction was occurred via the target language. This may confirm the finding collected from the teacher' questionnaire that spoken communication skills are frequently addressed and developed in CLIL classes. This can be attributed to the high frequency of activities incorporated in CLIL classes and which maximize the occurrence of spoken communications. For the results of the tests, 78% of students scored below the average in communication. This may highlight the difficulties students experienced in structuring arguments and articulating ideas clearly. The post-test results indicate significant improvement, with 60% of students scoring above the average. This may suggest enhanced ability to organize thoughts and express opinions effectively.

Culture which is the last item of the four Cs was also assessed via the implementation of CLIL. In teachers, questionnaire, 53 % of participants agreed that CLIL raises students' cultural awareness as a non-native language (i.e., target language) is applied in the class. However, 41% of the teachers disagreed that CLIL increases students' interest and motivation to learn about other cultures. This finding confirms that CLIL may increase the exposure of culture learning opportunities, it but may not be the direct reason behind students' interest and motivation to learn improve culture. The results collected from students' questionnaire highlighted similar findings to teachers' questionnaire. 60% of participants emphasizes that cultural awareness can be improved in CLIL classes. However, 62% of students disagreed with the situation that CLIL helps students' increase their interest to learn about other cultures. This finding may indicate that cultural awareness for political sciences students might not be the primary reason for studying content via the target language. For the observation outcomes, it

was noticed that culture integration and learning was maintained in only 6 sessions out of 13 sessions. This finding confirms the lack of teaching activities and materials designed to particularly teach culture. This lack of attention can be attributed to time limits, overload of focus on many teaching items (content, language, cognition, communication), lack of authentic materials, and lack of practice. For the results of the tests, cultural competence remained a challenge, with only 26% of students who proved scores above average. While the post-test results showed progress (42% scoring above the average), a considerable number of students continued to struggle with analyzing cultural dimensions in war ethics. These findings highlight that culture was not significantly improved during the course implementation and could be attributed to the focus that was mostly directed to language and content learning.

4.6.2. Four Linguistic Levels

Since language proficiency has a major focus in the CLIL approach, it was assessed via different research instruments in this investigation. For teachers' questionnaire, 80% of participants highlighted the development of the target language via the content delivered in CLIL classes. This finding confirms that CLIL extends the opportunity of language learning to students when processing their subject-specific knowledge. The results of students' questionnaire revealed similar findings. In other words, 58% of students confirmed that CLIL helped students improve their overall language proficiency. This finding highlights that students of political sciences are aware of the effect of processing subject-specific knowledge via the target language.

Regarding the observation results, the checklist directed attention to the focus, level and availability of teaching materials and activities designed to improve not only content but also the four levels of language proficiency. The observation revealed that in most sessions the target language used in different activities and materials was closely relevant to students' overall proficiency. In few sessions, language introduced in activities and materials challenged students

in experience new level of the target language. scaffolding strategies were implemented to introduce the target language smoothly (from easy to difficult). In addition, in all sessions, it was noticed that the language integrated in all activities was mostly related to the content curriculum. This finding ensures that the target language was taught according to the context of political sciences. The observation proved also that activities and materials were designed to consciously and subconsciously improves students'' phonological, morphological, semantic, and syntactic aspects of students. However, the focus on developing these four aspects was not parallel. This can be attributed to the most demanding language levels which require enough attention or to the time restrictions.

The tests applied in the study assessed the effectiveness of CLIL on students' language proficiency particularly the four aspects: phonology, morphology, semantics, and syntax. The language proficiency results indicate notable improvements across different linguistic components. Pre-test scores revealed considerable difficulties in phonology, morphology, semantics, syntax, and writing, with many students struggling with word formation, grammar structures, and lexical knowledge. However, post-test results showed a general increase in performance, particularly in syntax (84% above average), phonology (74%), and morphology (76%). These results confirm enhanced linguistic accuracy and grammatical awareness of most students. Despite these advancements, writing proficiency which required the use of three levels of language proficiency (morphology, semantics, and syntax) remained an area of concern, with 32% of students who scored below the average. This highlights the need for continued emphasis on structured writing activities and targeted grammar instruction to support students in developing well-structured academic written productions.

4.6.3. Teaching Materials and Activities

The study of the availability and type of teaching materials and activities used in CLIL classes was also one of the main focus of this study. Different findings collected from the

different research instruments exhibited the evaluation of the teaching materials and activities on students' language and content proficiency. For the questionnaire of teachers, most participants (53%) emphasized the use of teaching materials to support both language and content learning. 62% of teachers confirmed that teaching activities need to be varied to address all students' learning styles when improving content and language. These two main results were also confirmed by students in their questionnaire. In other words, most students confirmed that they are exposed to various activities in the class. Another result was noticed in the questionnaire of teachers was that all learning activities designed in CLIL classes hold multiple aims such as developing content, language, and cognition, and communication. This result highlights that learning activities contain similar objectives to the CLIL approach. In other words, they are not contradicted to the features of CLIL-based instruction.

The data collected from the observation illustrated that in all sessions, students experience learning activities like reading, writing, listening, speaking, discussing, gap filling, matching, concepts and ideas ordering, and true/false choosing. All observed sessions noticed the integration of learning activities to specifically develop language levels and content and communication. Ten observed sessions confirmed the use of learning activities which encourage cognitive strategies. Only 09 sessions witnessed the integration of learning activities to particularly teach culture. This variation in frequency highlights the importance of language, content, communication, and cognition over culture. The observation revealed also the use of scaffolded learning activities. In all sessions, activities were presented in a scaffolding way, i.e., moving from easy activity to complicated one. Scaffolding the learning activities may ensure the sooth progress of students from one activity to another without facing challenges and problems in learning.

For the teaching materials, most teachers declared in their questionnaire their use of authentic materials in CLIL classes. In other words, teachers justified their use of authentic

materials by saying that these types of materials show the real use of the language in the target communities. All teachers agreed on using different teaching materials which could meet the different learners' styles. These materials incorporate pictures, extracts, texts, voids, audios, and articles. Similar results were gathered from classroom observation. The data confirmed that in all sessions, authentic materials were incorporated to maintain teaching the real use of target language in real life situations. All sessions noticed also the variety in use teaching materials which are either auditory, visual, or both (i.e., audio-visual). The use of such various teaching materials ensured the engagement and participation of different types of students (either visual, auditory, or audio-visual). The content of the teaching materials in all 13 sessions exposed students to both subject-specific knowledge learning and language learning. In other words, the focus of the activities was on both content and language learning.

4.6.4. CLIL Classroom Problems and Assessment of its Effectiveness

The data collected from the research instruments provided the researcher with findings related to the challenges encountered in CLIL classes and the effectiveness of this teaching approach on students. One of the primary challenges in CLIL implementation is the difficulty of teaching both language and content proficiency simultaneously in situations when students do not have the required language proficiency. Most students in their questionnaire confirmed this finding when they admitted facing problems to understand the target language and particularly the vocabulary items. This emphasizes that language proficiency may be considered as the primary condition to ensure an effective implementation of the CLIL approach. Another challenge admitted by teachers is the absence of professional development opportunities and institutional support, which limits their ability to refine CLIL-based instructional strategies and courses. The time-intensive nature of preparing dual-focused materials was another recurring issue, as teachers found it difficult to design lessons that

effectively balance content learning with language acquisition. This challenge is contradicted with the need imposed by the administration to finish the content of the program.

