

## **Exploring CLIL in Turkish context: Teacher and student voices**

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### **ABSTRACT**

This mixed method study investigates the perceptions of teachers and students on Content and language integrated learning (CLIL) methodology and reports their relevant classroom practices within the Turkish context. With this in mind, a set of qualitative data was collected by means of semi-structured in-depth interviews, teacher documents and classroom observations, while the quantitative data was collected using a CLIL questionnaire. The participants included four teachers applying CLIL methodology and their 5th grade students. The qualitative results indicated that teachers view CLIL as a challenging but pedagogically beneficial teaching practice providing positive affective aspects for the students such as higher motivation and self-confidence. The quantitative results also showed that students had highly positive perceptions toward CLIL as they found CLIL lessons highly effective for their language development and the content knowledge. This study offers practical implications for CLIL teachers and CLIL programme designers.

*Keywords:* content and language integrated learning; student perspective; teacher perception

### **RESUMEN**

El presente estudio de método mixto investiga las percepciones de docentes y estudiantes sobre el aprendizaje integrado de contenido y lengua extranjera (AICLE) y reporta sobre prácticas significativas en el contexto turco. Con este propósito, se recolectaron datos cualitativos a través de entrevistas semi-estructuradas, documentos de docentes, y observaciones de clases, en tanto que los datos cuantitativos provinieron de un cuestionario sobre AICLE. Los participantes fueron cuatro docentes que aplicaban AICLE y sus estudiantes de 5to grado. Los resultados cualitativos indicaron que los docentes percibieron a AICLE como un desafío pero con beneficios pedagógicos sobre todo en torno a la motivación y la auto-confianza entre los estudiantes. Los resultados cuantitativos también demostraron que los estudiantes tuvieron una alta estima sobre AICLE debido a que evaluaron las clases como efectivas para el desarrollo del inglés y contenido conceptual. El estudio incluye implicancias prácticas para docente y curricularistas de AICLE.

*Palabras clave:* aprendizaje integrado de contenido y lengua extranjera; perspectiva de estudiantes; percepción docente

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THE TERM CLIL (Content and Language Integrated Learning) coined by Marsh (1994) is one of the educational approaches that includes two dimensions -language and content- which melt in the same pot with equal proportions. “CLIL encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint curricular role” (Marsh, 2002, p.58). As Coyle (2007) suggested, this definition distinguishes CLIL from the other foreign language teaching methods and approaches through content: “the distinctiveness lies in an integrated approach, where both language and content are conceptualized on a continuum without an implied preference for either” (p.544). In that sense, by means of CLIL approach, language and content have equal status in relation to learning objectives. Ball, Kelly, and Clegg (2015) distinguish CLIL as soft CLIL versus hard CLIL. While the former includes teaching topics from the curriculum as part of a language course, the latter focuses on teaching partial immersion programs where almost half of the curriculum is taught in the target language. In this vein, while soft CLIL focuses on language aspects taught by language teachers; hard CLIL concerns subject content via involving subject teachers in its delivery and language is viewed as a vehicle. In addition, mid-way between these models, some schools teach a modular CLIL program where a subject such as Science or Art is taught for a certain number of hours in the target language as exemplified in this study.

To our best knowledge, despite the increasing importance of CLIL in ELT, very few studies have been conducted in Turkey to examine the EFL students’ and teachers’ perspectives toward CLIL instruction and limited number of studies carried out to explore teachers’ practices in implementing CLIL. Therefore, the present study aimed to address this gap in the literature as it sheds light on the perceptions of Turkish EFL teachers toward CLIL and their practices in their teaching contexts. Also, by means of giving a voice to students to express their views on the CLIL classes, a more detailed and complete picture would be drawn via describing their experiences in terms of their ideas, challenges and feelings while receiving content instruction in a FL, English.

### **Literature Review**

CLIL is an innovative pedagogical approach that has been known and implemented in different countries and educational institutions in relation to their FL or L2 education system and curriculum. As suggested by Coyle, Hood, and Marsh (2010), “CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p. 1). Therefore, CLIL is an integral approach with a flexible function. In that sense, language and content are balanced elements within a classroom without surpassing one another as CLIL “is an innovative fusion of both” (Coyle et al., 2010, p. 1). Furthermore, what makes CLIL as one of the most popular communicative methods known in the 1990s is its characteristic that fosters “the high level of authenticity” (Coyle et al., 2010, p. 5).

There are general parameters for CLIL which consist of cognition, culture, content, and communication, known as 4Cs framework (Coyle, 2005). Any particular CLIL model or methodology needs to consider the relative significance of these parameters. In this context, language as a learning tool functions in three ways: of, for, and through. As indicated in the figure 1, communication, culture, content, and cognition are interrelated elements that link to each other and language education plays a significant role in this respect. Specifically, the 4Cs framework for CLIL began with content including subject matter (such as History, Geography, Arts, Music, Science, Information Technology) and centers on the interrelationship between content (theme, cross-curricular aspects, subject matter) and communication (using language to learn and mediate ideas, thoughts, and values); cognition (development of higher order thinking and knowledge processing) and culture (being aware of self and others) to create links and integrations between learning by means of content and cognition, and language learning via communication and cultures. In this regard, it combines learning theories and language learning theories with intercultural understanding and awareness. According to the 4Cs Framework, effective CLIL occurs by means of continuous improvement in knowledge, progress in skills and understanding of the content or subject matter, engagement in a communicative context, interaction in cognitive processing, enhancing suitable language knowledge and skills in addition to gaining an in-depth intercultural awareness. Within this perspective, CLIL embraces learning to use language suitably whilst using language to learn efficiently.

The following diagram (Figure 1) indicates Coyle's 4C model and the link between four parameters of CLIL.

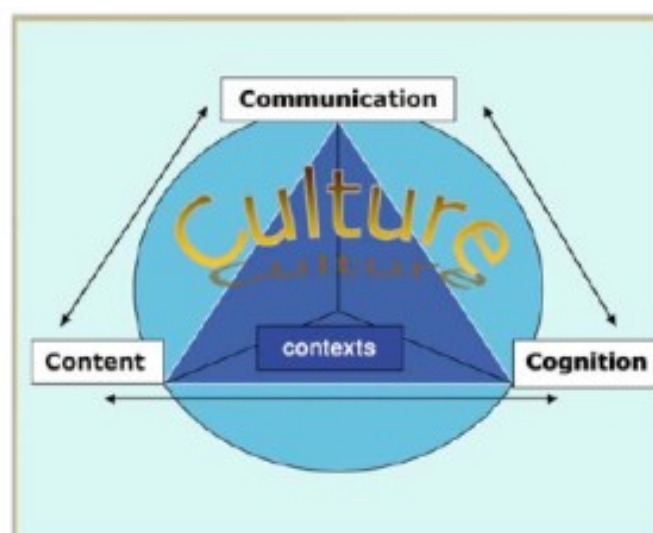


Figure 1. The 4C Framework for CLIL: Adapted from Coyle (2005).

However, the traditional interpretation of CLIL as a 4C-based methodology has recently been criticized as being insufficient. For instance, Gierlinger (2014) uses the term “context-sensitive”, meaning the entire CLIL framework is encapsulated within context, suggesting a

‘fifth C’. Therefore, a new interpretation of CLIL has appeared by means of adding a further ‘C’ (context) and CLIL is better described as being 4C+1 but not 5C, as the extra ‘C’ encapsulates the entire CLIL framework (Lynch, 2015). As shown in Figure 1, ‘communication’, ‘content’ and ‘cognition’ each occur in a cultural environment which allows us to reconceptualise Coyle’s earlier 4C Conceptual Framework for CLIL as a 4C+1 framework, with culture affecting each of communication, content and cognition as all exist in a particular context as indicated in the Coyle et al. (2010)’s diagram (Figure 2).

The second diagram (Figure 2) indicates 4C+1 conceptual framework for CLIL via adding context as a fifth component.

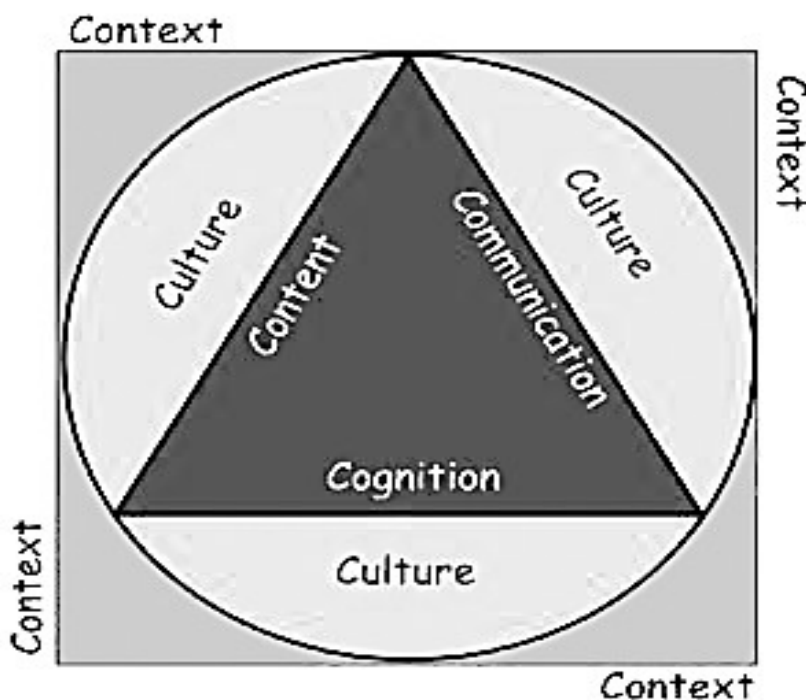


Figure 2. The 4C+1 Conceptual Framework for CLIL (Coyle et al., 2010)

### CLIL in the World Education

There have been some studies attracting a great deal of attention in investigating the CLIL practices in different contexts with various aims. For instance, some of these studies concerned about the relationship between CLIL approach and affective factors such as motivation and confidence. In that sense, Marsh, Malijers and Hartiala (2001) claimed that CLIL could be used to increase students’ motivation by offering them alternative goals as well as means while Lasagabaster (2011) found that CLIL students were more motivated than non-CLIL students with respect to the degree of interest, instrumental motivation, and attitudes towards learning English at school. In accordance with these, Leone (2015) and Hunt (2011) asserted that CLIL increased learners’ motivation. In parallel with these findings, Nikula (2005) figured out that CLIL students had higher confidence in their use of English. On the other hand, some of the studies focused on the linguistic and lexical