On the other hand, the student questionnaire revealed significant linguistic challenges that affect their ability to engage with CLIL instruction. Many students reported struggles with understanding complex academic vocabulary, which hindered their comprehension of subject-specific concepts. Additionally, difficulties in written communication were frequently mentioned, as students found it challenging to express ideas clearly in the target language following the correct use of grammatical rules. These results can be attributed to the insufficient exposure to teaching materials and structured learning activities designed specifically to address the linguistic and writing deficiencies.

Findings from classroom observation and test results further confirm these challenges. Observations showed that while students demonstrated engagement with the content, they often struggled to express their ideas accurately and structure their arguments effectively following the correct use of all linguistic aspects. The pre-test scores indicated that a significant number of students had difficulties with analytical tasks, classification exercises, and structured argumentation, reinforcing the need for cognitive scaffolding. Although post-test results showed improvement, particularly in comprehension and classification skills, challenges persisted in communication and cultural analysis. These findings suggest that without additional instructional support, such as explicit vocabulary instruction and targeted writing practice, students may continue to struggle with the linguistic demands of CLIL.

Regarding the effectiveness of CLIL on students' language and content proficiency, the questionnaire responses highlight that both teachers (67.3%) and students (71%) perceive CLIL as an effective approach for enhancing content and language proficiency. In addition to this, teachers noted that CLIL encourages cognitive engagement and higher-order thinking, which facilitates a deeper understanding of subject-specific knowledge. Most students similarly

reported that the approach helped them grasp complex political science concepts and improved their ability to use relevant terminology. However, the questionnaire findings also point to persistent difficulties in language use, particularly in grammar and academic writing, which require further instructional interventions.

Observational findings further support the effectiveness of CLIL in improving language and content proficiency. Throughout the observed sessions, students showed increased confidence in discussing subject-related topics and demonstrated greater comprehension of key concepts. Activities such as scaffolded reading, guided classification tasks, and structured discussions contributed to a more interactive learning environment with the focus on encouraging cognitive strategies. However, despite these improvements, students still exhibited difficulties in producing well-structured written arguments and articulating complex ideas correctly. The observations indicate that while CLIL fosters an integrated learning experience, additional support through explicit grammar instruction and writing practice is necessary to enhance overall proficiency.

Test results provide measurable evidence of CLIL's impact on students' academic performance. A significant increase in post-test scores compared to pre-test results demonstrates progress in both content knowledge and linguistic accuracy. Students showed notable improvements in their understanding of political science concepts, their ability to categorize information, and their use of grammatical structures. However, writing proficiency remained a challenge, with a considerable number of students continuing to struggle with coherence and argumentation. Additionally, cultural analysis scores improved at a slower rate, suggesting that more emphasis on intercultural discussions and analytical exercises is needed to fully develop students' competencies in this area.

4.7. Conclusion

Chapter four presents the analysis of the data collected from the three research instruments which were used in this investigation. It is then divided into four sub-sections. The first section concerns the analysis of both teachers' and students' questionnaires. Section two provides a clear discussion and interpretation to the classroom observation. Section three discusses students' performance in the pre-test and post-test. The last section in this chapter aims to compare the results and synthesize them to provide a cross-checked view of the main findings. As the aim of this study was to investigate the effectiveness of CLIL in developing the four Cs (Content, Cognition, Communication, and Culture) and language proficiency among political science students. Findings from teachers' and students' questionnaires, observations, and tests confirmed that CLIL effectively enhances content knowledge, as seen in the significant improvement from 38% to 67% in content-related post-test scores. Cognitively, CLIL encouraged problem-solving and information processing strategies, with post-test results showing increased proficiency in classification and analytical tasks (from 36% to 62%). Regarding communication, spoken interaction was emphasized in CLIL classes. This led to improved oral skills, though writing remained a challenge. However, only 60% of students scored above average in communication post-tests. Cultural awareness was acknowledged as a benefit of CLIL, but students showed limited motivation to explore cultural aspects, with test results indicating only moderate improvement (26% to 42%). Language proficiency was significantly enhanced, particularly in syntax (84%), phonology (74%), and morphology (76%), yet writing remained an area of concern. Teaching materials and activities played a crucial role in supporting both language and content learning, though more variety was needed to address the different learning styles. Overall, CLIL proved to be an effective approach for integrating content and language learning but required additional support for writing skills and cultural engagement.

GENERAL CONCLUSION

GENERAL CONCLUSION:

English has become a fundamental component of higher education worldwide. It serves as the primary medium for academic research, communication, and professional advancement. In non-English speaking countries, proficiency in English is essential for students to access a wealth of knowledge, participate in international collaborations, and enhance their career prospects. As a global language, English enables students to engage with contemporary scholarly work, facilitating their academic growth and integration into the global knowledge economy. Consequently, higher education institutions increasingly prioritize English language instruction to equip students with the necessary linguistic and cognitive competencies for their respective fields.

The significance of English is particularly evident in specific fields of study, such as political science, economics, and law, where students must comprehend and analyze subject-specific concepts in an international context. Mastery of English allows students to engage with global perspectives, access international research, and effectively communicate their ideas. However, traditional language instruction often falls short of addressing the linguistic demands of specialized disciplines. This gap has led to the exploration of new pedagogical approaches that integrate language learning with content instruction, ensuring that students develop both linguistic proficiency and subject-specific knowledge simultaneously.

Given the increasing demand for English proficiency in academic and professional settings, there is a pressing need for the integration of innovative teaching approaches that facilitate content learning through the target language. Content and Language Integrated Learning (CLIL) has emerged as a promising methodology that addresses this need by fostering simultaneous development in language and subject matter expertise. CLIL offers a dynamic learning environment where students engage with discipline-specific content in English which in turn enhances their comprehension, analytical skills, and linguistic competencies. This

GENERAL CONCLUSION

approach is particularly relevant in higher education, where students must navigate complex academic discourse while acquiring knowledge in their chosen fields.

In response to this need, the present research aimed to assess the effectiveness of CLIL in higher education by examining its impact on language proficiency, content proficiency, teaching materials, and the challenges faced by both teachers and students. Through a comprehensive investigation, the study sought to determine whether CLIL enhances students' grasp of political science concepts and English language skills while also evaluating the extent to which teaching materials support this integration. Additionally, the research explored the challenges encountered by instructors and learners, providing insights into the feasibility and sustainability of CLIL in the Algerian higher education context.

The study adopted a mixed-methods research design which utilizes multiple data collection tools, including questionnaires, classroom observations, and tests. The questionnaire gathered perspectives from both teachers and students regarding the implementation of CLIL, its benefits, and its challenges. Classroom observations provided insights into instructional practices, student engagement, and material effectiveness. The tests assessed students' progress in both content knowledge and language proficiency, offering empirical evidence of the impact of CLIL instruction. By triangulating data from these sources, the research ensured a comprehensive evaluation of CLIL's effectiveness in the higher education context.