advantages of CLIL instruction on students. For example, CLIL students had better linguistic accuracy (Klippel, 2003) and L2 listening and L2 reading affected positively (Dalton-Puffer, 2008). In addition, Naves and Victori (2010) carried out a study to compare CLIL and non-CLIL students and the results of their study revealed that CLIL students outperformed their non-CLIL peers on a number of language proficiency measures in several grades, but also eight grade CLIL students outperformed ninth grade non-CLIL students on all of the measures tested. In the same vein, it was found out that CLIL students' receptive and productive lexicon was larger, contained more words from lower frequency bands, had a wider stylistic range, and was used more appropriately. In this respect, CLIL students deployed not only lexical but also morphosyntactic resources in more elaborate and more complex structures (Jexenflicker & Dalton-Puffer, 2010; Lo & Murphy, 2010; Ruiz de Zarobe, 2010; Zydatiss, 2007).

### **CLIL in Turkish Context**

CLIL in Turkish context dates back to the establishment of Maarif Schools giving education at high school levels in 1955s (Çetintaş & Genç, 2001). In 1975, these schools were named as Anatolian High Schools where most specifically English as a FL was the medium of instruction. As stated in the national government publication, these schools were founded with the aim of educating young people who are capable of speaking world languages, and benefit from scientific studies to catch up with quickly developing economic and technical studies (Çetintaş & Genç, 2001, p.51).

According to the data from Council of Higher Education, there are 188 state, foundation and private universities in Turkey that use English as a medium of instruction (YÖK, 2012). In this regard, CLIL is implemented in various levels of education with different degrees. For instance, CLIL has more recently been practiced in some of the Social Science High Schools and private primary and secondary schools in different cities of Turkey.

In this vein, as an example of non-native context, more recently, Turkey has experienced CLIL studies as a demand of an increasingly popular pedagogic approach. In this vein, these studies have become influential in understanding the contribution of CLIL to the L2 perceptions and development of the learners in an EFL educational environment. For instance, Altınkamış (2009) investigated the relationship between CLIL and motivation and found out that there was a positive relationship between CLIL and motivation in language learning. In addition, Yılmaz and Şeker (2013) conducted a research to find out the impacts of learning English through CLIL and ICT and examined the opinions of Turkish young learners toward learning a FL through CLIL and ICT. It was revealed that the sample implementation of the CLIL was viewed highly positive by the children and students became more motivated and involved in that process. Accordingly, Bozdoğan and Karlıdağ (2013) conducted another study with 15 university students in a state university to explore students'

perceptions toward CLIL and found out that while perceived advantages included English as a global language, practicing English, job opportunities, feeling of success and self-confidence; perceived disadvantages consisted of comprehension of the subject matter and content in L2 due to English, particularly the terminology, and lack of qualified instructors.

In the light of the reviewed literature, it is obvious that there are a limited number of studies in Turkish context on both teachers' and students' perceptions regarding CLIL. Moreover, there are just a few studies exploring teachers' classroom practices regarding CLIL. Grounded on these, further research is needed to contribute to the studies on the views and practices of EFL teachers and beliefs of students abroad and in Turkish context. In response to this gap, this study aimed to find out not only the perceptions and the pedagogical practices of Turkish EFL teachers but also the attitudes of students toward CLIL. The following research questions were addressed in this study:

1. How do teachers and students view CLIL as a course content and practices?
2. What kind of pedagogical practices are adopted by CLIL teachers?

### **Methodology**

The study adopted an exploratory-mixed method design (Creswell, 2003) which included an initial phase of qualitative data collection and analysis followed by a phase of quantitative data collection and analysis in order to explore the perceptions and corresponding CLIL practices.

### **Participants and Setting**

The participants in this mixed method research included 42 A1 level fifth grade secondary school students enrolled at a private secondary school in Edirne, Turkey during the fall semester of 2017-2018 academic years. The participants, who were selected conveniently, were having eight hours of Basic English courses and 2 hours of CLIL courses in their weekly schedule. On the other hand, the teacher participants included an Information Technology teacher (IT), Visual Arts teacher (VA), Music teacher (MT) and an English instructor (ET) who were experts in their field and had at least four-year experiences in their profession regarding this private school. When the school context is concerned, it is an International Baccalaureate (IB) accredited School regarding Primary Years Programme, Middle Years and Diploma Programme. In that sense, the curriculum, assessment tools and materials are all organized according to the principles and criterion of IB.

### **Data Collection**

#### **Classroom Observations**

The CLIL classrooms were observed twice within two weeks in order to examine the pedagogical practices of teachers regarding CLIL instruction. In order to have an in-depth understanding on classroom practices and implementations including not only teachers' role,

materials, methodology and activities but also students' engagement, their response to CLIL instruction and their involvement in the activities, these participant observations were obtained in CLIL classes that consist of IT, Visual Arts and Music classes in English. During the classroom observations, field notes (Cresswell, 2007) were kept by the first author.

### **Teacher Documents**

The documents including unit plans, assessment records, rubrics, students' process diaries were collected and analysed with the aim of exploring the CLIL practices in this EFL context. In this vein, the documentation includes both learning (tasks, assignments, posters, student work) and teaching artefacts (teaching materials and lesson plan).