The findings of the study provided significant insights into the hypotheses of this research. Firstly, the results confirmed that both teachers and students encountered challenges related to language proficiency and subject-specific content integration which validates the first hypothesis. Secondly, the findings indicated that CLIL instructors mostly utilized authentic and subject-specific teaching materials. This supported the second hypothesis. Thirdly, the study confirmed that exposure to a CLIL syllabus led to a deep understanding of political concepts, theories, and terminology, as well as enhanced linguistic competencies which affirm the third

GENERAL CONCLUSION

hypothesis. In other words, the research validated that CLIL promoted better student performance in both language and content mastery. However, the findings partially confirmed the fourth hypothesis, as while CLIL fostered a more positive attitude towards learning English, some students still faced challenges in fully adapting to the approach. Overall, the study highlighted the effectiveness of CLIL in enhancing both language and content proficiency, while also emphasizing the need for additional support mechanisms to address challenges encountered in its implementation.

Based on the research findings, several recommendations can be made to enhance the implementation of CLIL in higher education. First, teacher training programs should be developed to equip instructors with the necessary pedagogical strategies for integrating language and content effectively. Many teachers face challenges in adapting their teaching methods to CLIL which necessitate targeted professional development workshops and resources. Second, curriculum designers should create structured CLIL-based syllabi that align with students' linguistic and cognitive levels. These curricula should incorporate scaffolded learning activities, glossaries for technical terms, and additional language support mechanisms to ease comprehension difficulties. Moreover, institutions should provide access to a diverse range of authentic and subject-specific materials to ensure that students engage with relevant and academically challenging content. Third, assessment methods should be adapted to measure both language and content proficiency adequately. Traditional evaluation systems that focus solely on subject knowledge should be reformed to integrate language assessment criteria, such as academic writing skills and oral presentation competencies.

As this study was conducted to mainly identify the challenges encountered in CLIL classes, the teaching materials used in CLIL course, the attitudes of participants towards the use of CLIL, and the development of language and content proficiency after implementing CLIL, researchers are then invited to undertake studies in the future about assessing the effects of

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CLIL approach on ESP students' reading comprehension strategies as this teaching approach requires the dual-focus on both content and language in parallel. This automatically involves students to activate different types of strategies particularly in reading tasks. Researchers can also undertake studies which aim to design extensive CLIL courses to particularly address students' cultural and writing skills. They can also work on assessing the effects of implementing CLIL on students' 21st century skills such as communication, intercultural, and technology skills.

The current research has three main limitations. First, the findings proved in this study cannot be overgeneralized to other samples and populations from other specialties and departments within the same faculty or other faculties. Another limitation is time constraints, which was encountered when implementing the CLIL course. The latter includes many lessons with variety of learning activities, which required much more time to finish them. As the focus is on both language and content learning, time was not truly enough to finish all units and activities of the CLIL syllabus. A final point of limitation in this study was the challenging situation to find a qualified content teacher who could effectively implement the CLIL approach. Although the department declared teaching certain content modules using English, it was purely EMI without giving parallel focus on both developing content and language. The selected content teacher who implemented the CLIL approach in this study has a Master's degree in English and a PhD in political Sciences. His studies when obtaining a master degree helped him to be exposed to the different teaching approaches used in EFL and ESP contexts. He is aware of the features and principles of the CLIL approach. Thus, he contributed in this research to apply CLIL accordingly. His volunteering contribution has effectively helped to reach the aim of this study.

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Appendices

Appendices

Appendix 01: Students' Questionnaire

Students' Questionnaire

Dear student, you are kindly asked to answer the following questionnaire to help the researcher to assess the effectiveness of teaching the content of political sciences via the target language (i.e., English). Your answers and contributions will help in obtaining the necessary data to undertake this study. Kindly fill in the blanks when necessary and circle the correspondent option when provided.

Section 1. Background information

- **Age** **Gender:** Male Female
- **Specialty:**
- **Level of English:** **A1 / A2 / B1 / B2 / C1 / C2**
- **Language used as medium of instruction:** **English / French / Arabic / Berber**
- Please state the learning module (s) you have studied using English as a Medium of instruction.....
.....
- How long have you been studying using these modules using the target language?.....

Section 2. Content and Language Integrated Learning

1. **When you learn content using a second or a Foreign language, you tend to**
 - a. Focus on understanding the content only
 - b. Focus on learning both content and the foreign/second language in parallel
 - c. Focus on learning the foreign or second language only

Section 3. Content

Learning content in a foreign/second language affects your motivation and engagement with the subject	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
It is difficult for you to understand content explained in a foreign/second language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Understanding of content has improved as a result of being taught in a foreign/second language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 04: Language

Learning content in a foreign/second language affects your motivation to improve your language skills	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

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It is difficult for you to understand the target language when it is used to explain content	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has helped you improve your overall language proficiency	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has enhanced your skills in pronunciation, word formation, vocabulary, and grammar	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 05 Cognition

Learning content in a foreign/second language encourages you to use different and new strategies to understand and process information	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has helped you develop language-related strategies, such as translating, pronouncing, analyzing sentences, or guessing word meanings	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has helped you develop strategies to better understand the subject matter (e.g., comparing, analyzing, reasoning, concluding, synthesizing, or creating mind maps)	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has improved your ability to solve problems and process complex information	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has improved your reading and listening skills	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has improved your speaking and writing skills	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 06: Communication

Learning content in a foreign/second language has improved your ability to communicate ideas orally in the target language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning content in a foreign/second language has improved your ability to communicate ideas in writing in the target language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 07 Culture

Learning content in a foreign/second language has increased your awareness and appreciation of cultural diversity through the study of content from different cultural perspectives	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Learning through CLIL has made you more interested in learning about other cultures	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The study of culture in CLIL has encouraged you to think critically about cultural stereotypes and biases	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Appendices

Section 08: Teaching Materials and Activities

Options	Yes	No
a. Do you think the use of pictures, texts, videos, documents, records used in CLIL classes encourages your language learning engagement?		
b. Do you think the use of pictures, texts, videos, documents, records used in CLIL classes encourages your Content learning engagement?		
a. The variety of activities (e.g., group work, reading tasks, presentation tasks, discussions) used in CLIL encourages students' language learning		
c. The variety of activities (e.g., group work, reading tasks, presentation tasks, discussions) used in CLIL encourages students' content learning		

Section 09: The Effectiveness of CLIL Implementation and its Challenges

How would you rate the effectiveness of CLIL in improving your understanding of the content?

- Not effective at all
- Slightly effective
- Moderately effective
- Very effective
- Highly effective

How would you rate the effectiveness of CLIL in improving your understanding of the target language?

- Not effective at all
- Slightly effective
- Moderately effective
- Very effective
- Highly effective

What aspects do you believe CLIL contributes most in developing? (Select all that apply)

- Content
- Language
- Communication
- Cognition
- Culture

What language-related difficulties do you face when learning content through the target language? (Select all that apply)

- Limited vocabulary in the target language
- Difficulty understanding complex ideas in the target language
- Struggling with listening or speaking in the target language
- Difficulty writing in the target language
- Other (please specify)

What are the most significant challenges you face in understanding the content in CLIL courses? (Select all that apply)

- Difficulty with academic vocabulary in the target language
- Difficulty with pronunciation
- Lack of clarity in explanations due to language barriers
- Not enough practice in using the target language to understand content
- Limited use of visual aids or additional resources
- Other (please specify)

Appendix 02: Teachers' Questionnaire

Teacher's Questionnaire

Dear teacher, you are kindly asked to answer the following questionnaire which is an attempt to assess the effectiveness of teaching political sciences content via the target language (i.e., English). The study aims to identify the aspects of improvements and the challenges that can be encountered in such contexts. Your answers and responses will contribute in undertaking this investigation. Kindly fill in the gaps when necessary and choose the option provided.

Section 1. Background information

- **Age** **Gender:** **Male** **Female**
- What degree (s) do you hold? **Ph.D.** **Magister**
- Others.....
- Specialty:
- Level of English: **A1 / A2 / B1 / B2 / C1 / C2**
- Please circle your certificate of language proficiency: License in English / Master in English / Magister in English / PhD in English
- Language used as medium of instruction: English / French /Arabic
- How long have you been teaching using this language and a means of instruction?
- Please state the teaching module (s) you have taught using English as a Medium of instruction.....

Section 2. Content and Language Integrated Teaching

2. **When you teach content using a second or a foreign language, you tend to**
 - d.** Focus on explaining and teaching the content only
 - e.** Focus on teaching both content and the foreign/second language in parallel
 - f.** Focus on teaching the foreign or second language only
3. Teaching Content through a second or a foreign language requires teachers to have: A1 / A2 / B1 / B2 / C1 / C2
4. Teaching Content through a second or a foreign language requires students to have: A1 / A2 / B1 / B2 / C1 / C2

Section 3. Content

The use of the target language as a medium of instruction affects students' motivation and engagement with content-specific topics	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Content explained in the target language is hardly understood	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Using the target language as a medium of instruction, Students' content knowledge has been improved	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

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Section 4: Language

The delivery of content via the target language affects students' motivation to learn language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The target language explained through the content is hard to understand	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Teaching the content in the target language helps students develop their language proficiency	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Teaching content using the target language develops students' phonology, morphology, semantic, and syntactic skills	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 5: Cognition

The delivery of content via the target language encourages students to use different cognitive strategies	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Teaching content through the target language helps students develop strategies related to linguistic proficiency (translating, pronouncing, sentence analyzing, word guessing...)	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Teaching the content in the target language helps students' develop strategies related to content proficiency (comparing, analyzing, reasoning, concluding, synthesizing, mind mapping)	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
Teaching content using the target language develops students' strategies to solve problems in the learning process (strategies to process complex information)	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The use of CLIL has improved students' strategies used in reading and listening	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The use of CLIL has improved students' strategies used in speaking and writing	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 6: Communication

The use of CLIL has improved students' ability to orally communicate content ideas in the target language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The use of CLIL has improved students' ability to communicate content ideas in the target language in a written form	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree
The integration of language and content in CLIL has promoted students' ability to engage in meaningful discussions and group works on content-related topics using the target language	Strongly Disagree / Disagree / Neutral / Strongly Agree / Agree

Section 7: Culture

CLIL has increased students' awareness and appreciation of cultural diversity through the study of content from different cultural perspectives.	Yes	No	Uncertain
Students have shown an increased interest in learning about other cultures as a result of CLIL instruction.	Yes	No	Uncertain
The study of culture in CLIL has encouraged students to think critically about cultural stereotypes and biases.	Yes	No	Uncertain

Section 8: Pedagogical implication of CLIL in Classroom: (Teaching Materials / Activities, Authenticity, and Assessment)

- 1. The variety of learning activities and teaching materials used in CLIL addresses students'**
 - Content learning development
 - Language Learning development
 - Content and Language Learning development
 - None of them
 - Other
 - Explain

- 2. The use of Authentic Materials in CLIL when teaching increases students' exposure to the TL and develop authentic use of language Yes/No**

- 3. CLIL has provided a variety of assessment opportunities to check students'**
 - content development
 - Language Development
 - Content and Language Development
 - None of them
 - Other
 - Explain

Section 9: Overall Reflection: Challenges and Assessing the Effectiveness of CLIL

What do you find to be the most significant obstacle when delivering content in the target language?

- Language proficiency issues
- Student engagement and motivation to deal with content
- Difficulty in assessing both language and content skills
- Time constraints in preparing bilingual materials
- Other (please specify)
- Explain.....

How would you rate the effectiveness of CLIL in improving students' understanding of content?

- Not effective at all
- Slightly effective
- Moderately effective
- Very effective
- Highly effective
- Justify your choice:

.....

How would you rate the effectiveness of CLIL in improving students' understanding of the target language?

- Not effective at all

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- Slightly effective
- Moderately effective
- Very effective
- Highly effective

What aspects do you believe the CLIL contributes most in developing?

- Students' content
- Language
- Communication
- Cognition
- Culture
- All of them
- None
- other

Provide any additional comments, insights, or suggestions related to CLIL implementation (problems, advantages, recommendations)

.....

.....

.....

.....

.....

.....

.....

Appendix 03: Observation Checklist

Observation Checklist

Classroom observation in this investigation serves as another indispensable research instrument utilized during the intervention phase when the CLIL course is being delivered to the students. This observation endeavor is focused on meticulously capturing data pertaining to various elements within the classroom setting. These include an examination of the course delivery, the utilization of teaching materials, the roles assumed by both the instructor and the students, as well as the diverse array of classroom activities employed. This multifaceted observation approach is crucial in furnishing the study with an in-depth understanding of the dynamic processes unfolding during the CLIL intervention, thereby enriching the investigation's capacity to gain valuable insights into the multifaceted nature of CLIL pedagogy. To implement this research instrument, a checklist needs to be designed before attending the sessions as it helps the researcher consider all the issues relevant to the investigation and guarantee that the procedure is accurately undertaken.

Observation Checklist:

The checklist provides statements which are related to five main criteria including:

- The 4 Cs which characterize the CLIL classrooms: **content, communication, cognition, and culture**
- The four levels of language proficiency: **phonology, morphology, semantics, and syntax**
- Teaching Materials (in relation to authenticity, learning styles, 4Cs, and language 4 levels)
- Teaching activities and Strategies (in relation to authenticity, learning styles, 4Cs, and language 4 levels)
- Assessment and Feedback

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Observation Criterion	High. level	Acceptable level	Low level
CONTENT 1. It covers relevantly the contents of the curriculum 2. The content is appropriate for the students' level 3. The order of content is well sequenced 4. It provides support to simplify content (scaffolding) 5. The visual content is functional and provided 6. The activities suggested for practicing the content are varied and enough 7. There is an authentic material when teaching content			
LANGUAGE 1. The target language presented in activities is authentic and relevant to the content 2. The target language being used as a medium of instruction is simplified 3. The target language is used by both teacher and students' interaction 4. The target language activities introduce students to new vocabulary items 5. The target language activities introduce students to pronunciation 6. The target language activities introduce students to morphology 7. The target language activities introduce students to sentence structure 8. There is an appropriate sequencing of presenting four levels of language (easy to difficult: scaffolding) in activities 9. The target language activities allow students practice four linguistic levels in guided composition			
COMMUNICATION 1. The activities are developed to encourage teacher-student and student-student communication using the target language 2. The activities provide students with language and content support to simplify communicating ideas using the target language 3. Activities are varied to maintain individual response, pair work and group work among students 4. Activities are varied to communicate ideas in spoken and written forms			
COGNITION 1. The activities activate previous knowledge			