### **Semi-structured Interviews**

In-depth interviews in semi-structured design were used as the method of qualitative data collection. Convenient sampling was used for the selection of the interviewees. The interviews were conducted with four teachers with the aim of exploring how they view CLIL as a course content and practices. In this context, all of the teachers were informed about the audio-recording at the very beginning of the interview and asked to give informed consent before taking part in the interviews. The interviews, approximately 25-30 minutes in length, were conducted in Turkish, the native language of the participants. Initially, the researcher started with self-introduction and then follow-up questions were asked when further details were needed regarding their perceptions of CLIL.

### **CLIL Perception Questionnaire**

The CLIL Perception Questionnaire was developed by the researcher by means of the inductive analysis of semi-structured interviews to explore the perceptions of students regarding CLIL. The questionnaire contains 10 items which were all answered on a five-point Likert Scale. To ensure validity of the items in the questionnaire, we developed the open codes which emerged from the semi-structured interviews with the teachers into statements that could represent the views of the potential participants to gather quantitative data from a larger sampling. Therefore, the questionnaire includes four different subscales, each of which consists of items referring to different codes regarding CLIL: affection (the statement 3 and 7), content (the statement 5 and 6), language (the statements 1, 2, 4, and 10), and interaction (the statement 8 and 9). The reliability estimate was found to be  $\alpha = 0.91$  for the questionnaire, which is categorized as a high reliability score.

### **Data Collection Procedure**

This mixed-method research was carried out in one of private secondary schools in Edirne, Turkey. The participants of the study were 42 fifth graders and 4 teachers lecturing in the same private school. First of all, semi-structured face to face interviews were held with four

teachers in the school to gain in-depth understanding regarding their perceptions, opinions, feelings, and practices on CLIL. In that context, these four teachers were informed about the purpose of the interview and the audio-recording at the very beginning of the interview and asked to give informed consent for the recording and transcription of interviews before taking part in the interviews. Also, the teachers were informed that their identities would be protected. The interviews, approximately 25-30 minutes in length, were conducted in Turkish, the native language of the teachers. Each interview was recorded by using audiotape, and the researcher took field notes during the interviews.

Following the interviews, the data obtained from the interviews was analyzed inductively. Therefore, with the emerging themes from the inductive analysis of the interviews, the researcher designed a CLIL perception questionnaire with the help of a field expert aiming to investigate the views of students on CLIL. The administered questionnaire contained 10 items which were all answered on a five-point Likert Scale ranging from “strongly disagree” to strongly agree” with values 1 to 5 assigned to them respectively.

Accordingly, the classroom observations were conducted twice within two weeks in order to examine the teachers’ practices and implementations regarding CLIL instruction in CLIL classes that consist of IT, Visual Arts and Music classes in English. During the classroom observations, observational thick notes were kept by the researcher. Also, the documents including not only the student but also teacher artefacts were obtained to have a detailed understanding of the objectives of CLIL approach and classroom applications.

### **Data analysis**

For the purpose of the study, the data was analysed by means of a combination of qualitative and quantitative strategies which Lynch (1996) calls as a mixed study design and asserts that it provides the most thorough information possible as the data is validated by means of triangulation. The data obtained from the CLIL perception questionnaire was analysed by Statistical Packages for the Social Sciences (SPSS) through descriptive statistics. Also, Pearson Correlation Test was used in order to find out whether there was a meaningful correlation between the subscales of the questionnaire. On the other hand, the semi-structured interviews and observation records were analysed inductively to form concepts and hypotheses in a bottom-up process rather than deductively testing theories (Merriam, 2009, p.15). In this context, by means of inductive analysis, the first step that the researcher followed included reading the collected data and identifying the frames of analysis. The next step required data reduction that necessitated narrowing the focus and making the data reader friendly. For instance, sub themes were formed under major themes in the light of the data analysis process. After reading the data, creating domains and relationships, and connecting the emerging themes, lastly the analysis was completed within domains. For inter-rater reliability, the CLIL questionnaire, semi-structured interviews and observations were evaluated by the researcher and a field expert.



## **Findings**

### **The pedagogical practices adopted by CLIL teachers**

When the observational thick notes and documents were analyzed in an interactive way, it was found out that ET was highly active and dominant while introducing the theoretical background of content specific information while subject teachers were only active during the application process while playing instruments (MT), creating blogs (IT), drawing pictures (VA). Furthermore, the ET and the subject teachers collaborated with each other during planning, teaching and assessing students. However, the CLIL lessons were held with language driven pedagogy in general. In this regard, the main goal of the teachers and the administrators focused on improving language skills of the students during implementation via leaving the content and the subject teachers in the secondary role whilst unit plans and assessment rubrics had content based objectives and put it into primary status.

### **Teacher Roles and Dominance**

Both teachers including the ET who has an ELT background and low content knowledge and the subject teachers who are experts in their fields and have low L2 levels were lecturing in CLIL classes primarily with the aim of improving students' language skills and developing content knowledge in an integrated way. Although the administrators and the education coordinators insisted them to give lectures solely in L2 via giving a highly active role to the ET and a passive role to the subject teacher; the teachers struggle to co-teach as they need each other's' background knowledge, pedagogical support and field expertise while lecturing together.