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2. The activities encourage students to use different cognitive strategies (questioning, analyzing, reasoning, hypothesizing, observing, mind mapping) 3. The activities review and check students' learning process (i.e., evaluate their learning work of one self and others) 4. The activities direct students' cognitive skills to language proficiency development 5. The activities direct students' cognitive skills to content proficiency development			
CULTURE 4. The activities reflect cultural background relevant to the content 5. The activities raise students' awareness of the cultural diversity and sensitivity 6. The activities relate content to the learners' own culture and environment			
TEACHING MATERIALS 1. Using a variety of teaching materials to meet all learners' styles (e.g., pictures, texts, videos, documents, records) used to engage students 2. The effectiveness of teaching materials to improve language proficiency 3. The effectiveness of teaching materials to improve content proficiency 4. The use of Authentic Materials when teaching the content			
TEACHING ACTIVITIES AND STRATEGIES 1. Using a variety of teaching activities to meet all learners' styles (matching, categorizing, filling the gaps, ordering) 2. Teaching activities are linked and sequenced in a progressive manner (scaffolding) 3. Teaching activities encourage speaking and writing communication 4. Teaching activities encourage students' use of learning strategies			
ASSESSMENT AND FEEDBACK 5. Teacher highlights and corrects students' content mistakes during the learning process 6. Teacher highlights and corrects students' language mistakes during the learning process 7. Assessment activities used by the end of the learning process to check students' overall progress of the content development 8. Assessment activities used by the end of the learning process to check students' overall progress of the language development			

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9. Assessment activities to check students' development of the cognitive strategies			
10. Assessment activities to check students' communication skills			
11. Assessment activities to check students' culture			

Appendix 04: Pre-test

Level: Master One

Specialty: International Relations

Time: 2 Hours

Mark 20

Pre-Test

❖ **Read the text than do the following activities:** According to Haas (2014, pp. 5-6)

Another way to understand the human rights is in terms of generations of Rights. The International Dimensions of Human Rights (1982), by Jurist Karel Vasak (1957 -), suggests three generations based on the French trichotomy between liberty, equality and fraternity: (1) Civil and political rights constitute the first generation, such as the ones which focus on issues of liberty. (2) Economic, social, and cultural rights are the second generation, with a concern on equality. (3) The third generation, he argues, is concerned with a wide range of issues, including the rights to development, a healthy environment, group self-determination, and peace. Political scientist, David Forsythe (1941 -), refers to the trichotomy respectively as negative rights, positive rights, and synthetic rights.

A chronological approach finds more complexity than a generational classification. The significance of the signing of the Magna Carta in 1215 was to limit the absolute authority of rulers by writing down limits to the powers of government in the form of a contract. Eventually, constitutions emerged as contracts between people and governments that state the boundaries of what government can and cannot do. The modern quest to protect civil liberties in constitutions and through legislation first emerged in the eighteenth century, when American and French citizens sought to protect personal freedoms during their revolutions respectively in 1776 and 1789, particularly freedom of conscience, in bills of Rights (1789)

Full citation: Haas, M. (2014). International human rights: A comprehensive introduction. Routledge.

Part One: Test Activities for Content Proficiency

A/ Content Comprehension (2pts) 0.25 for each / 4 x 0.25 = 1

- 1.1. Which of the following best represents the focus of the first generation of human rights?
 - a. Environmental protection
 - b. Personal freedom
 - c. Economic equality
 - d. Cultural heritage
 - e. Civil and Political freedom
- 1.2. What is the primary significance of the Magna Carta according to the text?
 - a. It established the first modern constitution.
 - b. It introduced the concept of positive rights.
 - c. It restricted the absolute control of leaders.
 - d. It focused on environmental protection.
- 1.3. How do constitutions serve as contracts between people and governments, as mentioned in the text?
 - a. By promoting legal rules to protect and apply the three generations of human rights
 - b. By specifying what governments have the right to practice and not to practice
 - c. By ensuring economic equality among people and states

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- d. By focusing on cultural rights which cannot be changed or disappeared
- e. By drawing the first suggestions to limit of both their monarch and the people themselves

1.4. How does the chronological approach to human rights add complexity to the understanding of human rights compared to the generational approach?

- a. By focusing solely on economic and social rights.
- b. By emphasizing the sequential development and historical context of rights.
- c. By ignoring the role of civil liberties.
- d. By categorizing rights into simple groups.

1.2. Match the following key terms with their definitions (0.25 for each / 4 x 0.25 = 1)

Word	Definition
Civil Liberties	A division into three categories
Trichotomy	A historic document signed in 1215 limiting the powers of the king
Synthetic Rights	Contracts between people and governments outlining the limits of government
Magna Carta	Personal freedoms protected by law
Constitutions	Privileges that encompass a combination of individual and collective concerns

B/ Cognition

2 pts

2.1. Classify the following rights and expressions according to their appropriate type of generation (0.125 for each / 8 x 0.125 = 1)

Economic, Social, and Cultural Rights / Solidarity Rights / Freedom of Speech / Right to Education / Right to Development / Right to Fair Trial / Right to Healthcare / Right to a Healthy Environment / Freedom of Assembly / Right to Work / Right to Peace / Right to Vote / Right to Social Security / Right to Group Self-Determination

Generations of Human Rights		
First Generation (Civil and Political Rights)	Second Generation (.....)	Third Generation (.....)
Examples of Rights	Examples of Rights	Examples of Rights

2.2. Fill in the gaps by the appropriate year following the timeline of the events in the text
(0.25 for each / 4 x 0.25 = 1)

C/ Culture and Communication (8pts)

[illegible]

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Part Two: Test Activities for Language Proficiency Activities

A/ Phonology (2pts) 0.25 for each / 8 x 0.25 = 2

1.1. Find in the text words which have the following sounds

ð	θ	eɪ	aɪ
.....			
.....			

B/ Morphology: Complete the table below

(2pts) 0.25 for each / 8 x 0.25 = 2

Noun	Verb	Adjective
Classification	.....	.....
.....	To respect	.....
Government	.....	.....
.....	.....	generational

C/ Semantics (2pts) 0.25 for each / 8 x 0.25 = 2

1.1. Find synonyms and antonyms from the text to the following words

propose =

appeared=

power =

compose =

endanger ≠

disappeared ≠

peace ≠

dependence ≠

D/ Syntax Match the following statements to their appropriate grammatical function depending on the syntactic analysis of the structures

(2pts) 0.25 for each / 8 x 0.25 = 2

Sentence	Function
When American and French citizens sought to protect personal freedoms....., in bills of Rights (1789)	Expressing ability and inability
A chronological approach finds more complexity than a generational classification	Expressing classification
The third generation, he argues, is concerned with a wide range of issues	Expressing examples and Explanations
what government can and cannot do.	Expressing Past event
International Dimensions of Human Rights (1982), by Jurist Karel Vasak (1957 -), suggests three generations based on the French trichotomy between liberty	Expressing Comparison
Civil and political rights constitute the first generation, such as the ones which focus on issues of liberty.	Expressing passive voice
The modern quest to protect civil liberties in constitutions and through legislation first emerged in the eighteenth century	Expressing successive actions

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Eventually, constitutions emerged as contracts between people and governments	Expressing a purpose

Test Activities are adopted from: Bentley, K. (2010). The TKT course Clil Module. Cambridge: Cambridge University Press.