As revealed in the observational thick notes, English teacher was dominant and had a highly active role during the CLIL lessons, which involve teaching the subject content in Visual Arts, Music and Information Technology specifically for presenting the theoretical knowledge. For instance, during the IT lesson, English teacher asked students what digital citizenship meant and what the nine elements of digital citizenship were to recall pupils' background information in the previous lessons and all of the students tried to participate into class via telling different aspects of digital citizenship. During this process, the IT only monitored students with a passive outsider role. Later, the students started to present their power point presentations from their individual I Pads. While each student was presenting, the other students were taking notes and following their friend's presentation. On the other hand, ET was trying to give feedback to students about their linguistic mistakes including spelling, pronunciation, grammatical errors while the IT was focusing on the content and also the features of power point presentation consisting of the colors of the background, highlighting the titles, adding sound effects. The students preferred to ask questions to the ET in general to clarify the unclear points, check the meanings of the words, and even taking permission to go out. In this regard, they accept the ET as an authority in the class as the ET is responsible of teaching the subject matter, checking students' understanding and

comprehension, clarifying the complex terminology and structures, guiding the students during their involvement in the learning process, giving instant feedback to them. However, the IT teacher who has an observer role similar to the other content teachers in general, is responsible of application process. For example, while the students were trying to open a document or file from their I pads, create a sheet, and involve in technology integrated practices, they depended on their IT for guidance. Then, during practices on computers, the subject teacher appeared on stage. In addition, when the students and the ET were not clear about a specific term related to the content, the IT made further explanations in Turkish.

The process was nearly the same for the Music and Visual Arts lessons conducted by means of CLIL approach. For example, while the students were making power point presentations regarding the musical periods in the Music lesson, the ET had the active role again for monitoring the presentations and giving instant feedback to students regarding their morphological and phonological mistakes. Also, as the lesson plan was designed according to students' and teachers' solely using the target language, the students had to be more actively and frequently interacted with ET. However, with the consideration of specific terms and content, MT was engaging in the presentations as correcting students for saying composer instead of writer or asking content specific questions related to the features of romantic or classical period. Sometimes, the MT had to communicate in L1 due to the low proficiency levels of both the students and him in L2.

In the same vein, for Visual Arts, the ET started the lesson by taking notes for introducing the new unit (Pollution) and for presenting the target vocabulary related to different pollution types. When the ET was active, the students were taking notes to their I pads and the VA was monitoring them. After that, in the second class, while the students were creating their posters to describe one type of pollution and creating a slogan, they again interacted with mostly the ET in L2 and asked some questions in L1 to VA in relation with their drawings during application process.

The active role of the ET in terms of theoretical aspects and the dynamic role of subject teacher solely in application process are highly supported with some of the unit plans, students' process diaries and assessment records. For instance, when the assessment rubric for IT, unit 1 was analyzed, it was totally prepared in L2 and the students were expected to be competent in L2 to meet the content-based objectives of the lesson and requirements of the criterion-based assessment. On the other hand, without the content-based knowledge, it was impossible for the learners to design an e-book as evident in the records indicated in Appendix A.

### **Collaboration between Teachers**

The ET and the other three subject teachers collaborated with each other while planning the lessons, designing the unit plans, determining the objectives of the lessons and assessment criteria via using rubrics. Furthermore, during the lesson, despite the highly dominant role of

ET specifically for teaching the theoretical aspects of the content and checking pupils' comprehension on content knowledge; the subject teachers were required to support the ET and work interactively with ET particularly when they needed help for content specific terminology and concepts. In parallel with these, during application process of the lessons in spite of having a more active role, content teachers needed the guidance and support of the ET while sharing the content specific knowledge with the pupils in L2. In this regard, the ET and the content teachers had mutual support and experienced learning from each other, needed to co-plan before the lessons and shared the lesson plans, teaching materials, videos, documents, assignments and tasks in goggle classroom at least one week before the lessons and took some highlighting notes before the lessons as evident in the documents included in Appendix B.

### **Language-focused Pedagogy**

The main goal of the teachers and the administrators focuses on improving language skills of the students primarily although the unit plans and assessment rubrics shared the same characteristics in terms having content-based objectives. In this regard, by means of the classroom observations and documents analysis, it was revealed that there was a language focused instruction concentrating on improving language skills of the students in CLIL lessons via leaving the content in the secondary role. For instance, during the implementation process of CLIL instruction, the ET was generally dealing with linguistic competences of students via correcting students' language errors while engaging in productive skills such as presenting their research, working in groups and attending discussions, etc. During the IT lesson, the pupils were making presentations about digital citizenship and the ET was focusing on the structures, spelling, vocabulary and phonological rules the students used. For the Music lesson, the process was nearly the same while the students were presenting their research on musical periods and their favorite instruments. Accordingly, during VA, the pupils were presenting their posters and pictures to reflect their ideas and feelings on a specific type pollution such as air, water, soil and environmental pollution. While they were creating their posters, the ET was emphasizing the importance of using the appropriate structures and vocabulary. However, VA was engaging in the colors, views, painting, etc. Furthermore, as the pupils were expected to interact only in L2, some of them were hesitant to ask questions and share their content knowledge. In this regard, the content seemed to be in the secondary role after language. However, when the unit plans and assessment records were analyzed, the unit specific objectives regarding the content-based knowledge took the initial role and surpass the linguistic knowledge as evident in the documents indicated in Appendix C.

In brief, the CLIL lessons were held with the dominance and active role of ET in terms of presenting theoretical information whilst, the subject teacher took an observer role in general and was more active during application process. During observations, the ET

focused primarily on the development of language skills and then content related vocabulary and subject knowledge of the students. During the implementation, the subject teachers had active roles when their content knowledge was really required by the ET and by the pupils. In addition, while playing musical instruments, creating their process dairies on book creator, designing web pages, drawing pictures and painting them, students had more interaction with their subject teachers. Even though the main emphasis seemed to be on language skills in CLIL lessons, the primary objectives of the unit plans and assessment tools including rubrics were on content knowledge and skills in general. In this regard CLIL lessons were held with language driven pedagogy despite the focus on content-based objectives indicated in the lessons plans and assessment rubrics.

### **Teachers' Perceptions towards CLIL**

Interviews centered on the inductive analysis of teachers' beliefs toward CLIL to have an in-depth understanding on their perceptions regarding their ideas, experiences, and feelings by elaborating on their classroom practices in EFL context. Under the primary category identified as teacher perceptions, the subcategories including challenges, benefits, drawbacks, and affective factors were emerged. In this vein, the results of the study indicated that not only the subject teachers including Visual Arts teacher (VA), Music teacher (MT), Information Technology Teacher (IT) but also the English teacher (ET) have positive beliefs regarding CLIL approach in general.

### **CLIL as a Challenging Teaching Practice**

When the teachers were asked questions whether they face any difficulties in CLIL practices and the reasons, all of them mentioned the lack of teaching training programs, the low academic background of the students regarding their proficiency levels in English, the explanation of complex terminology, time-management problems in relation to the lesson-planning process and high amount of time spent for explaining core concepts, and lastly the lack of teaching materials as indicated in the following quotes:

As the students' academic and proficiency levels in English low, I feel myself helpless while trying to explain complex terms such as digital citizenship. (ET)

I sometimes find applying CLIL approach time-consuming particularly when we spend several hours for lesson planning, assessment, evaluating students' process dairies together with ET. (VA)

Sometimes even for explaining a single concept, I spend minutes. When I check students' comprehension, I realize that they cannot understand completely despite our effort. (IT)

For me, the most challenging thing is the lack of supplementary materials. Although we are an IB school, we need some universal materials for teaching music and arts. (MT)

Unfortunately, without any special training on CLIL, everything becomes more difficult. (ET)

### **CLIL as a Pedagogically Beneficial Teaching Practice**

In relation to the benefits and strengths of CLIL instruction in EFL context, all of the subject teacher and the ET mentioned practicing the L2, enhancing English proficiency levels, extending academic vocabulary, and increasing learners' motivation and self-confidence as indicated in the following quotes:

Our students have a chance to practice what they have learnt in L2 and their proficiency levels increase gradually. (ET)

Even they are fifth graders, their terminology and content related vocabulary progresses a lot. For example, they know what online platform, security, privacy, digital citizenship, digital rights and responsibilities mean and use them in context. (IT)

In visual arts, while the students painting canvas, they learnt many adjectives to describe their posters. Also, while creating slogans for their drawings, they are willing to practice L2 and motivated to learn the new words. (VA)

Students learn new terms related to musical periods including baroque, classical, romantic, and modern. In addition, they prepare presentations about their favorite music types. Therefore, in CLIL classes they not only practice English but also comprehend content knowledge. (MT)

In addition, the IT teacher mentioned that CLIL provides *authentic communication* for learners as indicated in the following quotes:

The students are creating blogs to communicate in real life context and they discover how they can exchange their ideas by means of their personal blogs. (IT)

### **CLIL with its Drawbacks**

Regarding the disadvantages and weaknesses of CLIL instruction, all of the teachers mentioned students' low proficiency levels in English. Additionally, Music, Information Technology and English teachers particularly added lack of teaching sources, L2 only perspectives and lack of institutional support as indicated in the following quotes:

As the pupils are in lower levels, the most significant problem for the kids is understanding the complex structures and difficult terminology in English. (ET)

For us, the main problem is trying to teach the content purely in L2. (IT)

We need some specific teaching materials for CLIL classes and it is time-consuming to investigate CLIL aids appropriate for our students and context. (MT)

Unfortunately, the school does not provide us opportunities for us attending teacher-training programs, seminars and workshops for CLIL approach. Thus, we feel lost even in the beginning. (VA)

### **CLIL Providing Positive Affective Aspects**

When the teachers were asked questions to find out the students' feelings and attitudes during CLIL applications and whether they noticed any changes in the learners' attitude to a foreign language after they had begun using CLIL at their lessons, the VA, IT, and English teacher mentioned positive affective factors including motivational increases in the students' perceptions in terms of engaging in lessons, willing to communicate in L2 and become active participants while the Music teacher mentioned the increase on students' self-confidence specifically while they were making presentations and engaging in discussions as evident in the following quotes:

I think students feel more self-confident thanks to CLIL lessons specifically while they were making presentations or introducing their musical instruments. (MT)

The students are highly willing while presenting their posters and drawings to us. (VA)

I observe that most students are highly motivated to learn English and subject content compared to non-CLIL classes. (IT)

The more the kids believe in what we do really work for them, the more motivated they become. I mean they progress in English and subject lesson at the same pace. (ET)

### **Students' Perceptions towards CLIL**

Constructed on the basis of the qualitative data collected from the teachers, the questionnaire elicits the students' perceptions of CLIL. Accordingly, the means and standard deviations obtained from each dimension are analyzed under one major category as the perceptions' of students on CLIL including four sub-scales consisting of affection (the statement 3 and 7), content (the statement 5 and 6), language (the statements 1, 2, 4, and 10), and interaction (the statement 8 and 9) that were derived from the inductive analysis by means of semi-structured interviews conducted with teachers.