Appendix 05: Post-test

Post Test

❖ Read the text than do the following activities

According to Campbell et al. (2014: 313-314):

The “Just war” theory distinguishes between the rights and duties that must be adhered to once the war has started and ended. The “*jus in bello*”, justice in war, or when the war has started includes different rules. The first rule for conducting war is to obey all international weapons prohibition laws. For example, chemical and biological weapons are forbidden by many treaties, and states are thus expected to abide by these rules if their campaigns are to be considered just. Secondly, soldiers are prohibited from using weapons against civilians. They are expected to discriminate between the civilian population and legitimate military targets, with only minor collateral civilian casualties. The third provision is one of proportionality. It requires soldiers to use only as much force as they need to in order to achieve the desired end. In this framework, weapons of mass destruction are considered out of proportion with legitimate military objectives. The fourth rule demands benevolent treatment of war prisoners. Prisoners of war should not be threatened with death, starvation, or torture. Rather, they should be quarantined from the battle zone until the war ends, at which point they should be exchanged for one’s own prisoners of war. The fifth principle is that soldiers should not use weapons that are “evil in themselves,” including genocide, rape, ethnic cleansing, etc. Finally, just war rules on conducting war require that there be no reprisals, which prevents retaliations that are not based on just causes for war

Finally, rules for terminating war, referred to as “*jus post bellum*”, or justice after war, regulate the ending of wars. Although rules for easing the transition from war to peace can help ensure that the peace is fair, stable, and lasting, little international law has been devised to address it. One proposed rule is that the peace settlement should be reasonable and publicly proclaimed. The settlement should also secure the basic rights that had been violated and that had led to the justified war. Additionally, the victor needs to discriminate between leaders, soldiers, and civilians, avoiding sweeping sanctions that punish civilians. Also, fair and public trials should be held for war crimes committed by leaders in particular, but also by soldiers. Appropriate and proportionate punishment should be delivered, and any financial restitution mandates must be proportional and discriminate. Finally, rehabilitation of aggressive states is permissible and may involve disarmament, human rights education, police and judicial retraining, and structural transformations leading to a just society

Full citation: Campbell, P. J., MacKinnon, A. S., & Stevens, C. (2014). *An introduction to global studies*. Chichester, West Sussex, U.K.: Wiley-Blackwell

Part One: Test Activities for Content Proficiency

A/ Content Comprehension

1.1. What does the “just war” theory refer to?

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- a) The rights and duties which must be applied throughout wars?
- b) The rights and duties which must be considered when evaluating the needs for wars
- c) The rights and duties which must be protected in the middle of wars
- d) The rights and duties which must be considered when evaluating the outcomes of wars

1.2. Which of the following is NOT a rule for conducting war according to “**jus in bello**”?

- a) Applying international weapons prevention rules
- b) Exploiting weapons of mass destruction
- c) Differentiating between citizens and armies
- d) Avoid threats and guarantee good cure to war prisoners

1.3. According to the “**jus in bello**” principles, soldiers are required to:

- a. Use as much force as possible to win the war.
- b. Use only as much force as needed to achieve the desired end.
- c. Avoid engaging with the enemy to protect civilians.
- d. Destroy all enemy infrastructure regardless of civilian casualties.

1.4. The “**Jus post bellum**” suggests that fair and public trials should be held for:

- a. All citizens of the defeated state.
- b. War crimes committed by leaders and soldiers.
- c. Only the civilian population.
- d. All participants in the conflict, regardless of their role.

1.5 Match the following key terms with their definitions

Word	Definition
Jus in bello	Justice in war; the rights and duties that must be adhered to once the war has started.
Proportionality	The principle requiring that only as much force as necessary should be used to achieve the desired end
Collateral	Unintended damage or casualties inflicted during a military operation.
Reprisals	Retaliatory actions, often taken in response to perceived injustices
Quarantine	Isolating individuals or groups from others, especially during war.
Sanctions	Penalties imposed on countries or individuals, often for political reasons.
Restitution	The act of making amends or compensate for wrongdoing

B/ Cognition

2.1. Read the statements below and classify them according to the appropriate category:

Adherence to weapons treaties / Fair peace agreements / Restoration of rights / Civilian protection / Proportional force / Discrimination in attacking / Public war crimes trials / Financial reparations / Ethical warfare / Minimal collateral damage / Rehabilitation efforts / Judicial and police retraining

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<i>“jus in bello”</i>	<i>“jus post bellum”</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2.2. Which of the following statements can be found in both phases?

Ethical treatment / weapons utilization / prevention of future conflicts / maintaining and promoting peace / applying war crimes trials / constructing a structural government / saving human dignity / proportional use of weapons

<i>“Jus in bello” and “jus post bellum”</i>
1.
2.
3.
4.

Part Two: Test Activities for Language Proficiency Activities

A/ Phonology

1.2. Find in the text words which have the following sounds:

/ʃ /	/tʃ /	eɪ	aɪ
.....			
.....			

B/ Morphology

Noun	Verb	Adjective
.....	Achieve	.....
.....	discriminate	.....
.....	.....	Justified
punishment	.....	.....

C/ Semantics

1.2. Find synonyms and antonyms from the text to the following words

Battle = obeyed = differentiate = Violent =
 Construction ≠ allowed ≠ endanger ≠ Reward ≠

D/ Syntax

C/ Culture and Communication

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Appendices

Appendix 06: CLIL Course Sample

CLIL Course 01: From Mandate to Division: Understanding the Israel-Palestine Conflict

Activity 01: Read the following two quotes of both *Luther King* and *Einstein* and explain them

"Injustice anywhere is a threat to justice everywhere" by Martin Luther King

"Peace cannot be kept by force; it can only be achieved by understanding" by Albert Einstein.

Activity 02: Watch the video and then choose the appropriate title:



The history of Gaza in 2 minutes



CNN
16.1M subscribers

Subscribe

3.5K



Share



Download



- a. Conflict between Palestine and Israel
- b. History of Palestine-Israel Conflict
- c. The Power to Independent gouvernement
- d. Human Rights in Palestine-Israel Conflict

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Activity 03: in a pair work and using the words in table 01, describe the events and situations presented in the following pictures by formulating simple sentences. You can formulate more than two sentences for each picture

Picture 01 	Picture 02 	Picture 03 
Picture 04 	Picture 05 	Picture 06 

Picture 01	Picture 02	Picture 03	Picture 04	Picture 05	Picture 06
Thousands of people Ships Migrate Excited	flags Citizens Celebrating declaration government	Military systems Compose Soldiers control Lands	Armed groups Humans Defend Protect Lands and people	Destroy houses public places damages conflict	Injured people Killed innocents Military attacks Genocide Displacing people

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Activity 04: Classify the following words according to the categories found in the table. See the first example of the table

Men, Streets, Houses, Educational damages, Military vehicles, Women, all of them, bombs, rockets, physical damages, companies, old people, tear gas, schools and universities, a few of them, social and cultural damages, guns, hospitals, most of them, financial damages, kids, soldiers, psychological damages, none of them, some of them

Question	Options				
1. What types of people does the Israeli military system attack?	Men	Women	Kids	Old people	Soldiers
2. What types of places does the Israel military system bombard?					
3. What types of damages/ does the Israeli military system cause?					
4. What types of weapons does the Israel military system use?					
5. Do you think all Palestinian people have equal access to human rights in the Palestine-Israel conflict?					

Question	Options				
6. What types of people does the Israeli military system attack?	Men	Women	Kids	Old people	Soldiers
7. What types of places does the Israel military system bombard?	Hospitals	Houses	Streets	Companies	Schools and universities
8. What types of damages/ does the Israeli military system cause?	Physical damages	Financial damages	Educational damages	Psychological damages	Social and cultural damages
9. What types of weapons does the Israel military system use?	Tear gas	Guns	Rockets	Bombs	Military vehicles
10. Do you think all Palestinian people have equal access to human rights in the Palestine-Israel conflict?	None of them	A Few of them	Some of them	Most of them	All of them

Body Activities

Activity 05: Read the following three passages

The history of Israel-Palestine conflict is deeply intertwined with issues related to land, identity, and self-determination. This history can be divided into three main periods:

Three Periods	A Historical Overview of the Israel Palestine Conflict
Mandate Period and the Nakba 1920-1948	During this period, Jewish and Arab communities in British Mandate Palestine engaged in violent confrontations as both groups sought to establish their national identities and secure their claims to the land. Jewish paramilitary groups , such as the Haganah, Irgun, and Lehi, carried out attacks against British forces and Arab civilians. The Arab Revolt of 1936-1939 and the 1947-1948 civil war further fueled tensions, leading to the 1948 Arab-Israeli War and the Palestinian Nakba (catastrophe), in which hundreds of thousands of Palestinians were displaced or moved out of places where their homes belonged
Occupation and PLO 1949-1993	Following the 1948 war, Israel could establish as an independent state, and the Palestinians of the West Bank and Gaza Strip came under Jordanian and Egyptian control, respectively. The period from 1949 to 1967 was relatively calm, but tensions escalated after the Six-Day War in 1967, when Israel occupied these places. The Palestinian Liberation Organization (PLO), under the leadership of Yasser Arafat, emerged as a key player, using both political and militant means to resist Israeli occupation . The period also saw the rise of Palestinian armed groups , such as Fatah and the Popular Front for the Liberation of Palestine (PFLP), which carried out attacks against Israeli targets .
Rise of Hamas and Islamic Jihad 1994-2020	The Oslo Accords of the early 1990s led to the establishment of the Palestinian Authority (PA) and raised hopes for a peaceful resolution to the conflict. However, disappointment grew among Palestinians as the peace process stalled and Israeli settlements expanded . This period saw the rise of Hamas, an Islamist militant group , and Islamic Jihad, which rejected the Oslo Accords and advocated for armed resistance against Israel. Suicide bombings and other attacks targeting both groups became more frequent, leading to further cycles of violence and conflict.

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Activity 06: Match the words to their corresponding definitions

Word	Definitions
Mandate	Angry opposition between two or more people.
Identity	The power or right to give orders, make decisions, and enforce obedience.
violent confrontations	Authority given to a government, trade union, etc. by people who support it.
Revolt	Object or person aimed at when attacking.
Displacement	Who or what somebody/ something is.
Civil War	Secret organization that opposes the enemy.
Occupation	Take the place of somebody/something, or to move something from its usual position.
Armed Groups	Take violent action against people in power.
Israeli targets	War between groups of people in the same country.
Authority	Conditions on which money or property is given to somebody.
armed resistance	People grouped in forms of entities equipped with or carry fire arms involving the use of firearms.
settlements	Act of taking possession of a country.

Activity 07: Read again the text then answer the following questions

The 1st Phase: 1920-1948 - Mandate Period and the Nakba:

- What were the main groups involved in the conflict during this period?
- Why did tensions escalate between Jewish and Arab communities?
- What was the outcome of the 1948 Arab-Israeli War, and how did it impact Palestinians?

The 2nd Phase: 1949-1993 - Occupation and PLO:

- What happened after the 1948 war ended?
- Who was Yasser Arafat, and what role did he play in the conflict?
- How did the Six-Day War in 1967 change the situation in the region?

The 3rd Phase: 1994-2020 - Rise of Hamas and Islamic Jihad:

- What were the Oslo Accords, and why were they significant?

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- Why did some Palestinians become disillusioned with the peace process?
- What are Hamas and Islamic Jihad, and what methods did they use in their resistance against Israel?

Activity 08: Match the language examples to each corresponding language form

Language Examples	Language Forms
Jewish and Arab communities in British Mandate Palestine engaged in violent confrontations	Modal verb
The period from 1949 to 1967 was relatively calm	Present simple indicating purpose
Hundreds of thousands of Palestinians were displaced or moved out of their homes.	Past simple indicating finished actions
Israel could establish as an independent state	Successive actions
The PLO uses both political and militant means to resist Israeli occupation	Past simple for description
The period from 1949 to 1967 was relatively calm, but tensions escalated after the Six-Day War in 1967, when Israel occupied these places	Passive Voice

Activity 09: Look at the four groups of vocabulary from the text. Describe their formulation style and function of each category.

Group 01

Armed resistance
Armed Groups
Arab Civilians

Compound nouns

Group 02

independent
disappointment
peaceful

Affixes

Group 03

Which
When
Where

Relative Pronouns

Group 04

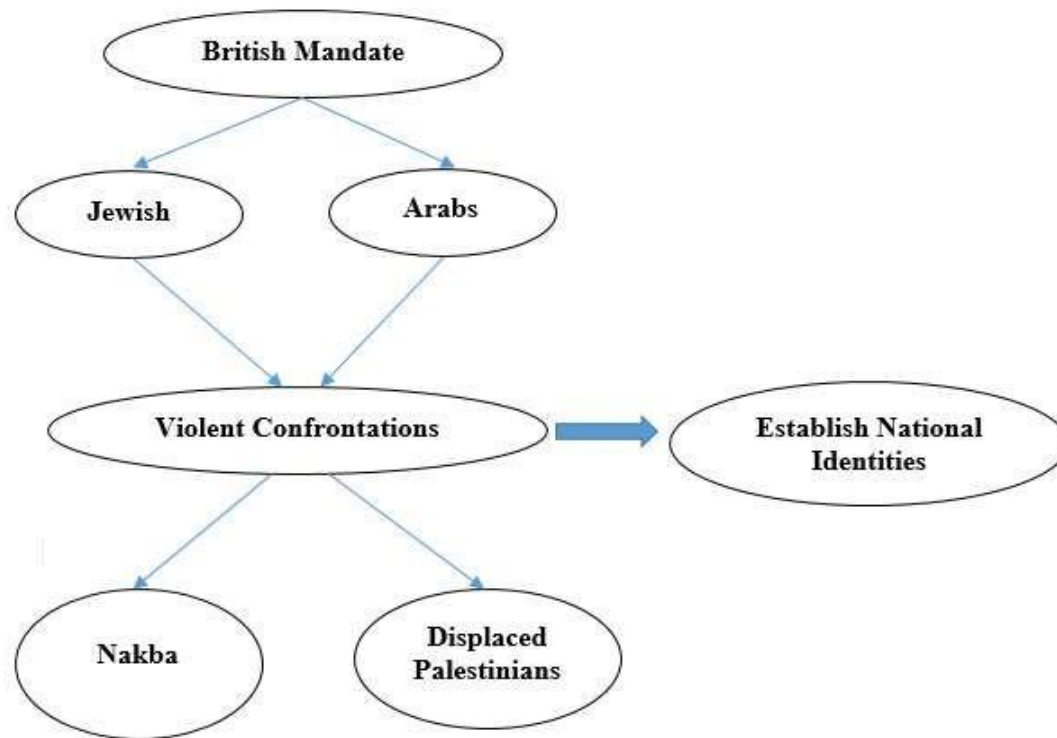
Attack against
Lead to
Move out

Phrasal verbs

Activity 10: Cultural Activity

In a group work consisting of five members, find out the cultural and traditional differences between the Jewish and Arab communities. Try to physically describe each group's Traditional dress, food, music, cultural and religious practices that were significant to each group.