#### **Affection**

In the questionnaire, the statements (3 and 7) with regard to affection aimed to reveal whether the students believed CLIL enhances their self-confidence and motivation or not (Table 1). The findings indicated that the most of the participants seemed to have similar perceptions on the given statements by indicating the positive effects of CLIL on their self-confidence and motivation ( $\mu= 3.845$ ,  $SD= 1.119$ ).

Table 1. Descriptive statistics with regard to affection.

Statements	$\mu$	SD
Self-confidence	3.69	1.179
Motivation	4.00	1.059

### Content

The questionnaire also consisted of some statements (5 and 6) regarding the acquisition of the content knowledge (Table 2). The overall frequency of students' responses ( $\mu= 4.107$ ,  $SD= .878$ ) indicated that CLIL enables them to acquire language skills and course content as well as subject content.

Table 2. Descriptive statistics with regard to content.

Statements	$\mu$	SD
Content knowledge	4.286	.835
Comprehension of the subject content	3.929	.921

### Language

As for language, the analysis of the items (1, 2, 4, and 10) in the questionnaire revealed the positive effects of CLIL on learners' language development ( $\mu= 4.167$ ,  $SD= .819$ ) as indicated in Table 3. While the students agreed on the statement "I improve my English in CLIL lessons in general" at most ( $\mu= 4.529$ ,  $SD= .594$ ), the statement "I express myself easily in English in CLIL lessons" showed the least frequency in students' responses ( $\mu= 3.762$ ,  $SD= 1.100$ ).

Table 3. Descriptive statistics with regard to language.

Statements	$\mu$	SD
Language development	4.529	.594
Expressing oneself	3.762	1.100
Vocabulary enhancement	4.427	.547
Linguistic knowledge	3.952	1.035

### Interaction

Finally, the analysis of the items (8 and 9) aimed to find out the students' beliefs on classroom communication and interaction in the questionnaire revealed that the students

agreed on the positive effects of CLIL such as classroom interaction and active participation ( $\mu= 3.595$ ,  $SD= 1.001$ ) as indicated in Table 4.

Table 4. Descriptive statistics with regard to interaction.

Statements	$\mu$	SD
Active participation	3.905	1.008
Questioning patterns	3.286	0.995

In the light of overall results obtained by means of the CLIL perception scale, the descriptive statistics revealed that students have positive attitudes (3.976/.927) regarding CLIL. Their responses to the statements indicated that they have more positive perceptions regarding language ( $\mu= 4.167$ ,  $SD= .819$ ), following with content ( $\mu= 4.107$ ,  $SD= .878$ ), and affection ( $\mu= 3.845$ ,  $SD= 1.119$ ). Lastly, the least positive attitudes were shown on interaction ( $\mu= 3.595$ ,  $SD= 1.001$ ). In this regard, the findings of the CLIL perception scale showed that students' CLIL beliefs are more positive and higher in terms of language and content compared to affection and specifically, interaction.

Lastly, in order to find out whether there is a significant correlation between subscales, the data set was analyzed by means of Pearson Correlation Test on SPSS statistics and the results revealed that there was a significant positive correlation between the subscales ( $p<0.01$ ) as indicated in Table 5.

Table 5. Person Correlation Analysis for subcategory correlations.

	<u>Affection</u>	<u>Content</u>	<u>Language</u>	<u>Interaction</u>
Affection	1			
Content	0.653**	1		
Language	0.695**	0.739**	1	
Interaction	0.636**	0.534**	0.689**	1

*Note.* \*\*Correlation is significant at the  $p<0.01$  level.

In this regard, the findings of the analysis revealed that there was a moderate positive significant correlation between affection and content ( $r=0.653$ ), affection and language ( $r=0.695$ ), affection and interaction ( $r=0.636$ ). Also, there was a moderate positive significant correlation between content and interaction ( $r=0.534$ ). Furthermore, it was evident that there was a high positive significant correlation between language and content ( $r=0.739$ ). Furthermore, there was a moderate positive significant correlation between language and affection ( $r=0.695$ ), language and interaction ( $r=0.689$ ) as evident in table 5.



### Discussion

The findings of the study in relation to the pedagogical practices and implementations of CLIL teachers are in accordance with the reviewed literature. For instance, the participating teachers in this study mentioned collaboration and detailed planning of a lesson. In the same vein, in the previous literature, the findings including mutual support and significance of learning from each other (Guillamon-Suesta & Renau, 2015) and need to co-plan before the lesson (Coonan, 2007) were also reported in this study.

When teachers' and students' views on CLIL as a course content and practices are considered, the findings appear to be in parallel with those of the previous studies. The teachers' perceptions of CLIL instruction were overall positive (Guillamon-Suesta & Renau, 2015). More specifically, the teachers appreciated CLIL as it allowed the students to contact with target language (Leone, 2015; Hunt, 2011; Vazquez, Molina, & Lopez, 2015) and as it improved English language proficiency (Aguilar & Rodríguez, 2012). In addition, teachers believed that extending vocabulary (Dalton-Puffer, 2008) was one of the significant benefits of CLIL instruction. In line with Altınkamış (2009), Leone (2015), and Hunt (2011), CLIL instruction was reported to increase the students' motivation. On the other hand, the inductive analysis of the semi-structured interviews with teachers revealed some challenges in respect to CLIL such as learners' low level of English (Guillamón-Suesta & Renau, 2015), lack of training and lack of institutional support (Pladevall-Ballester, 2015), and lack of teaching materials and textbooks (Banegas, 2012; Coonan, 2007; Roiha, 2014; Pladevall-Ballester, 2015).