Each group is required to present the work using visuals, such as photos or videos, when describing the differences



Activity 10: Look at the mind map provided and then describe the events appeared in circles and arrows.

Using the same tools (arrows and circles), try to draw a mind map to summarize the main events happened in the other two phases of the conflict.

✓ Follow-up activities

Activity 11: Write a short paragraph as a synthesis to the following topic:

Summarize the key events of the 1948 Arab-Israeli War and explain their significance in the context of the Israel-Palestine conflict. How did this war shape the subsequent history of the region?

Your paragraph should include:

- A clear thesis statement that presents your main argument or analysis.
- Use of grammatical structures to convey complex ideas and relationships (e.g., subordinate clauses, passive voice).
- Analysis of at least three key events or developments related to the prompt.
- Reference to historical facts, dates, and figures to support your analysis.
- A conclusion that summarizes your main points and reflects on the broader implications of your analysis for understanding the conflict.

Résumé

Résumé:

À l'instar de la technologie, l'anglais est de plus en plus considéré comme un outil essentiel pour s'engager dans le monde de la science et de la recherche. Il est désormais perçu comme un prérequis pour accéder aux résultats de recherche actualisés, aux ressources mondiales et aux découvertes révolutionnaires. En réponse à cette nécessité croissante, le système d'enseignement supérieur algérien a récemment adopté des politiques visant à promouvoir l'intégration de l'anglais dans divers domaines académiques, y compris les sciences humaines, les sciences sociales, la technologie et les disciplines scientifiques. L'objectif est d'enseigner des contenus spécifiques à chaque discipline en anglais tout en maintenant un double objectif : la maîtrise du contenu et le développement de la langue. Pour répondre à cette exigence, les enseignants sont tenus d'adopter des approches pédagogiques innovantes qui soutiennent simultanément le développement des connaissances disciplinaires et de la compétence linguistique en anglais. L'une de ces approches est l'Apprentissage Intégré de Contenus et de Langue (AICL), qui consiste à enseigner des matières telles que la politique, la science ou l'histoire à travers une langue seconde ou étrangère, avec le double objectif de développer à la fois la compréhension des contenus et les compétences linguistiques. Cette étude vise à évaluer l'efficacité de la mise en œuvre de l'AICL dans l'enseignement supérieur algérien, en se concentrant spécifiquement sur une étude de cas impliquant des étudiants en Master de Sciences Politiques à l'Université de M'sila. Une approche méthodologique mixte a été adoptée pour recueillir et analyser les données nécessaires, fournissant ainsi une compréhension approfondie de l'influence de l'AICL sur l'acquisition des contenus et la compétence linguistique dans ce contexte. Les données recueillies à partir des trois instruments de recherche — questionnaires, observations et tests — ont révélé des résultats variés. Les résultats ont confirmé que tant les enseignants que les étudiants ont rencontré des difficultés liées à la maîtrise de la langue et à l'intégration des contenus disciplinaires. L'étude a également

montré que l'exposition à un programme basé sur l'AICL a conduit à une compréhension approfondie des concepts politiques, des théories et de la terminologie, ainsi qu'à une amélioration des compétences linguistiques. Enfin, les résultats ont indiqué que, bien que l'AICL ait favorisé une attitude plus positive envers l'apprentissage de l'anglais, certains étudiants et enseignants ont encore éprouvé des difficultés à s'adapter pleinement à cette approche.

المخلص. على غرار التكنولوجيا، يُنظر إلى اللغة الإنجليزية بشكل متزايد على أنها أداة حيوية للانخراط في عالم العلوم والبحث. وتُعتبر الآن شرطاً أساسياً للوصول إلى نتائج الأبحاث الحديثة، والموارد العالمية، والاكتشافات الرائدة. استجابةً لهذه الضرورة المتزايدة، اعتمد نظام التعليم العالي في الجزائر مؤخرًا سياسات تهدف إلى تعزيز إدماج اللغة الإنجليزية في مختلف المجالات الأكاديمية، بما في ذلك العلوم الإنسانية، والعلوم الاجتماعية، والتكنولوجيا، والمجالات العلمية. والهدف من

ذلك هو تدريس محتويات تخصصية من خلال اللغة الإنجليزية، مع التركيز المزدوج على إتقان المحتوى وتطوير اللغة في آن واحد. ولمواكبة هذا الطلب، يُطلب من الأساتذة تبني مقاربات تعليمية مبتكرة تدعم التطور المتزامن للمعرفة التخصصية والكفاءة اللغوية في الإنجليزية. وتُعد إحدى هذه المقاربات "التعلم المتكامل للمحتوى واللغة (CLIL)"، والذي يشير إلى

تدريس مواد مثل السياسة، أو العلوم، أو التاريخ من خلال لغة ثانية أو أجنبية، بهدف مزدوج يتمثل في تطوير الفهم المعرفي للمحتوى والمهارات اللغوية في آن واحد. وتهدف هذه الدراسة إلى تقييم مدى فعالية تطبيق منهج CLIL في التعليم العالي الجزائري، مع التركيز بشكل خاص على دراسة حالة لطلبة ماستر في تخصص العلوم السياسية بجامعة المسيلة. وقد تم اعتماد منهجية بحثية متعددة الأدوات لجمع البيانات وتحليلها، مما أتاح فهماً شاملاً لتأثير CLIL على كل من اكتساب المحتوى

والتطور اللغوي في هذا السياق. وقد كشفت البيانات التي جُمعت من خلال ثلاثة أدوات بحثية – وهي الاستبيانات، والملاحظات الصفية، والاختبارات – عن نتائج متعددة. وأكدت النتائج أن الأساتذة والطلبة على حد سواء واجهوا تحديات تتعلق بالكفاءة اللغوية ودمج المحتوى التخصصي. كما أظهرت الدراسة أن التعرض لمنهج CLIL ساهم في تحقيق فهم عميق للمفاهيم والنظريات والمصطلحات السياسية، إلى جانب تحسين المهارات اللغوية. وأخيراً، أشارت النتائج إلى أن CLIL ساهم في تعزيز موقف إيجابي نحو تعلم اللغة الإنجليزية، رغم أن بعض الطلبة والأساتذة لا يزالون يواجهون صعوبات في التكيف الكامل مع هذا النهج.