On the other hand, in terms of student perceptions, the findings revealed positive attitudes toward CLIL, which supported the findings of the previous research by Yılmaz and Şeker (2013). Similarly, it was found out that students practiced English and felt themselves self-confident during CLIL instruction (Bozdoğan & Karlıdağ, 2013). The highly positive significant correlation between content and language found in this study was supported by the previous research (Marsh, 2002; Coyle, 2007; Coyle et al., 2010) who claim that focused on the integrative function and dual focus of CLIL with a balanced approach as students' perceptions and their self-reported achievements. This might mean that teacher views, student perceptions, and classroom practices emphasised the importance of balanced, equal and integrative functions of content and language.

In this context, even in a non-native, EFL setting, CLIL is a highly effective approach for building positive attitudes regarding both teachers and students; enhancing collaboration; increasing motivation and self-confidence; improving students' language skills and content related terminology and knowledge. These results offer some implications. CLIL teachers (a) might be supported with teacher training programs, particularly in terms of implementing appropriate strategies and pedagogies in CLIL classrooms according to students' needs, interests and suitable for their academic backgrounds and proficiency levels in L2, (b) appear to need supportive materials and textbooks to use effectively in CLIL lessons, and (c)

need to learn to work collaboratively with their colleagues efficiently not only in planning but also in implementation and assessment process.

### Conclusion

To conclude, this study sheds light on the views of teachers and students on CLIL in an EFL context and elaborated on the pedagogical practices and classroom implementations of CLIL in a private secondary school. The results indicated that not only the students but also the teachers accepted CLIL as a facilitative approach for increasing students' both foreign language skills and content specific knowledge, fostering motivation and self-confidence, encouraging collaboration and mutual support among teachers. In this regard, CLIL as a positively perceived method by not only the teachers but also the students could be used in Turkish EFL education system as a facilitative, collaborative and inclusive classroom practice with the aim of increasing learners' vocabulary knowledge, supporting their autonomy, and improving their English proficiency at the same time. On the other hand, teachers are in need of support from their institutions as a solution to overcome the problems and challenges they experience in using CLIL such as the low English proficiency of students and content teachers, the lack of teacher trainings and seminars, and lastly the lack of CLIL materials. Most significantly, teachers seek for effective strategies to deal with and address these challenges. In this regard, in-service trainings, seminars, and workshops could be beneficial for guiding the teachers to find their ways in CLIL.

The present study addresses the gap in the literature suggesting an integrative perspective and synergy not only upon the students and teachers' perceptions. The findings regarding the positive perceptions of teachers and students alike resonate with each other and are in alignment with the classroom practices of CLIL which serves with its facilitative, dynamic, and dual focus including language and content as inseparable and interwoven elements.

The study also had some limitations. One was that the data was collected from one school as research context and data from teachers and students in various other contexts could have yielded richer data. The other limitation was the questionnaire derived from the codes in the teacher questionnaire was not piloted. We recognise that this could have also had an influence on the results we drew from the study.

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## APPENDICES

### Appendix A

<b>UNIT</b>	Unit 1: Digital Citizenship
<b>STATEMENT OF INQUIRY</b>	Criminal crimes that arise in constantly renewed cyber environments in parallel with scientific and technical developments can be prevented by proper ways of communication and education.
<b>GLOBAL CONTEXT</b>	Scientific and Technical Innovation
<b>ACTIVITY NAME</b>	Designing an e-Book
<b>ASSESSMENT CRITERIA</b>	Criterion A: Inquiring and analyzing Criterion B: Developing ideas Criterion C: Creating the solution Criterion D: Evaluating
<b>RUBRIC CONTENT &amp; OBJECTIVES</b>	The ss were asked to prepare an interactive e-book containing 9 different dimensions of Digital Citizenship. When they used technology, they would create a document that would guide people, make them knowledgeable, and present it to the class society. It was important that they conduct a detailed research and summarize the information they have obtained correctly. They also needed to support their work with pictures, animations and sound recordings. The language of the e-books they would prepare must be in English. The ss were asked to follow the design cycle steps throughout the process and note any process-related work in their process logs.

### Appendix B

#### Digital security:

<https://www.youtube.com/watch?v=ni6qM-XeISs>

<https://www.youtube.com/watch?v=8c5n92Kwy8g>

Target vocabulary: Security, safety, precaution, individual, protection, identity

ET: Introduces the target vocabulary, makes the watch the videos and ask questions to check their comprehension.

Ss: Take notes in English to their process diaries in book creator about what they have learned.

IT: Helps ss make an online research about digital security and share their ideas in goggle classroom.

## Appendix C

**Visual Arts Task:** Preparing a poster for describing a type of pollution

**Assessment Criteria:**

**Criterion A:** Making a research on poster techniques and preparing a power point presentation on Imovie application about its features, the well-known poster painters and present in to the class.

**Criterion B:** Improving skills in Arts

**Criterion C:** Creative thinking: It includes reflecting your ideas with making use of various frames, decorations and designs.